# REPORT ON STATEWIDE RESEARCH AND DEVELOPMENT SCHOOL TRANSITION
# 2010-2011
# JANUARY 2012

**Executive Summary:** As a result of legislation in 2008, SF 2307, the Director of the Iowa Department of Education and the President of the University of Northern Iowa established a finance and funding committee and an implementation committee to develop detailed plans for expansion of the Price Laboratory School at the University of Northern Iowa as the State of Iowa research, development, demonstration, and dissemination (RDDD) school and submitted a report to the General Assembly in January 2009. The report was reviewed by the Board Office and approved by the Board President.

During the last three years, continuous progress has been made toward implementation of the statewide R & D school. As a result of legislation in 2009 (SF 470), the Director of the Iowa Department of Education and the President of the University of Northern Iowa were directed to create an Advisory Council and a Standing Institutional Research Committee and to establish a basic geographic boundary line agreement and student transfer policy. The legislation also required the completion of an Infrastructure Funding Study and a study to evaluate the condition of the current Malcolm Price Laboratory School, including determining an approximate cost both to renovate the current facility and to construct a new facility. Furthermore, SF 470 specified that future work on the R & D school needed to adhere to the three-year timeline prepared by the Implementation Committee in the January 2009 report. The three-year timeline included a list of tasks to be completed during each year with the transition to a statewide R & D school completed by Fall 2012.

## Background:

**Year 1.** During the first year of the transition (2009-2010), the 15 member Transition Team met to define the vision, mission, and guiding principles of the school. The team reviewed enrollment targets, procedures, management models, governance structure, partnership roles and responsibilities, and school functions. The Transition Team also recommended that a separate committee be formed to draft the R & D school strategic plan.

Other activities during 2009-2010 included the following:

- Completion of a Property Tax Analysis in Fall 2009. This report included the fiscal impact of SF 470 on the eight school districts that had students attending Malcolm Price Laboratory School, with a primary focus on the Waterloo and Cedar Falls school districts.
- Independent review of the state aid and property tax implications of the legislation.
- Completion of an independent report to identify potential access to different infrastructure funding sources for the statewide R & D school. The report also examined current revenue sources used by school districts and the University of Northern Iowa.
- Completion of a study by the architectural firm of Perkins & Will in Spring 2010 to analyze the current condition of Malcolm Price Laboratory School and to provide estimates to renovate the existing facility and to construct a new facility. The firm completed a process called space programming that considered the mission and function of the statewide R & D school.

The design firm's recommendation needed to consider the following property elements – grounds, utility, and paving systems; exterior systems, including the roof, walls, windows, exterior doors, and structural components; interior systems, including walls, doors, floors, and ceilings; fire and life safety issues; readily achievable design features meeting the requirements of the federal American with Disabilities Act; heating, ventilation, and air conditioning, including control mechanisms; electrical and electrical distribution system; plumbing; fire protection; elevators; and special construction. A summary of the report prepared by the Perkins & Will Architectural Design Firm is included in Attachment F.

- Creation of a 17 member Advisory Council and approval by the Board of Regents and State Board of Education in August 2010. The purpose of the Advisory Council is to review and evaluate educational processes and results of the R & D school. In the future, the Advisory Council will also provide annual reports to the Board of Regents, the State Board of Education, and the General Assembly. The Council met on December 10, 2010 and will continue to meet on a quarterly basis.
- Formation of a strategic planning committee in Fall 2010 by the Dean of the College of Education using the recommendations of the 2009-2010 Transition Team. The committee, which includes statewide leaders, will promote collaborations between the Iowa Department of Education, area education agencies, Regent universities, and PK-12 administrators and teachers. The committee's goal was to share the strategic plan with the Advisory Council no later than March 2011.

**Year 2**. The Advisory Council met three times between December 2010 and March 2011 to accomplish the goals outlined for completion during Year 2. The Advisory Council focused on three areas – strategic work on 2010-11 tasks; completion of a five-year strategic plan; and preparation of a three-year Boundary Line and Student Transfer Agreement.

- The Advisory Council attended an R & D Education Summit in October 2010 at UNI. The keynote speaker for the Summit was Dr. Sharon Robinson, president and CEO of the American Association of Colleges for Teacher Education (AACTE), a national alliance of educator preparation programs dedicated to enhancing PK-12 student learning. Four Research and Development schools shared their research models, governing structure, funding sources, and statewide dissemination strategies. The four schools also provided essential ideas, strategies, and resources to transition MPLS to Iowa's R & D School. The participating schools are described in Attachment B. More than 100 stakeholders, including UNI faculty and staff, area teachers, Iowa Department of Education officials, AEA leaders, parents, and legislators attended the one day summit.
- Additional work completed by the Advisory Council included determining tools and processes for statewide demonstration and dissemination and defining roles/responsibilities for partnerships with AEAs and schools.

- The Advisory Council reviewed and provided input on the Strategic Plan formulated by the statewide Strategic Planning Committee. The seven member committee included individuals from across Iowa, led by the Dean of the UNI College of Education. The list of members is included in Attachment C. The committee developed the 2012-2017 Strategic Plan – *Iowa's Research and Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching and Learning*. The strategic plan is included in Attachment D.
  - ☑ There were four goals identified in the strategic plan – Education Attainment and Personal Development; Preparation and Professional Competence; Transformative Research; and Statewide Network.
- Senate File 470 required UNI and the Cedar Falls Community School District (CFCSD) to establish a basic geographic boundary line agreement and student transfer policy for the R & D School to protect and promote the quality and integrity of the teacher education program and the viability of the education program of the CFCSD. If such an agreement could not be reached, the boundary line for the R & D School would become the official boundary line of the CFCSD.
  - ☑ An official Boundary Line and Student Transfer Agreement was reached by UNI and CFCSD. Provisions of the agreement cover student eligibility, enrollment application process, residence verification requirements, and transfer student protocol. The CFCSD and the R & D School will consult annually to determine the maximum number of students who may be granted transfers. All transfers must adhere to enrollment caps outlined in Iowa Code Chapter 282.18(16). The three-year agreement is effective through the 2013-2014 academic year. The Student Transfer and Boundary Line Agreement was approved by the Board in September 2011 (Agenda Item 3b).
  - ☑ Any student, regardless of residence, may enroll at the R & D School, provided they pay tuition equal to the state cost per pupil established by the Iowa Department of Education.

**Year 3**. Several tasks will be completed during the 2011-12 academic year. Transition plans will focus on fully implementing Iowa's Research and Development School in Fall 2012. The following initiatives will be accomplished during the year.

- Hire the R & D School Director.
- Implement the 11-member Standing Institutional Research Committee (SIRC). This committee will serve as the clearinghouse for investigative and applied research. The duties of the committee include the following:
  - ☑ Be well informed about the educational needs of students in the state.
  - ☑ Be aware of and understand the standards and protocols for educational research.
  - ☑ Understand the dissemination of pre-kindergarten through grade twelve research results.
  - ☑ Understand the impact of educational results.
  - ☑ Be knowledgeable about compliance with human subjects protection protocols;
  - ☑ Create and approve research protocols, review the quality and results of performed research, and provide support for dissemination efforts.

- Continue to work closely with the Iowa Department of Education to design and implement research that aligns with the state educational goals.
- Hire the Director of Research for the R & D School.
- Continue to build research capacity to seek external funding opportunities in conjunction with educational faculty throughout Iowa and the U.S.
- Continue to build the repository of teaching demonstration materials for statewide dissemination.
- Expand collaborative research efforts with schools throughout the state.

**Full Implementation of Iowa's R & D School**. Beginning Fall 2012, Iowa's R & D School is expected to be fully implemented. The School will include the following components.

- Design, implement, and research competency-based pathways for the next generation of teachers and learners.
  - ☑ Competency-based learning is instruction that is organized around a set of learning objectives based upon the knowledge, skills, and attitudes required to perform a set of skills called competencies. Evaluation of student success is based on competent performance of the skills. Normative measurement is specifically excluded from competency-based instruction.
- Students will track progress on their learning competencies and complete learning modules at their own pace.
- Technologies will be integrated throughout the interdisciplinary learning environment.
- Seamless statewide partnerships will be developed to demonstrate and disseminate new and innovative best practices in teaching.
- The R & D School will be of great value to the state in many ways. By completing research and advancing teaching practices, the School will have educational resources readily available for the state and it will work to raise and sustain the level of educational attainment of students.
- The R & D School will be designed to meet the diverse educational needs of an increasingly diverse Iowa. The school will be a resource for pre-service and career educators, enhancing teacher preparation, and initiating research that transforms practice.

**On-Going Initiatives at Malcolm Price Laboratory School.** During the transition phase, MPLS has numerous on-going research and outreach initiatives throughout Iowa, including the following two major efforts.

- *One-to-One Research*. This initiative is being implemented at MPLS in Fall 2011 and includes the distribution of a mobile computing device to every student in grades 9-12. Half of the 9th graders and half of the 10th graders received iPads, while the other half received macBooks. All seniors received macBooks and all juniors received iPads. The purpose of the study is to compare the two computer platforms on a number of criteria to determine whether one platform is actually "best" for high school students or whether that determination varies with subject matter and with the ability levels of students.

- *Leader in Me Research*. This initiative is a whole-school transformation model that is purported to improve student attendance and academic performance, lead to fewer discipline problems, and increase engagement among teachers and students by equipping students with the self-confidence and skills they need to thrive in the 21st century. The program is based on Stephen Covey's 7 Habits of Highly Effective People (1989).

MPLS conducted extensive and comprehensive statewide outreach in 2010-11.

- Teachers made over 400 presentations to teachers throughout the state. The following is a partial list of activities completed during 2010-11:
  - ☑ State online repository of problem-based instructional tasks
  - ☑ State Math Leadership Team
  - ☑ Iowa Council of Teachers of Mathematics Conference presentation
  - ☑ Iowa Science Teachers Conference presentation
  - ☑ State Learning Disability Conference
  - ☑ Webinar on problem-based learning
  - ☑ Elementary Literacy Conference
  - ☑ Iowa School Counselors Summit presentation
  - ☑ AEA School Counseling Network meetings
  - ☑ Authentic Intellectual Work presentations
  - ☑ Physical Education State Conference
  - ☑ State Art Educators of Iowa presentations
  - ☑ South East Polk Modern Language Department professional development
  - ☑ Council Bluffs schools professional development

Teachers worked with more than 1,290 educators throughout the state reaching 59% of the 99 counties in the state. Linking educators together in a statewide professional learning community is critical to MPLS educators as they transition into Iowa's R & D School. MPLS has integrated the R & D mission of serving as the research hub for Iowa schools and is connecting educators statewide. MPLS will continue to build this network, develop curriculum, research and test innovative practices, and serve as a research and development school for PK-12 schools as well as colleges and universities.

**UNI Teacher Education Program.** MPLS serves as a critical hub for the premier UNI Teacher Education program, which educated 2,399 university pre-service teachers during the 2010-11 school year. UNI students were provided more than 26,000 hours of work in this field experience setting. One of the critical points of the 2011 Iowa Education Summit was the benefit and need for increased field experiences for pre-service teachers. MPLS meets that need by serving as an important link in the field experience sequence of the UNI Teacher Education Program.

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**IOWA'S RESEARCH & DEVELOPMENT SCHOOL REPORT**
**2010-2011 Advisory Council**
**October 2011**

Advisory Council Members
Kevin Fangman, Deputy Director, PK-12, Iowa Department of Education
(Fall 2010 – served as Interim Director, Iowa Department of Education)
Ben Allen, President, University of Northern Iowa
Lyn Countryman, Interim Director, MPLS
Jim Young, Elementary Teacher, Cedar Falls CSD
Michelle Davis, Middle School Teacher, Postville
Jodi Tupper, High School Teacher, Davenport
Aidday Phomvisay, Associate Principal, DM Valley High School
Pam Barry, Northwest AEA Director, Sioux City
David Whaley, Associate Dean, Iowa State University
Susan Lagos-Lavenz, Associate Dean, University of Iowa
Jan McMahill, Dean, School of Education, Drake University
Robin Mebus, MPLS Parent
Fred Buie, President, Keystone Electrical Manufacturing
Bob Kressig, State Representative
Chris Hagenow, State Representative
Brian Schoenjahn, State Senator
Paul McKinley, State Senator

Assisting the Advisory Council
Gail Sullivan, Iowa Department of Education
Brenda Buzynski, University of Northern Iowa

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## RESEARCH AND DEVELOPMENT SCHOOLS

- ⇨ Danville New Tech High School
  Danville, Illinois
  Darin Chambliss, Director
  Jacob Bretz, Lead Teacher

- ⇨ Florida State University School
  Tallahassee, Florida
  Dr. Lynn A. Wicker, Director

- ⇨ P. K. Yonge Developmental Research School
  University of Florida
  Gainesville, Florida
  Dr. Linda Fender Hayes, Director of Research and Outreach

- ⇨ Burris Laboratory School
  Ball State University
  Muncie, Indiana
  Dr. Jay McGee, Principal/Department Chair

**REPORT ON STATEWIDE R & D SCHOOL TRANSITION**
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## 2010-11 STATEWIDE RESEARCH AND DEVELOPMENT SCHOOL STRATEGIC PLANNING COMMITTEE

- ⇨ Dwight Watson
  Dean – College of Education
  University of Northern Iowa
  Cedar Falls, Iowa

- ⇨ Willie Barney
  Principal – East High School
  Waterloo, Iowa

- ⇨ Alison Beharka
  Assistant Professor
  Malcolm Price Lab School
  University of Northern Iowa
  Cedar Falls, Iowa

- ⇨ Martha Bruckner
  Superintendent
  Council Bluffs Comm. School District
  Council Bluffs, Iowa

- ⇨ Anne Sullivan
  Assistant Chief Administrator/Director - Human Resources and Personnel
  AEA 267 Admin. Services Center
  Cedar Falls, Iowa

- ⇨ Judy Jeffrey
  Director Iowa Dept. of Education – Ret.
  Des Moines, Iowa

- ⇨ Joe Mueting
  Principal – Spencer High School
  Spencer, Iowa

- ⇨ David Whaley
  Associate Dean – Teacher Education, International Programs & IT
  Professor – Department of Curriculum and Instruction
  Iowa State University
  Ames, Iowa

Ex-officio members

- ⇨ Kevin Fangman
  Deputy Director and Administrator
  (Fall 2010 – served as Interim Director, Iowa Department of Education)
  Iowa Department of Education
  Des Moines, Iowa

- ⇨ Ben Allen
  President
  University of Northern Iowa
  Cedar Falls, Iowa

- ⇨ Lyn Countryman
  Interim Director
  Malcolm Price Laboratory School
  Cedar Falls, Iowa

- ⇨ Gail Sullivan
  Chief of Staff and Administrator
  Iowa Department of Education
  Des Moines, Iowa

- ⇨ Brenda Buzynski
  Executive Assistant to the President
  University of Northern Iowa
  Cedar Falls, Iowa

**REPORT ON STATEWIDE R & D SCHOOL TRANSITION**
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**IOWA'S R & D SCHOOL 2012-2017 STRATEGIC PLAN**

## Strategic Plan 2012-2017*
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

### MISSION STATEMENT

The mission of the statewide Research, Development, Demonstration, and Dissemination School is to improve the teaching and learning of Iowa students and educators.

The R&D School located at the University of Northern Iowa will be a resource for pre-service through career educators. It will serve to help these individuals grow in professional competence through collaborative inquiry and exchange of professional knowledge.

Abbreviated Statement: The mission of Iowa's R&D School at the University of Northern Iowa is to improve the teaching and learning of Iowa students and educators.

### VISION STATEMENT

The school serves as a hub to implement evidence-based practices in teaching and learning for Iowa students and teachers. Through competency-based learning and collaborative inquiry, the school is a resource for pre-service through career educators to grow in professional competence.

Abbreviated Statement: The vision of Iowa's R&D School is to collaboratively research, develop, demonstrate and disseminate innovative practice for current and future educators to raise the achievement of Iowa students.

** Fiscal Years 2012-2017*

*Prepared by the Statewide R&D School Statewide Strategic Planning Committee – 2010-2011*
*Reviewed and Affirmed by the Statewide R&D School Advisory Council on 8/5/11*
*Submitted to the Board of Regents, State of Iowa, on 12/8/11*
*Submitted to the State Board of Education, State of Iowa, on December, 2011*

## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

### VISION CONCEPTS

Effective education must attend to the learner, teacher, and the instructional context. To actualize this vision, we must:

**Voice** – ensure that every stakeholder has a voice in what, when and how they learn.

**Attainment** – prepare each learner for post-secondary options.

**Communication** – collaborate and communicate with all stakeholders.

**Flexibility** – provide flexibility in student groupings, learning environments, teacher roles, data systems, units of instruction, calendar, and scheduling, etc.

**Professional Development** – facilitate teacher mentoring, coaching and continuous professional development.

**Assessment** – create assessment systems that evaluate and guide students' and teachers' learning.

### FOCUS

The focus of the Strategic Plan is to provide a framework for the implementation of the R&D School. In order to accomplish this focus, it is important that the R&D School develop goals and objectives that are operational in order to guide the daily work of the R&D School as well as aspirational in order to actualize the vision concepts and innovative practices.

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

The Strategic Plan consists of four goals. The goals represent the legislative principles and are substantiated with objectives based on the research, development, demonstrations, and disseminations functionalities. The objectives are aligned with the core visions of the Strategic Plan.

**GOALS and OBJECTIVES of the Strategic Plan are:**

**GOAL 1 - Education Attainment and Personal Development**: Raise and sustain the level of all pre-K through 12 students' educational attainment and personal development through innovative and promising practices.

**GOAL 2 - Preparation and Professional Competence**: Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge of teaching and learning.

**GOAL 3 - Transformative Research**: Focus on research which transforms practice to meet the changing needs of Iowa's educational system.

**GOAL 4 - Statewide Network**: Expand the presence and influence of the research and development school to increase statewide equity and access to quality education.

**In addition, the following items will be acted upon to support the Strategic Plan:**

- Flexibility in the submission of waivers to the Iowa Department of Education regarding student performance.
- Creation of collaborative partnerships with LEAs, AEAs, Iowa State University, the University of Iowa, private colleges, and other accredited teaching programs.
- Solicitation of external funding to support strategic initiatives.
- Communication with local and state legislators as well as other stakeholders to engender continuous support.
- Development of a dissemination network that focuses on the central location and satellite sites in order to demonstrate practices and replicate developed research.

## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

**GOAL 1**

**Education Attainment and Personal Development**

**Raise and sustain the level of all pre-K through 12 students' educational attainment and personal development through innovative and promising practices.**

**OBJ 1.1: Curriculum** -Develop a seamless, problem and community-based curriculum that interfaces with technology so that students can demonstrate deep understanding of the essential skills and concepts of the Iowa Core. (All state accepted Common Core goals are integrated into the Iowa Core.)

**OBJ 1.2: Instruction** - Implement a process in which each student will have a personalized learning plan that guides and informs instructional practices.

**OBJ 1.3: Assessment** - Develop just-in-time and on-time assessments that measure performance in order to determine competency and develop appropriate instructional interventions.

**OBJ 1.4: Climate** - Create a learning environment that honors student voices in order to transform education, foster cultural competence, and promote mutual trust and respect.

**OBJ 1.5: Roles** - Develop differentiated, dynamic, and flexible adult roles that are responsive to varied and varying student needs.

**OBJ 1.6: Community** - Provide school and community-based networks of continuing support to meet the physical, social, emotional, and cognitive needs of all learners.

**OBJ 1.7: Outreach** - Create a comprehensive outreach plan that will ensure that the central and satellite sites are representative of the Iowa student population.

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

**GOAL 2**

**Preparation and Professional Competence**

**Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge of teaching and learning with university faculty.**

**OBJ 2.1: Research** - Develop collaborative research practices that engage pre-service, practicing teachers, and content professors.

**OBJ 2.2: Development** - Identify a collaborative team (AEAs, Iowa DOE, internal teachers, external teachers, university staff, etc.), to determine mutual areas of interest and combined efforts for delivery of professional development, mentoring, and internships.

**OBJ 2.3: Development and Assessment** – Conduct personalized professional development for individual teachers based on their unmet needs. Determine assessment methods for reviewing teacher performance.

**OBJ 2.4: Demonstration** - Secure and utilize a technology-rich system that connects pre-service and practicing teachers in effective teaching practices to implement a common learning goal.

**OBJ 2.5: Dissemination** - Develop a clearinghouse of innovations and research-based practices.

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

GOAL 3

**Transformative Research**

**Focus on research which transforms practice to meet the changing needs of Iowa's educational system.**

**OBJ 3.1: Research** - Determine acceptable protocols that will be adopted for conducting research.

**OBJ 3.2: Development** - Develop strategies to identify and encourage research endeavors that will address relevant problems and promising practices related to Iowa education.

**OBJ 3.3: Demonstration** – Create mechanisms to showcase and obtain feedback on research developed at central and satellite sites.

**OBJ 3.4: Dissemination** - Develop strategies to successfully disseminate outcomes of RD3 efforts.

**OBJ 3.5: Resources** - Develop opportunities for acquiring necessary resources to engage in RD3 activities, including internal and external grants and other fiscal support.

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

**GOAL 4**

**Statewide Network**

**Expand the presence and influence of the research and development school to increase statewide equity and access to quality education.**

**OBJ 4.1: Research** - Determine acceptable protocols that will be adopted for sharing research statewide.

**OBJ 4.2: Development** - Develop strategies to identify and encourage statewide networks.

**OBJ 4.3: Demonstration** – Create networks to showcase and demonstrate research developed at central and satellite sites.

**OBJ 4.4: Dissemination** - Develop strategies to successfully network statewide.

**OBJ 4.5: Feedback** - Obtain statewide feedback on research completed and shared teaching practices.

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

**GOAL 1**
**Education Attainment and Personal Development**

**Raise and sustain the level of all pre-K through 12 students' educational attainment and personal development through innovative and promising practices.**

| | Key Performance Indicators | Starting Initiative | Target |
|---|---|---|---|
| | | | |
| 1. | **COMPETENCY BASED LEARNING**<br>- define and ensure continuous review of competencies that align with the Iowa Core competencies<br>- students complete a competency-based portfolio that aligns with graduation degree requirements<br>- student records competency achievements with innovative technology-based system | FY12 – Initiate competency-based portfolios for all 9th grade students | FY15 - 100% of high school students will have a competency-based portfolio. |
| 2. | **PERSONALIZED LEARNING PLANS**<br>- student directed evolving learning plan that is guided and integrated with student, parent and educator involvement<br>- K – 8th students complete a personalized learning plan that aligns with the Iowa Core | FY12 – Initiate personalized learning plans for K-8th students. | FY16 - 100% of K-8th students will have a complete personalized learning plan |
| 3. | **IMPROVED STUDENT ACHIEVEMENT**<br>- document student academic performance and growth in the Iowa Core<br>- students develop and learn 21st century skills | FY12 - develop new system that gauges achievement in a competency-based learning environment. | FY17 – 95% of the graduating students will demonstrate competency-based achievement. |

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

**GOAL 2**

**Preparation and Professional Competence**

**Enhance the preparation and professional competence of Iowa educators through collaborative inquiry and exchange of professional knowledge of teaching and learning.**

| | Key Performance Indicators | Starting Initiative | Target |
|---|---|---|---|
| 1. | **PROFESSIONAL STATEWIDE LEARNING COMMUNITIES**<br>- interdisciplinary learning teams are developed to collaborate on creating the competency-based learning environment<br>- teams will establish teaching and learning goals to develop a competency-based model that is replicable | FY 12 – interdisciplinary teams are developed. The teams will establish teaching and learning goals. | FY 17 – Replicate competency-based learning environment at 10 partnership sites. |
| 2. | **HIGH-TECH SYSTEM CONNECTING PRE-SERVICE AND PRACTICING TEACHERS**<br>- utilize an efficient high-tech sustainable system that develops connectivity between teachers throughout the year<br>- system is accessible on a continuous basis to demonstrate and disseminate effecting teaching practices aligned with competency-based learning | FY13 – Design and implement an efficient high-tech sustainable system.<br><br>Establish satellite partnerships with school districts across the state of Iowa. | FY17 – There will be 10 partnership sites established that are connected through the high-tech systems. These partnership sites will also be working with pre-service teachers. |

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

| | | | |
|---|---|---|---|
| 3. | **SATELLITE SITES THROUGHOUT IOWA**<br><br>- establish statewide sites for conducting research, demonstrating best teaching practices, mentoring, and assessment | FY13 – Establish partnership sites. There should be one site in each of the area student teaching locations. | FY17 – There will be 10 partnership sites established that reciprocally participate in transformative research, teaching and learning. These partnership sites will also be working with pre-service teachers. |
| 4. | **CLEARINGHOUSE OF INNOVATION AND RESEARCH-BASED PRACTICES**<br><br>- establish a comprehensive clearinghouse that is a statewide resource comprised of innovative research, evidence-based teaching and learning and best practices in competency-based learning | FY13 – Create a web-based portal for the collection, storage and dissemination of resources across the state.<br><br>FY13 – Establish submission criteria and types of entries. | FY17 – Each teacher has at least 10 entries. Each partnership site has at least 20 entries. |
| 5. | **COLLABORATIVE PARTNERSHIPS**<br><br>- provide opportunities for seamless collaborative community partners (parents, businesses, scholars, etc.) to engage with and support the statewide R&D School | FY13 – Establish community partnerships that are intentional, reciprocal and sustainable. | FY17 – The R&D School will have signed memorandums of understanding (MOUs) with 5 community partners. Each partnership site will establish MOUs with community partners. |

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

GOAL 3

**Transformative Research**

**Focus on research which transforms practice to meet the changing needs of Iowa's educational system.**

| | Key Performance Indicators | Starting Initiative | Target |
|---|---|---|---|
| 1. | **ALIGN RESEARCH WITH COMPETENCY-BASED LEARNING**<br><br>- complete intentional research that aligns with a competency-based learning environment | FY13 – Generate official protocols that govern the research and development.<br><br>FY13 – Hire the Director of Research and Development. | FY17 – Each tenure-track faculty member should have 1 original research article aligned with competency-based education submitted to the clearinghouse. |
| 2. | **BUILD RESEARCH CAPACITY**<br><br>- develop strategies to identify and encourage research endeavors to address relevant challenges and best practices in education<br><br>- seek external resources to support and develop research opportunities that address competency-based learning and educational needs in Iowa | FY12 – Establish procedures for securing grants, fellowships, donations, and other sponsored resources to support research and development.<br><br>FY13 – Generate official protocols that govern the research and development. | FY17 – The R&D School will develop and submit to the clearinghouse 2 descriptive studies or curriculum design projects that address relevant challenges and best practices.<br><br>FY17 - $500,000 of grant support should be accumulated since FY13. |

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## Strategic Plan 2012-2017
## Iowa's Research & Development School: Innovation and Collaboration for Enhancing Competency-Based Teaching & Learning

**GOAL 4**

**Statewide Network**

**Expand the presence and influence of the research and development school to increase statewide equity and access to high-quality education.**

| | Key Performance Indicators | Starting Initiative | Target |
|---|---|---|---|
| 1. | **DEVELOP AN INNOVATIVE NETWORK TO DEMONSTRATE AND DISSEMINATE STATEWIDE**<br><br>- establish a network that enables statewide participation in research and teaching | FY13 – Establish partnership sites. There should be one site in each of the area student teaching locations. | FY17 – There will be 10 partnership sites established that reciprocally participate in transformative research, teaching and learning. These partnership sites will also be working with pre-service teachers. |
| 2. | **DISSEMINATE RESEARCH FINDINGS TO OFF-SITE LOCATIONS (SATELLITES) THROUGH TECHNOLOGY**<br><br>- encourage faculty, teacher and pre-service teacher exchanges to engage in collaborative inquiry and critical review of research<br><br>- seek statewide feedback on the research completed and the shared teaching practices | FY13 – Create a web-based portal for the collection, storage and dissemination of resources across the state.<br><br>FY13 – Establish submission criteria and types of entries.<br><br>FY14 – Establish a feedback mechanism so constituents can respond to the research. | FY17 – Each teacher has at least 10 entries. Each partnership site has at least 20 entries.<br><br>FY17 – Should have a minimum of 10 responses from each partnership site and a minimum of another 200 responses from statewide districts that are not satellite partners. |

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**REPORT ON STATEWIDE R & D SCHOOL TRANSITION**
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## TRANSITION TEAM THREE-YEAR TIMELINE
## STATEWIDE RESEARCH AND DEVELOPMENT SCHOOL

Year One: 2009-10

Establish a Transition Team to make decisions within the parameters of the Implementation and Finance and Funding Committees' recommendations subject to final review by the President of the University of Northern Iowa and the Director of the Iowa Department of Education. The team must be deeply knowledgeable and empowered to make decisions and allocate funding. It is their responsibility to:

- Work with those involved with the facility study.
- Establish student enrollment procedures reflecting a balanced student body in collaboration with surrounding districts to be approved by the Iowa Department of Education.
- Redefine faculty/administrative roles and responsibilities within guidelines of the University and the Iowa Department of Education.
- Establish a management model that implements the school functions.
- Develop a strategic plan with progress monitoring that includes the Iowa Core Curriculum implementation plan.
- Define roles/responsibilities for partnerships (AEAs, institutions of higher education, and other Iowa schools).
- Report progress quarterly to the President of the University of Northern Iowa and the Director the Iowa Department of Education who will report to the Board of Regents and the State Board of Education.
- Establish reciprocal relationships with surrounding school districts.

Year Two: 2010-11

- Determine tools and processes for demonstration and dissemination.
- Operation of the Advisory Board begins; the Board acts on Year One recommendations.
- Implement Year One recommendations.
- Seek additional funding from grants and other funding opportunities.
- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will report to the Board of Regents and the State Board of Education.

Year Three: 2011-12

- Standing Institutional Research Committee (SIRC) prepares research plans and processes (MPLS, UNI, ISU, SUI, IDE).
- Engage in ongoing implementation and evaluation.
- Report progress quarterly to the President of the University of Northern Iowa and the Director of the Iowa Department of Education who will report to the Board of Regents and the State Board of Education.

The recommendations of the two committees focus on creating a school that serves the students and educators of the state of Iowa, and is sustainable based on the interdependence of the involved entities with the leadership of the University of Northern Iowa and the Iowa Department of Education. In balancing all the needs and keeping foremost the future of PK-12 education in the state of Iowa while nurturing professional respect for the work of educators, the committees feel strongly that this R & D school is essential to all of Iowa's next generations and the vitality of the state of Iowa.

**REPORT ON STATEWIDE R & D SCHOOL TRANSITION**
**2010-2011**
**JANUARY 2012**

# EXISTING FACILITY ASSESSMENT AND PRELIMINARY BUILDING CONCEPTS FOR A STATEWIDE RESEARCH & DEVELOPMENT SCHOOL
**Perkins & Will Report Dated 6/15/10**

## INTRODUCTION

The purpose of this study was to evaluate the long-term facility needs and facility costs for Malcolm Price Lab School (MPLS), which will become a Statewide Research and Development School.

The main focus of the study was to evaluate the costs and benefits of new construction versus renovation of the existing building. The question for this study became: Would it be better to build a new research and development school than to renovate the existing Malcolm Price Laboratory School? This question of the study had multiple facets that needed to be addressed, including the required size and configuration of the school, the educational and environmental qualities required for the school, and the costs.

In order to understand what would be included in the building of the future, the planners and staff went through a process called space programming. The existing school was evaluated in terms of space utilization. All rooms in the existing building were listed in terms of area. The group then evaluated whether each room in the building was functioning adequately for its current and future intended use. In some cases, rooms were thought to be adequate in size and quantity. In other cases rooms were thought to be inadequate in either size or quantity or both. While the capacity of the school is not planned to increase beyond the current size of a two section K-12 school, a number of areas require additional space in order to accomplish their mission. Overall the total programmed area proposed for a new school did not grow beyond the existing area. A complete proposed space program is included.

In addition to accounting for the area of each of the building functions, the staff and planners discussed the desired organizational qualities and functional relationships for a more ideal new Statewide Research and Development School. While more abstract in nature and more difficult to quantify in dollars, the space organization and flow in a new school will have an enormous impact on the effectiveness of the learning environment, and must be seriously considered when evaluating options of a new building and a renovation option. Qualities such as identity by learning community or grade level that are lacking in the existing building were thought to be important for new and improved version of the school. This reinforced the need for some additional spaces and functions beyond those in the existing building, as well as idealized layouts.

After the space program was completed, two building concept options were developed for improvement of the school. A renovation option proposes to renovate and add on to the academic area of the existing school to meet the program, code and environmental requirements. A new construction option proposes to demolish the existing academic area of the school and to replace it with new construction to meet the needs identified in the space program. For each option, a sustainability assessment and preliminary budget were estimated and are included.

## PROJECT GOALS

### Goals of Study

- Define the physical space needs of the Malcolm Price Laboratory School.
- Identify the amount of space currently utilized by the school.
- Identify the physical challenges of the existing space to the educational process of the school.
- Create a model space program that matches the educational needs of a statewide research and development school, both for the present and for 20-30 years into the future.
- Identify the ideal functional and organizational relationships for the school.
- Evaluate the costs of building new space to meet the needs identified for a statewide research and development school.
- Evaluate the costs of renovating the existing space to meet the needs identified for a statewide research and development school.
- Evaluate the costs and potential for achieving Leadership in Energy and Environmental Design (LEED) certification for both renovation and new construction options.

### Educational Goals

- Provide a high quality learning and teaching environment in order to fulfill the mission of a statewide research and development school.
- Improve the quality of and configuration of space to allow innovative teaching methods and flexibility for changing learning processes.
- Provide a variety of learning settings for students and teachers.
- Integrate learning technologies throughout the facility.
- Maintain current enrollment capacity.
- Improve learning facilities for University of Northern Iowa (UNI) students.

### Environmental Goals

- Make the building accessible as required by the Americans with Disabilities Act (ADA).
- Provide proper indoor air quality.
- Provide higher quality, energy efficient lighting throughout the building.
- Provide adequate heating, ventilation and air conditioning, with adequate temperature control throughout the building.
- Provide adequate waste and supply plumbing.
- Provide adequate electrical power to support current and future needs.

## EXISTING FACILITY ASSESSMENT

Malcolm Price Lab School was constructed in three phases: 1953, 1955, and 1957. The building was innovative and well-designed for its original use. The classrooms are adequately sized. The staff offices are a feature seldom found in comparable schools, and are well-integrated with the classrooms. The classrooms for the primary grades are currently organized in an open, flexible manner that supports teams of students and staff. The upper grade

classrooms are organized along double-loaded corridors, as self-contained individual units, and are not organized by group or grade level.

There are many aspects of the building that are less than adequate for a modern educational facility. Even with regular maintenance and periodic remodeling, the building is showing signs of aging. Some of the usable spaces are undersized. The educational delivery is being negatively affected by the limitations of the building.

## PRELIMINARY BUILDING CONCEPTS

Two building concept options were developed to facilitate the expansion of the existing Malcolm Price Laboratory School into a Statewide Research and Development School. The first option identified proposes to renovate and add on to the academic area of the existing school to meet the program, code and environmental requirements. The second option proposes to demolish the existing academic area of the school and to replace it with new construction to meet the needs identified in the space program.

Each option was given equal opportunity to address the inclusion of the new program requirements, adhere to the current life safety, building and accessibility codes while achieving the mandatory sustainability goals established by the Board of Regents. While there are inherent limitations to the renovation option, each building concept includes these essential upgrades and improvements:

- The addition of an increased receiving area, cafeteria, CDC, commons and project areas;
- Technology upgrades facilitate the educational transition from dedicated computer labs to decentralized laptop use within the classroom space;
- Network infrastructure is upgraded to current technological standards;
- Interior finishes are upgraded for durability, sustainability, are procured from local facilities and made of regionally available materials when possible;
- Healthy interior finishes are used to reduce airborne toxins and promote high indoor environmental quality;
- All classrooms, corridors, and exit stair enclosures are constructed with code-compliant fire rated partitions while providing superior acoustic performance for an enhanced educational environment;
- All interior doors and glazed openings will be installed with the required fire ratings;
- All programmed spaces will adhere to the regulations in the Americans with Disabilities Act;
- The exterior envelope will use insulated glass window units along with high-performance wall assemblies to enhance thermal efficiency and promote high quality indoor spaces regarding air and daylight;
- The building will be equipped with an automatic fire sprinkler system;
- All areas of the building will be air-conditioned;
- The mechanical system will use a vertical closed loop geoexchange system combined with ground source heat pumps to heat and cool the building. These systems are the most energy-efficient, environmentally clean, and cost-effective space conditioning systems available with a relatively short payback period;
- The electrical system will be completely upgraded to provide for current and future demand.

Preliminary site and plan diagrams were developed to illustrate how the building concepts are organized and how they may functionally address the expanded requirements of a Statewide Research and Development School.

## OPTION: RENOVATION

### DESCRIPTION

The renovation option proposes to retain and renovate the entire academic area, athletic facility and auditorium. The gymnasium is relatively new, having been reconstructed after a fire in 1995, and would be retained in its entirety with no planned renovation. This option proposes to repurpose the swimming pool area for the academic program and also proposes to add a small addition for a new commons and second level media center.

### EDUCATIONAL ORGANIZATION

- The fundamental organization of the teaching areas would largely remain as currently organized due to the physical constraints of the building footprint.
- Each grade level would have non-centralized project/team areas for interdisciplinary opportunities.

**SUSTAINABILITY** (More detailed information relative to sustainability is available in the full report.)

The renovation option could safely achieve LEED Silver certification using LEED for Schools 2009. Due to the embedded spatial restrictions of the existing building, higher levels of sustainability/efficiency could only be achieved with a higher cost. By reusing 75% of the existing structure, this option would have an additional LEED point (MRc1.1) available that the new construction option would not have available.

### BENEFITS

- The remodeling and renovation of the existing facility could be done incrementally over several years. Heavy and invasive construction could be done during summer months when the facility is less occupied or not in session.
- The existing superstructure could largely be reused since the basic structure appears to be very sound.

### CONSTRAINTS

- Many of the current rooms and room sizes would need to remain in their current configuration due to the buildings narrow floor width.
- The fundamental circulation pattern would remain largely as it exists in order to reuse the existing structure.
- Most of the existing rooms would need to be entirely demolished down to bare structure and remodeled to meet current life safety, building and accessibility codes.
- Completely new above ceiling mechanical ductwork would have to be installed for the required heating, cooling, and ventilation systems along with a required fire sprinkler system and electrical distribution lines.

- The corridors would need to be completely redesigned since the current doorways do not meet ADA regulations. This will decrease the available area in the corridors or in the classrooms either or which will be detrimental to the function of the school.
- Since the floor slabs and grade cannot be significantly modified, numerous ramps would need to be added to each exit to comply with ADA regulations.
- If phasing the construction cannot be accomplished, off-site temporary facilities would need to be identified to accommodate a potential 2 year construction schedule. (Estimated cost up to $2 million - not shown in preliminary budget)

**PROJECT COST** (see Budget Section for detailed cost breakdown)

Estimated Project Cost: *$30,070,354*

**OPTION: NEW CONSTRUCTION**

**DESCRIPTION**

The new construction option would demolish and reconstruct the entire academic area of the existing school. This option proposes to retain and renovate the athletic facility except for the swimming pool wing which will be repurposed for academic functions. The gymnasium is relatively new, having been reconstructed after a fire in 1995, and would be retained in its entirety with no planned renovation.

**EDUCATIONAL ORGANIZATION**

- Teaching areas such as the Child Development Center (CDC), elementary, middle, and high school are suited to provide identity and distinctiveness from the other teaching groups.
- Grade levels are grouped around centralized team/project areas for interdisciplinary opportunities.
- University classrooms are provided for each teaching area and are centrally located near a project area for collaboration and connectivity.
- Shared areas such as the library/media center, commons and cafeteria would be centrally located providing community and identity. This reduces the amount of traffic through grade levels and provides for a quieter and more productive learning environment.

**SUSTAINABILITY** (See Sustainability section for more detail)

The new construction option could safely achieve LEED Silver certification using LEED for Schools 2009. Due to more opportunities inherent to new construction, higher levels of sustainability/efficiency could be achieved with little to no cost increase.

**BENEFITS**

- The academic area of the building would be designed specifically to support the current and future educational vision of the Statewide Research and Development School.
- All of the classroom areas of the building would be of new construction which would immediately be compliant with current life safety and accessibility codes and standards.

- The floor levels could be adjusted to align with the existing gym. Floor levels to address accessibility issues.
- Ineffectively sized program & circulation areas within the existing facility would be constructed to proper size.
- The mechanical, electrical, plumbing and communications systems within the new construction would meet current codes, standards, efficiency and environmental standards at a lower cost than installing the same systems in the renovated space due to the difficulties in routing options within an existing structure.
- The building would have a longer life expectancy (50+ years).

**CONSTRAINTS**

- The construction would need to be planned as much as possible to avoid the existing facility. However, some portions of the building at the athletic facility would have to be demolished prior to the completion of the new building which could cause some significant challenges over a potential construction period of up to two years.
- Temporary entrances for the existing facility would need to be utilized during construction.
- The existing outdoor playfields, ball courts and playgrounds would be compromised due to construction activity so smaller and temporary structures would have to be used.

**PROJECT COST** (see Budget Section for detailed cost breakdown)

Estimated Project Cost: *$31,012,783 (3% premium over renovation)*

**PROJECT BUDGET**

Both the renovation and new construction option were preliminarily priced for comparison. The unit cost values used were derived from previous K-12 school construction in Iowa and were adjusted for inflation and historical labor and material cost increases. Each building option budget was divided into construction and non-construction costs. Construction costs are the direct costs of constructing a building while non-construction costs include design fees, contingency funds, supervision fees, furniture and equipment and miscellaneous owner costs. The total construction costs have been divided into site construction, new construction and remodeled construction costs for a finer breakdown in the preliminary budgets.

**CONCLUSIONS**

Both of the building options assume that the final outcome of each would have an equal amount of classrooms, and an equal amount of usable space. Given that premise, it is the conclusion of this study that the new construction option offers a greater long-term value for a Statewide Research and Development School than the renovation option. In the experience of Perkins & Will, it is generally thought that new construction is the better option when the cost of a complete renovation exceeds 60% of the cost of new construction. In this case, the current cost estimate for renovation is about 97% of the cost of new construction.

Thought has been given to renovating the existing school incrementally in a series of smaller projects. Unfortunately, this option does not reduce the need to do all of the required upgrades. Accessibility, code compliance, mechanical and electrical work all still need to be done. While the approach of renovating smaller areas incrementally may reduce the initial capital expenditures, the long term costs would be higher as construction costs are likely to rise over the course of a long term renovation master plan. Likewise, the construction costs would not have the benefit of the large scale of the entire project, so the series of smaller renovations would likely have a higher per square foot final cost.

The benefits are great in creating a new learning environment instead of remodeling the existing building. The new school could be designed specifically to create the type of flexible learning environment needed in the school for many years to come. A new environment that is not constrained by a footprint of a previous educational model would afford this model school the ability to fully embrace the four primary functions of a research and development school: research, demonstration, development and dissemination. Newly designed teaching areas would allow the study, practice and testing of new innovative teaching and learning practices while effectively sharing and demonstrating these practices for replication in Iowa's classrooms. While these primary functions may be present in the renovation option, they would not have the same impact, longevity or impression as they would in a newly designed facility. Building a new Statewide Research and Development School would not only function as an archetype for innovative teaching practices but become an image of the educational environment of the future.

## Budget: Renovation

| | |
|---|---|
| **Site Construction Costs** | |
| Site (including utilities) | $436,414 |
| Existing Building Demolition | |
| Geo-Thermal Wells | $250,000 |
| **Subtotal** | **$686,414** |
| | |
| **New Construction Costs** | |
| General Construction | $963,305 |
| Mechanical Construction | $317,324 |
| Electrical Construction | $192,661 |
| Tech Cabling, Sound, Security | $996,161 |
| Gen. Cond. GC Fee (including site) | $1,423,088 |
| **Subtotal** | **$3,892,539** |
| | |
| **Remodeled Construction Costs** | |
| Existing Building Interior Demolition | $356,824 |
| Remodeled Existing Construction | $17,305,964 |
| Gen. Cond., GC Fee | $892,060 |
| **Subtotal** | **$18,554,848** |
| | |
| **Total Construction Costs** | **$23,133,800** |
| | |
| **Non-Construction Costs** | |
| FF&E | $1,500,000 |
| Owner Costs | $1,138,470 |
| Public Art | $134,000 |
| Design, Supervision Fees | $1,850,704 |
| Contingency | $2,313,380 |
| **Subtotal** | **$6,936,554** |
| | |
| **Total Project Cost** | **$30,070,354** |

## Budget: New Construction

| | |
|---|---|
| **Site Construction Costs** | |
| Site (including utilities) | $876,319 |
| Existing Building Demolition | $450,000 |
| Geo-Thermal Wells | $250,000 |
| **Subtotal** | **$1,576,319** |
| | |
| **New Construction Costs** | |
| General Construction | $11,554,218 |
| Mechanical Construction | $3,914,589 |
| Electrical Construction | $2,280,076 |
| Tech Cabling, Sound, Security | $721,109 |
| Gen. Cond. GC Fee (including site) | $1,030,155 |
| **Subtotal** | **$19,500,147** |
| | |
| **Remodeled Construction Costs** | |
| Remodeled Existing Gymnasium Area | $897,600 |
| Remodeled Existing PE Support Area | $2,032,160 |
| Gen. Cond., GC Fee | $197,500 |
| **Subtotal** | **$3,127,260** |
| | |
| **Total Construction Costs** | **$24,203,726** |
| | |
| **Non-Construction Costs** | |
| FF&E | $1,500,000 |
| Owner Costs | $1,061,124 |
| Public Art | $175,000 |
| Design, Supervision Fees | $1,810,193 |
| Contingency | $2,262,741 |
| **Subtotal** | **$6,809,057** |
| | |
| **Total Project Cost** | **$31,012,783** |