

State Policies on Human Capital Resource Management

Iowa



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Contents

	Page
Why This Brief?	1
Research Question and Approach	2
Scope of HCRM Policies	3
HCRM Policies in Iowa	7
Preparation and Licensure	7
Recruitment	14
Induction and Professional Development	17
Compensation and Working Conditions	24
Conclusion	28
Study Limitations	28
References	29
Appendix. Details on Method	30
Data Sources	30
Data-Collection Methods	30
Data-Analysis Strategies	31
Technical Notes	33

Why This Brief?

Training, recruiting, developing, and supporting talented and effective educators throughout their careers is known as human capital resource management (HCRM) in education. HCRM has been identified in recent literature as one of the ways in which districts and states may increase school effectiveness¹ and improve student learning (Heneman & Milanowski, 2004; Odden & Kelly, 2008; Wurtzel & Curtis, 2008). Often, however, HCRM policies are designed piecemeal, lacking alignment and cohesion (Odden & Kelly, 2008). This brief is part of a series that describes state-level policies in four key HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. Each brief in the series examines state-level HCRM policies in one of the seven states served by the Regional Educational Laboratory (REL) Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, or Wisconsin.

The impetus for this project emerged from a request by five of the seven REL Midwest chief state school officers (CSSOs). The CSSOs attended a regional meeting on HCRM in education during which they were presented with several frameworks taken from the HCRM literature describing ways in which states support educators. From these frameworks, the CSSOs identified the four focus areas mentioned above, each of which was deemed an area of high importance in their respective states. The CSSOs then requested that REL Midwest catalogue state-level policies in each of the areas. The two REL Midwest CSSOs absent from the regional meeting also requested a statewide report of HCRM policies.

The request for this descriptive snapshot stemmed from a need for state education agencies to understand policies for educators that are being implemented at the state level. Because HCRM policies often are created by multiple actors who may not always be working in tandem, the CSSOs expressed a consensus that establishing a baseline understanding of existing statewide policies is vital to informing future policy development. Although this brief describes state-level policies in Iowa specifically, policymakers in other state and local education agencies may benefit from learning what policies can be offered at the state level for HCRM and the channels through which states have implemented them.

¹ Although there is a growing literature on HCRM, the impact of these policies on school effectiveness has not been subjected to rigorous study.

Research Question and Approach

The study aimed to answer the following research question:

What are current state policies in Iowa in the human capital resource management areas of preparation and licensure, recruitment, induction and professional development, and compensation and working conditions?

To answer this question, researchers conducted a scan of publicly available information related to the four HCRM areas in Iowa. Publicly available information as it related to the HCRM areas in Iowa was found by reviewing a variety of sources, including legislation, administrative rules and code, and other formally adopted policies; state union contracts; relevant state or national standards for educators; peer-reviewed journal articles; state agency and organizational reports; and descriptions of and information about programs or initiatives that relate to HCRM topic areas.

To limit the scope of the study, only information relating to K–12 educators (that is, teachers, principals, and school leaders) was considered. In addition, policies were included only if they were supported by any personnel or monetary funds from a state-level board or agency at some stage of policy development.

The information collected was then codified by HCRM area and information type. Researchers defined policies as comprising three broad groups: (1) programs and initiatives, (2) legislation, and (3) statutes, administrative code, and other formally adopted policies. Programs and initiatives are defined as planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials. Legislation is defined as legislation passed by the General Assembly and signed into law by the governor in Iowa. The third category is defined as state statutes, administrative code, and other policies formally adopted by state agencies or governing boards.

The HCRM areas were defined as the four areas of the research question: preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. For convenience, the definitions used to categorize policies in these four areas are provided in each HCRM section. A more detailed description of the methodology and definitions used to code data are in the Appendix.

Scope of HCRM Policies

Many of the policies in Iowa that relate to HCRM address more than one HCRM component. Tables 1–3 show the distribution of these programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies among HCRM components. The policies are described in more detail in the sections that follow.

Table 1. Programs and Initiatives as They Relate to HCRM Areas

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Teacher Quality Enhancement Grant Program	✓			
Teacher Quality Partnership Grant Program	✓		✓	
Teach Iowa		✓		
Iowa Teacher Intern License Pathway	✓	✓		
Iowa Teacher Loan Forgiveness Program		✓		✓
Visiting Teacher From Spain Program		✓		
Iowa Student Achievement and Teacher Quality Program			✓	
Mentoring and Induction for Beginning Educators Program			✓	
Teacher Development Academies			✓	
Our Kids: English Language Learners in Your Classroom			✓	
Iowa Teaching Standards and Model Criteria			✓	
Iowa Professional Development Model			✓	
Administrator Quality Program			✓	
Mentoring and Induction for Beginning Administrators Program			✓	
Iowa Leadership Academy			✓	
Iowa Standards for School Leaders (ISSL)	✓	✓	✓	
Harkin Grant Program				✓
Sample Anti-Bullying/Harassment Policy				✓

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Iowa Early Intervention Block Grant Program				✓
National Board Certification Incentive				✓

Table 2. Legislation as It Relates to HCRM Areas

Legislation	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Iowa Ch. 9 S.F. 61 (2007)				✓
Iowa Ch. 108 S.F. 277 (2007)			✓	✓
Iowa Ch. 161 S.F. 476 (2001)	✓		✓	
Iowa Ch. 180 H.F. 549 (2003)	✓		✓	✓
Iowa Ch. 214 S.F. 588 Sec. 31 (2007)		✓		✓
Iowa Ch. 1152 H.F. 2549 (2002)	✓		✓	
Iowa Ch. 1182 H.F. 2792 (2006)				✓

Table 3. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to HCRM Areas

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Iowa Code Ch. 20				✓
Iowa Code Ch. 256D				✓
Iowa Code Ch. 256.16	✓			
Iowa Code Ch. 256.36	✓	✓	✓	
Iowa Code Ch. 256.44				✓
Iowa Code Ch. 261.112		✓		✓

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Iowa Code Ch. 272.25	✓			
Iowa Code Ch. 272.28	✓		✓	
Iowa Code Ch. 282.4				✓
Iowa Code Ch. 284.1			✓	
Iowa Code Ch. 284.5			✓	
Iowa Code Ch. 284.6			✓	
Iowa Code Ch. 284.7			✓	✓
Iowa Code Ch. 284A			✓	
Iowa Admin. Code 281-12.3(6)				✓
Iowa Admin. Code 281-12.3(13)				✓
Iowa Admin. Code 281.77(256)	✓	✓		
Iowa Admin. Code 281-79.5-10(256)	✓			
Iowa Admin. Code 281-79.11(256)	✓			
Iowa Admin. Code 281-79.13(256)	✓			
Iowa Admin. Code 281-79.14(256)	✓			
Iowa Admin. Code 281-79.15(256)	✓			
Iowa Admin. Code 281-79.16(256)	✓			
Iowa Admin. Code 281-79.17(256)	✓			
Iowa Admin. Code 281-83.3(284)			✓	
Iowa Admin. Code 281-83.4(284)			✓	
Iowa Admin. Code 281-83.6(284)			✓	
Iowa Admin. Code 281-83.7(284)			✓	
Iowa Admin. Code 281-83.8(284A)			✓	

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Iowa Admin. Code 281-83.9(284A)			✓	
Iowa Admin. Code 281-83.10(284A)			✓	
Iowa Admin. Code 281-83.11(284A)			✓	
Iowa Admin. Code 281-83.12(284A)			✓	
Iowa Admin. Code 281-84.1-4(256)				✓
Iowa Admin. Code 281.94.1-9(256)		✓		
Iowa Admin. Code 282-13.5-8(272)	✓			
Iowa Admin. Code 282-18.4(272)	✓			
Iowa Admin. Code 282-18.5(272)	✓			
Iowa Admin. Code 282-18.9(272)	✓			
Iowa Admin. Code 283-35.1(261)		✓		✓

HCRM Policies in Iowa

The tables that follow list and describe all the state-level policies found that relate to the four HCRM areas of interest.

Preparation and Licensure

Tables 4–6 describe state-level policies in Iowa related to preparation and licensure. These policies are categorized as such because they relate either to (1) training educators (i.e., teachers and school leaders) to develop the knowledge and skills necessary to be effective professional educators, (2) defining the knowledge and skills necessary to be effective professional educators, or (3) establishing qualifications for obtaining and maintaining certification levels.

Table 4. Programs and Initiatives as They Relate to Preparation and Licensure

Policy	Description
Teacher Quality Enhancement Grant Program	<ul style="list-style-type: none"> • The Teacher Quality Enhancement Program began in 2005 and aims to strengthen relationships between partners involved in teacher education. • The Teacher Quality Enhancement grant is designed based on four goals: <ul style="list-style-type: none"> ▪ Reform and strengthen content area skills of secondary and middle school teacher candidates. ▪ Prepare teacher candidates to support and teach diverse student populations (i.e., teaching English language learners). ▪ Reform and improve teacher preparation programs through rigorous analysis of candidate and program performance data. ▪ Prepare teacher candidates to meet educational challenges for the 21st century. • The program is a collaboration between the following organizations: the Iowa Department of Education, the Iowa Board of Educational Examiners, Iowa’s 15 Community Colleges, all private four-year institutions in the state, Iowa Regent Universities, and many PK-12 school districts. • Members of these organizations collaborate on addressing the needs of teacher candidates as small groups through the following committees and teams: Language Arts Team, Middle School Content Team, Reading and Writing in the Content Area Team, English Language Learners Team, Assessment Team, Cross Articulation Team, Dispositions Team, Teacher Candidate Assessment Team, Collaborative Plus Team, the Mentoring and Induction Committee, the Teacher Leader Committee, and the Journey to Excellence Committee. • In addition, the partners attend summit and regional meetings. • Iowa was awarded \$6.3 million from the U.S. Department of Education to administer this program.

Policy	Description
Teacher Quality Partnership Grant Program	<ul style="list-style-type: none"> • In April 2010, Iowa was awarded a \$9 million grant under the American Recovery and Reinvestment Act to improve the quality of teaching to raise student achievement. • This five-year grant is intended to establish Iowa as a model in terms of its educator preparation practices. • There are two key goals of the grant: <ul style="list-style-type: none"> ▪ To reform traditional university teacher preparation ▪ To improve student performance in high-need schools • The grant is a partnership between the Iowa Department of Education, the University of Northern Iowa, UCLA's National Center for Research on Evaluation, Standards, and Student Testing (CRESST), and Stanford University. • The partnership will seek to identify effective teacher practices and encourage the teaching of these practices through teacher preparation and professional development. • Another feature will involve teaching teachers to use technology to document their professional work and their students' work and also to allow administrators to evaluate their progress. • In addition, teacher candidates at University of Northern Iowa will benefit from more hands-on experiences, particularly with rural, high-need school settings.
Iowa Teacher Intern License Pathway	<ul style="list-style-type: none"> • The Iowa Teacher Intern License Pathway is a pilot program composed of a collaborative of the state's three Regents institutions (see Table 6, Iowa Admin. Code 281.77(256)). • The program aims to help experienced professionals with a bachelor's degree to earn their license to teach in secondary schools in high-need subject areas. • The program allows candidates to learn in an environment that includes both online and face-to-face interaction.

Policy	Description
Iowa Standards for School Leaders (ISSL)	<ul style="list-style-type: none"> • Serves as the basis for professional development for and guides the evaluation of Iowa’s school administrators. It consists of the following six standards: <ul style="list-style-type: none"> ▪ An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. ▪ An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. ▪ An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. ▪ An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. ▪ An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. ▪ An educational leader promotes the success of all students by understanding the profile of the community and by responding to and influencing the larger political, social, economic, legal, and cultural context. • Developed by the Iowa Department of Education and endorsed by the Iowa State Board of Education Examiners and the Iowa State Board of Education. • University- and non-university-based principal training programs are approved on the basis by which they meet the six standards.

Table 5. Legislation as It Relates to Preparation and Licensure

Policy	Description
Iowa Ch. 161 S.F. 476 (2001)	<ul style="list-style-type: none"> • Created Iowa Code Chs. 272.28, 284.1, 284.5, 284.6, and 284.7 (see Table 12). • Established the Iowa Student Achievement and Teacher Quality Program (see Table 10). • Established the Mentoring and Induction for Beginning Educators Program (see Table 10 and Table 12, Iowa Admin. Code 281-83.3(284) and Iowa Code Ch. 284.5). • Required that the Department of Education create a teacher career development network. • Created a teacher career path consisting of beginning teacher, career teacher, career II teacher, and advanced teacher. • Established the mentoring and induction requirement for standard licensure.
Iowa Ch. 180 H.F. 549 (2003)	<ul style="list-style-type: none"> • Amended Iowa Code Ch. 272.25 to require that student teaching incorporates opportunities to learn about the Iowa Teaching Standards and to undergo a mock evaluation (see Table 6). • Amended Iowa Code Ch. 272.28 with respect to the initial and standard licensure criteria (see Table 12).

Policy	Description
Iowa Ch. 1152 H.F. 2549 (2002)	<ul style="list-style-type: none"> • Amended Iowa Code Chs. 256.44 and 284.5. • Adopted rules to guide individual teacher professional development plans and career development programs with regard to licensure renewal. • Encouraged school districts to develop school calendars that permit effective professional development for teachers and the evaluation of the alignment of district career development plans with their student achievement goals. • Established that if a beginning teacher leaves his or her district prior to completing the beginning teacher induction and mentoring program and finds employment elsewhere, the new place of employment is to credit the beginning teacher with the time earned at their prior district. • Required that teachers annually meet with their evaluators to discuss progress toward meeting the goals specified in their individual development plans. • Established the intent of the General Assembly in creating a teacher career path pilot program.

Table 6. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Preparation and Licensure

Policy	Description
Iowa Code Ch. 256.16	<ul style="list-style-type: none"> • Requires that all teacher preparation programs be required to: <ul style="list-style-type: none"> ▪ Administer a basic skills test to program candidates and deny admissions to candidates who do not pass the test. ▪ Prepare candidates in reading methods, including Reading Recovery. ▪ Incorporate preparation in classroom management, special education, gifted education, and high-risk behaviors, such as substance abuse, and require that candidates successfully complete such preparation as a graduation requirement.
Iowa Code Ch. 256.36	<ul style="list-style-type: none"> • Establishes the Math and Science Grant Program, which allocates grant money to public school corporations to achieve goals related to professional development in mathematics and science education, including but not limited to: <ul style="list-style-type: none"> ▪ “The provision of a sequence of competencies and instructional strategies for inclusion in teacher preparation programs for those entering math and science programs in Iowa teacher preparation institutions.” • Authorizes the department to make recommendations for rules relating to program goals and program administration. • See also Table 9 for grant program goals related to recruitment and Table 12 for grant program goals related to professional development.

Policy	Description
Iowa Code Ch. 272.25	<ul style="list-style-type: none"> • Authorizes the Iowa State Board of Education to adopt rules for approved practitioner preparation programs per the following requirements: <ul style="list-style-type: none"> ▪ Students must participate in field experiences as both observers and practitioners in a variety of settings for at least 50 hours and must meet at least minimum experiences and responsibilities for the student and cooperating teacher. ▪ Candidates must student teach for at least 12 weeks during their final year. ▪ Faculty members must team-teach for at least 40 hours in five years at the elementary, middle, or secondary level. ▪ Programs must address at least the following topics: classroom management, effective communication, the landscape of education within the state, and electronic technology for instructional purposes. ▪ Institutions must offer a workshop for prospective cooperating teachers. ▪ Submission of evidence of collaboration with other colleges or department within the institution and of cooperative evaluation of student teaching performance.
Iowa Code Ch. 272.28	<ul style="list-style-type: none"> • Requires teachers to participate in a teacher induction and mentoring program to move beyond an initial license to a standard license. • Allows out-of-state teachers and teachers from accredited nonpublic schools to waive the requirement to participate in the induction and mentoring program if the teacher can document three years of successful teaching experience and meets other rules for licensure.
Iowa Admin. Code 281.77(256)	<ul style="list-style-type: none"> • Establishes a teacher intern program and the requirements of institutions of higher education, school districts, and area education associations for screening, licensing, supervising, and mentoring teacher interns (see Table 4, Iowa Teacher Intern License Pathway).
Iowa Admin. Code 281-79.5-10(256)	<ul style="list-style-type: none"> • Requires that the Iowa State Board of Education approve all teacher preparation programs that meet program approval criteria (see Table 6, Iowa Code Ch. 256.16). • Requires a visit to each preparation program by a review team following program approval. • Requires preparation programs to complete a self-evaluation for evaluation by the review team. • Requires preparation programs to periodically provide reports to the Iowa Department of Education upon request. • Permits preparation program directors to approve of any minor changes to program curricula but requires any major changes to be approved by the Iowa State Board of Education. • Requires that all programs be supported by sound governance structures and sufficient resources.

Policy	Description
Iowa Admin. Code 281-79.11(256)	<ul style="list-style-type: none"> • Requires that teacher candidates be taught in an environment that supports skills, knowledge, and dispositions for teaching students from diverse backgrounds and with diverse learning needs. • Requires institutions of higher education to document efforts to ensure a diverse teaching faculty.
Iowa Admin. Code 281-79.13(256)	<ul style="list-style-type: none"> • Requires practitioner candidates' performance to be monitored and the data used to improve preparation programs. • Requires that unit assessment systems be aligned with Interstate New Teacher Assessment and Support Consortium (INTASC) standards for teachers, Iowa teaching standards, ISSL standards for administrator preparation, and other standards. • Establishes that a performance assessment system for candidates be an integral part of planning and must have multiple admissions criteria to identify potentially successful candidates, including a basic skills test. • Requires multiple decision points about candidate progression (e.g., admissions, approval for student teaching or clinical experience, recommendation for licensure). • Requires the Iowa Department of Education periodically to survey schools and other agencies that employ licensed graduates of approved preparation programs to determine whether their needs are met by the teacher preparation programs and approval process.
Iowa Admin. Code 281-79.14(256)	<ul style="list-style-type: none"> • Requires that teaching candidates partake in field experiences of 80 hours duration. • Requires preparation programs to document clinical expectations and communicate these with all involved parties. • Requires clinical experiences to cover: <ul style="list-style-type: none"> ▪ Scheduling and resource use ▪ Teacher learning related to instruction ▪ Opportunities to observe, be observed, and reflect ▪ Planning and assessment • Requires institutions of higher education to provide annual workshops for co-operating teachers to ensure that clinical experiences are high quality.
Iowa Admin. Code 281-79.15(256)	<ul style="list-style-type: none"> • Establishes the minimum skills, knowledge, and dispositions that teacher candidates must have at the time of admission to a preparation program and upon completion. • Includes knowledge and skills relating to subject matter, student learning, diverse learners, instructional planning and strategies, classroom management, assessment, reflection, communication, collaboration, technology, and teaching methods. • Requires teacher candidates to complete an approved human relations course to develop interpersonal and intergroup relations needed for a pluralistic society. This includes understanding the various subgroups in society, recognizing and dealing with prejudice, creating favorable learning experiences for children, understanding various relevant laws, and relating to students from various backgrounds.

Policy	Description
Iowa Admin. Code 281-79.16(256)	<ul style="list-style-type: none"> • Requires that school administrator candidates partake in clinical experiences of 400 hours duration in multiple education settings. • Requires preparation programs to document clinical expectations and communicate these with all involved parties. • Requires clinical experiences to allow for observation and involvement in leadership and managerial activities, including: <ul style="list-style-type: none"> ▪ Scheduling and resource use ▪ Administrator learning related to instruction ▪ Opportunities to observe, be observed, and reflect ▪ Using formative and summative assessment data
Iowa Admin. Code 281-79.17(256)	<ul style="list-style-type: none"> • Establishes the minimum skills, knowledge, and dispositions that administrator candidates must have at the time of admission to a preparation program and upon completion. • Includes knowledge and skills relating to the six Interstate School Leadership Licensure Consortium (ISLLC) standards: <ul style="list-style-type: none"> ▪ Establishing a shared vision ▪ Creating a culture of learning ▪ Managing resources and organizational operations ▪ Collaborating with families and the community ▪ Behaving ethically and with integrity ▪ Understanding the community's larger social and political context • Requires administrator candidates to demonstrate knowledge about exceptional learners, including gifted, English language learners, at-risk students, and students from different cultural backgrounds.
Iowa Admin. Code 282-13.5-8(272)	<ul style="list-style-type: none"> • Establishes Iowa's Tiered Licensure System, which includes: <ul style="list-style-type: none"> ▪ An initial license (valid for two years) ▪ A standard license (valid for five years) ▪ A master educator license (valid for five years) • The initial license requires having earned a bachelor's degree, completed an approved teacher preparation program, completed approved human relations and exceptional learner components, completed teacher endorsement requirements for one area, and completed no more than 160 days of teaching experience or six semester hours of college credit in the previous five years. • The standard license requires meeting the criteria for an initial license and successfully completing the state's induction and mentoring program or providing evidence of successful teaching for three years in an out-of-state or private-sector school. • The master educator license requires meeting the criteria for the standard license, completing five years of successful teaching, and completing a master's degree in a recognized endorsement area or in curriculum or instruction.

Policy	Description
Iowa Admin. Code 282-18.4(272)	<ul style="list-style-type: none"> Specifies the requirements for a one-year initial administrator's license, including: <ul style="list-style-type: none"> Holds or is eligible to hold a standard license Possesses at least three years of prior teaching experience Has completed principal and supervisor of special education program approved by the state Is assuming the position for the first time or possesses two years of administrative experience in a nonpublic or out-of-state setting Has completed a human relations component approved by the state Has completed a program on evaluation Has completed a component on exceptional learners
Iowa Admin. Code 282-18.5(272)	<ul style="list-style-type: none"> Specifies the requirements for a professional administrator's license, including: <ul style="list-style-type: none"> All of the requirements of an initial administrator's license Successfully facilitates a shared vision for the school Promotes a culture of learning within the school Successfully manages the organization and its operations Effectively collaborates with families and community members
Iowa Admin. Code 282-18.9(272)	<ul style="list-style-type: none"> Specifies the course content and competencies necessary for endorsements to serve as school principals or supervisors of special education.

Recruitment

Tables 7–9 describe state-level policies related to recruitment in Iowa. State-level policies on recruitment were identified from information related to attracting educators to the field, particularly recruitment for subject areas, geographical locations, schools, and districts, as well as recruitment of candidates with certain demographic characteristics.

Table 7. Programs and Initiatives as They Relate to Recruitment

Policy	Description
Teach Iowa	<ul style="list-style-type: none"> Teach Iowa is a statewide online recruitment system sponsored by the Iowa Department of Education.¹ Allows districts to post vacancies and candidates to view them, all at no cost. Includes information about job fairs. Includes information about licensure, life in Iowa, and resources available to teachers.
Iowa Teacher Intern License Pathway	<ul style="list-style-type: none"> The Iowa Teacher Intern License Pathway is a pilot program aimed to help experienced professionals to earn their license to teach in high-need secondary school subject areas (see Table 4 and Table 6, Iowa Admin. Code 281.77(256)).

¹ This online interactive tool can be found at <http://www.iowaeducationjobs.com/>.

Policy	Description
Iowa Teacher Loan Forgiveness Program	<ul style="list-style-type: none"> The Iowa Teacher Loan Forgiveness Program assists Iowa teachers who currently teach in designated shortage areas (see Table 9, Iowa Ch. Code 261.112 and Admin. Code 283-35.1(261)). The program forgives up to 100% of student loans throughout a five-year period, forgiving 20% per year; the amount is capped at the average in-state tuition rate. To be eligible, teachers must teach at designated “shortage area” schools; all subjects are eligible, but priority is given to designated “shortage area” subjects.
Visiting Teacher From Spain Program	<ul style="list-style-type: none"> The Visiting Teacher From Spain Program provides local school districts the opportunity to alleviate shortages of foreign language teachers by filling Spanish teaching positions with certified, experienced Spanish language teachers from Spain for up to three years. The program is a partnership between the Iowa Department of Education and the Ministry of Education and Culture in Spain.
Iowa Standards for School Leaders (ISSL)	<ul style="list-style-type: none"> Developed with a grant from The Wallace Foundation, the Iowa Standards for School Leaders (ISSL) guides the evaluation of and the basis for professional development for Iowa’s school administrators. It consists of six standards (see Table 4).

Table 8. Legislation as It Relates to Recruitment

Policy	Description
Iowa Ch. 214 S.F. 588 Sec. 31 (2007)	<ul style="list-style-type: none"> Created Iowa Code Ch. 261.112 (see Table 9) to establish the Iowa Teacher Loan Forgiveness Program (see Table 7 and Table 9, Iowa Admin. Code 283-35.1(261)).

Table 9. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Recruitment

Policy	Description
Iowa Code Ch. 256.36	<ul style="list-style-type: none"> Establishes the Math and Science Grant Program, which allocates grant money to public school corporations to achieve goals related to recruitment of individuals to mathematics and science education, including but not limited to: <ul style="list-style-type: none"> “The recruitment and retention of females and minorities in math and science education.” Authorizes the department to make recommendations for rules relating to program goals and program administration. See also Table 6 for grant program goals related to educator preparation and Table 12 for grant program goals related to professional development.
Iowa Code Ch. 261.112	<ul style="list-style-type: none"> Establishes the Iowa Teacher Loan Forgiveness Program (see Table 7). Grants authority to the director of the Department of Education to annually designate geographic or subject shortage areas. Requires the commission to annually report the number of recipients of loan forgiveness to the General Assembly. Requires the commission to adopt rules pursuant to this statute to administer the program (see Table 9, Iowa Admin. Code 283.35.1(261)).

Policy	Description
Iowa Admin. Code 281.77(256)	<ul style="list-style-type: none"> Establishes a teacher intern program and the requirements of institutions of higher education, school districts, and area education associations for screening, licensing, supervising, and mentoring teacher interns (see Table 4, Table 6, and Table 7, Iowa Teacher Intern License Pathway).
Iowa Admin. Code 281.94.1-9(256)	<ul style="list-style-type: none"> Describes the rules, purpose, and criteria for the Administrative Advancement and Recruitment Program pursuant to the establishment of the program by Iowa Code Ch. 256.23. Allows for the provision of competitive grants to school corporations that already have an affirmative action plan in place to “encourage the advancement of women and minorities to administrative positions or to recruit and employ minority staff.” The program is run by the Department of Education and applicants may submit an application and evaluation plan to the department on request.
Iowa Admin. Code 283.35.1(261)	<ul style="list-style-type: none"> Establishes the rules to administer the Teacher Loan Forgiveness Program (see Table 7 and Table 9, Iowa Code Ch. 261.112). <ul style="list-style-type: none"> Requires eligible candidates to meet the following requirements: <ul style="list-style-type: none"> Applicants must be teaching in approved shortage areas at Iowa K–12 grade schools recognized and approved by the Iowa Department of Education. Applicants must complete and file annual applications for the Iowa Teacher Loan Forgiveness Program by the deadline established by the commission. If funds remain available after the application deadline, the commission will continue to accept applications. Applicants annually must complete and return to the commission affidavits of practice verifying that they are teaching in eligible teacher shortage areas. Applicants must begin their first teaching jobs in Iowa on or after July 1, 2007. States that recipients will not be eligible for loan forgiveness after five consecutive years.

Induction and Professional Development

Tables 10–12 describe policies found in Iowa related to educator induction and professional development. Evidence of policies that support educator induction and professional development consisted of activities designed to transition educators from preparation programs to a particular position within the school system and activities designed to develop and maintain the knowledge and skills necessary to be effective educators, as well as the standards for what knowledge and skills are necessary to be effective educators.

Table 10. Programs and Initiatives as They Relate to Induction and Professional Development

Policy	Description
Teacher Quality Partnership Grant Program	<ul style="list-style-type: none"> • In April 2010, Iowa was awarded a \$9 million grant under the American Recovery and Reinvestment Act to improve the quality of teaching to raise student achievement (see Table 4). • One key goal of the grant is to improve student performance in high-need schools. • The partnership will seek to identify effective teacher practices and encourage the teaching of these practices through teacher preparation and professional development, with an emphasis on using technology to document professional practice.
Iowa Student Achievement and Teacher Quality Program	<ul style="list-style-type: none"> • Established by Iowa Code Ch. 284.1 (see Table 12). • The Iowa Student Achievement and Teacher Quality Program consists of four elements: mentoring and induction, career paths, professional development, and evaluation of teachers against the Iowa teaching standards. • Districts and area education agencies are required to: <ul style="list-style-type: none"> ▪ Spend local money to improve student achievement and teacher quality. ▪ Implement a two-year induction and mentoring program for beginning teachers. ▪ Develop a teacher quality committee composed of equal numbers of teachers and administrators to monitor the implementation and evaluation of the program and determine the distribution of professional development funds (see Table 12, Iowa Admin. Code 281-83.7(284)). ▪ Adopt district, attendance center, and teacher professional development plans. ▪ Adopt an evaluation plan for teachers. ▪ Adopt teacher career path options.
Mentoring and Induction for Beginning Educators Program	<ul style="list-style-type: none"> • The Mentoring and Induction for Beginning Educators Program provides all first- and second-year teachers with a two-year induction program based on the state’s eight teaching standards (see Table 12, Iowa Admin. Code 281-83.3(284)). • Each beginning teacher is assigned a mentor to observe and critique their instructional practice to help them grow. • Mentors are provided training and also must have four years of teaching experience. • The Iowa Department of Education pays \$1,300 per beginning teacher to fund this program, which fully covers the costs.

Policy	Description
Teacher Development Academies	<ul style="list-style-type: none"> • Teacher Development Academies provide professional development opportunities, based on research, to teams of teachers, principals, and central office personnel from public schools. • The professional development is based on the Iowa Professional Development Model and helps districts to implement their district professional development plan. • The purpose of the academies is to improve the number of teachers with skills and knowledge in certain content areas to improve student achievement. • Teams typically attend four or five days of training in the summer and three follow-up training sessions during the school year. • Participants receive a stipend for their participation and teacher participants have the option of also receiving renewal or graduate credits. • According to the Iowa Revised Teacher Equity Plan, the Iowa Department of Education is seeking to expand funding for Teacher Development Academies to allow more teachers access to them.
Our Kids: English Language Learners in Your Classroom	<ul style="list-style-type: none"> • The statewide, federally funded Our Kids: English Language Learners in Your Classroom program provides professional development to help teachers understand how best to teach English language learners (ELLs). • The Iowa Department of Education created a professional development guide that is available as a DVD, PowerPoint, or printed document. • The guide outlines issues such as legal requirements, preparing to teach ELLs, getting to know ELLs, teaching techniques, and making a difference. • The Iowa Department of Education also sponsors a Summer Institute designed to teach teachers strategies for working with ELL students.
Iowa Teaching Standards and Model Criteria	<ul style="list-style-type: none"> • Iowa Teaching Standards and Model Criteria are intended to provide local and area education agencies with a representation of the best available evidence regarding quality teaching. • The eight standards and criteria are linked to Iowa’s professional development and evaluation systems. • The standards include the following: <ul style="list-style-type: none"> ▪ “Demonstrates ability to enhance academic performance and support for and implementation of the school district’s student achievement goals. ▪ “Demonstrates competence in content knowledge appropriate to the teaching position. ▪ “Demonstrates competence in planning and preparing for instruction. ▪ “Uses strategies to deliver instruction that meets the multiple learning needs of students. ▪ “Uses a variety of methods to monitor student learning. ▪ “Demonstrates competence in classroom management. ▪ “Engages in professional growth. ▪ “Fulfills professional responsibilities established by the school district.”

Policy	Description
Iowa Professional Development Model	<ul style="list-style-type: none"> • The Iowa Professional Development Model provides a roadmap for high-quality professional development, based on collaborative study and reflection. • It was developed by a collaborative of the Iowa Department of Education, area education agencies, professional organizations, higher education, and other stakeholders. • A training manual is provided to help districts design, implement, and evaluate their professional development. • Included in this program is a Professional Development Plan for Administrators, which requires administrators employed by a district or area education agency to develop an individual professional development plan (see Table 12, Iowa Admin. Codes 281-83.11(284A) and 281-83.12(284A)).
Administrator Quality Program	<ul style="list-style-type: none"> • The Administrator Quality Program consists of four components aimed to improve educator effectiveness (see Table 12, Iowa Admin. Code 281-83.8(284A)). These include: <ul style="list-style-type: none"> ▪ Mentoring and Induction for Beginning Administrators Program (see below) ▪ Administrator evaluation (see Table 12, Iowa Admin. Code 281-83.11(284A)) ▪ Iowa Leadership Academy (see below) ▪ Teacher evaluation • Each component of the program is based on the Iowa Standards for School Leaders (ISSL) (see Table 4).
Mentoring and Induction for Beginning Administrators Program	<ul style="list-style-type: none"> • The Mentoring and Induction for Beginning Administrators Program is a component of the Administrator Quality Program (see above and Table 12, Iowa Admin. Code 281-83.9(284A)). • The program provides one year of induction and mentorship based on the Iowa Standards for School Leaders (ISSL). • Mentors are in comparable positions and geographic proximity to allow for both face-to-face and online or telephone interactions and are trained to be effective mentors. • A one-day summer New Administrators Institute brings together new and experienced administrators with a focus on successfully launching the school year, and two one-day statewide seminars are provided for beginning administrators and their mentors during the year. • A Survival Guide for School Administrators website is available and other resources are e-mailed periodically to mentors to share with new administrators. • The Iowa Department of Education provides \$1,500 per new administrator and the program is run by the School Administrators of Iowa.

Policy	Description
Iowa Leadership Academy	<ul style="list-style-type: none"> The Iowa Leadership Academy is a component of the Administrator Quality Program (see above). The Academy supports two virtual learning centers: the Principals Center and the Superintendent-Board Center. The Principals Center, which is developed “by principals, for principals” to create a community of school leaders to enhance their skills and knowledge, network, and inspire and facilitate high-quality leadership activities. The academy is funded by a grant from The Wallace Foundation.
Iowa Standards for School Leaders (ISSL)	<ul style="list-style-type: none"> Developed with a grant from The Wallace Foundation, the Iowa Standards for School Leaders (ISSL) guides the evaluation of and the basis for professional development for Iowa’s school administrators (see Table 4 and Table 12, Iowa Admin. Code 281-83.10(284A)).

Table 11. Legislation as It Relates to Induction and Professional Development

Policy	Description
Iowa Ch. 108 S.F. 277 (2007)	<ul style="list-style-type: none"> Amended Iowa Code Chs. 256.44, 284.6, 284.7, and 284A.2. Adopted the Iowa Standards for School Administrators to further define the characteristics of effective school leaders. Amended the date by which teachers must apply for National Board Certification to receive a reimbursement of up to one-half of application fees. Established a minimum salary for new teachers of \$26,500. Established a minimum salary for first-year career teachers of \$27,500 and for other career teachers of \$28,500. Allocated \$20,000,000 for the Department of Education to expend on teacher professional development for the 2007–08 school year. Established the intent to facilitate school district research, development, and implementation of reforms aimed at identifying promising practices with regard to teacher career ladders and alternative compensation. Developed two pilot pay-for-performance programs in grades K–12. Established an administrator quality program, a beginning administrator induction and mentoring program, and standards for administrators’ evaluations.
Iowa Ch. 161 S.F. 476 (2001)	<ul style="list-style-type: none"> Created Iowa Code Chs. 272.28, 284.1, 284.5, 284.6, and 284.7. Established the Iowa Student Achievement and Teacher Quality Program (see Table 10). Established the Mentoring and Induction for Beginning Educators Program (see Table 10 and Table 12, Iowa Admin. Code 281-83.3(284)). Required that the Department of Education create a teacher career development network. Created a teacher career path consisting of beginning teacher, career teacher, career II teacher, and advanced teacher. Established the mentoring and induction requirement for standard licensure..

Policy	Description
Iowa Ch. 180 H.F. 549 (2003)	<ul style="list-style-type: none"> Amended Iowa Code Ch. 272.28, with respect to the initial and standard licensure criteria for the Mentoring and Induction for Beginning Educators Program (see Table 12).
Iowa Ch. 1152 H.F. 2549 (2002)	<ul style="list-style-type: none"> Amended Iowa Code Chs. 256.44, and 284.5. Adopted rules to guide individual teacher professional development plans and career development programs with regard to licensure renewal. Encouraged school districts to develop school calendars that permit effective professional development for teachers and the evaluation of the alignment of district career development plans with their student achievement goals. Established that if a beginning teacher leaves his or her district prior to completing the beginning teacher induction and mentoring program and finds employment elsewhere, the new place of employment is to credit the beginning teacher with the time earned at their prior district. Required that teachers annually meet with their evaluators to discuss progress toward meeting the goals specified in their individual development plans. Established the intent of the General Assembly in creating a teacher career path pilot program.

Table 12. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Induction and Professional Development

Policy	Description
Iowa Code Ch. 256.36	<ul style="list-style-type: none"> Establishes the Math and Science Grant Program, which allocates grant money to public school corporations to achieve goals related to professional development in mathematics and science education, including but not limited to: <ul style="list-style-type: none"> Development and implementation of a statewide professional development model for educators in science and mathematics education. Authorizes the department to make recommendations for rules relating to program goals and program administration. See also Table 6 for grant program goals related to educator preparation and Table 9 for grant program goals related to recruitment.
Iowa Code Ch. 272.28	<ul style="list-style-type: none"> Requires teachers to participate in a teacher induction and mentoring program to move beyond an initial license to a standard license. Allows out-of-state teachers and teachers from accredited nonpublic schools to waive the requirement to participate in the induction and mentoring program if the teacher can document three years of successful teaching experience and meets other rules for licensure.

Policy	Description
Iowa Code Ch. 284.1	<ul style="list-style-type: none"> • Establishes the Iowa Student Achievement and Teacher Quality Program, pursuant to Iowa Ch. 161 S.F. 476 (2001). • Requires that the program consists of the following major elements: <ul style="list-style-type: none"> ▪ Mentoring and induction programs to support beginning teachers ▪ Career paths with compensation levels aimed to recruit and retain talent ▪ Professional development to support best practices in instruction ▪ Evaluation of teachers with respect to Iowa teaching standards
Iowa Code Ch. 284.5	<ul style="list-style-type: none"> • Establishes the Mentoring and Induction for Beginning Educators Program (see Table 6 and 12, Iowa Code Ch. 272.28; Table 10, Iowa Student Achievement and Teacher Quality Program; and Table 11, Iowa Ch. 108 S.F. 277 (2007)).
Iowa Code Ch. 284.6	<ul style="list-style-type: none"> • Requires Iowa to coordinate a statewide network of professional development for Iowa teachers. • Requires professional development providers to support individual teachers' needs, be aligned with Iowa teaching standards, provide research-based instructional strategy, address specific topics such as student achievement data and technology integration, and contain an evaluation component that documents improvement of instructional practices and effects on student learning. • Outlines requirements for the incorporation of district and individual professional development plans into district improvement plans.
Iowa Code Ch. 284.7	<ul style="list-style-type: none"> • Establishes the Iowa teacher career path, consisting of <i>beginning teacher</i>, <i>career teacher</i>, <i>career II teacher</i>, and <i>advanced teacher</i>. • Describes requirements to achieve each level of the career pathway. • Teachers must remain at a level for at least one year before requesting promotion to the next level. • <i>Beginning teachers</i> must have successfully completed an approved practitioner program, hold an initial or intern teacher license, and participate in the Mentoring and Induction for Beginning Educators Program. • <i>Career teachers</i> must be professionally recognized by the board of educational examiners or have met the following requirements: completion of the Mentoring and Induction for Beginning Educators Program, demonstration of career teacher competencies, in possession of a valid license, and a participant in teacher professional development. • <i>Career II teachers</i> must meet the requirements to be a career teacher and be evaluated to have the competencies of a career II teacher via a successful performance review. • <i>Advanced teachers</i> must be recommended by a review panel, hold a valid license from the board of educational examiners, have participated in professional development, and must possess skills and qualifications to assume leadership roles. • See also Table 15, Iowa Code Ch. 284.7, for corresponding minimum salaries for each career path level.
Iowa Code Ch. 284A	<ul style="list-style-type: none"> • Establishes the Mentoring and Induction for Beginning Administrators Program (see Table 10 and Table 11, Iowa Ch. 108 S.F. 277 (2007)).

Policy	Description
Iowa Admin. Code 281-83.3(284)	<ul style="list-style-type: none"> • Creates rules for the Mentoring and Induction for Beginning Educators Program (see Table 10). • Requires all districts and area education agencies to develop an induction and mentoring plan. • Specifies the appropriate uses for funds received for induction and mentoring.
Iowa Admin. Code 281-83.4(284)	<ul style="list-style-type: none"> • Specifies the Iowa Teaching Standards and Criteria, which include: <ul style="list-style-type: none"> ▪ Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals. ▪ Demonstrates competence in content knowledge appropriate to the teaching position. ▪ Demonstrates competence in planning and preparing for instruction. ▪ Uses strategies to deliver instruction that meets the multiple learning needs of students. ▪ Uses a variety of methods to monitor student learning. ▪ Demonstrates competence in classroom management. ▪ Engages in professional growth. ▪ Fulfills professional responsibilities established by the school district.
Iowa Admin. Code 281-83.6(284)	<ul style="list-style-type: none"> • Requires all school districts and area education agencies to support the development of individual teacher development plans for all experienced teachers. They must be created by teachers with their evaluator and can be refined over time. • Requires that individual teacher professional development plans align as best as possible to school district professional development plans. • Specifies what types of organizations can plan professional development and criteria for approving professional development providers.
Iowa Admin. Code 281-83.7(284)	<ul style="list-style-type: none"> • Requires every school district and area education agency to create a teacher quality committee to monitor the implementation of teacher evaluation and professional development policies (see Table 10). • The Teacher Quality Committee must determine the use of professional development funds and monitor professional development to ensure it meets the needs specified in professional development plans, among other things.
Iowa Admin. Code 281-83.8(284A)	<ul style="list-style-type: none"> • Establishes the Administrator Quality Program (see Table 10).
Iowa Admin. Code 281-83.9(284A)	<ul style="list-style-type: none"> • Establishes the Mentoring and Induction for Beginning Administrators Program (see Table 10).
Iowa Admin. Code 281-83.10(284A)	<ul style="list-style-type: none"> • Requires all districts to utilize at a minimum the Iowa Standards for School Leaders (ISSL), and supporting criteria for each, for the evaluation and professional development of administrators (see Table 10).
Iowa Admin. Code 281-83.11(284A)	<ul style="list-style-type: none"> • Requires that the board of directors of school districts evaluates school administrators every three years and that these evaluations include whether the administrator met the goals set forth in his or her professional development plans (see Table 10).
Iowa Admin. Code 281-83.12(284A)	<ul style="list-style-type: none"> • Introduces the guidelines for the Professional Development Plan for Administrators (see Table 10).

Compensation and Working Conditions

Tables 13–15 describe state-level policies related to compensation and working conditions in Iowa. State-level policies on compensation and working conditions were identified from information related to educator salaries and benefits, incentives used to attract and retain high-quality educators, and the environment in which educators carry out their duties.

Table 13. Programs and Initiatives as They Relate to Compensation and Working Conditions

Policy	Description
Iowa Teacher Loan Forgiveness Program	<ul style="list-style-type: none"> Assists Iowa teachers who currently teach in designated shortage areas. Forgives up to 100 percent of student loans throughout a five-year period, forgiving 20 percent per year; the amount is capped at the average in-state tuition rate. To be eligible, teachers must teach at designated “shortage area” schools; all subjects are eligible, but priority is given to designated “shortage area” subjects (see Table 7 and Table 9, Iowa Code Ch. 261.112 and Admin. Code 283-35.1(261)).
Harkin Grant Program	<ul style="list-style-type: none"> Also called the Iowa Demonstration Construction Grant Program, this program is administered by the Iowa Department of Education. Helps schools correct fire safety issues and remodel existing buildings or construct new ones. Approximately 35 percent of the program’s multimillion dollar annual award is spent on fire issues and 65 percent on construction.
Sample Anti-Bullying/ Harassment Policy	<ul style="list-style-type: none"> Issued by the Iowa Department of Education and the Iowa Association of School Boards (see Table 15, Iowa Admin. Code 281-12.3(13)). All school boards were required to adopt the policy by September 2007. The policy protects 17 traits: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. In addition to students, employees are protected from harassment based on race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age, or disability. Area education agencies and some districts have trained bullying prevention and intervention specialists; they are trained in the international program Olweus. The Iowa Department of Education also provides a variety of resources on bullying prevention on its website.
Iowa Early Intervention Block Grant Program	<ul style="list-style-type: none"> Provides funding to improve teacher working conditions by reducing class size in K–3 classrooms to 17 students per teacher (see Table 15, Iowa Code Ch. 256D). Other program goals include promoting basic skills achievement through funding and direction for early interventions and to improve communication with regard to student performance.
National Board Certification Incentive	<ul style="list-style-type: none"> Provides a financial reward to teachers who applied for National Board of Professional Teaching Standards certification prior to December 31, 2007 (see Table 15, Iowa Code Ch. 256.44 and Admin. Code 281-84.1-4(256)). The award is in the amount of \$2,500. New applicants can be reimbursed for up to one-half the cost of the application fee, or \$1,250.

Table 14. Legislation as It Relates to Compensation and Working Conditions

Policy	Description
Iowa Ch. 9 S.F. 61 (2007)	<ul style="list-style-type: none"> • Amended Iowa Code Ch. 280.12 to create the Sample Anti-Bullying/Harassment Policy (see Table 13 and Table 15). • Defined terms relating to harassment and bullying. • Required district board of directors to develop policies related to harassment and bullying. • Encouraged district board of directors to develop programs related to harassment and bullying. • Established immunity from civil or criminal liability for persons who report in good faith incidences of harassment or bullying.
Iowa Ch. 108 S.F. 277 (2007)	<ul style="list-style-type: none"> • Amended Iowa Code Chs. 256.44, 284.6, 284.7, and 284A.2. • Adopted the Iowa Standards for School Administrators to further define the characteristics of effective school leaders. • Amended the date by which teachers must apply for National Board Certification to receive a reimbursement of up to one-half of application fees. • Established a minimum salary for new teachers of \$26,500. • Established a minimum salary for first-year career teachers of \$27,500 and for other career teachers of \$28,500. • Allocated \$20,000,000 for the Department of Education to expend on teacher professional development for the 2007–08 school year. • Established the intent to facilitate school district research, development, and implementation of reforms aimed at identifying promising practices with regard to teacher career ladders and alternative compensation. • Developed two pilot pay-for-performance programs in grades K–12. • Established an administrator quality program, a beginning administrator induction and mentoring program, and standards for administrators' evaluations.
Iowa Ch. 180 H.F. 549 (2003)	<ul style="list-style-type: none"> • Established minimum beginning teacher salaries for the 2003–04 academic year of the minimum amount paid to beginning teachers in a district in the 2001–02 academic year. Also established a minimum career teacher salary for the 2003–04 academic year of the minimum amount paid to a career teacher in the district in the 2001–02 academic year.
Iowa Ch. 214 S.F. 588 Sec. 31 (2007)	<ul style="list-style-type: none"> • Created Iowa Code Ch. 261.112 (see Table 9) to establish the Iowa Teacher Loan Forgiveness Program (see Table 7 and Table 9, Iowa Admin. Code 283-35.1(261)).
Iowa Ch. 1182 H.F. 2792 (2006)	<ul style="list-style-type: none"> • Amended Iowa Code Ch. 284.14 by establishing a pay-for-performance commission to initiate and study the cost and effectiveness of a pay-for-performance system. • Required the General Assembly to consider implementing this pay-for-performance system statewide.

Table 15. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Compensation and Working Conditions

Policy	Description
Iowa Code Ch. 20	<ul style="list-style-type: none"> Permits and provides terms and conditions for local collective negotiation on wages, hours, vacation, and aspects of working conditions. Prohibits public employees from participating in strikes. Protects the rights of public employees to join, participate in, or refuse to join or participate in activities of their unions.
Iowa Code Ch. 256D	<ul style="list-style-type: none"> Establishes the Iowa Early Intervention Block Grant Program (see Table 13). Requires that districts develop a class-size management strategy. Requires districts to report annually to their communities on class size, reading skills, and related information. Requires school districts to certify to the Department of Education that funds provided for the program supplemented and did not supplant existing funds for these purposes. Requires the Department of Education to identify diagnostic assessment tools to assist teachers with identifying K-3 student reading skills.
Iowa Code Ch. 256.44	<ul style="list-style-type: none"> Establishes the financial incentive program for National Board of Professional Teaching Standards certification (see Table 13 and below).
Iowa Code Ch. 261.112	<ul style="list-style-type: none"> Establishes the financial incentive program for National Board of Professional Teaching Standards certification (see Table 13 and below).
Iowa Code Ch. 282.4	<ul style="list-style-type: none"> Allows school boards to expel or suspend students or to confer this authority temporarily to any teacher, principal, or superintendent. Requires that a student who assaults a school employee be suspended for a time period determined by the school principal and that the school board be notified immediately and deliberate any further sanctions, such as expulsion.
Iowa Code Ch. 284.7	<ul style="list-style-type: none"> Establishes the Iowa teacher career path (see Table 12). Prescribes salary minimums for each level of the career pathway. Beginning teachers shall receive at least \$28,000. Career teachers shall receive at least \$30,000. Career II teachers shall receive at least \$5,000 more than the minimum salary for career teachers. Advanced teachers shall receive at least \$13,500 greater than the minimum salary for career teachers.
Iowa Admin. Code 281-12.3(6)	<ul style="list-style-type: none"> Requires school boards to adopt student responsibility and discipline policies. Includes policies related to drug, alcohol, and tobacco; violent and disruptive behavior; weapons; harassment; citizenship; and other issues. Requires students, parents, staff, and community members in the development of such policies.

Policy	Description
Iowa Admin. Code 281-12.3(13)	<ul style="list-style-type: none"> • Requires school boards to adopt discipline policies that address, among other things, harassment of or by students and staff (see Table 13). • Requires the policy be shared with all staff, volunteers, students, and parents or guardians. • Defines “harassment” and “bullying” as they relate to schools. • Requires that anti-harassment and anti-bullying policies include descriptions of the types of behaviors representing the prevention of harassment and bullying, the consequences for policy violators, procedures for reporting violations, procedures for investigating complaints, and protocols for publicizing the policy. • Requires school boards to collect and publicize data on bullying and harassment.
Iowa Admin. Code 281-84.1-4(256)	<ul style="list-style-type: none"> • Creates two pilot programs to offer incentives for National Board Certified teachers (see Table 13 and Table 14). • Makes registration fee reimbursement available to teachers applying for National Board Certification, subject to funds being made available by the Iowa legislature. • Awards up to \$5,000 annually to teachers who received National Board Certification prior to May 1, 2000, and up to \$2,500 annually to teachers who received National Board Certification after May 1, 2000, subject to funds being made available by the Iowa legislature. • Applies only to teachers who registered for National Board Certification on or before December 31, 2007.
Iowa Admin. Code 283.35.1(261)	<ul style="list-style-type: none"> • Establishes rules and guidelines to administer the Iowa Teacher Loan Forgiveness Program pursuant to Iowa Code Ch. 261.112 (see Table 7 and Table 9).

Conclusion

This technical brief identified and briefly summarized all policies in the state of Iowa found in this study that relate to four main HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. In addition, the brief presented the extent to which specific policies affect more than one HCRM area. These descriptions of HCRM policies in Iowa provide a snapshot of state-level policies available to support the training, recruitment, and development of educators.

For state policymakers in Iowa, this brief can serve as a starting point for examining existing state policy in the four areas to inform future policy development. For state policymakers outside Iowa, this brief provides insight on some state-level options that currently exist for supporting strategic human resource management in education. Further areas of inquiry that build on this descriptive study may include examining the effectiveness of these state policies, the alignment of these policies within the state, and the comparison of these attributes between states.

Study Limitations

The primary limitation of this study is that the search protocol used may have led to the exclusion of programs, initiatives, legislation, statutes, rules, or other formally adopted policies. For example, the term “school leaders” may have excluded policies for educators who have similar responsibilities but are identified differently within the state. A second limitation is that state policies frequently are modified. Consequently, the information presented in this report may be out of date by the time of publication.

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Appendix. Details on Method

Data Sources

To answer the research question posed, researchers relied on publicly available information, which included the following sources:

- State laws, administrative rules and code, and other formally adopted policies
- State union contracts with professional organizations for educators (e.g., teachers unions)
- State standards for educators
- Peer-reviewed journal articles on HCRM topic areas
- Reports issued by governmental and nongovernmental groups
- Other documents

Data-Collection Methods

To collect data on programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies, researchers searched the following sources for publicly available information:

- The Iowa Department of Education (<http://www.iowa.gov/educate/>) and State Board of Education (http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1667&Itemid=2474) websites
- The state legislature website (<http://www.legis.state.ia.us/index.html>)
- The governor's website (<http://www.governor.iowa.gov/>)
- The U.S. Department of Education website (<http://www.ed.gov/>)
- The National Comprehensive Center on Teacher Quality (TQ Center) state policy databases (<http://www2.tqsource.org/resources/policy.asp>), which provide information on state policies on teacher preparation, recruitment and retention, certification and licensure, and professional development in all 50 states, the District of Columbia, and the four U.S. territories (Guam, Puerto Rico, the U.S. Virgin Islands, and the Northern Mariana Islands), as well as information on legislation and State Board of Education rules and regulations
- The Education Commission of the States (ECS) legislative database (<http://www.ecs.org>), which provides Web links to statutes and administrative codes for each state
- The National Comprehensive Center on Teaching Quality (TQ Center) Tips and Tools Key Issue documents (<http://www.tqsource.org/>)
- Professional education organization websites in the state: the Iowa State Education Association (<http://www.isea.org/index.html>), the Iowa Association of School Boards (<http://www.ia-sb.org/>), and School Administrators of Iowa (<http://www.sai-iowa.org/>)

To ensure consistency, researchers used a specific list of terms and phrases when searching the websites: *Iowa + HCRM area*, *Iowa + HCRM area + teachers*, *Iowa + HCRM area + principals*, *Iowa + HCRM area + school leaders*, *Iowa + HCRM area + educators*. A Boolean search was conducted, meaning that results were found for singular terms even if the plural was entered in the search field. The Boolean search yielded results for any variation of the search term order (e.g. “Iowa + Compensation and Working Conditions” and “Iowa + Working Conditions and Compensation”).

To limit the scope of the study, information was included in the scan only if it met the following three criteria:

- The document or resource references K–12 schools, K–12 staff, or K–12 education.
- The document or resource indicates funding, authorization, or staff support from at least one of the following state-level boards or agencies: the Iowa Department of Education, the Iowa State Board of Education, the Iowa General Assembly, or the Iowa Board of Regents.
- The document or resource indicates that the program, initiative, legislation, statute, rule, or other formally adopted policy was in effect at the time data were collected.

Data-Analysis Strategies

When researchers searched for and reviewed publicly available policy information, they examined it to determine which of the four HCRM areas it pertained to—preparation and licensure, recruitment, induction and professional development, or compensation and working conditions—using the guiding definitions in Table A1. They also classified information as representing (1) a program or initiative, (2) legislation, or (3) statute, administrative code, or other formally adopted policy using the definitions in Table A2. Data that belonged to more than one HCRM area were double-coded when necessary.

To ensure consistency in coding, multiple coders were assigned to code and review collected data. Four coders separately coded documents as they were collected according to the guiding definitions. Then all coded data were reviewed by at least one other coder to review “fit” with HCRM area and classification with information type. Any discrepancies in coding were resolved by discussion with a team of researchers. In doing so, researchers were able to maintain a high level of consistency in categorizing collected data.

Table A1. Guiding Definitions for Classification of HCRM Area

Code	Description
Preparation and licensure	<ul style="list-style-type: none"> Information related to programs that train potential educators (teachers and school leaders) and develop the knowledge and skills necessary to be effective professional educators (programs can be administered by a variety of program providers, such as institutions of higher education, nonprofit agencies, and state agencies) Information (such as standards and requirements) related to certification and licensure of educators Standards or definitions of the knowledge and skills necessary to be effective professional educators Policies that establish qualifications for educators to obtain and maintain particular certification levels
Recruitment	Information related to attracting educators or potential educators to the field in general, as well as for particular subject areas, geographical locations, schools, and districts and attracting educators with certain demographic characteristics
Induction and professional development	Information related to facilitating the transition of educators from preparation programs to a particular position within the school system; also information related to developing and maintaining the knowledge and skills necessary to be an effective educator, as well as the standards for what knowledge and skills are necessary to be an effective educator
Compensation and working conditions	Information related to the environment in which educators carry out their duties; also information related to educator salaries and benefits and incentives used to attract and retain high-quality educators

Table A2. Guiding Definitions for Classification of Information Type

Code	Description
Programs and initiatives	Planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials
Legislation	Legislation passed by the General Assembly and signed into law by the governor
Statutes, administrative code, and other formally adopted policies	State statutes, administrative code and rules developed by state agencies, and other policies formally adopted by state agencies or governing boards

Technical Notes

1. The separate coding of “legislation” and “statutes, administrative code, and other formally adopted policies” is intentional. Although the authors concede that there is overlap between the two types of policies, the separation of the two policy typologies was necessary to ensure technical accuracy and consistency in referring to policies. For example, because legislation either creates, amends, repeals, or otherwise modifies statutes, referring to legislation only may not present the most current form of the policy. Conversely, presenting only the statute or administrative code would not provide the reader with a chronology of when the statute was last modified, nor would it present the reader with a comprehensive picture of the package of policies in which the statute was bundled. For these reasons, the categories of “legislation” and “statutes, administrative code, and other formally adopted policies” remain separate throughout the brief.
2. Policies are cross-referenced by table number and row name. For example, The Iowa Teacher Intern License Pathway is codified in a statute, and the authors reference this statute in Table 4 as follows: “See Table 6, Iowa Admin. Code 281.77(256).”
3. The authors used the following guidelines to determine when and how policies were cross-referenced in the brief:
 - a. Policies always are described in most detail when they first appear in the brief.
 - b. Additional mentions of policies that have been described previously refer the reader to the first long description.
 - c. Additional details are added only if they pertain specifically to a particular HCRM area.
 - d. If a piece of legislation created a statute that has since been modified, the legislative description references only the creation of a statute or program/initiative. Then the statute or the program/initiative table holds more detail because it is the most current and technically accurate way to describe a policy.