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IASB

July 2007

TO: Board Members, Superintendents, AEA Administrators, School Attorneys and Friends of Public Education

FROM: Margaret Buckton, Associate Executive Director, Public Policy
Mary Gannon, Attorney

RE: IASB *Special Report* on Professional Development and Teacher Quality Guidance

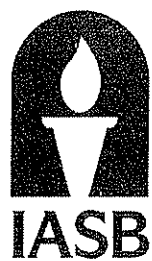
The 2007 Legislature enacted SF 277, effective July 1, which addresses teacher quality, professional development, teacher salaries, and other issues, detailed in IASB's *2007 Legislative Summary*. The enclosed *Special Report* answers many questions posed by board members and superintendents in preparing to implement the significant changes to professional development and teacher quality and subsequent bargaining and negotiations implications.

One copy has been mailed to each school board member as well as all superintendents, AEA administrators, school attorneys and representatives of other education organizations.

We encourage you to copy and distribute this *Special Report* to others, including interested staff. You may make copies of this information if you wish, or additional copies may be obtained from the IASB office. You may also find the report on the IASB Web site at: www.ia-sb.org.

We will also send a copy to legislators for their information. You may wish to follow up with your legislator to ensure their receipt of the report and to ask if they would like to talk about how legislative issues, particularly in the areas of teacher salary and professional development, will impact your local district.

If you have questions about the information in the summary, please do not hesitate to contact us at the IASB office at 1-800-795-4272.



Special Report

Commentary on Education Issues

Guidance on Professional Development and Teacher Quality in SF 277 (enacted during the 2007 Legislative Session)

Passed during the 2007 Legislative Session, **SF 277: Professional Development and Teacher Quality**, changed the process of professional development, market factor pay and other teacher quality provisions. This *Special Report* will address those items specific to teacher quality, providing guidance to school districts on how best to proceed with school improvement and bargaining in the context of the changes.

Of primary importance in implementing this law is keeping the focus on improving instruction and the power of research-based professional development to improve outcomes for students. Included with this report is a matrix for districts and teacher quality committees to use in looking at their own professional development processes and experiences compared to the Iowa Professional Development Model. Hopefully, this will guide discussion on how to make the most of professional development time and resources for improved student learning.

This *Special Report* will not address other SF 277 changes involving school nurses, librarians, guidance counselors, administrative mentoring, background checks or other requirements of the Iowa Department of Education (DE) outside of the teacher quality statute. Look to the **2007 IASB Legislative Summary** for more information about those provisions. Appropriations, salary minimums and distribution, the Iowa teaching standards, professional development, market factor incentives, and the impact on bargaining and negotiations, and the Iowa Professional Development Model, as well as a quality professional development inventory checklist to use in your district, are addressed in this *Special Report*.

The DE issued guidance related to SF 277 with the May edition of the *School Leader Update*. IASB agrees with the DE interpretation and guidance with only one very minor exception noted within the question and answer section below, 16. The DE guidance may be located in the Special Legislative Edition of the *School Leader Update*, May 2007:
http://www.iowa.gov/educate/component/option,com_docman/task,doc_download/gid,3565/

Please Note - This publication is designed to provide accurate and authoritative information about the subject matter covered. It is furnished with the understanding that IASB is not engaged in rendering legal or other professional service. If legal advice or other expert assistance is required, the services of a competent professional person should be sought.

IASB encourages administrators and teachers likely to be involved with the newly mandated teacher quality committees to attend the August training sessions sponsored by the DE, School Administrators of Iowa (SAI) and the Iowa State Education Association (ISEA) to learn more about the Iowa Professional Development Model. The following questions and answers, in conjunction with DE's guidance, should help to clarify many of the details districts will encounter in implementing SF 277.

1) How is "teacher" defined for purposes of receiving teacher quality pay and participating in professional development around the eight Iowa teaching standards?

The bill defines "teacher" as an individual who holds a practitioner's license issued under *Iowa Code Chapter 272*, or a statement of professional recognition (SPR) issued under *Iowa Code Chapter 272*, who is employed in a nonadministrative position by a school district or AEA pursuant to a contract issued by a board of directors under *Iowa Code Sec. 279.13*. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a nonadministrative position.

What does this mean?

A district does not need to have two separate contracts for the person employed in both administrative and nonadministrative capacities for teacher quality purposes. The proration language gives the district authority to pay the individual for the time they are teaching.

2) What is a Statement of Professional Recognition (SPR)? It is a Board of Education Examiners (BOEE) certification given to individuals under certain circumstances – such as a school nurse with a BA or BS degree or a school social worker employed by the AEA. Just because an employee has a license or (SPR) doesn't qualify them alone for the teacher quality program. That employee must also have a contract with the district or area education agency (AEA) under *Chapter 279*. Also, the DE's interpretation is that the position must require the license in order for that individual to qualify as a teacher for purposes of teacher quality. This expanded definition applies to school nurses with BA and BS degrees in any field and other individuals with SPRs.

3) Does the switch from "may" to "shall" negotiate, pursuant to *Chapter 20*, evaluation and grievance procedures impact districts? No. This is clarifying language since *Iowa Code Chapter 20* already required such bargaining. This also does not minimize the district's authority to set additional standards and criteria, which remain a permissive but not mandatory subject of bargaining.

4) Who creates the teacher quality committee and how many members should it have? The district, which means the board, is required to create the teacher quality committee. Although the statute is silent regarding the minimum number of individuals which must be on the committee, we would recommend at least four. Since the committee is authorized in statute, the committee's meetings are subject to the open meetings law (see number five below.) If the committee membership is limited to just the superintendent and union president, any conversation they have regarding the work of the teacher quality committee would represent a quorum of the committee and potentially make their conversations subject to the open meetings law.

5) Is the teacher quality committee subject to the open meetings and public records law?

Yes. The committee is subject to the open meetings law since it is created by statute. So, the committee needs to do everything the board has to do before, during and after its meetings – notice, tentative agenda, minutes, etc. The committee does not need to publish minutes, however, since publishing is not an open meetings requirement. Likewise, since the committee is a public body, its records that are maintained by the district are also public records, including e-mail. After some discussion with school attorneys, it's hard to identify an instance where this committee would either need to go into closed session or have confidential records. So, if a committee thinks it needs to have either, the superintendent should contact legal counsel for advice. Also, remember the number of committee members issue addressed in question number four above to ensure compliance with the law.

6) Can the board appoint teachers or board members to the committee if they don't have enough administrators? No. The district can only appoint administrators. The district may be able to contract with administrators from other districts or AEAs if a larger committee size is desired. The legislation does not specify whether the appointed administrators must be employed within the district.

7) How often must the committee meet or how long is the task supposed to take?

As the district creates the committee, it might consider specifying the number of meetings it expects the committee to conduct over the year and how long those meetings are to last. Without such limitation or expectation, the task of the committee may be broadly interpreted to be quite time consuming. Since the teacher committee members are to be paid for their time, it might also eat up the funds available for professional development for the district. The DE guidance specifies: "The duties of the teacher quality committee begin on July 1 and should focus on the use and distribution of SF 277 professional development funds to implement and support the overall district, attendance center and individual plans."

8) Can an existing committee take on these responsibilities? The law allows three options:

- The district may create a new teacher quality committee, which requires equal representation of administrators appointed by the board and teachers appointed by the union.
- The appointing entities (the board and the union) may mutually agree to add the responsibilities of the teacher quality committee to an existing committee, such as a professional development committee.
- The existing committee may serve in an advisory capacity to the teacher quality committee.

ISEA's guidance does not recommend allowing an existing committee to take on these responsibilities, and we disagree. The major work of the committee is to determine the use and distribution of professional development money allocated to districts under the teacher quality statute, and they are required to follow the **Iowa Professional Development Model** (the Model). Thus, some existing committees who have already studied the Model may be ready to begin work immediately on the most important function of the committee. The other duties all involve monitoring processes, which should not be as complicated to master or as time consuming. In the meantime, as all the parties are figuring out the details and intricacies of the new law, it is advisable that learning about the Model be the first item on everyone's plate. Understanding the Model will dispel some of the misperceptions about how this professional development may be spent. Some caution is warranted since the members of the committee must be paid: if the

committee is too large, the cost to compensate teachers for their participation will require use of the scarce professional development dollars available to the district.

9) If the board delegates the responsibility for professional development to an already established committee, is that committee also subject to the open meetings law? It is unclear whether the committee would be subject to the open meetings law. We recommend you contact your local counsel for a formal opinion on whether the established committee is subject to the open meetings law and to what extent.

10) If the board delegates the responsibility of the teacher quality committee to an already established committee, is that committee also required to have equal representation of teachers and administrators? No. The equal representation requirement only applies to appointments to a newly-created teacher quality committee.

11) Does the committee only determine use and distribution of the \$20 million state money or do they have authority to determine other district professional development? The teacher quality committee only has specific authority to determine the use and distribution of the \$20 million in state-funded professional development. The district retains authority over all other professional development decisions and funding.

The other duties of the committee involve “monitoring” which the DE guidance defines as: “. . . the process by which teachers are evaluated to ensure the overall process is fair and consistent. Any concerns about the evaluation process should be highlighted by the committee and reported to the certified employee organization and the board.”

12) Should the determinations of the teacher quality committee, such as the model evidence they identify, or other provisions of SF 277 such as teacher salaries, be added to the contract? It is strongly recommended that the board not make any changes to contracts without serious consideration and legal advice. Until the money flows through the school foundation formula, the legislature can take it away as easily as it was provided. It will be harder, however, to make any changes to collective bargaining contracts if the money is removed. The only new item specifically required to be included in negotiated contracts is a provision addressing how the teacher members of the teacher quality committee are to be paid for their committee meeting time outside the normal work day. Negotiations are also required concerning the provisions of the intensive assistance program, and beginning in 2008, previous allocations received for teacher salaries from the state categorical funds – although the legislation does not require that these provisions must be included in the master contract.

13) Now that the law requires bargaining of intensive assistance, if the process changes due to bargaining, do those changes impact a teacher already on intensive assistance? We don’t believe so. Since the teacher had already begun a process that wasn’t bargained, it only makes sense to continue the process already being implemented for that teacher.

14) If the district already bargained intensive assistance, as it was previously a permissive subject of bargaining, does the district have to bargain it again? No. The union and/or district may wish to revisit the provisions of intensive assistance in the next negotiations cycle.

15) If a district has to negotiate some provisions, should the whole contract negotiations process be reopened? In most cases, boards do not have to renegotiate existing contracts. If there is a multi-year contract, this requirement is still not a problem unless the contract conflicts with the law. Typically, if a previously agreed-to contract is later determined to be illegal, that provision in conflict with new law is written out of the contract based on a severability clause. If the contract has language that compels negotiation on this or other issues, then those items are usually negotiated separately without reopening the existing contract. Contact your school attorney to discuss what options may be available to your district.

16) The teacher quality committee has the duty to ensure the contract determines compensation for work beyond the work day. If it doesn't, what should the committee and district do? If the contract addresses pay for another similar existing committee, base compensation on that contract determination and in next year's negotiations, the specifics of the teacher quality committee can be added. If the contract has no provision for paying teachers for work beyond the normal work day on this committee, the district and union could specify payment details in a letter of agreement. The DE guidance suggests a contract addendum which would include all the formal negotiations process and a vote of the union. In this case, we believe the letter of agreement is less cumbersome to get through the first year of implementation. It is also possible that the teacher quality committee could agree to compensation terms, since they have the duty of determining the use and distribution of the \$20 million in professional development funds and an allowable use of those funds is paying teachers for their time on the committee outside the normal workday. Again, check with legal counsel before proceeding with contract negotiations.

17) What resources should the district use to compensate teachers for their work on the teacher quality committee? DE guidance allows for a district's professional development allocation to cover this pay to the committee. A district could also choose to use general fund or other resources to pay the committee.

18) What is the teacher quality committee's role in individual professional development plan goals beyond the attendance center professional development plan? The role of the committee is to determine the use of state-funded professional development, which includes a balance between district, building and individual professional development goals. The teacher's supervisor and evaluator have the authority in *Iowa Code 284.6(5)* to review, modify or accept modifications made to the teacher's individual plan. SF 277 does not cede that authority to the teacher quality committee or the individual teacher.

Although SF 277 requires the individual plan to go beyond the attendance center plan, the individual plan must still be aligned with district and attendance center goals. In each district's comprehensive school improvement plan (CSIP), *Iowa Code 284.6(3)* requires districts to demonstrate alignment: "*the district professional development plan shall align all professional development with the school district's long-range student learning goals and the Iowa teaching standards.*" The committee's role is to ensure that funding supports the individual plans in a fair and balanced way. SF 277 also requires the individual plan to go beyond the building plan. The committee might ask for a review of the process to understand how those individual plans are created and supported, but the committee has no role in defining plans or allocating resources for individuals.

What is the difference between a district professional development plan and an attendance center professional development plan? Both the district and the attendance center professional development plans are targeted toward the same purposes: district and attendance center student learning goals and the Iowa teaching standards. Though the law shows little distinction between the two, only the district plan must be included in the CSIP and must identify providers. Meanwhile, the attendance center plan must promote group professional development and be based on the needs of teachers, the teaching standards, the district professional development plan and the student achievement goals of the building and the district, defined as the development needs of teachers to reach the student learning goals of the district and the building. Corresponding *Iowa Code* sections follow:

284.6 (3) A school district shall incorporate a district professional development plan into the district's comprehensive school improvement plan (CSIP) submitted to the department in accordance with section 256.7, subsection 21. The district professional development plan shall include a description of the means by which the school district will provide access to all teachers in the district to professional development programs or offerings that meet the requirements of subsection 1. The plan shall align all professional development with the school district's long-range student learning goals and the Iowa teaching standards. The plan shall indicate the school district's approved professional development provider or providers.

284.6 (7) Each attendance center shall develop an attendance center professional development plan. The purpose of the plan is to promote group professional development. The attendance center plan shall be based, at a minimum, on the needs of the teachers, the Iowa teaching standards, district professional development plans, and the student achievement goals of the attendance center and the school district as set forth in the CSIP.

19) What is the committee's role in developing model evidence to determine which of the Iowa teaching standards and criteria can be met with observation and which evidence meets multiple standards and criteria? The goal of this duty in SF 277 is to minimize bureaucratic paperwork. In that light, the committee should wait until the DE develops model evidence during the Evaluator II training process and work from the DE examples rather than recreating the wheel in 364 different districts.

20) Is there a bargaining or termination consequence resulting from the content of individual professional development plans? Yes. A career teacher's evaluation may only consider whether the teacher made progress in a goal area included in the individual professional development plan, subject to the provision of funding for the individual professional development plan. Evaluators must carefully consider whether specific improvement areas for a teacher are to be included in the individual professional development plan. If the district expects the teacher to address the teacher's own areas of concern, such as attendance or tardiness, the evaluator should clearly state that such improvement is the individual's responsibility or state expectations outside the area of the individual professional development plan.

21) With elimination of the mandate for one day of professional development outside of the contract, what should districts do with the day included their 2007-08 calendars anticipating another mandated day? Until the teacher quality committee comes to agreement on the use of the professional development money, it is suggested that districts retain the day in their calendar in addition to the contract. The legislation specifically states a goal that one day be in addition to the normal contract. It is easier to eliminate the day at the last minute than to add a new day at the last

minute. Districts should also ensure that their administrator appointees to the teacher quality committee understand that importance of time outside of instruction for collective study of the district and building level student learning goals.

22) Does addition of intensive assistance to the eighth standard of teaching (fulfills professional responsibilities established by the school district) prohibit districts from pink slipping teachers based on budget reduction? No. The decision to reduce full-time equivalency (FTE) positions is distinct from the standards and evaluation process and does not require intensive assistance.

23) How does SF 277 change the intensive assistance program? SF 277 adds “failure to meet the eighth standard of teaching” as a condition requiring intensive assistance and subjects the intensive assistance program and its implementation to negotiation and grievance procedures. It is advisable that districts bargain for lean intensive assistance obligations at a reasonable cost with this expansion to the eighth standard of teaching – which includes “fulfills professional responsibilities established by the school district.” Although intensive assistance now applies to this eighth standard, the scope of intensive assistance limits it to classroom management and instructional concerns *Iowa Code 284.2(6)* (see number 25 below.)

24) Does this mean that teachers who abuse children or fail to meet the district’s most basic requirements – such as attendance and being on time – must have a full year to work on improvement before termination? Intensive assistance is defined in the *Iowa Code 284.2(6)* as: “the provision of organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed twelve months.” Intensive assistance bargaining should not expand the scope of the intensive assistance program to include an employees’ breach of other expectations of employment such as tardiness, unexcused absence or immoral, unethical or illegal behavior. Also, the maximum provision of intensive assistance is 12 months but may be shorter. As the *Iowa Code* specifies, intensive assistance can happen anytime, whether or not on an evaluation cycle.

25) Does the requirement to bargain intensive assistance limit the district’s authority to set standards and criteria in addition to the eight teaching standards? No. According to the Waterloo case, the district still has the authority to augment the state’s teaching standards with additional requirements and criteria. *Waterloo Community School District v. PERB, No. 64-01-0494 (2002)*. Whether the teacher met these additional criteria and standards is still a management decision; the court determined that establishing additional standards and criteria, held permissive in the Waterloo decision, is still permissive. What’s mandatory to bargain is the description of process, not the standard itself.

26) What is included in market factor salaries and incentives? SF 277 broadens the use of market factor to include both salary and incentives other than salary. Incentives include pre-employment signing bonuses, additional education or support, moving or housing expenses, transportation expenses, tuition or certification costs for existing teachers and paraprofessionals to become certified in a shortage area position.

27) Who decides the use of district market factor allocations expenses? SF 277 does not require consensus or limit the district's action pending a recommendation by the teacher quality committee. Although the teacher quality committee makes recommendations to the board and bargaining unit, it does not have the authority to establish or define market factor pay. SF 277 eliminated the district as the sole authority to determine market factor pay, it did not replace that authority in the teacher quality committee or elsewhere. This action takes us back to the local contract and *Chapter 20*. Since salary is a negotiable item, a board wishing to use their market factor allocation to augment salary must negotiate provisions of that process with the union. According to the DE's guidance, if the board wishes to use the market factor allocation as an incentive including a hiring bonus, than bargaining is not required. The Public Employee Relations Board (PERB) has ruled that signing bonuses constitute salary when work is required as a condition of the bonus. In one specific case, for example, an employee was required to reimburse the employer for portions of a bonus received when the employee did not stay with the employer for three years. PERB ruled that the work required meant the signing bonus was salary. Check with your school attorney if you have questions about the distinction between incentives and salary. The board still retains the authority to define the mix of incentive and salary market factor allocations.

28) Can districts count on future market factor appropriations? SF 277 requires districts to report the use of market factor allocations and requires the DE to include how districts used market factor incentives when reporting in the *Annual Condition of Education Report*. The DE is required to review the use and effectiveness of market factor funds and report findings and recommendations to the general assembly by Jan. 15, 2008. The law states: "*It is the intent of the General Assembly to reevaluate the future fiscal year allocations for market factor pay based upon this report.*" Given the unclear future of market factor incentives, districts should carefully consider any multi-year commitments depending on future resources from the legislature.

29) Must districts pay teachers *per diem* for state funded professional development? No. SF 277 strikes distribution to teachers based on *per diem* amounts and leaves the distribution of professional development funds to the teacher quality committee to decide.

30) SF 277 says a district's allocation of professional development money is to supplement and not supplant existing professional development expenditures. To what base year does that language apply? That is unclear. The DE's interpretation is that this means the state professional development money can't replace existing general fund, Title I, or other monies previously expended for professional development. Consult your school attorney if you have questions.

31) Must the district pay for an additional day that is in the negotiated contract for professional development if the teacher quality committee doesn't agree on that day? Yes. A district is committed for a day that is in the negotiated contract and must pay for it either with general fund or other revenues.

32) If no agreement between the union and the district occurs by Sept. 15, how are the teacher salary dollars distributed? The district must first meet all minimums required in the law. Minimum dollars are applied to teachers' regular pay, not including extra duty pay. Dollars remaining for salary after meeting the minimums are required to be distributed equally to all teachers in the district, including teachers who receive allocations to reach the minimums. This includes beginning teachers, career teachers, school nurses with BA or BS, and other positions

with SPRs (see question number two above for definition.) This is prorated for less than full time positions. Additionally, this expanded definition of “teacher” for additional salary distribution also includes these individuals in professional development plans and evaluation related to the Iowa teaching standards.

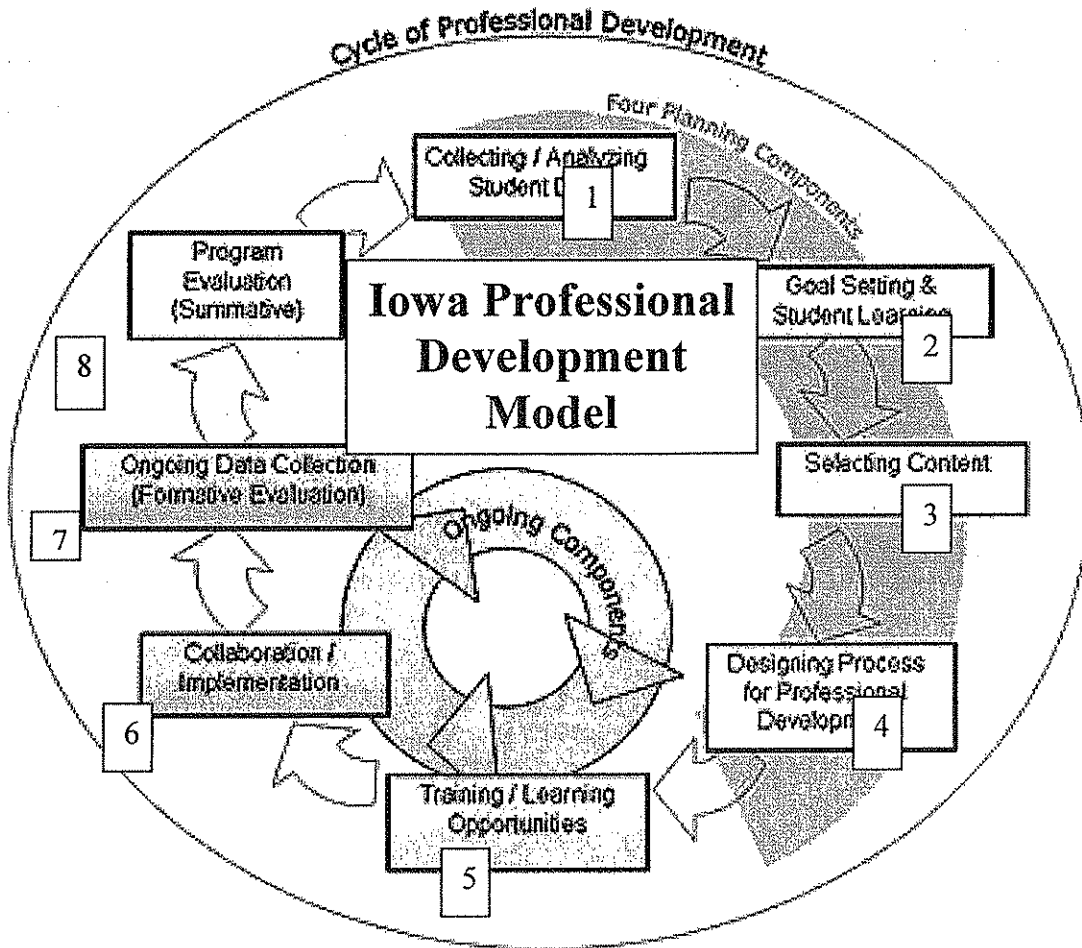
33) Is the omission of IASB from the training and technical assistance sponsored by the DE, SAI and ISEA because IASB doesn’t agree with the content of the training? No. IASB hasn’t seen the content, of the training, and wasn’t involved in pulling it together. The DE explained to IASB that this is technical assistance provided to administrators and teachers in understanding details of the Iowa Professional Development Model and not the role of school board members. IASB will have staff attend the sessions and follow-up with board members regarding the content. IASB fully supports the Model and lobbied the legislature to require the decisions of teacher quality committees and professional development investments to follow that Model. We are appreciative of the DE’s work in developing the Model and grateful that the legislature listened to the concerns of school boards. IASB will continue to provide advocacy throughout the state regarding the critical role of school boards in professional development and student achievement. This includes information to boards and superintendents about their roles in studying student achievement data, establishing meaningful and measurable student achievement goals, supporting professional development time and resources, asking for proof that the professional development is getting implemented and demonstration that instruction is improving student achievement.

As further interpretation and questions evolve, IASB will keep you posted. Our hope is that the teacher quality law, committees, professional development and intensive assistance will all be used as tools to guide the entire educational system toward improved instruction, which is the most critical element of improved student learning. Don’t hesitate to contact us with your emerging questions.

Special thanks to the following school attorneys assisting IASB in drafting this paper: Rick Engel, Rick Franck, Jim Hanks, Jeff Krausman, Peter Pashler, Ron Peeler, and Sue Seitz.

For further information, contact IASB staff: Jim Moore, Len Cockman, Margaret Buckton or Mary Gannon at 1-800-795-4272.

District Professional Development Inventory and Discussion Guide: Where are we?



Operating Principles

Focus on Curriculum, Instruction and Assessment 9

Participative Decision Making (School & District) 10

Leadership 11

Simultaneity 12

District Professional Development Inventory and Discussion Guide: Where are we?

Comparison of Past Professional Development and Professional Development That Improves Student Learning (Number in left column indicates concept location in the Model)

Iowa Professional Development Model	Traditional Professional Development	Where Are We?	Professional Development That Improves Student Learning
1. Collecting and analyzing student data 2. Goal setting and student learning 9. Focus on curriculum, instruction, and assessment	No primary focus. Focus determined by adult learning interests and needs, individually driven.		Focus on improving instruction in an academic content area. Collective focus derived from student learning needs, which are determined from study of student learning data.
3. Selecting content for professional development	Content of professional development chosen with little or no evidence that it will impact student learning. Instead chosen for ease of administration, entertainment value, individual interests, and other issues not related to student learning.		Content of staff development carefully selected for quantifiable impact on student learning in the selected focus area.
12. Simultaneity	Staff treats professional development as a linear process. For instance the staff may study the change process for a year before beginning the content of professional development, like learning instructional strategies to teach mathematical problem solving.		Staff engages in professional development process and content simultaneously. For instance if the content of staff development is improving instruction in reading comprehension, the staff begins learning new instructional skills while studying the change process, professional development governance, and other process issues at the same time.

4. Designing processes for professional development	Staff development time devoted to various topics, one-shot experiences, individually driven.	Where are we?	At least 80 percent of staff development time devoted to collective effort to improve instruction in the academic content area of focus.
	Expectation that learning will take place either before the school year starts or after it is completed.		Collective, sustained study in the area of focus both for staff development scheduled into the school calendar and also time integrated into daily routine of educators.
	Experts come once, share their knowledge, and leave.		External expertise often provided. Expert provides multiple demonstrations of what's expected, returns regularly to visit classrooms to see how implementation is going, and provides follow-up training and support based on what is learned from classroom and workshop observations.
5. Training and learning opportunities	Some staff participate.		All staff participate.
	Since staff involvement is individually driven, no need to determine how professional development impacts collective skill and knowledge.		Staff learns together how each individual will contribute to district improvement goals, no matter what their position.
6. Collaboration and Implementation	No support or inadequate support is provided for transfer of practice into the classroom setting; specifically there is no time built into the calendar for the professional development components of theory, demonstration, practice, and collaboration/coaching or it is assumed staff will find time to do the work.		Adequate support is provided to ensure transfer of practice into the classroom setting including the study of the theory underpinning and multiple demonstrations of the new instruction, and plenty of opportunities to practice the new instruction. Educators work collaboratively with other educators to plan lessons together, look at data, rehearse the instruction learned in staff development, find materials supporting the new instruction, and discuss the theory behind the new learning. The time for all of this is scheduled deliberately and it is not assumed that staff will find time on their own for this work.

6. Collaboration and Implementation continued	Educators decide whether to implement learning from professional development into their classroom practice.	Where We Are	Implementation of professional development into classroom practice is expected by all participants.
7. On going data collection (formative evaluation).	Implementation of staff development not studied.		The frequency and fidelity of implementation of new instruction learned in staff development into classroom practice are studied regularly by the leadership team and whole faculty together.
	No study of student response to new instruction.		Student response to new instruction studied regularly using formal assessments as well as up-close teacher assessments (for example daily assignments, writing samples, word lists, etc.).
10. Participative Decision Making	Professional development experiences/agendas developed at the beginning of the school year or at the last minute, generally by the principal or central office personnel.		Professional development experiences/agendas planned from the study of classroom practice and student learning data so that staff and student learning needs can be addressed during the professional development time.
11. Leadership	Principals and central office personnel assume all leadership functions.		District and/or building leadership teams lead the professional development work. These teams include principals, teachers, and central office personnel among others. This shared leadership sustains the professional development work.
	Principals and central office staff may or may not participate in staff development.		Principals and central office staff fully participate in staff development, including the training, planning lessons with colleagues, and teaching in classrooms using the strategies being learned.
8. Program Evaluation (Summative)	Effectiveness of staff development seldom judged by impact on student learning.		Effectiveness of staff development based on improved student learning.

For further information regarding professional development or the Iowa Professional Development Model, contact IASB staff: Susie Olesen or Margaret Buckton at 1-800-795-4272.