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Iowa Department of Education
**Accountability Plan for
the Focal Areas
1988-89**

Leadership and Service

*Draft
November 1988*

Iowa Department of Education

Statement of Mission

Our mission is to champion excellence in education through superior leadership and service. We are committed to ensuring that all Iowans have access to a network of services that allows them to realize their potential. Through education, we strive to build a quality of life which sets the standard for the nation.

Ten Beliefs

- We believe our progress as a state is directly linked to the quality of education and vocational rehabilitation provided to Iowa citizens.
- We believe that education is a lifelong process that is vital to a person's quality of life. Education must allow all people to develop their intellectual, emotional, social, physical and vocational potential.
- We believe that the Department of Education must be a leader in ensuring equity and excellence in education and vocational rehabilitation opportunities regardless of race, creed, color, religion, national origin, sex, age, or physical or mental disability.
- We believe that the Department is accountable to its constituents, the public, the State Board of Education, the executive and legislative branches of government, and Department employees.
- We believe that the services we provide must enhance the recipient's potential. Our services must be timely, efficiently delivered, and of optimal quality.
- We believe that the Department must effectively seek federal, state, local and private funding to support innovative programs.
- We believe that our actions, appearance, skills and willingness to grow must serve as a model for the educational community.
- We believe that employees are the greatest resource of the Department. We must focus on their strengths, enhance their potential and reward their accomplishments.
- We believe that our work environment must foster creativity, efficiency, open communication, and mutual trust and respect.
- We believe in working with others to achieve mutual goals.

The intent of this document is to clarify the mission of the Iowa Department of Education and to outline the major directions for the Department during 1988-89. The Department is making a commitment to deal with legislative mandates, to continue to provide its traditional support mechanisms, and to take leadership initiatives in new areas.

The Process of Identifying Strategic Issues

To provide the information base for this plan, Dr. Lepley met with staff members to assess current practices and gather input regarding the need for new efforts. The Division of Planning, Evaluation and Information Services also gathered information on current commitments including current legislative mandates, new legislative mandates, directives of the five-year plan, and state and national initiatives. Approximately 270 mandates, initiatives, and areas of concern were identified in this manner, with most stemming directly from legislation.

The Director's Cabinet met for two days to analyze the information collected and to suggest priorities that would not only maintain the high level of leadership, service and regulatory responsibilities of the Department, but would position the educational community to "build a quality of life which sets a standard for the nation." Following the identification of specific priorities, the Director's Council—all Department administrators—met with the Cabinet to discuss and review the focal areas and priorities.

It is important to note that the ongoing work of the Department which utilizes most of the energy of Department staff is not included in this document. This does not mean that the work is not important nor that this work will not continue. For example, the Department will continue to certify teachers, certify enrollments and oversee the administration of dozens of existing programs. Part of the Department's mission of leadership, however, is to highlight new directions for education in the state. One of the purposes of this plan is to provide a higher profile to activities which tend to exemplify these new directions.

The Prioritized Plan

Twelve major focal areas were identified which most clearly express the Department's mission of "leadership and service" and it was agreed that Department efforts in these areas would receive a higher priority. The Cabinet felt that it was important to clearly communicate these priorities and to concentrate increased effort, greater resources and a higher level of accountability in these areas.

The identified needs were prioritized and expressed as projects to support each focal area. These priorities were reviewed by the State Board of Education on July 21-23, 1988. Specific goals and activities were identified within each focal area. These goals and activities were presented to the State Board in November 1988. For the Department of Education to be able to manage each of the 79 activities, individual action plans were developed. In addition to the goals and major tasks under the goals section, plans for such major tasks have been developed. These action plans include assignment of responsibilities, performance standards, timelines and costs.

There will be regular progress reports on the action plans including both written and verbal reports to the Director and Cabinet. The Director will report progress to the Governor, State Board and legislative leaders in February 1989. In September of 1989, the Director will provide a comprehensive report to all constituencies.

The focal areas below are not listed in order of priority, but are grouped according to the type of effort involved.

Four of the focal areas deal with Human Resource Development.

1. Teacher Education

Key projects in this area focus on the development of improved and innovative programs for the preparation of teachers and will include collaborative efforts with local school districts and colleges of teacher education. Implementing legislation dealing with a statewide system for evaluating beginning teachers will be a major task in this area.

2. Phase III

The continued implementation of the Plan for Educational Excellence and the evaluation of successful programs will lead to the development of long-range state plans in this area. Included in this area is the rural initiative project to support a workshop on performance based pay.

3. Internal Management

Several aspects of Departmental operation need to be improved, including internal communication, physical environment and the use of technology. Personnel needs include staff development and sensitivity training, improved selection and recruitment procedures including a stronger emphasis on affirmative action, and a continued review of the organizational structure of staff at all levels.

4. Leadership Effectiveness

Existing efforts to recruit women and minorities as educational leaders need to be increased. In addition to the training being implemented to enhance supervision and evaluation skills, there is a need to develop better competencies in planning, visionary leadership, human relations and sensitivity skills.

Four of the focal areas deal with Delivery Systems.

5. Organization/Structure

A number of changes in the state and in the educational community call for changes in the structure for delivering education and support services in Iowa. The Department will be involved in various restructuring considerations including area education agency reorganization, local school district sharing and reorganization, and possible organizational changes within the Department. It is important to consider how to make the relationships between these entities more effective. Also included in this area is cooperation with the Governor's Higher Education Study and consideration of reorganization and governance of merged area schools.

6. School Finance

With the sunset of the current state finance plan, a School Finance Study, requested by the Governor, will proceed with development of recommendations for a new plan. This effort will parallel the work of a legislative interim committee. The merged area school funding formula will also be reviewed.

7. Accountability

When priorities are clearly established, it is an appropriate and vital function of leadership to see that outcomes meet the identified needs. Projects that deal directly with accountability are establishing a report card on Iowa schools, verification of asbestos management plans for districts, implementation of the accreditation process for schools and school districts, continued implementation of the five year plan and work with the National Assessment of Educational Progress.

8. School Effectiveness

A key emphasis is working with school districts to continue to improve overall systems for effective educational programming and effective instruction in each of those programs. Efforts in this area will include providing support and evaluation for whole-grade sharing and open enrollment arrangements as well as further study of the compulsory education law.

The last four focal areas deal with Program and Instruction.

9. Telecommunications

The Department will continue to be involved in supporting and evaluating new learning technologies. This dual role of facilitation and evaluation will be especially important with the expansion of telecommunications instruction in Iowa.

10. Standards

The implementation of new standards for the accreditation of schools and school districts will be particularly important this year since July 1, 1989, is the effective date for most of the new standards. A concentrated effort clarifying these expectations and working with districts to help them meet the standards will be the emphasis for this year.

11. At Risk

The Department will provide coordination and leadership to a variety of efforts that will impact the population of "at-risk" students. These will include measures to better identify at-risk students, provide improved solutions for homeless children and adults, coordination of programs and services for JTPA administrative bodies, instructional programs for persons in correctional institutions, and work with the Child Development Coordinating Council to better develop early intervention programs.

12. Instructional Effectiveness

A number of Departmental projects are aimed at improving instruction and improving curricular programs. Some samples include establishing model curriculums for human growth and development, water quality issues, and a model curriculum for mentally disabled students. Continuing efforts to support instruction regarding communicable diseases such as AIDS are also part of this year's plan.



Focal Area: Teacher Education, 1.0

Goal #1.01 - Beginning Teacher Support

a) Develop a statewide process to provide for the support and evaluation of teachers new to the profession that will result in more effective instruction; and b) to increase the retention rate for teachers during their first five years of employment.

Performance Measure: a) Local districts will indicate on a survey that the effectiveness of third year teachers in Iowa has improved; b) retention rates for teachers in their fifth year of employment will increase by 10 percent.

Major Tasks:

A. The state board shall adopt rules that prescribe a process for the appointment of evaluation panels for evaluating the performance of teachers possessing initial certification.

B. Develop and implement an evaluation system to be used by evaluator panels.

Goal #1.02 - Teacher Preparation Programs

Improve the effectiveness of teachers entering the profession.

Performance Measure: Instructional quality and effectiveness ratings received by new teachers through the state beginning teacher evaluation system will improve in each succeeding year.

Major Tasks:

A. Develop recommendations concerning incentives that would encourage experienced teachers to serve as cooperating teachers.

B. Grants for school-college collaboration projects in the following areas: clinical experiences and clinical schools, enhancement of the interaction between faculty of approved teacher education institutions and local schools, and model training/incentive programs.

C. Pilot project(s) with approved teacher education institutions to develop instructional programs that will instruct teachers in the use of electronic technologies.

D. Develop, in cooperation with approved teacher education institutions, model systems for evaluating student teachers and for self-evaluating systems for student teachers and teachers.

E. Conduct a feasibility study of the establishment of a five-year teacher education program.

F. The board of educational examiners will adopt rules to implement the mandates of S.F. 2193 regarding improvement in teacher education programs and in the certification process.

G. The State Board shall adopt plans for the approval of teacher education programs that incorporate the results of recently completed research and national studies on teaching and develop plans for providing assistance to beginning teachers including options for internships and reduced teaching loads.

H. Develop, in conjunction with the University of Northern Iowa, a networking system that translates effective teaching methods through the use of a computer conferencing system to form information exchange networks.

Goal #1.03 - Teacher Certification and Support

Improve the process for certification of teachers to continue to ensure appropriate competencies for professional staff in Iowa districts.

Performance Measure: Instructional quality and effectiveness ratings received by new teachers through the state beginning teacher evaluation system will improve in each succeeding year.

Major Tasks:

- A. The board of educational examiners shall review the certification standards for teachers' certificates adopted by the national board for professional teaching standards.
- B. Develop appropriate endorsements for teachers in early elementary grades.
- C. Respond to the legislation requiring the elimination of "emergency temporary certificates."
- D. Provide the necessary communication and timely response to concerns dealing with the implementation of new rules for teacher certification, endorsement and approval.



Focal Area: Phase III, 2.0

Goal #2.01 - Phase III Implementation and Evaluation

Enhance the quality, effectiveness and performance of Iowa's teachers by promoting teacher excellence.

Performance Measure: Every school district will indicate, through its Phase III committee, that significant progress has been made in improving the recognition given to teachers who have exhibited excellence in performance or in effectively accepting leadership responsibility to improve instruction in the district.

Major Tasks:

- A. Administer the Educational Excellence Program, Phase III.
- B. Monitor Educational Excellence Program Phase III plans.
- C. Provide information and regional training on Phase III and performance-based pay.



Focal Area: Internal Management, 3.0

Goal #3.01 - Internal Management

Increase the effectiveness and efficiency of Department employees by (a) improving internal management practices and (b) improving the quality of the workplace.

Performance Measure: Department staff will report improvements in consistency and quality of management practices and administrative support in the areas of internal communication, technology and staff development.

Major Tasks:

- A. Increase opportunities for internal communication.
- B. Develop and communicate personnel policies and practices which lead to consistency, fairness and clarity, and contribute to a positive work environment. Recruitment and selection procedures will give particular emphasis to affirmative action.
- C. Develop a three-year skill-building program for each employee group that addresses both training and supervisory techniques and human relations skills.
- D. Prepare a plan to remodel the second, third and a portion of the basement level of the Grimes Building, recommend funding alternatives, and implement remodeling plan as approved.
- E. In the Division of Vocational Rehabilitation Services, ensure that each manager position in the division is designed to: 1) assume responsibility for a significant share of goals established by the agency, 2) utilize the maximum potential of each manager, and 3) allow for an orderly and accurate transition of management responsibility with the addition of any new staff and the retirement of significant numbers of managers during the next one to three years. The division will establish mission and goal statements relevant to vocational rehabilitation.
- F. Develop a plan to improve and coordinate technology for Department staff.



Focal Area: Leadership Effectiveness, 4.0

Goal #4.01 - Statewide network for administrative development.

Identify educational administrators' staff development needs and provide coordination and support to institutions, agencies and organizations in meeting those needs.

Performance Measure: Staff development opportunities for and participation by education administrators will increase by 10 percent from 1988-89 to 1990-91.

Major Tasks:

- A. Identify statewide administrative staff development needs and coordinate resources. Develop a model that addresses major components for long-term administrative staff development for school administrators in Iowa.
- B. Coordinate and encourage administrative staff development providers to present statewide developmental activities from model components.
- C. Conduct New Administrator Action Lab.
- D. Promote the role of the school administrator as a change agent to provide development activities or experiences that better enable school administrators to effect change in schools and school districts.

Goal #4.02 - Affirmative Action

Improve opportunities for women and minorities to enter employment in education and to move into administrative positions.

Performance Measure: The proportion of women and minorities employed by school districts, area education agencies, merged area schools and by the Department of Education in administrative positions will increase by 10 percent from 1988-89 to 1990-91.

Major Tasks:

- A. Administer grants to local school districts for the development of strategies which advance women and minorities into administrative positions.
- B. Actively promote fair employment practices in all school corporations and adopt rules that improve equal employment opportunity and affirmative action in school corporations.



Focal Area: Organization/Structure, 5.0

Goal #5.01 - Educational Opportunities

Increase equity of access to educational opportunities for students in Iowa schools.

Performance Measure: a) The number of program and whole-grade sharing agreements will continue to expand at approximately the present rate. b) In each of the sharing agreements, the number of program offerings available to students will increase for one or more of the districts involved in each sharing agreement. The number of students having access to expanded program offerings will increase.

Major Tasks:

- A. Develop procedures and processes for out-of-state sharing agreements.
- B. Conduct feasibility studies for districts contemplating whole-grade sharing or reorganization.
- C. Develop rules that define substantial educational opportunity relating to open enrollment.
- D. Develop rules to implement the "Postsecondary Enrollment Options Act."
- E. Provide information and act as a resource to the legislative interim committee studying the existing compulsory education law, truancy, equivalent instruction and alternative schooling.

Goal #5.02 - Area Education Agency/Department of Education Teaming

Provide the most effective area education agency/Department of Education relationship needed to strengthen the educational support system of Iowa's K-14 students.

Performance Measure: By the end of the 1989-90 school year, 85 percent of district superintendents will indicate that local district support service needs are better met because of a stronger and more effective relationship between the Department of Education and the area education agencies.

Major Tasks:

- A. Determine existing relationship/effectiveness.
- B. Identify/recommend ideal organizational structure.

Goal #5.03 - Postsecondary Education

Review and recommend changes as indicated to ensure an organizational and administrative structure which will provide a quality, comprehensive educational program.

Performance Measure: Upon the completion of the higher education study, recommendations will be made which result in the implementation of an integrated system of planning and accountability among institutions of higher education in Iowa.

Major Tasks:

- A. Assist the higher education study committees in data gathering/analysis.
- B. Study the governance structure of merged area schools.



Focal Area: School Finance, 6.0

Goal #6.01 - Develop New School Finance Formula

Provide equal education opportunities through a school finance formula which will be based upon an equitable funding system composed of state and local resources.

Performance Measure: Program opportunities and staff characteristics will not vary significantly in relation to the wealth of a school district.

Major Tasks:

- A. Assist the Legislative Interim Study Committee in the study of school finance.
- B. Respond to the Governor's request to study school finance and develop recommendations for financing elementary and secondary education in Iowa.

Goal #6.02 - Merged Area School Funding

Provide equitable funding for merged area community colleges through uniform definitions of programs and contact hours associated with a program.

Performance Measure: Merged area community colleges will be funded through a school finance formula that is driven by a clearly defined enrollment unit that is uniformly implemented across the state.

Major Tasks:

- A. The legislative education appropriation subcommittee as well as the Department will be reviewing the method of calculating contact hours and the merged area schools foundation formula.



Focal Area: Accountability, 7.0

Goal #7.01 - Educational Accountability Data Base

Provide leadership in educational planning and policy making through a quality-focused data base reporting system.

Performance Measure: Support and awareness of educational issues will increase as measured by a survey of appropriate publics.

Major Tasks:

- A. Develop a condition of education report on Iowa's education system.
- B. Improve definitions and collection methods by working with national educational data improvement projects.
- C. Conduct internal review of data collection process and dissemination process.
- D. Participate in the 1990 National Assessment of Educational Progress Trial Assessment Program.
- E. Review and update the five-year plan for quality education.



Focal Area: School Effectiveness, 8.0

Goal #8.01 - School Improvement

Improve the provision of quality technical assistance to schools as they undertake school improvement efforts.

Performance Measure: Improved effectiveness will be reflected through documented changes in classroom management, curriculum, staff skills and student success.

Major Tasks:

- A. Train Department accreditation bureau staff in the areas of curriculum and staff development models, proven techniques for school improvement and equity infusion models.
- B. Conduct individual site visits, conferences, meetings and workshops addressing school improvement techniques and resource identification.

Goal #8.02 - Special Programs for Children with Learning and Behavioral Problems

Review effectiveness of programs provided by general and special education personnel serving children with disabilities and special education needs and plan for appropriate modifications in the delivery system provided by districts and area education agencies.

Performance Measure: a) Develop delivery system goals and directions by January 1, 1989, and b) select up to five trial sites to implement and evaluate new delivery system strategies by September 1, 1989.

Major Tasks:

- A. Develop appropriate input systems involving service providers and consumers.
- B. Establish action groups to assist in the implementation of strategies to address identified needs.



Focal Area: Telecommunications, 9.0

Goal #9.01 - Implementing and Evaluating Telecommunications

Provide an effective instructional model for the use of telecommunications for Iowa students K-14.

Performance Measure: a) In schools utilizing telecommunications, instructional opportunities for students will increase; b) the variables that result in effective telecommunications instruction will be identified and incorporated into those schools' programs.

Major Tasks:

- A. Adopt procedures and rules for the use of telecommunications as an instructional tool K-14.
- B. Develop an evaluation procedure that measures the effectiveness of various approaches to telecommunications instruction.



Focal Area: Standards, 10.0

Goal #10.01 - Implementing New Accreditation Standards

Implement a performance-based accreditation process that ensures access to an equitable level of educational opportunity in Iowa's schools.

Performance Measure: 100 percent of approved Iowa schools will become accredited by July 1, 1990.

Major Tasks:

- A. Revise the rules adopted by the State Board as necessary to reflect new legislative mandates and Department initiatives.
- B. Adopt rules which define the criteria and procedures for granting waivers of specific standards.
- C. Serve as a resource to legislative study groups on issues of secondary vocational education programs and delivery systems, early childhood education practices, and the feasibility of specific kindergarten delivery models.
- D. Integrate requirements related to human growth and development into the accreditation standards.
- E. Review and revise standards to reflect new legislation and correct errors.

Goal #10.02 - Revising and Improving School Accreditation Standards

Improve the minimum education program for students in Iowa schools. Expand program opportunities for students and provide equity of access to programs.

Performance Measure: 100 percent of Iowa school districts accredited on July 1, 1990, will also be accredited after revisions in the standards have taken place.

Major Tasks:

- A. Gather curriculum information regarding early childhood education practices.
- B. Gather data regarding existing kindergarten practices.
- C. Integrate requirements as stated in Senate File 2094, Human Growth and Development, into the standards for accredited schools.
- D. Serve as a resource for the legislative study of the types of vocational education programs needed at the secondary level. Recommendations for both the programs and the delivery of programs will be made.
- E. Review and revise standards to reflect new legislation and to correct errors.



Focal Area: At Risk, 11.0

Goal #11.01 - Programs for At-Risk Children

Define the "at-risk" population and assist in the development of needed support services.

Performance Measure: As statewide programming requirements for at-risk students are identified, every district will have programs in place in accordance with the implementation schedule developed.

Major Tasks:

- A. Define, develop identification procedures and programs and write standards for at-risk children.
- B. Develop and implement:
 - 1. Early intervention programs for infants and toddlers with handicaps.
 - 2. Program guidelines for pilot projects for 3- and 4-year-olds.
- D. Develop and evaluate GED programs for correctional facility clients.
- E. Identify the status of Iowa homeless children and youth, propose solutions to related educational problems and provide technical assistance.



Focal Area: Instructional Effectiveness, 12.0

Goal #12.01 - Develop Curriculum Model

To increase instructional effectiveness through the development and implementation of model curricula.

Performance Measure: Each school district will show evidence of new curriculum implementation.

Major Tasks:

- A. Develop and disseminate model human growth and development curricula, including a mental retardation prevention model curriculum and AIDS education, for K-12 students.
- B. Develop and disseminate model secondary and postsecondary agriculture-related curricula.
- C. Create a curriculum development process model.

Goal #12.02 - Employability Skills

To identify entry-level skills and competencies desired by business, industry and labor.

Performance Measure: Specific skills and competencies are identified and used as indices of performance by schools on the state report card results by 1995.

Major Tasks:

- A. Collect data every two years from business, industry and labor regarding desired entry-level skills of employees.
- B. Include skills and competencies on state report card.

Goal#12.03 - Career Development

To biennially gather data concerning the rationales for post-graduation career paths of students.

Performance Measure: Selected school districts will implement the recommendation to strengthen career path programming by 1992-93.

Major Tasks:

- A. Design and implement a survey instrument to collect data.
- B. Assess survey results by identifying cause and effect relationships.
- C. Develop and disseminate recommendations to strengthen the career education system.