

IOWA TEACHING STANDARDS AND CRITERIA

1	STANDARD: Demonstrate ability to enhance academic performance and support for implementation of the school district's student achievement goals.	5	STANDARDS: Uses a variety of methods to monitor student learning.
	<p>The Teacher:</p> <ol style="list-style-type: none"> Provides evidence of student learning to students, families and staff. Implements strategies supporting student, building, and district goals. Uses student performance data as a guide for decision making. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. Creates an environment of mutual respect, rapport, and fairness. Participate in and contributes to a school culture that focuses on improved student learning. Communicates with students, families, colleagues, and communities effectively and accurately. 		<p>The Teacher:</p> <ol style="list-style-type: none"> Aligns classroom assessment with instruction. Communicates assessment criteria and standards to all students and parents. Understands and uses the results of multiple assessments to guide planning and instruction. Guides students in goal setting and assessing their own learning. Provides substantive, timely and constructive feedback to students and parents. Works with other staff and building and district leadership in analysis of student progress.
2	STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.	6.	STANDARD: Demonstrates competence in classroom management.
	<p>The Teacher:</p> <ol style="list-style-type: none"> Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. Relates ideas and information within and across content areas. Understands and uses instructional strategies that are appropriate to the content area. 		<p>The Teacher:</p> <ol style="list-style-type: none"> Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. Establishes, communicates, models, and maintains standards of responsible student behavior. Develops and implements classroom procedures and routines that support high expectations for student learning. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful learning environment.
3	STANDARD: Demonstrates competence in planning and preparing for instruction.	7	STANDARD: Engages in professional growth.
	<p>The Teacher:</p> <ol style="list-style-type: none"> Uses student achievement data, local standards, and the district curriculum in planning for instruction. Sets and communicates high expectations for social, behavioral, and academic success of all students. Uses student's developmental needs, backgrounds, and interests in planning for instruction. Selects strategies to engage all students in learning. Uses available resources including technologies, in the development and sequencing of instruction. 		<p>The Teacher:</p> <ol style="list-style-type: none"> Demonstrates habits and skills of continuous inquiry and learning. Works collaboratively to improve professional practice and student learning. Applies research, knowledge, and skills from professional development opportunities to improve practice. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
4.	STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.	8.	The Teacher: Fulfills professional responsibilities established by the school district.
	<p>The Teacher:</p> <ol style="list-style-type: none"> Aligns classroom instruction with local standards and district curriculum. Uses research-based instructional strategies that address the full range of cognitive levels. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. Connects students' prior knowledge, life experiences, and interests in the instructional process. Uses available resources, including technologies, in the delivery of instruction. 		<p>The Teacher:</p> <ol style="list-style-type: none"> Adheres to board policies, district procedures, and contractual obligations. Demonstrates professional and ethical conduct as defined by state law and district policy. Contributes to efforts to achieve district and building goals. Demonstrates an understanding of and respect for all learners and staff. Collaborates with students, families, colleagues, and communities to enhance student learning.

STANDARDS FOR READING PROFESSIONALS

International Reading Association Standards for Reading Professionals

IRA 1	Foundational Knowledge	IRA 4	Creating a Literate Environment
1.1	Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.	4.1	Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
1.2	Demonstrate knowledge of reading research and histories of reading.	4.2	Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
1.3	Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.	4.3	Model reading and writing enthusiastically as valued lifelong activities.
1.4	Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.	4.4	Motivate learners to be lifelong readers.
IRA 2	Instructional Strategies and Curriculum Materials	IRA 5	Professional Development
2.1	Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.	5.1	Display positive dispositions related to reading and the teaching of reading.
2.2	Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.	5.2	Continue to pursue the development of professional knowledge and dispositions.
2.3	Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.	5.3	Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
		5.4	Participate in, initiate, implement, and evaluate professional development programs.
IRA 3	Assessment, Diagnosis, and Evaluation		
3.1	Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.		
3.2	Place students along a developmental continuum and identify students' proficiencies and difficulties.		
3.3	Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.		
3.4	Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).		

NATIONAL SCIENCE EDUCATION STANDARDS:

Teaching Standard A	Plan an inquiry-based science program for their students.	Teaching Standard D	Design and manage learning environment that provide students with the time, space, and resources needed for learning science.
Teaching Standard B	Guide and facilitate learning.	Teaching Standard E	Develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.
Teaching Standard C	Engage in ongoing assessment of their teaching and of student learning.	Teaching Standard F	Actively participate in the ongoing planning and development of the school science program.

VISUAL ARTS STANDARDS

Content Standard 1:	Understand and applying media, techniques, and processes
Content Standard 2:	Using knowledge of structures and functions
Content Standard 3:	Choosing and evaluating a range of subject matter, symbols and ideas
Content Standard 4:	Understanding the visual arts in relation to history and cultures
Content Standard 5:	Reflecting upon and assessing the characteristics and merits of their work and the work of others
Content Standard 6:	Making connections between visual arts and other disciplines

NATIONAL STANDARDS FOR MUSIC EDUCATION

1	Singing, alone and with others, a varied repertoire of music.
2	Performing on instruments, alone and with others, a varied repertoire of music.
3	Improvising melodies, variations, and accompaniments.
4	Composing and arranging music within specified guidelines.
5	Reading and notating music.
6	Listening to, analyzing, and describing music.
7	Evaluating music and music performances.
8	Understanding relationships between music, the other arts, and disciplines outside the arts.
9	Understanding music in relation to history and culture.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

1	Demonstrate competency in many movement forms and proficiency in a few movement forms.
2	Applies involvement concepts and principles to the learning and development of motor skills.
3	Exhibits a physical active lifestyle.
4	Achieves and maintains a health-enhancing level of physical settings.
5	Demonstrates responsible personal and social behavior in physical activity settings.
6	Demonstrates understanding and respect for differences among people in physical activity settings
7	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

2000 Math Standard

Instructional programs from prekindergarten through grade 12 should enable all students to:

Numbers and Operations	Understand numbers, ways of representing numbers, relationships among numbers, and number systems
	Understand meanings of operations and how they relate to one another
	Compute fluently and make reasonable estimates
Algebra	Understand patterns, relations, and functions
	Represent and analyze mathematical situations and structures using algebraic symbols
	Use mathematical models to represent and understand quantitative relationships
Geometry	Analyze change in various contexts
	Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
	Specify locations and describe spatial relationships using coordinate geometry and other representational systems
	Apply transformations and use symmetry to analyze mathematical situations
Measurement	Use visualization, spatial reasoning, and geometric modeling to solve problems
	Understand measurable attributes of objects and the units, systems, and processes of measurement
Data Analysis and Probability	Apply appropriate techniques, tools, and formulas to determine measurements
	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them
Problem Solving	Select and use appropriate statistical methods to analyze data
	Develop and evaluate inferences and predictions that are based on data
	Understand and apply basic concepts of probability
Reasoning and Proof	Build new mathematical knowledge through problem solving
	Solve problems that arise in mathematics and in other contexts
	Apply and adapt a variety of appropriate strategies to solve problems
	Monitor and reflect on the process of mathematical problem solving
Communication	Recognize reasoning and proof as fundamental aspects of mathematics
	Make and investigate mathematical conjectures
	Develop and evaluate mathematical arguments and proofs
Connections	Select and use various types of reasoning and methods of proof
	Organize and consolidate their mathematical thinking through communication
	Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
Representation	Analyze and evaluate the mathematical thinking and strategies of others
	Use language of mathematics to express mathematical ideas precisely
Connections	Recognize and use connections among mathematical ideas
	Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
Representation	Recognize and apply mathematics in contexts outside of mathematics
	Create and use representations to organize, record, and communicate mathematical ideas
	Select, apply, and translate among mathematical representations to solve problems
	Use representations to model and interpret physical, social, and mathematical phenomena

STANDARDS FOR THE ENGLISH LANGUAGE ARTS

1	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4	Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5	Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print audience.
7	Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9	Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10	Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11	Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12	Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

SOCIAL STUDIES CURRICULUM STANDARDS

Social Studies programs should include experiences that provide for the study of:

1. Culture	Human beings create, learn, and adapt culture. Human cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and difference. Understanding culture helps us understand ourselves and others.	8. Science, Technology, and Society	Technology is as old as the first crude tool invented by prehistoric humans, and modern life as we know it would be impossible without technology and the science which supports it. Today's technology forms the basis for some of our most difficult social choices.
2. Time, Continuity, and Change	Human beings seek to understand their historic roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop – allowing us to develop historic perspective and answer important questions about our current conditions.	9. Global Connections	The realities of global interdependence require understanding of the increasingly important and diverse global connections among world societies before there can be analysis leading to the development of possible solutions to persisting and emerging global issues.
3. People, Places, and Environment	Technological advancements have insured that students are aware of the world beyond their personal locations. As students study content related to this theme, they create their spatial views and geographic perspectives of the work; social, cultural, economic, and civic demands mean that students will need such knowledge, skills, and understandings to make informed and critical decisions about the relationship between human beings and their environment.	10. Civic Ideals and Practices	All people have a stake in examining civic ideals and practices across time, in diverse societies, as well as in determining how to close the gap between present practices and the ideals upon which our democratic republic is based. An understanding of civic ideal and practices of citizenship is critical to full participation in society.
4. Individual Development and Identify	Personal identity is shaped by one's culture, by groups and by institutional influences. Examination of various forms of human behavior enhances understanding of the relationships between social norms and emerging personal identities, the social processes which influence identity formation, and the ethical principles underlying individual actions.		
5. Individuals, Groups, and Institutions	Institutions exert enormous influence over us. Institutions are organizational embodiments to further the core social values of those who comprise them. It is important for students to know how institutions are formed, what controls and influences the, how they control and influence individuals and culture, and how institutions can be maintained or changed.		
6. Power, Authority, and Governance	Understanding of the historic development of structures of power, authority, and governance and their evolving functions in contemporary society is essential for the emergence of civic competence.		
7. Production, Distribution, and Consumption	Decisions about exchange, trade, and economic policy and well-being are global in scope and the role of government in policy making varies over time and from place to place. The systematic study of an interdependent world economy and the role of technology in economic decision making is essential.		