

## Aligned Standards

### InTASC, Iowa K12, ACEI, Conceptual Framework

*The guide indicates standards that are cross-aligned. Meeting one inherently meets all.*

InTASC	Conceptual Framework	Iowa K-12	ACEI
<p><b>Standard One – Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	Cares	<p>(2) Demonstrates competence in content knowledge appropriate to the teaching position <i>2b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student</i></p>	<p>1.0 Development and learning 3.2 Adaptation to diverse learners 3.4 Active engagement in learning</p>
<p><b>Standard Two – Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	Cares	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students	3.2 Adaptation to diverse learners
<p><b>Standard Three – Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	Cares Collaborates	(6) Demonstrates competence in classroom management.	3.4 Active engagement in learning
<p><b>Standard Four – Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	Leads	(2) Demonstrates competence in content knowledge appropriate to the teaching position.	<p>2.1 English Language Arts 2.2 Science 2.3 Mathematics 2.4 Social Studies 2.5 The Arts 2.6 Health Education 2.7 Physical Education 3.1 Integrating &amp; applying knowledge for instruction 3.2 Adaptation to diverse students</p>
<p><b>Standard Five – Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	Leads	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students	<p>3.2 Adaptation to diverse learners 3.5 Communication to foster learning</p>

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<p><b>Standard Six - Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	Leads	(1) Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals (5) Uses a variety of methods to monitor student learning.	4.0 Assessment for instruction
<p><b>Standard Seven – Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	Reflects	(3) Demonstrates competence in planning and preparing for instruction.	1.0 Development and learning 3.1 Integrating and applying knowledge for instruction
<p><b>Standard Eight – Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	Leads	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.	3.3 Development of critical thinking and problem solving
<p><b>Standard Nine – Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	Reflects	(7) Engages in professional growth.	5.1 Professional growth, reflection and evaluation
<p><b>Standard Ten – Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	Collaborates	(8) Fulfills professional responsibilities established by the school district.	5.2 Collaboration