

Alignment of InTASC Principles, Iowa Teaching Standards, and Conceptual Framework Goals

**Asterisked items are conceptual framework goals which align with standards based on InTASC Principles*

CARE

Candidates seek to establish a relationship of unconditional acceptance and respect for learners.

A.1 Is sensitive and empathetic to uniqueness and sees each child as an individual.

A.2 Helps student and parents/guardians to become self-advocates in all learning experiences.

InTASC Standard 1: Learner Development

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.

- 1.1 Respects learners' differing strengths and needs and is committed to using this information to further each learner's development. **
- 1.2 Knows and identifies child/adolescent developmental levels.*
- 1.3 Promotes intellectual, social, and personal development.*
- 1.4 Encourages learners to assume responsibility for shaping their own learning.*

Iowa Standard 2:

Demonstrates competence in content knowledge appropriate to the teaching position

- 2a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.*
- 2b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.*
- 2c. Relates ideas and information within and across content areas.*
- 2d. Understands and uses instructional strategies that are appropriate to the content area*

InTASC Standard 2: Learner Differences

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.

- 2.1 Knows when and how to access specialized services to meet student needs.*
- 2.2 Promotes cross-cultural understanding.*
- 2.3 Connects instruction to students' prior experiences and family, culture, and community.*
- 2.4 Makes learners feel valued and helps them learn to value each other.**

Iowa Standard 4:

Uses strategies to deliver instruction that meets the multiple learning needs of students.

- 4a. Aligns classroom instruction with local standards and district curriculum.*
- 4b. Uses research-based instructional strategies that address the full range of cognitive levels.*
- 4c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.*
- 4d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.*
- 4e. Connects students' prior knowledge, life experiences, and interests in the instructional process.*
- 4f. Uses available resources, including technologies, in the delivery of instruction.*

InTASC Standard 3: Learning Environments

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.

- 3.1 Seeks to foster respectful communication among all members of the learning community.**
- 3.2 Understands the relationship between motivation and engagement and knows how to engage learners in self-direction and ownership of learning.**
- 3.3 Manages time, space, and activities effectively.*
- 3.4 Collaborates with learners, families, and colleagues to create a safe, positive learning environment.*

Iowa Standard 6:

Demonstrates competence in classroom management.

- 6a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.*
- 6b. Establishes, communicates, models, and maintains standards of responsible student behavior.*
- 6c. Develops and implements classroom procedures and routines that support high expectations for student learning.*
- 6d. Uses instructional time effectively to maximize student achievement.*
- 6e. Creates a safe and purposeful learning environment.*

REFLECT

Candidates analyze, synthesize from their experiences, articulating what they have felt, thought, and learned through instructing.

B.1 Evaluates teaching practice and performance, and makes adjustments according to students' needs, abilities, and interests.

B.2 Analyzes theory and makes application in teaching practices.

B.3 Assesses student performances and modifies curriculum accordingly.

B.4 Develops journals and teaching portfolios to document active reflection and research.

InTASC Standard 7: Planning for Instruction

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.

- 7.1 Demonstrates teaching practice grounded on current research in the field and maintains an ongoing assessment of those practices.**
- 7.2 Designs learning experiences coherent with subject matter, learners abilities, and community and curriculum goals**
- 7.3 Demonstrates flexibility and responsiveness in planning instruction.*
- 7.4 Demonstrates knowledge of resources for leading instruction.*

Iowa Standard 3:

Demonstrates competence in planning and preparing for instruction

- 3a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.*
- 3b. Sets and communicates high expectations for social, behavioral, and academic success of all students.*
- 3c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.*
- 3d. Selects strategies to engage all students in learning.*
- 3e. Uses available resources including technologies, in the development and sequencing of instruction.*

InTASC Standard 9: Professional Learning and Ethical Practice

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.

- 9.1 Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. **
- 9.2 Seeks professional, community, and technological resources as supports for analysis, reflection, and problem-solving.**
- 9.3 Practices and reflects on professional, and ethical, and legal obligations*
- 9.4 Knows how to use learner data to analyze practice and differentiate instruction.**

Iowa Standard 7:

Engages in professional growth.

- 7a. Demonstrates habits and skills of continuous inquiry and learning.*
- 7b. Works collaboratively to improve professional practice and student learning.*
- 7c. Applies research, knowledge, and skills from professional development opportunities to improve practice.*
- 7d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.*

LEAD

Candidates prepare to lead instruction and assume leadership roles to advance their profession.

C.1 Engages in activities that promote professional development.

C.2 Demonstrates teaching practice grounded on current research in the field and maintains an ongoing assessment of those practices.

C.3 Takes active role in community and professional organizations.

C.4 Serves as role model to students and peers to be active in lifelong service learning.

C.5 Balances inquiries initiated by students with those determined by curriculum, state and national standards.

InTASC Standard 4: Content Knowledge

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 these aspects of discipline accessible and meaningful for learners to assure mastery of the content.

*4.1 Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing.**

*4.2 Uses multiple strategies that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.**

*4.3 Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.**

*4.4 Stimulates learner reflection on prior content knowledge and makes connection to familiar concepts and learners' experiences.**

Iowa Standard 2:

Demonstrates competence in content knowledge appropriate to the teaching position.

2a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.

2b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

2c. Relates ideas and information within and across content areas.

2d. Understands and uses instructional strategies that are appropriate to the content area.

InTASC Standard 8: Instructional Strategies

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.

*8.1 Uses strategies and resources to adapt instruction to the needs of individuals and groups of learners.**

*8.2 Understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.**

*8.3 Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.**

*8.4 Varies his/her role in the instructional process in relation to the content and purposes of instruction and the needs of learners.**

Iowa Standard 4:

Uses strategies to deliver instruction that meets the multiple learning needs of students.

4a. Aligns classroom instruction with local standards and district curriculum.

4b. Uses research-based instructional strategies that address the full range of cognitive levels.

4c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

4d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

4e. Connects students' prior knowledge, life experiences, and interests in the instructional process.

4f. Uses available resources, including technologies, in the delivery of instruction.

InTASC Standard 5: Application of Content

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.

*5.1 Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.**

*5.2 Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.**

*5.3 Understands how to use digital and interactive technologies to achieve learning goals.**

Iowa Standard 1:

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

1g. Communicates with students, families, colleagues, and communities effectively and accurately.

<p>InTASC Standard 6: Assessment 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> <p><i>6.1 Knows when and how to evaluate and report learner progress against standards.*</i> <i>6.2 Balances use of formative and summative assessment to support, verify, and document learning.*</i> <i>6.3 Seeks appropriate ways to use technology to support assessment practice both to engage learners and to assess and address learner needs.*</i> <i>6.4 Guides learners in examining their own thinking and learning as well as the performance of others.*</i></p>	<p>Iowa Standard 5: Uses a variety of methods to monitor student learning.</p> <p><i>5a. Aligns classroom assessment with instruction.</i> <i>5b. Communicates assessment criteria and standards to all students and parents.</i> <i>5c. Understands and uses the results of multiple assessments to guide planning and instruction.</i> <i>5d. Guides students in goal setting and assessing their own learning.</i> <i>5e. Provides substantive, timely and constructive feedback to students and parents.</i> <i>5f. Works with other staff and building and district leadership in analysis of student progress.</i></p>
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<p>COLLABORATE Candidates engage in high levels of involvement with learners, colleagues, and the community.</p> <p><i>D.1 Consults with students, colleagues, and professionals on best teaching and practice.</i> <i>D.2 Develops cooperative partnerships with other teachers, counselors, support staff, and community.</i> <i>D.4 Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</i> <i>D.5 Engages and develops collaborative partnerships with stakeholders (students, parents, and support services) to enhance individual learning experiences.</i></p>	
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<p>InTASC Standard 5: Application of Content 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> <p><i>5.1 Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.*</i> <i>5.2 Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.*</i> <i>5.3 Understands how to use digital and interactive technologies to achieve learning goals.*</i></p>	<p>Iowa Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.</p> <p><i>1g. Communicates with students, families, colleagues, and communities effectively and accurately.</i></p>
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<p>InTASC Standard 10: Leadership and Collaboration 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> <p><i>10.1 Respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.*</i> <i>10.2 Knows how to collaborate with other adults in both face-to-face and virtual contexts.*</i> <i>10.3 Uses and generates meaningful research on education issues and policies.*</i> <i>10.4 Takes leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.*</i></p>	<p>Iowa Standard 8: Fulfills professional responsibilities established by the school district.</p> <p><i>8a. Adheres to board policies, district procedures, and contractual obligations.</i> <i>8b. Demonstrates professional and ethical conduct as defined by state law and district policy.</i> <i>8c. Contributes to efforts to achieve district and building goals.</i> <i>8d. Demonstrates an understanding of and respect for all learners and staff.</i> <i>8e. Collaborates with students, families, colleagues, and communities to enhance student learning.</i></p>
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