

Master Standards Chart (2015)

Comparison	Content	Student Learner	Diverse Learners	Planning	Strategies	Assessment	Environ and Management	Professional Growth (Reflection)	Professional Responsibilities	Communication	Misc.
Conceptual Framework	Leads Candidates prepare to lead instruction and assume leadership roles to advance their profession.	Cares Candidates seek to establish a relationship of unconditional acceptance and respect for learners	Cares Candidates seek to establish a relationship of unconditional acceptance and respect for learners	Reflects Candidates analyze, debrief, and abstract from their experiences, articulating what they have felt, thought, and learned through instructing learners.	Leads Candidates prepare to lead instruction and assume leadership roles to advance their profession.	Leads Candidates prepare to lead instruction and assume leadership roles to advance their profession.	Cares: Candidates seek to establish a relationship of unconditional acceptance and respect for learners. Collaborates: Candidates develop high levels of involvement with learners, parents/guardians, colleagues, and the community.	Reflects Candidates analyze, debrief, and abstract from their experiences, articulating what they have felt, thought, and learned through instructing learners.	Collaborates Candidates develop high levels of involvement with learners, parents/guardians, colleagues, and the community.	Leads Candidates prepare to lead instruction and assume leadership roles to advance their profession.	
CAEP	1.1: Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: the learner and learning,; content; instructional practice; and professional responsibility. 1.3: Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA),...states, or other accrediting bodies. 1.5: Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.										
K-12 Iowa Teaching Standards	(2) Demonstrates competence in content knowledge appropriate to the teaching position.	(2b) Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.	(3) Demonstrates competence in planning and preparing for instruction.	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.	(1) Demonstrates ability to enhance academic performance and support goals. (5) Uses a variety of methods to monitor student learning.	(6) Demonstrates competence in classroom management.	(7) Engages in professional growth.	(8) Fulfills professional responsibilities established by the school district.	(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.	

Comparison	Content	Student Learner	Diverse Learners	Planning	Strategies	Assessment	Environ and Management	Professional Growth (Reflection)	Professional Responsibilities	Communication	Misc.
InTASC Standards (new)	<p>4. Content Knowledge The teacher understands the central concepts, tool 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>	<p>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.</p>	<p>2. Learning 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.</p>	<p>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.</p>	<p>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.</p>	<p>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>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</p>	<p>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.</p>	<p>10. Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>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>	

Comparison	Content	Student Learner	Diverse Learners	Planning	Strategies	Assessment	Environ and Management	Professional Growth (Reflection)	Professional Responsibilities	Communication	Misc.
Iowa Professional Core (BOEE) – Teacher Preparation Standards	(3) The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.	(1) The practitioner understands how students develop, and provides opportunities that support intellectual, career, social, and personal development.	(2) The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.	(3) The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.	(4) The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	(7) The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development.	(5) The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	(9) The practitioner continually evaluates the effects of the practitioner's Choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally	(10) The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development. (Collaboration, ethics, and relationships)	(6) The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interactions	(10) Computer tech related to instruction
Pritch Smith Diversity Standards/ Knowledge Base	1 Foundations of multicultural education 8 Foundations of racism	2 Sociocultural contexts of human growth and psychological development in marginalized ethnic and racial cultures 3 Cultural and cognitive learning style theory and research	2 Sociocultural contexts of human growth and psychological development in marginalized ethnic and racial cultures 11 Sociocultural influences on subject-specific learning	3 Cultural and cognitive learning style theory and research	7 Effective strategies for teaching minority students	10 Culturally responsive diagnosis, measurement, and assessment	3 Cultural and cognitive learning style theory and research	9 Effects of policy and practice on culture, race, class, gender, and other categories of diversity 12 Gender and sexual orientation	13 Experiential knowledge	4 Language, communication and interactional styles of marginalized cultures 5 Essential elements of cultures	
ISTE-T (Technology) Standards	1. Facilitate and inspire student learning and creativity	2. Design and develop digital age learning experiences and measurement (2c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.)	4. Promote and model digital citizenship and responsibility (4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources)	2.Design and develop digital age learning experiences and assessment.	3. Model digital age work and learning	2.Design and develop digital age learning experiences and assessment.	2. Design and develop digital age learning experiences and assessment (2b Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress)	4. Promote and model digital citizenship and responsibility	5. Engage in professional growth and leadership.		
NCSS (Social Studies) 2004	1 Interdisciplinary Thematic Standards 2 Disciplinary Standards - History	Ped 1 Learning and Development	Ped 2 Differences in Learning Styles	Ped 6 Planning Instruction	Pedagogy 3 Critical Thinking, Problem Solving, and Performance Skills	Ped 7 Assessment	Ped 4. Active Learning and Motivation	Ped 8. Reflection and Professional Growth	Ped 9. Professional Leadership	Ped 5 Inquiry, Collaboration, and Supportive Classroom Interaction	

Comparison	Content	Student Learner	Diverse Learners	Planning	Strategies	Assessment	Environ and Management	Professional Growth (Reflection)	Professional Responsibilities	Communication Misc.	
NCTE (English) 2012	1.1, 1.2, 2.2 Candidates demonstrate knowledge of English language arts subject matter	3.2 Candidates demonstrate understanding of how learners develop	3.1, 5.2 Candidates use knowledge about individual differences	3.1-3.6, 4.1 Candidates plan instruction	5.1, 5.2 Candidates increase motivation and student engagement	3.4, 4.2, 5.3 Candidates design assessments	5.2 Candidates create inclusive learning environments	7.1, 7.2 Candidates reflect on their experiences related to ELA	6.1, 6.2 Candidates plan instruction that promote social justice and an equitable society	4.2-4.4 Candidates focus student development of writing skills	
NSTA (Science) 2012	1 Content Knowledge		5 Impact on Student Learning	2c, 3b Design Instruction; Develop Lesson Plans	2a Plan multiple lessons using a variety of approaches	3c, 5a-b Plan fair and equitable assessment strategies and provide data	3a Plan lessons that are inclusive and motivating for all students	6a, b Professional Knowledge and Skills		2b, 5c Enable active inquiry lessons that enable students to communicate concepts in a scientific manner.	3d, 4a-c Maintain a safe environment in the classroom.
NCTM (Math) 2012	1a Content Knowledge	4a-b, 5b Engage students in developmentally appropriate activities and investigations.	4c Incorporate knowledge of individual differences and culturally relevant perspectives	2a-c Use, reason, formulate to communicate mathematical ideas to others	3 Incorporate multiple instructional strategies	3f-g, 5c Use formative and summative assessments	4 Create a positive mathematical learning environment	6a Take an active role in their professional development	6b Involve stakeholders in collaborative learning	2d-f use language of mathematics to express ideas to multiple audiences	
NSME (Music) 2013	8-9. Understand relationship between music and the arts and in relation to history and culture			4. Compose and arrange music within specified guidelines.	1. Sing alone and with others a varied repertoire of music 5. Read and notate music	7. Evaluate music and music performance	3. Improvise melodies, variation, and accompaniments	6. Listen to, analyze, and describe music		2, Perform on instruments, alone and with others, a varied repertoire of music.	
NASPE (PE) 2008	1 Scientific and Theoretical Knowledge	3.2 Implement appropriate (e.g. developmentally appropriate) goals and objectives	3.6 Implement instruction that addresses diverse needs of students	3 Plan and Implement appropriate learning experiences	4 Use effective strategies to enhance student learning.	5.1-5.2 Use appropriate assessments	4.4 Adjust instructional tasks based on student responses.	5.3, 6 Demonstrate dispositions of an effective professional	4.6 Assist students to demonstrate responsible social behaviors in a productive learning environment.	3.7 Implement learning experiences that require students to appropriately use technology.	4.5 Create and maintain a safe environment.
ACEI (Elem)	2.1-2.7, 3.1-3.2 Content Knowledge across curriculum	1.0, 3.2, 3.4 Use understanding to support students' development	3.2 Create instructional opportunities adapted to diverse students	1.0, 3.1 Plan and implement instruction that supports students' development.	3.3 Use a variety of teaching strategies	4.0 Use formal and informal assessment strategies	3.4 Create supportive learning environments	5.1 Seek out opportunities to grow professionally	5.2 Maintain positive collaborative relationship with stakeholders	3.2, 3.5 Foster active inquiry and supportive interaction in classroom	