

281—83.4(284) Iowa teaching standards and criteria. The Iowa teaching standards and supporting criteria represent a set of knowledge and skills that reflects the best evidence available regarding effective teaching. The purpose of the standards and supporting criteria is to provide Iowa school districts and area education agencies with a consistent representation of the complexity and the possibilities of quality teaching. The standards shall serve as the basis for comprehensive evaluations of teachers and as a basis for professional development plans. Each standard with supporting criteria is outlined as follows:

83.4(1) Demonstrates ability to enhance academic performance and support for and implementation of the school district’s student achievement goals.

a. The teacher:

(1) Provides multiple forms of evidence of student learning and growth to students, families, and staff.

(2) Implements strategies supporting student, building, and district goals.

(3) Uses student performance data as a guide for decision making.

(4) Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

(5) Creates an environment of mutual respect, rapport, and fairness.

(6) Participates in and contributes to a school culture that focuses on improved student learning.

(7) Communicates with students, families, colleagues, and communities effectively and accurately.

b. Alternative criteria for area education agency staff who meet the definition of “teacher” herein.

The staff member:

(1) Uses knowledge and understanding of the area education agency’s mission, goals, and strategic priorities to provide services that enhance academic performance.

(2) Understands and uses knowledge of area education agency and district goals and data to provide services that enhance academic performance.

(3) Participates in and contributes to a positive learning culture.

(4) Communicates with students, families, colleagues, and communities effectively and accurately.

(5) Uses area education agency, district, and student data as a guide for decision making.

83.4(2) Demonstrates competence in content knowledge appropriate to the teaching position.

a. The teacher:

(1) Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.

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

(3) Relates ideas and information within and across content areas.

(4) Understands and uses instructional strategies that are appropriate to the content area.

b. Alternative criteria for area education agency staff who meet the definition of “teacher” herein.

The staff member:

(1) Understands, communicates, and uses key concepts and best practice in fulfillment of area education agency roles and responsibilities.

(2) Uses knowledge of child and adolescent development and of adult learning to make interventions and strategies meaningful, relevant, and accessible.

(3) Relates professional knowledge and services within and across multiple content and discipline areas.

(4) Understands and supports strategies and interventions that are best practice across content and discipline areas.

83.4(3) Demonstrates competence in planning and preparing for instruction.

a. The teacher:

(1) Uses student achievement data, local standards, and the district curriculum in planning for instruction.

(2) Sets and communicates high expectations for social, behavioral, and academic success of all students.

(3) Uses students’ developmental needs, backgrounds, and interests in planning for instruction.

- (4) Selects strategies to engage all students in learning.
- (5) Uses available resources, including technologies, in the development and sequencing of instruction.

b. Alternative criteria for area education agency staff who meet the definition of “teacher” herein.

The staff member:

- (1) Demonstrates the ability to organize and prioritize time, resources, and responsibilities.
- (2) Demonstrates the ability to individually and collaboratively plan and prepare professional services that address the range of district, teacher, parent, and student needs.
- (3) Uses district and student data to develop goals and interventions.
- (4) Demonstrates the flexibility to plan for professional services based on changing conditions of the work context and environment.
- (5) Uses available resources, including technology, to plan and develop professional services.

83.4(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.

a. The teacher:

- (1) Aligns classroom instruction with local standards and district curriculum.
- (2) Uses research-based instructional strategies that address the full range of cognitive levels.
- (3) Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- (4) Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- (5) Connects students’ prior knowledge, life experiences, and interests in the instructional process.
- (6) Uses available resources, including technologies, in the delivery of instruction.

b. Alternative criteria for area education agency staff who meet the definition of “teacher” herein.

The staff member:

- (1) Aligns service delivery to district, teacher, parent, and student needs.
- (2) Provides consultation, instruction, interventions, and strategies that align with learner needs.
- (3) Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs.
- (4) Uses and supports research-based and evidence-based practices to meet learner needs.
- (5) Uses available resources, including technology, to provide professional services that meet learner needs.

83.4(5) Uses a variety of methods to monitor student learning.

a. The teacher:

- (1) Aligns classroom assessment with instruction.
- (2) Communicates assessment criteria and standards to all students and parents.
- (3) Understands and uses the results of multiple assessments to guide planning and instruction.
- (4) Guides students in goal setting and assessing their own learning.
- (5) Provides substantive, timely, and constructive feedback to students and parents.
- (6) Works with other staff and building and district leadership in analysis of student progress.

b. Alternative criteria for area education agency staff who meet the definition of “teacher” herein.

The staff member:

- (1) Uses appropriate assessment, data collection, and data analysis methods that support alignment of services with learner needs.

(2) Works collaboratively within the learning community to establish measurable goals and to identify formative and summative methods to monitor progress and the quality of implementation.

(3) Communicates the rationale and criteria of assessment and monitoring methods.

(4) Elicits and provides timely and quality feedback on assessment and monitoring.

83.4(6) Demonstrates competence in classroom management.

a. The teacher:

(1) Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

(2) Establishes, communicates, models, and maintains standards of responsible student behavior.

(3) Develops and implements classroom procedures and routines that support high expectations for student learning.

- (4) Uses instructional time effectively to maximize student achievement.
- (5) Creates a safe and purposeful learning environment.

b. Alternative criteria for area education agency staff who meet the definition of “teacher” herein.

The staff member:

- (1) Models respectful dialogue and behaviors within and across job responsibilities.
- (2) Promotes and maintains a positive, safe, and productive environment.
- (3) Works collaboratively and is flexible.
- (4) Communicates accurately and effectively.

83.4(7) Engages in professional growth.

a. The teacher:

- (1) Demonstrates habits and skills of continuous inquiry and learning.
- (2) Works collaboratively to improve professional practice and student learning.
- (3) Applies research, knowledge, and skills from professional development opportunities to improve practice.

(4) Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals.

(5) Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and districtwide tests.

b. Alternative criteria for area education agency staff who meet the definition of “teacher” herein.

The staff member:

- (1) Demonstrates habits and skills of continuous inquiry and learning.
- (2) Works collaboratively to improve professional practices.
- (3) Applies and shares research, knowledge, and skills from professional development.
- (4) Establishes and implements professional development plans aligned to area education agency, district, and student learning goals.

83.4(8) Fulfills professional responsibilities established by the school district.

a. The teacher:

- (1) Adheres to board policies, district procedures, and contractual obligations.
- (2) Demonstrates professional and ethical conduct as defined by state law and district policy.
- (3) Contributes to efforts to achieve district and building goals.
- (4) Demonstrates an understanding of and respect for all learners and staff.
- (5) Collaborates with students, families, colleagues, and communities to enhance student learning.

b. Alternative criteria for area education agency staff who meet the definition of “teacher” herein.

The staff member:

(1) Adheres to board policies, area education agency procedures, federal and state rules, and contractual obligations.

(2) Demonstrates professional and ethical conduct as defined by state law and area education agency policies.

- (3) Contributes to efforts to achieve area education agency goals.
- (4) Demonstrates an understanding of and respect for all learners.
- (5) Collaborates with all learners.

83.4(9) The school board shall provide comprehensive evaluations for beginning teachers using the Iowa teaching standards and criteria listed in rule 281—83.4(284). The school board, for the purposes of performance reviews for teachers other than beginning teachers, shall provide evaluations that contain, at a minimum, the Iowa teaching standards and criteria listed in rule 281—83.4(284).

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