

COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 5: Continue to use and refine the Iowa Teaching Standards (ITS) and Iowa Standards for School Leaders (ISSL) to ensure that Iowa educators are able to demonstrate the knowledge, skills, and dispositions.

DEFINITION:

- Teaching standard – Describes what a teacher should know and be able to do in today’s learning context to ensure student learning.
- Leadership standard – Describes what a school leader should know and be able to do in today’s learning context to support effective teaching practices and ensure student learning.
- Knowledge – The role of declarative and procedural knowledge necessary for effective practice.
- Skill – Performances that can be observed and assessed in the education practice.
- Disposition – The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth.

KEY POINTS:

- Current Iowa Teaching Standards (ITS) and Iowa Standards for School Leaders (ISSL) align with the definition of teacher and school leader effectiveness. (Iowa Code 284.3, Iowa Administrative Code 83)
- Our current standards and indicators are written in observable and measurable terms that can be used within a learning progression system.
- Our current standards define quality instruction/leadership and the practices of highly effective teachers/school leader.
- The standards need to continue to be researched-based, and should be articulated by a learning progression component. This should replace the former binary measure of “meets” or “does not meet.”
- Essential/core standards for teachers’ and school leaders’ work should be addressed by the learning progressions.