

Iowa Teaching Standards and Criteria	Marzano Teacher Model
Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school	
Criteria; The Teacher:	
a. Provides multiple forms of evidence of student learning and growth to students, families and staff.	Element 1 - Providing Scales and Rubrics Element 2 - Tracking Student Progress Element 3 - Celebrating Success Element 8 - Recording and representing knowledge Element 18 - Revising Knowledge
b. Implements strategies supporting student, building and district goals.	
c. Uses student performance data as a guide for decision making.	Element 2 - Tracking Student Progress
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	Element 32 - Motivating and Inspiring Students Element 33 - Establishing Classroom Routines and Procedures Element 36 - Acknowledging Adherence to Rules and Procedures Element 40 - Displaying Objectivity and Control
e. Creates an environment of mutual respect, rapport, and fairness.	Element 37 - Applying Consequences for Lack of Adherence to Rules and Procedures Element 38 - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students Element 40 - Displaying Objectivity and Control Element 41 - Demonstrating Value and Respect for Reluctant Learners
f. Participates in and contributes to a school culture that focuses on improved student learning.	
g. Communicates with students, families, colleagues, and communities effectively and accurately.	
Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.	
Criteria; The Teacher:	
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.	Element 10 - Examining Similarities and Differences Element 16 - Highlighting Critical Information Element 28 - Presenting Unusual
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	Element 2 - Tracking Student Progress Element 22 - Organizing Students to Interact Element 21 - Elaborating on Information
c. Relates ideas and information within and across content areas.	Element 10 - Examining Similarities and Differences Element 11 - Examining Errors of Reasoning Element 15 - Previewing Element 29 - Using Friendly Controversy

Iowa Teaching Standards and Criteria	Marzano Teacher Model
<p>d. Understands and uses instructional strategies that are appropriate to the content area.</p>	<p>Element 6 -Chunking Content Element 7 - Processing Content Element 9 - Structured Practice Sessions Element 12 - Engaging Students in Cognitively Complex Element 14 - Generating and Defending Claims Element 16 - Highlighting Critical Information</p>
<p>Standard 3: Demonstrates competence in planning and preparing for instruction .</p>	
<p>Criteria; The Teacher:</p>	
<p>a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.</p>	<p>Element 1 - Providing Scales and Rubrics Element 2 - Tracking Student Progress</p>
<p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p>	<p>Element 1 - Providing Scales and Rubrics Element 3 - Celebrating Success Element 33 -Establishing Rules and Procedures Element 41 - Demonstrating Value and Respect for Element 42 - Asking In-Depth Questions of Reluctant Learners Element 43 - Probing Incorrect Answers with Reluctant Learners</p>
<p>c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.</p>	<p>Element 2 - Tracking Student Progress Element 6 - Chunking Content Element 15 - Previewing Element 26 - Maintaining a Lively Pace Element 27 - Demonstrating Intensity and Enthusiasm Element 39 - Understanding Students' Interests and Backgrounds</p>
<p>d. Selects strategies to engage all students in learning.</p>	<p>Element 23 - Noticing When Students are Not Engaged and Reacting Element 24 - Increasing Response Rates Element 25 - Using Physical Movement Element 26 - Maintaining a Lively Pace Element 30 - Using Academic Games Element 31 - Providing Opportunities for Students to Talk About Themselves Element 32 - Motivating and Inspiring Students Element 35 - Demonstrating "Withitness"</p>
<p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p>	<p>Element 13 - Providing Resources and Guidance Element 33 - Establishing Rules and Procedures Element 34 - Organizing the Physical Layout of the Classroom</p>
<p>Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p>	
<p>Criteria; The Teacher:</p>	
<p>a. Aligns classroom instruction with local standards and district curriculum.</p>	<p>Element 1 - Providing Scales and Rubrics</p>

Iowa Teaching Standards and Criteria	Marzano Teacher Model
<p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p>	<p>Element 7 - Processing New Information Element 9 -Structured Practice Sessions Element 10 - Examining Similarities and Differences Element 11 - Examining Errors in Reasoning Element 12 - Engaging Students in Cognitively Complex Tasks Element 14 - Generating and Defending Claims Element 18 - Revising Knowledge Element 22 - Organizing Students to Interact</p>
<p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p>	<p>Element 23 - Noticing When Students are Not Engaged Element 24 - Increasing Response Rates Element 26 - Maintaining a Lively Pace Element 35 - Demonstrating "Withitness"</p>
<p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p>	<p>Element 8 - Recording and Representing Knowledge Element 17 - Reviewing Content Element 20 - Purposeful Homework Element 18 - Revising Knowledge Element 13 - Providing Resources and Guidance Element 30 - Using Academic Games Element 29 - Using Friendly Controversy Element 28 - Presenting Unusual Information Element 37 - Acknowledging Lack of Adherence to Rules and Procedures</p>
<p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p>	<p>Element 15 - Previewing Content Element 31 - Providing Opportunities for Students to Talk About Themselves Element 38 - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students Element 39 - Understanding Students' Backgrounds and Interests</p>
<p>f. Uses available resources, including technologies, in the delivery of instruction.</p>	<p>Element 13 - Providing Resources and Guidance</p>
<p>Standard 5: Uses a variety of methods to monitor student learning.</p>	
<p>Criteria; The Teacher:</p>	
<p>a. Aligns classroom assessment with instruction.</p>	<p>Element 1- Providing Scales and Rubrics Element 2 - Tracking Student Progress Element 3 - Celebrating Success Element 4 - Informal Assessments of the Whole Class Element 5 - Formal Assessments of Individual Students</p>
<p>b. Communicates assessment criteria and standards to all students and parents.</p>	<p>Element 1 - Providing Scales and Rubrics Element 3 - Celebrating Success Element 4 - Informal Assessments of the Whole Class Element 5 - Formal Assessments of Individual Students</p>

Iowa Teaching Standards and Criteria	Marzano Teacher Model
c. Understands and uses the results of multiple assessments to guide planning and instruction.	Element 3 - Tracking Student Progress Informal Assessments of the Whole Class Element 4 - Informal Assessments of the Whole Class Element 5 - Formal Assessments of Individual Students
d. Guides students in goal setting and assessing their own learning.	Element 1 - Providing Scales and Rubrics Element 2 -Tracking Student Progress Element 3 - Celebrating Success Element 19 - Reflecting on Learning
e. Provides substantive, timely, and constructive feedback to students and parents.	Element 2 - Tracking Student Progress Element 3 - Celebrating Success
f. Works with other staff and building and district leadership in analysis of student progress.	Element 2 - Tracking Student Progress
Standard 6: Demonstrates competence in classroom management.	
Criteria; The Teacher:	
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	Element 1 - Providing Scales and Rubrics Element 2 - Tracking Student Progress Element 3 - Celebrating Success Element 33 - Establishing Rules and Procedures Element 35 - Demonstrating "Withitness" Element 36 - Acknowledging Adherence to Rules and Procedures Element 37 - Acknowledging Lack of Adherence to Rules and Procedures Element 38 - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students Element 40 - Displaying Objectivity and Control
b. Establishes, communicates, models, and maintains standards of responsible student behavior.	Element 1 - Providing Scales and Rubrics Element 2 -Tracking Student Progress Element 3 - Celebrating Success Element 33 - Establishing Rules and Procedures Element 35 - Demonstrating "Withitness" Element 36 - Acknowledging Adherence to Rules and Procedures Element 37 - Acknowledging Lack of Adherence to Rules and Procedures Element 40 - Displaying Objectivity and Control
c. Develops and implements classroom procedures and routines that support high expectations for student learning.	Element 33 - Establishing Rules and Procedures Element 35 - Demonstrating "Withitness" Element 36 - Acknowledging Adherence to Rules and Procedures Element 37 - Acknowledging Lack of Adherence to Rules and Procedures
d. Uses instructional time effectively to maximize student achievement.	Element 26 - Maintaining a Lively Pace

Iowa Teaching Standards and Criteria	Marzano Teacher Model
e. Creates a safe and purposeful learning environment.	Element 33 - Establishing Rules and Procedures Element 35 - Demonstrating "Withitness" Element 36 - Acknowledging Adherence to Rules and Procedures Element 37 - Acknowledging Lack of Adherence to Rules and Procedures
Standard 7: Engages in professional growth.	
Criteria; The Teacher:	
a. Demonstrates habits and skills of continuous inquiry and learning.	
b. Works collaboratively to improve professional practice and student learning.	
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.	
d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.	
e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.	Element 2 - Tracking Student Progress Element 4 - Informal Assessments of the Whole Class Element 5 - Formal Assessments of Individual Students
Standard 8: Fulfills professional responsibilities established by the school district	
Criteria; The Teacher:	
a. Adheres to board policies, district procedures, and contractual obligations.	
b. Demonstrates professional and ethical conduct as defined by state law and district policy.	
c. Contributes to efforts to achieve district and building goals.	
d. Demonstrates an understanding of and respect for all learners and staff.	Element 38 - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students Element 39 - Understanding Students' Interests and Backgrounds Element 41 - Demonstrating Value and Respect for Reluctant Learners
e. Collaborates with students, families, colleagues, and communities to enhance student learning.	