



# School Leader Update

Iowa Department of Education

March 2007

Resources for Iowa School Leaders

## NEWS FROM THE DE

### Opportunities to Partner with Taiwan Ministry of Education

The Iowa Department of Education (DE) and the Taiwan Ministry of Education have an agreement whereby the DE identifies elementary teachers who wish to teach English in Taiwanese schools for one year. Currently, there are two elementary teachers in Taiwan through this agreement with two more starting teaching duties in early March. A second agreement is currently being discussed whereby Taiwanese teachers come to Iowa to teach Chinese. This program would be similar to the already existing Teachers from Spain program. If your district is interested in offering a course in Chinese language, we want to hear from you.

For those districts interested and/or already participating in offering Chinese language, the Ministry of Education in Taiwan will be inviting 20 school superintendents/principals from the United States to Taiwan for a visit from July 6 through July 14. The trip is designed for those school administrators who have had an integral role in establishing Chinese language programs or who plan to offer such programs in the future. The primary purpose of the trip will be to offer incentives to recruit Chinese teachers from Taiwan and to promote better understanding of Taiwan's education system. The Ministry of Education will cover most of the expenses for the trip.

For more information, contact Pamela Pfitzenmaier at [pam.pfitzenmaier@iowa.gov](mailto:pam.pfitzenmaier@iowa.gov) or 515-281-3333.

### DE Podcast Addresses Raising Expectations

The Iowa Department of Education (DE) is developing a podcast and PowerPoint presentation that will provide information about raising student achievement expectations. The podcast will also include information about Iowa's standards. The information will be posted on the DE's website in mid-March. Please watch the Latest News section on the DE website at [www.iowa.gov/educate](http://www.iowa.gov/educate) for the podcast announcement.

## LEGISLATIVE UPDATE

### Legislative Update on the DE Website

You can track legislation related to educational issues at <https://www.edinfo.state.ia.us/web/legisupdate.asp>. You can also access general information about the legislature at [www.legis.state.ia.us](http://www.legis.state.ia.us).

## SCHOOL IMPROVEMENT

### Digging into the Iowa Tests Core Standards and Benchmarks

The Iowa Department of Education (DE) has developed a document that demonstrates how Iowa's core content standards and the benchmarks for grades 10-12 that correspond to the Iowa Test of Educational Development also are aligned to other national standards. The national standards include the:

- National Assessment of Educational Progress (NAEP)
- American Diploma Project from Achieve, Inc.
- ACT College Readiness Standards (*continued on pg. 2*)

## **Digging into the Iowa Tests Core Standards and Benchmarks (cont.)**

The purpose of the document is to help Iowa educators deepen their understanding of the Iowa's core standards, and to understand the more specific skill development and concept knowledge found in other national standards that aligns with each of Iowa's standards. The document, *Alignment of the Iowa Tests Core Content Standards and Benchmarks with National Standards*, is attached and is also available on the DE website at <http://www.iowa.gov/educate/content/view/674/1023/1/3/>.

For additional information, contact Rita Martens at [rita.martens@iowa.gov](mailto:rita.martens@iowa.gov) or 515-281-3145.

## **State Releases Annual Career and Technical Education High School Report**

The Iowa Department of Education released *The Annual Career and Technical Education High School Report 2007* at the State Board of Education meeting held on Feb. 7. The report is intended to serve as a rich resource for educators, school and college administrators, policymakers, and other citizens by providing essential summative data on career and technical education (CTE) in Iowa at the high school level. Sections of the report focus on the organization of CTE in Iowa, enrollment, demographics, career academies/Tech Prep, CTE programs, Perkins performance indicators, CTE teacher characteristics, finances, career and technical student organizations, and career planning. The document was printed as a stand-alone report and as a section of the annual *Condition of Community Colleges and Workforce Preparation Report*. The report is available online at <http://www.iowa.gov/educate/content/view/892/1049/>. For additional information, contact Jeremy Varner at [jeremy.varner@iowa.gov](mailto:jeremy.varner@iowa.gov) or 515-281-2866.

## **Choices to be Provided to Schools at No Cost in FY 2008**

Choices, the state-designated Career Information and Decision-Making System, is provided through a partnership between Iowa Student Loan Liquidity Corporation, the Iowa Department of Education, and the Iowa College Student Aid Commission (ICSAC). (The ICSAC has authorized the expenditure of up to \$300,000 to contribute to the provision of Choices at no cost to all Iowa middle schools, high schools, postsecondary institutions, workforce centers, and other agencies in FY 2008). The system can be a valuable tool for school districts in meeting Student Core Curriculum Plan (sometimes referred to as the 8th Grade Plan) requirements. For additional information, contact Linda Berg at [linda.berg@iowa.gov](mailto:linda.berg@iowa.gov) or 515-242-5032.

## **Iowa Occupational Information Posters Available**

To complement the new Iowa Career Resource Guide, sets of 16 posters with Iowa occupational labor market information are available for every high school and community college in Iowa. A collaborative project of the Iowa Department of Education and Iowa Workforce Development, the posters provide current labor market information about career and job potential in the state organized by the 16 career clusters. To request a set of posters at no cost, please email your name, institution, and address to Linda Berg at [linda.berg@iowa.gov](mailto:linda.berg@iowa.gov) or call 515-242-5032 for additional information or to request an order form.

## **State Accreditation Visits for the 2007-2008 School Year**

The list of public and nonpublic schools scheduled to have accreditation visits in the 2007-2008 school year is attached to this issue of the *School Leader Update*. The Iowa Department of Education school improvement consultant assigned to your school/school district will contact superintendents in the near future to determine possible dates for the visits. At this time, the schedule for focused equity visits has not been determined. As soon as the list for equity visits becomes available, those school districts will be contacted and scheduled first.

## **Sexual Harassment, Abuse, and Assault Information Requirements**

As you begin to review handbooks and registration materials for reprinting next fall, remember the new requirements about providing information on sexual harassment, abuse, and assault. Schools must provide age-appropriate materials and a list of available community resources to parents at registration. This information must also be included in the student handbook. A handbook has been developed to help schools address these requirements and can be found at: <http://www.iowa.gov/educate/content/view/680/554/1/5/>

If you have questions, please contact Jane Today at [jane.today@iowa.gov](mailto:jane.today@iowa.gov) or 515-281-8514.

## Instruction at the Core

This is a follow up to the article *Instruction at the Core of Improved Student Learning*, which appeared in the February issue of the *School Leader Update*. On April 4, 2007, Dr. Richard Elmore, a nationally renowned expert on school improvement, will present "Focusing on the Core to Lead School Improvement". For further details about this session you can view the informational brochure on the School Administrators of Iowa's (SAI's) website at <http://www.sai-iowa.org/April4brochure.pdf>.

The first follow-up offering will be held June 7, 2007, at the Sheraton West Des Moines. This session will emphasize effective instructional practices, including information on adolescent literacy, as well as best practices in mathematics and science for middle school and high schools students. The second follow-up offering will be held on Aug. 7, 2007. It is the *SAI Pre-conference Institute* by Dr. Gordon Donaldson, author of *Cultivating School Leadership in Schools: Connecting People Purposes and Practice*. SAI Conference Break-out Sessions on Aug. 8, 2007 will focus on literacy, math and science core instructional practices.

The Iowa Department of Education (DE) will present three regional one-day workshops that will extend the learning from the spring and summer events and provide application activities with an emphasis on effective practices in instruction and how to lead instructional change. In addition, the DE will sponsor Iowa Communication Network (ICN) sessions that will address practical applications, problem solving, and tools and resources. Each session will be offered on multiple dates. The September issue of the *School Leader Update* will provide additional information about these workshops. For conference details and registration procedures see <http://www.sai-iowa.org/reg.html>

If you have questions, please contact Deb Hansen at [deb.hansen@iowa.gov](mailto:deb.hansen@iowa.gov) or 515-281-6131.

## Second Chance Reading Iowa Teacher Development Academy

The Iowa Department of Education will be offering an Iowa Teacher Development Academy this summer on the Second Chance Reading (SCR) program. The dates are July 31 to Aug. 2, 2007, in addition to four follow-up days distributed through the 2007-2008 school year. Dates and regional locations for follow-up sessions will be announced at the Academy.

The Second Chance Academy provides theory regarding comprehension, vocabulary acquisition, fluency improvement, and effects of cooperative structures. Learning opportunities include live and taped demonstrations, immediate practice through peer teaching, and lesson development. Trainers will work with teachers and their administrators to structure collaborative teams, design formative data collection, and assist with analysis strategies for both formative and summative data. ***Applications will be due March 26, 2007.*** Individuals who have completed the initial SCR training will have an opportunity to become Second Chance Reading Trainers. ***Applications for this opportunity are due April 7, 2007.***

To receive additional information about SCR and application materials, as well as information about participating in the "train the trainers" process, contact Deb Hansen at [deb.hansen@iowa.gov](mailto:deb.hansen@iowa.gov) or 515-281-6131.

## Update on the Highly Qualified Teacher Requirement under NCLB

One of the requirements of No Child Left Behind (NCLB) is that each local school district receiving Title I funds (all school districts in Iowa) have all teachers of core academic content areas meet the highly qualified requirements by the end of the 2006-07 school year. The core content areas are English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, history, geography, and arts. These areas apply to all district elementary and secondary teachers. A special education teacher who teaches any of these academic areas must either have the state-required endorsement for the subject area he/she is teaching, be working in a consultative setting with a teacher who holds proper endorsement, or be working in a setting where core content is delivered in a special education classroom with alternate assessment. In the NCLB update letter sent to all superintendents on Sept. 27, 2006, districts were instructed that if all teachers were not highly qualified, the district needed to develop a plan to ensure all teachers would meet requirements by the end of the 2006-2007 school year. That plan was to be kept on file at the local district level. (*continued on pg. 4*)

## Update on the Highly Qualified Teacher Requirement under NCLB (cont.)

In order to assist districts in determining whether their teachers meet the highly qualified teacher definition, the Iowa Department of Education (DE) is preparing assistance in three areas. First, the DE is completing development of a website accessible through the district's "edinfo" log-in and password that will provide information about the district's teachers and the teaching assignments that do not appear to meet highly qualified requirements. The website will also solicit information about the teaching assignments of special education and teachers working in alternative education settings. Second, in order to help districts use this web-based tool, the DE will conduct Iowa Communication Network (ICN) sessions for district personnel who have responsibility for completing the Licensed Staff Assignment for the fall Basic Educational Data Survey (BEDS). We are in the process of scheduling these ICN sessions (repeat sessions will be planned so that all districts can conveniently participate). Within the next few weeks, an email will be sent to all district superintendents to provide more information about the upcoming ICN sessions. Third, we will have a staff member available via phone for districts who have questions about highly qualified requirements as they use the new "edinfo" website.

Questions may be referred to Penny Bisignano at [penny.bisignano@iowa.gov](mailto:penny.bisignano@iowa.gov) or 515-281-7806.

## Highly Qualified Teacher Survey

In order to ensure the continued high quality of new teachers in the state of Iowa, teacher preparation programs are required to survey graduates and their employers. Historically, programs have had difficulty collecting meaningful data because they do not have contact information for all of their graduates. This year, the Iowa Department of Education (DE) is sending each preparation program the contact information for graduates who are currently first-, second-, or third-year teachers in Iowa as well as the contact information for the principals of those teachers. This information will assist the teacher preparation programs in surveying their graduates who are new teachers in Iowa and the principals who supervise those new teachers. Because the DE is able to access email addresses for principals only, preparation programs are encouraged to ask principals to forward the surveys to the specific new teachers in their buildings.

The DE would appreciate your support in this process by encouraging your principals to complete the surveys they receive as well as forwarding surveys to their new teachers. The information obtained will be valuable in informing the programs, as well as the State, in continually improving teacher preparation throughout Iowa. If you have questions or concerns, please contact Arlie Willems at [arlie.willems@iowa.gov](mailto:arlie.willems@iowa.gov) or 515-281-3427.

## Submit Candidates for Iowa's Teacher Talent Pool

The Iowa Department of Education (DE) is currently accepting nominations for the Iowa's Teacher Talent Pool. The pool is a list of distinguished teachers and principals who may be considered for membership on advisory boards and task forces, and may be considered as candidates for special recognition programs.

Eligible candidates are building-level personnel - typically classroom teachers as opposed to specialists - who have a minimum of five years of experience in education, and are recognized by their peers and supervisors as unique in their growth. Previous recognition is not required. In fact, of special interest are educators who are outstanding, but have not received other recognition.

The DE is seeking one to three nominations per district. Please fully complete the attached form for each nominee. Answers must be typewritten, succinct, and specific to the individual nominee. In addition to the form, please include the nominee's resume and a one-page narrative that addresses how the candidate meets the criteria mentioned. **We ask that you keep this recommendation confidential and do not share it with the individual.**

Your recommendations will identify educators who will be of great value to your community and state, and who may also ultimately receive prestigious recognition. Completed nominations must be sent by May 11, 2007 to: Rosanne Malek, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146.

If you have any questions, contact Rosanne Malek at [rosanne.malek@iowa.gov](mailto:rosanne.malek@iowa.gov) or 515-281-3199.

The contact for all Legal Lessons items is Carol Greta, [carol.greta@iowa.gov](mailto:carol.greta@iowa.gov); 515-281-8661.

### FERPA, PPRA Resource

For one-stop shopping for information about FERPA (Family Educational Rights and Privacy Act) and PPRA (Protection of Pupil Rights Amendment) try this link from the U.S. Department of Education: <http://www.ed.gov/policy/gen/guid/fpco/index.html>.

The “fpco” in the link above stands for Family Policy Compliance Office. FPCO is the federal office within the U.S. Department of Education that monitors compliance with FERPA and the PPRA. On its website appear Model Notices, Frequently Asked Questions, and summaries of both statutes appear on its website. **Note:** there is also a page “for parents” and “for eligible (adult) students.” Parents and students now regularly access electronic media sources. It is a good idea for the school administrator to check out such pages to know what information parents and students are “armed” with when they bring concerns to administrators.

### Military Recruiters: Learning from One (non-Iowa) District’s Error

Earlier this year, the Albuquerque (New Mexico) Public Schools settled a civil rights lawsuit that had been filed against it by the American Civil Liberties Union (ACLU), because the district had been sending students’ names and addresses to military recruiters without notifying parents and eligible students of their right to opt out of having such information shared. The settlement cost the district \$20,000 in attorneys’ fees to the plaintiffs. This is in addition to the amount the district paid its own attorneys.

This case serves as a good reminder that districts are to annually send notice to parents of the following:

1. What is included in “directory information” in the attendance centers of the district.
2. That the parent (or eligible student) has the right to “opt out”; that is, to direct that their child’s name, address, and telephone listing be withheld from military recruiters. If the district does not consider student names, student addresses, and student telephone listings to be directory information, military recruiters may still legally access this information without prior parental consent. Therefore, it’s crucial that families understand their affirmative duty to exercise the “opt out” option, if they do not want recruiters contacting their children.

No Child Left Behind removed the option formerly available to school districts to have a local policy preventing the release of student directory information to military recruiters. A district with such a blanket policy now faces a loss of federal education funding. The Iowa Association of School Boards (IASB) includes a sample annual notice in its materials for member districts.

### When a Final Grade is Not So Final

A question has arisen as to when — and by whom — may a final grade be changed. Commentators and courts agree that there are four legal justifications for modifying a student’s grade. They are:

- (1) Clerical or mathematical error,
- (2) Fraud,
- (3) Incompetence, and
- (4) Bad faith. “Differences of opinion” do not provide grounds for legally challenging a student’s grade in the absence of one of the listed factors.

In the case of a clerical (recording) error or mathematical miscalculation, either the teacher or an administrator may correct the grade. Certainly, the teacher should — at the least — be informed when an honest error has been detected so that s/he may correct it. However, the last three categories cast aspersions on the teacher personally. It is the teacher who is being accused of fraud, incompetence, or bad faith. In such cases, an administrator may change the grade. When an administrator believes that a grade should be modified under one or more of those circumstances, the administrator may well need to follow up with a complaint to the Board of Educational Examiners (BoEE), citing one of the attached BoEE rules. The rules listed are not meant to be exhaustive, but are meant to give the administrator an idea of what to look for.



### Rebroadcast of Panel Discussion on Food Safety

There will be a rebroadcast of *School Food Safety Program: Voices from HACCP-Compliant Schools, HACCP Part 3* held over Iowa Public Television (IPTV) K-12 connections. This program is a panel of food service directors who discuss implementation steps and challenges in their own districts. The original live session was held Nov. 7 and has been rebroadcasted. Due to growing demand, upcoming repeats of this are scheduled for March 27, 2007 and April 25, 2007. Register to view at an Iowa Communication Network site near you at [http://www3.iptv.org/iowa\\_database/event-detail.cfm?ID=7241](http://www3.iptv.org/iowa_database/event-detail.cfm?ID=7241)

Contact Sandra Fiegen at 563-452-33902 or [sandra.fiegen@iowa.gov](mailto:sandra.fiegen@iowa.gov) for additional information about this program.

### Summer Short Courses Online Registration Available

Planning is almost completed for the Summer 2007 workshops sponsored by the Iowa Department of Education's Bureau of Nutrition Programs and School Transportation and the Iowa State University Extension. Please encourage your food service personnel to attend. Detailed information will be available on the Bureau website at <http://www.iowa.gov/educate/content/blogcategory/59/904/>, under Nutrition Training Events. Please read the information on the Bureau website before proceeding to the registration. Online registration is available at <http://www.ucs.iastate.edu/mnet/schoolfoods/register.html>

Please contact either Sandra Fiegan ([sandra.fiegen@iowa.gov](mailto:sandra.fiegen@iowa.gov) or 563-452-3390) or Janelle Loney ([janelle.loney@iowa.gov](mailto:janelle.loney@iowa.gov) or 515-281-5356).

### School Food Service Financial Management Training Opportunity

The Iowa Department of Education's (DE) Bureau of Nutrition Programs and School Transportation in partnership with the National Food Service Management Institute (NFSMI) is offering food service directors and school business officials an opportunity to examine financial elements of effective food service management, and an information system to organize and analyze school data. These workshops are a repeat of those offered previously in Eastern Iowa. Two distinguished experts in the field will conduct this training: Gaye Lynn McDonald, SFNS, a former president of the School Nutrition Association (SNA) who is currently teaching school district financial management for the Washington State Office of the Superintendent of Public Instruction; and Nancy K. Carter, M ED, SFNS, who has more than 30 years of experience as a Tennessee food service director who focuses on empowerment and practical application.

This two-day seminar will be held in the Council Bluffs Community School District in Council Bluffs, Iowa. The first session is April 23 and 24, and the second session is April 25 and April 26. Each day begins at 8:00 a.m. and ends at 3:30 p.m. The attendance is limited to 35 participants for each two-day seminar. Food service directors or managers and school business officials are encouraged to attend as a team or separately. Each participant will be provided a Financial Management Participant Workbook and Financial Management Information System (FMIS) Model Booklet. (Note: a similar seminar to be taught by DE personnel is being scheduled for summer in Central Iowa)

Thanks to the financial support of NFSMI through its work with United States Department of Agriculture, there will be no fee other than a small registration fee of \$25.00 to cover food and supplies. For additional details about the training or to register, contact Janelle Loney ([janelle.loney@iowa.gov](mailto:janelle.loney@iowa.gov) or 515-281-5356) or Nancy Christensen ([nancy.christensen@iowa.gov](mailto:nancy.christensen@iowa.gov) or 515-281-5663).

### Health Related ICN Sessions for Students

Iowa Public Television K-12 Connections will be offering health-related Iowa Communication Network (ICN) sessions for students in conjunction with Iowa Partners: Action For Healthy Kids. Sessions are at no cost. The following six courses are being offered in March:

- § My Pyramid: Pyramid Pal (grades 3-4)
- § My Pyramid: Vary Your Veggies and Focus on Fruit (grades 3-4) and (grades 1-2)
- § My Pyramid: Eating Out & Eating In, Lean with Protein (grades 5-6)
- § My Pyramid: Get Your Calcium Rich Foods (grades 5-6)
- § My Pyramid: Exploring My Pyramid for Kids (grades 1-2). (continued on pg. 7)

## Health Related ICN Sessions for Students (cont.)

Refer to the website [http://www3.iptv.org/iowa\\_database/k12other\\_list.cfm](http://www3.iptv.org/iowa_database/k12other_list.cfm) for specific dates, times, and to register students for a class. For additional information contact Gretchen Watznauer at [gretchen.watznauer@iowa.gov](mailto:gretchen.watznauer@iowa.gov) or 515-281-5676.

## Health Related Follow-Up Sessions for Educators

Educator sessions are being offered after school the same days as the above student sessions. Teachers, nurses, school food service directors, and others attending will receive information on additional resources and curriculum they can teach to students to support the nutritional messages taught earlier in the day. *Pyramid Pal, Pick a Better Snack, Lean with Protein, Calcium Rich Foods, Nutrition Expeditions, and Team Nutrition* resources and curriculums will be presented in six sessions. Check out [http://www3.iptv.org/iowa\\_database/k12edu\\_list.cfm](http://www3.iptv.org/iowa_database/k12edu_list.cfm) for Iowa Communication Network (ICN) session details and to register to attend one or all of these sessions. Registration of students in the K-12 Connections class earlier in the day is not required but encouraged. The sessions are provided at no cost for PK-12 students and adults working on their behalf.

For additional information, contact Gretchen Watznauer at [gretchen.watznauer@iowa.gov](mailto:gretchen.watznauer@iowa.gov) or 515-281-5676.

## CALENDAR

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### Deadlines and Dates to Remember

- March 21, 2007 Due date for submitting initial proposal for the FY 2007 School Chemical Cleanout Campaign Grant (see "FY 2007 Schools Chemical Cleanout Campaign Grant Solicitation" in the February issue of the *School Leader Update*).
- March 26, 2007 Applications due for the Second Chance Reading Iowa Teacher Development Academy.
- April 1, 2007 Due date for Go the Distance Day Grant applications (see "Go the Distance Day Mini-Grant Opportunity" in the February issue of the *School Leader Update*). (continued on pg. 8)
- April 4, 2007 Instruction at the Core 2007 event (see "Instruction at the Core of Student Improved Student Learning" in the February issue of the *School Leader Update* for details).
- April 7, 2007 Applications due for Second Chance Reading "training for trainers."
- April 30, 2007 Deadline for collecting student evidence and complete the Reading, Math, and Science Rating Scales (see "Iowa Alternate Assessment" in the February issue of the *School Leader Update* for details).

You can view a complete Iowa Department of Education calendar of events at <http://www.iowa.gov/educate/calendar/calendar.html>.

SCHOOL LEADER UPDATE is produced monthly by the Iowa Department of Education for school leaders of Iowa. Comments and submissions should be sent to Elaine Watkins-Miller at [elaine.watkins-miller@iowa.gov](mailto:elaine.watkins-miller@iowa.gov) or 515-281-5295

### **Digging into the Iowa Tests Core Standards and Benchmarks**

The Department has developed a document that demonstrates the alignment of the Core Standards and 10-12 Benchmarks corresponding to the Iowa Test of Educational Development to other national standards:

- National Assessment of Educational Progress (NAEP)
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The purpose of the document is to help Iowa educators deepen their understanding of the Iowa Tests Core Standards and understand the more specific skill development and concept knowledge that is found in other national standards that aligns with each Iowa Tests standard. The document, *Alignment of the Iowa Tests Core Content Standards and Benchmarks with National Standards*, is available at <http://www.iowa.gov/educate/content/view/674/1023/1/3/>. For additional information, contact Rita Martens at [rita.martens@iowa.gov](mailto:rita.martens@iowa.gov) or (515) 281-3145.



# Alignment of the Iowa Tests Core Content Standards and Benchmarks with National Standards

Core Content Standards and 10-12 Benchmarks Corresponding to the Iowa Tests	NAEP Grade 12 Achievement Level Descriptions	American Diploma Project (Achieve, Inc.) Benchmarks	ACT College Readiness Standards
<b>Reading</b>			
Students can understand stated information they have read.	<ul style="list-style-type: none"> <li>• Demonstrate an overall understanding of the text.</li> <li>• Demonstrate responses that are thorough, thoughtful and extensive.</li> <li>• Explain the purpose of an article and give the topic of a passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main ideas of informational text and determine the essential elements that elaborate them.</li> <li>• Demonstrate knowledge of 18<sup>th</sup> and 19<sup>th</sup> century foundational works of American literature.</li> <li>• Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.</li> <li>• Gather relevant information from a variety of print and electronic sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize a clear intent of an author or narrator in uncomplicated literary narratives.</li> <li>• Locate basic facts (e.g., names, dates, events) clearly stated in a passage.</li> <li>• Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages.</li> <li>• Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.</li> <li>• Locate important details in uncomplicated passages.</li> <li>• Order simple sequences of events in uncomplicated literary narratives.</li> <li>• Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.</li> <li>• Summarize basic events and ideas in more challenging passages.</li> <li>• Locate important details in</li> </ul>

			<p>more challenging passages.</p> <ul style="list-style-type: none"> <li>• Identify clear main ideas or purposes of complex passages or their paragraphs.</li> <li>• Locate and interpret details in complex passages.</li> </ul>
<p>Students can determine the literal meaning of specific words.</p>	<ul style="list-style-type: none"> <li>• Explore events, characters, themes, settings, plot, actions, and the language of literary works by reading novels, short stories, poems, plays, legends, biographies, myths and folktales.</li> <li>• Apply reading for specific information in order to perform a task and accomplish or do something.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems.</li> <li>• Use context to determine the meaning of unfamiliar words.</li> <li>• Use roots, affixes, cognates to determine the meaning of unfamiliar words.</li> <li>• Comprehend and communicate quantitative, technical and mathematical information.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the implication of a familiar word or phrase and of simple descriptive language.</li> <li>• Locate simple details at the sentence and paragraph level in uncomplicated passages.</li> </ul>
<p>Students can draw conclusions, make inferences, and deduce meaning.</p>	<ul style="list-style-type: none"> <li>• Demonstrate an overall understanding of the text, which includes inferential as well as literal understanding.</li> <li>• Make reader/text connections requiring thinking beyond the text, and applying the text to real world situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish among facts and opinions, evidence and inferences.</li> <li>• Distinguish between a summary and a critique.</li> <li>• Identify interrelationships between and among ideas and concepts within a text, such as cause and effect relationships.</li> <li>• Draw conclusions based on evidence from informational and technical texts.</li> <li>• Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered on Web sites.</li> <li>• Analyze foundational U.S,</li> </ul>	<ul style="list-style-type: none"> <li>• Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.</li> <li>• Recognize a clear function of a part of an uncomplicated passage.</li> <li>• Use context to understand basic figurative language.</li> <li>• Draw simple generalizations and conclusions about people, ideas in uncomplicated passages.</li> <li>• Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.</li> <li>• Make simple inferences about how details are used in</li> </ul>

		<p>documents for their historical and literary significance (for example, the Declaration of Independence, the Preamble to the Constitution, Abraham Lincoln's "Gettysburg Address," Martin Luther King's "Letter from Birmingham Jail.")</p> <ul style="list-style-type: none"> <li>Analyze works of literature for what they suggest about the historical period in which they were written.</li> <li>Interpret significant works from various forms of literature: poetry, novel, biography, short story, essay, and dramatic literature; use understanding of genre characteristics to make deeper and subtler interpretations of the meaning of the text.</li> </ul>	<p>passages.</p> <ul style="list-style-type: none"> <li>Draw generalizations and conclusions about people, ideas in uncomplicated passages.</li> <li>Draw simple generalizations and conclusions using details that support the main points of more challenging passages.</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs.</li> <li>Use details from different sections of some complex informational passages to support a specific point or argument.</li> <li>Understand the function of a part of a passage when the function is subtle or complex.</li> </ul>
<p>Students can infer traits, feelings, and motives of characters and individuals.</p>	<ul style="list-style-type: none"> <li>Extend the ideas of the text by making inferences.</li> <li>Describe abstract themes and ideas in the overall text.</li> <li>Link information across part of texts as well as focus on specific information.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the moral dilemmas in works of literature, as revealed by characters' motivation and behavior.</li> <li>Analyze the setting, plot, theme, characterization and narration of classic and contemporary short stories and novels.</li> </ul>	<ul style="list-style-type: none"> <li>Identify relationships between main characters in uncomplicated literary narratives.</li> <li>Identify clear relationships between people, ideas in uncomplicated passages.</li> <li>Understand relationships between people, ideas in uncomplicated passages.</li> <li>Identify clear relationships between characters, ideas, in more challenging literary narratives.</li> </ul>

			<ul style="list-style-type: none"> <li>• Understand the dynamics between people, ideas, and so on in more challenging passages.</li> <li>• Understand the subtleties in relationships between people, ideas in virtually any passage.</li> </ul>
<p>Students can make predictions based on stated information.</p>	<ul style="list-style-type: none"> <li>• Extend the information from the text by relating it to the reader's experiences, knowledge and to the world.</li> <li>• Evaluate text, applying knowledge gained from other texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the themes found in a single literary work and analyze the ways in which similar themes and ideas are developed in more than one literary work.</li> <li>• Interpret and use information in maps, charts, graphs, timelines, tables, and diagrams.</li> <li>• Summarize informational and technical texts and explain the visual components within the text that support the information.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize clear cause-effect relationships described within a single sentence in a passage.</li> <li>• Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives.</li> <li>• Identify clear cause-effect relationships in uncomplicated passages.</li> <li>• Order sequence of events in uncomplicated passages.</li> <li>• Identify clear cause-effect relationships in more complicated passages.</li> <li>• Use context to determine the appropriate meaning of virtually every word, phrase, or statement in an uncomplicated passage.</li> <li>• Summarize events and ideas in virtually any passage.</li> <li>• Locate and interpret minor or subtly stated details in more challenging passages.</li> <li>• Order sequence of events in more challenging passages.</li> <li>• Understand subtly stated cause-effect relationships in more challenging passages.</li> <li>• Order sequences of events in complex passages.</li> </ul>

			<ul style="list-style-type: none"> <li>• Understand implied, subtle, or complex cause-effect relationships in virtually any passage.</li> <li>• Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.</li> </ul>
Students can interpret nonliteral language used in a text.	<ul style="list-style-type: none"> <li>• Make connections between inferences and implicit understandings.</li> <li>• Understand the effect of such features as irony, metaphor and analogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement text and explain their effect on the reader.</li> <li>• Demonstrate knowledge of metrics, rhyme scheme, rhythm, alliteration and other conventions of verse in poetry and how these enhance meaning.</li> <li>• Identify how elements of dramatic literature (dramatic irony, soliloquy, stage direction and dialogue) articulate a playwright's vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages.</li> <li>• Locate and interpret minor or subtly stated details in uncomplicated passages.</li> <li>• Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.</li> <li>• Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.</li> <li>• Determine even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.</li> <li>• Understand the function of a passage when the function is subtle or complex.</li> </ul>
Students can determine the main idea, topic, or theme and make	<ul style="list-style-type: none"> <li>• Draw conclusions and make connections to their own</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize information from multiple informational and</li> </ul>	<ul style="list-style-type: none"> <li>• Infer the main idea or purpose of straightforward</li> </ul>

<p>generalizations.</p>	<p>personal experiences and other texts.</p> <ul style="list-style-type: none"> <li>• Form a global understanding of the text as a whole.</li> <li>• Synthesize the reading and analyze the details.</li> <li>• Reflect on the theme.</li> </ul>	<p>technical sources.</p> <ul style="list-style-type: none"> <li>• Evaluate informational and technical texts for their clarity, simplicity and coherence.</li> <li>• Draw conclusions based on evidence from informational and technical texts.</li> <li>• Identify and explain the themes found in a single literary work; analyze the ways in which similar themes and ideas are developed in more than one literary work.</li> </ul>	<p>paragraphs in more challenging passages.</p> <ul style="list-style-type: none"> <li>• Draw subtle generalizations and conclusions about characters, ideas in uncomplicated literary narratives.</li> <li>• Draw generalizations and conclusions about people, ideas in more challenging passages.</li> <li>• Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas.</li> <li>• Draw complex or subtle generalizations and conclusions about people, ideas, often by synthesizing information from different portions of the passage.</li> <li>• Understand and generalize about portions of a complex literary narrative.</li> </ul>
<p>Students can identify the author's views or purposes.</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of the author's purpose, points of view, and extend initial impressions to a more complete understanding of what was read.</li> <li>• Consider the text objectively, evaluating its quality and appropriateness.</li> <li>• Identify the relationship between the author's stance and elements of the text.</li> <li>• Evaluate the usefulness of the text and apply directions from the text to new situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish among facts and opinions, evidence and inferences.</li> <li>• Identify false premises.</li> <li>• Evaluate the range and quality of evidence used to support or oppose an argument.</li> <li>• Analyze written communication for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning.</li> <li>• Analyze two or more texts addressing the same topic to determine how authors reach</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the overall approach taken by an author or narrator (e.g., Point of view, kinds of evidence used) in uncomplicated passages.</li> <li>• Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages.</li> <li>• Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage.</li> <li>• Identify clear main ideas or</li> </ul>



		<p>similar or different conclusions.</p> <ul style="list-style-type: none"> <li>• Understand the distinctions between a deductive argument (where if the premises are all true and the argument's form is valid, the conclusions is inescapably true) and the inductive argument (in which the conclusions provides the best or most probable explanation of the truth of the premises, but is not necessarily true.)</li> </ul>	<p>purposes of complex passages or their paragraphs.</p> <ul style="list-style-type: none"> <li>• Locate and interpret details in complex passages.</li> <li>• Understand the function of a part of a passage when the function is subtle or complex.</li> <li>• Draw complex or subtle generalizations and conclusions about people, ideas often by synthesizing information from different portions of the passage.</li> </ul>
<p>Students can distinguish among facts, opinions, and assumptions.</p>	<ul style="list-style-type: none"> <li>• Critically evaluate, comparing and contrasting the content and structure of text.</li> <li>• Analyze the meaning of the text and support the analysis with specific examples from text.</li> <li>• Read to gain information to understand the aspects of the world from newspapers, magazines, texts, essays, and speeches.</li> <li>• Apply information to new situations and to the process of forming new responses to problems or issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the meaning of common idioms as well as literary, classical and biblical allusions.</li> <li>• Recognizes nuances in the meanings of words.</li> <li>• Recognize common logical fallacies, such as appeal for pity, the appeal to common opinion, and understand why these fallacies do not prove the point being argued.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple inferences about how details are used in passages.</li> <li>• Draw simple generalizations and conclusions using details that support the main points of more challenging passages.</li> <li>• Understand implied or subtly stated cause-effect relationships in uncomplicated passages.</li> <li>• Draw subtle generalizations and conclusions about people, ideas in more challenging passages.</li> <li>• Understand relationships between people and ideas in uncomplicated passages.</li> <li>• Locate and interpret minor or subtly stated details in uncomplicated passages.</li> <li>• Understand implied or subtly stated cause-effect relationships in more challenging passages.</li> <li>• Understand the overall approach, point of view taken by an author in virtually any</li> </ul>

			<p>passage.</p> <ul style="list-style-type: none"> <li>• Understand implied, subtle, or complex cause-effect relationship in virtually any passage.</li> <li>• Understand the subtleties in relationships between people and ideas in virtually any passage.</li> </ul>
<p>Students can recognize aspects of a passage's style and structure and can recognize literary techniques.</p>	<ul style="list-style-type: none"> <li>• Analyze the author's use of literary devices.</li> <li>• Analyze the form of the text.</li> <li>• Examine the content and structure and consider why and how the text was developed, considering the content, organization and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.</li> <li>• Demonstrate knowledge of metrics, rhyme scheme, rhythm, alliteration and other conventions of verse in poetry.</li> <li>• Identify how elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision.</li> <li>• Use understanding of genre characteristics to make deeper and subtler interpretations of the meaning of the text.</li> <li>• Define the structure of an argument in text; identify its claims and evidence; evaluate connections among the evidence, inference and claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine when first, last, before, after of an event occurred in uncomplicated passages.</li> <li>• Recognize cause-effect relationships described within a single sentence in a passage.</li> <li>• Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives.</li> <li>• Order simple sequences of events in uncomplicated literary narratives.</li> <li>• Identify clear cause-effect relationships in uncomplicated passages.</li> <li>• Order sequence of events in uncomplicated passages.</li> <li>• Identify clear cause-effect relationships in more challenging passages.</li> <li>• Order sequence of events in more challenging passages.</li> <li>• Order sequence of events in complex passages.</li> <li>• Understand implied, subtle, or complex cause-effect</li> </ul>

			relationships in virtually any passage.
<b>Mathematics</b>			
<ul style="list-style-type: none"> <li>• Students can understand and apply number properties and operations.</li> <li>• Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize relationships presented in verbal, algebraic, tabular, and graphical forms.</li> <li>• Understand and use elements of the function concept in symbolic, graphical, and tabular form.</li> <li>• Use estimation to verify solutions and determine the reasonableness of results as applied to real-world problems.</li> <li>• Formulate generalizations and create models through probing examples and counterexamples.</li> </ul>	<ul style="list-style-type: none"> <li>• Compute with rational numbers fluently and accurately without a calculator.</li> <li>• Recognize and apply magnitude (absolute value) and ordering of real numbers.</li> <li>• Understand that to solve certain problems and equations, number systems need to be extended from whole numbers to the set of all integers (positive, negative and zero), from integers to rational numbers, from rational numbers to real numbers (rational and irrational numbers) and from real numbers to complex numbers; define and give examples of each of these types of numbers.</li> <li>• Understand the capabilities and the limitations of calculators and computers in solving problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform one-operation computation with whole numbers and decimals.</li> <li>• Perform common conversions (e.g., inches to feet or hours to minutes).</li> <li>• Calculate the average of a list of positive whole numbers.</li> <li>• Perform a single computation using information from a table or chart.</li> <li>• Recognize equivalent fractions and fractions in lowest terms.</li> <li>• Recognize one-digit factors of a number.</li> <li>• Identify a digit's place value.</li> <li>• Substitute whole numbers for unknown quantities to evaluate expressions.</li> <li>• Exhibit knowledge of elementary number concepts including rounding, the order of decimals, pattern identification, absolute value, primes, and greatest common factor.</li> <li>• Find and use the least common multiple.</li> <li>• Order fractions.</li> <li>• Work with numerical factors.</li> <li>• Work with scientific notation.</li> <li>• Work with squares and square roots of numbers.</li> <li>• Work problems involving positive integer exponents.</li> </ul>

			<ul style="list-style-type: none"><li>• Work with cubes and cube roots of numbers.</li><li>• Apply number properties involving prime factorization.</li><li>• Apply number properties involving even/odd numbers and factors/multiples.</li><li>• Apply number properties involving positive/negative numbers.</li><li>• Apply rules of exponents.</li><li>• Multiply two complex numbers.</li><li>• Apply properties of complex numbers.</li><li>• Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.</li><li>• Solve some routine two-step arithmetic problems.</li><li>• Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.</li><li>• Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).</li><li>• Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or</li></ul>
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			<p>averages, using several ratios, and finding ratios in geometry settings).</p> <ul style="list-style-type: none"> <li>• Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.</li> <li>• Analyze and draw conclusions based on information from figures, tables, and graphs.</li> </ul>
<ul style="list-style-type: none"> <li>• Students can understand and apply concepts and procedures of algebra.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize relationships presented in verbal, algebraic, tabular, and graphical forms.</li> <li>• Generalize from patterns and examples in the areas of algebra, geometry, and statistics.</li> <li>• Understand the function concept, and be able to compare and apply the numeric, algebraic, and graphical properties of functions.</li> <li>• Understand and use elements of the function concept in symbolic, graphical, and tabular form.</li> <li>• Make conjectures, defend ideas, and give supporting examples.</li> <li>• Apply their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics.</li> <li>• Formulate generalizations and create models through probing examples and counterexamples.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic operations on algebraic expressions fluently and accurately.</li> <li>• Understand functions, their representations and their properties.</li> <li>• Apply basic algebraic operations to solve equations and inequalities.</li> <li>• Graph a variety of equations and inequalities in two variables, demonstrate understanding of the relationships between the algebraic properties of an equation and the geometric properties of its graph, and interpret a graph.</li> <li>• Solve problems by converting the verbal information given into an appropriate mathematical model involving equations or systems of equations; apply appropriate mathematical techniques to analyze these mathematical models; and interpret the solution obtained in written form using appropriate units of measurement.</li> <li>• Understand the binomial</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit knowledge of basic expressions (e.g., identify an expression for a total as <math>b + g</math>).</li> <li>• Solve equations in the form <math>x + a = b</math>, where <math>a</math> and <math>b</math> are whole numbers or decimals.</li> <li>• Combine like terms (e.g., <math>2x + 5x</math>).</li> <li>• Evaluate algebraic expressions by substituting integers for unknown quantities.</li> <li>• Add and subtract simple algebraic expressions.</li> <li>• Solve routine first-degree equations.</li> <li>• Perform straightforward word-to-symbol translations.</li> <li>• Multiply two binomials.</li> <li>• Exhibit knowledge of slope.</li> <li>• Evaluate quadratic functions, expressed in function notation, at integer values.</li> <li>• Determine when an expression is undefined.</li> <li>• Exhibit some knowledge of the complex numbers.</li> <li>• Write expressions, equations, or inequalities with a single</li> </ul>

		<p>theorem and its connections to combinatorics, Pascal's triangle and probability.</p>	<p>variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions).</p> <ul style="list-style-type: none"> <li>• Identify solutions to simple quadratic equations.</li> <li>• Add, subtract, and multiply polynomials.</li> <li>• Factor simple quadratics (e.g., the difference of squares and perfect square trinomials).</li> <li>• Identify the graph of a linear inequality on the number line.</li> <li>• Determine the slope of a line from points or equations.</li> <li>• Match linear graphs with their equations.</li> <li>• Evaluate polynomial functions, expressed in function notation, at integer values.</li> <li>• Manipulate expressions and equations.</li> <li>• Write expressions, equations, and inequalities for common algebra settings.</li> <li>• Find solutions to systems of linear equations.</li> <li>• Interpret and use information from graphs in coordinate plane.</li> <li>• Match number line graphs with solution sets of linear inequalities.</li> <li>• Evaluate composite functions at integer values.</li> <li>• Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.</li> </ul>
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			<ul style="list-style-type: none"><li>• Exhibit knowledge of logarithms and geometric sequences.</li><li>• Write expressions that require planning and/or manipulating to accurately model a situation.</li><li>• Write equations and inequalities that require planning, manipulating, and/or solving.</li><li>• Match number line graphs with solution sets of simple quadratic inequalities.</li><li>• Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math>.</li><li>• Write an expression for the composite of two simple functions.</li><li>• Solve problems in one or two steps using whole numbers.</li><li>• Solve equations in the form <math>x + a = b</math>, where <math>a</math> and <math>b</math> are whole numbers or decimals.</li><li>• Solve one-step equations having integer or decimal answers.</li><li>• Solve routine first-degree equations.</li><li>• Solve real-world problems using first-degree equations.</li><li>• Solve first-degree inequalities that do not require reversing the inequality sign.</li><li>• Solve word problems containing several rates, proportions, or percentages.</li><li>• Solve linear inequalities that</li></ul>
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			<p>require reversing the inequality sign.</p> <ul style="list-style-type: none"> <li>• Solve absolute value equations.</li> <li>• Solve quadratic equations.</li> <li>• Solve simple absolute value inequalities.</li> <li>• Solve problems integrating multiple algebraic and/or geometric concepts.</li> <li>• Analyze and draw conclusions based on information from figures, tables, and graphs.</li> </ul>
<ul style="list-style-type: none"> <li>• Students can understand and apply concepts of geometry and measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of geometric relationships and corresponding measurement skills.</li> <li>• Generalize from patterns and examples in the areas of algebra, geometry, and statistics.</li> <li>• Make conjectures, defend ideas, and give supporting examples.</li> <li>• Apply their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics.</li> <li>• Formulate generalizations and create models through probing examples and counterexamples.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different roles played by axioms, definitions and theorems in the logical structure of mathematics, especially in geometry.</li> <li>• Identify and apply the definitions related to lines and angles and use them to prove theorems in (Euclidean) geometry, solve problems, and perform basic geometric constructions using a straight edge and compass.</li> <li>• Know the basic theorems about congruent and similar triangles and use them to prove additional theorems and solve problems.</li> <li>• Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems.</li> <li>• Apply the Pythagorean theorem, its converse and properties of special right triangles to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of a point with a positive coordinate on the number line.</li> <li>• Locate points on the number line and in the first quadrant.</li> <li>• Exhibit some knowledge of the angles associated with parallel lines.</li> <li>• Compute the perimeter of polygons when all side lengths are given.</li> <li>• Compute the area of rectangles when whole number dimensions are given.</li> <li>• Locate points in the coordinate plane.</li> <li>• Comprehend the concept of length on the number line.</li> <li>• Exhibit knowledge of slope.</li> <li>• Find the measure of an angle using properties of parallel lines.</li> <li>• Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., <math>90^\circ</math>, <math>180^\circ</math>, and <math>360^\circ</math>).</li> <li>• Compute the area and</li> </ul>

		<ul style="list-style-type: none"> <li>• Use rigid motions (compositions of reflections, translations and rotations) to determine whether two geometric figures are congruent and to create and analyze geometric designs.</li> <li>• Know about the similarity of figures and use the scale factor to solve problems.</li> <li>• Know that geometric measurements (length, area, perimeter, volume) depend on the choice of a unit and that measurements made on physical objects are approximations; calculate the measurements of common plane and solid geometric figures.</li> <li>• Visualize solids and surfaces in three-dimensional space when given two-dimensional representations (e.g., nets, multiple views) and create two-dimensional representations for the surfaces of three-dimensional objects.</li> <li>• Represent geometric objects and figures algebraically using coordinates; use algebra to solve geometric problems.</li> <li>• Understand basic right-triangle trigonometry and apply it to solve problems.</li> <li>• Know how the trigonometric functions can be extended to periodic functions on the real line, derive basic formulas involving these functions, and use these functions and formulas</li> </ul>	<p>perimeter of triangles and rectangles in simple problems.</p> <ul style="list-style-type: none"> <li>• Use geometric formulas when all necessary information is given.</li> <li>• Find the midpoint of a line segment.</li> <li>• Use several angle properties to find an unknown angle measure.</li> <li>• Recognize Pythagorean triples.</li> <li>• Use properties of isosceles triangles.</li> <li>• Compute the area of triangles and rectangles when one or more additional simple steps are required.</li> <li>• Compute the area and circumference of circles after identifying necessary information.</li> <li>• Compute the perimeter of simple composite geometric figures with unknown side lengths.</li> <li>• Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths.</li> <li>• Interpret and use information from graphs in coordinate plane.</li> <li>• Use the distance formula.</li> <li>• Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.</li> <li>• Recognize special characteristics of parabolas and circles (e.g., the vertex of a</li> </ul>
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		<p>to solve problems.</p>	<p>parabola and the center of radius of a circle).</p> <ul style="list-style-type: none"> <li>• Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles.</li> <li>• Use the Pythagorean theorem.</li> <li>• Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.</li> <li>• Apply basic trigonometric ratios to solve right triangle problems.</li> <li>• Distinguish between mean, median, and mode for a list of numbers.</li> <li>• Analyze and draw conclusions based on information from figures, tables, and graphs.</li> <li>• Exhibit knowledge of conditional and joint probability.</li> <li>• Analyze and draw conclusions based on information from graphs in the coordinate plane.</li> <li>• Draw conclusions based on a set of conditions.</li> <li>• Use relationships among angles, arcs, and distances in a circle.</li> <li>• Use scale factors to determine the magnitude of a size change.</li> <li>• Compute the area of composite geometric figures when planning or visualization is required.</li> <li>• Exhibit knowledge of unit</li> </ul>
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			<p>circle trigonometry.</p> <ul style="list-style-type: none"> <li>• Match graphs of basic trigonometric functions with their equations.</li> <li>• Estimate or calculate the length of a line segment based on other lengths given a geometric figure.</li> <li>• Solve problems integrating multiple algebraic and/or geometric concepts.</li> <li>• Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.</li> <li>• Use trigonometric concepts and basic identities to solve problems.</li> <li>• Analyze and draw conclusions based on information from figures, tables, and graphs.</li> </ul>
<ul style="list-style-type: none"> <li>• Students can understand and apply concepts in probability and statistics.</li> <li>• Students can make inferences based on data presented in a variety of ways.</li> <li>• Students can interpret data from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Generalize from patterns and examples in the areas of algebra, geometry, and statistics.</li> <li>• Apply their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics.</li> <li>• Formulate generalizations and create models through probing examples and counterexamples.</li> <li>• Apply statistical reasoning in the organization and display of data and in reading tables and graphs.</li> <li>• Analyze and interpret data in tabular and graphical form.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and apply quantitative information:</li> <li>• Explain and critique alternative ways of presenting and using information.</li> <li>• Explain the use of data and statistical thinking to draw inferences, make predictions and justify conclusions.</li> <li>• Explain and apply probability concepts and calculate simple probabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the average of a list of numbers.</li> <li>• Calculate the average, given the number of data values and the sum of the data values.</li> <li>• Read tables and graphs.</li> <li>• Perform computations on data from tables and graphs.</li> <li>• Use the relationships between the probability of an event and the probability of its complement.</li> <li>• Calculate the missing data value, given the average and all data values but one.</li> <li>• Translate one representation of data to another (e.g., a bar</li> </ul>

			<p>graph to a circle graph).</p> <ul style="list-style-type: none"> <li>• Determine the probability of a simple event.</li> <li>• Exhibit knowledge of simple counting techniques.</li> <li>• Calculate the average, given the frequency counts of all the data values.</li> <li>• Manipulate data from tables and graphs.</li> <li>• Compute straightforward probabilities for common situations.</li> <li>• Use Venn diagrams in counting.</li> <li>• Calculate or use a weighted average.</li> <li>• Interpret and use information from figures, tables, and graphs.</li> <li>• Apply counting techniques.</li> <li>• Compute a probability when the event and/or sample space are not given or obvious.</li> <li>• Analyze and draw conclusions based on information from figures, tables, and graphs.</li> </ul>
<ul style="list-style-type: none"> <li>• Students can solve math problems requiring multiple steps and operations.</li> <li>• Students can reason quantitatively.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics.</li> <li>• Use correct mathematical language and symbols to communicate mathematical relationships and reasoning processes, and use calculators appropriately to solve problems. Make conjectures, defend ideas, and give supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that to solve certain problems and equations, number systems need to be extended from whole numbers to the set of all integers (positive, negative and zero), from integers to rational numbers, from rational numbers to real numbers (rational and irrational numbers) and from real numbers to complex numbers; define and give examples of each of these types of numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems in one or two steps using whole numbers.</li> <li>• Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.</li> <li>• Solve some routine two-step arithmetic problems.</li> <li>• Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing</li> </ul>



	<p>examples.</p> <ul style="list-style-type: none"> <li>• Perform algebraic operations involving polynomials, justify geometric relationships, and judge and defend the reasonableness of answers as applied to real-world situations.</li> <li>• Communicate their mathematical reasoning through the clear, concise, and correct use of mathematical symbolism and logical thinking.</li> <li>• Formulate generalizations and create models through probing examples and counterexamples.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the capabilities and the limitations of calculators and computers in solving problems.</li> <li>• Apply basic algebraic operations to solve equations and inequalities.</li> <li>• Solve problems by converting the verbal information given into an appropriate mathematical model involving equations or systems of equations; apply appropriate mathematical techniques to analyze these mathematical models; and interpret the solution obtained in written form using appropriate units of measurement.</li> <li>• Know the basic theorems about congruent and similar triangles and use them to prove additional theorems and solve problems.</li> <li>• Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems.</li> <li>• Apply the Pythagorean theorem, its converse and properties of special right triangles to solve problems.</li> <li>• Know about the similarity of figures and use the scale factor to solve problems.</li> <li>• Represent geometric objects and figures algebraically using coordinates; use algebra to solve geometric problems.</li> <li>• Understand basic right-triangle trigonometry and apply it</li> </ul>	<p>with a given average..</p> <ul style="list-style-type: none"> <li>• Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).</li> <li>• Solve real-world problems using first-degree equations.</li> <li>• Solve word problems containing several rates, proportions, or percentages.</li> <li>• Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings).</li> <li>• Solve problems integrating multiple algebraic and/or geometric concepts.</li> <li>• Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.</li> <li>• Use trigonometric concepts and basic identities to solve problems.</li> <li>• Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.</li> <li>• Draw conclusions based on a set of conditions.</li> <li>• Analyze and draw</li> </ul>
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		<p>to solve problems.</p> <ul style="list-style-type: none"> <li>• Know how the trigonometric functions can be extended to periodic functions on the real line, derive basic formulas involving these functions, and use these functions and formulas to solve problems.</li> <li>• Explain and apply quantitative information.</li> <li>• Explain and critique alternative ways of presenting and using information.</li> </ul>	<p>conclusions based on information from figures, tables, and graphs.</p>
<b>Science</b>			
<p>Students can understand and apply skills used in scientific inquiry.</p> <ul style="list-style-type: none"> <li>• Students can understand and apply the processes and skills of scientific literacy.</li> <li>• Students can analyze and interpret scientific information.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge and reasoning abilities required for understanding of the Earth, physical, and life sciences.</li> <li>• Demonstrate knowledge of the themes of science (models, systems, patterns of change).</li> <li>• Demonstrate knowledge of the themes of science required for understanding how these themes illustrate essential relationships among the Earth, physical, and life science.</li> <li>• Analyze data and apply scientific principles to everyday situations.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand a simple experimental design.</li> <li>• Understand basic scientific terminology.</li> <li>• Find basic information in a brief body of text.</li> <li>• Understand precision and accuracy issues.</li> <li>• Identify a control in an experiment.</li> <li>• Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.</li> <li>• Determine whether given information supports or contradicts a simply hypothesis or conclusion, and why.</li> <li>• Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.</li> <li>• Determine how the value of one variable changes as the value of another variable</li> </ul>

			<p>changes in a simple data presentation.</p> <ul style="list-style-type: none"> <li>• Identify key issues or assumptions in a model.</li> <li>• Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</li> </ul>
<p>Students can understand concepts and relationships in biological science.</p> <ul style="list-style-type: none"> <li>• Students can make inferences and predictions from data.</li> <li>• Students can analyze scientific investigations.</li> <li>• Students can analyze and evaluate the adequacy and accuracy of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge and reasoning abilities required for understanding of the Earth, physical, and life sciences.</li> <li>• Demonstrate knowledge of the themes of science required for understanding how these themes illustrate essential relationships among the Earth, physical, and life science.</li> <li>• Analyze data and apply scientific principles to everyday situations.</li> <li>• Correlate structure to function for the parts of a system that they can identify.</li> <li>• Apply scientific concepts and principles to practical applications and solutions for problems in the real world and show developmental understanding or technology, its uses, and its applications.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand a simple experimental design.</li> <li>• Understand basic scientific terminology.</li> <li>• Find basic information in a brief body of text.</li> <li>• Understand precision and accuracy issues.</li> <li>• Identify a control in an experiment.</li> <li>• Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.</li> <li>• Determine whether given information supports or contradicts a simply hypothesis or conclusion, and why.</li> <li>• Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.</li> <li>• Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.</li> <li>• Identify key issues or assumptions in a model.</li> </ul>
Students can understand concepts	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge</li> </ul>		<ul style="list-style-type: none"> <li>• Understand a simple</li> </ul>

<p>and relationships of Earth/space sciences.</p> <ul style="list-style-type: none"> <li>• Students can make inferences and predictions from data.</li> <li>• Students can analyze scientific investigations.</li> <li>• Students can analyze and evaluate the adequacy and accuracy of information.</li> </ul>	<p>and reasoning abilities required for understanding of the Earth, physical, and life sciences.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the themes of science required for understanding how these themes illustrate essential relationships among the Earth, physical, and life science.</li> <li>• Recognize some inputs and outputs, causes and effects, and interactions of a system.</li> <li>• Apply scientific concepts and principles to practical applications and solutions for problems in the real world and show developmental understanding of technology, its uses, and its applications.</li> </ul>		<p>experimental design.</p> <ul style="list-style-type: none"> <li>• Understand basic scientific terminology.</li> <li>• Find basic information in a brief body of text.</li> <li>• Understand precision and accuracy issues.</li> <li>• Identify a control in an experiment.</li> <li>• Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.</li> <li>• Determine whether given information supports or contradicts a simply hypothesis or conclusion, and why.</li> <li>• Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.</li> <li>• Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.</li> <li>• Identify key issues or assumptions in a model.</li> </ul>
<p>Students can understand concepts and relationships in physical science.</p> <ul style="list-style-type: none"> <li>• Students can make inferences and predictions from data.</li> <li>• Students can analyze scientific investigations.</li> <li>• Students can analyze and evaluate the adequacy and accuracy of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge and reasoning abilities required for understanding of the Earth, physical, and life sciences.</li> <li>• Demonstrate knowledge of the themes of science required for understanding how these themes illustrate essential relationships among the Earth, physical, and life science.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand a simple experimental design.</li> <li>• Understand basic scientific terminology.</li> <li>• Find basic information in a brief body of text.</li> <li>• Understand precision and accuracy issues.</li> <li>• Identify a control in an experiment.</li> </ul>

	<ul style="list-style-type: none"><li>• Analyze data and apply scientific principles to everyday situations.</li><li>• Recognize some inputs and outputs, causes and effects, and interactions of a system.</li><li>• Able to apply scientific concepts and principles to practical applications and solutions for problems in the real world and show developmental understanding of technology, its uses, and its applications.</li></ul>		<ul style="list-style-type: none"><li>• Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.</li><li>• Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why.</li><li>• Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.</li><li>• Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.</li><li>• Identify key issues or assumptions in a model.</li><li>• Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</li></ul>
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School/School District	AEA	Code	Link to School Improvement Contacts
Adel-De Soto-Minburn (Adel)	11	25-0027	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
A-H-S-T (Avoca)	13	78-0441	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Akron-Westfield (Akron)	12	75-0063	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Albert City-Truesdale (Albert City)	8	11-0072	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Alden (whole grade sharing with Iowa Falls)	267	42-0108	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
All Saints Catholic School (Davenport) (formerly Sacred Heart Cathedral and Holy Family Parish School)	9	82-1611	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Allamakee (Waukon)	1	03-0135	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Allison-Bristow (whole grade sharing with Greene)	267	12-0153	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Aquin (Cascade)	1	31-6961	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Bedford	14	87-0549	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Bennett	9	16-0603	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Benton (Van Horne)	10	06-0609	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Brooklyn-Gurnsey-Malcom	267	79-0846	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
C and M (Massena) (whole grade sharing with Anita)	13	15-0914	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Carroll	11	14-0999	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Cedar Rapids	10	57-1053	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Central Decatur (Leon)	14	27-1093	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Clay Central-Everly (Royal)	8	21-1218	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Clear Creek-Amana (Oxford)	10	52-1221	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Collins-Maxwell (Maxwell)	11	85-1350	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Columbus	9	58-1368	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Creston	14	88-1503	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Danbury Catholic	12	67-4033	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Decorah	1	96-1638	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Dike-New Hartford	267	38-1791	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Durant	9	16-1926	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Eddyville-Blakesburg	15	90-0657	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Edgewood-Colesburg	1	28-1989	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Eldora-New Providence	267	42-2007	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Fremont	15	62-2367	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Galva-Holstein	12	47-2376	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Gilbert	11	85-2466	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>



GMG (Garwin)	267	86-2682	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Guthrie Center	11	39-2754	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Hartley-Melvin-Sanborn	12	71-2862	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Highland (Riverside)	10	92-2977	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Hinton	12	75-2988	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Holy Family School System (Cedar Rapids)	10	57-1053	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Hubbard-Radcliffe	267	42-3033	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Hudson	267	07-3042	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
IKM (Manilla)	13	83-3168	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Interstate 35 (Truro)	11	61-3119	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Iowa City	10	52-3141	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Kingsley-Pierson	12	75-3348	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Le Mars	12	75-3600	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Lisbon	10	57-3744	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Lynnville-Sully	11	50-3906	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Manning	11	14-4014	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Marshalltown	267	64-4104	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Marshalltown Catholic Grade School	267	64-4104	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Mediapolis	16	29-4203	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
MOC-Flyod Valley (Orange City)	12	84-4149	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Morning Sun	16	58-4509	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
North Iowa (Buffalo Center)	267	95-0873	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
North Scott (Eldridge)	9	82-4784	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
North Tama (Traer)	267	86-4785	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
North Winnesheik (Decorah)	1	96-4787	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Northwest Iowa Protestant (Doon)	12	60-1095	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Notre Dame Catholic School System (Burlington)	16	29-0882	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Odebolt-Arthur	8	81-4860	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Oelwein	1	33-4869	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Panorama (Panora)	11	39-5121	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Pleasantville	11	63-5256	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Prairie Valley (Gowrie)	8	94-5325	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Prince Of Peace Catholic Education System (Clinton)	9	23-1278	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Riverside (Carson)	13	78-5510	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Rock Valley	4	84-5607	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>

Rockwell-Swaledale	267	17-5616	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Sacred Heart (Osage)	267	66-4995	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Sioux Center	12	84-6030	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Southeast Warren (Liberty Center)	11	91-6094	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Southern Cal (Lake City)	8	13-6091	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Spirit Lake	8	30-6120	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
St Patrick (Perry)	11	25-5184	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
St Patricks (Sheldon)	12	71-5949	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
St Paul Lutheran (Fort Dodge)	8	94-2313	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
St Pius X (Urbandale)	11	77-6579	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
St Theresa (Des Moines)	11	77-1737	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Titonka	8	55-6417	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Tri-Center (Neola)	13	78-6460	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Tripoli	267	09-6471	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
WALNUT RIDGE BAPTIST ACADEMY	267	07-6795	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Wapello	16	58-6759	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
West Harrison (Mondamin)	13	43-6969	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
West Liberty	9	70-6975	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
West Marshall (State Center)	267	64-6985	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Winterset	11	61-7056	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Woden-Crystal Lake	267	41-7083	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Woodbury Central (Moville)	12	97-7098	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>
Xavier High School (Cedar Rapids)	10	57-1053	<a href="http://www.iowa.gov/educate/content/view/292/367/1/1/">http://www.iowa.gov/educate/content/view/292/367/1/1/</a>

2007 Talent Pool Recommendation Form

We invite you to recommend distinguished classroom teachers and/or principals who have demonstrated all of the following:

- Exceptional educational talent as evidenced by effective instructional practices and student learning results in the classroom and school;
- Exemplary educational accomplishments beyond the classroom that provide models of excellence for the profession;
- Strong long-range potential for professional and policy leadership; and
- Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

Please complete a separate form for each individual including a one-page letter explaining how this person meets the criteria outlined in this letter. Please include a resume for each recommendation.

Incomplete forms will be eliminated from this process.

**THIS IS A CONFIDENTIAL PROCESS.**  
**INDIVIDUALS SHOULD NOT BE AWARE OF THIS RECOMMENDATION.**

Recommended Educator: \_\_\_\_\_

Name

Classroom Teacher \_\_\_\_\_ Principal \_\_\_\_\_ Other (specify) : \_\_\_\_\_

For teachers, grade(s) **currently** teaching: \_\_\_\_\_ For principals, grade levels in building: \_\_\_\_\_

\_\_\_\_ Reading/English/Language Arts      \_\_\_\_ Science      \_\_\_\_ Mathematics  
\_\_\_\_ Social Studies      \_\_\_\_ Fine Arts      \_\_\_\_ Other (please specify): \_\_\_\_\_

Total Years in Education: \_\_\_\_\_ If a principal, number of years as an administrator: \_\_\_\_\_

Will this person be at the same school site next year? \_\_\_\_\_

School District : \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

Street

City

State

Zip

School Phone: (\_\_\_\_) \_\_\_\_\_ Ext: \_\_\_\_\_ School Fax: (\_\_\_\_) \_\_\_\_\_

Educator's Supervisor: \_\_\_\_\_

Name

Title

Supervisor's Phone: (\_\_\_\_) \_\_\_\_\_ Ext: \_\_\_\_\_ Supervisor's Fax: (\_\_\_\_) \_\_\_\_\_

Supervisor's Email: \_\_\_\_\_

**RATE** educator from 1-10 (10 being highest) on the following four criteria and provide a paragraph to explain your rating. Be detailed and thorough, with examples whenever possible.

1. \_\_\_\_\_ Exceptional educational talent as evidenced by effective instructional practices and student learning results in the classroom and school.

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2. \_\_\_\_\_ Exemplary educational accomplishments beyond the classroom that provide models of excellence for the profession. Include committees, mentoring, awards, publications, presentations.

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3. \_\_\_\_\_ Strong long-range potential for professional and policy leadership, i.e., predict the educator's potential to remain in education for at least 15 more years and demonstrate leadership in the profession.

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4. \_\_\_\_\_ Engaging and inspiring presence that motivates and impacts students, colleagues and the community. Do students perform at higher levels due to the educator, pursue certain careers, credit their success to the educator, etc.?

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Cite evidence of student achievement gains as a result of the educator's practices:

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Cite awards the educator has received:

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Other comments:

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Education	Degrees	Graduation Years
Schools Attended		

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Indicate ethnicity of educator being recommended:

<input type="checkbox"/> White	<input type="checkbox"/> Black or African American
<input type="checkbox"/> Asian	<input type="checkbox"/> Native American Indian or Alaska Native
<input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> Native Hawaiian or Other Pacific Islander

Please list the names and phone numbers of three references other than you for the educator. We will call and interview them. They should know the educator currently and very well.

1. \_\_\_\_\_ (\_\_\_\_) \_\_\_\_\_ (\_\_\_\_)  
 Name Title Phone (W) Phone (H)  
 Email \_\_\_\_\_

2. \_\_\_\_\_ (\_\_\_\_) \_\_\_\_\_ (\_\_\_\_)  
 Name Title Phone (W) Phone (H)  
 Email \_\_\_\_\_

3. \_\_\_\_\_ (\_\_\_\_) \_\_\_\_\_ (\_\_\_\_)  
 Name Title Phone (W) Phone (H)  
 Email \_\_\_\_\_

\_\_\_\_\_  
 YOUR Name Title (\_\_\_\_) (\_\_\_\_)  
 Email Phone (W) Phone (H)

Return completed letter(s) and form(s) to:

Rosanne Malek  
Grimes State Office Building  
Des Moines, IA 50319-0146  
by DUE DATE: May 11, 2007

**Board of Educational Examiners**  
**Iowa Administrative Code**

282--IAC 25.3(3) *Standard III—misrepresentation, falsification of information.* Violation of this standard includes:

*e.* Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.

25.3(6) *Standard VI—unethical practice toward other members of the profession, parents, students, and the community.* Violation of this standard includes:

*d.* Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement.

*e.* Engaging in any act of illegal discrimination, or otherwise denying a student or practitioner participation in the benefits of any program on the grounds of race, color, religion, age, sex, disability, marital status, national origin, or membership in a definable minority.

25.3(8) *Standard VIII—incompetence.* Violation of this standard includes, but is not limited to:

*a.* Willfully or repeatedly departing from or failing to conform to the minimum standards of acceptable and prevailing educational practice in the state of Iowa.

*b.* Willfully or repeatedly failing to practice with reasonable skill and safety.