

Iowa Core and Heritage Comparison

<i>Student-Centered Classrooms</i>	<i>Teaching for Understanding</i>	<i>Assessment for Learning</i>	<i>Rigorous and Relevant Instruction</i>	<i>Teaching for Learning Differences</i>	<i>Margaret Heritage</i>
Make connections to construct new learning in order to make decisions and solve problems.	Instruction facilitates the construction of deep conceptual and procedural knowledge.	Educators utilize K-12 learning progressions along which students are expected to progress in a domain.	Higher order thinking (HOT) is performed by students during instruction.	Instruction is focused on the essential concepts and skills within the content (big ideas).	New learning is connected to something already learned (knowledge base, prior experience)
The educator facilitates opportunities for students to be metacognitive.	Instruction facilitates the development of representations and conceptual models.	Student learning goals are clear, focused on the intended learning and communicated so all students understand the criteria for success.	Deep understanding and mastery of critical disciplinary concepts and skills are demonstrated.	Instruction is designed and delivered to match students' needs based on assessment data of students' prior knowledge, readiness, individual interests, and learning preferences.	Students are clear about intended learning and performance criteria
Educators and students are partners in learning.	Instruction inducts students into the discipline.	Instructional modifications for students are planned from carefully elicited evidence of student learning.	Concepts and skills are applied to situations, issues, and problems in the world beyond school.	Teacher provides flexibility within consent, instruction and product to allow for variances in students' acquisition and demonstration of learning.	Learning tasks have high cognitive demand for diverse learners
Educators facilitate time for students to learn collaboratively.	Instruction facilitates the application of new learnings and understandings in new and novel situations (transfer).	Descriptive feedback identifies for students the specific knowledge and skills needed to reach learning goal(s).		Instruction includes opportunities for students to practice and review their learning and receive feedback.	Students engage in meaning-making through discourse and other strategies
Educators use meaningful and authentic assessment in a real world context.		Self and peer assessment is planned and structured by educator and students in order to develop life-long learning skills.		The teacher regularly monitors each student's progress related to the acquisition of the essential skills and concepts and adjusts instruction.	Students engage in metacognitive activity.

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		A collaborative classroom climate is conducive to assessment for learning.			Assessment is integrated into teaching and learning
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