Utah Effective
TEACHING
Standards

Revised August 2013

Version 2.0

> "A teacher's effectiveness has more impact on student learning than any other factor controlled by school systems including class size, school size, and the quality of after-school programs—or even which school a student is attending."
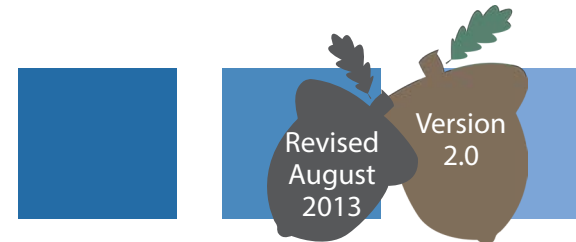>
> *Bill and Melinda Gates Foundation*

Utah Effective Teaching Standards

Utah State Board of Education
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The Utah Effective Teaching Standards and Continuum of Teaching Practice are a product of a cooperative effort among a number of stakeholder groups.

▮ Utah State Board of Education

▮ Utah Educator Effectiveness Advisory Committee

▮ Utah Effective Teaching Standards Work Group

▮ Representatives of university educator preparation programs

▮ Representatives of Utah school districts

Members of these groups generously contributed their time, knowledge, and expertise to the project.

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▮ The Southwest Comprehensive Center (SWCC) at WestEd

▮ The National Comprehensive Center for Teacher Quality

▮ The Council of Chief State School Officers (CCSSO)

▮ State Council on Educator Effectiveness (SCEE)

▮ The Interstate Teacher Assessment and Support Consortium (InTASC)

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INTRODUCTION: Utah Effective Teaching Standards

The Utah Effective Teaching Standards articulate what effective teaching and learning look like in the Utah public education system. The Standards are based upon the concepts adopted by the **Council of Chief State School Officers (CCSSO)** in the **Interstate Teacher Assessment and Support Consortium (InTASC)** standards, as well as the needs of Utah school teachers, administrators, and university representatives through their work as part of the Utah Effective Teaching Standards Work Group and Rubric-Writing Subgroups. The Standards align with the teaching skills needed to successfully teach the *Utah Core Standards.*

The Mission of the Utah State Board of Education is encompassed in its guiding document, *Promises to Keep*. The promises outlined in the document are made as part of the civic compact at work as the citizens of Utah give into the hands of educators the resources for the public education system. Utah's public education system keeps its constitutional promise by ensuring literacy and numeracy for all Utah children, providing high quality instruction for all Utah children, establishing curriculum with high standards and relevance to all Utah children, and requiring effective assessment to inform high quality instruction and accountability.

This figure illustrates the emphasis placed on high quality instruction by the Utah State Board of Education in its guiding document Promises to Keep.
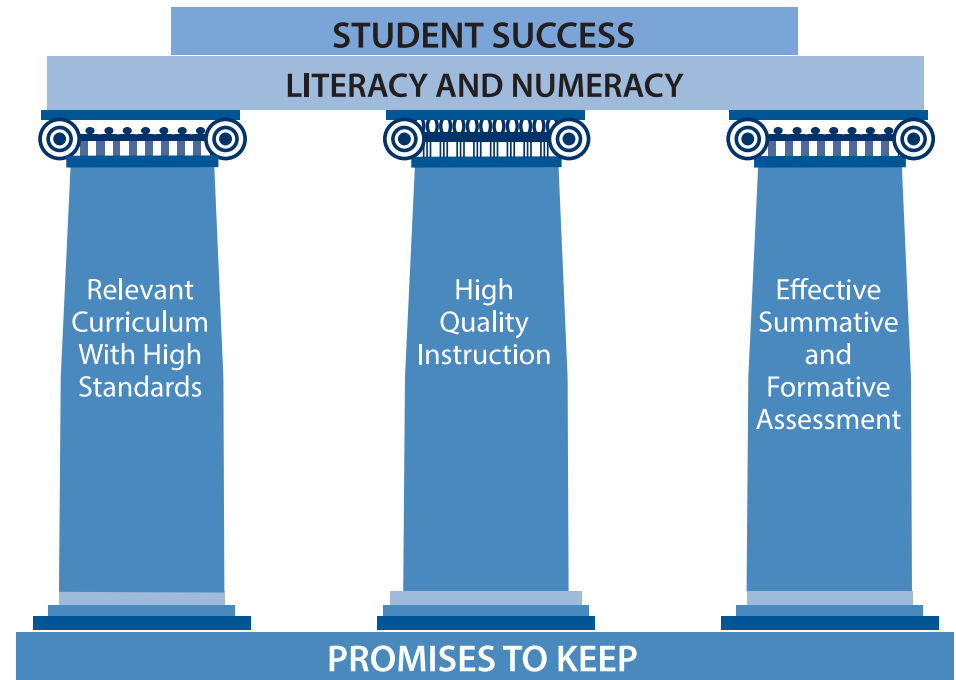
STUDENT SUCCESS

LITERACY AND NUMERACY

Relevant Curriculum With High Standards

High Quality Instruction

Effective Summative and Formative Assessment

PROMISES TO KEEP

The Utah Effective Teaching Standards are a description of highly effective teaching as adopted by the **Utah State Board of Education** in State Board Rule R277–530. They align with national teaching standards (INTASC, 2011). They reflect current research on effective instruction and represent the knowledge and skills necessary to teach the Utah Core Standards. The Standards provide a resource for educators throughout the state of Utah to analyze and prioritize expectations for high quality instruction. They may be used by individuals to self-assess their own performance and identify areas that need improvement and within learning communities to assess the

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quality of instruction and plan collaborative improvements. They may also be used to assist educational leaders and policymakers to guide the improvement of teaching and learning as the basis for a meaningful and relevant professional development system that meets the specific needs of students, teachers, administrators, and communities.

The Standards emphasize the need for every learner to be supported in taking ownership of his or her own learning. They emphasize the learning of content and the application of knowledge and skill to real-world problems and encourage educators to value the differences each learner brings to the learning experience. They leverage rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. An increasingly effective public education system requires this advanced and complex vision of teaching.

When teaching effectiveness is increased, students, parents, and community members reap benefits, but teaching standards provide benefits for educators as well. Clear, research-based teaching standards articulate a common vision/description of effective teaching and leadership and assist parents, administrators, and community members in gaining an understanding of the rigorous and complex skills and knowledge that effective teaching entails. An understanding of the Standards may provide meaningful feedback to teachers as they reflect upon their own knowledge, skills, and practice, and identify areas of success as well as goals for future development. Teaching standards may validate for teachers the best practices they are already using and may build educator morale by showing that teachers are skilled practitioners with rigorous professional standards, high levels of content knowledge, and effective pedagogical skills.

FEATURES OF THE UTAH EFFECTIVE TEACHING STANDARDS

STANDARDS:

- Are aligned with Promises to Keep.
- Are based on the teaching standards adopted by CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC).
- Align with similar documents being adopted in neighboring states.
- Describe effective teaching practice.
- Are based on national research.
- Are academically rigorous.
- Are aligned with the teaching strategies needed for successful implementation of the Utah Core Standards.
- Serve as a basis for an educator evaluation system (R277–531).

- Articulate a common vision/description of effective teaching and leadership.

- Validate for teachers and leaders the best practices they are already using.

- Serve as a tool for conversation between teachers, mentors, and leaders to accelerate growth in practice.

- Provide meaningful feedback to help teachers recognize areas for improvement.

- Assist teachers in reflecting on their practice and setting personal goals throughout their career.

- Build educator morale by showing that teachers and leaders are skilled practitioners with rigorous professional standards.

- Serve as a tool for self-evaluation of practice and reflection upon current practice.

- Serve as a discussion and goal-setting tool for learning communities.

- Guide the development of rigorous, relevant professional development leading to increased teaching and leadership effectiveness.

- Guide districts in the development of supportive activities related to formative and summative evaluation.

Annette Evans
Nebo District

A SYSTEM FOR EDUCATOR EFFECTIVENESS

To ensure that high quality instruction is available to every Utah student, the *Utah Effectiveness Project for High Quality Education* was instituted in 2010 by the Utah State Board of Education (R277–530) to guide the development of quality teaching and quality leadership efforts statewide. The project began with the development of the *Utah Effective Teaching Standards* and the *Utah Educational Leadership Standards.* These two sets of standards provide a basis for a coherent system for all state and local educators as they develop a vision of an effective statewide system. The system is aligned with the goals of educator preparation programs and is designed to support a consistent and mutually reinforcing continuum of preparation, licensure, recruitment, induction, evaluation, and professional development of teachers and educational leaders.
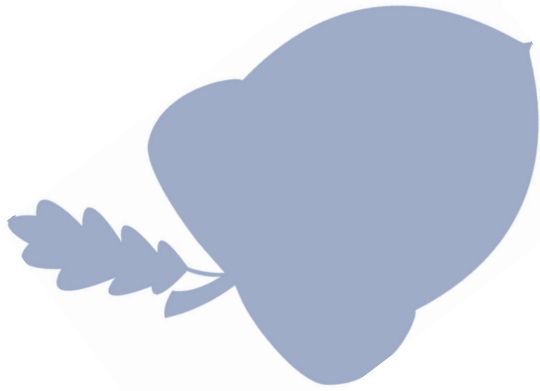
Educator Effectiveness Project
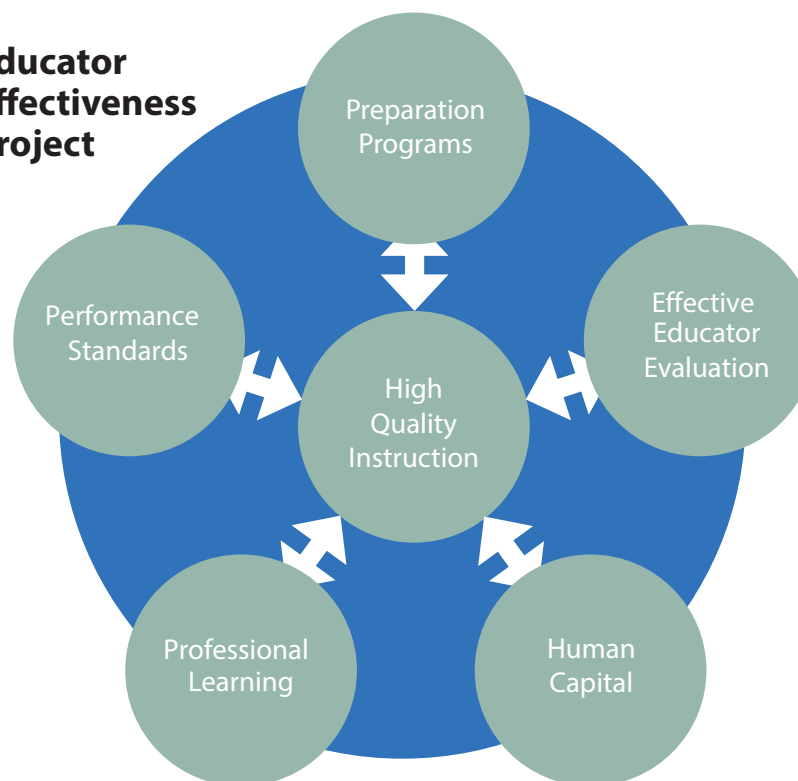
This figure represents the coherent system for educator effectiveness and includes the related components necessary for assuring high quality instruction in Utah.

1 Utah Effective Teaching Standards and Indicators

THE LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

THE TEACHER:

a. Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.

b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

THE TEACHER:

a. Understands individual learner differences and holds high expectations of students.

b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.

c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.

d. Creates a learning culture that encourages individual learners to persevere and advance.

e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

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THE LEARNER AND LEARNING

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

THE TEACHER:

a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.

d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.

e. Extends the learning environment using technology, media, and local and global resources.

f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

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INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

THE TEACHER:

a. Knows the content of the discipline and conveys accurate information and concepts.

b. Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.

c. Engages students in applying methods of inquiry and standards of evidence of the discipline.

d. Uses multiple representations of concepts that capture key ideas.

e. Supports students in learning and using academic language accurately and meaningfully.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

THE TEACHER:

a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.

b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.

c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.

d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.

f. Understands and practices appropriate and ethical assessment principles and procedures.

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INSTRUCTIONAL PRACTICE

Standard 6:
Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

THE TEACHER:

a. Plans instruction based on the Utah Core Standards.

b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.

c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

Standard 7:
Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

THE TEACHER:

a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.

c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.

d. Uses a variety of instructional strategies to support and expand each learners' communication skills.

e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

h. Uses a variety of questioning strategies to promote engagement and learning.
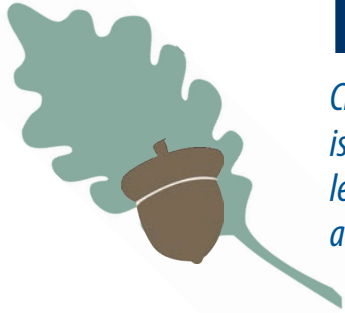
PROFESSIONAL RESPONSIBILITY

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

THE TEACHER:

a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.

b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.

c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.

d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

THE TEACHER:

a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.

b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback.

c. Advocates for the learners, the school, the community, and the profession.

d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

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PROFESSIONAL RESPONSIBILITY

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.

THE TEACHER:

a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.

b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.

c. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.

d. Maintains accurate instructional and non-instructional records.

e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.

f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.

g. Maintains professional demeanor and appearance as defined by the local education agency (LEA).

2 Utah Effective Teaching Standards and Continuum of Practice

The Utah Effective Teaching Standards are a description of highly effective teaching as adopted by the Utah State Board of Education (R277–530). They also represent the knowledge and skills necessary to teach the Utah Core Standards. They align with national teaching standards (INTASC, 2011) and current research on effective teaching practice. The categories indicated on the rubrics describe phases of the development of teaching skills from the most basic to the highest levels of attainment and form a continuum of teaching practice. The indicators vary in their levels of complexity; therefore, some may be met at the Effective level and some at the Highly Effective level. It is expected that the level of an individual teacher's practice will increase across the continuum through experience and study. In some situations, the level of practice may decrease when, for example, a teacher takes on a new teaching assignment or attempts a new skill.

The continuum is intended for use as a formative tool as part of systematic self-reflection and self-assessment of teaching practice. It may be used for the formative purposes of mentoring, coaching, intervention, professional development, and remediation. The **Utah Educator Evaluation Framework** (R277-531) is aligned with this document and is accompanied by evaluation tools which are intended for use in summative educator evaluation programs.

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

The teacher:

	Emerging/Minimal	Effective	Highly Effective
a. *Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.*	**Creates** whole-class learning experiences.	**Creates** developmentally appropriate and challenging learning experiences based on student needs.	**Uses** data from multiple measures to create appropriate and challenging learning experiences based on identified individual learning needs.

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	Emerging/Minimal	Effective	Highly Effective
b. **Collaborates with families, colleagues, and other professionals to promote student growth and development.**	**Interacts** with families and colleagues related to student growth and development.	**Collaborates** with families and colleagues to support learner growth and development.	**Takes** initiative to engage families and colleagues in supporting each student's individual growth and development.

Standard 2: Learning Differences

The teacher understands individual learner difference and cultural and linguistic diversity.

The teacher:	Emerging/Minimal	Effective	Highly Effective
a. **Understands individual learner differences and holds high expectations of students.**	**Understands** that students differ and holds generally high expectations for students.	**Ensures** inclusive learning environments that allow each student to reach learning goals.	**Develops** and maintains a positive and nurturing learning environment that values the contributions of students with all backgrounds and abilities.
b. **Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.**	**Identifies** diverse learning strengths and needs. **Uses** teaching materials that represent diverse cultures and learner differences.	**Designs,** adapts, and delivers instruction to honor individual differences and learning strengths and needs. **Evaluates** and selects materials and lessons that counteract stereotypes and uses culturally responsive instruction.	**Uses** learner differences as an asset in designing effective instruction for all students. **Scaffolds** support for diverse learners in the classroom and matches resources and strategies to individual student needs.

	Emerging/Minimal	Effective	Highly Effective
c. *Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.*	**Provides** few methods for students to demonstrate learning.	**Allows** multiple ways for students to demonstrate learning sensitive to student experiences and diversity.	**Encourages** students to demonstrate learning based on understanding of individual learning characteristics.
d. *Creates a learning culture that encourages individual learners to persevere and advance.*	**Recognizes** that individual experiences and cultures shape student learning.	**Applies** understanding of student diversity to encourage each learner to reach full potential.	**Bridges** school and community cultures by connecting multiple perspectives and encouraging students to learn from each other.
e. *Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.*	**Uses** available program materials for English language instruction.	**Incorporates** tools of language development into planning and instruction, including strategies for development of English proficiency. **Uses** strategies, visuals, and modeling to augment auditory directions and adapts instruction accordingly.	**Incorporates** knowledge of English language development and English learners' strengths and assessed needs into English language and content instruction. **Engages** English learners in assessment of their progress in English language development and in meeting content standards.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.

The teacher:

	Emerging/Minimal	Effective	Highly Effective
a. **Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.**	**Implements** a daily schedule.	**Establishes** and maintains routines, expectations, and procedures that support student learning.	**Collaborates** with students in establishing and reflecting on classroom procedures to improve the learning environment.
b. **Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.**	**Promotes** a positive and respectful learning climate. **Provides** opportunities for students to work in teams.	**Collaborates** with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. **Organizes** student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	**Models** positive learning interactions and guides students to consistently refine interactions through self reflection. **Supports** students to create and manage learning teams to meet learning goals.

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	Emerging/Minimal	Effective	Highly Effective
c. *Uses a variety of classroom management strategies to effectively maintain a positive learning environment.*	**Uses** a variety of classroom management strategies.	**Uses** research-based strategies to reinforce positive learning interactions. **Consistently** responds to classroom disruptions in an appropriate and timely manner to maintain a positive learning environment.	**Collects** and analyzes classroom-based data and makes modifications to facilitate a positive learning environment. **Encourages** learners' involvement in maintaining and monitoring their own contribution to a positive learning environment.
d. *Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.*	**Organizes** the physical environment and schedule.	**Maintains** a functional and organized physical environment conducive to thought and interaction. **Manages** schedules, pacing, and transitions to maximize learning time. **Proactively** gains and maintains student attention through active participation.	**Coordinates** time, materials, and space to design various learning patterns and multiple learning activities. **Fosters** each student's ability to manage his or her own learning time. **Selects** engagement strategies that align with individual student learning patterns and goals.
e. *Extends the learning environment using technology, media, and local and global resources.*	**Knows** and applies basic technology skills.	**Incorporates** a variety of technology tools and media in the learning environment.	**Actively** and consistently incorporates technology and media.

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	Emerging/Minimal	Effective	Highly Effective
The teacher:			
f. *Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.*	**Links** skills learned in school to real-world contexts.	**Provides** a classroom, supports the acquisition of learning skills, and incorporates authentic real-world experiences.	**Models** and expects students to transfer learning skills and content knowledge to real-world and work-place contexts.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

	Emerging/Minimal	Effective	Highly Effective
a. *Knows the content of the discipline and conveys accurate information and concepts.*	**Knows** the content of assigned teaching area.	**Knows** the content of the discipline(s) taught and conveys accurate information.	**Pursues** opportunities to learn new developments in the discipline and continually deepens content knowledge.
b. *Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.*	**References** the Utah Core Standards in the preparation of lesson plans.	**Bases** instruction on approved content standards and current research to create rigorous and relevant learning activities.	**Continually** updates knowledge in the discipline(s) taught and connects concepts across disciplines to support student understanding.

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	Emerging/Minimal	Effective	Highly Effective
c. Engages students in applying methods of inquiry and standards of evidence of the discipline.	**Understands** methods and standards used in a specific academic discipline.	**Teaches** methods of inquiry, problem-solving, and critical thinking consistent with the standards of the academic discipline.	**Develops** opportunities for self-directed student inquiry and problem-solving across multiple disciplines.
d. Uses multiple representations of concepts that capture key ideas.	**Teaches** key concepts of the discipline.	**Uses** multiple representations and explanations to convey concepts of the discipline.	**Regularly** adapts various methods and materials to convey key ideas of the discipline.
e. Supports students in learning and using academic language accurately and meaningfully.	**Uses** the vocabulary of the discipline.	**Incorporates** academic vocabulary to enhance learning.	**Expects** students to use academic language accurately and meaningfully.

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Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

The teacher:	Emerging/Minimal	Effective	Highly Effective
a. *Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.*	**Selects** assessments to match learning objectives.	**Designs** or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.	**Selects** and integrates varied assessment types and involves learners in demonstrating knowledge and skills.
b. *Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.*	**Encourages** students to do quality work. **Provides** feedback on student work.	**Engages** students in understanding and identifying the elements of quality work. **Provides** students with feedback to guide their progress in producing quality work.	**Engages** students in regularly producing quality work and supports students in self assessment and goal setting. **Provides** students with timely and descriptive feedback to guide their progress in producing quality work.

	Emerging/Minimal	Effective	Highly Effective
c. *Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.*	**Modifies** formative assessments.	**Adjusts** assessment methods to meet various student learning needs.	**Modifies** assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
d. *Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.*	**Evaluates** student learning as part of instruction.	**Uses** multiple sources of data to gauge the effectiveness of instruction to make adjustments in planning and instruction.	**Uses** formative and summative inputs to reflect on and make ongoing modifications in instruction that result in increased learner achievement.
e. *Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.*	**Shares** assessment feedback with students and parents/guardians at required reporting periods.	**Documents** student progress and provides feedback to students, parents/guardians, and other stakeholders in a variety of ways.	**Selects** or designs a variety of effective formats to document and provide feedback on student progress.
f. *Understands and practices appropriate and ethical assessment principles and procedures.*	**Knows** appropriate assessment principles and procedures.	**Understands** and practices appropriate and ethical assessment principles and procedures.	**Supports** students in their understanding of ethical assessment principles and procedures and provides an ethical learning environment to support them.

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Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

The teacher:	Emerging/Minimal	Effective	Highly Effective
a. **Plans instruction based on the Utah Core Standards.**	**Uses** the Utah Core Standards to inform learning activities.	**Systematically** plans instruction based on approved standards.	**Develops** short- and long-term instructional plans, including a content-based scope and sequence based on approved standards.
b. **Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.**	**Selects** learning activities based on content standards.	**Adapts** learning experiences based on content standards and learner needs.	**Creates** learning experiences that are appropriate for reaching content standards, are relevant to learners, and based on principles of effective instruction.

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	Emerging/Minimal	Effective	Highly Effective
c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.	**Uses** various methods and materials.	**Differentiates** instruction by choosing appropriate strategies to meet individual student needs.	**Differentiates** instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.
d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	**Provides** opportunities for creative work.	**Provides** opportunities for students to use complex thinking skills in organizing and generating original work.	**Creates** opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	**Provides** opportunities for students to use knowledge in various ways.	**Introduces** cross-disciplinary concepts to support the understanding of content.	**Integrates** into instructional plans cross-disciplinary skills that purposefully engage learners in their applications of content knowledge.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

The teacher:	Emerging/Minimal	Effective	Highly Effective
a. **Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.**	**Uses** a variety of instructional strategies.	**Appropriately** uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.	**Adapts** a variety of pedagogical strategies to meet the assessed needs of individual students.
b. **Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners.**	**Uses** various instructional formats.	**Adapts** instruction and varies his or her role appropriate to particular content and concepts.	**Continuously** checks for each student's understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs.
c. **Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.**	**Adjusts** instruction based on student responses.	**Analyzes** student learning and responds to errors and misconceptions.	**Analyzes** student errors and misconceptions in order to redirect, focus, and deepen learning.

	Emerging/Minimal	Effective	Highly Effective
d. *Uses a variety of instructional strategies to support and expand each learner's communication skills.*	**Provides** opportunities for students to articulate thoughts and ideas.	**Uses** a variety of strategies to support and expand each learner's communication skills.	**Encourages** and supports students in learning and using multiple forms of communication to convey ideas.
e. *Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.*	**Provides** opportunities for students to identify and use complex thinking skills.	**Provides** multiple opportunities for students to remember, understand, analyze, evaluate, and create. **Uses** questions to engage students in meta-cognitive thinking.	**Guides** students to think creatively and critically, and to apply thinking skills to support answers and solutions, test ideas, draw conclusions, make complex choices, and solve problems. **Consistently** embeds opportunities for students to reflect on their learning.
f. *Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.*	**Uses** various sources to inform instruction.	**Systematically** includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.	**Provides** opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems.

	Emerging/Minimal	Effective	Highly Effective
The teacher:			
g. *Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.*	**Uses** technology to support instruction.	**Assesses** and uses various technologies to support content and skill development.	**Uses** technology to foster student engagement in higher-level content and skill development.
h. *Uses a variety of questioning strategies to promote engagement and learning.*	**Asks** questions to assess student learning.	**Uses** a variety of questioning strategies to promote engagement and learning.	**Purposely** selects questioning strategies aligned with learning goals.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

	Emerging/Minimal	Effective	Highly Effective
The teacher:			
a. *Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.*	**Adjusts** instruction based on student outcomes.	**Assesses** student progress and adapts strategies based on past student performance. **Collaborates** with colleagues to evaluate learning outcomes and identify and meet learning needs.	**Uses** multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on and adapt planning and instruction. **Understands** the roles of and collaborates with a full range of colleagues and support specialists to help meet the unique needs of all students.

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	Emerging/Minimal	Effective	Highly Effective
b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.	**Participates** in new learning experiences.	**Applies** professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.	**Actively** seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.
c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.	**Acknowledges** that everyone has biases based on his or her knowledge and experience.	**Identifies** own background and experiences that have an impact on teaching and learning relationships.	**Identifies** and accesses resources that support the development of a broader understanding of differences.
d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	**Participates** in professional development opportunities and considers new ideas to improve teaching.	**Actively** investigates and considers new ideas drawing upon current research and policy as sources of reflection.	**Seeks** new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.

The teacher:	Emerging/Minimal	Effective	Highly Effective
e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	**Participates** in learning experiences as they arise.	**Consults** with supervisor to develop a standards-based professional learning plan.	**Develops** a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

The teacher:	Emerging/Minimal	Effective	Highly Effective
a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.	**Knows** school-wide policies and practices and displays awareness of the school improvement plan.	**Establishes** positive working relationships and participates in the school's decision-making processes as required. **Participates** in developing and/or implementing the school improvement plan.	**Takes** initiative to participate in developing and implementing policies and practices that improve instruction. **Collaborates** with colleagues on school improvement issues.

	Emerging/Minimal	Effective	Highly Effective
b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback.	**Participates** in the professional learning community as required.	**Actively** participates with colleagues to support the goals of the learning community.	**Assumes** a leadership role within his or her area of assignment that includes a shared responsibility for student work, examinations of problems of practice, and the identification of improvement strategies.
c. Advocates for the learners, the school, the community, and the profession.	**Contributes** to student success.	**Advocates** for all students to be prepared for high school graduation and future school and/or work success. **Seeks** opportunities to make a positive impact on teaching quality, school improvement, and student achievement.	**Actively** communicates the vision of college and career readiness to students. **Actively** participates, promotes, and provides support for initiatives in the school and community to have an impact on student success.
d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	**Develops** positive relationships with colleagues.	**Works** with colleagues to plan and jointly facilitate learning to meet diverse needs.	**Implements,** reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.
e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.	**Recognizes** colleagues as resources to enhance knowledge and skill.	**Engages** in professional learning with colleagues to enhance professional practice.	**Participates** in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.

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Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.

	Emerging/Minimal	Effective	Highly Effective
The teacher:			
a. **Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.**	**Advocates** for and models compliance with law and rules governing ethical conduct of educators.	**Knows** which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.	**Adheres** to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.
b. **Is responsible for compliance with all requirements of State Board of Education Rule R277–530 at all levels of teacher development.**	**Avoids** actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.		
	Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way.		
	Maintains accurate instructional and non-instructional records.		
	Maintains integrity and confidentiality in matters concerning student records and collegial consultation.		
	Develops appropriate student-teacher relationships as defined in rule, law, and policy.		
	Maintains professional demeanor and appearance as defined by the local education agency (LEA).		

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3 Key Cross-Cutting Concepts
in the Utah Effective Teaching Standards

CONCEPT ⬇		STANDARD & INDICATOR ⬇
Application of knowledge	6e.	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.
Basic teacher responsibilities	4a.	Knows the content of the discipline and conveys accurate information and concepts.
	4b.	Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.
	4e.	Supports students in learning and using academic language accurately and meaningfully.
	5d.	Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
	5e.	Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
	6a.	Plans instruction based on the approved state curriculum.
	10.	Demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.
Collaboration	1b.	Collaborates with families, colleagues, and other professionals to promote student growth and development.
	3b.	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
	9b.	Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback.
	9e.	Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.
Communication	3f.	Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

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CONCEPT ⬇	⬇ STANDARD & INDICATOR
Communication (Continued)	**7f.** Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
	7h. Uses a variety of questioning strategies to promote engagement and learning.
Creativity/innovation	**6d.** Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
	8d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
English Language Learners	**2e.** Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.
Individual learning differences	**1a.** Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.
	2a. Understands individual learner differences and holds high expectations of students.
	2b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
	2c. Allows students different ways to demonstrate learning, sensitive to multiple experiences and diversity.
	5a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
	5c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
	6c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
	7a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
	7b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
	8c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.

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CONCEPT ⬇	⬇ STANDARD & INDICATOR
Leadership	**3c.** Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
	3d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
	9a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
	9c. Advocates for the learners, the school, the community, and the profession.
Multiple perspectives	**2d.** Creates a learning culture that encourages individual learners to persevere and advance.
	4d. Uses multiple representations of concepts that capture key ideas.
	7d. Uses a variety of instructional strategies to support and expand each learners' communication skills.
Professional learning	**8e.** Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.
Student-directed learning	**3a.** Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
Student engagement/ motivation	**4c.** Engages students in applying methods of inquiry and standards of evidence of the discipline.
	5b. Engages students in understanding the identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
	6b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
Technology	**3e.** Extends the learning environment using technology, media, and local and global resources.
	8b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem-solving.
Use of data to support learning	**8a.** Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.

Key Themes and Essential Knowledge

Personalized Learning for Diverse Learners

The explosion of learner diversity means teachers need knowledge and skills to customize learning for learners with a range of individual differences. These differences include students who have learning disabilities and students who perform above the expected level and deserve opportunities to accelerate. Differences also include cultural and linguistic diversity and the specific needs of students for whom English is a new language.

The Utah Effective Teaching Standards describe the skills that teachers must have to support all students in learning at high levels, and they are necessarily complex. In order to fully understand the standards, indicators, and rubrics, educators must have up-to-date background knowledge to support further learning and skill development. Below are the key themes that run through the Utah Effective Teaching Standards, accompanied by an outline of the essential knowledge needed to implement them.

The teacher :

- Understands **how learning occurs**—how learners construct knowledge, acquire skill, and develop disciplined thinking processes— and knows how to use **instructional strategies** that promote student learning.

- Understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning, and knows how to make **instructional decisions** that build on **learners' strengths and needs.**

- Identifies **readiness for learning**, and understands how development in any one area may affect performance in others.

- Understands the role of language and culture in learning and knows how to **modify instruction** to make language comprehensive and instruction relevant, accessible, and challenging.

- Understands and identifies differences in approaches to learning and performance and knows how to design **instruction that uses each learner's strengths** to promote growth.

- Knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to **support language acquisition.**

- Understands that **learners bring assets** for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

- Knows how to access information about the **values of diverse cultures and communities** and how to incorporate learners' experiences, cultures, and community resources into instruction.

- Knows how to **use technologies** and how to guide learners to apply them in appropriate, safe, and effective ways.

- Knows how to help learners **work productively and cooperatively** with each other to achieve learning goals.

- Understands how learner **diversity can affect communication** and knows how to communicate.

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A Stronger Focus on Learner Engagement and Application of Knowledge and Skills

Effective teachers build literacy and thinking skills across the curriculum, as well as address multiple perspectives in exploring ideas and solving problems. They apply knowledge to understanding concepts, engage learners in self-directed learning, and support learners in creating original work. They also address interdisciplinary themes and design learning experiences that draw upon multiple disciplines.

The teacher :

- Has a deep knowledge of **student content standards** and learning progressions in the discipline taught.

- Understands how integrating **cross-disciplinary skills** in instruction engages learners purposefully in applying content knowledge.

- Knows a range of **evidence-based instructional strategies**, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

- Knows how to integrate **culturally relevant content** to build on learners' background knowledge.

- Understands how current **interdisciplinary themes** connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

- Understands **creative thinking processes** and how to engage learners in producing original work.

- Understands the relationship between **motivation and engagement** and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

- Knows how to use a **wide variety of resources**, including human and technological, to engage students in learning.

- Knows when and how to use appropriate strategies to **differentiate instruction and engage all learners** in complex thinking and meaningful tasks.

- Understands **common misconceptions** in learning the discipline and how to guide learners to accurate conceptual understanding.

Improved Assessment Literacy

In order to meet the goal of improved instruction, teachers must have the knowledge and skills to use data to support learner success. Teachers need skills to develop a range of assessments, balance the use of formative and summative assessments as appropriate, use data to understand learner progress, adjust instruction as needed, provide feedback to learners, and document learner progress.

The teacher :

- Understands and knows how to use a **variety of self-assessment and problem-solving strategies** to analyze and reflect on ⬇

- Understands the **range of types and multiple purposes** of assessment and how to design, adapt, or select appropriate ⬇ assessment and knows how and when to use each.

- Knows when and how to engage learners in **analyzing their own assessment results** and in helping to set goals for their ⬇ and to provide meaningful feedback to all learners.

his or her practice and to plan for adaptations and adjustments.

▮ Knows how to use **learner data** to analyze practice and differentiate instruction accordingly.

▮ Understands the differences between **formative and summative applications** of assessments to address specific learning goals and individual differences, and to minimize sources of bias.

▮ Knows how to **analyze assessment data** to understand patterns and gaps in learning, to guide planning and instruction,

own learning.

▮ Understands the positive impact of **effective descriptive feedback** for learners and knows a variety of strategies for communicating this feedback.

▮ Knows when and how to evaluate and report **learner progress** against standards.

A Collaborative Professional Culture

Just as collaboration among learners improves learning, research shows that collaboration among teachers improves practice. When teachers collectively engage in participatory decision-making, designing lessons, using data, and examining student work, they are able to deliver rigorous and relevant learning for all students and personalized learning for individual students. Collaboration includes sharing responsibilities with colleagues, engaging in efforts to build a shared vision, establishing mutual expectations and ongoing communication with families, and involving the community in meeting common goals.

The teacher :

▮ Knows how to **work with other adults** and has developed skills in collaborative interaction.

▮ Knows how to contribute to a **common culture** that supports high expectations for student learning.

▮ Knows how to **collaborate with learners** to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

▮ Understands how personal identity, worldview, and prior experience affect **perceptions and expectations**, and recognizes how they may bias behaviors and interactions with others.

▮ Understands how **multiple forms of communication** convey ideas, foster self expression, and build relationships.

▮ Understands schools as organizations within a historical, cultural, political, and social context and knows how to **work with others across the system** to support learners.

▮ Knows how to help learners work productively and cooperatively with each other to **achieve learning goals**.

▮ Knows when and how to **access resources and services** and collaborate with other professionals to support student learning.

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Leadership Roles for Teachers

The Utah Effective Teaching Standards set the expectation that teachers will take responsibility for the learning of all students, that they will see themselves as leaders from the beginning of their career and advocate for each student's needs, and that they will participate actively as members of a supportive learning community.

The teacher :

- Understands **laws related to learners' rights** and teacher responsibilities.
- Understands and models **high standards of ethical conduct** in relationships with colleagues, students, parents, and community members.
- Understands the demands of **accessing and managing information** as well as taking responsibility for the quality of information and the ethics related to its use.
- Understands his or her role as a **member of a learning community** and shares responsibility for the development of a supportive learning culture.
- Knows how to build and implement a **plan for professional growth** directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observation, data on learner performance, and school- and system-wide priorities.
- Understands appropriate and ethical assessment **principles and procedures.**

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Essential Teaching Dispositions

Essential Dispositions *are professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. Dispositions may be assessed based upon observable behaviors in educational settings. These professional dispositions are critical to successfully implementing the Utah Effective Teaching Standards and successfully teaching the Utah Core Standards.*

THE LEARNER AND LEARNING

▼ Utah Effective Teaching Standards	▼ Essential Dispositions
Standard 1: *Learner Development* The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.	**The teacher:** **1** Respects learners' differing strengths and needs and is committed to using this information to further each learner's development. **2** Is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. **3** Values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
Standard 2: *Learning Differences* The teacher understands individual learner differences and cultural and linguistic diversity.	**The teacher:** **1** Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. **2** Respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. **3** Values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
Standard 3: *Learning Environments* The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interactions, active engagement in learning, and self-motivation.	**The teacher:** **1** Is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. **2** Values the role of learners in promoting each other's learning and

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recognizes the importance of peer relationships in establishing a climate of learning.

3 Is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4 Seeks to foster respectful communication among all members of the learning community.

5 Is a thoughtful and responsive listener and observer.

6 Values flexible learning environments that encourage learner exploration, discovery, and expression.

INSTRUCTIONAL PRACTICE

Standard 4: *Content Knowledge*

The teacher understands the central concepts, tools of inquiry, and structure of the discipline.

The teacher:

1 Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.

2 Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

3 Is committed to work toward each learner's mastery of disciplinary content and skills.

4 Recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias.

5 Values knowledge outside his or her own content area and how such knowledge enhances student learning.

6 Is constantly exploring how to apply disciplinary knowledge to address local and global issues.

Standard 5: *Assessment*

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

The teacher:

1 Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

2 Takes responsibility for aligning instruction and assessment with learning goals.

3 Is committed to providing timely and effective descriptive feedback to learners on their progress.

4 Is committed to using multiple types of assessment processes to support, verify, and document learning.

5 Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6: **Instructional Planning**

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

The teacher:

1 Respects each learner's diverse strengths and needs and is committed to using this information to plan effective instruction.

2 Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

3 Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

4 Is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

5 Takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

Standard 7: **Instructional Strategies**

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

The teacher:

1 Values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

2 Is committed to exploring how the use of new and emerging technologies can support and promote student learning.

3 Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

PROFESSIONAL RESPONSIBILITY

Standard 8: **Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

The teacher:

1 Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2 Is committed to deepening understanding of his or her own frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

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3. Sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

4. Embraces the challenge of continuous improvement and change.

Standard 9: *Leadership and Collaboration*

Is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

The teacher:

1. Actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success.

2. Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

3. Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

4. Takes responsibility for contributing to and advancing the profession.

Standard 10: *Professional and Ethical Behavior*

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.

The teacher:

1. Understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.

4 Glossary of Terms

academic language

Academic language, tied to specific subject area disciplines, captures—through vocabulary, grammar, and organizational strategies—the complex ideas, higher-order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area, and differs in structure and vocabulary from everyday spoken English.

advocates

When a teacher advocates within the educational setting, he or she speaks or writes in defense or support of a student, the school, or education in general in order to build support, bring positive attention, or raise awareness.

analysis, synthesis, decision-making

Analysis, synthesis, and decision making are higher-order thinking skills that give students the ability to think clearly in diverse situations. Mastery of thinking skills allows students to tackle higher-order learning tasks and to achieve critical understandings as they tackle life's challenges.

apply content knowledge

The application of content knowledge requires that content knowledge be connected to the student's existing knowledge, personal experience, cultural background, and learning profile.

assessment

Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes aligned with instructional and curricular goals and objectives. Formative assessment finding should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

classroom environment

The classroom environment is influenced by the guidelines established for its operation, its users, and its physical elements. Teachers greatly influence the operation of their classrooms. Effective teachers expertly manage and organize their classroom and expect their students to contribute in a positive and productive manner. Classroom environment can have as much impact of student learning as student aptitude.

collaboration

Collaboration is a style of interaction between individuals engaged in shared decision making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute, and they share decision-making authority and accountability for outcomes.

collaborative learning

Collaborative learning is a style of interaction between learners and between learners and teachers engaged in shared decision making as they work toward a common goal.

content knowledge

Content knowledge includes not only a particular set of information, but also the framework for organizing information and processes for working with it.

cross-disciplinary skills

Cross-disciplinary skills (1) allow learners to probe content deeply, (2) connect academic disciplines to one another, (3) can be applied to and may be used differently within various fields, and (4) should be taught explicitly in the context of a given content area. These skills include critical thinking, problem solving, collaboration, effective oral and written communication, assessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism.

cultural norms

Cultural norms are the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation. Norms vary widely across cultural groups and greatly affect the response students and parents have to a particular school culture. Professional educators become aware of and respond to the cultural norms of their students in order to provide effective instruction and appropriate interactions.

cultural relevance

Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

data

Learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to (1) learner demographics and background information, (2) documented information about learning needs and prior performance, (3) learner class work, homework, and other formal and informal works produced by the learner, (4) progress charts, records and anecdotal teacher notes from formative assessments and/or classroom observations, (5) end-of-unit teacher-developed tests or summative performances and course grades, and (6) external test scores.

descriptive feedback

Descriptive feedback means effectively communicating to students where they are doing well and where they need improvement. Effective educators use a variety of communication techniques to foster inquiry, collaboration, and provide accurate feedback in and beyond the classroom.

developmentally appropriate

Developmentally appropriate teaching practice includes responding to a child's social/emotional, physical, and cognitive development by basing teaching practices and decisions on theories of child development, individually identified strengths and needs of each child uncovered through authentic assessment, and the child's cultural background as defined by his community, family history, and family structure.

differentiation

Differentiation occurs when the teacher responds to individual students' readiness, interest, and mode of learning often enough and in enough ways to support each student's engagement with and understanding of essential content goals. Teachers can modify content, process, and product in response to students' needs. Purposeful modifications of these elements, informed by ongoing assessment information, enhance the likelihood of each student's academic success.

diverse learners

Diverse learners are learners in a group or organization who represent a wide variety of ethnicity, culture, ability, language, socio-economic background, or gender. Diversity includes individual differences such as personality, interests, learning modalities, and life experience.

engage students

Time on task is directly correlated with student achievement. On-task students are involved in their learning; thus, effective teachers seek ways to enhance student involvement in learning. Effective teachers involve all students in learning; encourage students to apply, interpret, and integrate new information into what they already know; relate content to what students are interested in; and support students to see the value in learning.

English language learner (ELL)

English language learners are students who are not native speakers of English. Also referred to as ELs (English learners), ESL (English as a second language) students, and LEP (limited English proficient) students.

English language proficiency (ELP)

English language proficiency is a measure of the English skills of students who are not native speakers of English.

formative assessment

Assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promotes learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

higher-order thinking skills

Higher-order thinking skills are the skills learners need to perform challenging learning tasks as well as for thinking clearly in diverse situations. Higher-order thinking skills include application, analysis, synthesis and evaluation, as defined in Bloom's Taxonomy. Marzano and Kendal identify analysis (matching, classifying, analyzing errors, generalizing, and specifying) and knowledge utilization (decision making, problem solving, experimenting, and

investigating) as higher-order thinking skills. Learners should be explicitly taught higher-order thinking skills, and be given opportunities to apply them in learning tasks as well as real-life situations beyond school.

inclusive learning environment

Inclusive learning environments are learning environments in which all learners can thrive regardless of gender, ethnicity, class, age, sexuality, cognitive and/or physical abilities. An inclusive learning environment gives all students the supports, resources, and services they need to participate actively and meaningfully in the learning process.

instructional decision making

Instructional decision making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes—assessing, analyzing, planning, implementing, and reflecting. Data-informed instructional decision making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and school-wide instructional solutions. This same cyclical process can be applied to larger education decisions affecting school climate and school improvement efforts, with expanded sets of data that may include, for example, teacher evaluation and professional development, parental involvement, and resource allocation.

instructional strategies

Instructional strategies are teaching activities grounded in theory and designed to have specific effects and an extensive line of inquiry and research. They involve a sequence of steps or a number of related elements. They have an intended effect on student learning.

learning community

A learning community is a group of educators and/or students who share common educational goals and who are actively engaged in learning together and from each other. Such communities are effective in K-12 classrooms, collegial educator groups, and cohort-based university educator preparation programs.

license upgrades

Professional educators are responsible for knowing and complying with laws, rules, and procedures that apply to Utah Educator Licensure, including the requirement for Level 1 licensed educators to meet the requirements for upgrade to a Level 2 license after three years of service. Details of upgrade procedures may be found at *http://www.schools.utah.gov/ cert/New-Teacher-Entry-Years-Enhancement. aspx.*

meta-cognitive process

"Meta-cognitive" refers to the process by which learners think about their thinking, actively monitor their comprehension, employ and evaluate strategies, and reflect on their learning and set goals. Metacognition has been characterized as a habit of mind involving an internal dialog or "self-talk."

methods of inquiry

Methods of inquiry are the learning processes appropriate to particular content. In the inquiry process, students are active participants in the learning process that helps to facilitate their own construction of new knowledge. Once the students' interests are engaged, the process of inquiry provides opportunities for students to exercise advanced thinking and problem-solving skills.

misconceptions

Misconceptions are preconceived notions, non-scientific beliefs, naive theories, mixed conceptions, or conceptual misunderstandings that students may have developed in relation to specific content concepts. What is especially concerning about misconceptions is that students continue to build knowledge on current understandings, and possessing misconceptions can have a negative impact on learning. Effective teachers know the misconceptions common to their disciplines, identify them by evaluating student responses, and re-teach to facilitate a more accurate understanding of content.

pedagogy

Pedagogy is the effective use of instructional strategies leading to the learning of K–12 students. Decisions about effective instructional strategies are based on the background knowledge, prior experiences, and environment of the student, as well as the learning goals set by the Utah Core Standards.

pedagogical content knowledge

Pedagogical content knowledge blends content and effective instructional strategies for teaching particular subject matter, including appropriate representations and explanations.

persevere

The ability to persevere is the ability to stay focused on a task or a learning goal even when it's difficult to master. Perseverance includes the learner's ability to monitor and evaluate his or her own progress, and change course if necessary.

positive learning environment

A positive learning environment provides a

supportive atmosphere that sustains a caring community of learners in which academic and social goals are clear. The focus is placed on learning, not simply on "knowing" or on right and wrong answers.

positive social interaction

Positive social interactions are those that give the teacher opportunities to demonstrate caring, fairness, and respect. A teacher's ability to relate to students and to make positive, caring connections with them plays a significant role in cultivating a positive learning environment and promoting student achievement.

pre-assessment

Pre-assessment is the practice of determining what students already know, so as not to cover material students have mastered or use methods that would be ineffective for students. A pre-assessment can be a quiz, game, discussion, or other activity that asks students to answer some of the questions that would be used to evaluate their performance at the end of an upcoming short- or long-term learning activity.

principles of effective instruction

Principles of effective instruction include high teacher expectations, proactive and supportive classrooms, opportunity to learn, curriculum alignment, coherent content, thoughtful discourse, scaffolding students' ideas, task involvement, practice, application, and goal-oriented assessment.

prior content knowledge

The content of lessons may be differentiated based on students' prior knowledge or what students already know. Some students in a class may be completely unfamiliar with the concepts in an upcoming learning activity, some students may have partial mastery of the content or display mistaken ideas about the content, and some students may show mastery of the content before the learning activity begins. Awareness of students' prior content knowledge allows teachers to plan appropriate instructional activities and to make effective use of learning time.

professional bias

Professional biases are personal inclinations or preferences that may influence instructional, assessment, or interpersonal judgments away from being balanced or even-handed. Professionalism includes an obligation for educators to examine their own biases and eliminate biased judgments in order to equitably meet the learning needs of all students.

professional demeanor

Professional demeanor is the manner in which an educator carries himself or herself in the classroom, school, community, and educational system. Conduct is a representation of how well an educator takes care of himself or herself, from aesthetics to language and behavior. Conduct also includes an educator's ability to initiate and maintain quality communication with all the parties involved in education: students, fellow teachers, school board, administration, and parents.

professional development

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision-making.

professional learning

Professional learning is an ongoing, job-embedded process that supports transfer of newly-learned knowledge and skills to practice. Such learning also needs to be continuously evaluated and refined.

real-world contexts

"Real-world contexts" refers to the teaching of knowledge and ideas connected to the real-world experiences of students. When powerful ideas are taught with a real-world connection, learning becomes meaningful and useful in students' lives.

reflective practice

Reflective practice is the careful review of and thoughtfulness about one's own teaching process. Effective teachers continually practice self-evaluation and self-critique as learning tools. They seek a greater understanding of teaching through scholarly study and professional reading. Effective teachers personalize instructional interactions, form generalizations, and use their teaching experiences to develop future goals leading to greater effectiveness.

role model responsibilities

The professional educator is responsible

for being a role model of civic and societal responsibility. Teacher role model responsibilities are governed by State Board Rule R277-515. The rule recognizes that licensed public school educators are professionals and, as such, should share common professional standards, expectations, and role model responsibilities. The rule describes behavior for which educators will receive license discipline.

self-directed learner
Self-directed learners are learners who take increasing responsibility for various decisions associated with their own learning. Self-directed learners are able to transfer learning, in terms of both knowledge and study skills, from one situation to another. They participate in activities such as self-guided reading, study groups, internships, electronic dialogues, and reflective writing activities. Effective teachers support learners to become increasingly responsible for their own learning. Teachers participate in dialogue with learners, secure resources, evaluate outcomes, and promote critical thinking.

standards of evidence
Standards of evidence are the techniques and guidelines by which the information in a discipline is evaluated.

structures of the discipline
Structures of the discipline are developed through systematic approach to creating models of inquiry in a particular field of study, usually including methods of scientific inquiry. The approach includes the idea that topics are evolving and not static. This allows for engagement in research and study toward further development of the discipline. This systematic approach creates an organization

of ideas across many fields of study and enables a learner to become expert in one or more of the disciplines.

student products
Student products are the ways in which students demonstrate what they know, understand, and can do. Student products may include tests, applications, demonstrations, and proposing solutions to real-world problems. Effective teachers differentiate products in response to student readiness, interest, and learning goals.

summative assessment
Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated tests and required national accountability tests.

timely feedback
Providing timely feedback to students can make a significant difference in their achievement. If students receive feedback no more than a day after a test or homework assignment has been turned in, it will increase the window of opportunity for learning. Feedback is a research-based strategy that teachers, and students, can practice to improve their success.

Utah State Board Rules
The Utah State Board of Education receives its authority for making rules governing public education from the Utah Constitution Article X, Section 3. The Utah Administrative Rulemaking Act specifies procedures for state

agencies to follow in making rules. Utah State Board of Education rules may be accessed at *http://www.rules.utah.gov/publicat/code/r277/r277.htm.*

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This review of research was conducted by Peter Youngs of Michigan State University to support the InTASC Model Core Teaching Standards. The Utah Professional Teaching Standards are based on the same research. Additional research alignment information may be found at *http://www.ccsso.org/Resources/Publications/InTASC_Research_Synthesis.html*.

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