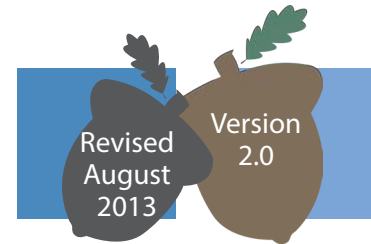


Utah Effective

TEACHING Standards

Continuum



“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

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Revised August 2013



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:

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

<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
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.


	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.

	Emerging/Minimal	Effective	Highly Effective
The teacher:			
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.

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
c. <i>Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.</i>	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. <i>Creates a learning culture that encourages individual learners to persevere and advance.</i>	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. <i>Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.</i>	<p>Uses available program materials for English language instruction.</p> 	<p>Incorporates tools of language development into planning and instruction, including strategies for development of English proficiency.</p> <p>Uses strategies, visuals, and modeling to augment auditory directions and adapts instruction accordingly.</p>	<p>Incorporates knowledge of English language development and English learners' strengths and assessed needs into English language and content instruction.</p> <p>Engages English learners in assessment of their progress in English language development and in meeting content standards.</p>



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:

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.*

Emerging/Minimal

Effective

Highly Effective

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.

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.

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
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.



	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.




	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
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.




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.

	Emerging/Minimal	Effective	Highly Effective
<p>The teacher:</p> <p>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.</p>	<p>Selects assessments to match learning objectives.</p>	<p>Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.</p>	<p>Selects and integrates varied assessment types and involves learners in demonstrating knowledge and skills.</p>
<p>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.</p>	<p>Encourages students to do quality work. Provides feedback on student work.</p>	<p>Engages students in understanding and identifying the elements of quality work. Provides students with feedback to guide their progress in producing quality work.</p>	<p>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.</p>




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



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.

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



	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
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.

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

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
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.

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
b. <i>Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.</i>	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. <i>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.</i>	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. <i>Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.</i>	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.




	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher:			
e. <i>Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.</i>	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.

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher:			
a. <i>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.</i>	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.

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
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.



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
<p>The teacher:</p> <hr/> <p>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.</p> <hr/> <p>b. Is responsible for compliance with all requirements of State Board of Education Rule R277–530 at all levels of teacher development.</p>	<p>Advocates for and models compliance with law and rules governing ethical conduct of educators.</p>	<p>Knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.</p>	<p>Adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.</p>
		<p>Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.</p>	
		<p>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.</p>	
		<p>Maintains accurate instructional and non-instructional records.</p>	
		<p>Maintains integrity and confidentiality in matters concerning student records and collegial consultation.</p>	
		<p>Develops appropriate student-teacher relationships as defined in rule, law, and policy.</p>	
		<p>Maintains professional demeanor and appearance as defined by the local education agency (LEA).</p>	





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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