

Jordan School District EYE Portfolio Alignment

This is an alignment between Utah Effective Teaching Standards, UETS-based JPAS, and evidence that may be demonstrated. The EYE portfolio reflects the teacher's understanding and application of best teaching practices.

Utah Effective Teaching Standard	UETS-based JPAS	Examples of Evidence
<p>1. Learner Development The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</p>	Domains IV, V	<ul style="list-style-type: none"> • Differentiated curriculum • Lesson plans with clear, specific, and developmentally appropriate learning goals • Curriculum plans or units • Learning experiences based on strengths, interest, needs • Communication with parents • Collaboration
<p>2. Learning Differences The teacher understands individual learner differences and cultural and linguistic diversity.</p>	Domains I, II, III, IV	<ul style="list-style-type: none"> • Differentiated curriculum and/or activities • Examples of accommodation of student needs • Allows multiple ways for students to demonstrate learning • Varied requirements (same assignments/work but adjusted amounts assigned) • Modified activities (change of assignment, different from what is assigned to all)
<p>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.</p>	Domains I, II, III, IV	<ul style="list-style-type: none"> • Routines and procedures • Room arrangement/seating chart • Daily schedule • Management plan/disclosure statement • Differentiates learning experiences • Teaching/learning strategies • Rules and consequences • Student involvement
<p>4. Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of discipline.</p>	Domains I, II, III	<ul style="list-style-type: none"> • Goals, objectives, and expectations • Curriculum map aligned with UT Core Standards • Lesson plan aligned to UT Core Standards • Student product related to UT Core Standards • Demonstrates & accurately conveys content knowledge
<p>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.</p>	Domains I, II, III, IV	<ul style="list-style-type: none"> • MasteryConnect • Student Learning Objectives (SLOs) • Use of formative and summative assessments Rubrics, checklists, tests, quizzes, running records, student writing samples, pre and post testing etc. • Common assessments • Descriptive feedback

<p>6. Instructional Planning The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, core curriculum standards, instructional best practices, and the community context.</p>	<p>Domains II, III, IV</p>	<ul style="list-style-type: none"> ● Curriculum map aligned with UT Core Standards ● Lesson plan aligned to UT Core Standards ● Professional development activities ● Evidence of adjusting work requirements ● Products that show varying degrees of difficulty ● Goals and objectives shared with students ● Three different learning activities from one Core Standard ● Collects and analyzes classroom-based data ● Chooses appropriate strategies to meet individual needs ● Cross-disciplinary instruction
<p>7. Instructional Strategies The teachers 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.</p>	<p>Domains I, II, III, IV</p>	<ul style="list-style-type: none"> ● Lesson plans ● Uses appropriate developmental and cultural strategies ● Examples of graphic organizers ● Technology use to support content and skill development ● Student use of technology ● Analyzes student learning and responds to errors and misconceptions ● Assess and adapts instruction ● Use of questioning strategies
<p>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.</p>	<p>Domains V</p>	<ul style="list-style-type: none"> ● Participates in professional learning and implements learning with students ● Research using books, articles, websites, to meet the needs of student learners ● Teacher presents evidence of data collection measuring effectiveness of new strategies ● Collaboration on new instructional practices
<p>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.</p>	<p>Domain V</p>	<ul style="list-style-type: none"> ● Documentation of collaboration such as PLC minutes or an activity jointly planned ● Journal reflections ● Log of communication with parent ● Assumes a leadership role within the school
<p>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.</p>	<p>Domain V</p>	<ul style="list-style-type: none"> ● Evidence of knowledge of and compliance with district and state policies, rules, and laws ● Compliance with directives ● Fulfilling required duties ● Attending meetings ● Responds to all written administrative request to resolve complaints over the past calendar year ● Professional organizations, committees, conferences attended ● Evidence of administrative requests and out-of-class duties