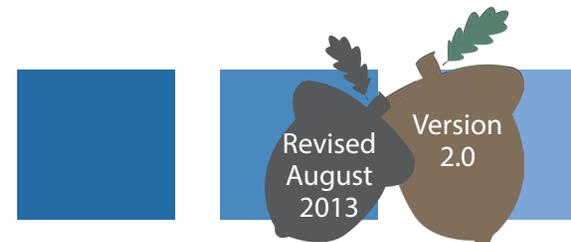


*Utah Effective*

# TEACHING Standards





# 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>
<b>Creates</b> whole-class learning experiences.	<b>Creates</b> developmentally appropriate and challenging learning experiences based on student needs.	<b>Uses</b> data from multiple measures to create appropriate and challenging learning experiences based on identified individual learning needs.

	Emerging/Minimal	Effective	Highly Effective
<b>b. Collaborates with families, colleagues, and other professionals to promote student growth and development.</b>	<b>Interacts</b> with families and colleagues related to student growth and development.	<b>Collaborates</b> with families and colleagues to support learner growth and development.	<b>Takes</b> 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
<b>The teacher:</b>			
<b>a. Understands individual learner differences and holds high expectations of students.</b>	<b>Understands</b> that students differ and holds generally high expectations for students.	<b>Ensures</b> inclusive learning environments that allow each student to reach learning goals.	<b>Develops</b> and maintains a positive and nurturing learning environment that values the contributions of students with all backgrounds and abilities.
<b>b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.</b>	<b>Identifies</b> diverse learning strengths and needs. <b>Uses</b> teaching materials that represent diverse cultures and learner differences.	<b>Designs</b> , adapts, and delivers instruction to honor individual differences and learning strengths and needs. <b>Evaluates</b> and selects materials and lessons that counteract stereotypes and uses culturally responsive instruction.	<b>Uses</b> learner differences as an asset in designing effective instruction for all students. <b>Scaffolds</b> 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>
<b>c. <i>Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.</i></b>	<b>Provides</b> few methods for students to demonstrate learning.	<b>Allows</b> multiple ways for students to demonstrate learning sensitive to student experiences and diversity.	<b>Encourages</b> students to demonstrate learning based on understanding of individual learning characteristics.
<b>d. <i>Creates a learning culture that encourages individual learners to persevere and advance.</i></b>	<b>Recognizes</b> that individual experiences and cultures shape student learning.	<b>Applies</b> understanding of student diversity to encourage each learner to reach full potential.	<b>Bridges</b> school and community cultures by connecting multiple perspectives and encouraging students to learn from each other.
<b>e. <i>Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.</i></b>	<p><b>Uses</b> available program materials for English language instruction.</p> 	<p><b>Incorporates</b> tools of language development into planning and instruction, including strategies for development of English proficiency.</p> <p><b>Uses</b> strategies, visuals, and modeling to augment auditory directions and adapts instruction accordingly.</p>	<p><b>Incorporates</b> knowledge of English language development and English learners' strengths and assessed needs into English language and content instruction.</p> <p><b>Engages</b> 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>
<b>c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.</b>	<b>Uses</b> a variety of classroom management strategies.	<b>Uses</b> research-based strategies to reinforce positive learning interactions. <b>Consistently</b> responds to classroom disruptions in an appropriate and timely manner to maintain a positive learning environment.	<b>Collects</b> and analyzes classroom-based data and makes modifications to facilitate a positive learning environment. <b>Encourages</b> learners' involvement in maintaining and monitoring their own contribution to a positive learning environment.
<b>d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.</b>	<b>Organizes</b> the physical environment and schedule.	<b>Maintains</b> a functional and organized physical environment conducive to thought and interaction. <b>Manages</b> schedules, pacing, and transitions to maximize learning time. <b>Proactively</b> gains and maintains student attention through active participation.	<b>Coordinates</b> time, materials, and space to design various learning patterns and multiple learning activities. <b>Fosters</b> each student's ability to manage his or her own learning time. <b>Selects</b> engagement strategies that align with individual student learning patterns and goals.
<b>e. Extends the learning environment using technology, media, and local and global resources.</b>	<b>Knows</b> and applies basic technology skills.	<b>Incorporates</b> a variety of technology tools and media in the learning environment.	<b>Actively</b> and consistently incorporates technology and media.



	Emerging/Minimal	Effective	Highly Effective
<b>The teacher:</b>			
<b>f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.</b>	<b>Links</b> skills learned in school to real-world contexts.	<b>Provides</b> a classroom, supports the acquisition of learning skills, and incorporates authentic real-world experiences.	<b>Models</b> 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
<b>a. Knows the content of the discipline and conveys accurate information and concepts.</b>	<b>Knows</b> the content of assigned teaching area.	<b>Knows</b> the content of the discipline(s) taught and conveys accurate information.	<b>Pursues</b> opportunities to learn new developments in the discipline and continually deepens content knowledge.
<b>b. Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.</b>	<b>References</b> the Utah Core Standards in the preparation of lesson plans.	<b>Bases</b> instruction on approved content standards and current research to create rigorous and relevant learning activities.	<b>Continually</b> 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>
<b>c. Engages students in applying methods of inquiry and standards of evidence of the discipline.</b>	<b>Understands</b> methods and standards used in a specific academic discipline.	<b>Teaches</b> methods of inquiry, problem-solving, and critical thinking consistent with the standards of the academic discipline.	<b>Develops</b> opportunities for self-directed student inquiry and problem-solving across multiple disciplines.
<b>d. Uses multiple representations of concepts that capture key ideas.</b>	<b>Teaches</b> key concepts of the discipline.	<b>Uses</b> multiple representations and explanations to convey concepts of the discipline.	<b>Regularly</b> adapts various methods and materials to convey key ideas of the discipline.
<b>e. Supports students in learning and using academic language accurately and meaningfully.</b>	<b>Uses</b> the vocabulary of the discipline.	<b>Incorporates</b> academic vocabulary to enhance learning.	<b>Expects</b> 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><b>The teacher:</b></p> <p><i>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.</i></p>	<p><b>Selects</b> assessments to match learning objectives.</p>	<p><b>Designs</b> or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.</p>	<p><b>Selects</b> and integrates varied assessment types and involves learners in demonstrating knowledge and skills.</p>
<p><i>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.</i></p>	<p><b>Encourages</b> students to do quality work. <b>Provides</b> feedback on student work.</p>	<p><b>Engages</b> students in understanding and identifying the elements of quality work. <b>Provides</b> students with feedback to guide their progress in producing quality work.</p>	<p><b>Engages</b> students in regularly producing quality work and supports students in self assessment and goal setting. <b>Provides</b> 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>
<b>c. <i>Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.</i></b>	<p><b>Modifies</b> formative assessments.</p> 	<p><b>Adjusts</b> assessment methods to meet various student learning needs.</p>	<p><b>Modifies</b> assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.</p>
<b>d. <i>Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.</i></b>	<p><b>Evaluates</b> student learning as part of instruction.</p>	<p><b>Uses</b> multiple sources of data to gauge the effectiveness of instruction to make adjustments in planning and instruction.</p>	<p><b>Uses</b> formative and summative inputs to reflect on and make ongoing modifications in instruction that result in increased learner achievement.</p>
<b>e. <i>Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.</i></b>	<p><b>Shares</b> assessment feedback with students and parents/guardians at required reporting periods.</p>	<p><b>Documents</b> student progress and provides feedback to students, parents/guardians, and other stakeholders in a variety of ways.</p>	<p><b>Selects</b> or designs a variety of effective formats to document and provide feedback on student progress.</p>
<b>f. <i>Understands and practices appropriate and ethical assessment principles and procedures.</i></b>	<p><b>Knows</b> appropriate assessment principles and procedures.</p>	<p><b>Understands</b> and practices appropriate and ethical assessment principles and procedures.</p>	<p><b>Supports</b> 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.

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
<p><b>The teacher:</b></p> <hr/> <p><b>a. Plans instruction based on the Utah Core Standards.</b></p>	<p><b>Uses</b> the Utah Core Standards to inform learning activities.</p>	<p><b>Systematically</b> plans instruction based on approved standards.</p>	<p><b>Develops</b> short- and long-term instructional plans, including a content-based scope and sequence based on approved standards.</p>
<hr/> <p><b>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.</b></p>	<p><b>Selects</b> learning activities based on content standards.</p>	<p><b>Adapts</b> learning experiences based on content standards and learner needs.</p>	<p><b>Creates</b> 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>
<b>c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.</b>	<b>Uses</b> various methods and materials.	<b>Differentiates</b> instruction by choosing appropriate strategies to meet individual student needs.	<b>Differentiates</b> instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.
<b>d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.</b>	<b>Provides</b> opportunities for creative work.	<b>Provides</b> opportunities for students to use complex thinking skills in organizing and generating original work.	<b>Creates</b> opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
<b>e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.</b>	<b>Provides</b> opportunities for students to use knowledge in various ways.	<b>Introduces</b> cross-disciplinary concepts to support the understanding of content.	<b>Integrates</b> 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><b>The teacher:</b></p> <hr/> <p><b>a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.</b></p>	<p><b>Uses</b> a variety of instructional strategies.</p>	<p><b>Appropriately</b> uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.</p>	<p><b>Adapts</b> a variety of pedagogical strategies to meet the assessed needs of individual students.</p>
<p><b>b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners.</b></p>	<p><b>Uses</b> various instructional formats.</p>	<p><b>Adapts</b> instruction and varies his or her role appropriate to particular content and concepts.</p>	<p><b>Continuously</b> 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><b>c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.</b></p>	<p><b>Adjusts</b> instruction based on student responses.</p>	<p><b>Analyzes</b> student learning and responds to errors and misconceptions.</p>	<p><b>Analyzes</b> student errors and misconceptions in order to redirect, focus, and deepen learning.</p>

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
<b>d. Uses a variety of instructional strategies to support and expand each learner's communication skills.</b>	<b>Provides</b> opportunities for students to articulate thoughts and ideas.	<b>Uses</b> a variety of strategies to support and expand each learner's communication skills.	<b>Encourages</b> and supports students in learning and using multiple forms of communication to convey ideas.
<b>e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.</b>	<b>Provides</b> opportunities for students to identify and use complex thinking skills.	<b>Provides</b> multiple opportunities for students to remember, understand, analyze, evaluate, and create. <b>Uses</b> questions to engage students in meta-cognitive thinking.	<b>Guides</b> 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. <b>Consistently</b> embeds opportunities for students to reflect on their learning.
<b>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.</b>	<b>Uses</b> various sources to inform instruction.	<b>Systematically</b> includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.	<b>Provides</b> 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
<b>The teacher:</b>			
<b>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.</b>	<b>Uses</b> technology to support instruction.	<b>Assesses</b> and uses various technologies to support content and skill development.	<b>Uses</b> technology to foster student engagement in higher-level content and skill development.
<b>h. Uses a variety of questioning strategies to promote engagement and learning.</b>	<b>Asks</b> questions to assess student learning.	<b>Uses</b> a variety of questioning strategies to promote engagement and learning.	<b>Purposely</b> 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
<b>The teacher:</b>			
<b>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>	<b>Adjusts</b> instruction based on student outcomes.	<b>Assesses</b> student progress and adapts strategies based on past student performance. <b>Collaborates</b> with colleagues to evaluate learning outcomes and identify and meet learning needs.	<b>Uses</b> multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on and adapt planning and instruction. <b>Understands</b> 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>b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.</b>	<b>Participates</b> in new learning experiences.	<b>Applies</b> professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.	<b>Actively</b> seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.
<b>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.</b>	<b>Acknowledges</b> that everyone has biases based on his or her knowledge and experience.	<b>Identifies</b> own background and experiences that have an impact on teaching and learning relationships.	<b>Identifies</b> and accesses resources that support the development of a broader understanding of differences.
<b>d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.</b>	<b>Participates</b> in professional development opportunities and considers new ideas to improve teaching.	<b>Actively</b> investigates and considers new ideas drawing upon current research and policy as sources of reflection.	<b>Seeks</b> 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>
<b>The teacher:</b>			
<b>e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.</b>	<b>Participates</b> in learning experiences as they arise.	<b>Consults</b> with supervisor to develop a standards-based professional learning plan.	<b>Develops</b> 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>
<b>The teacher:</b>			
<b>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>	<b>Knows</b> school-wide policies and practices and displays awareness of the school improvement plan.	<b>Establishes</b> positive working relationships and participates in the school's decision-making processes as required. <b>Participates</b> in developing and/or implementing the school improvement plan.	<b>Takes</b> initiative to participate in developing and implementing policies and practices that improve instruction. <b>Collaborates</b> with colleagues on school improvement issues.

	<i>Emerging/Minimal</i>	<i>Effective</i>	<i>Highly Effective</i>
<b>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.</b>	<b>Participates</b> in the professional learning community as required.	<b>Actively</b> participates with colleagues to support the goals of the learning community.	<b>Assumes</b> 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.
<b>c. Advocates for the learners, the school, the community, and the profession.</b>	<b>Contributes</b> to student success. 	<b>Advocates</b> for all students to be prepared for high school graduation and future school and/or work success. <b>Seeks</b> opportunities to make a positive impact on teaching quality, school improvement, and student achievement.	<b>Actively</b> communicates the vision of college and career readiness to students. <b>Actively</b> participates, promotes, and provides support for initiatives in the school and community to have an impact on student success.
<b>d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</b>	<b>Develops</b> positive relationships with colleagues.	<b>Works</b> with colleagues to plan and jointly facilitate learning to meet diverse needs.	<b>Implements,</b> reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.
<b>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.</b>	<b>Recognizes</b> colleagues as resources to enhance knowledge and skill.	<b>Engages</b> in professional learning with colleagues to enhance professional practice.	<b>Participates</b> 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><b>The teacher:</b></p> <hr/> <p><b>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></p>	<p><b>Advocates</b> for and models compliance with law and rules governing ethical conduct of educators.</p>	<p><b>Knows</b> which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.</p>	<p><b>Adheres</b> to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.</p>
<p><b>b. Is responsible for compliance with all requirements of State Board of Education Rule R277–530 at all levels of teacher development.</b></p>	<p><b>Avoids</b> actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.</p>	<p><b>Takes</b> 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><b>Maintains</b> accurate instructional and non-instructional records.</p>
	<p><b>Maintains</b> integrity and confidentiality in matters concerning student records and collegial consultation.</p>	<p><b>Develops</b> appropriate student-teacher relationships as defined in rule, law, and policy.</p>	<p><b>Maintains</b> professional demeanor and appearance as defined by the local education agency (LEA).</p>