



# Utah Teaching Observation Tool

## Version 2.0 (Draft)

### Introduction

The **Utah Teaching Observation Tool** is to be used as part of the **Public Educator Evaluation Requirements (PEER)** model educator evaluation program. The tool is aligned with the standards and indicators of the **Utah Effective Teaching Standards** and **Continuum of Practice** and focuses on the measurement of high-leverage instructional activities necessary for effectively teaching the **Utah Core Standards**. Performance Indicators align with the **Utah Effective Teaching Standards** and indicators (R277-530). All standards and indicators are represented in the observation tool. Standards and indicators are identified by notations at the end of each observation Performance Indicator. The results of the observation should be used in conjunction with self-evaluation, goal-setting, and formative evaluation and support.

### Purposes

The Utah Teaching Observation Tool:

- Serves as a measurement of performance for individual teachers;
- Serves as a source of information for each teacher’s annual rating;
- Serves as a guide for teachers as they reflect upon and improve their effectiveness;
- Serves as a basis for instructional improvement;
- Provides information for professional development planning;
- Guides formative assessment and support of teachers; and
- Enhances implementation of the Utah Core.

### Observations

Excellent instructional practice includes many activities performed by a teacher as part of his/her professional work. The **Utah Teaching Observation Tool** includes Performance Indicators that may be observed both formally and informally. Teaching practice may be observed iteratively in the classroom, at professional meetings, at grade or department team meetings, etc. Effective practice may be observed when teachers are interacting with students inside and outside of the classroom and during formal and informal interactions with parents, colleagues, and community members. Each Performance Indicator may be observed and recorded on more than one occasion during the rating period.

### Ratings

The rating rubric includes four levels. The levels are cumulative across the rows of the rubric. An **Emerging Effective** teacher exemplifies the skills expected of a teacher who is new to the profession (Level 1) or an experienced teacher who is working in a new content area or grade level. An **Effective** teacher must exhibit the skills and knowledge described under the **Emerging** heading as well as those under the **Effective** heading. Likewise, a **Highly Effective** teacher exhibits all of the skills and knowledge described in that that element across the row. Ratings are intended to support professionalism. Instruction becomes qualitatively better across the scale. An experienced (Level 2) teacher who scores at the **Minimally Effective** level must have access to formative support to correct deficiencies and achieve the **Effective** level within a reasonable period of time. The **Not Effective** rating should be used when a teacher is performing below expectations and not making adequate growth toward becoming **Effective** on the Performance Indicator.

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
<p>A teacher at the <b>Not Effective</b> level of practice may have minimal knowledge of content and limited instructional skills. He/she may not create an effective learning environment and may respond in a limited way to the differences in students’ personal, cultural, and linguistic development. The teacher may have limited skills in monitoring student progress and may not collaborate effectively with students, colleagues, parents, and/or the community.</p>	<p>A teacher at the <b>Emerging Effective</b> level is a Level 1 teacher who demonstrates beginning knowledge about the individual needs of students. He/she recognizes a variety of learning needs and demonstrates appropriate classroom management strategies. He/she demonstrates a basic understanding of content and uses data to evaluate the outcomes of teaching. The <b>Emerging Effective</b> teacher aligns instruction with the Utah Core Standards and plans and implements appropriate instructional experiences for students. He/she communicates with students, parents, and colleagues, and applies new skills from professional development experiences. A teacher at the <b>Emerging Effective</b> level is receiving mentoring and other formative support through their participation in the Entry Years Enhancements (EYE) program and is receiving two evaluations per year. He/she is making appropriate progress toward the <b>Effective</b> level.</p> <p>A teacher at the <b>Minimally Effective</b> level is an experienced teacher (Level 2) who may have had the opportunity to attain the <b>Effective</b> level, but may have limitations in knowledge and skills that require formative support and a prescribed amount of time to improve.</p>	<p>A teacher at the <b>Effective</b> Level identifies the developmental needs of individual students and responds effectively to areas of diversity. He/she establishes a learning community that supports individual learners and develops their skills as active, engaged learners. He/she has a strong understanding of the tools and structures of the discipline and targets instruction and learning interventions based on data and individual student needs. A teacher at the <b>Effective</b> level communicates and collaborates with students, families, colleagues, and the community, and advocates for students and the profession.</p>	<p>A teacher at the <b>Highly Effective</b> level consistently exemplifies the highest level of instructional skills, professional responsibility, and collaboration. He/she uses a high level of content knowledge and formal and informal data to implement relevant learning experiences for all learners. He/she assumes a leadership role in the school and educational community.</p>

### Evidence

Evidence provides confirmation that a Performance Indicator has been achieved at a particular level of effectiveness. Evidence may be introduced by the teacher or the evaluator and must be reviewed during the conference. Evidence may supply information and verification to Performance Indicators already observed and to Performance Indicators not yet observed. Evidence should be specific to the standard and the Performance Indicator, and must provide clear information supportive of the rating. General or unrelated data or examples will not be accepted as part of the assessment record and will not be added to the body of supportive evidence.

**Teacher Information:**

Name: \_\_\_\_\_

# of Students: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

**Evaluator Information:**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

**Section 1: The Learner and Learning**

Teaching begins with the learning. 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.

<b>Standard 1: Learner Development</b>					
The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.					
	<b>Performance Indicator</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1.1</b>	Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs (1a, 2e).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- No differentiation</li> <li>- Instruction is not developmentally appropriate</li> <li>- Lack of hands-on instruction</li> <li>- Lack of real world application</li> <li>- Emotionally unsafe environment</li> <li>- Teacher dependent problem-solving/scaffolding</li> <li>- Only one answer</li> <li>- Lack of modeling</li> <li>- Unaware of developmental needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates whole-class learning experiences that demonstrate an understanding of learners' developmental levels.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction.</li> <li>○ Incorporates tools of language development into planning and instruction.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Supports learners in setting and meeting their own learning goals, aligned to their diverse learning needs.</li> </ul>
<b>1.2</b>	Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- Not proactive in communication.</li> <li>- Not learner focused.</li> <li>- Defensive or hostile.</li> <li>- Continual excuses for not collaborating.</li> <li>- Not taking responsibility for learner growth.</li> <li>- Unaware of learner needs.</li> <li>- Doesn't communicate effectively.</li> </ul>	<ul style="list-style-type: none"> <li>○ Interacts with families and colleagues related to learner growth and development.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs.</li> </ul>

<b>Evaluator Comments:</b> (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)	
<b>Evidence that may be used to provide clarification and support or substantiation of performance not observed:</b>	<b>Confirmation of performance provided by evidence:</b>
<input type="radio"/> Specific documentation of communication with parents regarding cognitive, linguistic, social, emotional and physical development of learners	
<input type="radio"/> Lesson or unit plans showing considerations of individual learner growth and development	
<input type="radio"/> Participation in professional learning community focused on individual learner growth and development	
<input type="radio"/> Screening, diagnostic, formative and summative data used to differentiate instruction and monitor progress	
<input type="radio"/>	

<b>Standard 2: Learning Differences</b> The teacher understands individual learner differences and cultural and linguistic diversity.					
	<b>Performance Indicator</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2.1</b>	Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d).	<input type="radio"/> Not effective  <i>Evidence of ineffective performance may include:</i> - Unaware of personal biases. - Not accepting of differences. - Resists change and adaptation. - Doesn't hold high expectations. - Evaluated on completion only.	<input type="radio"/> Applies understanding of learner diversity to encourage all learners to reach their full potential.	...and  <input type="radio"/> Uses learner differences as an asset in designing, adapting, and delivering instruction for all learners.  <input type="radio"/> Applies knowledge of language acquisition in instruction.  <input type="radio"/> Provides learners multiple ways to demonstrate learning.	...and  <input type="radio"/> Contributes to a school-wide culture that encourages learner perseverance and advancement.  <input type="radio"/> Connects multiple perspectives to encourage learners to learn from each other.
<b>Evaluator Comments:</b> (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)					
<b>Evidence that may be used to provide clarification and support or substantiation of performance not observed:</b>			<b>Confirmation of performance provided by evidence:</b>		
<input type="radio"/> Attendance and implementation of professional development related to diverse student needs and/or language acquisition					
<input type="radio"/> Collection, analysis and use of individual learner growth and development to positively adapt and deliver instruction					
<input type="radio"/> Specific documentation of bringing in parents/community members to strengthen diversity appreciation					
<input type="radio"/> Materials used that reflect a broad range of cultures, interests, and perspectives					
<input type="radio"/>					

<b>Standard 3: Learning Environments</b>					
The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.					
	<b>Performance Indicator</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>3.1</b>	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- No schedule planned.</li> <li>- Majority of learners not on task.</li> <li>- Learners don't know what to do.</li> <li>- Instructional time is lost.</li> <li>- Lengthy transitions.</li> <li>- Unorganized.</li> <li>- Learners not engaged.</li> </ul>	<ul style="list-style-type: none"> <li>○ Implements a daily schedule.</li> <li>○ Establishes classroom routines, expectations, and procedures.</li> <li>○ Establishes behavioral expectations focused on planned learning outcomes.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Provides explicit direction so that learners know what to do and when to do it</li> <li>○ Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Collaborates with learners in establishing, reflecting, and promoting learning outcomes, resulting in self-directed learning experiences.</li> </ul>
<b>3.2</b>	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of not effective performance may include:</i> <ul style="list-style-type: none"> <li>- Negative demeanor.</li> <li>- Frequent reprimands.</li> <li>- Lack of learner collaboration.</li> <li>- Inappropriate boundaries.</li> <li>- Inconsistent response and feedback.</li> <li>- Lack of monitoring or engagement with learners.</li> <li>- Leaves learners unattended.</li> <li>- Teacher-focused strategies only (lecture, worksheet, video, etc.).</li> <li>- Emotionally unsafe environment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Promotes a positive and respectful learning climate.</li> <li>○ Provides opportunities for student interactions.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.</li> <li>○ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</li> <li>○ Promotes learner inquiry and exploration.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Supports learners as they reflect on and modify their personal interactions.</li> <li>○ Supports learners to create and manage learning teams to meet learning goals.</li> </ul>
<b>3.3</b>	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- Limited classroom management strategies.</li> <li>- Negative or ineffective strategies.</li> <li>- Ineffective use of time, space, and attention.</li> <li>- Disorganized learning environment.</li> <li>- Frequent digressions.</li> <li>- Negative, ineffective, inconsistent use of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Implements classroom management strategies.</li> <li>○ Encourages learners to be engaged with the content.</li> <li>○ Distributes time, space, and attention to engage learners.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Uses differentiated management strategies focusing on individual learner needs.</li> <li>○ Gains and maintains student attention through active engagement.</li> <li>○ Adjusts instructional pacing and transitions to maintain learner engagement and support learning.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Fosters each learner's ability to manage and reflect upon his/her own learning.</li> <li>○ Fosters each learner's ability to manage and reflect upon his/her own learning.</li> </ul>

**Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)

Evidence that may be used to provide clarification and support or substantiation of performance not observed:	Confirmation of performance provided by evidence:
<input type="radio"/> Collection, analysis and use of data to make modifications in classroom instruction	
<input type="radio"/> Implementation of student learning teams to purposefully ensure support of individual learner needs and engagement	
<input type="radio"/> Participation in and implementation of professional development related to the learning environment and/or collaborative learning	
<input type="radio"/> Student work or journals showing self-reflection of his or her personal learning and growth	
<input type="radio"/>	

### Section 2: 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 content.*

<b>Standard 4: Content Knowledge</b>					
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.					
	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
4.1	Bases instruction on accurate content knowledge using multiple representations of concepts (4a, 4c, 4d, 7c).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- Conveys inaccurate content, information, and/or concepts.</li> <li>- Only one way to teach a concept.</li> <li>- Strategies are not subject specific.</li> <li>- Information is not connected to real-world application.</li> <li>- Has difficulty conveying concepts.</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates content knowledge in the teaching assignment.</li> <li>○ Teaches basic concepts of the discipline.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Uses multiple representations and explanations of concepts to deepen each learner’s understanding.</li> <li>○ Designs learning experiences to explicitly teach methods of inquiry and problem-solving.</li> <li>○ Models and expects learners to evaluate, create, and think critically about the content.</li> <li>○ Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge.</li> <li>○ Applies knowledge of subject beyond the content.</li> <li>○ Motivates learners to extend and share their own knowledge beyond core content.</li> <li>○ Anticipates possible learner misunderstandings and proactively mitigates concerns.</li> </ul>

	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
4.2	Supports students in learning and using academic language accurately and meaningfully (4e).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- Inaccurate vocabulary.</li> <li>- Minimal use of vocabulary of the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses the vocabulary of the discipline accurately.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Models and teaches the language of the discipline.</li> <li>○ Designs learning experiences that require learners to correctly use and meaningfully apply the language of the discipline.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Stays current on emerging research and vocabulary specific to the discipline, and incorporates it into instruction.</li> <li>○ Collaborates with colleagues to update academic language.</li> </ul>
<b>Evaluator Comments:</b> (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)					
<b>Evidence that may be used to provide clarification and support or substantiation of performance not observed:</b>			<b>Confirmation of performance provided by evidence:</b>		
<input type="checkbox"/> Attendance and implementation of professional development related to grade level or specific content					
<input type="checkbox"/> Specific documentation of projected learner misunderstandings and the method used to mitigate misconceptions					
<input type="checkbox"/> Materials used to promote critical thinking and problem solving that extend the learners’ knowledge of content					
<input type="checkbox"/> Resources, tools, and trainings developed for colleagues that broaden knowledge of academic language					
<input type="checkbox"/>					

<b>Standard 5: Assessment</b> 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.					
	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
5.1	Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- Makes teaching decisions in isolation.</li> <li>- No adjustments to instruction based on data.</li> <li>- Sticks to pre-determined plan.</li> <li>- Provides only one learning opportunity.</li> <li>- No preassessment or enrichment for advanced learners.</li> <li>- Same assessments for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses data to evaluate the outcomes of teaching.</li> <li>○ Monitors learner performance and responds to individual learning needs.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Designs and targets strategies for instruction based on data.</li> <li>○ Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs.</li> <li>○ Targets intervention and enrichment strategies based on data.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Provides multiple assessment options for the learner to demonstrate knowledge and skills.</li> <li>○ Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction.</li> </ul>

	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
5.2	Engages students in understanding and identifying the elements of quality work (5b).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- Non-specific or limited feedback.</li> <li>- Ineffective feedback.</li> <li>- Untimely feedback.</li> <li>- Rarely moves about the classroom to provide on-going feedback.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides feedback on learner work.</li> <li>○ Identifies elements of quality work.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Provides timely, descriptive, and specific feedback to individuals and groups.</li> <li>○ Provides ways for learners to monitor and reflect upon their own progress.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Provides opportunities for learners to self-assess work and receive peer feedback.</li> </ul>
5.3	Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways (5e).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- Documentation is not accurate, current or thorough.</li> <li>- Feedback is inconsistent, incomplete, or inaccessible.</li> </ul>	<ul style="list-style-type: none"> <li>○ Documents and shares assessment feedback with learners and parents/guardians as required.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Uses a variety of effective formats to document and provide feedback on learner progress.</li> <li>○ Initiates ongoing, open communication between home and school about learner progress.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Engages learners in using feedback to improve future performance.</li> </ul>
<b>Evaluator Comments:</b> (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)					
<b>Evidence that may be used to provide clarification and support or substantiation of performance not observed:</b>			<b>Confirmation of performance provided by evidence:</b>		
<input type="radio"/> Documentation of a variety of timely and descriptive feedback provided to learners					
<input type="radio"/> Specific documentation of implementation of individual learners’ IEPs, 504 Plans, or other necessary accommodations					
<input type="radio"/> Lesson or unit plans showing considerations of individual learner growth and development					
<input type="radio"/> Resources and materials demonstrating multiple assessment opportunities for learners to show and self-reflect upon growth					
<input type="radio"/>					

<b>Standard 6: Instructional Planning</b>					
The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.					
	<b>Performance Indicator</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>6.1</b>	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (4b, 6a).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- Materials are not aligned with standards.</li> <li>- Unfamiliar with Utah Core.</li> <li>- No evidence of long-term planning.</li> </ul>	<ul style="list-style-type: none"> <li>○ Aligns daily instruction with the Utah Core Standards.</li> <li>○ Selects instructional materials that support standards.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content.</li> <li>○ Organizes and adapts learning experiences and materials to align with the Utah Core Standards.</li> <li>○ Adapts pre-determined plans, materials, and timeframes to meet individual learner needs.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Plans authentic learning experiences.</li> <li>○ Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments.</li> </ul>
<b>6.2</b>	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- Always focuses on one discipline at a time.</li> <li>- Learners not engaged in content.</li> <li>- Plans solely in isolation.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides opportunities for students to use knowledge in various ways.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Plans lessons that demonstrate how knowledge and skills transfer to other content areas.</li> <li>○ Designs learning experiences that promote the application of knowledge in multiple content areas.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Collaborates with colleagues to establish links between disciplines and influence school-wide teaching practices.</li> </ul>
<b>Evaluator Comments:</b> (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)					
<b>Evidence that may be used to provide clarification and support or substantiation of performance not observed:</b>			<b>Confirmation of performance provided by evidence:</b>		
○ Assessment of individual learner needs, analysis of learner progress data results, and application of student learning outcomes in planning					
○ Attendance and implementation of professional development related to diverse student needs and/or language acquisition					
○ Specific documentation of cross-curricular collaboration with other departments, grade levels, or colleagues					
○ Lesson or unit plans or curriculum map showing long- and short-term learning experiences that align with the Utah Core					
○					

<b>Standard 7: Instructional Strategies</b>					
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.					
	<b>Performance Indicator</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
7.1	Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 7, 6c, 7a, 7b).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- <i>Inappropriate strategies.</i></li> <li>- <i>Minimal variety.</i></li> <li>- <i>Lacks real-world connections.</i></li> <li>- <i>No evidence of differentiation for individuals or groups.</i></li> <li>- <i>Insensitivity to individual differences.</i></li> <li>- <i>No adjustments to plans.</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies each learner’s diverse learning strengths and needs.</li> <li>○ Uses a limited number of instructional strategies.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners.</li> <li>○ Differentiates instruction by using a variety of appropriate strategies.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Uses instructional strategies relevant to each learner’s developmental, cultural, and linguistic background.</li> <li>○ Uses learner differences as an asset in implementing effective instruction for all students.</li> </ul>
7.2	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- <i>Uses mostly memorization, recall, and rote knowledge.</i></li> <li>- <i>Uses one mode of communication.</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Uses instructional strategies that incorporate higher-order thinking.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Provides learners with explicit instruction to analyze, synthesize, and make decisions.</li> <li>○ Provides opportunities for learners to reflect on their own learning.</li> <li>○ Provides opportunities for students to generate and evaluate new ideas.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Creates complex, open-ended learning opportunities where learners develop inventive solutions to problems.</li> </ul>
7.3	Supports and expands each learner’s communication skills through reading, writing, listening, and speaking (3f, 7d).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- <i>Communication is teacher centered.</i></li> <li>- <i>Only one communication skill typically used.</i></li> <li>- <i>Skills not taught or developed specifically.</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Provides opportunities for learners to practice communication skills.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Teaches content-specific reading, writing, listening, and speaking skills for effective communication.</li> <li>○ Provides opportunities for learners to expand communication skills to articulate thoughts and ideas.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Engages each student to transfer communication skills to real-world contexts.</li> <li>○ Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking.</li> </ul>

	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
7.4	Uses a variety of effective technology and resources to support learning (3e, 7f, 7g).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- Technology does not support effective learning.</li> <li>- Repetitive use of single technology.</li> <li>- Avoids using available technology.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses technology to support instruction.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Evaluates and uses various technologies to support content and skill development.</li> <li>○ Incorporates technology to extend learner content knowledge and skill development.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Provides opportunities for learners to critically analyze information from multiple and diverse sources and perspectives.</li> <li>○ Investigates and uses new technologies to enhance learner engagement in learning.</li> </ul>
7.5	Develops learners' abilities to find and use information to solve real-world problems (7g, 7f).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- Uses limited sources of information.</li> <li>- Information sources not appropriate for complexity of concepts.</li> <li>- Uses unreliable sources of information.</li> <li>- Problems addressed are hypothetical and unrealistic.</li> </ul>	<ul style="list-style-type: none"> <li>○ Exposes learners to various media and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops each learner's ability to find, understand, and analyze diverse sources of information.</li> <li>○ Provides opportunities for learners to use multiple sources of information to solve real-world problems.</li> </ul>	<ul style="list-style-type: none"> <li>○ Fosters a learning environment where learners offer opinions, support claims, and share perspectives to solve problems.</li> </ul>
7.6	Uses a variety of questioning strategies to promote engagement and learning (7h).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- Opportunity for few learner responses.</li> <li>- Questioning focused on recall.</li> <li>- Answers own questions.</li> <li>- No wait time.</li> <li>- One right answer.</li> </ul>	<ul style="list-style-type: none"> <li>○ Asks questions to assess student learning.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Selects questioning strategies aligned with learning goals.</li> <li>○ Incorporates higher-level thinking questions to promote learner engagement.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Adapts levels of questions to engage each learner in appropriately differentiated high-level learning.</li> </ul>

**Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)

Evidence that may be used to provide clarification and support or substantiation of performance not observed:	Confirmation of performance provided by evidence:
<input type="radio"/> Specific documentation of implementation of instructional strategies for a range of learners’ developmental, cultural, and linguistic needs	
<input type="radio"/> Examples of learner work showing opportunities to solve complex, open-ended problems and development of innovative solutions	
<input type="radio"/> Learner reflection journals showing self-reflection of individual learning and subsequently setting learning goals	
<input type="radio"/> Resources demonstrating differentiation of accommodations, materials, teaching strategies, sequencing, etc.	
<input type="radio"/>	

### Section 3: 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.

<b>Standard 8: Reflection and Continuous Growth</b>					
The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.					
	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
8.1	Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e).	<ul style="list-style-type: none"> <li>Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>Limited participation in professional learning.</li> <li>Does not implement professional development.</li> <li>Unaware of policies.</li> <li>Unaware of Utah Effective Teaching Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Applies current professional learning to classroom practice, consistent with its intent.</li> <li>Acknowledges the impact of bias on teaching.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards.</li> <li>Measures the effectiveness of new learning strategies by collecting and reflecting upon data and feedback (student exit surveys, student assignments, action research, etc.).</li> <li>Identifies own background and experiences that have an impact on teaching and learning relationships.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>Seeks professional learning within and outside the school setting to refine professional practices.</li> <li>Identifies and accesses resources that support the development of a broader understanding of differences.</li> <li>Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the implications for classroom teaching and learning.</li> </ul>

**Evaluator Comments:** (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)

Evidence that may be used to provide clarification and support or substantiation of performance not observed:	Confirmation of performance provided by evidence:
○ Attendance and implementation of professional development related to student or other personal growth needs	
○ Lesson or unit plans that explicitly describe instructional strategies selected for student needs	
○ Self-reflection journals, mentoring logs, or evidence of collaborating with colleagues to apply and evaluate new knowledge	
○ Videos, photos, Podcasts, and other media that reflect learner engagement resulting from new instructional strategies	
○	
○	

<b>Standard 9: Leadership and Collaboration</b> 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.					
	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
9.1	Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e).	○ Not effective  <i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> <li>- Teaches in solitude.</li> <li>- Does not participate in decision-making.</li> <li>- Does not fulfill required duties.</li> <li>- Displays lack of respect for colleagues.</li> <li>- Blames others for lack of learner success.</li> </ul>	○ Maintains cordial professional relationships with colleagues to fulfill required duties.	...and  ○ Participates with colleagues and collaborates in decision making.  ○ Accepts responsibility for the success of all learners.	...and  ○ Aligns own Professional Growth Plan and student achievement goals with the School Improvement Plan and other school initiatives.  ○ Takes initiative to participate in developing and implementing policies and practices that improve instruction.

	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
9.2	Advocates for the learners, the school, the community, and the profession (9c).	<ul style="list-style-type: none"> <li>○ Not effective</li> </ul> <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> <li>- Limited communication with learners, families, or community.</li> <li>- Lacks respect for learners and families.</li> <li>- Communicates negatively about students, families, or the profession.</li> </ul>	<ul style="list-style-type: none"> <li>○ Contributes to student success by responding to learner, family, and community concerns.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Advocates for all students to be prepared for high school graduation and future school work success.</li> <li>○ Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Communicates the vision of college and career readiness to students and families.</li> <li>○ Participates, promotes, and provides support for initiatives in the school and community to have an impact on student success.</li> </ul>
<p><b>Evaluator Comments:</b> (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the indicator for which the comment applies if not for the standard as a whole.)</p>					
<p><b>Evidence that may be used to provide clarification and support or substantiation of performance not observed:</b></p>			<p><b>Confirmation of performance provided by evidence:</b></p>		
<ul style="list-style-type: none"> <li>○ Documentation of discussion, results, and implementation of collaboration with colleagues</li> </ul>					
<ul style="list-style-type: none"> <li>○ Specific documentation of educational advocacy activities in professional and community groups</li> </ul>					
<ul style="list-style-type: none"> <li>○ Contributions to the school improvement plan through activities, such as participation on committees or community council</li> </ul>					
<ul style="list-style-type: none"> <li>○ Specific documentation of leadership in local and state professional and educational organizations</li> </ul>					
<ul style="list-style-type: none"> <li>○</li> </ul>					

<b>Standard 10: Professional and Ethical Behavior</b>				
The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.				
	<b>Performance Indicator</b>	Yes	No	
<b>10.1</b>	Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (10a, 5f).	<input type="radio"/>	<input type="radio"/>	Understands, adheres to and upholds federal and state laws, State Board of Education rules, state and local policies, supervisory directives, and professional moral and ethical conduct, and holds others accountable to do the same.
<b>10.2</b>	Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development (10b).	<input type="radio"/>	<input type="radio"/>	Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.
		<input type="radio"/>	<input type="radio"/>	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.
		<input type="radio"/>	<input type="radio"/>	Maintains accurate instructional and non-instructional records.
		<input type="radio"/>	<input type="radio"/>	Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
		<input type="radio"/>	<input type="radio"/>	Develops appropriate student-teacher relationships as defined in rule, law, and policy.
		<input type="radio"/>	<input type="radio"/>	Maintains professional demeanor and appearance as defined by the local education agency (LEA).
<b>Evaluator Comments:</b> (Required for ratings of "No." Recommended for "Yes" where appropriate. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)				

### Section 4: Conference and Rating

The follow-up conference should be held at least once during each review period. It should include a discussion of Performance Indicator ratings using the **Evaluation Summary Sheet** as a guide. It includes an opportunity for the teacher being evaluated to submit additional information in the form of meaningful evidence to further inform the ratings. Performance Indicators that may not have been observed may be determined by considering appropriate evidence. The summary rating should be calculated and discussed. Performance Indicators that have been rated as **minimally effective** should be followed by a plan for professional development and improvement. Any ratings of **not effective** must be followed by required improvement goals, including appropriate timeframes and additional follow-up formative and summative evaluations. Notes should be included for each part of the conference.

1. The observer discusses ratings using the Evaluation Summary Sheet as a guide.	
Comments:	
2. The teacher and observer may provide additional evidence for clarification and support of Performance Indicator ratings.	
Additional Artifacts Accepted:	
Comments:	
3. The teacher submits evidence to inform the rating of Performance Indicators not observed during the review period.	
Additional Artifacts Accepted:	
Comments:	
4. Calculate summary rating using the scoring guide supplied below.	
<p>Summary Rating: _____</p> <p>Comments:</p>	
5. Set improvement goals. (Performance Indicators that have been rated as <b>minimally effective</b> should be followed by a plan for professional development and improvement. Any ratings of <b>not effective</b> must be followed by required improvement goals, including appropriate timeframes and additional follow-up formative and summative evaluations.)	
Goal 1:	Timeframe:
Goal 2:	Timeframe:
Goal 3:	Timeframe:

Utah Teaching Observation Tool Performance Indicator Ratings		Level 1	Level 2/3		
		Not Effective	Emerging Effective	Minimally Effective	Effective
<b>Standard 1: Learner Development</b>					
1.1. Creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs (1a, 2e).					
1.2. Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).					
<b>Standard 2: Learning Differences</b>					
2.1. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity, while holding high expectations for all (2a, 2b, 2c, 2d).					
<b>Standard 3: Learning Environments</b>					
3.1. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).					
3.2. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).					
3.3. Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).					
<b>Standard 4: Content Knowledge</b>					
4.1. Bases instruction on accurate content knowledge using multiple representations of concepts (4a, 4c, 4d, 7c).					
4.2. Supports students in learning and using academic language accurately and meaningfully (4e).					
<b>Standard 5: Learning Environments</b>					
5.1. Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a, 9d).					
5.2. Engages students in understanding and identifying the elements of quality work (5b).					
5.3. Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways (5e).					
<b>Standard 6: Instructional Planning</b>					
6.1. Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (6a, 6b, 4b).					
6.2. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e).					
<b>Standard 7: Instructional Strategies</b>					
7.1. Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b).					
7.2. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (6d, 7e, 3f).					
7.3. Supports and expands learners' communication skills through reading, writing, listening, and speaking (7d, 3f).					
7.4. Uses a variety of effective technology and resources to support learning (7f, 3e).					
7.5. Develops learners' abilities to find and use information to solve real-world problems (7g, 7f).					
7.6. Uses a variety of questioning strategies to promote engagement and learning (7h).					
<b>Standard 8: Reflection and Continuous Growth</b>					
8.1. Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e).					
<b>Standard 9: Leadership and Collaboration</b>					
9.1. Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e).					
9.2. Advocates for the learners, the school, the community, and the profession (9c).					
Summary Rating:					
<b>Comments:</b>					
<b>Recommended actions for Improvement:</b>					
<b>Evidence or documentation that supports rating:</b>					

	Not Effective	Effective
<b>Standard 10: Professional and Ethical Behavior</b>		
10.1. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (10a, 5f).		
10.2. Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development (10b).		
<b>Comments:</b>		
<b>Recommended actions for improvement:</b>		
<b>Evidence or documentation that supports rating:</b>		