# Utah Professional Teacher Standards and Continuum of Teacher Development



**EDUCATION** 

**Contents** 

The Utah Professional Teacher Standards and Continuum of Teacher Development are the product of a collaborative effort among many stakeholder groups, including the Utah State Office of Education, Early Years Enhancement (EYE) Advisory Committee, and the New Teacher Center @ UCSC. Representatives from these groups contributed their time, knowledge, and expertise to the project. The Utah Professional Teacher Standards and Continuum of Teacher Development were inspired by and based on the INTASC Standards, Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, The California Standards for the Teaching Profession (CSTP) and the Continuum of Teacher Development by New Teacher Center at the University of California, Santa Cruz.

Designed and produced by the New Teacher Center at the University of California, Santa Cruz.

For additional copies of this publication, contact: Linda Alder Educator Licensing Specialist Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200 (801) 538-7923 linda.alder@schools.utah.gov

Introduction to the Utah Professional Teacher Standards and Continuum of Teacher Development	3
Utah Professional Teacher Standards	4
Standard One: Creating and maintaining a positive classroom environment that promotes student learning	5
Standard Two: Planning curriculum and designing instruction to enhance student learning	5
Standard Three: Engaging and supporting all students in learning	7
Standard Four: Assessing and evaluating student learning	8
Standard Five: Demonstrating professionalism to support student learning	9
How to Use the Continuum of Teacher Development	10
Utah Continuum of Teacher Development 11–	-21
Acknowledgements	22

# Introduction to the Utah Professional Teacher Standards and Continuum of Teacher Development

The *Utah Professional Teacher Standards* are a framework for professional teaching practice. The *Standards* provide a common language and vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The five *Standards* are to be used to facilitate the induction of beginning teachers and to guide the professional learning of veteran teachers throughout their careers.

The *Standards* promote student learning and enhance professional practice. Based on the research of best teaching practices, they define high quality teaching as the core of a successful education for all students. They focus on the learning and the achievement of all students. The framework offers school districts an effective tool for working with new teachers as well as gives mentors meaningful benchmarks for communicating quality teaching practices. Experienced teachers use the *Standards* as a roadmap to improve their effectiveness as they move toward advanced certifications and serve as a resource to other teachers.

The *Standards* and *Continuum* were developed by the Entry Years Enhancement (EYE) Advisory Committee comprised of educators representing school districts across the State of Utah. Following a review by various education organizations and committees, the *Standards* were adopted by the Utah State Board of Education on October 7, 2005.\* The Utah State Board of Education recommended that the *Utah Professional Teacher Standards* be one option for school districts to use in facilitating improved teacher development.

#### Organization of the Standards and Continuum:

The **Standards** are organized around five interrelated components of teaching practice.

- Standard 1 Creating and maintaining a positive classroom environment that promotes student learning
- Standard 2 Planning curriculum and designing instruction to enhance student learning
- Standard 3 Engaging and supporting all students in learning
- Standard 4 Assessing and evaluating student learning
- Standard 5 Demonstrating professionalism to support student learning

Together they comprise a holistic view of teaching, and each *Standard* contains more specific components of teaching practices. Working together, the *Standards* frame a vision of effective teaching practice and meaningful student learning.

The *Continuum of Teacher Development* is organized in *Standards* broken into components, with License Levels 1 and 2 each divided into levels of performance. Each performance level describes what a teacher knows and is able to do. They do not represent a chronological sequence in a teacher's development; however, each describes the teacher's current professional and classroom performance. The Continuum provides a framework for mastering the skills to advance from a Level 1 beginning teacher to a Level 2, proficient and master teacher.

\*Administrative Rule R277-522-3 endorses the *Utah Professional Teacher Standards*, which reflect a developmental view of teaching requiring continuous professional growth in order to develop successful teaching skills and strategies.

## **Utah Professional Teacher Standards**

Promoting student learning and enhancing professional practice is the focus of *Utah Professional Teacher Standards*. The Standards define high quality teaching as the core of a successful education for all students.

## 1. Creating and maintaining a positive classroom environment that promotes student learning

- Create a physical environment that supports a culture for learning and engages all students.
- Implement classroom procedures to enhance student learning.
- 1c. Manage student behavior.
- 1d. Establish a civic classroom based on caring, responsibility, and respect for diversity.
- 1e. Use instructional time effectively to enhance student learning.

## 2. Planning curriculum and designing instruction to enhance student learning

- 2a. Demonstrate knowledge of content.
- 2b. Demonstrate knowledge of age-appropriate pedagogy.
- 2c. Design and articulate instruction aligned with Utah Core Curriculum standards.
- 2d. Select instructional goals based on student achievement data and knowledge of students.
- 2e. Connect curricula to student development and cultural background.
- 2f. Use appropriate resources to facilitate individual student learning.
- 2g. Integrate curricula across multiple content areas.

## The **Utah Professional**

Teacher Standards are a framework for professional teaching practice. The Standards provide a common language and vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The five Standards are to be used to facilitate the induction of beginning teachers and to guide the professional learning of veteran teachers throughout their careers. The Standards and questions are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor and assess the progress of teachers' practice toward professional goals and achievement for all students.

#### 3. Engaging and supporting all students in learning

- 3a. Communicate instruction clearly and accurately.
- 3b. Use research-based instructional strategies to enhance student learning of content.
  - 3c. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.
    - 3d. Reflect on teaching and learning.
      - 3e. Differentiate instruction to meet individual student learning needs.
        - 3f. Incorporate understanding of the diversity of the school community into student learning.
          - 3g. Integrate the Utah Life Skills document into student learning.
          - 3h. Engage families as partners in student learning.

#### 4. Assessing and evaluating student learning

- 4a. Assess learning goals based on Utah Core Curriculum standards.
- 4b. Use multiple sources of formal and informal assessment to verify student learning.
- 4c. Maintain accurate records of student progress.
- 4d. Use student achievement data to inform instruction.
- 4e. Communicate feedback on learning progress to students and parents/guardians.

### 5. Demonstrating professionalism to support student learning

5a. Understand and act consistently with education laws.

- 5b. Demonstrate moral and ethical conduct as educators and role models for young people.
- 5c. Maintain professional demeanor and appearance.
- 5d. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.
- 5e. Contribute to the educational community and demonstrate professional leadership.
- 5f. Act as an advocate for students, consistent with professional standards and with respect for parents and families.

#### Reference

Utah Professional Teacher Standards are based on INTASC standards, Enhancing Professional Practice, Framework for Teaching, Charlotte Danielson and the California Standards for the Teaching Profession.

## Standard One: Creating and maintaining a positive classroom environment that promotes student learning

Teachers create

classrooms that are safe.

learning environments,

where students are treated fairly

and respectfully, as they engage in

purposeful learning. Student behavioral

expectations are established early and all

students are encouraged to participate

in making decisions and in working

independently and collaboratively.

Instructional time is used effectively

as class procedures and routines

are implemented.

## 1a. Create a physical environment that supports a culture for learning and engages all students.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Arrange the room to facilitate positive classroom interactions?
- Arrange and adapt classroom seating to accommodate individual and group learning needs?
- Manage student and teacher access to material, technology, and resources to promote learning?
- Create a classroom environment that reflects and promotes student learning?
- Make the classroom environment safe and accessible for all students?

## 1b. Implement classroom procedures to enhance student learning.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Develop a daily schedule, timelines, classroom routines, and classroom rules?
- Involve all students in the development of classroom procedures and routines?
- Support students as they internalize classroom rules, routines, and procedures to become self-directed learners?
- Develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
- Make decisions about modifying procedures and rules to support student learning?

### 1c. Manage student behavior.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Develop an understanding of the reasons for student behavior?
- Establish and consistently maintain standards for behavior that reflect students' developmental and personal needs?
- Intervene when student behavior does not meet agreed-upon classroom standards?

- Facilitate student participation in classroom decision making?
- Help all students learn to solve problems and resolve conflicts?
- Support students as they develop responsibility for their own behavior?
- Work collaboratively with families to maintain standards for student behavior?

## 1d. Establish a civic classroom based on caring, responsibility, and respect for diversity.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Help all students respect different experiences, ideas, backgrounds, feelings, and points of view?
  - Group students to promote social development and learning?
    - Create opportunities for students to communicate and work with one another?
      - Use classroom rules to support all students in assuming responsibility for themselves and one another?
        - Create opportunities for all students to become selfdirected learners?
      - Model respect for diversity?

## 1e. Use instructional time effectively to enhance student learning.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Use knowledge of subject matter and students to plan and pace instructional activities over time?
- Provide opportunities for all students to learn at their own pace in daily, weekly, and unit plans?
- Help students move from one instructional activity to the next?
- Pace and adjust instructional time so that students remain engaged?
- Redirect student behavior in the most productive effective way?
- Ensure that adequate time is provided for students to complete learning activities?
- Provide time for students to reflect on their learning and also on the process of instruction?
- Structure time for day-to-day managerial and administrative tasks?

## Standard Two: Planning curriculum and designing instruction to enhance student learning

Teachers exhibit

a strong working

knowledge of subject matter

and student development by

organizing lessons around Utah

State Core Curriculum standards.

They make subject matter accessible to

all students as they interrelate concepts

and information within and across

curricular areas to extend students'

understanding.

#### 2a. Demonstrate knowledge of content.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Identify and understand the Utah Core Curriculum standards?
- Use knowledge of subject matter to help students construct their own knowledge?
- Ensure that my subject matter knowledge is sufficient to support student learning?
- Continue to keep my subject matter knowledge current?
- Incorporate different perspectives in the development of lessons to support student learning?
- Interrelate ideas and information within and across curricular areas?
- Help all students develop enthusiasm for a deep knowledge of the subject matter?

## 2b. Demonstrate knowledge of age-appropriate pedagogy.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Create lessons that are age appropriate?
- Increase my knowledge of age-appropriate pedagogy?
- Match age-appropriate pedagogy with content?

## 2c. Design and articulate instruction aligned with Utah Core Curriculum standards.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Identify and understand the Utah Core Curriculum standards and skills to be taught?
- Develop lessons aligned with the Utah Core Curriculum standards?
- Develop and use a repertoire of instructional strategies that are well suited to teaching a particular subject matter?
- Create unit plans that build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?

## 2d. Select instructional goals based on student achievement data and knowledge of students.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Become aware of data available and how to use it to set goals?
- Develop strategies to use assessment tools to guide and monitor student instructional goals?
  - Involve students in analysis of a wide variety of assessments to set relevant instructional goals?
    - Use a variety of assessment tools to guide and monitor instructional goals?

## 2e. Connect curricula to student development and cultural background.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Create opportunities for students to communicate their cultural background?
- Adjust lesson plans to recognize individual student skills, backgrounds and learning styles?
- Incorporate student backgrounds and learning styles into planning differentiated instruction?

## 2f. Use appropriate resources to facilitate individual student learning.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Develop skills to apply resources, media, and technology in planning instruction?
- Select, create, and use a range of relevant resources to enrich student learning?
- Decide what resources, media and technology are appropriate for student learning?

### 2g. Integrate curricula across multiple content areas.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Develop connections with other content areas?
- Coordinate standards within and across the curriculum to aid student learning?
- Facilitate student reflection about curriculum integration with and across content areas?

## Standard Three: Engaging and supporting all students in learning

**Teachers** 

establish challenging

learning goals for all students

based on student experience,

language, development, and home

and school expectations. They

modify and adjust instructional

plans according to student

interest, engagement, and

achievement.

#### 3a. Communicate instruction clearly and accurately.

As teachers develop, they may ask, "How do I... or "Why do I...":

- Establish procedures for instruction?
- Give clear, detailed directions and establish effective procedures for instruction, checking for student understanding?
- Develop procedures for instruction that anticipate student misunderstanding?
- Use knowledge of subject matter and students to plan and pace instructional activities over time?
- Develop instruction that supports students' second language learning and subject matter knowledge?

## 3b. Use research-based instructional strategies to enhance student learning of content.

As teachers develop, they may ask, "How do I...or "Why do I...":

- Develop and use a repertoire of research-based instructional strategies that are well suited to teaching particular subject matter?
- Use research-based knowledge about cognitive and linguistic development to plan instruction that supports student learning?
- Select researched-based instructional strategies and sequence curricula to promote understanding and critical thinking for all students?

## 3c. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.

As teachers develop, they may ask, "How do I... or "Why do I...":

- Recognize individual differences in students and make accommodations for those differences?
- Incorporate students' knowledge and experience into curriculum and instructional planning?
- Plan lessons and units that promote access to academic content for all students?
- Design lessons that promote subject matter knowledge and language development for second language learners?

## 3d. Reflect on teaching and learning.

As teachers develop, they may ask, "How do I... or "Why do I...":

- Reflect on my teaching to inform short-term and long-term planning?
- Ensure that each instructional activity is related to learning goals?

• Reflect on my instructional successes and dilemmas to move my practice forward?

- Analyze my teaching to understand what contributes to student learning?
- Ensure that my goals for student learning promote critical thinking and problem solving?

#### 3e. Differentiate instruction to meet individual student learning needs.

As teachers develop, they may ask, "How do I...or "Why do I...":

- Adjust lesson plans to make content relevant and accessible to each student?
- Revise plans based on formal and informal student assessment?
  - Adjust plans to allow enough time for student learning?
    - Modify plans to ensure opportunities for all students to learn and synthesize information?
      - Plan to ensure access to challenging, diverse, academic content for all students?

## 3f. Incorporate understanding of the diversity of the school community into student learning.

As teachers develop, they may ask, "How do I...or" Why do I...":

- Increase my understanding of the cultures and dynamics of students' communities?
- Value and respect students' families and appreciate their role in student learning?
- Engage families as sources of knowledge about students' linguistic and social backgrounds?
- Integrate the diversity of the school community into student learning?
- Promote positive dialogue and interactions with families and respond to their concern about student progress?
- Provide students with community-based experiences that support their learning?

## 3g. Integrate the Utah Life Skills document into student learning.

As teachers develop, they may ask, "How do I...or "Why do I...":

- Use the Utah Life Skills to inform Core Curriculum development?
- Use the Utah Life Skills for lesson planning and unit design in my classroom?
- Integrate the Utah Life Skills document into student learning?
- Assist students in acquiring life skills?
- Use the Utah Life Skills to support student self-assessment?

## Standard Four: Assessing and evaluating student learning

Teachers collect

information about

student performance from a

variety of sources and plan and

adjust learning opportunities that will

promote academic achievement and

personal growth for all students. Student

achievement data is exchanged

with students and families, and

supports further academic

progress.

#### 4a. Assess learning goals based on Utah Core Curriculum standards.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Use subject matter from Utah Core Curriculum, as well as district standards and other sources, to guide and establish learning goals for each student?
- Involve all students and families in establishing goals for learning?
- Review and revise learning goals with every student over time?
- Ensure that goals for learning are appropriate to individual students' development, language acquisition, or other special needs?
- Work with other educators to establish learning goals and assessment tools that promote student learning?

## 4b. Use multiple sources of formal and informal assessment to verify student learning.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Use a variety of assessments to determine what students know and are able to do?
- Select, design, and use assessment tools appropriate to what is being assessed?
- Match the assessment tools appropriate to what is being assessed?
- Collect, select, and reflect upon evidence of student learning?
- Work with families to gather information about all students and their learning?
- Ensure that grades are based on multiple sources of information?
- Assess students to support Utah Core Curriculum and district standards, and family expectations?
- Use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- Use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP and SEOP)?

#### 4c. Maintain accurate records of student progress.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Use an effective system for maintaining information on student completion of assignments and on progress in learning?
- Help all students to understand and monitor their own learning goals?
- Provide opportunities for students to engage in peer discussion of their work?
  - Provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

## 4d. Use student achievement data to inform instruction.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Use assessment to guide planning?
- Use informal assessments of student learning to adjust instruction while teaching?
- Use assessment data to plan more effective ways of teaching subject matter?
- Use assessment data to meet students' individual needs?
- Use assessment results to plan instruction to support students' individual educational plans (IEP, SEOP)?

## 4e. Communicate feedback on learning progress to students and parents/guardians.

As teachers develop, they may ask, "How do I..." or "Why do I...":

- Provide all students with information about their progress as they engage in learning activities?
- Communicate learning goals to all students and their families?
- Initiate and maintain regular contact with families and resource providers about student progress?
- Communicate the results of assessments with students and their families?
- Involve families as partners in the assessment process?

## Standard Five: Demonstrating Professionalism to Support Student Learning

**Teachers** 

demonstrate moral and

ethical conduct and exhibit an

understanding of educational law

as they work with and communicate

with all students, families, and school

staff. Individual professional learning goals

are pursued to improve their professional

practice skills, as they contribute to school

and district activities. Commitment to

all students is maintained as they

balance their professional

responsibilities.

#### 5a. Understand and act consistently with education law.

As teachers develop, they may ask, "How do I...or "Why do I...":

- Gain an understanding of my part in educational law?
- Act consistently as a professional in my everyday involvement with students, parents, and school staff?
- Extend my knowledge about my professional and legal responsibilities for students' learning, behavior and safety?

## 5b. Demonstrate moral and ethical conduct as educators and role models for young people.

As teachers develop, they may ask, "How do I...or "Why do I...":

- Demonstrate professional conduct and integrity in the classroom and school community?
- Establish and consistently maintain standards that will model ethical conduct for young people?
- Increase my understanding for being an ethical role model for students in and out of the school setting?

#### 5c. Maintain professional demeanor and appearance.

As teachers develop, they may ask, "How do I...or "Why do I...":

- Understand the reasons for maintaining professional appearance?
- Balance professional responsibilities with my personal needs?
- Reduce stress and maintain a positive attitude with students and colleagues?
- Deal with the isolation of teaching?
- Challenge myself intellectually and creatively throughout my career?
- Present myself to my students on a professional level?

## 5d. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.

As teachers develop, they may ask, "How do I...or "Why do I...":

- Maintain an attitude of lifelong learning?
- Learn more about my own professional roles and responsibilities?
- Establish goals and seek out opportunities for professional growth and development?

- Use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- Formulate professional plans that are based on my reflection and analysis?
- Continue to seek out and refine approaches that make the curriculum accessible to every student?
  - Expand my knowledge of new instructional methods and technologies?
    - Benefit from and contribute to professional organizations to improve my teaching?

## 5e. Contribute to the educational community and demonstrate professional leadership?

As teachers develop, they may ask, "How do I...or "Why do I...":

- Create opportunities to collaborate with my colleagues?
- Collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?
- Engage in thoughtful dialogue and reflection with colleagues to solve teaching-related problems?
- Participate in making and implementing school-wide decisions?
- Contribute to school-wide events and learning activities?
- Establish and maintain relationships with other school staff to become a visible and valued member of the school community?
- Use observations of colleagues to improve my teaching?
- Prevent and resolve personal and professional conflicts with colleagues?
- Contribute to the learning of other educators?

## 5f. Act as an advocate for students, consistent with professional standards and with respect for parents and families.

As teachers develop, they may ask, "How do I... or "Why do I...":

- Promote collaboration between school and community?
- Recognize students' needs and act as a voice for the students?
- Support positive attitudes among colleagues about students and their potential?
- Provide opportunities for all families to participate in the classroom and school community?
- Present educational programs to all families?

## How to Use the Utah Continuum of Teacher Development

Teachers must become more reflective practitioners. By doing so educators will improve their professional skills, expand their knowledge, and engage the increasingly diverse students in Utah schools. The *Standards* and *Continuum* provide a common language to:

- Guide self-reflection, assessment, and conversation among teachers, mentors, and administrators.
- Discuss and set goals for professional learning.
- Prompt reflection about student learning and teaching skills and practices.

The *Continuum* describes teaching practice from the beginning, basic (teacher-centered classroom) to the accomplished master teacher (student-centered learning environment). To use the *Continuum*, read across each row of components from **Basic** to **Emerging** to **Proficient** to **Master** performance levels. Move from left to right to locate the descriptor that best defines current classroom practice. A teacher may be at the basic or emerging levels in some places on the *Continuum* and at the master level in others, regardless of the number of years he/she has been in the profession. Because a teacher's growth is developmental, he/she may return to an earlier classification temporarily if there are changes in the teacher's career, such as new course content, grade level, school, or student demographics.

### **Glossary of Terms**

**Continuum:** a document describing different levels of practice or knowledge along various stages of development.

**Descriptor:** an individual cell, or "box," corresponding to the developmental levels in the *Continuum*.

**Standard:** one of the five areas of teaching practice that comprise the Continuum.

**Component:** a sub-area of teaching practice within any of the five *Standards*.

**Level:** the levels of teacher development that represent what a teacher should know and be able to do.

**Basic:** beginning level where the teacher is trying to internalize and apply what he or she has learned about teaching. The teacher relies on ongoing assistance from more experienced colleagues for survival, guidance, and support.

Emerging: a level of development where the teacher is able to teach independently, internalizes and applies what he or she has learned about teaching and student learning, and reaches out to more experienced colleagues for support.

**Proficient:** a level of development in which the teacher is skilled, confident, and able to integrate complex components of curriculum, instruction, and assessment into practice and student learning. The proficient teacher moves beyond his or her classroom to integrate subject area content, collaborates with colleagues on student learning, and actively participates in professional learning activities in the school and district.

Master: a level of development in which the teacher is consistently working closely with students to innovate and create in all areas of teaching and student learning. The teacher facilitates a student-centered learning environment. The teacher is a leader in the school and district, collaborates with colleagues on student learning, and contributes to the broader education community through professional development and classroom-based research, etc.

## **Utah Continuum of Teacher Development**

## Standard One

Creating and maintaining a positive classroom environment that promotes student learning

#### PROFESSIONAL LEVEL

Teacher Centered LEVEL 1 Basic **Emerging** 

LEVEL 2 **Proficient** Master

LINES OF **EVIDENCE** (Portfolio)

1a. Create physical environment that supports a culture for learning and engages all students.

1b. Implement

procedures to

enhance student

student behavior.

classroom

learning.

1c. Manage

- Addresses obvious safety and accessibility issues.
- Has a static classroom arrangement.
- Provides classroom environment that is safe and accessible for most students.
- Makes some adjustments to room arrangement to promote learning.

Encourages students

classroom procedures

to internalize

and routines.

• Develops a daily schedule, and establishes classroom procedures and routines.

Articulates clear

expectations for

student behavior.

- Encourages student behavior that aligns with expectations.
- Responds Intervenes when inconsistently to student behavior does student behavior. not meet agreed-upon classroom standards.

- Maintains a classroom environment that is safe and accessible for all students.
- Arranges and adjusts the classroom to promote individual and group learning.
- Involves students in the development of classroom procedures and routines
- Establishes and consistently maintains expectations for behavior that reflect student developmental and personal needs.
- Responds to student behavior to encourage self-reflection, adjustment, and positive behavior.

 Promotes a safe and accessible studentcentered classroom.

Student-Centered

- Encourages students to promote individual learning through classroom arrangement.
- Modifies procedures and routines to support students in becoming selfdirected learners.
- Supports students as they establish expectations and develop responsibility for their own behavior.
- Facilitates the classroom as students continue to monitor their own behavior.

Classroom Observations Records on Student Behavior Periodic Questionnaires to Students Comments from Colleagues

## Standard One

PROFESSIONAL LEVEL

Student-Centered

Creating and maintaining a positive classroom environment that promotes student learning

Teacher Centered

LEVEL 1 Basic **Emerging** 

**Proficient** Master

LEVEL 2

LINES OF **EVIDENCE** (Portfolio)

- 1d. Establish a civic classroom based on caring, responsibility, and respect for diversity.
- · Builds caring, friendly rapport with most students.

Understands the

responsibility.

need for student

- Begins building a caring classroom community.
- Uses some strategies to develop student responsibility.
- Recognizes some incidents of unfairness and disrespect.
- Models respectful relationships
- Uses pacing that Applies strategies reflects too much or to pace and adjust too little time for instruction. learning activities,

 Begins to develop smoother transitions.

classroom business.

and transitions.

 Utilizes transitions as a routine to increase instructional time.

- · Promotes a caring and friendly student community.
- Establishes a learning community based on student responsibility.
- Responds equitably to incidents of unfairness and disrespect.
- Paces instruction to review and reinforce student learning to ensure optimal student engagement.
- Uses transitions to support engagement of all students.

- Fosters a caring classroom where students create a friendly learning community.
- Models and promotes a student-driven, responsible learning community, socially and academically.
- Empowers students to maintain a respectful learning community.
- Presents, adjusts, and facilitates daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment.
- Integrates classroom procedures and smooth transitions to enhance student learning.

Classroom Observations Records on Student Behavior Periodic Questionnaires to Students Comments from Colleagues

Classroom Observations
Procedures Chart
IEP or SEOP Records
Records on Student Behavior

1e. Use

learning.

instructional time

enhance student

effectively to

## **Standard Two**

Planning curriculum

#### PROFESSIONAL LEVEL

Teacher Centered

→ Student-Centered

and designing instruction to enhance student learning	LEVEL 1		
	Basic	Emerging	

#### Proficient Master

LEVEL 2

LINES OF **EVIDENCE** (Portfolio)

2a. Demonstrate knowledge of content.	Demonstrates basic content knowledge and identifies key concepts.	Communicates     meaningful content     knowledge to     students.	
2b. Demonstrate knowledge of age-appropriate pedagogy.	Demonstrates basic understanding of developmental instructional needs.	Plans for adjustment of instruction-based on student developmental skills, backgrounds, and prior knowledge.	
2c. Design and articulate instruction aligned with Utah State Core Curriculum standards.	Uses Utah State     Core Curriculum     standards and     district standards to     plan instruction.	<ul> <li>Aligns instructional goals with Utah State Core Curriculum standards and district standards, and communicates these goals to students.</li> </ul>	
2d. Select instructional goals based on student achievement data and knowledge of students.	Uses basic     assessment     materials from     district and state-     provided teacher     resources.	Develops some strategies to use assessment tools to guide and monitor instructional goals.	

<ul> <li>Incorporates         extensive knowledge         to expand student         understanding,         using multiple         perspectives.</li> </ul>	<ul> <li>Presents comprehensive content knowledge and understanding of key concepts, focusing on multiple perspectives within and across subject areas.</li> </ul>
<ul> <li>Incorporates knowledge of student development into planning daily instruction.</li> </ul>	<ul> <li>Uses a variety of age-appropriate, research-based teaching strategies in planning curriculum.</li> </ul>
<ul> <li>Integrates the Utah State Core Curriculum standards and district standards into the curriculum, focusing on student learning outcomes.</li> </ul>	<ul> <li>Utilizes Utah State Core Curriculum standards in designing instruction that is highly relevant and reflects best teaching practices across the curriculum.</li> </ul>
<ul> <li>Uses a variety of assessment tools to guide and monitor instructional goals.</li> </ul>	<ul> <li>Involves students in analysis of a wide variety of assessments to set relevant instructional goals and plan for student misconceptions.</li> </ul>

Classroom Observations Instructional Artifact Sheet Instructional Plan for a Unit or Single Lesson Examples of Student Work

## **Standard Two**

Planning curriculum and designing instruction to enhance student learning

#### PROFESSIONAL LEVEL

Teacher Centered → Student-Centered

LEVEL 1

Basic Emerging

LEVEL 2

Proficient Master

LINES OF EVIDENCE (Portfolio)

2e.Connect curriculum to student development and cultural background.	<ul> <li>Connects minimally to student development and cultural background.</li> </ul>	<ul> <li>Adjusts lessons plans occasionally, recognizing individual student skills, backgrounds, and learning styles.</li> </ul>
2f. Use appropriate resources to facilitate individual student learning.	<ul> <li>Recognizes the need to use additional resources such as media and technology.</li> </ul>	<ul> <li>Develops skills to apply resources, media, and technology in planning instruction.</li> </ul>
2g. Integrate curricula across multiple content areas.	<ul> <li>Uses minimal integration with other content areas.</li> </ul>	Develops connections with other content areas.

 Incorporates student • Integrates cultural backgrounds and backgrounds and learning styles learning styles to in planning facilitate student differentiated involvement in planning instruction instruction. and assessment. • Selects, creates, Facilitates student and uses a range of learning in using a relevant resources wide range of media, to enrich learning. technologies, and student-developed resources. Coordinates standards Facilitates student reflection and within and across the curriculum. curriculum integration within and across the content areas.

Classroom Observations Instructional Artifact Sheet Instructional Plan for a Unit or Single Lesson Examples of Student Work

#### PROFESSIONAL LEVEL

## **Standard Three**

Engaging and supporting all students in learning

Teacher Centered → Student-Centered

LEVEL 1

Basic Emerging

for improvement.

LEVEL 2

**Proficient** Master

LINES OF EVIDENCE (Portfolio)

•		
3a. Communicate instruction clearly and accurately.	<ul> <li>Gives directions and establishes procedures for instruction.</li> </ul>	<ul> <li>Gives directions and establishes procedures with some clarification for instruction.</li> </ul>
3b. Use research-based instructional strategies to enhance student learning of content.	<ul> <li>Uses provided instructional strategies to deliver learning.</li> </ul>	Includes research- based instructional strategies for learning.
3c. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.	<ul> <li>Recognizes individual differences in students.</li> </ul>	Accommodates     differences in student     needs for instruction.
3d. Reflect on teaching and learning.	<ul> <li>Recognizes effective instruction.</li> </ul>	Uses reflection to recognize the effectiveness of instruction, and makes suggestions

• Gives clear, detailed • Gives explicit directions directions and and establishes establishes effective detailed procedures procedures for for instruction, instruction, checking for anticipating student student understanding. misunderstanding. Engages students Involves students in research-based in research-based instructional strategies instructional strategies and best practices that engage students in collaboration that are appropriate to enhance learning. and critical thinking to expand content understanding. • Incorporates student • Involves students in differences into incorporating and building upon individual instruction. student strengths and differences. • Uses reflection to • Makes a thoughtful and accurately assess and accurate assessment adjust instruction of instruction through to improve student reflection, and draws on an extensive repertoire learning. of skills to promote

Classroom Observations Instructional Artifact Sheet Videotape of Class Examples of Student Work Instructional Plan for a Unit or Single Lesson

student success.

## **Standard Three**

Engaging and supporting all students in learning

#### PROFESSIONAL LEVEL

Teacher Centered → Student-Centered

LEVEL 1

Basic Emerging

LEVEL 2

**Proficient** Master

LINES OF EVIDENCE (Portfolio)

	Dusic	Lineignig	Troncicit	Master	
3e. Differentiate instruction to meet individual student learning needs.	Follows lesson plans strictly, and is aware of student differences.	Adapts lessons to further engage students.	Adjusts lessons based on student needs, questions, and interests using various strategies.	Uses an extensive repertoire of strategies to meet individual student needs.	
3f. Incorporate understanding of the diversity of the school community into student learning.	Acknowledges     diversity of the     school community.	Connects the diversity of the school community to student learning.	Integrates the diversity of the school community into student learning.	Celebrates the diversity of the school community as an asset for student-driven learning.	om Observations nal Artifact Sheet otape of Class s of Student Work for a Unit or Single Lesson
3g. Integrate the Utah Life Skills document into student learning.	Has knowledge of the Utah Life Skills document.	<ul> <li>Presents ideas from the Utah Life Skills document in isolation.</li> </ul>	Integrates the Utah Life Skills document into student learning.	Assists students in acquiring life skills.	Classroom Instructiona Videota Examples o
3h. Engage families as partners in student learning.	Makes attempts to engage families in student learning.	Involves families in student learning.	Promotes and encourages family involvement in student learning.	Utilizes student leadership in connecting families to student learning.	

## **Standard Four**

Assessing and evaluating student learning PROFESSIONAL LEVEL

Teacher Centered ◆ Student-Centered

LEVEL 1

Basic **Emerging** 

**Proficient** Master

LEVEL 2

LINES OF **EVIDENCE** (Portfolio)

4a. Assess learning goals based on Utah State Core Curriculum standards. 4b. Use multiple

sources of

formal and

assessment to

verify student

4c. Maintain

informal

learning.

accurate

student

progress.

records of

 Demonstrates limited connections with the Utah State Core Curriculum standards when assessing student learning.

Uses limited formal

assessments to

evaluate student

Maintains information

on student progress

in a limited and

marginally

effective way.

and informal

learning.

 Begins to develop and utilize assessments that are consistent with Utah State Core Curriculum standards and student learning.

• Implements regular

use of formal and

that lack variety.

Maintains information

on student progress

manner, with some

in an effective

inconsistencies.

- Employs a variety of informal assessments
  - assessments, and utilizes scoring rubrics to assist students in improving their performances.

formal and informal

Demonstrates Utah

standards on a

consistent basis

when assessing

students.

State Core Curriculum

 Maintains information on student progress in an effective and accurate manner.

- Aligns assessments based on Utah State Core Curriculum standards with instructional goals both in content and process.
- Embeds a wide range of assessments in instruction, including student selfassessment. and evaluates assessment tools for bias and sensitivity.
- Maintains and effectively uses accurate information that includes student input.

Examples of Student Work
Analysis of Student Work
Classroom Observation
Achievement Data
Assessment Plan for a Single Lesson or Unit

## **Standard Four**

PROFESSIONAL LEVEL

Assessing and evaluating student learning

Teacher Centered → Student-Centered

LEVEL 1

Basic Emerging

## Proficient Master

LEVEL 2

LINES OF EVIDENCE (Portfolio)

4d. Use student achievement data to inform instruction

Communicate

feedback

on progress

to students

guardians.

and parents/

4e.

 Uses limited student achievement data to inform instruction.

Provides accurate

Provides minimal

guardians.

feedback on student

progress to parents/

but general feedback to

students.

- Develops the knowledge and skill of using student achievement data to inform instruction.
- Gives students accurate feedback and specific examples of their strengths and weaknesses.
- Communicates with parents/guardians on student progress frequently and consistently.

- Reflects on student achievement data regularly to inform instruction and to diagnose learning needs and remedial strategies.
   Disag achievement data achievement data achievement student and service and service and service achievement and service achievement data achievement data achievement data achievement achievement achievement achievement data achievement achievement data achievement data achievement achievement data achievement achievement data achievement achieve
- Provides appropriate and accurate information to students in a relevant and timely manner from a variety of sources.
- Communicates regularly with parents/ guardians, and provides specific examples of student strengths and weaknesses.

- Disaggregates student achievement data and student work to inform instruction to meet the needs of all students.
- Collaborates
   with students to
   develop their own
   achievement plans
   based on multiple
   sources of feedback.
- Communicates regularly with parents/guardian, and collaborates on developing improvement plans based on student achievement.

Examples of Student Work
Analysis of Student Work
Classroom Observation
Achievement Data
Assessment Plan for a Single Lesson or Unit
Videotape of Classroom

## **Standard Five**

Demonstrating professionalism to support student learning

#### PROFESSIONAL LEVEL

Teacher Centered → Student-Centered

LEVEL 1

Basic Emerging

\_\_\_\_

**Proficient** Master

LEVEL 2

LINES OF EVIDENCE (Portfolio)

## 5a. Understand and act consistently with education laws.

#### ALL TEACHERS MUST MEET STANDARD.

Utah Administrative Rule 686-103. Professional Practices and Conduct for Utah Educators

- Understands and adheres to federal and state laws, State Board of Education Administrative rules, local board policies, and supervisory directives.
- Exercises good judgment and prudence in the educator's personal life to avoid the impairment of the educator's professional effectiveness.
- Respects the cultural values and standards of the school community.

# 5b. Demonstrate moral and ethical conduct as educators and role models for young people.

#### ALL TEACHERS MUST MEET STANDARD.

Utah Administrative Rule 686-103. Professional Practices and Conduct for Utah Educators, including but not limited to the following:

- Does not participate in criminal activity.
- Does not participate in inappropriate sexual conduct.
- Does not use school/district computers inconsistently with state law or district/school policies.
- Follows appropriate instruction and protocols for standardized testing.
- Does not harass students or colleagues.
- Maintains student confidentiality.
- Actively includes students in education programs without regard to race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social or cultural background, or sexual orientation.
- Supervises students appropriately and consistently at school or school events according to district/school policy.
- Maintains appropriate student-teacher relationships and boundaries with all students at all times, including not participating in personal or intimate relationships with students.
- Maintains school-related financial records and accounts with accuracy and integrity, and consistently with school/district policy.
- Does not exploit professional position for personal or financial gain.

Communication Log
Professional Learning Records
Reflective Journal/Portfolio
Teacher Evaluations
Community (Parent) Surveys
Transcripts

## Standard Five

**Demonstrating** professionalism to support student learning

#### PROFESSIONAL LEVEL

Student-Centered Teacher Centered ◆

LEVEL 1

Basic **Emerging** 

**Proficient** Master

LEVEL 2

LINES OF **EVIDENCE** (Portfolio)

5c. Maintain • Follows school/district policy or supervisory directives on appropriate dress. professional Models professional appearance appropriate to the educational activity. demeanor and • Demonstrates positive behavior and good will within the school community. appearance. 5d. Establish • Has few professional Uses teacher goals and reflects standards and professional only on a few reflection to develop goals, reflect elements of teaching. vision. a professional plan. on teaching. and pursue • Attends required Accepts opportunities opportunities professional to grow professionally. to grow development professionally. activities. 5e. Contribute Maintains cordial Supports and relationships with to the cooperates with colleagues in fulfilling colleagues. educational the duties that the community, and school requires. demonstrate professional leadership. Participates in Volunteers to school/district participate in school/ district assignments. assignments, events,

events, and projects.

- Uses teacher standards and reflection to develop a professional
- Seeks opportunities for professional learning and growth.
- Supports and builds collaborative relationships with colleagues to improve student learning.
- Actively engages in making a substantial contribution to school/ district assignments.

- · Communicates a professional vision, engaging in action research, problem solving, and reflection.
- Collaborates with others in professional development for the purpose of improving student learning.
- Engages in professional dialogue with colleagues to inform instruction, and takes initiative in shared leadership within the school community.
- Assumes a leadership role in school/ district assignments, including mentoring new educators.

Communication Log Professional Learning Records Reflective Journal/Portfolio Teacher Evaluations Community (Parent) Surveys Transcripts

and projects

as required.

## **Standard Five**

Demonstrating professionalism to support student learning

#### PROFESSIONAL LEVEL

Teacher Centered ← Student-Centered

LEVEL 1

## Basic Emerging

#### LEVEL 2

## **Proficient** Master

LINES OF EVIDENCE (Portfolio)

- of. Act as an advocate for students, consistent with professional standards and with respect for parents and families.
- Develops an awareness of student needs.

 Begins to speak on behalf of students.  Incorporates strategies that serve student needs.

 Speaks on behalf of students as needs arise.

- Works within the context of a particular team or department to ensure that all students receive opportunities to succeed.
- Shows concern for needs of students, and seeks resources to meet these needs.
- Makes considerable effort to ensure that all students, particularly those traditionally underserved, are well served, and challenges unfair processes and negative attitudes.
- Becomes a strong voice for the education of students in the community and the state, and initiates opportunities for student advocacy.

Communication Log
Professional Learning Records
Reflective Journal/Portfolio
Teacher Evaluations
Community (Parent) Surveys
Transcripts

## **Acknowledgements**

The *Utah Professional Teacher Standards and Continuum of Teacher Development* are the product of a collaborative effort among many stakeholder groups, including the Utah State Office of Education, Early Years Enhancement (EYE) Advisory Committee, and the New Teacher Center @ UCSC. Representatives from these groups contributed their time, knowledge and expertise to the project. The *Utah Professional Teacher Standards and Continuum of Teacher Development* were inspired by and based on the INTASC Standards, *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, *The California Standards for the Teaching Profession (CSTP)* and the *Continuum of Teacher Development* by New Teacher Center @ UCSC. We gratefully acknowledge the contributions and guidance of the writing team, and the support from Wendy Baron, Associate Director, New Teacher Center @ UCSC.

#### **EYE Advisory Committee**

Rebecca Anderson, Chairperson, Utah State Office of Education Mary Alsop, Granite School District Lynne Baty, Box Elder School District Kaye Chatterton, Utah Education Association Carolee Coleman, Consultant Suzanne Cottrell, Davis School District Elaine Endo, Davis School District Annette Evans, Nebo School District Kelly Gilhespie, Utah State Office of Education Claire Glade, Jordan School District Becky Hatch, Granite School District Judy Jackman, Jordan School District Julie Jorgensen, Carbon School District Robert Kertesz, Jordan School District Jan Martain, Jordan School District Jane McBride, Tooele School District

Val Pack, Iron School District
Brian Pead, Davis School District
Renae Salisbury, Jordan School District
Rebecca Smith, Jordan School District
Kristen Taylor, Carbon School District
Charlotte Wolter, Tooele School District
Noel Zabriskie, Weber School District

#### **Editors**

Wendy Baron, New Teacher Center, University of Santa Cruz

#### Design Layout

Dori Felton Ward, Julie Forbes, New Teacher Center, University of California, Santa Cruz