Utah Professional Teacher Standards and Continuum of Teacher Development

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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.

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Contents

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. 6

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

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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.

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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

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

1b. 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.*

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

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 self-directed learners?
- Model respect for diversity?

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.

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?

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

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?

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.

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?

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Standard Three: Engaging and supporting all students in learning

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?

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.

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?

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Standard Four: Assessing and evaluating student learning

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)?

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.

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?

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Standard Five: Demonstrating Professionalism to Support Student Learning

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?

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.

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?

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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 C***ontinuum.***

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.

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Utah Continuum of Teacher Development

Standard One

Creating and maintaining a positive classroom environment that promotes student learning

PROFESSIONAL LEVEL

Teacher Centered ← → Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
1a. Create physical environment that supports a culture for learning and engages all students.	• 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.	• Maintains a classroom environment that is safe and accessible for all students. • Arranges and adjusts the classroom to promote individual and group learning.	• Promotes a safe and accessible student-centered classroom. • Encourages students to promote individual learning through classroom arrangement.	Classroom Observations Records on Student Behavior Periodic Questionnaires to Students Comments from Colleagues
1b. Implement classroom procedures to enhance student learning.	• Develops a daily schedule, and establishes classroom procedures and routines.	• Encourages students to internalize classroom procedures and routines.	• Involves students in the development of classroom procedures and routines	• Modifies procedures and routines to support students in becoming self-directed learners.	
1c. Manage student behavior.	• Articulates clear expectations for student behavior. • Responds inconsistently to student behavior.	• Encourages student behavior that aligns with expectations. • Intervenes when student behavior does not meet agreed-upon classroom standards.	• 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.	• Supports students as they establish expectations and develop responsibility for their own behavior. • Facilitates the classroom as students continue to monitor their own behavior.	

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Standard One

Creating and maintaining a positive classroom environment that promotes student learning

PROFESSIONAL LEVEL

Teacher Centered ← → Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
1d. Establish a civic classroom based on caring, responsibility, and respect for diversity.	• Builds caring, friendly rapport with most students. • Understands the need for student responsibility. • Recognizes some incidents of unfairness and disrespect.	• Begins building a caring classroom community. • Uses some strategies to develop student responsibility. • Models respectful relationships	• Promotes a caring and friendly student community. • Establishes a learning community based on student responsibility. • Responds equitably to incidents of unfairness and disrespect.	• 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.	Classroom Observations Records on Student Behavior Periodic Questionnaires to Students Comments from Colleagues
1e. Use instructional time effectively to enhance student learning.	• Uses pacing that reflects too much or too little time for learning activities, classroom business, and transitions. • Begins to develop smoother transitions.	• Applies strategies to pace and adjust instruction. • Utilizes transitions as a routine to increase instructional time.	• Paces instruction to review and reinforce student learning to ensure optimal student engagement. • Uses transitions to support engagement of all students.	• 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 Procedures Chart IEP or SEOP Records Records on Student Behavior

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Standard Two

Planning curriculum and designing instruction to enhance student learning

PROFESSIONAL LEVEL

Teacher Centered ← → Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
2a. Demonstrate knowledge of content.	• Demonstrates basic content knowledge and identifies key concepts.	• Communicates meaningful content knowledge to students.	• Incorporates extensive knowledge to expand student understanding, using multiple perspectives.	• Presents comprehensive content knowledge and understanding of key concepts, focusing on multiple perspectives within and across subject areas.	Classroom Observations Instructional Artifact Sheet Instructional Plan for a Unit or Single Lesson Examples of Student Work
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.	• Incorporates knowledge of student development into planning daily instruction.	• Uses a variety of age-appropriate, research-based teaching strategies in planning curriculum.	
2c. Design and articulate instruction aligned with Utah State Core Curriculum standards.	• Uses Utah State Core Curriculum standards and district standards to plan instruction.	• Aligns instructional goals with Utah State Core Curriculum standards and district standards, and communicates these goals to students.	• Integrates the Utah State Core Curriculum standards and district standards into the curriculum, focusing on student learning outcomes.	• Utilizes Utah State Core Curriculum standards in designing instruction that is highly relevant and reflects best teaching practices across the curriculum.	
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.	• Uses a variety of assessment tools to guide and monitor instructional goals.	• Involves students in analysis of a wide variety of assessments to set relevant instructional goals and plan for student misconceptions.	

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Standard Two

Planning curriculum and designing instruction to enhance student learning

PROFESSIONAL LEVEL

Teacher Centered ←→ Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
2e.Connect curriculum to student development and cultural background.	• Connects minimally to student development and cultural background.	• Adjusts lessons plans occasionally, recognizing individual student skills, backgrounds, and learning styles.	• Incorporates student backgrounds and learning styles in planning differentiated instruction.	• Integrates cultural backgrounds and learning styles to facilitate student involvement in planning instruction and assessment.	Classroom Observations Instructional Artifact Sheet Instructional Plan for a Unit or Single Lesson Examples of Student Work
2f. Use appropriate resources to facilitate individual student learning.	• Recognizes the need to use additional resources such as media and technology.	• Develops skills to apply resources, media, and technology in planning instruction.	• Selects, creates, and uses a range of relevant resources to enrich learning.	• Facilitates student learning in using a wide range of media, technologies, and student-developed resources.	
2g. Integrate curricula across multiple content areas.	• Uses minimal integration with other content areas.	• Develops connections with other content areas.	• Coordinates standards within and across the curriculum.	• Facilitates student reflection and curriculum integration within and across the content areas.	

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Standard Three

Engaging and supporting all students in learning

PROFESSIONAL LEVEL

Teacher Centered ← → Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
3a. Communicate instruction clearly and accurately.	• Gives directions and establishes procedures for instruction.	• Gives directions and establishes procedures with some clarification for instruction.	• Gives clear, detailed directions and establishes effective procedures for instruction, checking for student understanding.	• Gives explicit directions and establishes detailed procedures for instruction, anticipating student misunderstanding.	Classroom Observations Instructional Artifact Sheet Videotape of Class Examples of Student Work Instructional Plan for a Unit or Single Lesson
3b. Use research-based instructional strategies to enhance student learning of content.	• Uses provided instructional strategies to deliver learning.	• Includes research-based instructional strategies for learning.	• Engages students in research-based instructional strategies and best practices that are appropriate to enhance learning.	• Involves students in research-based instructional strategies that engage students in collaboration and critical thinking to expand content understanding.	
3c. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.	• Recognizes individual differences in students.	• Accommodates differences in student needs for instruction.	• Incorporates student differences into instruction.	• Involves students in incorporating and building upon individual student strengths and differences.	
3d. Reflect on teaching and learning.	• Recognizes effective instruction.	• Uses reflection to recognize the effectiveness of instruction, and makes suggestions for improvement.	• Uses reflection to accurately assess and adjust instruction to improve student learning.	• Makes a thoughtful and accurate assessment of instruction through reflection, and draws on an extensive repertoire of skills to promote student success.	

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Standard Three

Engaging and supporting all students in learning

PROFESSIONAL LEVEL

Teacher Centered ← → Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**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.	Classroom Observations Instructional Artifact Sheet Videotape of Class Examples of Student Work Instructional Plan for a Unit or Single Lesson
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.	
3g. Integrate the Utah Life Skills document into student learning.	• Has knowledge of the Utah Life Skills document.	• Presents ideas from the Utah Life Skills document in isolation.	• Integrates the Utah Life Skills document into student learning.	• Assists students in acquiring life skills.	
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.	

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Standard Four

Assessing and evaluating student learning

PROFESSIONAL LEVEL

Teacher Centered ⟷ Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
4a. Assess learning goals based on Utah State Core Curriculum standards.	• Demonstrates limited connections with the Utah State Core Curriculum standards when assessing student learning.	• Begins to develop and utilize assessments that are consistent with Utah State Core Curriculum standards and student learning.	• Demonstrates Utah State Core Curriculum standards on a consistent basis when assessing students.	• Aligns assessments based on Utah State Core Curriculum standards with instructional goals both in content and process.	Examples of Student Work Analysis of Student Work Classroom Observation Achievement Data Assessment Plan for a Single Lesson or Unit Videotape of Classroom
4b. Use multiple sources of formal and informal assessment to verify student learning.	• Uses limited formal and informal assessments to evaluate student learning.	• Implements regular use of formal and informal assessments that lack variety.	• Employs a variety of formal and informal assessments, and utilizes scoring rubrics to assist students in improving their performances.	• Embeds a wide range of assessments in instruction, including student self-assessment, and evaluates assessment tools for bias and sensitivity.	
4c. Maintain accurate records of student progress.	• Maintains information on student progress in a limited and marginally effective way.	• Maintains information on student progress in an effective manner, with some inconsistencies.	• Maintains information on student progress in an effective and accurate manner.	• Maintains and effectively uses accurate information that includes student input.	

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Standard Four

Assessing and evaluating student learning

PROFESSIONAL LEVEL

Teacher Centered ← → Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
4d. Use student achievement data to inform instruction	• Uses limited student achievement data to inform instruction.	• Develops the knowledge and skill of using student achievement data to inform instruction.	• Reflects on student achievement data regularly to inform instruction and to diagnose learning needs and remedial strategies.	• Disaggregates student achievement data and student work to inform instruction to meet the needs of all students.	Examples of Student Work Analysis of Student Work Classroom Observation Achievement Data Assessment Plan for a Single Lesson or Unit Videotape of Classroom
4e. Communicate feedback on progress to students and parents/ guardians.	• Provides accurate but general feedback to students. • Provides minimal feedback on student progress to parents/ guardians.	• Gives students accurate feedback and specific examples of their strengths and weaknesses. • Communicates with parents/guardians on student progress frequently and consistently.	• 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.	• 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.	

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Standard Five

Demonstrating professionalism to support student learning

PROFESSIONAL LEVEL

Teacher Centered ← → Student-Centered

LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
Basic	Emerging	Proficient	Master	

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

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Standard Five

Demonstrating professionalism to support student learning

PROFESSIONAL LEVEL

Teacher Centered ← → Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
5c. Maintain professional demeanor and appearance.	• Follows school/district policy or supervisory directives on appropriate dress. • Models professional appearance appropriate to the educational activity. • Demonstrates positive behavior and good will within the school community.				Communication Log Professional Learning Records Reflective Journal/Portfolio Teacher Evaluations Community (Parent) Surveys Transcripts
5d. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.	• Has few professional goals and reflects only on a few elements of teaching. • Attends required professional development activities.	• Uses teacher standards and reflection to develop a professional plan. • Accepts opportunities to grow professionally.	• Uses teacher standards and reflection to develop a professional vision. • Seeks opportunities for professional learning and growth.	• 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.	
5e. Contribute to the educational community, and demonstrate professional leadership.	• Maintains cordial relationships with colleagues. • Participates in school/district assignments, events, and projects as required.	• Supports and cooperates with colleagues in fulfilling the duties that the school requires. • Volunteers to participate in school/district assignments, events, and projects.	• Supports and builds collaborative relationships with colleagues to improve student learning. • Actively engages in making a substantial contribution to school/district assignments.	• 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.	

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Standard Five

Demonstrating professionalism to support student learning

PROFESSIONAL LEVEL

Teacher Centered ⟷ Student-Centered

	LEVEL 1		LEVEL 2		LINES OF EVIDENCE (Portfolio)
	Basic	**Emerging**	**Proficient**	**Master**	
5f. 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

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