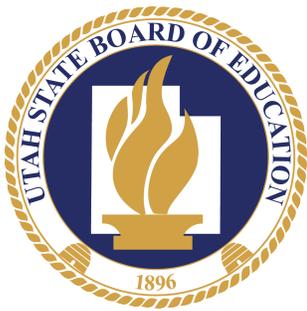


Instructional Coaching Resources

UTAH STATE BOARD OF EDUCATION



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Defining an Instructional Coach



Every leader, educator, and paraprofessional deserve to realize their personal best in order to serve our students in achieving their fullest potential. Each of us can benefit from having an effective coach who can:

- Collect data to help provide an accurate picture of our current reality.
- Engage in a feedback cycle to instill positive habits of thinking.
- Analyze our actions to refine our craft for greater impact.

Knowledge

- The instructional coaching cycle
- Principles of adult learning andragogy
- How to use, and help others use, data to inform instructional adjustments
- Grade level core standards
- Evidence-based practices and implementation
- Utah Effective Educator Standards
- Teacher Evaluation Systems
- Articulate coach's role related to school/district improvement plan implementation
- Unique differences between grade levels and the amount of modeling required
- How to support induction for new teachers

Skills

- Apply knowledge to engage in tasks that impact teachers in improving student learning outcomes
- Implement the coaching cycle
- Serve as a partner and an instructional leader in the school/district
- Serve as a partner with school/district leadership
- Build professional relationships
- Have crucial conversations
- Deliver job-embedded professional learning
- Facilitate teams
- How to use paraprofessionals effectively
- Prioritize projects and tasks effectively
- Serve as a thought partner
- Integrate new learning/embed it into the system
- Communicate effectively
- Manage and organize
- Use resources to effectively implement actions of the school/district improvement plan goals

Dispositions

- Ability to serve as a district representative while considering local context
- Lifelong learner who continues to seek opportunities for ongoing professional growth
- Strong belief that each student and teacher can grow and learn at high levels
- Exhibit the partnership principles: equality, choice, voice, dialogue, reflection, praxis, reciprocity (Knight, 2018)
- Demonstrate flexibility, resiliency, and empathy

As part of the instructional team led by the principal, an instructional coach is expected to spend their work time engaged in tasks that directly impact teachers in improving student learning outcomes. As such, an instructional coach should not be asked to serve as a/an: evaluator, substitute teacher, clerical aide, recess/lunch duty, behavioral therapist, tester, guidance counselor, interventionist, program manager, contest leader, or any other assignment that disrupts their ability to support teachers to improve instructional practices.

Defining an Instructional Coach

Glossary of Terms

Instructional Coaching Cycle focused on evidence of student achievement and engagement connected to the instructional goals of the teacher. Coaching involves an ongoing cycle of goal-setting, learning, observation and data collection, and reflection.

Personnel Resources individuals in the school and/or district/charter that hold a position that directly impacts improvement goals and student learning outcomes (e.g., grade level teams, school/district leadership, certified instructional support staff [SPED, EL, EdTech]).

Physical Resources items that can be used to directly impact the improvement goals and student learning outcomes (e.g., curriculum, classroom, state and federal funding resources)

The Partnership Principles

The Impact Cycle, by Jim Knight

Equality: In partnerships, one partner does not tell the other what to do; both partners share ideas and make decisions together as equals. Coaches whose interactions embody equality have faith that the teachers they work with bring a lot to any interaction, and they listen with empathy.

Choice: Taking away choice and telling others that they must act a certain way usually guarantees that they will not want to do what we propose. As the saying goes, "When you insist, they will resist." Coaches who act on the principle of choice position teachers as the final decision makers, as partners who choose their coaching goals and decide which practices to adopt and how to interpret data.

Voice: Conversation with a coach should be as open and candid as conversation with a trusted friend. When coaches follow the principle of voice, they expect to learn from their collaborating teachers, and the teachers they coach feel safe expressing what they think and feel. When coaches live out the principle of voice, teachers know that their opinion matters.

Dialogue: When people are partners, their conversation is often a dialogue, a conversation where everyone's ideas are shared through back-and-forth interactions. Coaches who foster dialogue balance advocacy with inquiry. They actively seek out others' ideas, and they share their own ideas in a way that makes it easy for others to share what they think. Dialogue helps instructional coaches set themselves up as thinking partners.

Reflection: Learning often involves the messy muddling through that we often refer to as reflection. As a result, when professionals are told what to do-and when and how to do it, with no room for their own individual thought-there's a good chance they will stop learning. Much of the pleasure of professional growth involves reflecting on what you're learning. When coaches collaborate with teachers by co-creating ideas in reflective conversations, teachers (and coaches) often find those conversations to be engaging, energizing, and valuable.

Praxis: People who engage in praxis apply knowledge and skills to their work, community, or personal lives. For example, a teacher who wants to increase student engagement by telling powerful stories, and then reads about stories and carefully considers how to use them during instruction, is engaged in praxis as I define it. When coaches act with the goal of praxis in mind, they make sure that coaching is productive, meaningful, and helpful to teachers and students.

Reciprocity: Reciprocity is the inevitable outcome of an authentic partnership. When coaches engage in dialogue, reflect, and strive for praxis with their collaborating teachers, they will be engaged in real-life situations and live out the old saying, "When one teaches, two learn." Partnership is about shared learning as much as it is about shared power.

Competencies of a Quality Instructional Coach

Foundations of Instructional Coaching

A Quality Instructional Coach:

- ▶ Utilizes the USBE coaching model which includes – Pre-partnership, Collaborative Planning, Implementation, Reflection, and Follow-up
- ▶ Professionally supports teachers in creating and accomplishing goals aligned with the vision and expectations of the school and district through high-quality coaching practices
- ▶ Effectively improves student outcomes through building the capacity of the educators to use best practices to meet student needs
- ▶ Builds trusting relationships through clear communication that is non-threatening and objective
- ▶ Effectively listens and communicates through asking probing and reflective questions
- ▶ Can help teachers to analyze and utilize data to shift instructional decision making and practices
- ▶ Understands the differences between elementary and secondary student development and elementary and secondary pedagogy

Adult Learning Theory

A Quality Instructional Coach:

- ▶ Applies effectively the theories of adult learning theories in coaching and professional learning
- ▶ Recognizes and support the stages of educators' development and helping to identify and build their level of self-efficacy to increase effectiveness
- ▶ Understands and applies theories of change that encourage growth mindset and professional progress
- ▶ Designs and facilitates professional learning using adult learning theory- effectively honors experience and differentiates coaching and professional learning to meet the needs of educators

Instructional Design and Assessment

A Quality Instructional Coach:

- ▶ Models effective instructional design theories such as backwards design, universal design for learning, explicit instruction, inquiry, and/or collaborative learning
- ▶ Facilitates and guides alignment of instruction and assessment to state standards and competencies
- ▶ Uses technology effectively to engage teachers in professional learning and in data-driven instruction
- ▶ Understands assessment designs and the different modalities of assessing students
- ▶ Facilitates data analysis of different formative and summative assessments to inform instruction
- ▶ Models and facilitates instructional planning through intentional pacing, alignment to frameworks, and mapping out concepts to ensure that an effective sequence is followed
- ▶ Utilizes a strong knowledge of evidence-based resources to evaluate them to meet the needs of students and uses it to identify options for differentiation and tiered instruction
- ▶ Encourages students to engage in self-reflection through modeling and supporting educators to use this practice

Competencies of a Quality Instructional Coach

Strategies for Effective Instructional Delivery

A Quality Instructional Coach:

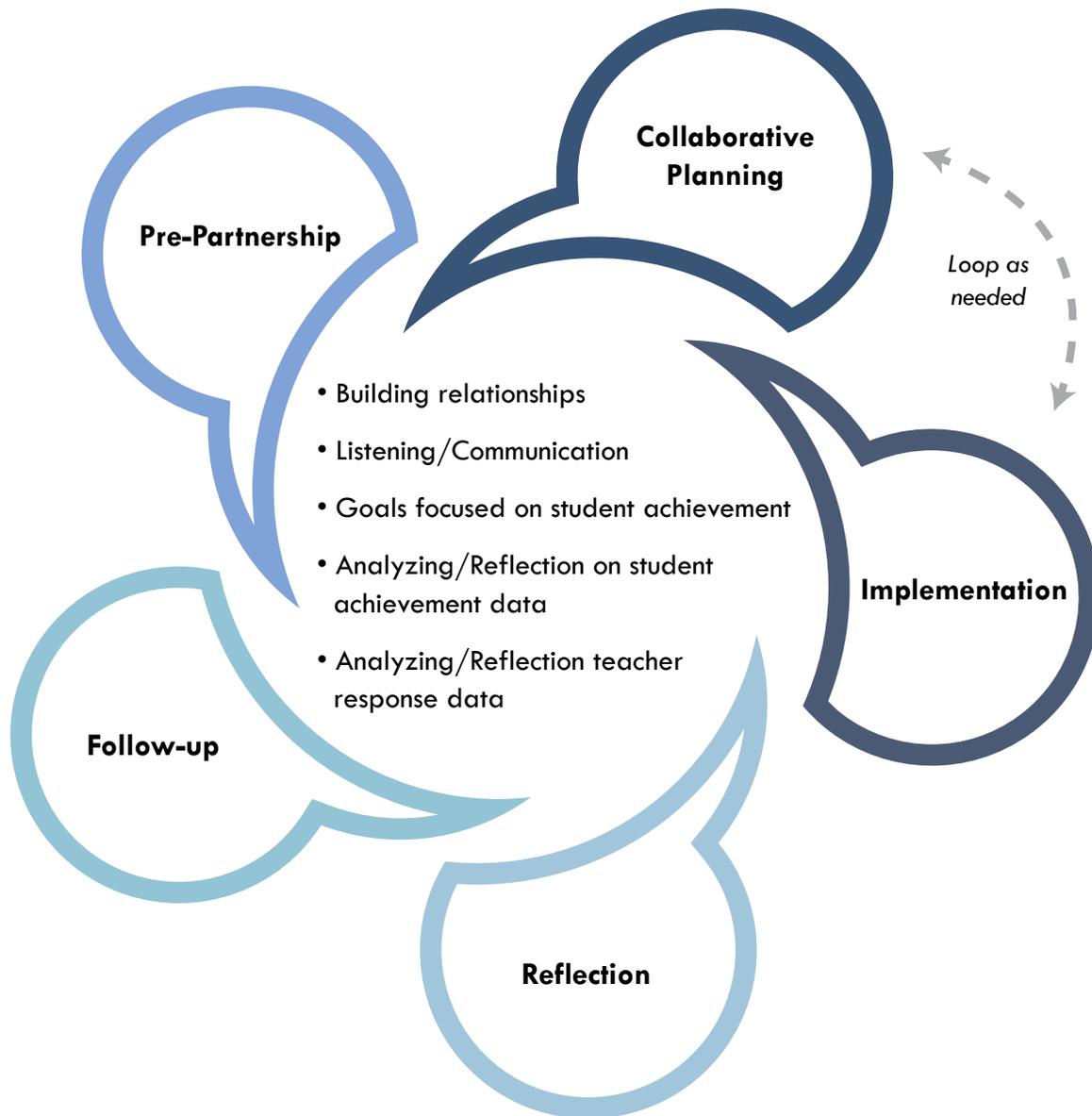
- ▶ Shares current research on best and most effective strategies supported by LEA for delivery and engagement
- ▶ Collects data and shares strategies to help educators increase student engagement, motivation, and participation promoting effective, positive classroom management
- ▶ Has a deep knowledge of Utah's Effective Teaching Standards

Effective Leadership and Collaboration

A Quality Instructional Coach:

- ▶ Fosters positive, productive relationships with all stakeholders that allow for effective collaboration
- ▶ Effectively creates an alignment of state, district, school, team, and individual goals for educators
- ▶ Advocates for and models equity across all practices
- ▶ Advocates for and models self-advocacy by educators and students
- ▶ Facilitates critical conversations and conflict resolution
- ▶ Engages in continued learning, growth, and reflection on instructional coaching practices

Coaching Cycle Model



Pre-Partnership

Gather context

- Observe/gather student data
- Build relationship

Collaborative Planning

Goal setting

- Identify student needs based on data
- Measurable goals in context of school setting
- Start and end dates with measurable “look-fors” between designing lesson/plan best practices/strategies

Implementation

Support Based on Goal

- Modeling/Co-teaching
- Videoing
- Data collection
- Provide feedback/Next steps
- Reflect on lesson

Reflection

Impact of Goal

- Reflection /Review
- Conversation
- Student data analysis
- Set next goal

Follow-up

Initial and ongoing goal check-in to support continued student achievement

Instructional Coach Teacher Effectiveness Crosswalk

The Utah Effective Teaching Standards are descriptions of highly effective teaching as adopted by the Utah State Board of Education (USBE) (R277–530). These standards also represent the knowledge and skills necessary to teach the Utah Core Standards. They align with national teaching standards (INTASC, 2011) and current research on effective teaching practice.

The categories indicated on the rubrics describe phases of the development of instructional coaching skills from the **most basic** to the **highest levels** of attainment and form a continuum of instructional coaching practice.

The indicators vary in their levels of complexity; therefore, some may be met at the Effective level and some at the Highly Effective level. It is expected that the level of an individual instructional coaches' practice will increase across the continuum through experience and study.

The continuum is intended for use as a formative tool as part of systematic self-reflection and self-assessment of teaching practice. It may be used for the formative purposes of mentoring, coaching, intervention, professional development, and remediation.

Standard 1

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development

Sub-Standard

- a. Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.
- b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

Emerging/Minimal

Understands how to create developmentally appropriate and challenging learning experiences based on each student's strengths, interests, data, and needs.

Understands, analyzes, and communicates with stakeholders on student growth and development.

Effective

Co-creates with a teacher developmentally appropriate and challenging learning experiences based on each student's strengths, interests, data, and needs.

Collaboratively works with a teacher to understand, analyzes, and communicates with stakeholders on student growth and development.

Highly Effective

Co-creates with a team developmentally appropriate and challenging learning experiences based on each student's strengths, interests, data, and needs.

Collaboratively works with a team to understand, analyzes, and communicates with stakeholders on student growth and development.

Standard 2

The teacher understands individual learner difference and cultural and linguistic diversity.

Sub-Standard

- a. Understands individual learner differences and holds high expectations of students.
- b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- d. Creates a learning culture that encourages individual learners to persevere and advance.
- e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

Emerging/Minimal

Understands how to differentiate and aware of cultural resources and believes all students can learn.

Understanding and knowledge of different ways for students to show their learning and understanding.

Identify, understand, and respect different cultures within the school(s) and able to provide appropriate resources.

Knowledge and application of tools for language development into planning and instruction, including strategies for development of English proficiency. Uses strategies, visuals, and modeling to augment auditory directions and adapts instruction accordingly.

Effective

Collaboratively with a teacher, uses student data to identify needs and guide differentiated lesson plans, while holding high expectations of students.

Collaboratively demonstrate with a teacher a variety of effective ways for students to show their learning and to provide feedback.

Collaboratively with a teacher use cultural resources to create an environment that honors and respects all learners and holds all to high expectations.

Collaboratively guide teacher to use tools for language development into planning and instruction, including strategies for development of English proficiency. Uses strategies, visuals, and modeling to augment auditory directions and adapts instruction accordingly.

Highly Effective

Collaboratively with teams, use student data to identify school-wide needs and guide differentiated lesson plans, while holding high expectations of students.

Collaboratively analyze school-wide data to target trends and needs to provide professional development and follow up on multiple ways for students to demonstrate their learning.

Collaboratively develop school-wide cultural resources to create an environment that honors and respects all learners and holds all to high expectations.

Collaboratively provide school-wide professional learning on use of tools for language development into planning and instruction, including strategies for development of English proficiency. Follow up on uses strategies, visuals, and modeling to augment auditory directions and adapts instruction accordingly.

Standard 3

The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation

Sub-Standard

- a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
- b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
- d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- e. Extends the learning environment using technology, media, and local and global resources.
- f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

Emerging/Minimal

Knowledge and application of maintaining routines, expectations, and procedures that support collaborative student learning.

Uses evidence based interactions and classroom management to promote a positive and collaborative learning environment and be able to organize student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

Knowledge of and applies engagement strategies that align with individual student learning patterns and goals within a schedule.

Consistently incorporates technology and media and promotes LEA provided tools and resources in ways that best support student learning. Stays current with best evidence based technology and media resources.

Knowledge and application of students ability to transfer learning skills and content knowledge to real-world and work-place contexts.

Effective

Work with a teacher to collaborate with students in establishing and reflecting on classroom procedures to improve the learning environment.

Collaborates with a teacher to establish a positive classroom management a positive learning climate of openness, respectful interactions, support, and inquiry. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

Collaborate with a teacher to create an optimal schedule that aligns with individual student learning patterns and goals. Proactively gain and maintains student attention through authentic engagement.

Collaboratively with a teacher incorporates technology and media and uses LEA provided tools and resources in ways that best support student learning.

Collectively with a teacher incorporate into lessons opportunities for students to transfer learning skills and content knowledge to real-world and work-place contexts.

Standard 3

Continued

Highly Effective

Work school-wide to collaborate with students in establishing and reflecting on school-wide procedures to establish positive learning environment.

Collaboratively work to establish a positive school-wide learning climate of openness, respectful interactions, support, and inquiry. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

Collaborate school-wide to create an optimal schedule that aligns with individual student learning patterns and goals. Promote and follow up with student attention through authentic engagement.

Provide school-wide professional learning and support regarding incorporation of technology and media and use LEA provided tools and resources in ways that best support student learning with follow up.

Provide school-wide professional learning, support and follow up in lesson design for student abilities to transfer learning skills and content knowledge to real-world and work-place contexts.

Standard 4

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

Sub-Standard

- a. Knows the content of the discipline and conveys accurate information and concepts.
- b. Demonstrates awareness of the Utah Core Standards and references them in short-/long-term planning.
- c. Engages students in applying methods of inquiry and standards of evidence of the discipline.
- d. Uses multiple representations of concepts that capture key ideas.
- e. Supports students in learning and using academic language accurately and meaningfully.

Emerging/Minimal

Knows the content of the discipline(s) taught and conveys accurate information. Demonstrates knowledge of current content and pedagogical research.

Demonstrates an awareness of the Utah Core Standards across multiple content areas and plans instruction based on current research to create rigorous and relevant learning opportunities.

Demonstrates methods of explicit and/or inquiry instruction, and critical thinking consistent with the standards of the academic discipline.

Demonstrates use of multiple modalities and explanations to convey concepts of the discipline.

Provides opportunities and expects students to use academic language accurately and meaningfully.

Effective

Builds teacher knowledge and metacognition of discipline(s) taught using current content and pedagogical research.

Collaborates with teachers to plan short term and long term instruction based on the Utah Core Standards across multiple content areas and based on current research to create rigorous and relevant learning opportunities..

Builds capacity of teachers to effectively implement methods of explicit and/or inquiry instruction, and critical thinking consistent with the standards of the academic discipline.

Builds capacity of teachers to effectively implement multiple modalities and explanations to convey concepts of the discipline.

Builds capacity of teachers to effectively plan to provide opportunities and expect students to use academic language accurately and meaningfully.

Standard 4

Continued

Highly Effective

Builds school-wide knowledge and metacognition of discipline(s) taught using current content and pedagogical research.

Collaborates with teams to plan short term and long term instruction based on the Utah Core Standards across multiple content areas and based on current research to create rigorous and relevant learning opportunities.

Builds capacity of teams to effectively implement methods of explicit and/or inquiry instruction, and critical thinking consistent with the standards of the academic discipline.

Builds capacity of teams to effectively implement multiple modalities and explanations to convey concepts of the discipline.

Systematically build school-wide structure to effectively plan to provide opportunities and expect students to use academic language accurately and meaningfully throughout disciplines.

Standard 5

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Sub-Standard

- a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills
- b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- f. Understands and practices appropriate and ethical assessment principles and procedures.

Emerging/Minimal

Can locate and communicate LEA approved assessments. Uses student data to identify areas of needed improvement and seeks to provide support. Communicates with teachers to ensure that progress monitoring has been completed and data entered. Collaboratively analyze, interpret, and use data to plan continual monitoring of student growth toward proficiency standards.

Facilitates opportunities to deconstruct standards. Determines learning progressions. Guides feedback that informs student growth towards proficiency.

Collaboratively adjust assessment to accommodate sub groups of learners.

Collaboratively works with teachers to interpret data in an effort to assess the effectiveness of instruction and support. Supports teachers in making adjustments in instruction to meet students' needs.

Provides professional development in various methods/strategies of analyzing data and providing feedback to stakeholders.

Participate and comply with LEA testing ethics and procedures presentation. Know where to find ethic guidelines.

Effective

Collaboratively selects or designs appropriate assessment(s) using multiple modalities to allow students to demonstrate their level of proficiency on learning objectives/state standards. Provides professional development (group or individual) on assessment strategies that promote student achievement and growth.

Models use of engaging students in analyzation of progression in learning toward mastery. Collaborates to create ongoing systems of student feedback through analyzing progression of learning towards proficiency.

Standard 5

Continued

Effective - *continued*

Collaboratively selects or designs appropriate assessment(s) to accommodate sub groups of learners. Provides professional development (group or individual) on assessment strategies for sub groups of learners.

Collaboratively analyzes data to determine effectiveness of instruction. Collaboratively creates and designs plans of instructions that include adjustments based on data. Provides professional development on analyzing instruction practices using data.

Guides teachers or instructs them to prepare and analyze data for team and classroom level. Facilitates conversations to provide feedback to stakeholders using various methods of communication.

Explain and guide teachers in proper LEA testing ethics and procedures.

Highly Effective

Provide professional development (group or individual) to collaboratively interpret data, design and implement assessments, and reflect on processes that ensure students achieved. learning objectives listed in state standards. Utilizes reflections and data to initiate conversation to improve assessment reliability and validity across LEA.

Collaborates within teams to evaluate effective use of descriptive feedback. Facilitates collaborative data conversations across teams.

Articulate across teams the next steps in student progression.

Provide professional development (group or individual) to collaboratively interpret data, design and implement assessments, and reflect on processes that ensure sub groups of learners.

Collaboratively design instructional plans that include data points to measure effectiveness of instruction and student learning. Collaborates with PLC/teams to design instruction plans to design data metrics as a team that evaluates effective instruction.

Collaborate with teachers and teams to design and use systems of analyzing data and feedback for stakeholders.

Provide school-wide professional learning opportunities on proper LEA testing ethics and procedures.

Standard 6

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

Sub-Standard

- a. Plans instruction based on the Utah Core Standards.
- b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
- c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work..
- e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

Emerging/Minimal

Develops short- and long-term instructional plans, including a content-based scope and sequence based on approved Utah Core standards.

Creates learning experiences that are appropriate for reaching content standards, are relevant to learners, and based on principles of effective instruction.

Differentiates instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.

Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

Effective

Guides teachers in developing short- and long-term instructional plans, including a content-based scope and sequence based on approved Utah Core standards.

Collaboratively supports teachers to plan lessons that:

- a. Include relevant experiences
- b. Differentiate based on student needs
- c. Include opportunities for students to generate and evaluate new ideas
- d. Integrate cross disciplinary skills

Collaboratively works with a teacher to differentiate instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.

Collaboratively with a teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

Collaboratively works with a teacher to integrate cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

Standard 6

Continued

Highly Effective

Provides professional opportunities for teams and/or School-wide Development of short- and long-term instructional plans, including a content-based scope and sequence based on approved Utah Core standards.

Collaboratively supports teams and/or school-wide to plan lessons that:

- a. Include relevant experiences
- b. Differentiate based on student needs
- c. Include opportunities for students to generate and evaluate new ideas
- d. Integrate cross disciplinary skills

Collaboratively works school-wide to differentiate instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.

Collaboratively with teams and/or school-wide creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

Collaboratively works with teams and/or school-wide to integrate cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge..

Standard 7

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

Sub-Standard

- a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and groups of learners.
- c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- d. Uses a variety of instructional strategies to support and expand each learner's communication skills.
- e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
- f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems
- g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- h. Uses a variety of questioning strategies to promote engagement and learning.

Emerging/Minimal

Understands and uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.

Understands how instruction should adapt and varies his or her role appropriate to particular content and concepts.

Knows the various types of student data and analyzes student learning and responds to errors and misconceptions.

Understands and uses a variety of strategies to support and expand each learner's communication, higher order thinking and metacognition skills.

Understands how to systematically include a variety of perspectives to evaluate, stimulate questioning, analysis, and solve real-world problems to increase understanding and generate feedback.

Evaluates for effectiveness, quality and accuracy of technology/media and uses various resources to support equitable access to content and skill development.

Purposefully selects question strategies aligned with learning goals and deepen learners cognitive engagement.

Effective

Builds capacity of teachers towards understanding and practicing a range of developmentally, culturally, and linguistically appropriate instructional strategies based on student data.

Builds capacity of teachers regarding how instruction should adapt and varies his or her role appropriate to particular content, progression, and concepts based on student data.

Standard 7

Continued

Effective - *continued*

Build capacity of teachers to reflect and give effective feedback and adjust instruction across tiers based on evidence of student learning.

Collaborates with a teacher to support, scaffold, and expand each learner's communication and higher order thinking skills to deepen their understanding and demonstration of concepts through metacognition.

Collaborates with a teacher to systematically include a variety of perspectives to evaluate, stimulate questioning, analysis, and solve real-world problems to increase understanding and refine feedback cycle.

Builds capacity of teachers to effectively evaluate for quality and accuracy of technology and uses various media resources to support equitable access to content and skill development.

Builds capacity of teachers to purposefully select question strategies aligned with learning goals and deepen learners cognitive engagement.

Highly Effective

Builds capacity of teams towards integrating and practicing a range of developmentally, culturally, and linguistically appropriate instructional strategies based on student/school data.

Builds capacity of teams regarding how instruction should adapt and varies his or her role appropriate to particular content, progression, and concepts based on student/school data.

Build capacity of teams to reflect and give effective feedback and adjust instruction across tiers based on evidence of student learning.

Collaborates with a team to support, scaffold, and expand each learner's communication and higher order thinking skills to deepen their understanding and demonstration of concepts through metacognition.

Collaborates with a team to systematically include a variety of perspectives to evaluate, stimulate questioning, analysis, and solve real-world problems to increase understanding and refine feedback cycle.

Builds capacity of teams to effectively evaluate for quality and accuracy of technology and uses various media resources to support equitable access to content and skill development.

Builds capacity of teams to purposefully select question strategies aligned with learning goals and deepen learners cognitive engagement.

Standard 8

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner

Sub-Standard

- a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.
- c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

Emerging/Minimal

Uses multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on and adapt planning and instruction. Understands the roles of and collaborates with a full range of colleagues and support specialists to help meet the unique needs of all students.

Actively seeks professional learning on new research and evidence based practices within and outside the school setting to refine professional practices based on feedback and reflection.

Identifies and accesses resources that support the development of a broader understanding of differences.

Actively seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.

Develops a professional learning plan based on standards and individual needs of the instructional coach.

Effective

Provide professional opportunities and follow up on the use of multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on and adapt planning and instruction.

Based on the professional learning of the Instructional Coach, provide tailored learning opportunities and follow up on effective practices and skills.

Collaboratively works with a teacher to identify and access resources that support the development of a broader understanding of differences.

Based on the professional learning of the Instructional Coach, provide opportunities to participate in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.

Supports development of a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the teacher.

Standard 8

Continued

Highly Effective

Provides ongoing school-wide professional opportunities and follow up on the use of multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on and adapt planning and instruction.

Based on the professional learning of the Instructional Coach, provide school-wide tailored learning opportunities and follow up on effective practices and skills.

Collaboratively works with teams and/or school-wide to identify and access resources that support the development of a broader understanding of differences.

Based on the professional learning of the Instructional Coach, provide school-wide opportunities to participate in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.

Supports development of a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.

Standard 9

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Sub-Standard

- a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
- b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback.
- c. Advocates for the learners, the school, the community, and the profession.
- d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.

Emerging/Minimal

Builds personal understanding of policies and practices that improve instruction. Collaborates with colleagues on school improvement issues.

Builds personal understanding of the learning community goals.

Advocates for all students to be prepared for high school graduation and future learning and/or work success.

Works with colleagues to plan and jointly facilitate learning to meet diverse needs.

Engages in professional learning to enhance personal knowledge and skills.

Effective

Takes initiative to participate in developing and implementing policies and practices that improve instruction. Collaborates with colleagues on school improvement issues.

Actively participates with stakeholders to support the learning community goals, including providing and receiving feedback.

Advocates for all students to be prepared for high school graduation and future learning and/or work success. Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.

Actively works with colleagues to plan and jointly facilitate learning to meet diverse needs.

Actively works with colleagues to engage in tailored professional learning to enhance professional practice.

Standard 9

Continued

Highly Effective

Takes initiative in creating, developing, and implementing policies and practices that improve instruction.

Collaborates with stakeholders on school improvement issues.

With stakeholder support, takes initiative in creating, developing and implementing learning community goals, including providing and receiving feedback.

Collaboratively with stakeholders, takes initiative in creating, developing and implementing opportunities to make a positive impact on teaching quality, school improvement, and student achievement.

Takes initiative to work with stakeholders to plan and jointly facilitate learning to meet diverse needs.

Actively provides school-wide tailored learning opportunities and follow up on effective practices and skills to advance professional practice.

Crosswalk, *continued*

Standard 10

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515

Sub-Standard

- a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- b. Is responsible for compliance with all requirements of State Board of Education Rule R277–530 at all I levels of teacher development.

Emerging/Minimal

Advocates for and models compliance with law and rules governing ethical conduct of educators.

Effective

Knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.

Highly Effective

Adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.

Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.

Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way.

Maintains accurate instructional and non-instructional records.

Maintains integrity and confidentiality in matters concerning student records and collegial consultation.

Develops appropriate student-teacher relationships as defined in rule, law, and policy.

Maintains professional demeanor and appearance as defined by the local education agency (LEA).