The teacher understands individual learner differences and cultural and learning differences.

**Standard 2: Learning Differences**

**THE TEACHER:**

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.

**THE LEARNER AND LEARNING**

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

**Standard 1: Learner Development**

**THE TEACHER:**

a. Creates developmentally appropriate and challenging learning experiences based on individual student’s strengths, interests, and needs.

b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

**Standard 3: Learning Environments**

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

**THE TEACHER:**

a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

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.

**Standard 9: Leadership and Collaboration**

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

**Standard 8: Reflection and Continuous Growth**

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

**Standard 10: Professional and Ethical Behavior**

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

**THE LEARNING ENVIRONMENTS**

The Standards articulate what effective teaching and learning look like in the Utah public education system. The Standards are based upon the concepts adopted by the Council of Chief State School Officers (CCSSO) in the Interstate Teacher Assessment and Support Consortium (InTASC) standards, as well as the needs of Utah school teachers, administrators, and university representatives through their work as part of the Utah Effective Teaching Standards Work Group and Rubric-Writing Subgroups. The Standards align with the teaching skills needed to successfully teach the Utah Core Standards.

**The Utah Effective Teaching Standards** articulated what effective teaching and learning look like in the Utah public education system. The Standards are based upon the concepts adopted by the Council of Chief State School Officers (CCSSO) in the Interstate Teacher Assessment and Support Consortium (InTASC) standards, as well as the needs of Utah school teachers, administrators, and university representatives through their work as part of the Utah Effective Teaching Standards Work Group and Rubric-Writing Subgroups. The Standards align with the teaching skills needed to successfully teach the Utah Core Standards.
INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

THE TEACHER:

a. Knows the content of the discipline and conveys accurate information and concepts.

b. Demonstrates an awareness of the Utah Core Standards and references them in the short- and long-term planning.


d. Uses multiple representations of concepts that capture key ideas.

e. Supports students in learning and using academic language accurately and meaningfully.

Standard 5: Assessment
The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

THE TEACHER:

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.

Standard 6: Instructional Planning
The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

THE TEACHER:

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.

Standard 7: Instructional Strategies
The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

THE TEACHER:

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 individuals 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.

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