<table>
<thead>
<tr>
<th>Standard 1: Learner Development</th>
<th>LRBI Technical Assistance Manual</th>
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</thead>
<tbody>
<tr>
<td>The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</td>
<td>III. Effective Schools Research on Safe &amp; Successful Schools for All Students</td>
</tr>
<tr>
<td></td>
<td>III.A. Multi-Tiered System of Supports (MTSS)</td>
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<td><strong>Standard 2: Learning Differences</strong></td>
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<td>The teacher understands individual learner differences and cultural and linguistic diversity.</td>
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<td><strong>Standard 3: Learning Environments</strong></td>
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<td>The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.</td>
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- Creates developmentally appropriate and challenging learning experience based on individual student’s strengths, interests, and needs.
- Collaborates with families, colleagues, and other professionals to promote student growth and development.
- Understands individual learner differences and holds high expectations of students.
- Designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs.
- Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- Creates a learning culture that encourages individual learners to persevere and advance.
- Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.
- Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
Utah Effective Teaching Standards & Indicators

• Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
• Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
• Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
• Extends the learning environment using technology, media, and local and global resources.
• Encourages students to use speaking, listening, reading, writing, analysis synthesis, and decision-making skills in various real-world contexts.

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.
• Knows the content of the discipline and conveys accurate information and concepts.
• Demonstrates an awareness of the Utah Core Standards and references them in the short- and long-term planning.
• Engages students in applying methods of inquiry and standards of evidence of the discipline.
• Uses multiple representations of concepts that capture key ideas.
• Supports students in learning and using academic language accurately and meaningfully.
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| • 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.  
• 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.  
• Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.  
• Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.  
• Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.  
• Understands and practices appropriate and ethical assessment principles and procedures. | |
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| • 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. |  |

**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.

• Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
• Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
• Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
• Uses a variety of instructional strategies to support and expand each learner’s communication skills.
• Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
• 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.
• Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
• Uses a variety of questioning strategies to promote engagement and learning.

**Standard 8: Reflection and Continuous Growth**

III.A. Multi-Tiered System of Supports (MTSS)  
V. Data-Based Decision Making  
V.A. Problem Solving Process  
V.B. Data-Based Intervention Selection  
V.C. Implementing & Monitoring  
XII.A. Methods for Data Collection  

V. Data-Based Decision Making  
V.A. Problem Solving Process
The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

- 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.
- Actively seeks professional, community, and technological learning experiences, within and outside the school, as supports for reflection and problem solving.
- 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.
- Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

**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.

- 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.
- 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.
- Advocates for the learners, the school, the community, and the profession.

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### Utah Effective Teaching Standards & Indicators

- Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

### LRBI Technical Assistance Manual

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<th>Standard 10: Professional and Ethical Behavior</th>
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<tbody>
<tr>
<td>The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.</td>
</tr>
<tr>
<td>- Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.</td>
</tr>
<tr>
<td>- Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.</td>
</tr>
<tr>
<td>- 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.</td>
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<tr>
<td>- Maintains accurate instructional and non-instructional records.</td>
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<tr>
<td>- Maintains integrity and confidentiality in matters concerning student records and collegial consultation.</td>
</tr>
<tr>
<td>- Develops appropriate student-teacher relationships as defined in rule, law, and policy.</td>
</tr>
<tr>
<td>- Maintains professional demeanor and appearance as defined by the local education agency (LEA).</td>
</tr>
</tbody>
</table>

### II. State & Federal Laws, Rules, & Policies Related to Student Conduct

Contact Information

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Utah State Office of Education
Carol.Anderson@schools.utah.gov