5 Utah Effective Teaching Standards Alignment
With Model Core Teaching Standards

The Utah Effective Teaching Standards (UETS) have been established by the Utah State Board of Education (R277–530) as the foundation for effective teaching practice. The standards constitute the minimum knowledge and skills required to successfully teach the Common Core and serve as a basis for educator evaluation and a tiered licensing system. They are designed to guide expectations for the screening, hiring, and induction of teachers, and the state approval of licensing preparation programs. The UETS draw heavily upon the concepts in CCSSO's Model Core Teaching Standards, as well as the needs of Utah districts. They support high quality instruction, one of the Board's **Promises to Keep** goals.

UTAH **Utah State Board Rule R277–530** **June 2011**	CCSSO **MODEL CORE TEACHING STANDARDS** **Interstate Teacher Assessment and Support Consortium (InTASC) April 2011**
STANDARD 1: Learner Development	
The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.	
The teacher:	
a. Creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.	Standard 1: Learner Development
b. Collaborates with families, colleagues, and other professionals to promote student growth and development.	Standard 1: Learner Development
STANDARD 2: Learning Differences	
The teacher understands individual learner differences and cultural and linguistic diversity.	
The Teacher:	
a. Understands individual learner differences and holds high expectations of students.	Standard 2: Learning Differences

b. Designs, adapts, and delivers instruction to address each students' diverse learning strengths and needs.	**Standard 2: Learning Differences**
c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.	**Standard 2: Learning Differences**
d. Creates a learning culture that encourages individual learners to persevere and advance.	**Standard 2: Learning Differences**
e. Incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.	**Standard 2: Learning Differences**

STANDARD 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, 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.	**Standard 3: Learning Environments**
b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	**Standard 3: Learning Environments**
c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.	**Standard 3: Learning Environments**
d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	**Standard 3: Learning Environments**
e. Extends the learning environment using technology, media, and local and global resources.	**Standard 3: Learning Environments**
f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	**Standard 5: Application of Content and** **Standard 8: Instructional Strategies**

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.	**Standard 9: Professional Learning and Ethical Practice**
b.	Demonstrates an awareness of the Utah Common Core State Standards/ Core Curriculum and references it in short- and long-term planning.	**Standard 9: Professional Learning and Ethical Practice**
c.	Engages students in applying methods of inquiry and standards of evidence of the discipline.	**Standard 4: Content Knowledge**
d.	Uses multiple representations of concepts that capture key ideas.	**Standard 4: Content Knowledge**
e.	Supports students in learning and using academic language accurately and meaningfully.	**Standard 4: Content Knowledge**

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.	**Standard 6: Assessment**
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.	**Standard 6: Assessment and Standard 7: Planning for Instruction**
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.	**Standard 6: Assessment**
d.	Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	**Standard 6: Assessment**
e.	Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	**Standard 6: Assessment**

f. Understands and practices appropriate and ethical assessment principles and procedures.	**Standard 9: Professional Learning and Ethical Practice**

STANDARD 6: Instructional Planning

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

The teacher:

a. Plans instruction based on the approved state curriculum.	**Standard 9: Professional Learning and Ethical Practice**
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.	**Standard 7: Planning for Instruction**
c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.	**Standard 7: Planning for Instruction**
d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	**Standard 5: Application of Content**
e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	**Standard 7: Planning for Instruction**

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.	**Standard 8: 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.	**Standard 8: Instructional Strategies**
c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	**Standard 8: Instructional Strategies and Standard 9: Professional Learning and Ethical Practice**
d. Uses a variety of instructional strategies to support and expand learners' communication skills.	**Standard 4: Content Knowledge and Standard 8: Instructional Strategies**

e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.	**Standard 8: Instructional Strategies**
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.	**Standard 8: Instructional Strategies**
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.	**Standard 5: Application of Content and Standard 8: Instructional Strategies**
h. Uses a variety of questioning strategies to promote engagement in learning.	**Standard 5: Application of Content**

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.

The teacher:

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.	**Standard 9: Professional Learning and Ethical Practice**
b. Actively seeks professional, community, and technological learning experiences, within and outside the school, as supports for reflection and problem-solving.	**Standard 9: Professional Learning and Ethical Practice**
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.	**Standard 9: Professional Learning and Ethical Practice**
d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	**Standard 9: Professional Learning and Ethical Practice**
e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	**Standard 9: Professional Learning and Ethical Practice**

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.

The teacher:

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.	**Standard 10: Leadership and Collaboration**
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.	**Standard 10: Leadership and Collaboration**
c. Advocates for the learners, the school, the community, and the profession.	**Standard 10: Leadership and Collaboration**
d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	**Standard 10: Leadership and Collaboration**
e. 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.	**Standard 7: Planning for Instruction and Standard 9: Professional Learning and Ethical Practice**

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 teacher:

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

c. 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.

d. Maintains accurate instructional and non-instructional records.

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

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

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