

3

Key Cross-Cutting Concepts in the Utah Effective Teaching Standards

CONCEPT ↓

Application of knowledge

Basic teacher responsibilities

Collaboration

Communication

↓ STANDARD & INDICATOR

- 6e.** Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.
- 4a.** Knows the content of the discipline and conveys accurate information and concepts.
- 4b.** Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.
- 4e.** Supports students in learning and using academic language accurately and meaningfully.
- 5d.** Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- 5e.** Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- 6a.** Plans instruction based on the approved state curriculum.
- 10.** Demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277–515.
- 1b.** Collaborates with families, colleagues, and other professionals to promote student growth and development.
- 3b.** Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- 9b.** 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.
- 9e.** 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.
- 3f.** Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

CONCEPT ↓**↓ STANDARD & INDICATOR***Communication (Continued)*

- 7f.** 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.
- 7h.** Uses a variety of questioning strategies to promote engagement and learning.

Creativity/innovation

- 6d.** Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- 8d.** Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

English Language Learners

- 2e.** Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

Individual learning differences

- 1a.** Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.
- 2a.** Understands individual learner differences and holds high expectations of students.
- 2b.** Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- 2c.** Allows students different ways to demonstrate learning, sensitive to multiple experiences and diversity.
- 5a.** 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.
- 5c.** Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- 6c.** Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- 7a.** Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- 7b.** Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
- 8c.** 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.

CONCEPT ↓

↓ STANDARD & INDICATOR

Leadership

- 3c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.
- 3d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- 9a. 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.
- 9c. Advocates for the learners, the school, the community, and the profession.

Multiple perspectives

- 2d. Creates a learning culture that encourages individual learners to persevere and advance.
- 4d. Uses multiple representations of concepts that capture key ideas.
- 7d. Uses a variety of instructional strategies to support and expand each learners' communication skills.

Professional learning

- 8e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

Student-directed learning

- 3a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

Student engagement/
motivation

- 4c. Engages students in applying methods of inquiry and standards of evidence of the discipline.
- 5b. Engages students in understanding the identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- 6b. 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.

Technology

- 3e. Extends the learning environment using technology, media, and local and global resources.
- 8b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem-solving.

Use of data to support
learning

- 8a. 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.