UTAH STATE BOARD OF EDUCATION

A FIELD GUIDE TO THE
**UTAH EFFECTIVE TEACHING
STANDARDS (UETS)**

This is a blank page.

A Field Guide
to the
UTAH EFFECTIVE TEACHING
STANDARDS (UETS)

Utah State
Board of
Education

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

https://schools.utah.gov/curr/educatordevelopment/
classroomteachers?mid=5104&tid=2

OCTOBER 2023

This is a blank page.

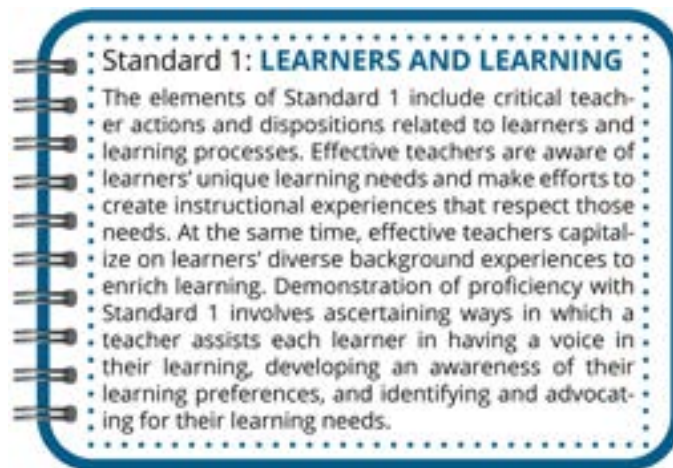# TABLE OF CONTENTS

This is a blank page.

INTRODUCTION

PURPOSE

A field guide is typically designed to assist a reader in identifying elements observed in their natural settings. A biologist might use such a guide to identify animals while a botanist uses it to identify plants. As natural settings themselves, classrooms also provide opportunities for observing effective teaching and dynamic learning environments wherein the ideals of the Utah Effective Teaching Standards (UETS) are manifest. Just as a field guide assists the biologist and botanist in classifying their observations "in the wild," this guide serves as a resource to assist school leaders and educators in identifying elements of effective classroom teaching in schools.
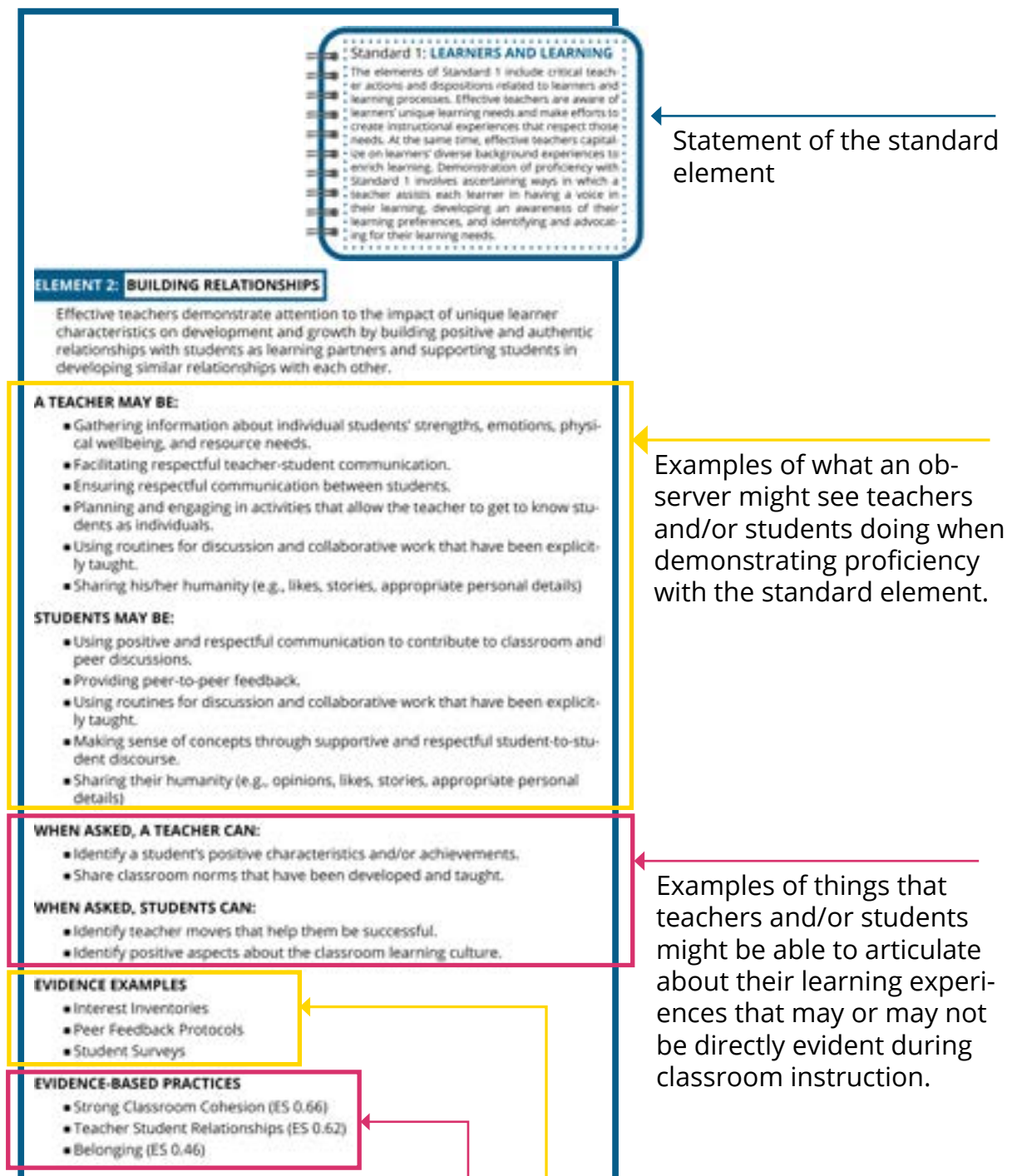
USING THIS DOCUMENT

The UETS are comprised of five standard domains: Learners and Learning, Instructional Design Clarity, Instructional Practice, Classroom Climate, and Professional Responsibility. Details associated with each standard are provided in separate sections of this field guide. As you navigate the document, you will find a section header page like the one shown below that provides a broad description of the standard domain and highlights the vision and intent of the standard as drafted through the collaborative efforts of teams of Utah educators and other education professionals.

> ### Standard 1: LEARNERS AND LEARNING
>
> The elements of Standard 1 include critical teacher actions and dispositions related to learners and learning processes. Effective teachers are aware of learners' unique learning needs and make efforts to create instructional experiences that respect those needs. At the same time, effective teachers capitalize on learners' diverse background experiences to enrich learning. Demonstration of proficiency with Standard 1 involves ascertaining ways in which a teacher assists each learner in having a voice in their learning, developing an awareness of their learning preferences, and identifying and advocating for their learning needs.

Critical components of each of the five standards are further described within four elements associated with a standard domain. The standard elements define the more granular aspects associated with each standard. Correspondingly, within each of the five sections of this document, complete summaries of each of the four standard elements are provided, resulting in 20 total element summaries. The element summaries include things to look for when observing

educators to identify the UETS in practice. The diagram below shows the components included in each element summary.

Standard 1: LEARNERS AND LEARNING

The elements of Standard 1 include critical teacher actions and dispositions related to learners and learning processes. Effective teachers are aware of learners' unique learning needs and make efforts to create instructional experiences that respect those needs. At the same time, effective teachers capitalize on learners' diverse background experiences to enrich learning. Demonstration of proficiency with Standard 1 involves ascertaining ways in which a teacher assists each learner in having a voice in their learning, developing an awareness of their learning preferences, and identifying and advocating for their learning needs.

Statement of the standard element

ELEMENT 2: BUILDING RELATIONSHIPS

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.

A TEACHER MAY BE:
- Gathering information about individual students' strengths, emotions, physical wellbeing, and resource needs.
- Facilitating respectful teacher-student communication.
- Ensuring respectful communication between students.
- Planning and engaging in activities that allow the teacher to get to know students as individuals.
- Using routines for discussion and collaborative work that have been explicitly taught.
- Sharing his/her humanity (e.g., likes, stories, appropriate personal details)

STUDENTS MAY BE:
- Using positive and respectful communication to contribute to classroom and peer discussions.
- Providing peer-to-peer feedback.
- Using routines for discussion and collaborative work that have been explicitly taught.
- Making sense of concepts through supportive and respectful student-to-student discourse.
- Sharing their humanity (e.g., opinions, likes, stories, appropriate personal details)

Examples of what an observer might see teachers and/or students doing when demonstrating proficiency with the standard element.

WHEN ASKED, A TEACHER CAN:
- Identify a student's positive characteristics and/or achievements.
- Share classroom norms that have been developed and taught.

WHEN ASKED, STUDENTS CAN:
- Identify teacher moves that help them be successful.
- Identify positive aspects about the classroom learning culture.

Examples of things that teachers and/or students might be able to articulate about their learning experiences that may or may not be directly evident during classroom instruction.
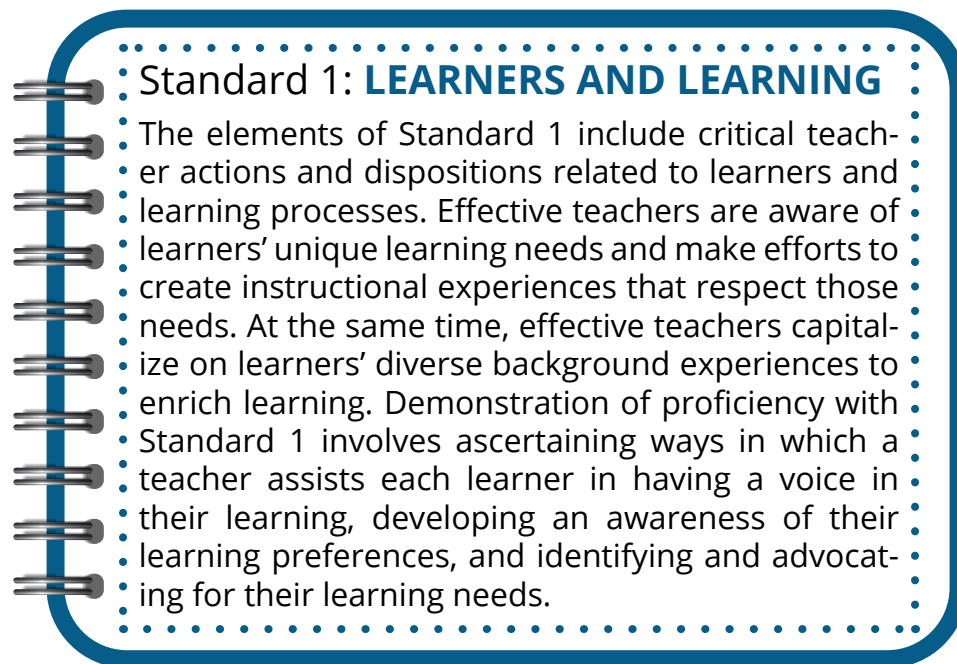
EVIDENCE EXAMPLES
- Interest Inventories
- Peer Feedback Protocols
- Student Surveys

EVIDENCE-BASED PRACTICES
- Strong Classroom Cohesion (ES 0.66)
- Teacher Student Relationships (ES 0.62)
- Belonging (ES 0.46)

Evidence-based practices that align with the element. **ES** denotes effect size based on John Hattie's Visible Learning synthesis of research.

Examples of artifacts that teachers and/or students might create or present as evidence of the element.

IMPORTANT NOTE

No field guide can completely capture every possible natural phenomenon. Consequently, the examples presented in this field guide should be used to guide school leaders in identifying the natural examples of effective teaching they find in their unique local contexts. To assist educators and leaders in identifying local refinements and improving upon the samples provided in this field guide, readers are encouraged to use the companion *Growth-Oriented Educator Evaluation: A Guide to Designing Effective Educator Evaluation Systems* to facilitate collaborative conversations in their local contexts around additional aspects of effective teaching observed in their own natural habitats.

This is a blank page.

> ### Standard 1: **LEARNERS AND LEARNING**
>
> The elements of Standard 1 include critical teacher actions and dispositions related to learners and learning processes. Effective teachers are aware of learners' unique learning needs and make efforts to create instructional experiences that respect those needs. At the same time, effective teachers capitalize on learners' diverse background experiences to enrich learning. Demonstration of proficiency with Standard 1 involves ascertaining ways in which a teacher assists each learner in having a voice in their learning, developing an awareness of their learning preferences, and identifying and advocating for their learning needs.

ELEMENT 1: PERSONALIZING LEARNING

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by designing learning that builds on background knowledge while providing opportunities for each student to access, practice, and refine new learning.

A TEACHER MAY BE

- Using formative assessment processes before and during instruction that allow students to identify, demonstrate, and refine what they know about a topic.
- Providing differentiated Tier 1 instruction that is scaffolded based upon students' varied background knowledge.
- Providing opportunities for students to self-select learning opportunities of interest or need from a menu of possible activities aligned to instructional goals.
- Studying topics that are personalized to student experiences.

STUDENTS MAY BE

- Communicating with the teacher and/or with each other what they know about a topic at regular intervals throughout a lesson.
- Engaging in tasks that assist them in assuming and demonstrating ownership of their learning such as reviewing or evaluating their progress toward articulated goals.

■ Making and correcting mistakes as part of their learning process.

WHEN ASKED, A TEACHER CAN

■ Explain in-the-moment adaptations made to instruction in light of information about student background knowledge and/or in-the-moment learning challenges.

WHEN ASKED, STUDENTS CAN

■ Describe specific mistakes or misconceptions they had and how their learning has evolved over time.

EVIDENCE EXAMPLES

■ Anticipation Guides
■ KWL Charts
■ Preassessments
■ Scaffolded Graphic Organizer
■ Scaffolded Task Completion Guidelines

EVIDENCE-BASED PRACTICES

■ Appropriately Challenging Goals (ES 0.60)
■ Transfer Strategies (ES 0.75)
■ Deliberate Practice (ES 0.49)
■ Belonging (ES 0.46)
■ Curiosity (ES 0.74)
■ Differentiation (ES 0.51)
■ Enrichment Programs (ES 0.49)
■ Flipped Classroom (ES 0.56)
■ Prior Ability and Achievement (ES 0.73)
■ Response to Intervention (ES 0.73)
■ Scaffolding (ES 0.52)
■ Self-Directed Learning (ES 0.67)
■ Small Group Learning (ES 0.46)

ELEMENT 2: BUILDING RELATIONSHIPS

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.

A TEACHER MAY BE

- Gathering information about individual students' strengths, emotions, physical wellbeing, and resource needs.
- Facilitating respectful teacher-student communication.
- Ensuring respectful communication between students.
- Planning and engaging in activities that allow the teacher to get to know students as individuals.
- Using routines for discussion and collaborative work that have been explicitly taught.
- Sharing his/her humanity (e.g., likes, stories, appropriate personal details).

STUDENTS MAY BE

- Using positive and respectful communication to contribute to classroom and peer discussions.
- Providing peer-to-peer feedback.
- Using routines for discussion and collaborative work that have been explicitly taught.
- Making sense of concepts through supportive and respectful student-to-student discourse.
- Sharing their humanity (e.g., opinions, likes, stories, appropriate personal details).

WHEN ASKED, A TEACHER CAN

- Identify a student's positive characteristics and/or achievements.
- Share classroom norms that have been developed and taught.

WHEN ASKED, STUDENTS CAN

- Identify teacher moves that help them be successful.
- Identify positive aspects about the classroom learning culture.

EVIDENCE EXAMPLES

- Interest Inventories
- Peer Feedback Protocols
- Student Surveys

EVIDENCE-BASED PRACTICES

- Strong Classroom Cohesion (ES 0.66)
- Teacher-Student Relationships (ES 0.62)
- Belonging (ES 0.46)
- Cooperative Learning (ES 0.53)
- Emotional Intelligence (ES 0.50)
- Positive Peer Influence (ES 0.53)
- Teacher Credibility (ES 1.09)
- Teachers Not Labeling Students (ES 0.61)

BUILDING RELATIONSHIPS

ELEMENT 3: RESPECTING LEARNER BACKGROUNDS AND PERSPECTIVES

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.

A TEACHER MAY BE

- Consistently incorporating different points of view to enrich instructional activities.
- Appropriately responding to conflicts or misunderstandings that arise related to differences of perspective or background.
- Seeking and/or being receptive to thoughts and opinions of individual students.
- Implementing a variety of inclusion, intervention, and/or enrichment strategies to elevate learning.
- Including student and community culture and traditions in instructional activities.

STUDENTS MAY BE

- Expressing their own thinking, perspectives, and learning through speaking, writing, reading, and designing.
- Encouraging fellow students to participate and challenge themselves.
- Seeking to understand a classmate's perspective that may be different from their own.

WHEN ASKED, A TEACHER CAN

- Identify adaptations made to instruction to benefit learners of varied backgrounds.

WHEN ASKED, STUDENTS CAN

- Articulate how classroom discussions have helped broaden their perspectives and/or build appreciation for the experiences of others.

EVIDENCE EXAMPLES

- Goal, intervention, and/or progress-monitoring documentation for specific students
- Lesson samples demonstrating the use of multiple perspectives

EVIDENCE-BASED PRACTICES

- Teacher Estimates of Achievement (ES 1.29)
- Teachers Not Labeling Students (ES 0.61)

- [Belonging](#) (ES 0.46)
- [Differentiation](#) (ES 0.51)
- [Goal Commitment](#) (ES 0.44)
- [Strong Classroom Cohesion](#) (ES 0.66)
- [Teacher Expectations](#) (ES 0.58)

ELEMENT 4: FOSTERING STUDENT SELF-AWARENESS

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by providing formative and timely feedback to guide students in self-assessment of learning and demonstration of competency to support students in understanding themselves as learners.

A TEACHER MAY BE

- Providing instruction, scaffolds, and opportunities for students to practice giving feedback to one another.
- Supporting students in using rubrics to plan how they will tackle a given task or project.
- Encouraging students to share their expectations prior to and their reflections after engaging in learning tasks.
- Discussing performance with students individually or in groups to maximize teacher-student feedback.

STUDENTS MAY BE

- Revising models, explanations, and arguments based on feedback and new understanding.
- Making connections between data and feedback they receive and the materials they choose to use to support their learning.
- Connecting learning to communicated learning intentions and success criteria.
- Providing feedback to themselves and to each other to build learning.

WHEN ASKED, A TEACHER CAN

- Articulate processes for providing student feedback and how students are guided in acting on the feedback they receive.

WHEN ASKED, STUDENTS CAN

- Articulate their learning strengths and specific actions they can take to improve.
- Identify growth made as a result of teacher and/or peer feedback.

EVIDENCE EXAMPLES

- Competency Rubrics
- Peer Feedback Tools
- Student Self-Assessment Work Samples

EVIDENCE-BASED PRACTICES

- [Appropriately Challenging Goals](#) (ES 0.60)
- [Peer and Self-Grading](#) (ES 0.54)
- [Metacognition Strategies](#) (ES 0.52)
- [Feedback Via Technology](#) (ES 0.55)
- [Self-Reported Grades](#) (ES 0.96)
- [Formative Assessment Process](#) (ES 0.40)
- [Curiosity](#) (ES 0.74)
- [Effort Management](#) (ES 0.77)
- [Emotional Intelligence](#) (ES 0.50)
- [Goal Commitment](#) (ES 0.44)
- [Peer Assessment](#) (ES 0.41)
- [Self-Directed Learning](#) (ES 0.67)
- [Self-Verbalization](#) (ES 0.58)
- [Success Criteria](#) (ES 0.64)
- [Teacher Estimates of Achievement](#) (ES 1.29)

> ## Standard 2: : INSTRUCTIONAL DESIGN CLARITY
>
> The elements of Standard 2 include critical teacher actions related to planning and preparing effective lessons and instructional activities. Effective teachers design learning experiences aligned to relevant standards. They have a clear vision for how learning will unfold, can identify clear learning intentions and success criteria, and then organize and plan rigorous and engaging learning experiences. Demonstration of proficiency with the elements of Standard 2 includes focusing on sequencing rigorous academic content in developmentally appropriate progressions and planning engaging grade-appropriate tasks that challenge each student to use higher-level thinking to engage with ideas and with the world around them.

ELEMENT 1: CONTENT

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction, and effectively plan for learning and student engagement by demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery, and designing learning experiences aligned to clear learning intentions and success criteria.

A TEACHER MAY BE

- Designing lessons and instructional activities that are clearly and consistently linked to content standards as well as previous and future lessons.
- Collaborating with grade or content area colleagues to craft relevant and meaningful learning intentions and success criteria.
- Designing lessons and instructional activities that integrate content across days, areas, or disciplines.

STUDENTS MAY BE

- Using graphic organizers or data-tracking processes to monitor their learning and growth toward communicated learning intentions.

WHEN ASKED, A TEACHER CAN

- Articulate how a day's lesson(s) align with relevant Utah Core Standards and/or locally identified essential standards.

- Articulate why learning articulated in the day's learning intentions are important for students to know or be able to do.
- Articulate how a day's learning intentions will be useful to students beyond the immediate lesson.
- Identify how a day's learning connects to later learning or learning in other grades or content areas.

WHEN ASKED, STUDENTS CAN

- Identify exactly what they learned in a day's lesson.
- Identify why they learned what they did during a day's lesson.
- Identify how they may use what they learned in the future.

EVIDENCE EXAMPLES

- Learning Progression Maps
- Lesson Learning Intentions
- Lesson Success Criteria

EVIDENCE-BASED PRACTICES

- Deliberate Practices (ES 0.49)
- Success Criteria (ES 0.64)
- Appropriately Challenging Goals (ES 0.60)
- Clear Learning Intentions (ES 0.44)
- Mastery Learning (ES 0.67)
- Teacher Clarity (ES 0.85)
- Teacher Expectations (ES 0.58)
- Explicit Instruction (ES 0.59)

ELEMENT 2: LEARNING PROGRESSION

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction, and effectively plan for learning and student engagement by demonstrating a comprehensive understanding of where students have been, where they are now, and where they are going using strategically sequenced learning experiences aligned within and across grade levels.

A TEACHER MAY BE

- Designing, using, and (as needed) refining pacing guides to inform instruction.
- Developing learning progressions to identify an anticipated trajectory of learning over a specified learning period.

STUDENTS MAY BE

- Connecting current learning to prior learning.

WHEN ASKED, A TEACHER CAN

- Articulate how current learning goals align with prior and future learning goals.
- Articulate how knowledge of students' prior learning is informing current instructional planning.
- Articulate what a student should already know and what they will learn now and in the future.

WHEN ASKED, STUDENTS CAN

- Articulate how their learning has grown over time.
- Articulate how their current learning fits into a broader learning plan.

EVIDENCE EXAMPLES

- Learning Progression Maps
- Pacing Guides
- Scope and Sequence Plans

EVIDENCE-BASED PRACTICES

- Explicit Instruction (ES 0.59)
- Appropriately Challenging Goals (ES 0.60)
- Goal Commitment (ES 0.44)
- Formative Assessment Process (0.40)
- Clear Learning Intentions (0.44)
- Deliberate Practice (ES 0.49)

- Enrichment Programs (ES 0.49)
- Interleaved Practice (ES 0.46)
- Prior Ability and Achievement (ES 0.73)
- Problem-Solving Teaching (ES 0.61)
- Response to Intervention (ES 0.73)
- Scaffolding (ES 0.52)
- Transfer Strategies (ES 0.75)

ELEMENT 3: INSTRUCTIONAL PLANNING

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction, and effectively plan for learning and student engagement by planning high quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their own growth, and allow multiple opportunities and means for demonstration of competency.

A TEACHER MAY BE

- Developing and/or planning for the use of instruments and strategies to regularly monitor student progress.
- Embedding opportunities within instructional activities for student choice in relation to how to demonstrate mastery of learning intentions.
- Collaborating with peers to regularly analyze student data and implement instructional modifications to address deficiencies and create challenge.
- Designing and implementing instructional and/or assessment practices that allow students to identify and correct mistakes.

STUDENTS MAY BE

- Using physical and/or digital tools to regularly reflect on their learning progress.
- Selecting methods for demonstration of learning from a menu of available choices.

WHEN ASKED, A TEACHER CAN

- Identify how instructional activities are guided by student data.
- Identify multiple ways students might effectively demonstrate their learning related to particular content.

WHEN ASKED, STUDENTS CAN

- Reflect upon their current and past learning, articulating specific ways they have demonstrated growth.
- Explain how a particular artifact or series of artifacts demonstrates mastery of content.

EVIDENCE EXAMPLES

- Lesson Plans
- Progress Monitoring Instruments
- Student Data Tracking Artifacts

EVIDENCE-BASED PRACTICES

- Self-Reported Grades (ES 0.96)
- Mastery Learning (ES 0.67)
- Explicit Instructions (ES 0.59)
- Problem-Solving Teaching (ES 0.61)
- Appropriately Challenging Goals (ES 0.60)
- Scaffolding (ES 0.52)
- Formative Assessment Process (ES 0.40)
- Clear Learning Intentions (0.44)
- Curiosity (ES 0.74)
- Differentiation (ES 0.51)
- Feedback via Technology (ES 0.55)
- Flipped Classroom (ES 0.56)
- Peer Assessment (ES 0.41)
- Prior Ability and Achievement (ES 0.73)
- Small Group Learning (ES 0.46)
- Teacher Estimates of Achievement (ES 1.29)

INSTRUCTIONAL PLANNING

ELEMENT 4: ENGAGEMENT

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction, and effectively plan for learning and student engagement by designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies.

A TEACHER MAY BE

- Planning opportunities for students to regularly read, write, speak, and listen within each lesson.
- Breaking up learning segments by planning opportunities for students to be physically active between and/or during instructional periods.
- Planning for the effective use of technological tools to supplement instruction and elevate learning.
- Providing opportunities for students to choose between multiple pathways for learning.
- Create student groupings that support full student participation.

STUDENTS MAY BE

- Explaining how instruction maintains their interest.
- Explaining how instruction allows them to actively engage with each other and with the teacher.
- Producing artifacts aligned to learning objectives and explaining or communicating about the details of these artifacts.

WHEN ASKED, A TEACHER CAN

- Explain how she/he uses specific strategies to engage learners.
- Explain how specific tools being used align to learning objectives and work to deepen learning.
- Explain how the technology used deepens learning for students.

WHEN ASKED, STUDENTS CAN
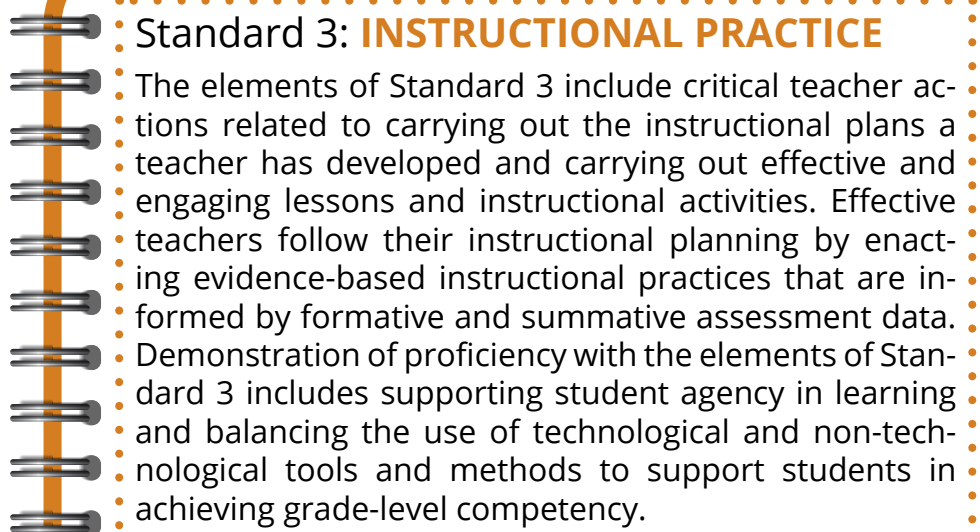
- Explain how instruction maintains their interest.
- Explain how instruction allows them to actively engage with each other and with the teacher.

EVIDENCE EXAMPLES

- Lesson plans documenting engagement opportunities in student-focused language
- Lessons that document assessment of engagement
- Peer observations documenting opportunities to respond

EVIDENCE-BASED PRACTICES

- Classroom Discussion (ES 0.82)
- Appropriately Challenging Goals (ES 0.60)
- Cooperative Learning (ES 0.53)
- Deliberate Practice (ES 0.49)
- Clear Learning Intentions (ES0.44)
- Constructivist Teaching (ES 0.92)

- Curiosity (ES 0.74)
- Engagement (ES 0.41)
- Explicit Instruction (ES 0.59)
- Goal Commitment (ES 0.44)
- Self-Verbalization (ES 0.58)
- Teacher Credibility (ES 1.09)

ELEMENT 1: INSTRUCTIONAL STRATEGIES

Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning, and meet the learning needs of each student by using appropriate academic language and evidence-based strategies to stimulate higher-level thinking, discourse, and problem-solving and to scaffold learning experiences to meet the needs of all students.

A TEACHER MAY BE

- Using and teaching academic language that supports instructional content.
- Using effective questioning strategies at varying depths of knowledge to elicit thinking and discourse.
- Engaging students in authentic problem solving.
- Creating and implementing activities that provide scaffolding to assist learners in successfully attaining grade-level curricular goals.
- Posting and communicating with students the learning intentions and success criteria associated with each lesson.
- Facilitating opportunities for authentic student collaboration through reading, writing, speaking, and listening.

STUDENTS MAY BE

- Engaged in instructional tasks of high cognitive demand and rigor.

- Engaged in instructional tasks requiring authentic and collaborative problem solving.
- Correctly using academic vocabulary to talk about and refine their understanding of the content.
- Co-creating success criteria related to the learning intentions.
- Generating discussion questions to help facilitate class, small group, or partner discussions.
- Engaging in role-playing, group work, and/or think-pair-share activities.
- Selecting and using needed scaffolding strategies to successfully complete a task.

WHEN ASKED, A TEACHER CAN

- Identify essential academic vocabulary related to the lesson's learning intentions.
- Explain scaffolds used to assist students in mastering complex learning intentions.
- Explain why specific instructional activities were used and how they contributed to students' overall understanding.

WHEN ASKED, STUDENTS CAN

- Answer complex questions and solve complex problems related to the content.
- Articulate what they are learning and why.
- Demonstrate their learning.

EVIDENCE EXAMPLES

- Academic Vocabulary Templates
- Advanced Graphic Organizers
- Project-Based Learning Artifacts
- Questions to Facilitate Discourse
- Sample Learning Intentions or Success Criteria

EVIDENCE-BASED PRACTICES

- Transfer Strategies (ES 0.75)
- Constructivist Teaching (ES 0.92)
- Classroom Discussion (ES 0.82)
- Problem-Solving Teaching (ES 0.61)
- Appropriately Challenging Goals (ES 0.60)
- Scaffolding (ES 0.52)
- Clear Learning Intentions (ES 0.44)

- [Deliberate Practice](#) (ES 0.49)
- [Explicit Instruction](#) (ES 0.63)
- [Feedback via Technology](#) (ES 0.55)
- [Inquiry-Based Teaching](#) (ES 0.53)
- [Interleaved Practice](#) (ES 0.46)
- [Response to Intervention](#) (ES 0.73)
- [Teacher Clarity](#) (ES 0.85)

Effective teachers engage in high-quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning, and meet the learning needs of each student by critically analyzing evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth.

A TEACHER MAY BE

- Using a pre-assessment to identify students' prior knowledge and experience with curricular topics.
- Using asset-based formative assessment practices to inform in-the-moment instructional decisions.
- Crafting and using summative assessments aligned to clear learning intentions and success criteria.
- Conducting one-on-one feedback sessions with students related to an instructional task.
- Collaboratively reviewing data from common assessments and providing just-in-time supports, interventions, and extensions to support students accessing grade level content.

STUDENTS MAY BE

- Providing in-the-moment feedback related to their learning progress to the teacher (e.g., fist-to-five, formative rubric assessment, exit tickets).
- Providing peer feedback to one another as part of instructional activities.
- Providing formative feedback regarding their learning to the teacher in written, verbal, or demonstrative form.
- Participating in differentiated learning activities based on assessment data.

WHEN ASKED, A TEACHER CAN

- Explain how formative assessment data is used to inform instruction.
- Explain how summative assessment data is used to adjust instruction.
- Provide evidence of quality feedback given to students.

WHEN ASKED, STUDENTS CAN

- Refer to assessment data in discussing their learning progress.
- Explain how teacher feedback has or is informing their learning progress or progress on learning tasks.

EVIDENCE EXAMPLES

- Action-Oriented Feedback (e.g., Fist-to-Five, Thumbs Up/Down)
- Assessments aligned to specific practices (e.g., modeling, designing

investigations, constructing explanations)
- Exit Tickets

EVIDENCE-BASED PRACTICES
- Mastery Learning (ES 0.67)
- Feedback via Technology (ES 0.55)
- Deliberate Practice (ES 0.49)
- Peer Assessment (ES 0.41)
- Formative Assessment Process (ES 0.40)
- Self-Reported Grades (ES 0.96)
- Success Criteria (ES 0.64)

ASSESSMENT PRACTICES

ELEMENT 3: RELEVANCE

Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning, and meet the learning needs of each student by providing relevant learning opportunities that value students' interests and backgrounds and allow learning agency and choice in accessing learning and demonstrating competency.

A TEACHER MAY BE

- Organizing students in flexible groups based on learning interests or preferences.
- Providing multiple means of accessing content (e.g., video, print, audio).
- Allowing students to demonstrate content mastery through submission of varying artifacts (e.g., essay, multimedia, demonstration).
- Engaging all students in learning that scaffolds for students' needs while providing access to rigorous grade-level content.
- Including culturally relevant topics and phenomena in lessons.

STUDENTS MAY BE

- Selecting from multiple available options to access or demonstrate learning.
- Progressing through different activities designed to reach identical learning intentions.
- Persevering through challenges to complete meaningful tasks or solve complex problems.

WHEN ASKED, A TEACHER CAN

- Explain how learner agency is manifest within a lesson, task, or project.
- Explain why a particular lesson, task or project is relevant to students now and/or in the future.

WHEN ASKED, STUDENTS CAN

- Explain how multiple means of accessing content has increased the perceived relevancy of learning.
- Demonstrate how competency has increased the perceived relevancy of their learning.

EVIDENCE EXAMPLES

- Learning Choice Playlists
- Learning "menus" that provide flexibility in how students meet common learning goals
- Student Interest Inventories

EVIDENCE-BASED PRACTICES
- [Curiosity](#) (ES 0.74)
- [Effort Management](#) (ES 0.77)
- [Appropriately Challenging Goals](#) (ES 0.60)
- [Self-Verbalization/Questioning](#) (ES 0.59)
- [Metacognition](#) (ES 0.52)
- [Self-Directed Learning](#) (ES 0.67)
- [Clear Learning Intentions](#) (ES 0.44)
- [Constructivist Teaching](#) (ES 0.92)
- [Emotional Intelligence](#) (ES 0.50)
- [Prior Ability and Achievement (ES 0.73)](#)
- [Problem-Solving Teaching](#) (ES 0.61)
- [Transfer Strategies](#) (ES 0.75)

Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning, and meet the learning needs of each student by intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning, and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes.

A TEACHER MAY BE

- Providing effective opportunities for students to engage with technology in ways that enhance and enrich learning.
- Teaching students how to appropriately engage with technology.
- Encouraging students to think and engage with content in creative ways.
- Encouraging student use of multiple tools to support deep learning.

STUDENTS MAY BE

- Selecting from available tools and resources to explore and solve problems.
- Working independently or collaboratively to create innovative approaches to tasks and problems.
- Balancing their use of technology and non-technological resources to inform their learning.

WHEN ASKED, A TEACHER CAN

- Identify how students' effective use of technology supports learning.
- Articulate how multiple tools or resources could be used to successfully address a particular learning task.
- Articulate the rationale for providing and/or using particular tools or resources to support learning.

WHEN ASKED, STUDENTS CAN

- Articulate how technological and non-technological tools are used to reinforce and deepen their learning.
- Demonstrate creative and/or innovative thinking to approach tasks or solve problems.

EVIDENCE EXAMPLES

- Data reports and evidence of lesson design for individual or small groups of students based on data
- Lesson Examples
- Student Work Samples

EVIDENCE-BASED PRACTICES

- [Mastery Learning](#) (ES 0.67)
- [Feedback via Technology](#) (ES 0.55)
- [Cooperative Learning](#) (ES 0.53)
- [Differentiation](#) (ES 0.51)
- [Flipped Classroom](#) (ES 0.56)
- [Self-Directed Learning](#) (ES 0.67)
- [Teacher Expectations](#) (ES 0.58)

This is a blank page.

Standard 4: **CLASSROOM CLIMATE**

The elements of Standard 4 include critical teacher actions related to creating a learning environment that supports academic rigor and learning while also focusing on organizational and environmental safety factors. Effective teachers create structured learning environments that are organized and allow for respectful exchange of ideas. Students in these classrooms feel physically and emotionally safe to engage in rigorous learning and focus on their academic growth. Demonstration of proficiency with the elements of Standard 4 includes providing a safe and respectful space where all students can meet their full academic potential and fostering conditions that support a positive classroom culture for learning and engaging with others.

ELEMENT 1: **RESPECTFUL LEARNING ENVIRONMENT**

Effective teachers create a student-centered environment including academic, physical, social, and emotional conditions, with emphasis on academic performance, by modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.

A TEACHER MAY BE

- Teaching skills for respectfully engaging in academic conversation and exchanging ideas.
- Guiding difficult classroom discourse to support positive exchange of ideas.
- Using positive, yet firm, language to guide classroom discourse.
- Setting classroom norms or expectations for communication with student input and participation.

STUDENTS MAY BE

- Providing academic feedback to one another.
- Respectfully exchanging ideas as part of classroom discourse activities.

WHEN ASKED, A TEACHER CAN

- Articulate how respectful discourse is fostered during classroom activities.

- Articulate how respectful communication has helped to foster a positive classroom culture.

WHEN ASKED, STUDENTS CAN

- Articulate how they know their thoughts and opinions are valued as part of the learning experience.

EVIDENCE EXAMPLES

- Evidence of consistent positive communication between the teacher and home
- Language Frames for Respectful Discourse
- Posted Discourse Norms or Expectations

EVIDENCE-BASED PRACTICES

- Classroom Discussion (ES 0.82)
- Strong Classroom Cohesion (ES 0.66)
- Teacher-Student Relationships (ES 0.62)
- Appropriately Challenging Goals (ES 0.60)
- Belonging (ES 0.46)
- Cooperative Learning (ES 0.53)
- Emotional Intelligence (ES 0.50)
- Peer Assessment (ES 0.41)
- Teachers Not Labeling Students (ES 0.61)

RESPECTFUL LEARNING ENVIRONMENT

ELEMENT 2: CLASSROOM SAFETY

Effective teachers create a student-centered environment including academic, physical, social, and emotional conditions, with emphasis on academic performance, by involving students in establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while consistently following through with clear expectations, procedures, norms, and protocols.

A TEACHER MAY BE

- Establishing and equitably enforcing student routines and habits.
- Teaching and/or reviewing clear protocols and expectations for classroom behavior.
- Enforcing established behavioral expectations equitably among students.
- Balancing care and authority in redirecting student behavior in accordance with established expectations, rules, and procedures.
- Teaching processes and providing opportunity for students to respectfully express when something feels unsafe.

STUDENTS MAY BE

- Following clear procedures to transition between activities.
- Demonstrating compliance with established expectations.
- Redirecting their behavior to align with a teacher's efforts to follow through on behavioral consequences.

WHEN ASKED, A TEACHER CAN

- Articulate clear expectations for student behavior.
- Describe how classroom protocols facilitate learning.

WHEN ASKED, STUDENTS CAN

- Articulate what is expected of them and how they know classroom expectations.
- Articulate expected actions and consequences associated with behavioral expectations.

EVIDENCE EXAMPLES

- Posted Behavioral Rules or Expectations
- Posted Safety Rules or Procedures
- Written procedures or protocols used to foster a safe learning environment

EVIDENCE-BASED PRACTICES

- Emotional Intelligence (ES 0.50)

- Belonging (ES 0.46)
- Positive Peer Influence (ES 0.53)
- Strong Classroom Cohesion (ES 0.66)

ELEMENT 3: CLASSROOM ORGANIZATION

Effective teachers create a student-centered environment including academic, physical, social, and emotional conditions, with emphasis on academic performance, by strategically organizing and structuring the physical classroom environment for optimal student learning.

A TEACHER MAY BE

- Encouraging students to create and/or maintain an organized learning environment.
- Creating opportunities for flexible seating.
- Establishing protocols for maintaining a clean and orderly classroom.
- Designing classroom learning space(s) that exhibit physical organization and support student collaboration and facility in moving throughout the classroom.

STUDENTS MAY BE

- Accessing needed materials in designated locations of the classroom.
- Collaboratively cleaning or organizing spaces in the classroom to maintain an organized environment.

WHEN ASKED, A TEACHER CAN

- Explain the importance of organizational structure in the classroom.
- Explain how their organizational structure supports increased student learning.

WHEN ASKED, STUDENTS CAN

- Explain their role in maintaining classroom organization and structure.
- Locate needed materials and resources within the classroom.

EVIDENCE EXAMPLES

- Classroom arrangement that supports, rather than detracts from, student learning
- Differentiated organizational strategies for various learning tasks or activities

EVIDENCE-BASED PRACTICES

- Environmental Structuring (ES 0.44)

ELEMENT 4: GROWTH-ORIENTED CLASSROOM CLIMATE

Effective teachers create a student-centered environment including academic, physical, social, and emotional conditions, with emphasis on academic performance, by cultivating a classroom culture that encourages rigorous learning, perseverance, and critical thinking.

A TEACHER MAY BE

- Establishing expectations for learning.
- Encouraging students to persevere through difficult learning tasks.
- Posing higher level questions to spark curiosity and increase academic rigor.

STUDENTS MAY BE

- Engaging in productive struggle to solve academic problems.
- Engaging in deep thinking about content and/or learning tasks.

WHEN ASKED, A TEACHER CAN

- Articulate rigorous expectations for each student's grade-level learning.
- Identify areas of challenge for each student.
- Articulate how classroom environment and activities support development of a growth-oriented approach to learning.
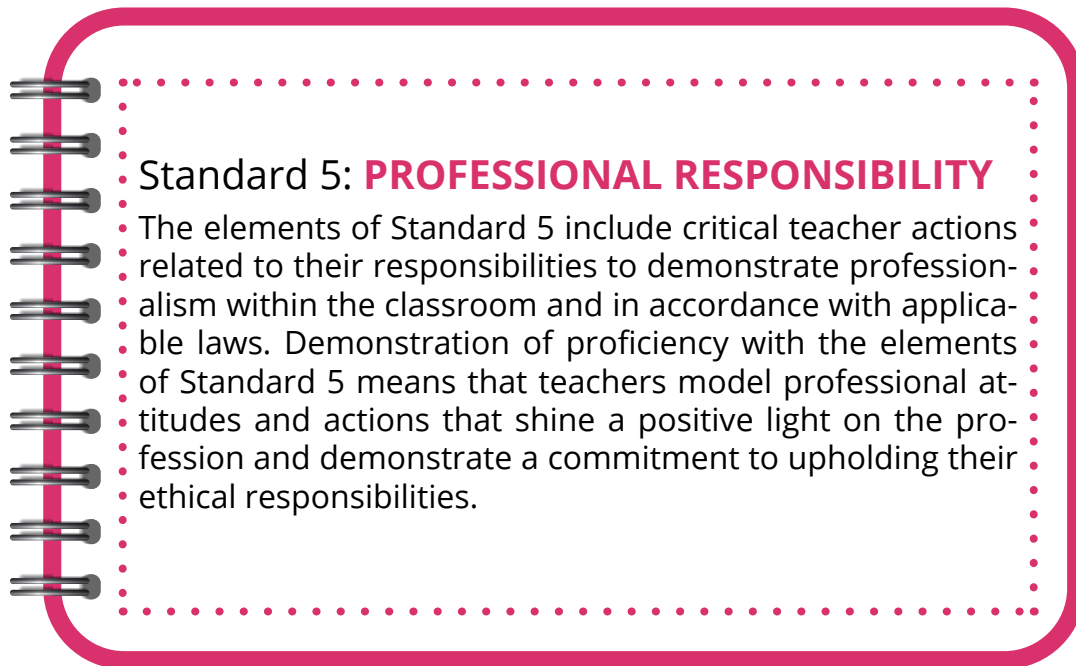
WHEN ASKED, STUDENTS CAN

- Identify how their perseverance has led to successful learning.
- Articulate their own learning trajectory and goals for grade level growth.
- Revise their thinking based upon new information.

EVIDENCE EXAMPLES

- Evidence of Student Academic Growth
- Evidence of Student Reflection on Growth

EVIDENCE-BASED PRACTICES

- Effort Management (ES 0.77)
- Curiosity (ES 0.74)
- Appropriately Challenging Goals (ES 0.60)
- Goal Commitment (ES 0.44)
- Inquiry-Based Teaching (ES 0.53)
- Mastery Learning (ES 0.67)
- Problem-Solving Teaching (ES 0.61)
- Self-Directed Learning (ES 0.67)
- Teacher Expectations (ES 0.58)

Standard 5: **PROFESSIONAL RESPONSIBILITY**

The elements of Standard 5 include critical teacher actions related to their responsibilities to demonstrate professionalism within the classroom and in accordance with applicable laws. Demonstration of proficiency with the elements of Standard 5 means that teachers model professional attitudes and actions that shine a positive light on the profession and demonstrate a commitment to upholding their ethical responsibilities.

ELEMENT 1: **ADHERENCE TO LAWS, RULES, AND POLICIES**

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by maintaining a current educator license and adhering to relevant laws, rules, and policies impacting educators.

A TEACHER

- Engages in activities necessary to renew his/her professional license.
- Is aware of and demonstrates adherence to ethical principles governing educator conduct in Utah.
- Complies with relevant school, district, and state laws, rules and policies governing the profession.

WHEN ASKED, A TEACHER CAN

- Differentiate legal behavior from illegal behavior.
- Differentiate ethical behavior from unethical behavior.
- Articulate the importance of the principles of Standard 5, Element 1 in building positive perceptions of the education profession.

EVIDENCE EXAMPLES

- Copy of Current Utah Educator License
- Evidence of progress toward a professional license (as applicable)

ELEMENT 2: CONTINUOUS PROFESSIONAL LEARNING

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instructional, and schoolwide improvement.

A TEACHER

- Actively contributes to team meetings.
- Actively contributes and adds value to his/her professional learning community (PLC).
- Attends and actively participates in required professional learning experiences.
- Periodically seeks out and engages in professional learning opportunities to improve his/her skill as an educator.
- Demonstrates willingness to reflect upon areas of strength and growth as part of his/her annual evaluation.

WHEN ASKED, A TEACHER CAN

- Articulate how his/her strengths contribute to the classroom environment and support growth in student outcomes.
- Articulate how he/she is working to improve in areas of identified growth.

EVIDENCE EXAMPLES

- Evidence of attending or presenting at local, regional, state, or national conferences
- Evidence of progress toward or completion of additional professional credentials
- Evidence of using collaborative conversations and data analysis to inform and/or adjust instructional practice

EVIDENCE-BASED PRACTICES

- Collective Teacher Efficacy (ES 1.34)

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by using effective and responsible communication with students, families, and colleagues about student learning.

A TEACHER

- Models professional oral and written communication within his/her school community.
- Uses positive communication to engage families in student learning.
- Demonstrates respect for students, families, and colleagues in all professional correspondence.
- Maintains appropriate confidentiality associated with professional conversations.

WHEN ASKED, A TEACHER CAN

- Identify recent examples of communicating professionally with students, families, or colleagues.

EVIDENCE EXAMPLES

- Articles Written for Publication
- Classroom Newsletters
- Evidence of frequent and positive communication with students and their parents
- Student Recognition Letters/Postcards

EVIDENCE-BASED PRACTICES

- Teacher-Student Relationships (ES 0.62)

COMMUNICATION

ELEMENT 4: PROFESSIONAL AND ETHICAL CONDUCT

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.

A TEACHER

- Refrains from engaging in unethical behaviors.
- Demonstrates respectful communication and dress when acting in a professional capacity.
- Adheres to expectations for professionalism in accordance with school, district, and state policy.

WHEN ASKED, A TEACHER CAN

- Articulate how he/she demonstrates ethical conduct within the school day.
- Articulate how he/she maintains ethical conduct away from the school consistent with school, district, and state policy.

EVIDENCE EXAMPLES

- Personal Mission or Vision Statement
- Personnel record free from allegations of misconduct

EVIDENCE-BASED PRACTICES

- Teacher-Student Relationships (ES 0.62)

This is a blank page.

Utah State Board of Education

250 East 500 South/P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

www.schools.utah.gov