Utah Effective Teaching Standards (UETS)

1. The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

2. The teacher understands individual learner differences and cultural and linguistic diversity.

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

4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

5. 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.

6. 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.

7. 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.

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

9. 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.

10. The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-217.

Formative Classroom Observation & Feedback Form

Date: _____   Teacher: _____

Grade/Subject: _____

Observation Focus or Guiding Question(s) Aligned to Selected UETS:

Evidence supporting effective practice aligned to the focus/guiding questions: *I saw…*

Evidence that was missing: *I expected to see, but did not see…*

Growth Question(s): *Questions to guide educator reflection.*