

The Use of the Utah Effective Teaching Standards by Teachers of the Blind and Visually Impaired

“A teacher’s effectiveness has more impact on student learning than any other factor controlled by school systems, including class size, school size, and the quality of after-school programs—or even which school a student is attending.”

Bill and Melinda Gates Foundation

The Utah State Office of Education
Martell Menlove, Ph.D.
State Superintendent of Public Instruction



Administrative Note

These standards should be used as a guide to adapt the Utah Effective Teaching Standards for the needs of specialized education professionals. They should also be used by evaluators of professional teaching performance to adapt performance expectations for specific roles.

Members of the Utah State Board of Education

District 1
Tami W. Pyfer
52 Ballard Way
Logan, UT 84321

District 2
Keith M. Buswell
1027 West 3800 North
Pleasant View, UT 84414

District 3
Craig E. Coleman
621 South Main Street
Genola, UT 84655

District 4
David L. Thomas
7875 South 2250 East
South Weber, UT 84405

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010

District 6
Michael G. Jensen
4139 South Aubrey Lane
West Valley City, UT 84128

District 7
Leslie B. Castle
2465 St. Mary's Drive
Salt Lake City, UT 84108

District 8
Janet A. Cannon
5256 Holladay Blvd
Salt Lake City, UT 84117

District 9
Heather Groom
5586 West Timber Ridge Lane
Highland, UT 84003

District 10
Laurel Brown
5311 South Lucky Clover
Lane
Murray, UT 84123

District 11
David L. Crandall
13464 Saddle Ridge Drive
Draper, UT 84020

District 12
Dixie Allen
218 West 5250 North
Vernal, UT 84078

District 13
C. Mark Openshaw
3329 Piute Drive
Provo, UT 84604

District 14
Dixie Allen
218 West 5250 North
Vernal, UT 84078

District 15
Debra G. Roberts
PO Box 1780
Beaver, UT 84713

Board of Regents
Representative
Meghan Holbrook
33 Canterbury Lane
Logan, UT 84321-6714

Board of Regents
Representative
Daniel W. Campbell
1324 East 950 South
Springville, UT 84663

Coalition of Minorities
Advisory Committee
Isaiah "Ike" Spencer
1029 East 11780 South
Sandy, UT 84094

UCAT Representative
James V. Olsen
5656 West 10770 North
Highland, UT 84003-9088

Charter School
Representative
Tim Beagley
3974 South 3550 West
West Valley City, UT 84119

USBA Advisory
Appointment
R. Dean Rowley
526 South 170 West
Springville, UT 84663

The Utah State Office Education

State Superintendent of Public Instruction

Martell Menlove, Ph. D.

State Director of Special Education

Glenna Gallo

The Utah State Office of Education

250 E. 500 South

P.O. Box 144200

Salt Lake City, Utah 84114-4200

Completed November 2013

Table of Contents

The Use of the Utah Effective Teaching Standards by Teachers of the Blind and Visually Impaired Advisory Committee	vi
Introduction.....	1
Effective Instruction.....	2
The Mission of the Utah State Board of Education.....	3
Features of the Use of the Utah Effective Teaching Standards for Teachers of the Blind and Visually Impaired	5
Key Themes and Essential Knowledge	7
The Use of the Utah Effective Teaching Standards and Indicators by Teachers of the Blind and Visually Impaired	12
Professional Responsibility.....	16
The Use of the Utah Effective Teaching and Continuum of Practice by Teachers of the Blind and Visually Impaired	18
Glossary of Terms	44
Reference.....	53

The Use of the Utah Effective Teaching Standards for Teachers of the Blind and Visually Impaired Advisory Committee

Committee Co-Chair – Christine Timothy, Education Specialist, Sensory Disabilities, Utah State Office of Education (USOE)

Committee Co-Chair – Carolyn Lasater, Associate Superintendent, Utah Schools for the Deaf and the Blind (UDSB)

Committee Co-Chair – Melanie Austin, Director, Blind Region II, (USDB)

Advisory Committee Members

Chris Bischke – University of Utah

Cherlyn Creer – Parent Advocate

Jalayne Engberg – Alpine School District

Janet Gibbs – USOE

Mary Mortensen – USDB

Annette Newbold – USDB

Dolene Pitt – Tooele School District

Sandy Ruconich – USDB

Randy Schelble – Salt Lake City School District

Mary Taylor – Parent Advocate

Jan Day Wiggins – University of Utah

Technical Support: Kitty Stewart, USDB

Becky Lewis, USOE

Acknowledgements

The Utah State Office Education wishes to thank all the members of the Advisory Committee for their expertise

and technical support, and for the hours of devotion they have given to this effort.

Disclaimer

This document is designed for teachers of blind and visually impaired students. Information has been adapted from the Utah Effective Teaching Standards. This document contains those teaching standards that are specific to teaching students who are blind and visually impaired. **All information specific to teachers of students who are blind or visually impaired is underlined in this document. This is for convenience in locating the differences in instruction for teachers of the blind and visually impaired when compared to the additional general education information.**

Introduction

In order to better serve the children of the state of Utah who are blind and visually impaired, this document has been prepared to outline standards for teachers of the visually impaired (TVIs). TVIs are specialized teachers with unique competencies to meet the diverse needs of the blind and visually impaired and work within the special education system. In addition to working with children (usually in a one-to-one relationship) , TVIs work closely with teachers, specialists, parents, and individuals within organizations and the community.

TVIs are specialists at translating medical information into educational practice and understanding basic diagnostic information about visual impairments. They analyze each student's visual diagnosis and conduct a functional vision evaluation and learning media assessments. Based on this information, TVIs develop a plan to best teach the student and work with others to address instructional needs, including basic Core Curriculum and student-specific needs.

Effective Teaching Beliefs for Teachers of the Blind and Visually Impaired.

In order to serve the children of the state of Utah who are blind or visually impaired, TVIs shall follow the Utah Effective Teaching Standards as adopted by the Utah State Board of Education (R277-530). These standards represent the knowledge and skills necessary to teach the Utah Core Standards, align with national teaching standards FROM Interstate New Teacher Assessment and Support Consortium (INTASC, 2011), and identify best practices for TVIs including components of the Expanded Core Curriculum as established by the National Agenda for the Education of Children and Youths Who Are Blind or Visually Impaired, including those with multiple disabilities. As such, TVIs are licensed educators, properly endorsed, and are held to the highest standards to affect student and learning outcomes.

Knowledge & Skills. We believe that licensed and endorsed TVIs require specialized skills to instruct students who are blind or visually impaired in areas specific to the Utah Core Standards and the Expanded Core Curriculum. The teaching of compensatory or functional academic skills such as Braille and Nemeth Code (and other communication modes), use of technology, independent living skills, career education, social interaction skills, self-determination, sensory efficiency skills, recreation and leisure, and an understanding of orientation and mobility require extensive knowledge and skills by a teacher of the visually impaired.

Effective Instruction

We believe all children can learn, and we value their individual talents and recognize that independence is the right and ultimate goal of every student who is blind or visually impaired.

We believe that children who are blind or visually impaired should have the ability and the choice to be integrated into their schools and communities.

We believe that TVIs should be committed to services that build productive, meaningful lives for children who are blind or visually impaired, including those with multiple disabilities.

We believe that a TVI must have the same academic expectations for blind as for sighted students, and hold the basic philosophical belief that children who are blind can compete on an equal basis with sighted children.

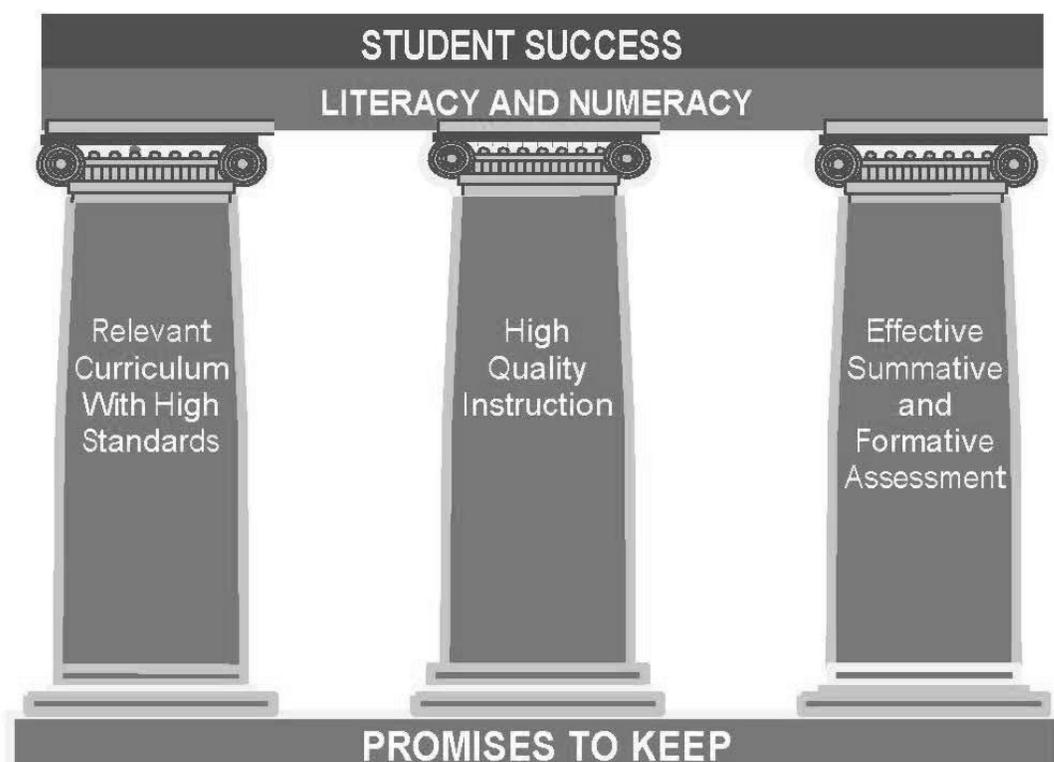
We believe that all children learn best when provided with the appropriate level of specialized instruction and educational placement in the least restrictive environment.

We believe that education of individuals who are blind or visually impaired encompasses not only academic skills, but also specialized skills such as those skills established through the Expanded Core Curriculum. These skills include compensatory or functional academic skills such as use of communication modes, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills, and self-determination.

The Mission of the Utah State Board of Education

The mission of the Utah State Board of Education is encompassed in its guiding document Promises to Keep. The promises outlined in the document are made as part of the civic compact at work as the citizens of Utah give into the hands of educators the resources for the public education system. Utah's public education system keeps its constitutional promise by ensuring literacy and numeracy for all Utah children, providing high quality instruction for all Utah children, establishing curriculum with high standards and relevance to all Utah children, and requiring effective assessment to inform high quality instruction and accountability.

This figure illustrates the emphasis placed on high quality instruction by the Utah State Board of Education in its guiding document Promises to Keep.



The Utah Effective Teaching Standards are a description of highly effective teaching as adopted by the Utah State Board of Education (R277–530). Standards represent the knowledge and skills educators need to teach the Utah Core Standards, and align with national teaching standards (INTASC, 2011) and current research on effective teaching practices. The Standards provide a resource for educators throughout the state of Utah to analyze and prioritize expectations for high quality instruction. They may be used by individuals to self-assess their own performance and identify areas that need improvement, and within learning communities to assess the quality of instruction and plan collaborative improvements. They may also be used to assist educational leaders and policymakers to guide the improvement of teaching and learning as the basis for a meaningful and relevant professional development system that meets the specific needs of students, teachers, administrators, and communities.

The Standards emphasize the need for every learner to be supported in taking ownership of his or her own learning. They emphasize the learning of content and the application of knowledge and skills to real-world problems, and encourage educators to value the differences each learner brings to the learning experience. They leverage rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. An increasingly effective public education system requires this advanced and complex vision of teaching.

When teaching effectiveness is increased, educators, students, parents, and community members all benefit. Clear research-based teaching standards articulate a common vision/description of effective teaching and leadership and assist parents, administrators, and community members in gaining an understanding of the rigorous and complex skills and knowledge that effective teaching encompasses. An understanding of the standards may provide meaningful feedback to teachers as they reflect upon their own knowledge, skills, and practice, and identify areas of success as well as goals for future development. Teaching standards may validate for teachers the best practices they are already using, and may build educator morale by showing that teachers are skilled practitioners with rigorous professional standards, high levels of content knowledge, and effective pedagogical skills.

Features of the Utah Effective Teaching Standards for Teachers of the Blind and Visually Impaired

The Standards:

- Are aligned with Promises to Keep.
- Are based on the teaching standards adopted by INTASC, 2011 and align with similar documents being adopted in neighboring states.
- Describe effective teaching practice.
- Are based on national research.
- Are academically rigorous.
- Are aligned with the teaching strategies needed for successful implementation of Utah Core Standards.
- Serve as a basis for an educator evaluation system as adopted by the Utah State Board of Education (R277–531).

Standards as Assets for Teachers:

- Articulate a common vision/description of effective teaching and leadership.
- Validate for teachers and leaders the best practices they are already using.
- Serve as a tool for conversation between teachers, mentors, and leaders to accelerate growth in practice.
- Provide meaningful feedback to help teachers recognize areas for improvement.
- Assist teachers in reflecting on their practice and setting personal goals throughout their career.
- Build educator morale by showing that teachers and leaders are skilled practitioners with rigorous professional standards.
- Serve as a tool for self-evaluation of practice and reflection upon current practice.
- Serve as a discussion and goal-setting tool for learning communities.
- Guide the development of rigorous, relevant professional development leading to increased teaching and leadership effectiveness.
- Guide local education agencies (LEAs) in the development of support activities related to formative and summative evaluation.

A System for Educator Effectiveness. To ensure that high quality instruction is available to every Utah student, the **Utah Effectiveness Project**

for High Quality Education was instituted in 2010 by the Utah State Board of Education (R277–530) to guide the development of quality teaching and quality leadership efforts statewide.

The project began with the development of the **Utah Effective Teaching Standards** and the **Utah Educational Leadership Standards**. These two sets of standards provide a basis for a coherent system for all state and local educators as they develop a vision of an effective statewide system.

The system is aligned with the goals of educator preparation programs and is designed to support a consistent and mutually reinforcing continuum.

Educator Effectiveness Project



This figure represents a coherent system for educator effectiveness and includes the related components necessary for assuring high quality instruction in Utah.

Key Themes and Essential Knowledge

Personalized Learning for Diverse Learners

The current explosion of learner diversity means that teachers need knowledge and skills to customize learning for learners with a range of individual differences. These differences include both students who have learning disabilities and students who perform above the expected level and deserve opportunities to accelerate. Differences also include cultural and linguistic diversity and the specific needs of students for whom English is a new language. TVIs need knowledge and skills to customize learning for learners who are blind or visually impaired. TVIs will collaborate with classroom teachers and other stakeholders to address the individual differences of students.

The Utah Effective Teaching Standards describe the skills that teachers must have to support all students in learning at high levels, and so they are necessarily complex.

In order to fully understand the standards, indicators, and rubrics, educators must have up-to-date background knowledge to support further learning and skill development. Below are the key themes that run through the Utah Effective Teaching Standards, accompanied by an outline of the essential knowledge needed to implement them.

The teacher:

- Understands **how learning occurs**; knows how learners construct knowledge, acquire skill, and develop disciplined thinking processes; and knows how to use **instructional strategies** that promote student learning.
- Understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning, and knows how to make instructional decisions that build on learners' strengths and needs.
- Identifies **readiness for learning**, including Braille Code, Nemeth Code, and assistive technology, and understands how development in any one area may affect performance in others.
- Understands the role of language and culture in learning, and knows how to **modify instruction** to make language comprehensive and instruction relevant, accessible, and challenging.

- Understands and identifies differences in approaches to learning and performance, and knows how to design **instruction that uses each learner's strengths** to promote growth.
- Knows about second language acquisition processes, and knows how to incorporate instructional strategies and resources to **support language acquisition**.
- Understands that **learners bring assets** for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- Knows how to access information about the **values of diverse cultures and communities** and how to incorporate learners' experiences, cultures, and community resources into instruction.
- Knows how to **use technologies** and how to guide learners to apply them in appropriate, safe, and effective ways.
- Knows how to help learners **work productively and cooperatively** with each other to achieve learning goals.
- Understands how **learner diversity** can affect communication, and knows how to communicate.

A Stronger Focus on Learner Engagement and Application of Knowledge and Skills

Effective teachers build literacy and thinking skills across the curriculum, as well as address multiple perspectives on exploring ideas and solving problems. They apply knowledge to understanding concepts, engage learners in self-directed learning, and support learners in creating original work. They also address interdisciplinary themes and design learning experiences that draw upon multiple disciplines. TVIs must collaborate with classroom teachers and other stakeholders to build literacy and thinking skills across the curriculum, including Braille Code and Nemeth Code instruction.

The teacher:

- Has a deep knowledge of **student content standards** and learning progressions in the discipline taught.
- Understands how integrating **cross-disciplinary** skills in instruction engages learners purposefully in applying content knowledge

- Knows a range of **evidence-based instructional strategies**, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- Knows how to integrate **culturally relevant content** to build on learners' background knowledge.
- Understands how current **interdisciplinary themes** connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- Understands **creative thinking processes** and how to engage learners in producing original work.
- Understands the relationship between **motivation and engagement** and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- Knows how to use a **wide variety of resources**, including human and technological, to engage students in learning.
- Knows when and how to use appropriate strategies to **differentiate instruction and engage all learners** in complex thinking and meaningful tasks.
- Understands **common misconceptions** in learning the discipline and how to guide learners to accurate conceptual understanding.

Improved Assessment Literacy

In order to meet the goal of improved instruction, teachers must have the knowledge and skills to use data to support learner success. Teachers need skills to develop a range of assessments, balance the use of formative and summative assessments as appropriate data to understand learner progress, adjust instruction as needed, provide feedback to learners, and document learner progress. TVIs must have knowledge and skills to utilize a range of assessments specific to students with visual impairments, such as Functional Vision Assessment, Cortical Vision Assessment, and Learning Media Assessment. TVIs are expected to use a range of formative and summative assessments as appropriate in areas of Braille Code and Nemeth Code.

The teacher:

- Understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations and adjustments.
- Knows how to use learner data to analyze practice and differentiate instruction accordingly.
- Understands the differences between formative and summative applications of assessment, and knows how and when to use each.

- Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- Understands the positive impact of effective descriptive feedback for learners, and knows a variety of strategies for communicating this feedback.
- Knows when and how to evaluate and report learner progress against standards.

A Collaborative Professional Culture

Just as collaboration among learners improves learning, research shows that collaboration among teachers improves practice. When teachers collectively engage in participatory decision-making, designing lessons, using data and examining student work, they are able to deliver rigorous and relevant learning for all students and personalized learning for individual students. Collaboration includes sharing responsibilities with colleagues, engaging in efforts to build a shared vision, establishing mutual expectations and ongoing communication with families, and involving the community in meeting common goals. TVIs will exemplify the collaborative effort among LEAs and other stakeholders to engage in rigorous and relevant learning opportunities for each individualized student. Collaboration Standards, Essential Elements and Extended Core Standards.

The teacher:

- Knows how to work **with other adults** and has developed skills in collaborative interaction.
- Knows how to **contribute to a common culture** that supports high expectations for student learning.
- Knows how to **collaborate with learners** to establish and monitor elements of a safe and productive learning environment, including norms, expectations, routines, and organizational structures.
- Understands how personal identity, worldview, and prior experience **affect perceptions and expectations**, and recognizes how they may bias behaviors and interactions with others.
- Understands how **multiple forms of communication** convey ideas, foster self-expression, and build relationships.

- Understands schools as organizations within a historical, cultural, political, and social context, and knows how to work with others across the system to support learners.
- Knows how to help learners work productively and cooperatively with each other to **achieve learning goals**.
- Knows when and how to **access resources and services** and collaborate with other professionals to support student learning.

Leadership Roles for Teachers

The Utah Effective Teaching Standards set the expectations that teachers will take responsibility for the learning of all students, that they will see themselves as leaders from the beginning of their career and advocate for each student's needs, and that they will participate actively as members of a supportive learning community. TVIs will take responsibility and the leadership role for the learning of each student who is blind or visually impaired in cooperation with parents, classroom teachers, LEAs, and other stakeholders.

The teacher:

- Understands **laws related to learners' rights** and teacher responsibilities.
- Understands and models **high standards of ethical conduct** in relationships with colleagues, students, parents, and community members.
- Understands the demands of **accessing and managing information**, as well as taking responsibility for the quality of information and the ethics related to its use.
- Understands his or her role as a **member of a learning community**, and shares responsibility for the development of a supportive learning culture.
- Understands the development of a **supportive learning culture**.
- Understands **appropriate and ethical assessment** principles and procedures.
- Knows how to **build and implement a plan** for professional growth that is directly aligned with his or her needs.
- Understands **the use of feedback** from teacher evaluations and observation, data on learner performance, and school- and system-wide priorities.

The Use of the Utah Effective Teaching Standards and Indicators by Teachers of the Blind and Visually Impaired

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments in which to thrive.

Standard 1: Learner Development

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

The teacher:

- Creates developmentally appropriate and challenging learning experiences based on individual student strengths, interests, and needs.
- Collaborates with families, colleagues, and other professionals to promote growth and development.

Standard 2: Learning Differences

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

The teacher:

- 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. In addition, TVIs will design and implement instructional strategies and learning activities for students who are blind and visually impaired.
- 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.

Standard 3: Learning Environments

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

The teacher:

- Develops learning experiences that engage and support students and self-directed learners who internalize classroom routines, expectations, and procedures.
- 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. TVIs will ensure an appropriate physical environment across all educational settings that meets the unique learning needs of students with visual impairments.
- 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.

Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning and instructional strategies coordinated and engaging ways to assure learner mastery of the content.

Standard 4: Content Knowledge

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

The teacher:

- Knows the content of the discipline and conveys accurate information and concepts.
- Demonstrates knowledge and competencies of the Braille Code, and awareness of and compliance with the Rehabilitation Braille Act (53A-25a-300).
- Demonstrates knowledge of the Nemeth Code.
- Demonstrate an awareness of the Utah Core Standards and references it in short- and long-term planning.
- Engages students in applying methods of inquiry and standards of evidence in the discipline.
- Uses multiple representations of concepts that capture key ideas.
- Supports students in learning and using academic language accurately and meaningfully.

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:

- Designs or selects pre-assessments, formative, and summative assessments in a variety of formats, including Braille and Nemeth Code competencies, 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 descriptive feedback to guide their progress in producing that work.
- Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities (including appropriate accommodations for students who are blind and visually impaired), 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.

Standard 6: Instructional Planning

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 community context.

The teacher:

- Plans instruction based on the approved state standards.
- Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instructions. TVIs integrate the Expanded Core Curriculum into the learning competencies for students.
- Differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning. TVIs adapt and modify materials as appropriate for the student who is blind or visually impaired.
- Provides 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.

The teacher:

- 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, including students who are blind or visually impaired.
- Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- Uses a variety of instructional strategies to support and expand learners' communication skills.
- Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.
- Provides multiple 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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

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 the learner.

The teacher:

- Independently and 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, and families, colleagues and community members to build a shared vision and supportive professional culture focused on student growth and success.

The teacher:

- Prepares for and participates actively as a team member, in the decision-making process and in building a shared culture that affects the school and the 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.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified by the Utah State Board of Education (R277-515).

The teacher:

- Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
- Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.
- Takes responsibility for understanding professional requirements, maintaining a current Utah Educator License, and completing license upgrades, renewals, and additional requirements in a timely way.
- Maintains accurate instructional and non-instructional records.
- Maintains the integrity and confidentiality in matters concerning student records and collegial consultation.
- Develops appropriate student-teacher relationships as defined by rule, law, and policy.
- Maintains professional demeanor and appearance as defined by the LEA.

The Use of the Utah Effective Teaching Standards by the Teachers of the Blind and Visually Impaired Continuum of Practice

The Utah Effective Teaching Standards are a description of highly effective teaching as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to teach the Utah Core Standards. They align with national teaching standards (INTASC, 2011) and current research on effective teaching practice. The categories indicated on the rubrics describe phases of the development of teaching skills from the most basic to the highest levels of attainment and form a continuum of teaching practice. The indicators vary in complexity; therefore, some may be met at the Effective level and some at the Highly Effective level. It is expected that the level of an individual teacher’s practice will increase across the continuum through experience and study. In some stations, the level of practice may decrease when, for example, a teacher takes on a new teaching assignment or attempts a new skill.

The continuum is intended for use as a formative tool as part of systematic self-reflection and self-assessment of teaching practice. It may be used for the formative purposes of mentoring, coaching, intervention, professional development and remediation. The Utah Educator Evaluation Framework (R227-531) is aligned with this document, and is accompanied by evaluation tools intended for use in summative education evaluation programs.

Standard 1: Learner Development

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

	Practicing	Effective	Highly Effective	Distinguished
The teacher:				
a. Creates developmentally appropriate and challenging learning experiences based on individual student	Creates whole class experiences.	Creates developmentally appropriate and challenging learning experiences based on student needs.	Uses data from multiple measures to create appropriate and challenging learning experiences based on	Coaches and supports student in setting and meeting their own individual learning goals aligned to their diverse learning needs.

strengths, interests, and needs.			identified individual learning needs.	
b. Collaborates with families, colleagues, and other professionals to promote student growth and development.	Interacts with families and colleagues related to student growth and development.	Collaborates with families and colleagues to support learner growth and development.	Takes the initiative to engage families and colleagues in supporting student individual growth and development.	Anticipates the unique needs of each student and collaborates within and outside the school to address those needs.

Standard 2: Learning Differences

The teacher understands individual learner difference and cultural and linguistic diversity.

	Practicing	Effective	Highly Effective	Distinguished
The teacher				
a. Understands individual learner differences and holds high expectations for students.	Understands that students differ, and holds generally high expectations for students.	Ensures inclusive learning environments that allow each student to reach learning goals.	Develops and maintains a positive and nurturing learning environment that values the contributions of students with all backgrounds and abilities.	Contributes to a school-wide learning environment that honors cultural and linguistic diversity. Supports students in creating high expectations for themselves and their peers.
b. Designs, adapts, and delivers instruction to address students diverse learning	Identifies diverse learning strengths and needs.	Designs, adapts, and delivers instruction to honor individual	Uses learner differences as an asset in designing effective	Collaborates with colleagues to promote a deep understanding of diverse learning

strengths and needs.	Uses teaching materials that represent diverse cultures and learner differences. <u>Understands individual students learning media profiles that include dual media.</u>	differences and learning strengths and needs. Evaluates and selects materials and lessons that counteract stereotypes, and uses culturally responsive instruction. <u>Identifies, informs, and shares accommodations with stakeholders.</u>	instruction for all students. Scaffolds support for diverse learners in the classroom and matches resources and strategies to individual student needs. <u>Ensures the generalization of skills across all curricula and learning environments.</u>	strengths and needs. Contributes to school-wide support for diverse learners, and advocates for the use of culturally appropriate materials in ways that promote the assets of each learner. <u>Provides professional development to stakeholders to enhance their ability to implement instructional strategies.</u>
c. Allows students different ways to demonstrate learning, sensitive to multiple experiences and diversity.	Provides few methods for students to demonstrate learning.	Allows multiple ways for students to demonstrate learning, sensitive to student experiences and diversity.	Encourages students to demonstrate learning based on understanding of individual learning characteristics.	Continually expands the quality of student-tailored demonstrations of learning.
d. Creates a learning culture that encourages individual learners to preserve and advance.	Recognizes that individual experiences and cultures shape student learning.	Applies understanding of student diversity to encourage each learner to reach full potential.	Bridges schools and community cultures by connecting multiple perspectives and encouraging students to learn	Contributes to a school-wide culture of perseverance and advancement that reflects multiple student perspectives and

			from each other.	effectively implements teaching strategies that reflect these broader goals.
e. Incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.	Uses available program materials for English language instruction.	Incorporates tools of language development into planning and instruction, including strategies for development of English proficiency. Uses strategies, visuals and regular modeling to augment auditory directions and information and adapts instruction accordingly.	Incorporates knowledge of English language development and English learners' strengths and assessed needs into English language content instruction. Engages English learners' in assessment of their progress in English language development and in meeting content standards.	Collaborates with colleagues to develop, organize, and implement resources to ensure that English language learners are regularly provided with instruction that meets their language needs.

Standard 3: Learning Environments

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

	Practicing	Effective	Highly Effective	Distinguished
The teacher				
a. Develops learning experiences that engage and support students as self-directed	Implements a daily schedule.	Establishes and maintains routines, expectations, and procedures that support	Collaborates with students in establishing and reflecting on classroom procedures to	Encourages colleagues to collaborate with students to maintain an effective school-

learners who internalize classroom routines, expectations, and procedures.		student learning.	improve the learning environment.	wide learning environment.
b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	Promotes a positive and respectful learning climate. Provides opportunities for students to work in teams.	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Models positive learning interactions and guides students to consistently refine interactions through self-reflection. Supports students to create and manage learning teams to meet learning goals.	Participates with colleagues to expand the positive learning climate throughout the school. Fosters the development of student leadership and teamwork skills school-wide.
c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.	Uses a variety of management strategies.	Uses research-based strategies to reinforce positive learning interactions. Consistently responds to classroom disruptions in an appropriate and timely manner to maintain a positive learning environment.	Collects and analyzes classroom-based data and makes modifications to facilitate a positive learning environment. Encourages learners' involvement in monitoring their own contribution to a positive	Builds learners' capacity to take responsibility in maintaining and improving classroom interactions over time. Engages colleagues in implementing researched-based strategies for supporting a

			learning environment.	positive learning environment.
<p>d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention. <u>Advocates for an appropriate physical environment across all educational settings to meet the unique learning needs of students who are blind and visually impaired.</u></p>	<p>Organizes the physical environment and schedule. Understands the impact of environmental factors across all educational settings, (e.g., lighting, classroom arrangement, and acoustics.) Identifies key areas in the physical environment that affect access to education. Collaborates as a resource for other staff members in areas of environmental modification.</p>	<p>Maintains a functional and organized physical environment, conducive to thought and interaction. Manages schedules, pacing, and transitions to maximize learning time. Proactively gains and maintains student attention through active participation. Seeks to ensure access to educational environments. Establishes and maintains a physical environment that is safe and conducive to learning. Identifies and initiates the modification of the physical environment (e.g., overhead lighting, glare,</p>	<p>Coordinates time, materials, and space to design various learning patterns and multiple learning activities. Fosters each student's ability to manage his or her own time for learning. Selects engagement strategies that align with individual student's learning patterns and goals. Develops creative strategies for addressing environmental needs of students. Informs team members about strategies for the generalization of skills across learning environments. Modifies the physical environment.</p>	<p>Supports students in identifying time, space, and materials for particular learning needs. Collaborates with colleagues to maximize equitable learning time school-wide. Supports students in identifying their own learning needs in planning to accomplish their own goals. Researches and promotes additional strategies, materials, information, and resources to ensure an optimal environmental educational setting. Promotes student participation in self-advocacy for the generalization of skills across learning environments. Develops and promotes current and new evidence-</p>

		<u>and fatigue).</u>		<u>based practices with colleagues.</u>
e. Extends the learning environment using technology, media, local and global resources <u>that meet the unique learning needs of students who are blind and visually impaired.</u>	Knows and applies basic technology skills.	Incorporates a variety of technology tools and media in the learning environment; uses local and global resources.	Actively and consistently incorporates technology and media; regularly integrates local and global resources.	Creates structures and routines for students to access and use media, technology, and local and global resources.
f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	Links skills learned in school to real-world contexts.	Provides a classroom, supports the acquisition of learning skills, and incorporates authentic real-world experiences.	Models and expects students to transfer learning skills and content knowledge to real-world and workplace contexts.	Invites student input and expands new learning environments, based on students' learning skills, into real-world contexts and experiences.

Standard 4: Content Knowledge

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

	Practicing	Effective	Highly Effective	Distinguished
The teacher				
a. Knows the content of the discipline and conveys accurate information and concepts.	Knows the content of assigned teaching area. Demonstrates <u>basic knowledge and</u>	Knows the content of the discipline(s) taught and conveys accurate information.	Pursues opportunities to learn new developments in the discipline and continually deepens content	Uses high-level content knowledge to develop new approaches and support the growth of colleagues. Acts as a

	<u>competencies of Braille and Nemeth Codes in both un-contracted and contracted forms, abacus skills, and the Expanded Core Curriculum.</u> <u>Utilizes evidence-based curricula.</u> <u>Promotes the Expanded Core Curriculum.</u> <u>Accesses Braille and Nemeth Codes reference guides.</u> <u>Collaborates with other professionals in the field of vision.</u>	<u>Demonstrates</u> ability in Braille and Nemeth Codes, abacus skills, and Expanded Core Curriculum. <u>Collaborates</u> with stakeholders to incorporate Braille and Nemeth Codes, abacus skills, and the Expanded Core Curricula. <u>Researches</u> evidenced-based curriculum.	knowledge. <u>Incorporates</u> knowledge of Braille and Nemeth Codes, abacus skills, and the Expanded Core Curriculum. <u>Embeds</u> current and new evidence-based curriculum. <u>Seeks</u> opportunities for providing in-service to stakeholders (e.g., implementation of the Expanded Core Curriculum).	<u>resource to provide current and new information and approaches in LEA, state, and other professional organizations.</u> <u>Engages in</u> additional field and research studies. <u>Promotes</u> student and family advocacy (e.g., adult services and institutions of higher education).
b. Demonstrates an awareness of the Utah Core Standards and references it in short- and long-term planning.	References the Utah Core Standard in the preparation of lesson plans.	Bases instruction on approved content standards and current research to create rigorous and relevant learning activities.	Continual updates knowledge in the discipline(s) taught and connects concepts across disciplines to support student understanding.	Collaborates with colleagues to apply approved curriculum concepts and cross-curricular connections to student learning activities school-wide.
c. Engages students in	Understands methods and	Teaches methods of	Develops opportunities for	Collaborates with colleagues to

applying methods of inquiry and standards of evidence of the discipline.	standards used in a specific academic discipline.	inquiry, problem solving, and critical thinking consistent with the standards of the academic discipline.	self-directed student inquiry and problem solving across multiple disciplines.	integrate methods and standards of evidence of the discipline throughout the school.
d. Uses multiple representations of concepts that capture key ideas.	Teaches key concepts of the discipline.	Uses multiple representations and explanations to convey concepts of the discipline.	Regularly adapts various methods and materials to convey key ideas of the discipline.	Develops methods and materials to convey key ideas, and regularly adapts methods and materials in response to new research.
e. Supports students in learning and using academic language accurately and meaningfully.	Uses the vocabulary of the discipline.	Incorporates academic vocabulary to enhance learning.	Expects students to use academic language accurately and meaningfully.	Stays current on emerging research and vocabulary specific to the discipline, and incorporates it into instruction.

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.

	Practicing	Effective	Highly Effective	Distinguished
The teacher				
a. Designs or selects pre-assessments, formative, and summative	Selects assessments to match learning objectives. Uses informal	Designs or selects pre-assessments, formative, and summative	Selects and integrates varied assessment types and involves learners	Considers issues of validity, reliability, bias, and consistency in making

<p>assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.</p>	<p><u>and formal approved Braille assessments to assess the learning of Braille skills.</u> <u>Demonstrates</u> <u>knowledge of how to conduct a Learning Media Assessment (LMA) and Functional Vision Assessment (FVA).</u></p>	<p>assessments in a variety of formats that match learning objectives. <u>Uses</u> <u>assessment results to direct student learning of Braille.</u> <u>Participates</u> <u>as part of an assessment team, interpreting, summarizing, and integrating assessment data.</u></p>	<p>in demonstrating knowledge and skills. <u>Demonstrates</u> <u>consistency in Braille assessments aligned with the Braille Standards and uses results to guide student learning.</u> <u>Utilizes</u> <u>information gained from assessment data.</u> <u>Incorporates</u> <u>Learning Media Assessment and Functional Vision Assessment data into all aspects of curriculum planning.</u> <u>Provides instruction and assistance to stakeholders to integrate findings from the Learning Media Assessment and Functional Vision Assessment data into all aspects of curriculum planning.</u></p>	<p>assessment decisions. <u>Collaborates</u> <u>with teachers and other related service providers to incorporate student learning braille into the classroom.</u> <u>Provides</u> <u>in-service to all stakeholders to conduct appropriate LMA and FVA assessments.</u></p>
---	--	---	--	---

			<u>Provides instruction and assistance stakeholders to integrate findings from the Learning Media Assessment and Functional Vision Assessment into the student educational setting.</u>	
b. Engages students in understanding and identifying the elements of quality work, and provides them with timely and descriptive feedback to guide their producing that work.	Encourages students to do quality work. Provides feedback on student work.	Engages students in understanding and identifying the elements of quality work. Provides students with feedback to guide their progress in producing quality work.	Engages students in regularly producing quality work and supports students in self-assessment and goal setting. Provides students with timely and descriptive feedback to guide their progress in producing quality work.	Creates a learning environment where quality work is valued and students participate in the development of their own learning goals and measurement of their own progress.
c. Adjusts assessment methods and makes appropriate accommodations for English language	Modifies formative assessment as appropriate. Understands <u>how vision impairment affects basic</u>	Adjusts assessment methods to meet various student learning needs. Accommodates	Modifies assessment methods and makes appropriate accommodations for English language	Collaborates to create common assessments among grade and/or content areas, and shares assessment results with

learners, students with disabilities, advanced students, and students who are not meeting learning goals.	<u>concepts of the Utah Core Standards.</u>	<u>assessments as appropriate to meet the needs of students who are visually impaired.</u>	learners, students with disabilities, advanced students, and students who are not meeting learning goals. <u>Demonstrates effective use of curriculum-based assessment data for individual students, program development, and curriculum implementation.</u>	colleagues to plan instruction. Collaborates to refine assessments, policies, and procedures to meet the full range of student needs, abilities, and learning styles. <u>Provides feedback and in-service to all stakeholders utilizing research-based accommodations techniques.</u>
d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	Evaluates student learning as part of instruction.	Uses multiple sources of data to gauge the effectiveness of instruction to make adjustments in planning and instruction.	Uses formative and summative inputs to reflect on and make on going modifications in instruction that result in increased learner achievement.	Collaborates with colleagues to design and target strategies for instruction based on multiple sources of student data.
e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a	Shares assessment feedback with students and parents/guardians at required reporting periods.	Documents student progress and provides feedback to students, parents, guardians, and	Selects or designs a variety of effective formats to document and provide feedback on student progress.	Initiates ongoing, open communication between home and school, supported by various effective methods of

variety of ways.		other stakeholders in a variety of ways.		conveying descriptions of student progress.
f. Understands and practices appropriate and ethical assessment principles and procedures.	Knows appropriate assessment principles and procedures.	Understands and practices appropriate and ethical assessment principles and procedures.	Supports students in their understanding of ethical assessment principles and procedures, and provides an ethical learning environment to support them.	Works with colleagues to ensure an ethical assessment process school-wide.

Standard 6: Instructional Planning

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

	Practicing	Effective	Highly Effective	Distinguished
The teacher				
a. Plans instruction based on the approved state standards.	Uses the Utah Core Standards to inform learning activities.	Systematic planning of instruction based on approved standards. <u>Collaborates with all stakeholders to inform instructional techniques specific to</u>	Develops short- and long-term instructional plans, including a content-based scope and sequence based on approved standards. <u>Provides teachers who are blind or visually impaired</u>	Develops effective instruction based on approved standards and collaborates with colleagues to map instruction in ways that are implemented over time.

		<u>students who are blind or visually impaired.</u>	<u>strategies in developing short- and- long-term instructional plans to meet the Utah Core Standards.</u>	<u>Promotes</u> <u>effective communication with stakeholders to plan and implement instruction for blind and visually impaired students that aligns with the state standards.</u>
<p>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.</p> <p><u>Integrates</u> the <u>Utah Life Skills document into student learning.</u></p> <p><u>Integrates</u> the <u>Expanded Core Curriculum into the learning of students who are blind and visually impaired.</u></p>	<p><u>Selects</u> learning activities based on content standards.</p> <p><u>Displays</u> <u>knowledge of the Expanded Core Curriculum for students who are blind or visually impaired.</u></p> <p><u>Assesses</u> <u>students in all areas of the Expanded Core Curriculum, including compensatory O&M, social and interpersonal skills, independent living, career, education, recreational, leisure, technology, and</u></p>	<p><u>Adapts</u> learning experiences based on content standards and learner needs.</p> <p><u>Provides</u> <u>resources and opportunities to stakeholders to assist the student who is blind or visually impaired in meeting identified needs.</u></p>	<p><u>Creates</u> learning experiences that are appropriate for reaching content standards, are relevant to learners, and are based on principles of effective instruction.</p> <p><u>Collaborates</u> <u>with stakeholders to integrate the Expanded Core Curriculum into the learning of a student who is blind or visually impaired.</u></p>	<p><u>Seeks</u> current research on effective instruction and collaborates with colleagues to coordinate relevant and effective instructional experiences.</p> <p><u>Acts</u> as a <u>resource to incorporate the Expanded Core Curriculum across all settings.</u></p> <p><u>Provides</u> <u>professional development for stakeholders to assist students who are blind and visually impaired in acquiring the skills in the</u></p>

	<u>self-determination.</u>			<u>Expanded Core Curriculum. Critiques and/or develops assessments for the Expanded Core Curriculum.</u>
c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.	Uses various methods and materials. <u>Adapts and modifies materials on an ongoing basis (e.g., simplifies, enlarges, translates to Braille, and tactile graphics.</u>	Differentiates instruction by choosing appropriate strategies to meet individual student needs.	Differentiates instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.	Uses emerging research and in-depth analysis of student needs to provide differentiated instruction using a full range of resources, tools, and demonstrations of learning. Engages students and colleagues in adopting innovative materials and methods to best meet individual learning needs.
d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	Provides opportunities for creative work.	Provides opportunities for students to use complex thinking skills in organizing and generating original work.	Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	Supports students in the skills needed to independently and collaboratively develop and test innovative ideas; frame, analyze and solve problems; and

				create original work.
e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	Provides opportunities for students who use knowledge in various ways.	Introduces cross-disciplinary concepts to support the understanding of content.	Integrates into instructional plans cross-disciplinary skills that purposefully engage learners in their applications of content knowledge.	Collaborates with colleagues to systematically coordinate content knowledge applications among disciplines. Supports students in seeking ways to embed content knowledge across disciplines.

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.

	Practicing	Effective	Highly Effective	Distinguished
The teacher				
a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	Uses a variety of instructional strategies. <u>Accesses and follows the Utah Core Standards for student planning and performance outcomes.</u>	Appropriately uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies. <u>Monitors and collects data on students'</u>	Adapts a variety of pedagogical strategies to meet the assessed needs of individual students. <u>Ensures the application of appropriate accommodations</u>	Applies new pedagogical research to improve a repertoire of instructional strategies. Seeks innovative strategies to meet specific student needs.

		<u>understanding of content, provides feedback, and adjusts learning activities as the situation warrants.</u>	<u>to meet the learning styles of all students.</u>	<u>Informs and shares with parents and teachers how to modify and adapt materials to meet the special needs of students who are blind and visually impaired.</u>
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.	Uses various instructional formats.	Adapts instruction and varies his or her role appropriate to particular content and concepts.	Continuously checks for student understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs. Plans <u>differentiated instruction that is age appropriate and student specific.</u>	Collaborates with learners to design and implement relevant and effective learning experiences. Varies his or her role to match the purposes of instruction and the needs of individuals and groups of learners. Researches and discovers <u>additional strategies, materials, information and resources.</u>
c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen	Adjusts instruction based on student responses.	Analyzes student learning and responds to errors and misconceptions.	Analyzes student errors and misconceptions in order to redirect, focus, and deepen	Recognizes patterns of error for the discipline and uses preemptive strategies to avoid them.

learning.			learning.	Creates structures for supporting students in recognizing errors and increasing accuracy.
d. Uses a variety of instructional strategies to support and expand learners' communication skills.	Provides opportunities for students to articulate thoughts and ideas.	Uses a variety of strategies to support and expand learners' communication skills.	Encourages and supports students in learning and using multiple forms of communication to convey ideas.	Fosters a learning environment where all learners initiate and sustain effective verbal and nonverbal communications to promote further understanding and in order to build critical thinking.
e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.	Provides opportunities for students to identify and use complex thinking skills.	Provides multiple opportunities for students to remember, understand, analyze, evaluate, and create. Uses questions to engage students in metacognitive thinking.	Guides students to think creatively and critically, and to apply thinking skills to support answers and solutions, test ideas, draw conclusions, make complex choices, and solve problems. Consistently embeds opportunities for students to reflect on their	Provides complex, creative, open-ended learning opportunities where students develop innovative solutions to real-world problems. Builds a learning culture where students self-adjust as a result of reflections on their learning.

			learning.	
<p>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.</p>	<p>Uses various sources to inform instruction.</p>	<p>Systematically includes a variety of perspectives and sources to stimulate questioning and analysis and increase understanding.</p>	<p>Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems.</p>	<p>Uses multiple sources and perspectives to foster a learning environment where students offer opinions, support claims, and share alternative perspectives.</p>
<p>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.</p>	<p>Uses technology to support instruction.</p>	<p>Assesses and uses various technologies to support content and skill development.</p>	<p>Uses technology to foster student engagement in higher-level content and skill development.</p>	<p>Collaborates with colleagues to develop a rich and effective learning environment appropriately supported by multiple technologies and media embedded within teaching practice.</p>
<p>h. Uses a variety of questioning strategies to promote engagement and learning.</p>	<p>Asks questions to assess student learning.</p>	<p>Uses a variety of questioning strategies to promote engagement and learning.</p>	<p>Purposely selects questioning strategies aligned with learning goals.</p>	<p>Models high-level questioning skills that promote critical thinking and independent learning.</p>

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.

	Practicing	Effective	Highly Effective	Distinguished
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.	Adjusts instruction based on student outcomes.	Assesses student progress and adapts strategies based on past student performance. Collaborates with colleagues to evaluate learning outcomes and identify and meet learning needs.	Uses multiple data sources to evaluate the outcomes of teaching and learning in order to reflect on and adapt planning and instruction. Understands the roles of and collaborates with a full range of colleagues and support specialists to help meet the unique needs of all students.	Models reflective practice and assists colleagues to improve and adapt practice. Collaborates with colleagues to analyze the learning outcomes of all students, reflect upon past teaching, analyze effectiveness, and modify future activities.
b. Actively seeks professional community and technological learning experiences within and outside of the school, as supports for reflection and	Participates in new learning experiences.	Applies professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.	Actively seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.	Seeks and shares professional knowledge and resources, and collaborates with colleagues to apply and evaluate new knowledge and practices.

problem-solving.				
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 living.	Acknowledges that everyone has biases based on his or her knowledge and experience.	Identifies own background and experiences that have an impact on teaching and learning relationships.	Identifies and accesses resources that support the development of a broader understanding of differences.	Uses an understanding of differences to build strong relationships with students and colleagues in order to design relevant instruction.
d. Actively investigates and considers new ideas that improve teaching and learning, and draws on current education policy and research as sources of reflection.	Participates in professional development opportunities and considers new ideas to improve teaching.	Actively investigates and considers new ideas, drawing upon current research and policy as sources of reflection.	Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.	Collaborates with colleagues to access and interpret research, laws, and policies, and to understand their implications for quality instruction.
e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	Participates in learning experiences as they arise.	Consults with supervisor to develop a standard based professional learning plan.	Develops a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.	Continually refines and implements a professional learning plan based on new knowledge and experiences, emerging needs of students, and

				self-analysis. Pursues advanced credentials or degrees based on professional goals.
--	--	--	--	---

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.

	Practicing	Effective	Highly Effective	Distinguished
The teacher				
a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the schools and larger educational community. <u>The teacher of the blind and visually impaired participates as an active IEP team member and incorporates the Expanded Core Curriculum.</u>	Knows school-wide policies and practices and displays awareness of the school improvement plan.	Establishes positive working relationships and participates in the school's decision-making processes as required. Participates in developing and/or implementing the school improvement plan.	Takes the initiative to participate in developing and implementing policies and practices that improve instruction. Collaborates with colleagues on school improvement issues.	Supports a learning culture where students are provided with opportunities to take responsibility for their own learning. Assumes leadership to implement school-wide goals.

<p>b. Participates actively as part of the learning community, sharing responsibilities for decision-making and accountability for each student's learning, and giving and receiving feedback.</p>	<p>Participates in the professional learning community as required.</p>	<p>Actively participates with colleagues to support the goals of the learning community.</p>	<p>Assumes a leadership role within his or her area of assignment that includes a shared responsibility for student work, examination of problems of practice, and the identification of improvement strategies.</p>	<p>Formally and informally collaborates with colleagues to identify solutions, share responsibility for outcomes, and improve instruction for each student.</p>
<p>c. Advocates for the learners, the school, the community, and the profession.</p>	<p>Contributes to student success.</p>	<p>Advocates for all students to be prepared for high school graduation and future school and/or work success. Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.</p>	<p>Actively communicates the vision of college and career readiness to students. Actively participates, promotes, and provides support for initiatives in the school and community to have an impact on student success.</p>	<p>Collaborates with colleagues to build a community-wide vision of learner advocacy. Engages with colleagues and other stakeholders to implement initiatives that enhance teaching and learning.</p>
<p>d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of</p>	<p>Develops positive relationships with colleagues.</p>	<p>Works with colleagues to plan and jointly facilitate learning to meet diverse needs.</p>	<p>Implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.</p>	<p>Systematically collaborates with colleagues to jointly meet diverse learner needs.</p>

learners.				
e. Engages in professional learning to enhance knowledge and skills, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.	Recognizes colleagues as resources to enhance knowledge and skill.	Engages in professional learning with colleagues to enhance professional practice.	Participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.	Leads professional growth activities and collaborates with colleagues to mentor and support others.

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.

	Practicing	Effective	Highly Effective	Distinguished
The teacher				
a. Responsible for compliance with federal and state laws, State Board of Education Administrative Rules, state assessment policies, local board policies and supervisory directives.	Advocates for and models compliance with law and rules governing ethical conduct of educators.	Knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.	Adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.	Understands the importance of laws, rules, policies, and directives; uses the concepts to improve instruction, safety, and collaboration.
b. Responsible for compliance with all requirements	Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.			

<p>of State Board of Education Rule R277-530 at all levels.</p>	<p>Takes responsibility to understand professional requirements, maintain a current Utah Educator License, and complete license upgrades, renewals and additional requirements in a timely way.</p> <p>Maintains accurate instructional and non-instructional records.</p> <p>Maintains integrity and confidentiality in matters concerning student records and collegial consultation.</p> <p>Develops appropriate student-teacher relationships as defined by rule, law, and policy.</p> <p>Maintains professional demeanor and appearance as defined by the local education agency (LEA).</p>			
<p>c. <u>Responsible</u> for compliance with <u>IDEA eligibility requirements for students who are blind and visually impaired.</u></p>	<p><u>Understands</u> <u>USOE special education requirements for a student who is blind and visual impaired.</u> <u>The visual impairment must adversely affect the student's educational performance, and the student with the visual impairment must require special education and related services.</u> <u>The team must determine that the student is blind and visually</u></p>	<p><u>Explains</u> <u>requirements to other stakeholders.</u> <u>Understands</u> <u>process of obtaining the necessary documentation.</u></p>	<p><u>Determines as</u> <u>part of a team if student is eligible for services.</u></p>	<p><u>Provides</u> <u>service for stakeholders on eligibility and best practices.</u> <u>Stays</u> <u>current on upcoming evaluations and determinations.</u></p>

	<p><u>impaired, and that is the student's primary disability;</u> r<u>When classifying a student as blind and visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and auditory stimuli.</u></p>			
--	---	--	--	--

Glossary of Terms

Academic language: Academic language, tied to specific subject area disciplines, captures through vocabulary, grammar, and organizational strategies the complex ideas, higher-order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area, and differs in structure and vocabulary from everyday spoken English.

Advocates: When a teacher advocates within the educational setting, he or she speaks or writes in defense or support of a student, the school, or education in general in order to build support, bring positive attention, or raise awareness.

Analysis, synthesis, decision-making: Analysis, synthesis, and decision making are higher-order thinking skills that give students the ability to think clearly in diverse situations. Mastery of thinking skills allows students to tackle higher-order learning tasks and to achieve critical understandings as they tackle life's challenges.

Application of content knowledge: The application of content knowledge requires that content knowledge be connected to the student's existing knowledge, personal experience, cultural background, and learning profile.

Approved content standards: Approved content standards are approved by the Utah State Board of Education for use in Utah schools. They include the State Core Curriculum standards and the Utah Common Core.

Approved State Core Curriculum: The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific Core Curriculum standards to be completed by all K-12 students as requisite for graduation from Utah's secondary schools. The Elementary and Secondary School Core Curriculum is defined in R277–700. Utah's core standards are aligned to scientifically based research and national content standards. They establish high quality instruction through common statewide comprehensive expectations for all students. The standards, with subsequent objectives and indicators, define essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuing learning within the classroom. Additional information about the approved State Core Curriculum may be found at <http://www.schools.utah.gov/curr/core/default.htm>.

Assessment: Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous

feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

Blindness: An impairment in vision that, even with corrections, adversely affects a students' educational performance. The term includes both partial sight and blindness that adversely affects a student's educational performance.

Braille: The Braille Code is a system of raised dots widely used by the blind to read and write.

Classroom environment: The classroom environment is influenced by the guidelines established for its operation, its users, and its physical elements. Teachers greatly influence the operation of their classrooms. Effective teachers expertly manage and organize their classroom and expect their students to contribute in a positive and productive manner. Classroom environment can have as much impact on student learning as student aptitude.

Collaboration: Collaboration is a style of interaction between individuals engaged in shared decision making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute, and they share decision-making authority and accountability for outcomes.

Collaborative learning: Collaborative learning is a style of interaction between learners, and between learners and teachers, engaged in shared decision making as they work toward a common goal.

Common Core: Utah is one of over 40 states and territories that have agreed to transition their core curriculum standards for English language arts (ELA) and mathematics to a set of standards common to all states. This "Common Core" initiative is organized and supported by the National Governors' Association (NGA) and the Council of Chief State School Officers (CCSSO). See <http://www.schools.utah.gov/core/>.

Content knowledge: Content knowledge includes not only a particular set of information, but also the framework for organizing information and processes for working with it.

Cross-disciplinary skills: Cross-disciplinary skills (1) allow learners to probe content deeply, (2) connect academic disciplines to one another, (3) can be applied to and may be used differently within various fields, and (4) should be taught explicitly in the context of a given content area. These skills include critical thinking, problem solving, collaboration, effective oral and written communication, and assessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism.

Cultural norms: Cultural norms are the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation. Norms vary widely across cultural groups and greatly affect the response students and parents have to a particular school culture. Professional educators become aware of and respond to the cultural norms of their students in order to provide effective instruction and appropriate interactions.

Cultural relevance: Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

Data: Learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to (1) learner demographics and background information, (2) documented information about learning needs and prior performance, (3) class-work, homework, and other formal and informal works produced by the learner, (4) progress charts, records and anecdotal teacher notes from formative assessments and/or classroom observations, (5) end-of-unit teacher developed tests or summative performances and course grades, and (6) external test scores.

Descriptive feedback: Descriptive feedback means effectively communicating to students where they are doing well and where they need improvement. Effective educators use a variety of communication techniques to foster inquiry, collaboration, and provide accurate feedback in and beyond the classroom.

Developmentally appropriate: Developmentally appropriate teaching practice includes responding to a child's social/emotional, physical, and cognitive development by basing teaching practices and decisions on theories of child development, the individually identified strengths and needs of each child uncovered through authentic assessment, and the child's cultural background as defined by his community, family history, and family structure.

Differentiation: Differentiation occurs when the teacher responds to individual students' readiness, interest, and mode of learning often enough and in enough ways to support each student's engagement with and understanding of essential content goals. Teachers can modify content, process, and product in response to students' needs. Purposeful modifications of these elements, informed by ongoing assessment information, enhance the likelihood of each student's academic success.

Diverse learners: Diverse learners are learners in a group or organization who represent a wide variety of ethnicities, cultures, abilities, languages, socioeconomic backgrounds, or genders inclusive of individual differences such as personality, interests, learning modalities, and life experience.

Engaging students: Time on task is directly correlated with student achievement. On-task students are involved in their learning; thus, effective teachers seek ways to enhance student involvement in learning. Effective teachers involve all students in learning; encourage students to apply, interpret, and integrate new information into what they already know; relate content to what students are interested in; and support students to see the value in learning.

English language learner (ELL): English language learners are students who are not native speakers of English. Also referred to as ELs (English learners), ESL (English as a second language) students, and LEP (limited English proficient) students.

English language proficiency (ELP): English language proficiency is a measure of the English skills of students who are not native speakers of English.

Expanded Core Curriculum: The Expanded Core Curriculum (ECC) is the body of knowledge and skills needed by students with visual impairments due to their unique disability-specific needs. Students with visual impairments need the Expanded Core Curriculum in addition to the core academic curriculum of general education. The ECC should be used as a framework for assessing students, planning individual goals and providing instruction.

Formative assessment: Assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promotes learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

Higher-order thinking skills: Higher-order thinking skills are the skills learners need to perform challenging learning tasks, as well as for thinking clearly in diverse situations. Higher-order thinking skills include application, analysis, synthesis and evaluation, as defined in Bloom's Taxonomy. Marzano and Kendal identify analysis (matching, classifying, analyzing errors, generalizing, and specifying) and knowledge utilization (decision making, problem solving, experimenting, and investigating) as higher-order thinking skills. Learners should be explicitly taught higher-order thinking skills, and be

given opportunities to apply them in learning tasks as well as real-life situations beyond school.

Inclusive learning environment: Inclusive learning environments are learning environments in which all learners can thrive regardless of gender, ethnicity, class, age, sexuality, cognitive and/or physical abilities. An inclusive learning environment gives all students the supports, resources, and services they need to participate actively and meaningfully in the learning process.

Instructional decision making: Instructional decision making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes—assessing, analyzing, planning, implementing, and reflecting. Data-informed instructional decision making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and school-wide instructional solutions. This same cyclical process can be applied to larger education decisions affecting school climate and school improvement efforts, with expanded sets of data that may include, for example, teacher evaluation and professional development, parental involvement, and resource allocation.

Instructional strategies: Instructional strategies are teaching activities grounded in theory and designed to have specific effects and an extensive line of inquiry and research. They involve a sequence of steps or a number of related elements. They have an intended effect on student learning.

Large print: A large size of type (as 14 point or larger) especially for use by the partially sighted or visually impaired.

Learning community: A learning community is a group of educators and/or students who share common educational goals and who are actively engaged in learning together and from each other. Such communities are effective in K-12 classrooms, collegial educator groups, and cohort-based university educator preparation programs.

License upgrades: Professional educators are responsible for knowing and complying with laws, rules, and procedures that apply to Utah Educator Licensure, including the requirement for Level 1 licensed educators to meet the requirements for upgrade to a Level 2 license after three years of service. Details of upgrade procedures may be found at <http://www.schools.utah.gov/cert/New-Teacher-Entry-Years-Enhancement/Eye-Policy.aspx>.

Methods of inquiry: Methods of inquiry are the learning processes appropriate to particular content. In the inquiry process, students are active participants in the learning process that helps to facilitate their own construction of new knowledge. Once the students' interests are engaged, the process of inquiry provides opportunities for students to exercise advanced thinking and problem-solving skills.

Misconceptions: Misconceptions are preconceived notions, non-scientific beliefs, naive theories, mixed conceptions, or conceptual misunderstandings that students may have developed in relation to specific content concepts. What is especially concerning about misconceptions is that students continue to build knowledge on current understandings, and possessing misconceptions can have a negative impact on learning. Effective teachers know the misconceptions common to their disciplines, identify them by evaluating student responses, and re-teach to facilitate a more accurate understanding of content.

Pedagogical content knowledge: Pedagogical content knowledge blends content and effective instructional strategies for teaching particular subject matter, including appropriate representations and explanations.

Pedagogy: Pedagogy is the effective use of instructional strategies leading to the learning of K–12 students. Decisions about effective instructional strategies are based on the background knowledge, prior experiences, and environment of the student, as well as the learning goals set by approved core curriculum and agreed upon by the student and teacher. Andragogy consists of learning strategies focused on adults, and the process of engaging adult learners in learning experiences.

Persevere: The ability to persevere is the ability to stay focused on a task or a learning goal even when it's difficult to master. Perseverance includes the learner's ability to monitor and evaluate his or her own progress, and change course if necessary.

Positive learning environment: A positive learning environment provides a supportive atmosphere that sustains a caring community of learners in which academic and social goals are clear. The focus is placed on learning, not simply on "knowing" or on right and wrong answers.

Positive social interaction: Positive social interactions are those that give the teacher opportunities to demonstrate caring, fairness, and respect. A teacher's ability to relate to students and to make positive, caring connections with them plays a significant role in cultivating a positive learning environment and promoting student achievement.

Pre-assessment: Pre-assessment is the practice of determining what students already know, so as not to cover material students have mastered or use methods that would be ineffective for students. A pre-assessment can be a quiz, game, discussion, or other activity that asks students to answer some of the questions that would be used to evaluate their performance at the end of an upcoming short- or long-term learning activity.

Principles of effective instruction: Principles of effective instruction include high teacher expectations, proactive and supportive classrooms, opportunity to learn,

curriculum alignment, coherent content, thoughtful discourse, scaffolding students' ideas, task involvement, practice, application, and goal-oriented assessment.

Prior content knowledge: The content of lessons may be differentiated based on students' prior knowledge or what students already know. Some students in a class may be completely unfamiliar with the concepts in an upcoming learning activity, some students may have partial mastery of the content or display mistaken ideas about the content, and some students may show mastery of the content before the learning activity begins. Awareness of students' prior content knowledge allows teachers to plan appropriate instructional activities and to make effective use of learning time.

Professional bias: Professional biases are personal inclinations or preferences that may influence instructional, assessment, or interpersonal judgments away from being balanced or even-handed. Professionalism includes an obligation for educators to examine their own biases and eliminate biased judgments in order to equitably meet the learning needs of all students.

Professional demeanor: Professional demeanor is the manner in which an educator carries himself or herself in the classroom, school, community, and educational system. Conduct is a representation of how well an educator takes care of himself or herself, from aesthetics to language and behavior. Conduct also includes an educator's ability to initiate and maintain quality communication with all the parties involved in education: students, fellow teachers, school board, administration, and parents.

Professional development: Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision-making.

Professional learning: Professional learning is an ongoing, job-embedded process that supports transfer of newly learned knowledge and skills to practice. Such learning also needs to be continuously evaluated and refined.

Real-world contexts: "Real-world contexts" refers to the teaching of knowledge and ideas connected to the real-world experiences of students. When powerful ideas are taught with a real-world connection, learning becomes meaningful and useful in students' lives.

Reflective practice: Reflective practice is careful review of and thoughtfulness about one's own teaching process. Effective teachers continually practice self-evaluation and self-critique as learning tools. They seek a greater understanding of teaching through scholarly study and professional reading. Effective teachers personalize instructional interactions, form generalizations, and use their teaching experiences to develop future goals leading to greater effectiveness.

Role model responsibilities: The professional educator is responsible for being a role model of civic and societal responsibility. Teacher role model responsibilities are governed by State Board Rule R277-515. The rule recognizes that licensed public school educators are professionals and, as such, should share common professional standards, expectations, and role model responsibilities. The rule describes behavior for which educators will receive license discipline.

Self-directed learner: Self-directed learners are learners who take increasing responsibility for various decisions associated with their own learning. Self-directed learners are able to transfer learning, in terms of both knowledge and study skills, from one situation to another. They participate in activities such as self-guided reading, study groups, internships, electronic dialogues, and reflective writing activities. Effective teachers support learners to become increasingly responsible for their own learning. Teachers participate in dialogue with learners, secure resources, evaluate outcomes, and promote critical thinking.

Standards of evidence: Standards of evidence are the techniques and guidelines by which the information in a discipline is evaluated.

Structures of the discipline: Structures of the discipline are developed through systematic approach to creating models of inquiry in a particular field of study, usually including methods of scientific inquiry. The approach includes the idea that topics are evolving and not static. This allows for engagement in research and study toward further development of the discipline. This systematic approach creates an organization of ideas across many fields of study and enables a learner to become expert in one or more of the disciplines.

Student products: Student products are the ways in which students demonstrate what they know, understand, and can do. Student products may include tests, applications, demonstrations, and proposing solutions to real-world problems. Effective teachers differentiate products in response to student readiness, interest, and learning goals.

Summative assessment: Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests,

final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated tests and required national accountability tests.

Teacher of the visually impaired (TVI): A licensed educator with an endorsement in vision impairments; qualified to teach students who are blind or visually impaired.

Timely feedback: Providing timely feedback to students can make a significant difference in their achievement. If students receive feedback no more than a day after a test or homework assignment has been turned in, it will increase the window of opportunity for learning.

Utah State Board Rules: The Utah State Board of Education receives its authority for making rules governing public education from the Utah Constitution, Article X, Section 3. The Utah Administrative Rulemaking Act specifies procedures for state agencies to follow in making rules. Utah State Board of Education rules may be accessed at <http://www.rules.utah.gov/publicat/code/r277/r277.htm> .

Visual impairment (including blindness): An impairment of the vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

References

Utah State Code Rule 277-800

Utah State Board of Education Administrative Code for Rule 277-800

Utah Effective Teaching Standards, Utah State Office of Education, January 2012