Utah’s Portrait of a First Year Teacher identifies the essential characteristics of a professionally licensed educator upon entering the classroom to positively impact student learning in the PreK–12 system. Through the integration of these high-impact knowledge, skills, and dispositions, successfully prepared first year teachers will be able to meet the various content and pedagogical needs of the diverse students they serve.

**Knowledge: The teacher. . .**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
</tr>
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<td>Possesses foundational knowledge of subject matter and standards for student learning.</td>
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<tr>
<th>Multi-Tiered System of Supports (MTSS)/Tiered Instruction</th>
</tr>
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<td>Understands individual student learning needs and how to design differentiated instruction and interventions aligned to principles of high quality instruction to support student learning and behavior.</td>
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<th>Legal Responsibilities Related to Students with Disabilities</th>
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<td>Understands the “child find” responsibility to identify when a student may need to be evaluated for 504 or special education eligibility as well as the implementation of an IEP and a 504 plan.</td>
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<tr>
<th>Pedagogy of Learning</th>
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<tr>
<td>Possesses foundational knowledge of the High Quality Instructional Cycle and developmentally appropriate practice and to successfully engage students in learning.</td>
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**Skills: The teacher. . .**

<table>
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<th>Assessment</th>
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<td>Develops and selects assessment methods and instruments; interprets results to inform instructional planning and decisions about student competency.</td>
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<th>Communication, Collaboration, and Collective Efficacy</th>
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<td>Uses effective verbal and written communication with students, families, communities, and colleagues; contributes ideas, perspectives, and experiences that advance the collective ability to lead improvement of student learning.</td>
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<th>Lesson Design and Delivery</th>
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<td>Plans learning tasks and facilitates learning activities driven by learning goals; provides the foundation for increasingly complex learning and greater student competency.</td>
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</table>
### Learning Environments
Creates mutually respectful relationships with and between students; establishes clear expectations, procedures, and routines; provides meaningful feedback that fosters student engagement and involvement in setting the classroom climate.

### Customized Supports
Designs and implements scaffolded supports and accommodations to meet each student’s unique learner characteristics; ensures students’ access the instruction and learn at high levels.

### Digital Competence
Evaluates and uses digital technologies in learning activities; enhances learning and improves communication of ideas by using digital tools to achieve learning goals.

### DISPOSITIONS: The teacher...

#### Self-Efficacy
Recognizes that intelligence, talents, and abilities can be developed through intentional effort, persistence, and input from others and productive struggle is part of the learning process; is intellectually curious and resilient.

#### High Learning Expectations for Each Student
Believes each student can achieve rigorous academic standards and demonstrate social and emotional competence.

#### Ethical Professional
Values professional conduct and ethics and respects students, families, communities, and colleagues.

#### Reflective Practitioner
Values a personal commitment to continuous growth and professional learning by fostering self reflection and acting on feedback.

#### Emotionally Intelligent
Believes they have the capacity to be aware of, control, and express one’s emotions in multiple contexts to navigate interpersonal relationships with students, parents, and colleagues.

#### Educational Equity
Values educational equity and the strengths and needs of each student; believes personal or social identities such as gender, disability, ethnic origin, sexual orientation, race, immigration status, native language, or family background are assets that contribute to the learning community and enhancing the classroom learning environment.
The **16 ESSENTIAL KNOWLEDGE, SKILLS, AND DISPOSITIONS** represented in Utah’s Portrait of a First Year Teacher are validated by educational research of their impact on the profession and student learning. From seminal works to meta-analyses, the evidence base for each of the indicators are outlined below.

## KNOWLEDGE

### Content Knowledge

**Possesses foundational knowledge of subject matter and standards for student learning.**

[https://www.visiblelearningmetax.com/influences/view/teacher_subject_matter_knowledge](https://www.visiblelearningmetax.com/influences/view/teacher_subject_matter_knowledge)

- Subject Matter Knowledge 0.22 ES

### Multi-Tiered System of Supports (MTSS)/Tiered Instruction

**Understands individual student learning needs and how to design differentiated instruction and interventions aligned to principles of high quality instruction to support student learning and behavior.**


### Legal Responsibilities Related to Students With Disabilities

**Understands the “child find” responsibility to identify when a student may need to be evaluated for 504 or special education eligibility as well as the implementation of an IEP and a 504 plan.**


Pedagogy of Learning

Possesses foundational knowledge of the High Quality Instructional Cycle and developmentally appropriate practice and to successfully engage students in learning.

- Teacher Clarity 0.75 ES
- Teacher Estimates of Achievement 1.29 ES
- Learning goals vs. no goals 0.68 ES
- Prior Ability 0.94 ES
- Elaboration and Organization 0.75 ES
- Strategy to Integrate with Prior Knowledge 0.93 ES
- Scaffolding 0.82 ES
- Feedback 0.70 ES
- Collective Efficacy 1.57 ES
- Evaluation and Reflection 0.75 ES
- Response to Intervention 1.29 ES


SKILLS

Assessment

Develops and selects assessment methods and instruments; interprets results to inform instructional planning and decisions about student competency.


**Communication, Collaboration, and Collective Efficacy**

*Uses effective verbal and written communication with students, families, communities, and colleagues; contributes ideas, perspectives, and experiences that advance the collective ability to lead improvement of student learning.*


**Lesson Design and Delivery**

*Plans learning tasks and facilitates learning activities driven by learning goals; provides the foundation for increasingly complex learning and greater student competency.*


**Learning Environments**

*Creates mutually respectful relationships with and between students; establishes clear expectations, procedures, and routines; provides meaningful feedback that fosters student engagement and involvement in setting the classroom climate.*


https://doi.org/10.3102/003465430071401113


https://doi.org/10.3102/00346543074002141

- Teacher Credibility 1.09 ES

**Customized Supports**

*Designs and implements scaffolded supports and accommodations to meet each student’s unique learner characteristics; ensures students’ access the instruction and learn at high levels.*


**Digital Competence**

*Evaluates and uses digital technologies in novel and complex learning activities; enhances learning and improves communication of ideas by using digital tools to achieve learning goals.*


  - Micro-teaching/Video review of lessons 0.88 ES
  - Technology with learning needs students 0.57 ES
  - Technology in other subjects 0.55 ES
  - Interactive video methods 0.54 ES
  - Information communications technology 0.47 ES
  - Technology with elementary students 0.44 ES
  - Technology in writing 0.42 ES
  - Technology with college students 0.42 ES


**DISPOSITIONS**

**Self-Efficacy**

*Believes intelligence, talents, and abilities can be developed in themselves and their students through intentional work, effective strategies, and input from others; is intellectually curious and resilient.*


**High Learning Expectations for Each Student**


**Ethical Professionalism**


**Reflective Practitioner**


**Emotional Intelligence**

Diversity, Equity, and Inclusion

Values equity and the strengths and needs of each student; believes personal or social circumstances such as gender, disability, ethnicity, origin, race, immigration status, native language, or family background, are not obstacles to achieving educational potential.

