




Portrait of a First Year Teacher

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.

KEY

-  **Knowledge** is the required cognitive and pedagogical knowledge of theory and practice for creating effective teaching and learning environments.
-  **Skills** are the teaching acts or behaviors intended to facilitate students learning directly or indirectly.
-  **Dispositions** are professional attitudes, values, and beliefs demonstrated in verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities to impact student learning.

KNOWLEDGE: The teacher. . .



Content Knowledge

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



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.

SKILLS: The teacher. . .



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.



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.



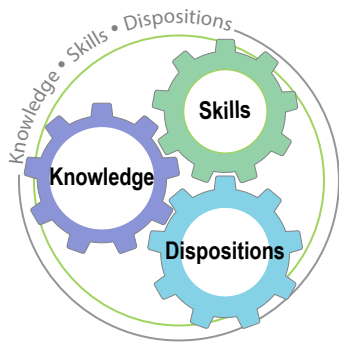
Emotionally Intelligent

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.



Diversity, Equity, and Inclusion

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.

Blank, R. K. (2013). What research tells us: Common characteristics of professional learning that leads to student achievement. *Journal of Staff Development*, 34(1), 50–53.

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.

Batsche, G. (2014). Multi-tiered system of supports for inclusive schools. *Handbook of effective inclusive schools: Research and Practice*, 183–196.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23(4), 381–394.

Witzel, B., & Clarke, B. (2015). Focus on inclusive education: Benefits of using a multi-tiered system of supports to improve inclusive practices: Bradley Witzel, Editor. *Childhood Education*, 91(3), 215–219.

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.

Education Programs for Students with Disabilities, R277–750 (2020). <https://schools.utah.gov/file/45a387da-8933-4206-8904-950fe7656384>

Rehabilitation Act of 1973, 29 U.S.C. § Section 504 (1973) <https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>

Educator Standards and LEA Reporting, R277–217 (2021). <https://schools.utah.gov/file/ec58e-bae-364f-430e-9828-752c7d45a133>

Pedagogy of Learning



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

Hattie, J. (2008). *Visible Learning* (1st ed.). Routledge.

- 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

König, J., Bremerich-Vos, A., Buchholtz, C., & Glutsch, N. (2020). General pedagogical knowledge, pedagogical adaptivity in written lesson plans, and instructional practice among preservice teachers. *Journal of Curriculum Studies*, 52:6, 800-822, DOI: [10.1080/00220272.2020.1752804](https://doi.org/10.1080/00220272.2020.1752804)

Parsons, S. A., Vaughn, M., Scales, R. Q., Gallagher, M. A., Parsons, A. W., Davis, S. G., Pierczynski, M., & Allen, M. (2018). Teachers' instructional adaptations: A research synthesis. *Review of Educational Research*, 88(2), 205–242. <https://doi.org/10.3102/0034654317743198>

SKILLS

Assessment



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

Burns, M. K., & Symington, T. (2002). A meta-analysis of prereferral intervention teams: Student and systemic outcomes. *Journal of School Psychology*, 40(5), 437–447.

Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional children*, 53(3), 199-208.

Machts, N., Kaiser, J., Schmidt, F. T., & Moeller, J. (2016). Accuracy of teachers' judgments of students' cognitive abilities: A meta-analysis. *Educational Research Review*, 19, 85–103.

Martone, A., & Sireci, S. G. (2009). Evaluating alignment between curriculum, assessment, and instruction. *Review of Educational Research*, 79(4), 1332–1361. <https://doi.org/10.3102/0034654309341375>

Phelps, R. P. (2012). The effect of testing on student achievement, 1910–2010. *International Journal of Testing*, 12(1), 21–43.

Swanson, H. L., & Lussier, C. M. (2001). A selective synthesis of the experimental literature on dynamic assessment. *Review of Educational Research*, 71(2), 321–363.

Van der Kleij, F. M., Feskens, R. C., & Eggen, T. J. (2015). Effects of feedback in a computer-based learning environment on students' learning outcomes: A meta-analysis. *Review of educational research, 85*(4), 475-511.

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.

Goddard, R., Goddard, Y., Sook Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education, 121*(4), 501–530.

Lomos, C., Hofman, R. H., & Bosker, R. J. (2011). Professional communities and student achievement—a meta-analysis. *School effectiveness and school improvement, 22*(2), 121–148.

Smith, T. E., & Sheridan, S. M. (2019). The effects of teacher training on teachers' family-engagement practices, attitudes, and knowledge: A meta-analysis. *Journal of Educational and Psychological Consultation, 29*(2), 128–157.

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.

Kyriakides, L., Christoforou, C., & Charalambous, C. Y. (2013). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching. *Teaching and teacher education, 36*, 143–152.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. ASCD.

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.

Block, C. C., Parris, S. R., Reed, K. L., Whiteley, C. S., & Cleveland, M. D. (2009). Instructional approaches that significantly increase reading comprehension. *Journal of Educational Psychology, 101*(2), 262.

Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research, 77*(1), 113–143.

<https://doi.org/10.3102/003465430298563>

de Kock, A., Slegers, P., & Voeten, M. J. M. (2004). New Learning and the Classification of Learning Environments in Secondary Education. *Review of Educational Research, 74*(2), 141–170.

<https://doi.org/10.3102/00346543074002141>

Hattie, J. (2015). The applicability of Visible Learning to higher education. *Scholarship of teaching and learning in psychology, 1*(1), 79.

■ Teacher Credibility 1.09 ES

Quin, D. (2017). Longitudinal and Contextual Associations Between Teacher–Student Relationships and Student Engagement: A Systematic Review. *Review of Educational Research*, 87(2), 345–387. <https://doi.org/10.3102/0034654316669434>

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.

Capp, M. J. (2017). The effectiveness of universal design for learning: A meta-analysis of literature between 2013 and 2016. *International Journal of Inclusive Education*, 21(8), 791–807.

Rose, D. (2000). Universal design for learning. *Journal of Special Education Technology*, 15(3), 45–49.

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.

Cheung, A. C., & Slavin, R. E. (2011). The effectiveness of education technology for enhancing reading achievement: A meta-analysis. *Center for Research and reform in Education*.

Hattie, J. (2008). *Visible Learning* (1st ed.). Routledge

- 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

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.

Melash, V. D., Molodychenko, V. V., Huz, V. V., Varenychenko, A. B., & Kirsanova, S. S. (2020). Modernization of education programs and formation of digital competences of future primary school teachers. *International Journal of Higher Education*, 9(7), 377–386.

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.

Chesnut S.R., Burley, H. (2015). Self-efficacy as a predictor of commitment to the teaching profession: A meta-analysis. *Educational Research Review*, 15, 1–16. <https://doi.org/10.1016/j.edurev.2015.02.001>

Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational research review*, 12, 59–76.

High Learning Expectations for Each Student



Believes each student can learn and achieve rigorous academic, social, and emotional standards.

Brophy, J. E. (1983). Research on the self-fulfilling prophecy and teacher expectations. *Journal of Educational Psychology*, 75, 631–661

Good, T. L. (1987). Two decades of research on teacher expectations: Findings and future directions. *Journal of Teacher Education*, 38, 32–47.

Jussim, L., Eccles, J., & Madon, S. (1996). Social perception, social stereotypes, and teacher expectations: Accuracy and the quest for the powerful self-fulfilling prophecy. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 28, pp. 281–388). San Diego, CA: Academic Press.

McKnown, C., & Weinstein, R. S. (2002). Modeling the role of child ethnicity and gender in children's differential response to teacher expectations. *Journal of Applied Social Psychology*, 32, 159–184.

Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart & Winston

Rubie-Davies, C. M. (2007). Classroom interactions: Exploring the practices of high and low expectation teachers. *British Journal of Educational Psychology*, 77, 289–306.

Rubie-Davies, C. M. (2006). Teacher expectations and student self-perceptions: Exploring relationships. *Psychology in the Schools*, 43, 537–55

Weinstein, R. S. (2002). *Reaching higher: The power of expectations in schooling*. Cambridge, MA: Harvard University Press.

Ethical Professionalism



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

Educator Standards and LEA Reporting. Utah Administrative Code R277-217 (2021).

Reflective Practitioner



Values reflecting on their own practice to improve student learning outcomes.

Hong, C.E., & Lawrence, S.A. (2011). Action research in teacher education: Classroom inquiry, reflection, and data-driven decision making. *Journal of Inquiry and Action in Education*, 4(2), 1–17.

Emotional Intelligence



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.

Miao, C., Humphrey, R. H., & Qian, S. (2017). A meta-analysis of emotional intelligence and work attitudes. *Journal of Occupational and Organizational Psychology*, 90(2), 177–202.

Diversity, Equity, and Inclusion



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

Lehman, C. L. (2017). Multicultural competence: A literature review supporting focused training for preservice teachers teaching diverse students. *Journal of Education and Practice*, 8(10), 209–216.

Rowan, L., Bourke, T., L'Estrange, L., Lunn Brownlee, J., Ryan, M., Walker, S., Churchward, P. (2021). How does initial teacher education research frame the challenge of preparing future teachers for student diversity in schools? A systematic review of literature. *Review of Educational Research*, 91(1), 112–158.

Yuan, H. (2018). Preparing teachers for diversity: A literature review and implications from community-based teacher education. *Higher Education Studies*, 8(1), 9-17.