



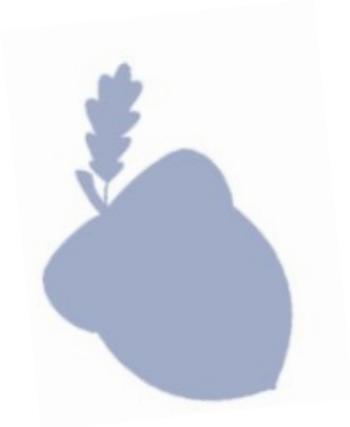
Alignment of LRBI with Utah Effective Teaching Standards & Indicators



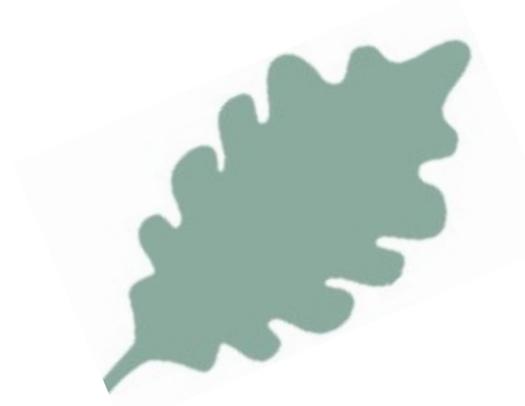
| Utah Effective Teaching Standards & Indicators | LRBI Technical Assistance Manual |
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| <p>Standard 1: Learner Development The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</p> <ul style="list-style-type: none"> Creates developmentally appropriate and challenging learning experience based on individual student’s strengths, interests, and needs. Collaborates with families, colleagues, and other professionals to promote student growth and development. | <p>III. Effective Schools Research on Safe & Successful Schools for All Students III.A. Multi-Tiered System of Supports (MTSS) IV. Effective Classroom Management (IV.A.—IV.F) IV.G. Institute of Educational Sciences: What Works Clearinghouse Reducing Behavior Problems in the Elementary School Classroom XIII. A-1. Classroom Management Checklist</p> |
| <p>Standard 2: Learning Differences The teacher understands individual learner differences and cultural and linguistic diversity.</p> <ul style="list-style-type: none"> 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. 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. | <p>III. Effective Schools Research on Safe & Successful Schools for All Students III.A. Multi-Tiered System of Supports (MTSS) IV. Effective Classroom Management (IV.A.—IV.F) IV.G. Institute of Educational Sciences: What Works Clearinghouse Reducing Behavior Problems in the Elementary School Classroom XIII. A-1. Classroom Management Checklist</p>  |
| <p>Standard 3: Learning Environments The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.</p> <ul style="list-style-type: none"> Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. | <p>III. Effective Schools Research on Safe & Successful Schools for All Students III.A. Multi-Tiered System of Supports (MTSS) IV. Effective Classroom Management (IV.A.—IV.F) IV.G. Institute of Educational Sciences: What Works Clearinghouse Reducing Behavior Problems in the Elementary School Classroom XIII. A-1. Classroom Management Checklist</p> |

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| <ul style="list-style-type: none"> • 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. • 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. |  |
| <p>Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p> <ul style="list-style-type: none"> • Knows the content of the discipline and conveys accurate information and concepts. • Demonstrates an awareness of the Utah Core Standards and references them in the short- and long-term planning. • Engages students in applying methods of inquiry and standards of evidence of the discipline. • Uses multiple representations of concepts that capture key ideas. • Supports students in learning and using academic language accurately and meaningfully. | <p>III. Effective Schools Research on Safe & Successful Schools for All Students III.A. Multi-Tiered System of Supports (MTSS) IV. Effective Classroom Management (IV.A.—IV.F) IV.G. Institute of Educational Sciences: What Works Clearinghouse Reducing Behavior Problems in the Elementary School Classroom XIII. A-1. Classroom Management Checklist</p> |
| <p>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.</p> | <p>V. Data-Based Decision Making V-A. Problem Solving Process V.B. Data-Based Intervention Selection V.C. Implementing & Monitoring XII.A. Methods for Data Collection</p> |

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| <ul style="list-style-type: none"> • Designs or selects pre-assessments, formative and summative assessments in a variety of formats 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 and descriptive feedback to guide their progress in producing that work. • Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, 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. | |
| <p>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 the community context.</p> <ul style="list-style-type: none"> • Plans instruction based on the Utah Core 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 instruction. • Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning. | <p>III.A. Multi-Tiered System of Supports (MTSS) V. Data-Based Decision Making V-A. Problem Solving Process XII.A. Methods for Data Collection</p>  |

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| <ul style="list-style-type: none"> Creates 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. | |
| <p>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.</p> <ul style="list-style-type: none"> 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. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning. Uses a variety of instructional strategies to support and expand each learner’s communication skills. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. 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. 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. | <p>III.A. Multi-Tiered System of Supports (MTSS) V. Data-Based Decision Making V-A. Problem Solving Process V.B. Data-Based Intervention Selection V.C. Implementing & Monitoring XII.A. Methods for Data Collection</p>  |
| <p>Standard 8: Reflection and Continuous Growth</p> | <p>V. Data-Based Decision Making V-A. Problem Solving Process</p> |

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| <p>The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p> <ul style="list-style-type: none"> • 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. • 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. | <p>V.B. Data-Based Intervention Selection V.C. Implementing & Monitoring XII.A. Methods for Data Collection</p> |
| <p>Standard 9: Leadership and Collaboration</p> <p>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.</p> <ul style="list-style-type: none"> • Prepares for and participates actively as a team member in decision making processes and building a shared culture that affects the school and 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. • Advocates for the learners, the school, the community, and the profession. | <p>III.A. Multi-Tiered System of Supports (MTSS) V. Data-Based Decision Making V-A. Problem Solving Process XII.A. Methods for Data Collection</p> |

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| <ul style="list-style-type: none"> • Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners. • Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice. | |
| <p>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.</p> <ul style="list-style-type: none"> • 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 to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way. • Maintains accurate instructional and non-instructional records. • Maintains integrity and confidentiality in matters concerning student records and collegial consultation. • Develops appropriate student-teacher relationships as defined in rule, law, and policy. • Maintains professional demeanor and appearance as defined by the local education agency (LEA). | <p>II. State & Federal Laws, Rules, & Policies Related to Student Conduct</p>  |



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