

Utah Measurement of Instructional Effectiveness (Version 2.0-Draft)

Standard	Performance Expectation	Not Effective	Emerging ^(Lv. 1) & Minimally Effective ^(Lv. 2)	Effective	Highly Effective
Standard 1: Learner Development The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.	1.1: Creates developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs. (1a, 2e)		<ul style="list-style-type: none"> Creates whole class learning experiences that demonstrate an understanding of learner developmental levels. 	...and <ul style="list-style-type: none"> Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction. Incorporates tools of language development into planning and instruction. 	...and <ul style="list-style-type: none"> Supports learners in setting and meeting their own learning goals aligned to their diverse learning needs.
	1.2: Collaborates with families, colleagues, and other professionals to promote student growth and development. (1b)		<ul style="list-style-type: none"> Interacts with families and colleagues related to learner growth and development. 	...and <ul style="list-style-type: none"> Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners. 	...and <ul style="list-style-type: none"> Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs.
Standard 2: Learning Differences The teacher understands individual learner differences and cultural and linguistic diversity.	2.1: Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity while holding high expectations for all. (2a, 2b, 2c, 2d)		<ul style="list-style-type: none"> Applies understanding of learner diversity to encourage all learners to reach their full potential. 	...and <ul style="list-style-type: none"> Uses learner differences as an asset in designing, adapting, and delivering instruction for all learners. Applies knowledge of language acquisition in instruction. Provides learners multiple ways to demonstrate learning. 	...and <ul style="list-style-type: none"> Contributes to a school-wide culture that encourages learner perseverance and advancement. Connects multiple perspectives and encourages learners to learn from each other.
Standard 3: Learning Environments The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.	3.1: Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. (3a)		<ul style="list-style-type: none"> Implements a daily schedule. Establishes classroom routines, expectations, and procedures. Establishes behavioral expectations focused on planned learning outcomes. 	...and <ul style="list-style-type: none"> Provides explicit direction so that learners know what to do and when to do it. Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior. 	...and <ul style="list-style-type: none"> Collaborates with learners in establishing, reflecting, and promoting learning outcomes, resulting in self-directed learning experiences.
	3.2: Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. (3b)		<ul style="list-style-type: none"> Promotes a positive and respectful learning climate. Provides opportunities for student interactions. 	...and <ul style="list-style-type: none"> 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. Promotes learner inquiry and exploration. 	...and <ul style="list-style-type: none"> Supports learners as they reflect on and modify their personal interactions. Supports learners to create and manage learning teams to meet learning goals.
	3.3: Utilizes positive classroom management strategies including the resources of time, space and attention effectively. (3c, 3d)		<ul style="list-style-type: none"> Implements classroom management strategies. Encourages learners to be engaged with the content. Distributes time, space, and attention to engage learners. 	...and <ul style="list-style-type: none"> Uses differentiated management strategies focusing on individual learner needs. Gains and maintains student attention through active engagement. Adjusts instructional pacing and transitions to maintain learner engagement and support learning. 	...and <ul style="list-style-type: none"> Fosters each learner's ability to manage and reflect upon his/her own learning. Fosters each learner's ability to manage and reflect upon his/her own learning time.
Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline.	4.1: Bases instruction on accurate content knowledge using multiple representations of concepts. (4a, 4c, 4d, 7c)		<ul style="list-style-type: none"> Demonstrates content knowledge in the teaching assignment. Teaches basic concepts of the discipline. 	...and <ul style="list-style-type: none"> Uses multiple representations and explanations of concepts to deepen each learner's understanding. Designs learning experiences to explicitly teach methods of inquiry and problem-solving. Models and expects learners to evaluate, create, and think critically about the content. Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning. 	...and <ul style="list-style-type: none"> Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge. Applies knowledge of subject beyond the content. Motivates learners to extend and share their own knowledge beyond core content. Anticipates possible learner misunderstandings and proactively mitigates concerns.
	4.2: Supports students in learning and using academic language accurately and meaningfully. (4e)		<ul style="list-style-type: none"> Uses the vocabulary of the discipline accurately. 	...and <ul style="list-style-type: none"> Models and teaches the language of the discipline. Designs learning experiences that require learners to correctly use and meaningfully apply the language of the discipline. 	...and <ul style="list-style-type: none"> Stays current on emerging research and vocabulary specific to the discipline and incorporates it into instruction. Collaborates with colleagues to update academic language.
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.	5.1: Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. (5a, 5c, 5d, 8a, 9d)		<ul style="list-style-type: none"> Uses data to evaluate the outcomes of teaching. Monitors learner performance and responds to individual learning needs. 	...and <ul style="list-style-type: none"> Designs and targets strategies for instruction based on data. Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs. Targets intervention and enrichment strategies based on data. 	...and <ul style="list-style-type: none"> Provides multiple assessment options to engage the learner in demonstrating knowledge and skills. Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction.
	5.2: Engages students in understanding and identifying the elements of quality work. (5b)		<ul style="list-style-type: none"> Provides feedback on learner work. Identifies elements of quality work. 	...and <ul style="list-style-type: none"> Provides timely, descriptive, and specific feedback to individuals and groups. Provides ways for learners to monitor and reflect upon their own progress. 	...and <ul style="list-style-type: none"> Provides opportunities for learners to self-assess work and receive peer feedback.
	5.3: Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways. (5e)		<ul style="list-style-type: none"> Documents and shares assessment feedback with learners and parents/guardians as required. 	...and <ul style="list-style-type: none"> Uses a variety of effective formats to document and provide feedback on learner progress. Initiates ongoing, open communication between home and school about learner progress. 	...and <ul style="list-style-type: none"> Engages learners in using feedback to improve future progress.

Standard	Performance Expectation	Not Effective	Emerging ^(lv.1) & Minimally Effective ^(lv.2)	Effective	Highly Effective
Standard 6: Instructional Planning The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, practices, and the community context.	6.1: Demonstrates knowledge of the Utah Core Standards and references it in short- and long-term planning. (6a, 6b, 4b)		<ul style="list-style-type: none"> Aligns daily instruction with Utah Core. Selects instructional materials that support standards. 	...and <ul style="list-style-type: none"> Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content. Systematically organizes and adapts learning experiences and materials to align with the Utah Core Standards. Adapts pre-determined plans, materials, and timeframes to meet individual learner needs. 	...and <ul style="list-style-type: none"> Plans authentic learning experiences. Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments.
	6.2: Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. (6b, 6e)		<ul style="list-style-type: none"> Provides opportunities for students to use knowledge in various ways. 	...and <ul style="list-style-type: none"> Plans lessons that demonstrate how knowledge and skills transfer to other content areas. Designs learning experiences that promote the application of knowledge in multiple content areas. 	...and <ul style="list-style-type: none"> Collaborates with colleagues to establish links between disciplines and influence school-wide teaching practices.
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.	7.1: Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners. (2b, 2e, 6c, 7a, 7b)		<ul style="list-style-type: none"> Identifies each learner's diverse learning strengths and needs. Uses limited instructional strategies. 	...and <ul style="list-style-type: none"> Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners. Differentiates instruction by using a variety of appropriate strategies. 	...and <ul style="list-style-type: none"> Uses instructional strategies relevant to each learner's developmental, cultural, and linguist background. Uses learner differences as an asset in implementing effective instruction for all students.
	7.2: Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (6d, 7e, 3f)		<ul style="list-style-type: none"> Uses instructional strategies that incorporate higher order thinking. 	...and <ul style="list-style-type: none"> Provides learners with explicit instruction to analyze, synthesize, and make decisions. Provides opportunities for learners to reflect on their own learning. Provides opportunities for students to generate and evaluate new ideas. 	...and <ul style="list-style-type: none"> Creates complex, open-ended learning opportunities where learners develop inventive solutions to problems.
	7.3: Supports and expands learner's communication skills through reading, writing, listening, and speaking. (7d, 3f)		<ul style="list-style-type: none"> Provides opportunities for learners to practice communication skills. 	...and <ul style="list-style-type: none"> Teaches content-specific reading, reading, writing, listening, and speaking skills for effective communication. Provides opportunities for learners to expand communication skills to articulate thoughts and ideas. 	...and <ul style="list-style-type: none"> Engages each student to transfer communication skills to real-world contexts. Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking.
	7.4: Uses a variety of effective technology and resources to support learning. (7f, 3e)		<ul style="list-style-type: none"> Uses technology to support instruction. 	...and <ul style="list-style-type: none"> Evaluates and uses various technologies to support content and skill development. Incorporates technology to extend learner content knowledge and skill development. 	...and <ul style="list-style-type: none"> Provides opportunities for learners to critically analyze information from multiple and diverse sources and perspectives. Investigates and uses new technologies to enhance student engagement in learning.
	7.5: Develops learners' abilities to find and use information to solve real-world problems. (7g, 7f)		<ul style="list-style-type: none"> Exposes learners to various media and other sources. 	...and <ul style="list-style-type: none"> Develops each learner's ability to find, understand, and analyze diverse sources of information. Provides opportunities for learners to use multiple sources of information to solve real-world problems. 	...and <ul style="list-style-type: none"> Fosters a learning environment where learners offer opinions, support claims, and share perspectives to solve problems.
	7.6: Uses a variety of questioning strategies to promote engagement and learning. (7h)		<ul style="list-style-type: none"> Asks questions to assess student learning. 	...and <ul style="list-style-type: none"> Selects questioning strategies aligned with learning goals. Incorporates higher-level thinking questions to promote learner engagement 	...and <ul style="list-style-type: none"> Adapts levels of questions to actively engage all learners in appropriately differentiated high level learning.
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.	8.1: Adapts and improves practice based on reflection and new learning. (8b, 8c, 8d, 8e)		<ul style="list-style-type: none"> Applies current professional learning to classroom practice, consistent with its intent. Acknowledges the impact of bias on teaching. 	...and <ul style="list-style-type: none"> Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards. Measures the effectiveness of new learning strategies by collecting and reflecting upon data and feedback (student exit surveys, student assignments, action research, etc.). Identifies own background and experiences that have an impact on teaching and learning relationships. 	...and <ul style="list-style-type: none"> Seeks professional learning within and outside the school setting to refine professional practices. Identifies and accesses resources that support the development of a broader understanding of differences. Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the implications for classroom teaching and learning.
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.	9.1: Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community. (9a, 9b, 9d, 9e)		<ul style="list-style-type: none"> Maintains cordial professional relationships with colleagues to fulfill required duties. 	...and <ul style="list-style-type: none"> Participates actively in professional teams, collaborates in decision-making and assists in the development of a shared productive educational culture. Accepts responsibility for the success of all learners. 	...and <ul style="list-style-type: none"> Aligns own Professional Growth Plan and student achievement goals with the School Improvement Plan and other school initiatives. Takes initiative to participate in developing and implementing policies and practices that improve instruction.
	9.2: Advocates for the learners, the school, the community, and the profession. (9c)		<ul style="list-style-type: none"> Contributes to student success by responding to learner, family, and community concerns. 	...and <ul style="list-style-type: none"> Advocates for all students to be prepared for high school graduation and future school work success. Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement. 	...and <ul style="list-style-type: none"> Communicates the vision of college and career readiness to students and families. Participates, promotes, and provides support for initiatives in the school and community to have an impact on student success.
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.	10.1: Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. (10a, 5f)		<ul style="list-style-type: none"> Understands, adheres to, and upholds federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same. 		
	10.2: Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development. (10b)		<ul style="list-style-type: none"> Avoids actions that 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). 		