Provo City School District
Teacher Resource Guide

A Guide for Teachers to Improve Instruction Using Utah Effective Teaching Standards

CONTENTS

This guide is patterned after the Utah Effective Teaching Standards and contains concrete ideas and resources teachers can use to more fully implement those standards in their classrooms. Click on one of the ten standard below to see more specific elements and get concrete ideas, applicable at a student-level.

The Learner and Learning

Instructional Practice

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The Learner and Learning:

TEACHING BEGINS WITH THE LEARNER.

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

STANDARD 1: Learner Development

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

a The teacher creates developmentally appropriate and challenging learning experiences based on each *student's strengths, interests, and needs.*

b The teacher collaborates with families, colleagues, and other professionals to promote student growth and development.

STANDARD 2: Learning Differences

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

a The teacher understands individual learner differences and holds high expectations of students.

b *The teacher designs, adapts and delivers instruction to address each students' divers learning* strengths and needs

c The teacher allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.

d The teacher creates a learning culture that encourages individual learners to persevere and advance.

e The teacher 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 interactions, active engagement in learning and self-motivation.

a The teacher develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations and procedures

b The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support and inquiry.

c The teacher uses a variety of classroom management strategies to effectively maintain a positive learning environment

d The teacher equitably engages students in learning by organizing, allocating and managing the resources of time, space and attention.

e The teacher extends the learning environment using technology, media and local and global resources.

f The teacher encourages students to use speaking, listening, reading, writing, analysis, synthesis and decision-making skills in various real-world contexts.

The Learner and Learning:

STANDARD 1: Learner Development

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

a The teacher creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.

EFFECTIVE Creates developmentally appropriate and challenging learning experiences based on students needs.

HIGHLY EFFECTIVE Uses data from multiple measures to create appropriate and challenging learning experiences based on identified individual learning needs.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Build relationships with students and cultivate respect for student culture, gender and individual differences	• Incorporate activities to get to know your students • Student profile cards • Family/parent interviews • Learn about students' culture	• BYU David O. McKay School of Education Diversity Webpage • USOE list of Utah Hispanic/Latino Organizations • Latinos in Action
• Use data from multiple sources to understand each student's learning levels	• Look at students' prior test scores and grades/standards reports • Discuss students' strengths and weaknesses with students' parents • Discuss students self-perceptions from interviews/questionnaires	• Power School test data • Power School grade/standards report data • Student cumulative folders • SAGE assessment system
• Research what is appropriate for student age level and needs	• Research students' age level characteristics • Collaborate with other teachers on the same grade/course	• Developmentally Appropriate Practice information • Robert Marzano resources • Developmentally-appropriate practice in the middle grades • Adolescent Development - Background • Child Development - background

STANDARD 1: Learner Development

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

b The teacher collaborates with families, colleagues, and other professionals to promote student growth and development.

[EFFECTIVE] Collaborates with families and colleagues to support learner growth and development.

[HIGHLY EFFECTIVE] Takes initiative to engage families and colleagues in supporting each student's individual growth and development.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Collaborate with families and school community	• Contact parents through email, phone, and/or meetings • Send newsletters to parents • Log your interactions with parents • Hold student-led Conferences • Initiate parent classroom visits • Share information with student's education team • Create, update and share a class blog with parents.	• Annie E. Casey community resources • State of Utah community resources • Example of class blog: • Edublogs - free class blog program • Weebly - free class blog program
• Demonstrate awareness of and sensitivity to social, cultural, and language backgrounds when communicating with and about families	• Respect students and parents • Recognize and take initiative to learn about students' social, cultural, and language backgrounds • Seek to accommodate parents' language and culture needs in meetings and interactions • Read information about cultural, language, and social minorities • Seek a school staff member who has experience with specific languages/cultures. • Utilize the ParentLink program to communicate with families	• BYU David O. McKay School of Education Diversity webpage • Obtain/utilize ELL Endorsement • Communicate with district ELL Coordinator • Ruby Payne book - A Framework for Understanding Poverty • Ruby Payne article - Nine Powerful Practices • USOE list of Utah Hispanic/Latino Organizations • Latinos in Action • CultureGrams - Information on cultures for teachers and students • Community Tool Box – Understanding Culture and Diversity in Building Communities
• Utilize district student data tools	• Use Power School to provide information to colleagues and parents	• Building technology specialist • District technology help desk • Assessment department

STANDARD 2: Learning Differences
The teacher understands individual learner differences and cultural and linguistic diversity.

a The teacher understands individual learner differences and holds high expectations of students.

[EFFECTIVE] The teacher ensures inclusive learning environments that allow each student to reach learning goals.

[HIGHLY EFFECTIVE] The teacher develops and maintains a positive and nurturing learning environment that values the contribution of students with all background and abilities.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
Know each student's capabilities	▪ Analyze current and past student test data and any applicable 504/SEP/ELL information ▪ Have students complete self-assessments ▪ Administer pre-tests before instruction	▪ SAGE system ▪ Cumulative folders ▪ School records
Communicate high expectations to students	▪ Verbally communicate high expectations directly to students, both individually and as a group. ▪ Communicate high expectations of students in interactions with colleagues ▪ Provide support as students strive to achieve high expectations	▪ The Marzano Framework - Communicating high expectations ▪ Book - The Art and Science of Teaching, Marzano (2007) [chapter 9] ▪ Book - *Class Acts: Every Teacher's Guide* to Activate Learning ▪ NASSP Article - Expectations: Do You Have Them? Do Students Get Them?
Develop a community feeling which fosters **respect for students'** cultures, genders, and individual differences	▪ Consider students' cultures and differences when planning lessons ▪ Ensure materials, language, and examples show respect for and acknowledge students' backgrounds	▪ Community Tool Box – Understanding Culture and Diversity in Building Communities ▪ CCEI Article – Creating a Multicultural Classroom Environment ▪ GIHE Good Practice Resource Booklet – Creating a Culturally Inclusive Classroom Environment ▪ Valuing Diversity, Aiming for Unity – BYU David O. McKay School of Education
Understand students' cultures	▪ Student/parent interviews ▪ Student/parent surveys ▪ Read information (books, online sites) about students' cultures	▪ Community Tool Box – Understanding Culture and Diversity in Building Communities
Understand learning disabilities and differences	▪ Read professional texts and journals on the topics ▪ Discuss students' disabilities/differences with school SPED/ESL/Intervention specialists ▪ Ensure students with SPED/504 accommodations have them all year, in all instruction and testing	▪ NCLD Classroom Strategies ▪ HELPGUIDE.ORG – Signs and symptoms of learning disabilities and disorders ▪ NCLD Article – Common Modifications and Accommodations ▪ UW DO-IT Resource – What is the difference between an IEP and a 504 Plan?

STANDARD 2: Learning Differences
The teacher understands individual learner differences and cultural and linguistic diversity.

b The teacher designs, adapts and delivers instruction to address each student's diverse learning needs and strengths.

[EFFECTIVE] The teacher designs, adapts, and delivers instruction to honor individual differences and learning strengths and needs. The teacher evaluates and selects materials and lessons that counteract stereotypes and uses culturally responsive instruction.

[HIGHLY EFFECTIVE] The teacher uses learner differences as an asset in designing effective instruction for all students. The teacher scaffolds support for diverse learners in the classroom and matches resources and strategies to individual student needs.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Plan activities that encourage/rely upon student discourse	• Utilize student-centered teaching methods (e.g. reciprocal teaching, pair & share, close reading, and cooperative learning)	• Book – The Highly Engaged Classroom, Marzano (2011) • Book –Teach like a Champion, Lemov/Atkins (2010) • FacingHistory.org – Student-centered teaching strategies
• Consistently use data to modify content, process, and product based on readiness, interests and learning profile	• Use data to establish flexible, tiered groupings • Utilize performances of understanding with all lessons to gather daily information on student understanding of learning targets	• Book – Learning Targets, Moss/Brookhart, 2012 • Edutopia Article – Three Ways Student Data Can Inform Your Teaching
• Accommodate needs of ELL, SPED, 504, and accelerated students	• Know and plan for student IEP/ELL/504 plans • Differentiate instruction (e.g. groupings, pre-teaching, learning aids [such as lecture outlines and vocabulary lists], and adjusted assignments)	• Student cumulative folders • Book – The Differentiated Classroom, Tomlinson (1991) • Book – Differentiating Instruction in the Regular Classroom, Heacox (2001)
• Help students who have little home support	• Know students' backgrounds • Provide support before, during, and after school • Establish and communicate contracts and deadlines	• Book – Explicit Instruction: Effective and Efficient Teaching (What Works for Special Needs Learners), Archer/Hughes (2010)

STANDARD 2: Learning Differences

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

C The teacher allows students to demonstrate learning in different ways, sensitive to multiple experiences and diverse backgrounds.

[EFFECTIVE] The teacher allows students to demonstrate learning in many ways, sensitive to student experiences and diverse backgrounds.

[HIGHLY EFFECTIVE] The teacher encourages students to demonstrate learning based on understanding of individual learning characteristics.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ **Understand students'** learning preferences	▪ Questionnaires ▪ Inventories ▪ Group Discussions	▪ Overview – The Seven Learning Styles ▪ About Education Article – Understanding and Using Learning Styles
▪ Allow students a choice in showing understanding of learning targets	▪ Brainstorm different ways to show understanding with students ▪ Differentiate performances of understanding	▪ Forum – 200 Ways to Show What You Know ▪ Forum – 72 Creative Ways for Students to Show What They Know ▪ Book – Learning Targets, Moss/Brookhart (2012) [pages 44-45]
▪ Create and use performances of understanding to assess learning targets	▪ Ensure performances of understanding ▪ Have public success criteria or "look-fors" ▪ Ensure assessment does not hinder students' abilities to demonstrate understanding (example: consider non-verbal/less-verbal methods of assessing non-Language Arts content for students with limited English skills)	▪ Book – Learning Targets, Moss/Brookhart (2012) [pages 44-45]

STANDARD 2: Learning Differences

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

d The teacher creates a learning culture that encourages individual learners to persevere and advance.

[EFFECTIVE] The teacher encourages learners to reach their full potential by applying an understanding of student diversity.

[HIGHLY EFFECTIVE] The teacher bridges school and community cultures by connecting multiple perspectives and encouraging students to learn from each other.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Develop a community feeling in the classroom	▪ Strategically make a seating chart based on strengths, weaknesses, personalities, and language abilities ▪ Utilize team-building activities to establish trusting relationships ▪ Conduct team-building/getting to know you activities	▪ CCEI Article – Creating a Multicultural Classroom Environment ▪ GIHE Good Practice Resource Booklet – Creating a Culturally Inclusive Classroom Environment ▪ Valuing Diversity, Aiming for Unity – BYU David O. McKay School of Education ▪ Community Tool Box – Understanding Culture and Diversity in Building Communities
▪ Cultivate respect for cultural, gender, and individual differences	▪ Student presentations about their unique background ▪ Student/parent questionnaires or interviews ▪ Model and require respectful language and tone with students and colleagues	▪ CCEI Article – Creating a Multicultural Classroom Environment ▪ GIHE Good Practice Resource Booklet – Creating a Culturally Inclusive Classroom Environment ▪ Valuing Diversity, Aiming for Unity – BYU David O. McKay School of Education ▪ Community Tool Box – Understanding Culture and Diversity in Building Communities
▪ Establish a culture of learning	▪ Deliberately model and reinforce positive learning behaviors ▪ Increase student engagement by creating a class culture which inspires student learning ▪ Maximize learning time	▪ SREB Site Development Guide – Ten Strategies for Creating a Classroom Culture of High Expectations ▪ PLNU Article – Classroom Culture that Inspires Student Learning ▪ NCTL Presentation – Making Every Minute Count

STANDARD 2: Learning Differences
The teacher understands individual learner differences and cultural and linguistic diversity.

e The teacher incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

[EFFECTIVE] The teacher incorporates tools of language development into planning and instruction, including strategies for development of English proficiency. The teacher uses strategies, visuals, and modeling to augment auditory direction and adapts instruction accordingly.

[HIGHLY EFFECTIVE] The teacher incorporates knowledge of English language development and English learners' strengths and assessed needs into English language and content instruction. The teacher engages English learners in assessment of their progress in English language development and in meeting content standards.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Incorporate WIDA standards in planning	▪ Locate ELLs' WIDA testing and learn student levels ▪ Use the WIDA standards scales in planning and differentiating instruction ▪ Obtain and utilize ELL Endorsement ▪ Utilize SIOP model in planning and instruction	▪ WiDA – World-class Instructional Design and Assessment ▪ Book – Authentic Assessments for English Language Learners: Practical Approaches for Teachers, O'Malley/Pierce (1996) ▪ USOE – ESL Endorsement information ▪ UCLA International Presentation – Explanation of SIOP model ▪ SIOP – Sheltered Instructional Observation Protocol)
▪ Support ELL learning and academic vocabulary development of all students	▪ Plan instruction that includes modeling, highlighting academic vocabulary and visuals.	▪ Alliance for Excellent Education Report/Factsheet – Six Key Strategies for Teachers of English Learners
▪ Plan for students to self-assess daily	▪ Tailor performances of understanding of daily learning targets to provide students meaningful information about their learning ▪ Have students track their learning over time	▪ Book – Learning Targets, Moss/Brookhart (2012) ▪ Assessment for Learning Article – Strategies to enhance student self-assessment

The Learner and Learning:

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.

a The teacher develops learning experiences that engage and support students as self-directed learners who internalize classroom expectations, routines and procedures.

[EFFECTIVE] The teacher establishes and maintains routines, expectations, and procedures that support student learning.

[HIGHLY EFFECTIVE] The teacher collaborates with students in establishing and reflecting on classroom procedures to improve the learning environment.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Establish clear and consistent classroom procedures and routines	▪ Guide students in helping to create procedures ▪ Post and practice procedures in the classroom ▪ Create looks like-sounds like charts for routines ▪ Spend ample time at the beginning of the year/semester reviewing and practicing routines ▪ Establish efficient routines for daily tasks (e.g. distributing papers, lining up, taking roll, coming into class, turning in homework) ▪ Have students conduct a debate on classroom rules/disclosure on the first day of school ▪ Invite an Instructional Coach or colleague to visit your class to observe and give feedback on routines	▪ Book –Teach like a Champion, Lemov/Atkins (2010) [chapter 5] ▪ Scholastic Article – 30 Classroom Procedures to Head Off Behavior Problems ▪ NEA Article – Determine Classroom Procedures Before School Starts ▪ Contact an Instructional Coach for support in setting up/improving classroom procedures
▪ Establish clear expectations about learning and effort	▪ At the beginning of a new unit, give students unit plans with a daily schedule ▪ Post daily learning schedule ▪ Post and share daily learning targets ▪ Blog/post reminders about assignments ▪ Post/ discuss examples of good work and good effort ▪ Create success criteria for both learning and effort	▪ Book –Teach like a Champion, Lemov/Atkins (2010) [chapters 1,6] ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 3] ▪ NASSP Article – Expectations: Do You Have Them? Do Students Get Them?
▪ Reflect as a teacher individually, with colleagues and with students	▪ Have a discussion or conduct a survey at the end of a lesson/unit/term to get and give feedback ▪ Individually reflect on each lesson and identify keepers, polishers, and "throw-aways" ▪ Schedule time in PLC meetings to reflect on lessons and units with colleagues ▪ Conduct a lesson study with colleagues	▪ ASCD Article – What is a Professional Learning Community? ▪ Book – Class Acts: Every Teacher's Guide to Activate Learning, Forlini/Brinkman/Williams (2010) ▪ Book – Help Teachers Engage Students: Action Tools for Administrators, Forlini/Brinkman/Williams (2009) ▪ Learning Through Reflection – Learning and Leading with Habits of Mind, Costa/Kallick (2008) [link goes to chapter 12 of the book, available free online] ▪ ETS Guide – An Introduction to Lesson Study ▪ BBC Article – Reflective Teaching: Exploring Our Own Classroom Practice

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.

b The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support and inquiry.

[EFFECTIVE] The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support and inquiry. The teacher organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

[HIGHLY EFFECTIVE] The teacher models positive learning interactions and guides students to consistently refine interactions through self-reflection. The teacher supports students to create and manage learning teams to meet learning goals.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Set clear expectations, particularly at the start of each year, term, unit, and lesson	▪ Create a "Looks-Like, Sounds-Like" chart as you model and explain specific expectations ▪ At the beginnings of lessons, share the success criteria (look-ors) and tell and show students what good and poor work/work products look like ▪ Provide positive and corrective verbal cues ▪ Arrange physical space to accommodate for learning space and student learning needs ▪ Utilize PBSSS (Positive Behavior Support in Secondary Schools) strategies ▪ Conduct a debate, at the beginning of the year/term, about the class rules/disclosure document	▪ ASCD Article – The Teacher as Warm Demander, Bondy/Ross (2008) ▪ Book – The First Days of School, Harry Wong (2001) [chapter 6] ▪ Book – Positive Behavioral Support in Secondary Schools, Young/Young/Caldarella/Richardson (2001) ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 3] ▪ About Education Article – 10 Things New Teachers Should DO for the First Day of School
▪ Create and use a classroom management plan	▪ Facilitate class meetings to review and process rules and procedures ▪ Video record your class and analyze the needs for management improvement	▪ Book – *Class Acts: Every Teacher's Guide to Activate Learning*, Forlini/Brinkman/Williams (2010) ▪ Book – The First Days of School, Harry Wong (2001) [chapter 6] ▪ Wiki-How – How to make a Classroom Management Plan ▪ ASCD Article – The Key to Classroom Management, Robert and Jana Marzano (2003)
▪ Establish and use effective learning teams/ ▪ cooperative/collaborative learning structures	▪ Strategically group students (in pairs or small groups) ▪ Ensure each individual is supported by the group and also individually accountable ▪ Structure group talk (e.g. reciprocal teaching and debates) ▪ Ensure each student is accountable for their part in the group work	▪ Concept to Classroom Presentation – Cooperative and Collaborative Learning ▪ Starting Point Article – What is Cooperative Learning? ▪ Book – How to Differentiate Instruction in Mixed-Ability Classrooms, Tomlinson/ ▪ Dufour (2001) ▪ Reading Rockets – Reciprocal Teaching ▪ NWABR Article – Education Strategies for Structured Discussion (Secondary) ▪ Foundation Coalition Article – Positive Interdependence, Individual Accountability, Promotive Interaction: Three Pillars of Cooperative Learning

The Learner and Learning:

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.

C The teacher uses a variety of classroom management strategies to effectively maintain a positive learning environment.

[EFFECTIVE] The teacher uses research-based strategies to reinforce positive learning interactions. The teacher consistently responds to classroom disruptions in an appropriate and timely matter to maintain a positive learning environment.

[HIGHLY EFFECTIVE] The teacher collects and analyzes classroom-based data and makes modifications to facilitate a positive learning environment. The teacher encourages learners' involvement in maintaining and monitoring their own contribution to a positive learning environment.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Build appropriate relationships with students	▪ Gather useful background information on each student on the first day of class ▪ Write comments on their assignments ▪ Use student interests in teaching ▪ Use teacher-student dialogue journals ▪ Regularly communicate with students (in class, via blogs, emails, before/after class, at school activities, etc.)	▪ Book –Teach like a Champion, Lemov/Atkins (2010) [chapters 3,6] ▪ Article – Creating a student survey ▪ SurveyMonkey – Free electronic surveys ▪ Remind – a free app for teachers that allows teachers to text to a group (of students or parents) but does not show the teacher phone number or allow the receivers to text back
▪ **Reflect on students'** behaviors and apply a variety of classroom management strategies to increase engagement	▪ Learn about and use Class Acts Big 8 engagement strategies ▪ Involve students in developing rules and routines ▪ Make lessons reasonably fast-paced, focusing the students on the learning target ▪ Ask a colleague, administrator, mentor, or instructional coach to observe your teaching and note the management strategies you use. Ask for ideas on other useful strategies	▪ Book – *Class Acts: Every Teacher's* Guide to Activate Learning, Forlini/Brinkman/Williams (2010) ▪ PowerPoint Presentation – Guidelines for managing students ▪ NEA Article – Management Tips for New Teachers ▪ NEA Classroom Management – Articles and Resources
▪ Respond to classroom disruptions in at timely manner	▪ Prevent disruptions by being consistent with routines and rules ▪ Compliment good behavior ▪ Stop bad behavior quickly and strategically (e.g. say no, increase proximity, move student location, remove distractions)	▪ TeacherVision Classroom Management Strategies – ideas for reducing bad behavior ▪ PurdueCal Article – Extinction: Eliminating Behaviors Without Punishment

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.

d The teacher equitably engages students in learning by organizing, allocating, and managing the resources of time, space and attention.

[EFFECTIVE] The teacher maintains a functional and organized physical environment conductive to thought and interaction. The teacher manages schedules, pacing, and transitions to maximize learning time. Proactively gains and maintains student attention through active participation.

[HIGHLY EFFECTIVE] The teacher coordinates time, materials, and space to design various learning patterns and multiple learning activities. The teacher fosters each student's ability to manage his or her own learning time. The teacher selects engagement strategies that align with individual student learning patterns and goals.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Organize physical environment and space (desks, tables, materials, personal supplies, computers, rug area) for maximum student use	▪ Allow for appropriate and easy traffic flow in classroom ▪ Limit student materials to those needed and make them accessible ▪ Circulation of teacher ▪ Plan and draw a classroom map, considering pathways, high use areas, materials, student groupings, etc.	▪ Book –Teach like a Champion, Lemov/Atkins (2010) [chapters 3,6] ▪ Scholastic Article – Classroom Organization: The Physical Environment
▪ Manage time appropriately (schedules, time limits, time requirements, transitions, pacing)	▪ Post daily schedule ▪ Use clock/timer ▪ Teach expectations and practice routines and procedures	▪ Book – *Class Acts: Every Teacher's* Guide to Activate Learning, Forlini/Brinkman/Williams (2010) ▪ TeachingChannel.org – Video models and examples of classroom management
▪ Manage and increase student engagement	▪ State expectations ▪ Use attention prompts ▪ Increase proximity ▪ Use cueing and signals ▪ Give time limits ▪ Continually refer to the learning target	▪ Book – *Class Acts: Every Teacher's* Guide to Activate Learning, Forlini/Brinkman/Williams (2010) ▪ American Psychological Association Article – Classroom Management

The Learner and Learning:

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.

e The teacher extends the learning environment using technology, media and local and global resources.

[EFFECTIVE] The teacher incorporates a variety of technology tools and media in the learning environment.

[HIGHLY EFFECTIVE] The teacher actively and consistently incorporates technology and media.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Strategically use various means of technology in instruction (e.g. student responders, electronic flip charts, PowerPoint, interactive white boards, calculators, iPads, Chromebooks, mobile computer labs, classroom computers, smart phones, online labs/tools)	• Actively participate in technology training • Create blog/webpage to post activities and assignments • Meet with CT/IT departments to find out how to meet students needs in content areas • Ask administrator to link you with a teacher who is using technology well	• lynda.com - Online tutorials for using various technologies • Education World – list of resources regarding technology in the classroom • readwritethink.org – online teaching tools • freetech4teachers.com – Free technology tools for teachers • 21centuryedtech.com – Technology education expert's blog with many resources • BrainPop – Website with many subject-based videos, games, and lesson plans • Online Microscope Simulation – with tutorial
• Provide home help/ • connections with technology	• Keep PowerGrade up to date • Maintain a website/blog students can access with relevant documents, resources, schedules, assignment descriptions, etc.	• Remind – a free app for teachers that allows teachers to text to a group (of students or parents) but does not show the teacher phone number or allow the receivers to text back • Example of class blog: • Edublogs - free class blog program • Weebly - free class blog program • Edmondo – a service that allows teachers to give students access to assignments, surveys, turn in assignments, and more
• Use resources to connect students with real world information and tools	• Find and use online resources that help teach learning targets (e.g. space station video, virtual weight scales, video interviews, etc.) • Teach students to find and use online tools (for research, writing, etc.)	• EasyBib – Online tool for APA/MLA formatting • StudyBlue – Online flash card tool • diigo - Online tool for research that allows students to highlight and add notes to websites • Online Microscope Simulation – with tutorial • Education Oasis – Resource list of Activities, games, facts and more (for students).

The Learner and Learning:

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.

f The teacher encourages students to use speaking, listening, reading, writing, analysis, synthesis and decision-making skills in various real-world contexts.

[EFFECTIVE] The teacher provides a classroom that supports the acquisition of learning skills, and incorporates authentic real-world experiences.

[HIGHLY EFFECTIVE] The teacher models and expects students to transfer learning skills and content knowledge to real-world and work-place contexts.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Plan lessons that include real-world problems/situations	▪ Search the web for content that is relevant to topic(s) of instruction ▪ Use applicable news articles and current events in instruction ▪ Conduct class debates on current issues ▪ Conduct simulations with students ▪ Strategically use guest speakers/interviews to give students multiple views of current and historical events	▪ Teach HUB – Ideas for bringing real-world experiences into teaching ▪ EducationWorld – Resource list for using debate in all grades
▪ Deliberately use effective literacy practices in content areas	▪ Support language learners by teaching academic vocabulary ▪ Incorporate meaningful readings into class work ▪ Incorporate meaningful writing tasks into class work ▪ Model reading and writing within the content area ▪ Plan content instruction with both content standards and Utah State Content Literacy Standards	▪ Common Core Standards – ELA ▪ PCSD Reading/Writing Strategies – Specific ways to integrate literacy across the curriculum ▪ Edutopia Article – How Important is Teaching Literacy in All Content Areas? ▪ Beyond the Blueprint – a guidebook for enhancing literacy in grades 4-12 across the content areas. Section 7 is especially relevant.

Instructional Practice:

TEACHING WELL REQUIRES PRACTICE AND PLANNING

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 in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in 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.

a The teacher knows the content of the discipline and conveys accurate information and concepts.

b The teacher demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.

c The teacher engages students in applying methods of inquiry and standards of evidence of the discipline.

d The teacher uses multiple representations of concepts that capture key ideas.

e The teacher 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.

a The teacher 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.

b The teacher engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guise their progress in producing that work.

c The teacher adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.

d The teacher uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

e The teacher documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.

f The teacher 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, the Utah Core Standards, instructional best practices, and the community context.

a The teacher plans instruction based on the Utah Core Standards.

b The teacher 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.

c The teacher differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

d The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

e The teacher 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.

a The teacher understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

b The teacher uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual learners and groups of learners.

c The teacher analyzes student errors and misconception in order to redirect, focus, and deepen learning.

d The teacher uses a variety of *instructional strategies to support and expand each learner's* communication skills.

e The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

f The teacher provides opportunities for student to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

g The teacher supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

h The teacher uses a variety of questioning strategies to promote engagement and learning.

Instructional Practice:

STANDARD 4: Learning Environments

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

a The teacher knows the content of the discipline and conveys accurate information and concepts.

[EFFECTIVE] The teacher knows the content of the discipline(s) taught and conveys accurate information.

[HIGHLY EFFECTIVE] The teacher pursues opportunities to learn new developments in the discipline and continually deepens content knowledge.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Know the Utah Core Standards for literacy, content literacy, math and Utah State Core Curriculum for all other content (science, social studies, art, music, etc.) for current grade-level/subjects	▪ Participate in school, district and USOE professional learning activities ▪ Participate in online professional learning opportunities ▪ Read current professional literature and research	▪ UEN.org – Utah Core Standards for every content area ▪ corestandards.org – Common Core State Standards, with appendices, background information, and resources ▪ OnTrack – search and register for district and state professional learning activities ▪ UEN.org – Online USOE courses ▪ UEN.org – K-6 resources from ELA Core/Standards Academy ▪ Utah.gov – 7-12 resources from ELA Core/Standards Academy
▪ Present, explain and share resources, articles, and latest technology with colleagues to enhance content knowledge and delivery	▪ Invite a colleague to plan with you ▪ Offer to share information learned with faculty and staff ▪ Establish a time in PLC/collaborative meetings to discuss and share resources ▪ Ask for help from a colleague, department chair/team leader or instructional coach	▪ Instructional Coaches ▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] ▪ Book – Learning by Doing, DuFour/Many (2006) [chapter 5]
▪ Engage with professional associations	▪ Find and attend meetings, webinars or conferences ▪ Find and read related content journals ▪ Submit articles to professional journals ▪ Share useful professional resources with colleagues	▪ NBTS.org – National Board of Professional Teaching Standards ▪ UEA.org – Utah Education Association ▪ UtahReading.org – Utah chapter of the International Reading Association ▪ utahCTM.org – Utah Council of Teachers of Mathematics

STANDARD 4: Learning Environments
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

b The teacher demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.

[EFFECTIVE] The teacher bases instruction on approved content standards and current research to create rigorous and relevant learning activities.

[HIGHLY EFFECTIVE] The teacher continually updates knowledge in the discipline(s) taught and connects concepts across disciplines to support student understanding.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Participate in professional development activities (inside/outside district, group/individual) to improve understanding of Core Standards and research-based practice	• Check the On Track system for professional development opportunities in the district and state • Start a book club with colleagues/team/online communities to study relevant articles/books • Attend and thoughtfully participate in weekly PLC/collaborative meetings; be proactive in making meetings productive • Collaborate with a teacher or team who is one level above or below your students to plan for ways to better align and support each others' instruction • Participate in quality webinars and online learning • View videos of exemplary instruction	• UEN.org – Utah Core Standards for every content area • corestandards.org – Common Core State Standards, with appendices, background information, and resources • OnTrack – search and register for district and state professional learning activities • UEN.org – Online USOE courses • Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] • Book – Learning by Doing, DuFour/Many (2006) [chapter 5] • Engage NY – Online course library Teaching Channel – Exemplary teaching videos • Common Core Works – Exemplary teaching videos
• Utilize professional organizations to improve instruction	• Read professional journals • Join professional associations • Participate in educational webinars, meetings, online communities, seminars, and workshops	• UEA.org – Utah Education Association • UtahReading.org – Utah chapter of the International Reading Association • utahCTM.org – Utah Council of Teachers of Mathematics
• Partner with families in improving student learning	• Provide useful information to parents/guardians on a regular basis • Promote and utilize Parent-Teacher Conferences • Solicit parent/guardian communication about student learning • Participate in school-sponsored family activities (e.g. Parent Nights, PTA/PTO events, extracurricular activities) to build appropriate relationships with families • Promote use of digital tools that provide parents/guardians with information (share your email address, class phone number [with hours of availability], class blog/webpages)	• Edublogs - free class blog program • Teach HUB Article – 7 Effective Parent Teacher Communication Tips • Remind – a free app for teachers that allows teachers to text to a group (of students or parents) but does not show the teacher phone number or allow the receivers to text back

STANDARD 4: Learning Environments

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

C The teacher engages students in applying methods of inquiry and standards of evidence of the discipline.

[EFFECTIVE] The teacher bases instruction on approved content standards and current research to create rigorous and relevant learning activities.

[HIGHLY EFFECTIVE] The teacher continually updates knowledge in the discipline(s) taught and connects concepts across disciplines to support student understanding.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Learn about inquiry-based and problem-based teaching and learning	▪ Discuss how/when to use inquiry-based teaching in PLC and other collaborative meetings with colleagues ▪ Study when and where inquiry (vs. direct instruction) is best utilized ▪ Take district CMI classes	▪ Eduscapes Resources – Project, Problem and Inquiry-based Learning ▪ Book - The Art and Science of Teaching, Marzano (2007) [chapter 4] ▪ AIBL – The Academy of Inquiry-based Learning ▪ Teaching Channel – Inquiry-based Teaching
▪ Use inquiry and problem-solving methods in instruction	▪ Ask open-ended questions ▪ Give students problems that require multiple solutions ▪ Have students work in groups to promote student-led problem solving ▪ Allow students to generate and test hypotheses multiple times ▪ Learn about and use guided inquiry ▪ Set learning targets for the inquiry/problem solving, as well as the content goal	▪ NCTM Article – Problem-Based Learning ▪ Vanderbilt Teaching Guide – Teaching Problem Solving ▪ NTSE Article – Promoting Inquiry Based Learning: Strategies in the Classroom ▪ TeachInquiry Article – Introduction to Inquiry Based Learning
▪ Design instruction that requires critical thinking	▪ Understand critical thinking (Bloom's Taxonomy and Webb's Depth of Knowledge [DOK]) ▪ Give students multi-step problems to solve ▪ Use questions that involve higher-order thinking skills and limit questions that do not ▪ Have students investigate at real-world applications to promote critical thinking ▪ Scrutinize worksheets and activities to consider their value before use	▪ Power Curriculum – Webb's DOK Explanation and Resource list ▪ Vanderbilt Teaching Guide – Bloom's Taxonomy ▪ UNC Charlotte Teaching Guide – Writing Objectives Using Bloom's Taxonomy ▪ DOK Question Stems ▪ Edutopia Case Study – KKC High School's implementation of enhanced critical thinking ▪ Teacher Vision Methods and Strategies – Levels of questions in Bloom's Taxonomy

Teacher Resource Guide
Instructional Practice:

STANDARD 4: Learning Environments
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

d The teacher uses multiple representations of concepts that capture key ideas.

[EFFECTIVE] The teacher uses multiple representations and explanations to convey concepts of the discipline.

[HIGHLY EFFECTIVE] The teacher regularly adapts various methods and materials to convey key ideas of the discipline.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Vary teaching methods	▪ After determining learning targets, select teaching methods that best match the learning target	▪ CSN Fact Sheet – Different Instructional Methods ▪ Infographic – Marzano's 9 Strategies
▪ Help students understand the learning target in various contexts	▪ Introduce/teach the learning target using multiple explanations, models, examples, visuals, etc. ▪ Teach academic vocabulary in lessons; use multiple modes to make it comprehensible (e.g. picture, representation, video, definitions with examples)	▪ APMC Teaching Guide – Tasks Involving Models, Tools and Representations: Makine the Mathematics Explicit as We build Tasks into Lessons ▪ SIOP Strategies – Making Content Comprehensible for English Language Learners ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 3]
▪ Adapt instruction for specific student needs	▪ Identify learners who aren't learning through traditional methods ▪ Identify learners with IEPs, 504 plans, and ESL needs ▪ Use learning targets to differentiate instruction	▪ Inclusing Schools Network – Resources for differentiating instruction ▪ SERGE – Special Education Resources for General Educators: How to design lessons that meet the needs of all students ▪ Study.com – Differentiation methods ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 6]

Teacher Resource Guide
Instructional Practice:

STANDARD 4: Learning Environments
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

e The teacher supports students in learning and using academic language accurately and meaningfully.

[EFFECTIVE] The teacher incorporates academic vocabulary to enhance learning.

[HIGHLY EFFECTIVE] The teacher expects students to use academic language accurately and meaningfully.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Understand, identify, and explicitly teach academic vocabulary in all content areas	• Review learning targets to identify academic and key vocabulary • Visually display academic and key vocabulary • Refer to vocabulary words during the lesson and throughout the day as it is encountered in various contexts	• WiDA – World-class Instructional Design and Assessment • SIOP – videos and teaching resources • Edutopia Article – Guide for choosing appropriate vocabulary for instruction • English Companion – Introduction to and lists of academic vocabulary • Engage NY – Video explanation of academic vocabulary • Teach Thought Article – 10 Dos and Don'ts for Teaching Vocabulary in Any Content Area • OORC Feature – Content-area Vocabulary: A Critical Key to Conceptual Learning
• Include academic vocabulary with content learning targets	• Write learning targets that contain key academic vocabulary, referencing it as you share the learning target • Discuss vocabulary while the learning target is shared • Utilize SIOP strategies of using content and language objectives	• Book – Learning Targets, Moss/Brookhart (2012) [chapter 2] • CREATE Brief – Explanation of SIOP model and vocabulary instruction
• Use academic vocabulary many times so student see its use in various content areas	• Elementary: use vocabulary from one subject in other subjects • Secondary: Collaborate to ensure students learn and encounter key academic vocabulary in multiple classes/content areas (such as school-wide curriculum map collaboration, cross-team PLC/collaboration meetings)	• Reading Rockets Article – Linking the Language: A Cross-Disciplinary Vocabulary Approach • JESPR Article – Creating a Schoolwide Vocabulary Initiative in an Urban High School • Scholastic Professional Paper – Narrowing the Language Gap: The Case for Explicit Vocabulary 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.

a The teacher designs or selects pre-, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.

[EFFECTIVE] The teacher designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.

[HIGHLY EFFECTIVE] The teacher elects and integrates varied assessment types and involves learners in demonstrating knowledge and skills.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
Use multiple types of assessments	- Pre-test and post-test students - Use exit cards/tickets with success criteria - Use single student response cards - Elicit non-verbal responses (hand signals) - Use team-, district-, and state-created assessments to guide instruction - Have students write quick summaries to demonstrate understanding - Use success criteria with each learning target	- Carnegie Mellon Basics – What is the difference between formative and summative assessment? - West Virginia Department of Education – Examples of Formative Assessment - PDF Document (60 formative assessments PDF) from Orange County School District - CCSSO Chart – A Sampling of Types of Formative Assessment - Teaching Channel – Quick Check Assessments - Teaching Channel – Summative Assessments - Book – Learning Targets, Moss/Brookhart (2012) [chapter 2]
Learn the principles of good assessment	- Begin with the end in mind, "what do you want them to learn?" - Check district essentials	- Book – Learning Targets, Moss/Brookhart (2012) [chapter 2] - Edutopia – Assessment Section
Collaborate with colleagues in using assessment data and creating common assessments	- Meet in PLC with colleagues, look at assessment data, create assessments from targets, essentials, and the Utah Core. - Design assessments to do what you want	RCS – What is a Common Assessment? Why Do We Create and Use Them?

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.

b The teacher engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guise their progress in producing that work.

[EFFECTIVE] The teacher engages students in understanding and identifying the elements of quality work. The teacher provides students with feedback to guide their progress in producing quality work.

[HIGHLY EFFECTIVE] The teacher engages students in the regular production of quality work and supports students in self-assessment and goal setting. The teacher provides students with timely, descriptive feedback to guide their progress in producing quality work.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Plan units using **"B**ackward Design**"**	▪ Identify what meeting the standard looks like and what evidence will demonstrate that students have met the standard. ▪ Create a rubric as early as possible ▪ Identify the steps students must master leading up to the standard ▪ Have students track their own scores and assessment data. Have them reflect on their own progress ▪ Meet with students to discuss individual goals	▪ <u>Book</u> – Understanding by Design, Wiggins/McTighe (2005) ▪ <u>Book</u> – Checking for Understanding, Nancy Frey (2007) ▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) ▪ <u>Sun Ridge Middle</u> – "Backwards Design explanation and lesson plate templates
▪ Allow students to help create success criteria for learning targets and projects	▪ Discuss/debate performance of understanding and success criteria with students	▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [chapter 3] ▪
▪ Have students participate in continual self-assessment using established success criteria	▪ Post and discuss learning targets with performances of understanding ▪ Model/show example with success criteria ▪ Use rubrics ▪ Use graphic organizers ▪ Allow time for student reflection	▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [chapters 3-5] ▪ <u>Rubistar</u> – Rubric creator

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.

C The teacher adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.

[EFFECTIVE] The teacher adjusts assessment methods to meet various student-learning needs.

[HIGHLY EFFECTIVE] The teacher modifies assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advances students, and student who are not meeting learning goals.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
Know students' 504/IEP/ELL status, accommodations and goals, then consistently provide the guaranteed accommodations	Acquire and read student plans; Collaborate with SPED, ELL, and other specialized instructors to understand and meet requirements	Book – Dual Language Essentials for Teachers & Administrators, Freeman, Freeman & Mercuri (2004) [pages 124-128]; ELL Endorsement program; Understood.org – Resource for understanding diverse types of accommodations for students with disabilities
Understand the laws associated with IEPs, 504s, and ELLs	Meet with the SPED facilitator and/or 504 coordinator for your school	CPIR Article – Summary & Explanation of IDEA Laws
As needed, modify formative assessments to allow students to best demonstrate their skills and knowledge	Focus assessments on academic language; Use a variety of formative assessments to ensure students have the opportunity to demonstrate their skills/knowledge	WIDA – Focus on Formative Assessment, Focusing on Academic Language; Johns Hopkins Article – To Accommodate, to Modify, and to Know the Difference

Instructional Practice:

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.

d The teacher uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

[EFFECTIVE] The teacher uses multiple sources of data to gauge the effectiveness of instruction to make adjustments in planning and instruction.

[HIGHLY EFFECTIVE] The teacher uses formative and summative inputs to reflect on and make ongoing modifications in instruction that result in increases learner achievement.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Access and analyze formal student data from various assessments	▪ Use technology to collect and analyze data efficiently ▪ Analyze data from the pre-, mid- and post-SAGE assessment	▪ Book – Understanding by Design, Wiggins/McTighe (2005)
▪ Develop a method for compiling ongoing, formative assessment information	▪ Analyze results and make a plan of action based on results ▪ Change, adjust, and/or clarify assessment based on results ▪ Use a GoogleDoc to allow peers access to view and even (when needed) make changes	▪ LearnFree.org – Google Drive tutorials
▪ Understand the purposes of various assessments	▪ Research various assessment purposes to determine which assessment method is best for the situation	▪ Consult with school testing coordinator ▪ UT Center for Teaching and Learning Article – Methods of Assessment ▪ Assessment Training Institute – Designing Assessments To Do What You Want
▪ Utilize daily performances of understanding as formative assessment information	▪ Ensure performance of understanding ties to the learning target ▪ Have "look-fors" to check for understanding	▪ Book – Learning Targets, Moss/Brookhart (2012)

Teacher Resource Guide
Instructional Practice:

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.

e The teacher documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.

[EFFECTIVE] The teacher documents student progress and provides feedback to students, parents/guardians, and other stakeholders in a variety of ways.

[HIGHLY EFFECTIVE] The teacher selects or designs a variety of effective formats to document and provide feedback on student progress.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Provide students with timely, descriptive feedback	▪ Use rubrics ▪ Only focus on one skill (based on student need) ▪ Only focus on one part of the assignment ▪ Comment rather than correct, use narrative feedback ▪ Provide feedback in a timely manner	▪ Teaching Channel – How to conduct a conference ▪ Mind Tools Article – Giving feedback ▪ Edutopia Article – Tips for Grading and Giving Students Feedback
▪ Document student data well	▪ Utilize PowerGrade ▪ Keep records up to date ▪ Use rubrics to ensure grading is consistent and clear ▪ Post examples of quality work on the class blog	▪ Rubistar – Rubric creator ▪ Teach-nology – 26 different Rubric Generators by subject and grade
▪ Frequently provide parents with student achievement data	▪ Encourage, adjust and plan meaningfully for parent conferences ▪ Be available for parent questions ▪ Utilize various technologies to make student achievement information readily available to parents (PowerGrade, etc.) ▪ Encourage parents to join their student's Edmodo account ▪ Student-led parent-teacher conferences ▪ Frequent reports sent home to parents/students ▪ Provide categorized grade report to parents at parent-teacher conferences	▪ Edmondo – a service that allows teachers to give students and parents access to assignments, surveys, turn in assignments, and more ▪ Education Week Teacher Blog – Seven Ideas for Meaningful Parent-Teacher Conferences

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.

ƒ The teacher understands and practices appropriate, ethical assessment principles and procedures.

[EFFECTIVE] The teacher understands and practices appropriate and ethical assessment principles and procedures.

[HIGHLY EFFECTIVE] The teacher supports students in their understanding of ethical assessment principals and procedures and provides an ethical learning environment to support them.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Know and follow Utah Ethical Practices	• Attend required testing ethics trainings and inservices • Discuss testing ethics with students as a class • Read Utah Test Administration and Testing Ethics Policy	• USOE – Standard Test Administration and Testing Ethics Policy for Utah Educators (8 pages)
• Teach students ethical testing practices	• Model ethical testing practices for students • Communicate expectations for ethical behavior	• APA Article – Encouraging Students' Ethical Behavior
• Ensure that the teacher and the students understand the success criteria for all assessments.	• Consistently grade all assessments based on an objective rubric	• Rubistar – Rubric creator • Teach-nology – 26 different Rubric Generators by subject and grade • Pearson Assessment Training Institute Study Guide – Creating & Recognizing Quality Rubrics

STANDARD 6: Instructional Planning

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

a The teacher plans instruction based on the Utah Core Standards

[EFFECTIVE] The teacher systematically plans instruction based on approved standards.

[HIGHLY EFFECTIVE] The teacher develops short and long-term instructional plans, including a content-based scope and sequence based on approved standards.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Know the Utah Core Standards (Math, Literacy-Language Arts, and Content Literacy for other subjects) ▪ Know the PCSD essentials	▪ Attend Utah Standards Academy or another USOE Standards training ▪ Read the Core Standards ▪ Focus lesson planning on essentials	▪ UEN – Utah Core Standards by grade/subject ▪ PCSD Essential Skills list – Math ▪ PCSD Essential Skills List – Language Arts
▪ Review curriculum and materials currently being used for instruction to ensure they match current standards	▪ Build a curriculum map/pacing guide from the Utah Standards and then select appropriate materials	▪ education world – Creating a curriculum map ▪ UEN – PreK-12 Educator Resources

Instructional Practice:

STANDARD 6: Instructional Planning
The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

b The teacher 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.

[EFFECTIVE] The teacher adapts learning experiences based on content standards and learner needs.

[HIGHLY EFFECTIVE] The teacher creates learning experiences that are appropriate for reaching content standards, are relevant to learners, and based on principles of effective instruction.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Work with team to create lesson plans, unit plans, yearly plans (curriculum maps/scope & sequence), etc.	▪ Have all parties bring possible resources to broaden the scope of options ▪ Work with PLC to create subject specific curriculum maps/scope & sequence and learning target based lessons and assessments	▪ ALLTHINGSPLC – PLC Tools and Resources ▪ ACSD Article – What is a Professional Learning Community? ▪ Book – Learning Targets, Moss/Brookhart (2012)
▪ Create adequate time for individual planning in your schedule	▪ Protect planning time, before school time, after school time, professional development time, etc. to have specific blocks of time available to plan and prepare ▪ Handle department information via email when necessary	▪ Talk with department chair/team leader to discuss strategies to capture time ▪ Planning resources ▪ UEN – PreK-12 Educator Resources
▪ Plan lessons centered around student needs and core curriculum	▪ Reflect on and determine individual student needs ▪ Base lessons on reflected student needs to improve success in content material ▪ Collect feedback during and at the end of a unit or semester ▪ Use the data to identify what concepts your students generally struggle with ▪ Review lesson plans and outcomes with your PLCs ▪ Borrow best practices form other professionals	▪ Edutopia Article – Teachers Need Time to Reflect, Too ▪ CRLT Article – Strategies for Effective Lesson Planning

STANDARD 6: Instructional Planning

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

C The teacher differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

[EFFECTIVE] The teacher differentiates instruction by choosing appropriate strategies to meet individual student needs.

[HIGHLY EFFECTIVE] The teacher differentiates instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Identify students who need differentiated instruction	▪ Review student assessment data ▪ Discuss individual perceptions and/or needs with students	▪ TeAchnology tutorial – How to Differentiate Instruction ▪ Education.com Article – A Teacher's Guide to Differentiating Instruction
▪ Identify groups of student with like needs and use various methods to differentiate lessons	▪ Adjust instruction, resources, accommodations and sequences of learning targets for groups of students ▪ Differentiate through formative assessments ▪ Assign teams to create structure for differentiated instruction	▪ Edutopia Article – Quality Instruction + Differentiation: Beyond the Checklist

Teacher Resource Guide
Instructional Practice:

STANDARD 6: Instructional Planning

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

d The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems and create original work.

[EFFECTIVE] The teacher provides opportunities for students to use complex thinking skills in organizing and generating original work.

[HIGHLY EFFECTIVE] The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Create experiences for students to use higher order/critical thinking skills	▪ Understand Webb's Depth of Knowledge and Bloom's Taxonomy in order to move students to higher levels through tasks and questions	▪ Hess' Cognitive Rigor Matrix & Curricular Examples – Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions ▪ UNC Charlotte Teaching & Learning Resources – Examples of Activities that Promote Higher Order Thinking
▪ Prompt higher order student thinking in discussions/writing	▪ Prompt students to think more deeply by using higher order question stems and appropriately-challenging content	▪ Rigor and Relevance Handbook – Examples of higher-order thinking question stems
▪ Create exploratory projects or let students choose the reporting medium	▪ Design a project with guidelines and let the students pick the topic or concept they will explore ▪ Assign the topic and let the student decide how they will present the information paper, picture, song multimedia, movie, etc.	▪ Book – Literacy Strategies for Grades 4-12, Tankersley (2005) [chapter 5]

Instructional Practice:

STANDARD 6: Instructional Planning

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

e The teacher integrates cross-disciplinary skills with instruction to purposefully engage learners in applying content knowledge.

[EFFECTIVE] The teacher introduces cross-disciplinary concepts to support the understanding of content.

[HIGHLY EFFECTIVE] The teacher integrates into instructional plans cross-disciplinary skills that purposefully engage learners in their applications of content knowledge.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Work with colleagues to teach concepts across the curriculum	▪ Meet in cross-disciplinary teams (e.g. English and Social Studies) to plan ways to teach the same skills/concepts in different curricular areas	▪ Common Core Standards – ELA ▪ PCSD Strategies – Math Strategies Across the Curriculum ▪ PCSD Strategies – Reading/Writing Strategies Across the Curriculum ▪ Powerful Learning Practice Article – Going Deep: STEM in the Connected Classroom
▪ Teach key English language vocabulary/phrases with content lessons	▪ Using SIOP strategies, give lessons with both a content learning target and a language learning target	▪ Color in Colorado Article – Language Objectives: The Key to Effective Content Area Instruction for English Learners
▪ Integrate literacy instruction into content instruction	▪ Read and plan with the Utah Core Standards Content Literacy Standards	▪ Common Core Standards – ELA

Instructional Practice:

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.

a The teacher understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

[EFFECTIVE] The teacher appropriately uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.

[HIGHLY EFFECTIVE] The teacher adapts a variety of pedagogical strategies to meet the assessed needs of individual students.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
Use a variety of evidence-based teaching practices	• Know how to find and identify strong educational research • Learn when to best use various teaching practices • Utilize teaching practices that show effectiveness in meta analyses	• Institute of Education Sciences – What Works Clearinghouse • UNESCO – Educational Research: Some Basic Concepts and Terminology • National Reading Panel – Report Effective Instruction • Dept. of Education – National Math Panel Report on Effective Instruction • National Institute for Literacy – Developing Early Literacy: Report of the National Early Literacy Panel
Demonstrate respect **toward students' cultures** and languages	• Know students' cultures and primary/home languages • Model and foster respect for various cultures and languages • Help English Language Learners recognize the advantages of keeping and developing their primary languages	• NCREL – Multicultural Education Statement • Multicultural Education Internet Resource Guide – Dr. Jon Reyhner • EdChange.org – Cultural Awareness Activities for Students • The Internet TESL Journal Article – The ELS Teacher's Role in Heritage Language Maintenance
Support English Language **Learners' language needs**	• Teach academic vocabulary • Use several methods (e.g. pictures, videos, models, charts, demonstrations, graphic organizers, templates) to make vocabulary, instructions and learning targets clear • Use essential questions to help students connect learning with real-world events/applications	• Journal of Literacy Research Article – Report of the National Literacy Panel on Language-Minority Children and Youth • ASCD Article – Essential Questions • NNE TESOL – list of online ESL PD opportunities • SIOP Strategies – Making Content Comprehensible for English Language Learners
Differentiate instruction to meet individual student needs	• Analyze and use student assessment data at the end of units to plan for re-teaching • Consistently assess students formatively during instruction Identify learners who aren't learning through traditional methods • Identify learners with IEPs, 504 plans, and ESL needs • Use learning targets to differentiate instruction	• Inclusive Schools Network – Resources and Strategies for Differentiating Instruction • SERGE – Special Education Resources for General Educators: How to design lessons that meet the needs of all students • Book – Learning Targets, Moss/Brookhart (2012) [chapter 6] • Study.com – Differentiated Instruction: Adapting the Learning Environment for Students • New Visions for Public Schools – 56 Different Examples of Formative Assessment

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.

b The teacher uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual learners and groups of learners.

[EFFECTIVE] The teacher adapts instruction and varies his or her role appropriate to particular content and concepts.

[HIGHLY EFFECTIVE] The teacher continuously checks for each student's understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Plan to adapt instruction for diverse learners	▪ Anticipate student responses ▪ Be aware of students with diverse needs (students with disabilities, English Language Learners, accelerated students, etc.) ▪ Consider prior formative and summative assessment while planning ▪ Plan success criteria that can show different levels of student understanding ▪ Collaboratively establish deadlines with students by writing customized contracts/ ▪ compacts	▪ Little Escape Blog – Adapting the Curriculum to Meet the Needs of Diverse Learners ▪ Book – Learning Targets, Moss/Brookhart (2012) [pg. 46-48] ▪ Reading Rockets Article – How to Adapt your Teaching Strategies to Student Needs
▪ Use formative assessment	▪ Learn methods for assessing formatively (e.g. KWL, exit tickets, progress monitoring, student discourse, entrance tasks, nonverbal cues, response cards, technological response devices, performances, presentations, etc.) ▪ Prepare for specific formative assessments when planning lessons	▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 5] ▪ Syracuse City Schools – Specific ways to formatively assess ▪ Video – The Formative Classroom ▪ Video – Understanding Formative Assessments

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.

C The teacher analyzes student errors and misconception in order to redirect, focus, and deepen learning.

[EFFECTIVE] The teacher analyzes student learning and responds to errors and misconceptions.

[HIGHLY EFFECTIVE] The teacher encourages and supports students in learning and using multiple forms of communication to convey ideas.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Work to prevent student confusion	▪ In lesson planning, conduct task analyses on learning target content in order to plan for lesson adaptations ▪ Create precise learning targets ▪ Thoroughly explain learning targets and performance of understanding criteria ▪ Establish procedures for students to indicate confusion early	▪ Mesa Public Schools – Task Analysis Template ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapters 2-3]
▪ Use formative assessment	▪ Learn methods for assessing formatively (e.g. KWL, exit tickets, progress monitoring, student discourse, entrance tasks, nonverbal cues, etc.) ▪ Prepare for specific formative assessments when planning lessons	▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 5] ▪ Syracuse City Schools – Specific ways to formatively assess ▪ Video – The Formative Classroom ▪ Video – Understanding Formative Assessments
▪ Adjust and adapt instruction based on student responses	▪ Anticipate student responses ▪ Consider prior formative and summative assessment while planning ▪ Plan success criteria that can show different levels of student understanding	▪ Little Escape Blog – Adapting the Curriculum to Meet the Needs of Diverse Learners ▪ Book – Learning Targets, Moss/Brookhart (2012) [pg. 46-48] ▪ Reading Rockets Article – How to Adapt your Teaching Strategies to Student Needs
▪ Understand how to analyze student errors	▪ Learn methods of error analysis	▪ Video – Conducting Miscue Analysis of Student Reading ▪ NSW Mathematics Support – Error Analysis and Types of Errors ▪ CSU Writing Guide – Instructions for Analyzing Student Errors in Writing

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.

d The teacher uses a variety of instructional strategies to support and expand each learner's communication skills.

[EFFECTIVE] The teacher uses a variety of strategies to support and expand each learner's communication skills.

[HIGHLY EFFECTIVE] The Teacher analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Engage students in discussing the learning target	▪ Share the learning target by having students recite, restate, and give examples of the target ▪ Prompt students to ask for clarification of the learning target ▪ Create learning targets that are in kid-friendly language ▪ Consider sharing both language and content learning targets	▪ Book – Learning Targets, Moss/Brookhart (2012) [chapters 1-3] ▪ Video – Comprehensible Input ▪ SIOP Strategies – Making Content Comprehensible for English Language Learners
▪ Plan lessons with structured conversations	▪ Understand and plan for various forms of structured conversations (e.g. debate, reciprocal teaching, Socratic seminar, cooperative learning, think-pair-share)	▪ Reading Rockets – Reciprocal Teaching ▪ International Reach – Specific ideas for structured conversation in the classroom ▪ NWABR.org – Ideas for secondary structured group talk ▪ Foundation Coalition Article – Positive Interdependence, Individual Accountability, Promotive Interaction: Three Pillars of Cooperative Learning ▪ Book – The Highly Engaged Classroom (The Classroom Strategies series), Marzano/Pickering (2010) [pg. 99-115] ▪ Book –Teach like a Champion, Lemov/Atkins (2010) [pg. 426-431]

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.

e The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

[EFFECTIVE] The teacher provides multiple opportunities for students to remember, understand, analyze, evaluate, and create.

[HIGHLY EFFECTIVE] The teacher 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. The teacher consistently embeds opportunities for students to reflect on their learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Design instruction that requires critical thinking	▪ Understand critical thinking (Bloom's Taxonomy and Webb's Depth of Knowledge [DOK]) ▪ Give students multi-step problems to solve ▪ Use questions that involve higher-order thinking skills and limit those that do not ▪ Have students investigate real-world applications to promote critical thinking ▪ Scrutinize worksheets and activities to consider their value before use ▪ Scrutinize lesson plans/curricular materials to change activities and questions (in activities, discussions, assessments) from lower level thinking skills (label, select, highlight, quote, draw, recall, etc.) to higher level thinking skills (judge, solve, design, justify, create, explain, modify, analyze)	▪ Levels of Thinking – in Bloom's Taxonomy and Webb's Depth of Knowledge ▪ Power Curriculum – Webb's DOK Explanation and Resource list ▪ Vanderbilt Teaching Guide – Bloom's Taxonomy ▪ TeachInquiry Article – Introduction to Inquiry Based Learning ▪ UNC Charlotte Teaching Guide – Writing Objectives Using Bloom's Taxonomy ▪ DOK Question Stems ▪ Edutopia Case Study – KKC High School's implementation of enhanced critical thinking ▪ Teacher Vision Methods and Strategies – Levels of questions in Bloom's Taxonomy
▪ Guide students in self-evaluating their performance and understanding	▪ Create strong performances of understanding with clear success criteria	▪ UEN – Thinking and Reasoning Skills Rubric for (teacher and student use) ▪ Evaluation rubric for teacher and student use ▪ Assessment for Learning – Strategies to Enhance Student Self-assessment

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.

f The teacher 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.

[EFFECTIVE] The systematically includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.

[HIGHLY EFFECTIVE] 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.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Use inquiry and problem-solving methods in instruction	▪ Allow students to generate and test hypotheses multiple times ▪ Learn about and use guided inquiry ▪ In inquiry instruction, set learning targets for the inquiry/problem solving phase as well as the content goal ▪ Ask open-ended questions ▪ Give students problems that require multiple solutions ▪ Have students work in groups to promote student-led problem solving	▪ Vanderbilt Center for Teaching – Teaching Problem Solving ▪ NTSE Article – Promoting Inquiry Based Learning: Strategies in the Classroom
▪ Make content and instruction relevant to students	▪ Include real-world problems/ ▪ events in instruction and connect knowledge/skills to real-world applications ▪ Develop questioning skills ▪ Utilize guest speakers (digital/in person), interviews, news text/video, etc. ▪ Link instruction to essential questions	▪ Book - Class Acts: Every Teacher's Guide to Activate Learning, Forlini/Brinkman/ Williams (2010) ▪ NY Times Learning Blog – "How 'Real' is Your Classroom? Bringing Students' Lives and Voices into School" ▪ Scholastic Article – Experts in the Classroom ▪ Language Arts Journal of Michigan Article – Relevancy in the Classroom: Bringing The Real World into School ▪ Video – Teach with Real World Examples ▪ Video – Supply and Demand Made Relevant

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.

g The teacher supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness

[EFFECTIVE] The teacher assesses and uses various technologies to support content and skill development.

[HIGHLY EFFECTIVE] The teacher uses technology to foster student engagement in higher level content and skill development.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Make full use of available technologies	▪ Determine what technology hardware is available for your students to use (e.g. iPads, laptops, student responders, interactive white boards, portable labs) ▪ Determine what technology software is available for your students' use (e.g. Parent Link, blogs, PowerPoint/presentation programs, PowerSchool) ▪ Participate in technology professional development opportunities	▪ Discuss available technology with mentor, Instructional Coach, technology specialist, administrator, or team leader/department chair ▪ USOE – Technology-related professional development opportunities ▪ UEN – Tutorials for technological educator resources
▪ Use technology to increase student learning	▪ Assess technologies for their usefulness and appropriateness in helping students meeting learning targets ▪ Use research-based technology methods ▪ Find freeware/shareware that helps extend/apply learning	▪ Teaching Channel – Videos about using technology in the classroom ▪ Book – Enhancing the Art and Science of Teaching with Technology, Magaña/Marzano (2013)
▪ Use technology to increase student engagement	▪ Ask students what technology apps/programs they use and consider how they can be utilized your teaching ▪ Find freeware/shareware that helps engage students ▪ Find ways for students to have access to technology (e.g. city library, open computer lab hours, cell phone apps)	▪ NCREL Article – Critical Issue: Using Technology to Enhance Engaged Learning for At-Risk Students ▪ Information Week Article – 10 Tech Tools to Engage Students

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.

h The teacher uses a variety of questioning strategies to promote engagement and learning.

[EFFECTIVE] The teacher uses a variety of questioning strategies to promote engagement and learning.
[HIGHLY EFFECTIVE] The teacher purposefully selects questioning strategies aligned with learning goals.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Use a variety of questioning strategies	▪ Know various questioning strategies and their purposes ▪ Use questioning strategies with research support	▪ Book – Questioning Strategies in the Classroom, Marzano/Simms (2014) ▪ Online Resources – Questioning Strategies in the Classroom, Marzano/Simms (2014) ▪ NWREL Article – Classroom Questioning
▪ Ask questions strategically	▪ Plan questions directly related to the learning target ▪ Ask questions that require engagement from all students ▪ Plan specific questions for lessons ▪ Ask open-ended questions ▪ Avoid "fishing" for the answer ▪ Avoid excessive recall questions ▪ Use questions that involve higher-order thinking skills and limit those that do not	▪ Book – *Class Acts: Every Teacher's* Guide to Activate Learning, Forlini/Brinkman/Williams (2010) ▪ Book –Teach like a Champion, Lemov/Atkins (2010) [chapters 4,9] ▪ Book – The Highly Engaged Classroom, Marzano/Pickering (2011) ▪ DOK Question Stems

Professional Responsibility:

Professionalism requires consistent self-evaluation.

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 each learner.

a The teacher uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice both independently and collaboratively.

b The teacher actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.

c The teacher recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationship and create more relevant learning experiences.

d The teacher actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

e The teacher 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, families, colleagues, and community members to build a shared vision and supportive professional culture focus on student growth and success.

a The teacher prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.

b The teacher 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.

c The teacher advocates for the learners, the school, the community, and the profession.

d The teacher works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

e The teacher engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.

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.

a 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.

b The teacher is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels.

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.

a The teacher uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice both independently and collaboratively.

[EFFECTIVE] The teacher assesses student progress and adapts strategies based on past student performances. The teacher collaborates with colleagues to evaluate learning outcomes and identify and meet learning needs.

[HIGHLY EFFECTIVE] The teacher uses multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on and adapt planning and instruction. The teacher understands the roles of and collaborates with a full range of colleagues and support specialist to help meet the needs of all students.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Collaborate with colleagues to improve instruction and provide intervention/extension for students	▪ Develop PLC/collaborative meetings to include time to discuss student performance and interventions/extensions ▪ Score student assessments and review assessment data as a team to understand and develop team responses to student learning	▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] ▪ Video – Data Carousels ▪ Video – Teaching as a Team Sport ▪ NSRF – Protocols for structuring professional conversations ▪ ALLTHINGSPLC.info – PLC Resource Site
▪ **Utilize school's Response To Intervention (RTI) systems**	▪ Find out what RTI systems are in place ▪ Develop/enhance RTI systems ▪ Regroup classes among colleagues (for periods of the day) to address specific student needs	▪ Book – Simplifying Response to Intervention, Buffum/Mattos/Weber (2011) ▪ Video – School-wide Response to Instruction ▪ RTI Action Network – RTI Professional Organization
▪ Use common assessments to improve instruction for students	▪ Determine what assessments are common in your team/grade ▪ Find/develop common assessments for use at the end of units/time periods ▪ Review assessment data with colleagues and make team plans to provide interventions/extensions	▪ USOE – U-TIPS Core assessment program ▪ SAGE – Formative/Learning Navigator log-in page (for assessment building and administration) ▪ Book – Common Formative Assessment: A Toolkit for Professional Learning Communities at Work, Bailey/Jakicic (2011)

Professional Responsibility:

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.

b The teacher actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.

[EFFECTIVE] The teacher applies professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.

[HIGHLY EFFECTIVE] The teacher actively seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Participate in professional learning activities (**"professional** development"), particularly school- and district-directed initiatives	▪ Seek and register for professional learning experiences (e.g. webinars, conferences, online courses) ▪ Participate in school, district and state committees ▪ Seek and accept school leadership roles ▪ Implement practices learned in professional development ▪ Understand and implement Provo City School District's Learning Target initiative	▪ OnTrack – website to search and register for district and state professional learning activities ▪ UEN – Online USOE courses ▪ Book – Learning Targets, Moss/Brookhart (2012) ▪ Edutopia Article – The 4 Components of a DIY Professional-Development Toolkit
▪ Proactively seek and initiate professional learning activities with/for colleagues	▪ Maximize effectiveness of PLC/collaborative meetings ▪ Start a professional book club with colleagues ▪ Invite a colleague to plan with you ▪ Offer to share information learned with faculty and staff ▪ Ask for help from a colleague, department chair/team leader or instructional coach ▪ Accept mentoring/leadership invitations	▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) ▪ ALLTHINGSPLC.info – PLC Resources ▪ Instructional Coaches
▪ Work with supervisor to create a professional growth plan based on most recent evaluation	▪ Ask supervisor to suggest key areas for improvement ▪ Study Utah Effective Teaching Standards to know expectations and evaluation standards	▪ USOE – Professional Learning Plans ▪ UEN – Utah Effective Teaching Standards ▪ New Jersey State – Teacher Professional Development Plan Template and Sample

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.

C The teacher recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationship and create more relevant learning experiences.

[EFFECTIVE] The teacher identifies own background and experiences that have an impact on teaching and learning relationships.

[HIGHLY EFFECTIVE] The teacher identifies and accesses resources that support the development of a broader understanding of differences.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Demonstrate an awareness of how your background and experience have effected your beliefs and possible biases	▪ Reflect on, discuss, and write about your background and identity ▪ Take assessment(s) to determine possible biases	▪ Teaching Tolerance – The Anti-Bias Framework: Unpacking Identity (Individual/group protocol for exploring one's identity) ▪ Teaching Tolerance – Test Yourself for Hidden Bias
▪ Demonstrate awareness **and respect for students'** cultures, languages, heritage, families, and differences	▪ Speak and behave in a respectful manner to all students and student groups ▪ Speak and behave in a respectful manner to all students' parents and families ▪ Refrain from assuming students come from the majority culture, religion, language, and socioeconomic status ▪ Learn about the cultures, languages and heritage of students ▪ Obtain and utilize ESL endorsement	▪ ASCD Article – One to Grown On / Respecting Students ▪ Teach Magazine Article – How to Show Students You Respect Them ▪ USOE – ELL Endorsement information

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.

d The teacher actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

[EFFECTIVE] The teacher actively investigates and considers new ideas drawing upon current research and policy as sources of reflection.

[HIGHLY EFFECTIVE] The teacher seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Use research-supported methods and up-to-date curriculum in instruction	▪ Read professional journals, articles, and books ▪ Attend professional development activities ▪ Seek meta-analyses and experimental research when investigating teaching practices ▪ Use most current curricular materials from school and/or district	▪ Institute of Education Sciences – What Works Clearinghouse ▪ Book – Visible Learning for Teachers, Hattie (2011) ▪ Book – What Works in Schools: Translating Research into Action, Marzano (2003) ▪ Aft.org Article – Principles of Instruction: Research-based Strategies that All Teachers Should Know ▪ Instructional coaches
▪ Participate in professional development and dialogue	▪ Go to the On Track system for professional development opportunities in the district and state ▪ Start a book club with colleagues/team/online communities to study relevant articles/books ▪ Attend and thoughtfully participate in weekly PLC/collaborative meetings; be work to make meetings productive ▪ Participate in professional organizations ▪ Attend professional development conferences and workshops ▪ Pursue advanced degrees and endorsements ▪ Study exemplary teaching videos	▪ OnTrack – search and register for district and state professional learning activities ▪ UEN.org – Online USOE courses ▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] ▪ Book – Learning by Doing, DuFour/Many (2006) [chapter 5] ▪ Engage NY – Online course library ▪ Teaching Channel – Exemplary teaching videos ▪ Common Core Works – Exemplary teaching videos ▪ Utah Council of the International Reading Association ▪ Utah Council of Teachers of Mathematics

Professional Responsibility:

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.

e The teacher develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

[EFFECTIVE] The teacher consults with supervisor to develop a standards-based professional learning plan.

[HIGHLY EFFECTIVE] The teacher develops a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Work with supervisor to create a professional growth plan based on most recent evaluation	▪ Ask supervisor to suggest key areas for improvement ▪ Study Utah Effective Teaching Standards to know expectations and evaluation standards ▪ Consider student assessment data when creating plan ▪ Consider needs of diverse learners when creating plan	▪ USOE – Professional Learning Plans ▪ UEN – Utah Effective Teaching Standards ▪ New Jersey State – Teacher 'Professional Development Plan' Template and Sample
▪ Utilize and continually **revisit one's professional** growth plan	▪ Periodically ask principal/supervisor to give feedback on your progress along your professional growth plan ▪ Ask an instructional coach for assistance in meeting professional goals	▪ Principal/supervisor ▪ Instructional coach

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 focus on student growth and success.

a The teacher prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.

[EFFECTIVE] The teacher establishes positive working relationships and participates in the school's decision-making processes as required. The teacher participates in developing and/or implementing the school improvement plan.

[HIGHLY EFFECTIVE] The teacher takes initiative to participate in developing and implementing policies and practices that improve instruction. The teacher collaborates with colleagues on school improvement issues

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Develop professional relationships with colleagues that are focused on school improvement	▪ Take initiative to implement policies and practices that improve instruction ▪ Thoroughly understand your school's mission, vision, and plan ▪ Share your ideas for school improvement with colleagues ▪ Be willing to participate on committees working to improve student learning ▪ Demonstrate a willingness to build consensus and follow group/leader initiatives ▪ Demonstrate professionalism in all communication (both spoken and written), dress and behavior	▪ Book – Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration, Carr/Herman/Harris (2005) [chapter 1-free] ▪ School mission statement ▪ District 20/20 Vision document and current Provo City Board of Education goals
▪ Participate in the larger school community to improve education	▪ Develop good relationships with parents/guardians of students ▪ Support PTA/PTO activities at school ▪ Support parent nights and student activities ▪ Advocate for the school, district, and education in the community	▪ School PTA/PTO president and calendars ▪ School community council members

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 focus on student growth and success.

b The teacher actively participates as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.

[EFFECTIVE] The teacher actively participates with colleagues to support the goals of the learning community.

[HIGHLY EFFECTIVE] The teacher 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.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Maximize time set aside for PLC/collaborative meetings	▪ Identify specific goals for meetings ▪ Be prepared for meetings ▪ Follow the meeting agenda and norms ▪ Hold each other accountable for the work and progress ▪ Make suggestions for improvement ▪ Invite an instructional coach/supervisor to attend meeting(s) to provide feedback	▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) ▪ ALLTHINGSPLC.info – PLC Resources
▪ Participate in leadership of school/district initiatives	▪ Accept and seek leadership opportunities (e.g. school community council, district committees, team/department leadership) ▪ Reliably fulfill leadership responsibilities ▪ Ask principal/supervisor how you can specifically help promote school initiatives	▪ Principal/supervisor ▪ Team leader/department chair

Professional Responsibility:

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 focus on student growth and success.

C The teacher advocates for the learners, the school, the community, and the profession.

[EFFECTIVE] The teacher advocates for all students to be prepared for high school graduation and future school and or/work success. The teacher seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.

[HIGHLY EFFECTIVE] The teacher actively communicates the vision of college and career readiness to students. The teacher actively participates, and provides support for initiatives in the school and community to have an impact on student success.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Promote college and career preparation with students and families	▪ Connect students to upcoming education/career opportunities (e.g. college information and applications, career days, concurrent enrollment) ▪ Invite guest presenters from institutions of higher learning to expose students to different fields of interest ▪ Connect students with secondary school counselors for career planning ▪ Advertise scholarship opportunities for high school students	▪ Utah Scholars – College preparation plan for public school students ▪ Step UP Utah – College and Career Readiness Recommendations for High School Students ▪ Career Aptitude Test ▪ Secondary School Counselor
▪ Academically prepare students for college and career readiness	▪ Have high expectations for all students and provide high levels of support ▪ Use the most effective teaching strategies ▪ Help students learn how to track and manage credits	▪ ASCD Article – Expecting Excellence: Rigor Redefined ▪ ASCD Article – What Makes a Student College Ready? ▪ Book – Visible Learning for Teachers, Hattie (2011) ▪ Book – What Works in Schools: Translating Research into Action, Marzano (2003)

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 focus on student growth and success.

d The teacher works with other school professionals to plan and jointly facilitate learning to meet the diverse needs of learners.

[EFFECTIVE] The teacher works with colleagues to plan and jointly facilitate learning to meet diverse needs.

[HIGHLY EFFECTIVE] The teacher implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Collaborate with other teachers to provide maximum support for all learners	▪ Participate in and maximize effectiveness of PLC/collaboration meetings ▪ Develop learning targets, lessons, units, and curriculum maps with colleagues ▪ Analyze student data in groups and utilize cross-classroom groupings/interventions/ extensions	▪ Book – Learning By Doing, DuFour/DuFour/ Eaker/Many (2006) ▪ Book – Learning Targets, Moss/Brookhart, (2012) [chapters 1-2]
▪ Collaborate with **educators, beyond one's** team/department, to provide maximum support for all learners	▪ Refer student's families to necessary community and school resources ▪ Follow-up on student contracts and plans ▪ Occasionally invite administrator/supervisor to attend collaborative meetings to collaborate on serious needs	▪ Administrators ▪ School counselors ▪ Cross-curricular teachers ▪ District social workers (via administrators/ ▪ counselors) ▪ Instructional coaches ▪ Utah County – Health Resources

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 focus on student growth and success.

e The teacher engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.

[EFFECTIVE] The teacher engages in professional learning with colleagues to enhance professional practice.

[HIGHLY EFFECTIVE] The teacher participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Collaborate with other teachers to provide maximum support for all learners	• Participate in and maximize effectiveness of PLC/collaboration meetings • Develop learning targets, lessons, units, and curriculum maps with colleagues • Analyze student data in collegial groups and utilize cross-classroom groupings/interventions/extensions • Ask department chair/team leader how your participation in PLC/collaboration meetings can improve the group's work	• Book – Learning By Doing, DuFour/DuFour/ Eaker/Many (2006) • Instructional Coaches • Mentor teacher • Department chair/team leader
• Seek for and participate in professional development activities	• Go to the On Track system for professional development opportunities in the district and state Attend and thoughtfully participate in weekly PLC/collaborative meetings; be proactive in making meetings productive • Participate in professional organizations • Attend professional development conferences and workshops • Pursue advanced degrees and endorsements • Study exemplary teaching videos	• OnTrack – search and register for district and state professional learning activities • UEN.org – Online USOE courses • Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] • Book – Learning by Doing, DuFour/Many (2006) [chapter 5] • Engage NY – Online course library • Teaching Channel – Exemplary teaching videos • Common Core Works – Exemplary teaching videos • Utah Council of the International Reading Association • Utah Council of Teachers of Mathematics

Professional Responsibility:

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.

a 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.

[EFFECTIVE] knows which laws, rules, policies, and directives guide legal, moral, and ethical conducts of educators and where to access them.

[HIGHLY EFFECTIVE] The teacher adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Follow law and policies	• Internalize and demonstrate professional and ethical responsibilities as explained in Utah State Board Rule R-277-515 • Follow USOE, Provo City School District, and school policies and procedures related to educator conduct (5000 series)	• School policy-procedure manual • PCSD – all policies • PCSD – policy 5253: Maintaining Professional Staff/Student Boundaries • USOE – Professional and ethical behavior requirements • Utah Code- R277-515: Utah Educator Standards
• Maintain confidentiality in all school, student, and parent matters	• Limit discussions about students to employees who are directly involved with the student's needs	• APA article – Confidentiality in Schools: Do You Know What to Do? • Professional School Counseling Journal Article – Confidentiality and the Law
• Maintain professional demeanor and appearance as defined by school and district	• Model the importance of school by dressing professionally • Ensure professional writing is edited and free of errors • Do not talk negatively about students, parents, school employees, or district employees	• PCSD – policy 5100: Expectations for Professional Conduct of all Employees
• Maintain moral and ethical standards in schools	• Report evidence of employees violating moral/ethical conduct (e.g. testing violations, inappropriate student relationships, placing students in danger)	• USOE –Testing Ethics Policy (pg. 7-8: Unethical Practices/Ethics Violations) • Principal/supervisor • District Human Resources Director

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.

b The teacher is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels.

- Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Develop professional relationships with students	• Avoid any physical contact with students and social connections with students or do anything which could be construed as inappropriate: phone calls, texts, contact on social media accounts, being alone with student, meeting with students outside of school, etc. • Be familiar with rules, laws and ethics policies	• Utah Code- R277-515 – Utah Educator Standards • PCSD – policy 5253: Maintaining Professional Staff/Student Boundaries • PCSD – policy 5125: Conduct Expectations of Coaches and Activity Advisors
• Follow, and ensure students follow, risk management and school safety requirements	• Be aware of risk management requirements • Be aware of school safety requirements • Actively participate in yearly safety trainings • Carefully supervise students at all times and in all activities (e.g. do not leave students unattended, be aware during recess and activities, train students for emergency situations) • Train student to respond appropriately in emergencies and emergency drills	• Principal/supervisor • PCSD – policy 5253: Maintaining Professional Staff/Student Boundaries

- 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.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Maintain current teaching credentials	• Track expiration date of teaching licenses • Know rules and guidelines of relicensure and renew in a timely manner • Be proactive in completing license renewal requirements before expiration	• USOE – License renewal requirements • CACTUS website • District Licensing Specialist

▪ Maintains accurate instructional and non-instructional records.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Accurately maintain student records	▪ Enter grades into PowerSchool in timely manner ▪ Maintain updated grades, blogs, calendars, etc.	▪ PowerSchool – tutorials (requires sign-in) ▪ TESS Presentation – Professsional Responsibilities: Maintaining Accurate Records

▪ Maintains integrity and confidentiality in matters concerning student records and collegial consultation.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Maintain confidentiality in all school, student, and parent matters	▪ Limit discussions about students to only employees who are directly involved with the students' needs	▪ APA article – Confidentiality in Schools: Do You Know What to Do? ▪ Professional School Counseling Journal Article – Confidentiality and the Law

▪ Develops appropriate student-teacher relationships as defined in rule, law and policy.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Develop professional relationships with students	▪ Avoid any physical contact with students and social connections with students or do anything which could be construed as inappropriate: phone calls, texts, contact on social media accounts, being alone with student, meeting with students outside of school, etc. ▪ Be familiar with rule, law and ethical policy	▪ Utah Code- R277-515 – Utah Educator Standards ▪ PCSD – policy 5253: Maintaining Professional Staff/Student Boundaries ▪ PCSD – policy 5125: Conduct Expectations of Coaches and Activity Advisors

▪ Maintains professional demeanor and appearance as defined by the local education agency (LEA).

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Maintain professional demeanor and appearance as defined by school and district	▪ Model the importance of school by dressing professionally	▪ PCSD – Policy 5100: Expectations for Professional Conduct of all Employees