Evaluation UETS 4.0 Tool

Candidates will demonstrate they understand the ten Utah Effective Teaching Standards (UETS) and are developing competency in teaching as outlined in the UETS. Circle the competency statement matching observation and list evidence used to determine competency.

Standard	Performance Expectation	Not Effective	Emerging & Minimally Effective	Effective	Highly Effective	List Evidence to Determine Expectation
Standard 1: Learner Development: The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.	1.1: Creates developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs. (1a, 2e)		Implements whole-class learning experiences that demonstrate an understanding of learners' developmental levels.	…and *Identifies appropriate developmental level of individual learners and consistently and appropriately differentiates learning experiences. * Incorporates methods of language development into instruction.	…and *Supports learners in setting and meeting their own learning goals aligned to their diverse learning needs.	
	1.2: Collaborates with families, colleagues, and other professionals to promote student growth and development. (1b)		Interacts with families and colleagues related to learner growth and development.	…and *Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners.	…and *Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs.	
Standard 2: Learning Differences The teacher understands individual learner differences and cultural and linguistic diversity.	2.1: Allows students different ways to demonstrate learning sensitive to multiple experience and diversity while holding high expectations for all. (2a, 2b, 2c, 2d)		* Applies understanding of learner diversity to encourage all learners to reach their full potential.	…and * Uses learner differences as an asset to adapt and deliver instruction for all learners. * Provides students multiple ways to demonstrate learning.	...and * Contributes to a school-wide culture that encourages learner perseverance and advancement. * Connects multiple perspectives and encourages learners to learn from each other.	

Standard	Performance Expectation	Not Effective	Emerging & Minimally Effective	Effective	Highly Effective	List Evidence to Determine Expectation
Standard 3: Learning Environments The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.	3.1: Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. (3a)		* Creates and implements a daily schedule * Establishes classroom routines, expectations, and procedures.	…and * Provides explicit direction so that learners know what to do and when to do it. * Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior.	...and * Collaborates with learners in establishing, reflecting, and promoting learning outcomes, resulting in self-directed learning experiences.	
	3.2: Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. (3b)		* Promotes a positive and respectful learning climate *Provides Opportunity for student interactions	…and * Collaborates with students to establish a positive learning climate of openness, respectful interactions, support and inquiry. * Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	…and * Supports learners as they reflect on and modify their personal interactions. * Supports learners to create and manage learning teams to meet learning goals.	
	3.3: Uses positive classroom management strategies including the resources of time, space and attention effectively. (3c, 3d)		* Uses differentiated management strategies focusing on individual learners needs. * Gains and maintains student attention through active participation * Adjusts instructional pacing and transition to maintain learner participation and support learning			

Standard	Performance Expectation	Not Effective	Emerging & Minimally Effective	Effective	Highly Effective	List Evidence to Determine Expectation
Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline.	4.1 Bases instruction on accurate content knowledge using multiple representation of concepts and appropriate academic language. (4a, 4c, 4d, 4e, 7c)		* Demonstrates accurate content knowledge in the teaching assignment. * Teaches the accurate language and basic concepts of the content.	…and * Uses multiple representations and explanations of concepts to deepen each learner's understanding. * Models and expects learners to evaluate, create, and think critically about the content. *Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning.	...and * Pursues opportunities to learn new academic language and development in the discipline. * Anticipates possible learner misunderstandings and proactively mitigates concerns.	
Standard 5: Assessment The Teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.	5.1: Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. (5a, 5c, 5d, 8a, 9d)		* Creates and Use data to evaluate the outcomes of teaching. * Monitors learner performance and responds to individual learning needs.	...and * Targets instructional, intervention, and enrichment strategies based on data. * Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs.	..and * Provides multipole assessment options for the learner to demonstrate knowledge and skills. * Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction.	
	5.2: Collects student progress and provides descriptive feedback to student, parent/guardian, and other appropriate stakeholders in a variety of ways (5b, 5e).		* Collects and shares assessment feedback with learners and parents/guardians as required. *Identifies elements of quality work	...and * Uses a variety of effective formats to document and provide feedback on learner progress. * Initiates ongoing, open communication between home and school about learner progress. *Provides timely, descriptive, and specific feedback to individuals and groups.	...and * Provides opportunities for learners to self- assess work and receive peer feedback. * Expects learners to use feedback to improve future progress.	

Standard	Performance Expectation	Not Effective	Emerging & Minimally Effective	Effective	Highly Effective	List Evidence to Determine Expectation
Standard 6: Instructional Planning The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practice, and community context.	6.1 Demonstrates knowledge of the Utah Core Standards and references it in short- and long-term planning. (4b, 6a)		* Aligns daily instruction with Utah Core. * Selects instructional material that support standards.	…and * Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content. * Organizes and adapts learning experiences and materials to align with the Utah Core Standards.	...and * Plans authentic learning experiences. * Evaluates the effectiveness of planning in response to student learning data and making needed adjustments.	
	6.2: Integrates cross-content skills into instruction to purposefully engage learners in applying content knowledge. (6b, 6e)		* Provides opportunity for learners to use knowledge in various ways.	…and * Plans lessons that demonstrate how knowledge and skills transfer to other content areas. * Designs learning experiences that promote the application of knowledge in multiple content areas.	…and * Collaborates with colleagues to establish links between content areas and influence school wide-teaching practices.	
Standard 7: Instructional Strategies The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.	7.1: Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners. (2b, 2e, 6c, 7a, 7b)		* Identifies each learner's diverse strengths and needs. *Uses a number of instructional strategies.	…and * Monitors and adjust instruction in response to developmental, cultural, and linguistic needs of individual and group learners. * Enhances instruction by using a variety of appropriate strategies.	…and * Uses instructional strategies relevant to each learner's developmental, cultural, and linguist background.	

Standard	Performance Expectation	Not Effective	Emerging & Minimally Effective	Effective	Highly Effective	List Evidence to Determine Expectation
Standard 7: Instructional Strategies The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.	7.2: Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (3f, 6d, 7e, 7h)		* Uses instructional strategies that incorporate higher order thinking. * Uses a variety of questioning strategies to involve each learner in appropriately differentiated high-level learning.	…and * Provides learners with explicit instruction to analyze, synthesize, and make decisions. * Provides opportunities for leaners to reflect on their own learning. *Provides opportunities for learners to generate and evaluate new ideas.	…and * Creates complex, open-ended learning opportunities where learners develop inventive solutions to real-world problems.	
	7.3: Supports and expands learner's communication skills through reading, writing, listening, and speaking. (3f, 7d)		* Provides opportunities for learners to practice communication skills.	…and * Teaches content-specific reading, writing, listening, and speaking skills for effective communication. * Provides opportunities for learners to expand communication skills to articulate thoughts and ideas.	…and * Expects each learner to transfer content-specific communication skills to real-world contexts. * Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking.	
	7.4: Uses a variety of available and appropriate technology and/or resources to support learning. (3e, 7f, 7g)		*Uses technology and/or resources to support instruction.	...and *Evaluates and uses various appropriate technologies and/or resources to support content and skill development. *Incorporates appropriate technology and/or resources to extend learner content knowledge and skill development.	...and * Investigates and uses new technologies and/or resources to enhance student participation in learning.	

Standard	Performance Expectation	Not Effective	Emerging & Minimally Effective	Effective	Highly Effective	List Evidence to Determine Expectation
Standard 7: Instructional Strategies The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.	7.5: Develops learners' abilities to find and use information to solve real-world problems. (7f, 7g)		* Exposes learners to multipole sources of information.	…and * Develops each learner's ability to find, understand, and analyze diverse sources of information. * Provides opportunities for learners to evaluate multiple sources of information for quality and accuracy.	…and * Expects learners to critically analyze multipole sources and perspectives to solve real-world problems.	
Standard 8: Reflection and Continuous Growth The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.	8.1: Adapts and improves practice based on reflection and new learning. (8b, 8c, 8d, 8e)		* Applies current professional learning to classroom practice, consistent with its intent. *Acknowledges the impact of bias on own teaching. *Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards.			
Standard 9: Leadership and Collaboration The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.	9.1: Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community. (9a, 9b, 9d, 9e)		* Participates with colleagues and collaborates in decision making. *Accepts responsibility for the success of all learners.			

Standard	Performance Expectation	Not Effective	Emerging & Minimally Effective	Effective	Highly Effective	List Evidence to Determine Expectation
Standard 9: Leadership and Collaboration The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.	9.2: Advocates for the learners, the school, the community, and the profession. (9c)		* Contributes to learner success by responding to learner, family, and community concerns. *Advocates for all learners to be prepared for high school graduation and future schoolwork success. *Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.			
Standard 10: Professional and Ethical Behavior The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.	10.1: Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. (5f, 10a)		* Understands, adheres to, and upholds federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same.			
	10.2: Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development. (10b)		* Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. *Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way. *Maintains integrity and confidentiality in matters concerning student records and collegial consultation. *Maintains accurate instructional and non-instructional records. * Develops appropriate student-teacher relationships as defined in rule, law, and policy. * Maintains professional demeanor and appearance as defined by the Local Education Agency (LEA).			

Additional Notes:

