

SLCSD Crosswalk with the Utah Effective Teaching Standards (UETS)

Excellence and equity: every student, every classroom, every day.

PLAN

Effective educators plan instruction and assessments designed to support students in meeting rigorous learning goals outlined in the Utah Core standards. Through careful planning of relevant and meaningful learning experiences, effective educators address student strengths and challenges while balancing the best instructional strategies with an understanding of individual student needs.

SLCSD Educator Evaluation Standards and Indicators	UETS Indicators
1.1 (a) Creates developmentally and linguistically appropriate and challenging learning experiences.	1a, 2e
P1. Teacher creates appropriate and challenging learning experiences. (1.1a and b)	
P2. Lesson goals are clear and connected throughout the lesson. (1.1a and b)	
1.1 (b) Develops lessons that are accessible and culturally relevant based on individual students' strengths, interest, and needs.	2e
P3. Teacher develops accessible lessons using students' background knowledge and experiences. (1.1a and b)	
6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning	6a, 6b, 4b
P4. Teacher designs instruction to meet or exceed Utah Core Standards. (6.1)	
P5. Teacher knows the content and conveys accurate information and concepts. (6.1)	
6.2 Incorporates disciplinary-specific literacy skills into instruction to purposefully engage learners in interacting with content knowledge.	6b, 6e
P6. Teacher incorporates discipline-specific literacy skills into instruction. (6.2)	
P7. Teacher provides opportunities for students to interact with content and make connections. (6.2)	

TEACH

Effective instructional practice requires educators to communicate clearly the learning goals, content, instructions, and expectations of students. The use of a variety of instructional strategies and learning activities, instructional time and appropriate pacing, higher level questioning and thinking, as well as enthusiasm and interest in the subject(s) being studied maximize student engagement and learning.

SLCSD Educator Evaluation Standards and Indicators	UETS Indicators
4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language.	4a, 4c, 4d, 4e
T1. Teacher uses multiple ways to represent and explain key ideas. (4.1)	
T2. Teacher supports students in learning and using accurate academic language. (4.1)	
7.1 Practices a range of developmentally and culturally appropriate instructional strategies that engage and meet the needs of individuals and groups of learners.	2b, 2e, 6c, 7a, 7b
T3. Teacher uses varied instructional strategies and learning activities. (7.1)	
T4. Students are involved in learning throughout the entire instructional period. (7.1)	
T5. Reluctant learners are encouraged to participate in the lesson through multiple methods. (7.1)	
7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.	6d, 7e, 7f, 7h
T6. Teacher poses questions or provides lesson activities that require students to cite evidence to support their thinking. (7.2)	
T7. Teacher uses a variety of question types to support student understanding. (7.2)	
7.3 Supports and expands English language development and communication skills through, reading, writing, listening, and speaking.	3f, 6e, 7d
T8. Teacher provides opportunities for speaking, listening, reading, and writing. (7.3)	
T9. Teacher provides explicit support for English learners. (7.3)	
7.4 Uses a variety of available and appropriate technology and resources to support learning.	3e, 7g
T10. Students use a variety of appropriate resources and tools, which may include technology, to support learning. (7.4)	
T11. Instructional time is organized and managed to support the goals of the lesson. (7.4)	
7.5 Develops students' abilities to find and use information to solve real-world problems.	7g, 7f,
T12. Students have opportunities to engage in higher-level thinking including posing questions, solving authentic problems, and critically analyzing information. (7.5)	

MONITOR

Effective educators use a variety of both formal and informal assessment methods to drive instructional adjustments while providing opportunities for all students to demonstrate understanding. The educator provides students with specific, timely, ongoing formative feedback to inform students of progress and provides opportunities for students to set personal goals and self-assess progress.

SLCSD Educator Evaluation Standards and Indicators	UETS Indicators
2.1 Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity, while holding high expectations for all.	2a, 2b, 2c, 2d, 7c
M1. Students receive specific and immediate feedback. (2.1)	
M2. Student misconceptions are addressed during instruction. (2.1)	
5.1 Uses both formative and summative data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction.	5a, 5c, 5d, 7c, 8a
M3. Students have opportunities to demonstrate understanding in different ways, based upon their learning needs. (5.1)	
M4. Teacher frequently checks for understanding to guide immediate adjustments during the lesson. (5.1)	
M5. Teacher adjusts pacing and lesson content to meet student learning needs. (5.1)	
5.2 Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways.	5e
M6. Students have opportunities to monitor and reflect upon their own progress. (5.2)	

CLIMATE

A safe and productive learning environment is created through consistent classroom organization, procedures, and behavior management. It is a place in which educators and students are positive and respectful of one another, and where educators demonstrate caring and understanding of individual learning differences while maintaining high expectations.

SLCSD Educator Evaluation Standards and Indicators	UETS Indicators
3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	3a
C1. Teacher establishes a positive climate of respect, support, and learning. (3.1)	
C2. Students know what they are supposed to do and when to do it. (3.1)	

3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	3b
C3. Positive interactions among teacher and students promotes academic risk-taking. (3.2)	
3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention effectively.	3c, 3d
C4 The classroom is inviting and organized for learning. (3.3)	
C5. Behavioral expectations are clear and consistently applied. (3.3)	
C6. Effective routines and procedures maximize learning. (3.3)	

INVEST

Effective educators engage in self-reflection and professional learning for continuous growth and expertise in content and pedagogy. These educators cultivate productive and collaborative relationships with staff, students, parents, administrators, and community by contributing to and proactively engaging in problem solving approaches to challenges and changes within the profession and with the larger community.

SLCSD Educator Evaluation Standards and Indicators	UETS Indicators
1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development.	1b
8.1 Adapts and improves practice based on reflection and new learning.	8b, 8c, 8d, 8e
8.2 Engages in learning experiences to enhance self and support others.	8b, 9b
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
9.2 Advocates for the learners, the school, the community, and the profession.	9c
10.1 Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.	10a, 5f
10.2 Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development.	10b