

Utah Teaching Observation Tool Performance Expectation Ratings		Level 1	Level 2/3		
		Emerging Effective	Minimally Effective	Effective	Highly Effective
<b>Standard 1: Learner Development</b>					
1.1. Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs. (1a, 2e)					
1.2. Collaborates with families, colleagues, and other professionals to promote student growth and development. (1b)					
<b>Standard 2: Learning Differences</b>					
2.1. Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all. (2a, 2b, 2c, 2d)					
<b>Standard 3: Learning Environments</b>					
3.1. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. (3a)					
3.2. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. (3b)					
3.3. Utilizes positive classroom management strategies including the resources of time, space, and attention effectively. (3c, 3d)					
<b>Standard 4: Content Knowledge</b>					
4.1. Bases instruction on accurate content knowledge using multiple representations of concepts. (4a, 4c, 4d, 7c)					
4.2. Supports students in learning and using academic language accurately and meaningfully. (4e)					
<b>Standard 5: Assessment</b>					
5.1. Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. (5a, 5c, 5d, 8a)					
5.2. Engages students in understanding and identifying the elements of quality work. (5b)					
5.3. Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways. (5e)					
<b>Standard 6: Instructional Planning</b>					
6.1. Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning. (4b, 6a)					
6.2. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. (6b, 6e)					
<b>Standard 7: Instructional Strategies</b>					
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)					
7.2. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. (3f, 6d, 7e)					
7.3. Supports and expands each learner's communication skills through reading, writing, listening, and speaking. (3f, 7d)					
7.4. Uses a variety of effective technology and resources to support learning. (3e, 7f, 7g)					
7.5. Develops learners' abilities to find and use information to solve real-world problems. (7g, 7f)					
7.6. Uses a variety of questioning strategies to promote engagement and learning. (7h)					
<b>Standard 8: Reflection and Continuous Growth</b>					
8.1. Adapts and improves practice based on reflection and new learning. (8b, 8c, 8d, 8e)					
<b>Standard 9: Leadership and Collaboration</b>					
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)					
<b>Summary Rating:</b>					
<b>Comments:</b>					
<b>Recommended actions for improvement:</b>					
<b>Evidence or documentation that supports rating:</b>					

<b>Standard 10: Professional and Ethical Behavior</b>	<b>No</b>	<b>Yes</b>
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)		
10.2. Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development. (10b)		
<b>Comments:</b>		
<b>Recommended actions for improvement:</b>		
<b>Evidence or documentation that supports rating:</b>		