2025 GENERAL TEACHER PREPARATION COMPETENCIES GUIDEBOOK

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GENERAL TEACHER PREPARATION COMPETENCIES GUIDEBOOK

Utah State Board of Education | Teaching and Learning

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Introduction

PURPOSE

This guide serves as a resource to assist teacher preparation programs in identifying elements of effective teacher preparation as they apply to the General Teacher Preparation Competencies. The document describes each competency and provides examples of how each competency can be measured.

USING THIS DOCUMENT

The Educator Preparation Competencies follow the five standard domains from the Utah Effective Teaching Standards: Learners and Learning, Instructional Design Clarity, Instructional Practice, Classroom Climate, and Professional Responsibility. While the UETS define the standards and expectations for professionally licensed, experienced teachers, the General Teacher Preparation competencies define the knowledge, skills, and dispositions teacher candidates must demonstrate before they receive their professional teaching license. The General Teacher Preparation competencies were developed and designed to align to the UETS. For the purposes of this guidebook the competencies are divided into the demonstration competencies, and the basic knowledge or application competencies.

IMPORTANT NOTE

The examples presented in this guidebook should be used to guide teacher preparation programs to identify examples of effective teaching they find in their unique settings. This guide is meant to assist educators and leaders in understanding what competency can and should look like in educational practice to benefit Utah's students.


DEMONSTRATION COMPETENCIES
Teacher candidates demonstrate competency in a classroom setting with children. Candidates are expected to demonstrate these competencies during their clinical experiences.

DEMONSTRATION COMPETENCIES: LEARNERS AND LEARNING

LL1 Competency	Participate in meetings with student's parents/guardians (e.g., IEP, 504, behavior, attendance, parent-teacher conferences) to help assess and plan needed student support.

- **Why this is important for a teacher candidate:**
  - To deepen collaborative participation with parents and families.
  - Show an ability to understand and communicate specific support for students.
- **What you may observe a teacher candidate doing:**
  - Participate in a meeting with parents and analyze the information discussed during the meeting to make a plan to support student learning.
  - Recognize barriers to student learning and provide parent(s) with at least one recommendation to address an identified need.
    - Minimum—candidate will have contact with a parent or guardian for the purpose of assessing and planning needed student support.
- **What a teacher candidate may tell you about the competency:** Explain how the meeting went with the parent and give examples of needed student resources and support.
- **Evidence Examples:**
  - *Reflection:* Participate in parent-teacher conferences
  - *Artifact:* Call log with notes
  - *Artifact:* Student teachers, in collaboration with a co-teacher or mentor teacher, compose an email to a parent that will be sent to a parent. Participates in additional communication as needed.
  - *Reflection:* Communicate with parents or guardians via email, phone, video conference, or in person, about a student's needs.
  - *Resource*: Parent Engagement Strategies
- **UETS:** Standard 1: Learners and Learning, Element 1—Personalizing Learning
  POFYT: Skills: Communication, collaboration, and collective efficacy
  HQI: Step 6: Adapt Instruction
- **Evidence-Based Practices:**
  Teacher Clarity
  Effort Management
  Response to Intervention
  Mastery Learning
  Teacher-Student Relationships
  Teachers Not Labeling Students
  Teacher Expectations

DEMONSTRATION COMPETENCIES: LEARNERS AND LEARNING

LL5 Competency	Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.

- **Why this is important for a teacher candidate:**
  - To help reduce negative behaviors and increase instructional time.
  - This can create opportunities for meaningful academic learning and foster social and emotional growth.
- **What you may observe a teacher candidate doing:**
  - Observe the teacher implementing a classroom management system (e.g., token economies, positive reinforcement, contingency plans).
  - Understand the level of response a teacher gives based on the student's actions.
  - Observe what the teacher has posted around the room and how they refer to the plan regularly throughout the day—observe whether they are following the plan in effective ways.
- **What you may observe a student doing:**
  - Demonstrate expected behaviors.
  - Can articulate classroom expectations for behavior.
- **What a teacher may tell you about the competency:**
  - Explain the system in place and the actions taken by teachers and expected responses from students.
  - Can articulate positive interventions they have used or are using.
  - Reflect on the outcomes of actions taken and student responses.
- **What a student may be able to tell you about the competency:**
  - Explain the system in place and the actions taken by teachers and the expected responses from students (e.g., name the rules).
  - Can explain the outcomes of their actions and plans for future behavior.
- **Evidence Examples:**
  - *Artifact/Observation:* Tiered systems for responding to behaviors
  - *Artifact:* Rule or Expectations
  - *Reflection:* Consequences
  - *Reflection:* Classroom Community Meetings
  - *Artifact:* Classroom Management Plan

DEMONSTRATION COMPETENCIES: LEARNERS AND LEARNING

LL5 Competency	Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.

- **UETS:** Standard 1: Learners & Learning, Element 4—Fostering Student Self-Awareness
  POFYT: Communication, collaboration, and collective efficacy
  PCBL: Learner Agency
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**
  Teacher Credibility
  Effort Management
  Teachers Not Labeling Students
  Teacher Expectations
  Feedback via Technology
  Positive Peer Influence
  Clear Learning Intentions

DEMONSTRATION COMPETENCIES: LEARNERS AND LEARNING

LL7 Competency	Provide formative and timely feedback to guide students in self-assessment of learning.

- **Why this is important for a teacher:**
  Feedback can engage students to capitalize on their unique strengths and build areas of development that need additional support.
- **What you may observe a teacher doing:**
  - Plan formative assessments throughout the lesson and provide feedback to students.
  - Show student work samples with feedback to students; reflect on or evaluates the impact of feedback on student growth and/or learning.
  - Structure self-assessment and/or goal setting with students.
  - Adapt the lesson, within the context of a lesson, based upon student progress.
- **What you may observe a student doing:**
  - Work specifically on learning and making progress on specific skills or learning objectives.
  - Respond to feedback from a teacher or peer to make progress.
- **What a teacher may tell you about the competency**
  Articulate what is being assessed formatively and how they are keeping track of students' progress.
- **What a student may be able to tell you about the competency:**
  Articulate where they are and what they are working on to make progress in different areas of learning.
- **Evidence Examples:**
  - *Reflection:* Reflect on whether students met learning goals, and how feedback was supportive of that goal (if met) or what could be done differently to further support students (if not met)
  - *Observation/Artifact*: documentation coupled with a lesson plan that shows components built in
  - *Artifact:* Students tracking their own progress or goals
- **UETS:** Standard 1: Learners and Learning, Element 4—Fostering Student Self-Awareness
  POFYT: Customized Supports

DEMONSTRATION COMPETENCIES: LEARNERS AND LEARNING

LL7 Competency	Provide formative and timely feedback to guide students in self-assessment of learning.

PCBL: Demonstrated Competency and Assessment
HQI: Step 5: Data and Reflection

- **Evidence-Based Practices:**

Teacher Credibility
Transfer Strategies
Teacher Clarity
Classroom Discussion
Teacher Expectations
Effort Management
Formative Assessment Process
Response to Intervention
Self-Directed Learning
Feedback via Technology

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC1 Competency Demonstrate an understanding of Utah Core Standards.

- **Why this is important for a teacher:**
  - Increase the ability to make content more accessible and comprehensible for learners.
  - Indicate a clear pathway to student mastery through learning intentions and success criteria.
- **What you may observe a teacher doing:**
  - Design and teach lessons and instructional activities that are clearly and consistently linked to content standards.
  - Collaborate with colleagues within the same grade or content area to develop lesson plans that align to Utah Core Standards—relevant and meaningful learning intentions and success criteria.
- **What you may observe a student doing:**
  Demonstrate content learning based on learning intentions and success criteria.
- **What a teacher may tell you about the competency:**
  - Articulate how the lesson(s) align with Utah Core Standards.
  - Articulate why the alignment to the standards is important for students to know and be able to do.
  - Identify how the learning connects to additional standards or content areas.
- **What a student may be able to tell you about the competency:**
  - Articulate what they learned in a lesson.
  - Identify why they learned the content in the lesson.
  - Explain how they can use what they learned in future lessons.
- **Evidence Examples:**
  - *Artifact*: Curriculum maps
  - *Artifact:* Learning Progression Map
  - *Artifact/Observation*: Learning Outcomes or Success Criteria
- **UETS:** Standard 2: Instructional Design Clarity, Element 1—Content
  POFYT: Content Knowledge
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 3: Instruction

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC1 Competency	Demonstrate an understanding of Utah Core Standards.

- **Evidence-Based Practices:**

Teacher Clarity
Flipped Classroom
Problem-Solving Teaching
Metacognition
Appropriately Challenging Goals
Deliberate
Practice
Explicit Instruction

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC3 Competency	Design learning experiences aligned to learning intentions and success criteria.

- **Why this is important for a teacher:**
  To deepen knowledge and minimize challenges for students to achieve deeper learning.
- **What you may observe a teacher doing:**
  - Present a lesson plan that connects learning experiences with teacher-developed or designed learning intentions and success criteria.
  - Explicitly communicate learning intention, purpose, and success criteria to students.
- **What you may observe a student doing:**
  - Engage in a lesson that connects learning experiences with learning intentions and success criteria.
  - Show proficiency in the standard or learning intention being presented.
- **What a teacher may tell you about the competency**
  - Can identify the learning intention and success criteria and how it aligns to the learning activity.
  - Explain what it looks like when a student is proficient in that learning intention.
- **What a student may be able to tell you about the competency:**
  - Identify the learning intention.
  - Identify the success criteria.
- **Evidence Examples**
  - *Artifact*: Student exit tickets or assessment
  - *Artifact/Observation*: Lesson plan with observation notes or video
  - *Artifact:* Student work samples
  - *Observation*: The teacher communicates the learning intention of the lesson, and all observed learning activities align to or point back to the learning intention.
- **UETS:** Standard 2: Instructional Design Clarity, Element 2—Learning Progression
  POFYT: Lesson Design and Delivery
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 2: Planning Instruction

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC3 Competency	Design learning experiences aligned to learning intentions and success criteria.

- **Evidence-Based Practices:**

Constructivist Teaching
Goals Teacher Clarity
Response to Intervention
Self-Verbalization/Self-Questioning
Flipped Classroom
Inquiry-Based Teaching
withUDL Focus
Assessment Process
Appropriately Challenging
Explicit Instruction
Metacognition
Success Criteria
Clear Learning Intentions
Differentiation with
Formative

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC6 Competency	Allow students multiple opportunities and means for demonstration of competency.

- **Why this is important for a teacher:**
  Assessment flexibility supports learners' growth and mastery of curriculum and instruction.
- **What you may observe a teacher doing:**
  - Present choices of assessments that display competency in the learning intention.
  - Offer examples of multiple ways students can show competency.
  - Offer larger time frames for displaying competency and retake assessments until proficient.
- **What you may observe a student doing:**
  - Complete or engage in various assessments to display competency.
  - Retake or relearns learning intention until they display competency. (Multiple attempts to show mastery).
- **What a teacher may tell you about the competency:**
  Explain or show the multiple methods a student can complete to explain or show competency.
- **What a student may be able to tell you about the competency:**
  - Explain what method they used and why they decided to choose that method to explain or display competency.
  - Explain how many times they took or retook the assessments and how they improved.
- **Evidence Examples:**
  - *Artifact*: Student work samples or assessments
  - *Artifact/Reflection*: Assessment design plans
  - *Reflection*: Explain how success criteria are structured to ensure equivalent demonstration of competency regardless of the method selected.
- **UETS:** Standard 2: Instructional Design Clarity, Element 4—Engagement
  POFYT: Assessment
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 4: Assessments

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC6 Competency	Allow students multiple opportunities and means for demonstration of competency.

- **Evidence-Based Practices:**

Self-Reported Grades
Classroom Discussion
Effort Management
Curiosity
Response to Intervention
Appropriately Challenging Goals
Scaffolding
Enrichment Programs
Interleaved Practice

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP3 Competency	Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.

- **Why this is important for a teacher:**
  To appropriately analyze data, adapt, and/or modify instructional practice based on data findings.
- **What you may observe a teacher doing:**
  - Reteach lessons that data showed students did not master.
  - Reform small groups and instruction based on student outcome data.
- **What you may observe a student doing:**
  - Is involved in a small group and is retaught a lesson that they did not master.
  - Monitor for improvement on items they did not master.
  - Complete additional practice work related to the standard that they did not master.
- **What a teacher may tell you about the competency:**
  - Show the assessment data and discuss how they responded.
  - Show the assessment retakes that show the student's growth or improvement.
- **What a student may be able to tell you about the competency:**
  - Discuss why they are relearning and taking assessments again.
  - Know the learning intention and what they are trying to achieve.
- **Evidence Examples:**
  - *Artifact:* Student assessment data
  - *Artifact/Reflection*: Response and new groups created, and retakes based on assessment data
  - *Artifact/Reflection*: Teachers/students charting their own growth or learning
- **UETS:** Standard 3: Instructional Practice, Element 2—Assessment Practices
  POFYT: Assessment
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 4: Assessments
- **Evidence-Based Practices:**
  Teacher Clarity
  Formative Assessment Process
  Response to Intervention
  Explicit Instruction

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP4 Competency	Employ a variety of assessments that allow all students to demonstrate learning.

- **Why this is important for a teacher:**
  Assessment flexibility supports learners' growth and mastery of curriculum and instruction.
- **What you may observe a teacher doing:**
  - Design or employ effective assessments that allow students to demonstrate competency and/or learning.
  - Adapt assessments to fit individual students needs to demonstrate competency.
- **What you may observe a student doing:**
  Engage in a variety of assessments and opportunities to demonstrate competency.
- **What a teacher may tell you about the competency:**
  Discuss what assessments are given to different students and why.
- **What a student may be able to tell you about the competency:**
  Explain and/or discuss why they are taking or retaking the assessment.
- **Evidence Examples:**
  - *Artifact*: Result of various assessments
  - *Artifact/Reflection*: Teacher/student charting their own growth or learning
- **UETS:** Standard 3: Instructional Practice, Element 2—Assessment Practices
  POFYT: Assessment
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 4: Assessments
- **Evidence-Based Practices:**
  Effort Management
  Curiosity
  Prior Ability and Achievement
  Formative Assessment Process
  Self-Directed Learning
  Appropriately Challenging Goals
  Response to Intervention
  Self-Verbalization/Self-Questioning

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP5 Competency	Provide feedback to students and parents that supports learning and growth.

- **Why this is important for a teacher:**
  Use feedback to better evaluate the effectiveness of strategies on learner needs.
- **What you may observe a teacher doing:**
  - Give feedback to parents or guardians through formal and informal means (e.g., parent-teacher conferences, emails, phone calls, etc.).
  - Support students through feedback to improve outcomes.
  - Provide feedback to improve student learning and growth.
- **What a teacher may tell you about the competency:**
  Provide specific, timely, detailed feedback focused on identified elements of quality work.
- **What a student may be able to tell you about the competency:**
  Articulate how they are progressing through learning objectives and success criteria.
- **Evidence Examples:**
  - *Observation:* Verbal feedback to students on behavior and academic work
  - *Artifact:* Written feedback on student work documents
  - *Artifact:* Typed comments or notes in Canvas assignments
  - *Artifact:* Feedback provided on performance criteria or success criteria
  - *Support*: Need to make sure we are maintaining an awareness of student backgrounds (e.g., language, culture, ability) and don't lose sight of the importance of this in feedback.
  - *Support*: Need to consider how parents or guardians may be involved with feedback.
- **UETS:** Standard 3: Instructional Practice, Element 2—Assessment Practices
  POFYT: Communication, collaboration, and collective efficacy
  PCBL: Social/Emotional Learning
  HQI: Step 5: Data and Reflection

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP5 Competency	Provide feedback to students and parents that supports learning and growth.

- **Evidence-Based Practices:**

Self-Reported Grades
Teacher Clarity
Classroom Discussion
Teachers Not Labeling Students
Flipped Classroom
Emotional Intelligence
Effort Management
Response to Intervention
Teacher-StudentRelationships
Teacher Expectations
Feedback via Technology

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP7 Competency	Encourage students to think, engage and access content in creative ways.

- **Why this is important for a teacher:**
  Promote and expand learners' self-directed learning skills and higher-order thinking.
- **What you may observe a teacher doing:**
  - Scaffold student thinking processes towards a desired product.
  - Offer students multiple means to demonstrate learning.
  - Develop lesson plans for the whole class to demonstrate instruction, including the use of technology, to facilitate student learning.
- **What you may observe a student doing:**
  - Participate in a variety of learning activities.
  - Seek their own sources and resources to engage in academic content or work.
  - Engage in higher-order thinking through implementation, autonomy, and choice.
- **What a teacher may tell you about the competency:**
  Prepare and execute a lesson that includes a variety of instructional strategies and learning activities.
- **What a student may be able to tell you about the competency:**
  Explain how their learning is demonstrated in their work.
- **Evidence Examples:**
  - *Artifact*: Lesson plan includes ideas for teaching strategies and student learning activities.
  - *Observation*: Students are actively engaged in learning activities.
  - *Artifact:* Students work samples from learning experiences of this nature
- **UETS:** Standard 3: Instructional Practice, Element 4—Innovation and Technology
  POFYT: Customized Supports
  PCBL: Learner Agency
  HQI: Step 3: Instruction

DEMONSTRATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP7 Competency	Encourage students to think, engage and access content in creative ways.

- **Evidence-Based Practices:**

Teacher Credibility
Constructivist Teaching
Flipped Classroom
Effort Management
Transfer Strategies
Enrichment Programs
Practice Engagement
Curiosity
Problem-Solving Teaching
Inquiry-Based Teaching
Self-Verbalization/Self-Questioning
Metacognition
Interleaved

DEMONSTRATION COMPETENCIES: CLASSROOM CLIMATE

CC1 Competency	Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices.

- **Why this is important for a teacher:**
  - Create an environment that builds relationships.
  - Promote a learning climate that is sensitive to multiple experiences and back- grounds, including trauma-informed and restorative practices.
  - To promote safety and support students.
- **What you may observe a teacher doing:**
  - Develop and manage the learning environment that actively engages students.
  - Employ a variety of methods to foster meaningful collaboration.
- **What you may observe a student doing:**
  Interact with others in a respectful, collaborative manner.
- **What a teacher may tell you about the competency:**
  Articulate critical components of the Learning Environments and why they are important.
- **Evidence Examples:**
  - *Support*: Trauma-informed practice (USBE training as evidence)
  - *Artifact*: Classroom management strategies and plans

- **UETS:** Standard 4: Classroom Climate, Element 1—Respectful Learning Environment
  POFYT: Communication, Collaboration, and Collective Efficacy
  PCBL: Customized Supports
  HQI: Step 1: Goals and Outcome
- **Evidence-Based Practices:**

Teacher Credibility	Teachers Not Labeling
Students	Prior Ability and Achievement
Emotional Intelligence	Teacher-Student Relationships
Strong Classroom Cohesion	Belonging

DEMONSTRATION COMPETENCIES: CLASSROOM CLIMATE

CC7 Competency	Model and maintain routines and procedures to encourage a predictable and functional classroom.

- **Why this is important for a teacher:**
  Consistent routines and procedures help students know what they are supposed to do and how they are supposed to do it.
- **What you may observe a teacher doing:**
  Set and reinforce procedures and routines.
- **What you may observe a student doing:**
  Follow the procedures and routines.
- **What a teacher may tell you about the competency:**
  Site specific procedures and routines that are used in the classroom and why they are important.
- **What a student may be able to tell you about the competency:**
  Articulate what the procedures and routines are and how to do them.
- **Evidence Examples:**
  - *Artifact:* Procedure or routine poster
  - *Observation:* How students perform a procedure or routine and how the teacher reinforced these
- **UETS:** Standard 4: Classroom Climate, Element 3—Classroom Organization
  POFYT: Customized Supports
  PCBL: Customized Supports
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**
  Strong Classroom Cohesion
  Belonging
  Teacher Expectations
  Emotional Intelligence

DEMONSTRATION COMPETENCIES: PROFESSIONAL RESPONSIBILITY

PR4 Competency	Engages in reflective practices that support professional, instructional, and schoolwide improvement.

- **Why this is important for a teacher:**
  Reflect on and find ways to improve teaching practices.
- **What you may observe a teacher doing:**
  - Participate in professional learning opportunities.
  - Participate with colleagues in professional learning communities.
- **What a teacher may tell you about the competency:**
  - Explain areas of needed professional development.
  - Reflect on instructional practice highs and lows.
- **Evidence Examples:**
  - *Observation:* Encourages and welcomes feedback on teaching practices to improve student learning.
  - *Reflection*: Participates in professional learning opportunities.
- **UETS:** Standard 5: Professional Responsibility, Element 2—Continuous Professional Learning
  POFYT: Legal Responsibility
  PCBL: Culture of Learning
  HQI: Step 5: Data and Reflection
- **Evidence-Based Practices:**
  Collective Teacher Efficacy
  Teacher Clarity
  Teachers Not Labeling Students

DEMONSTRATION COMPETENCIES: PROFESSIONAL RESPONSIBILITY

PR5 Competency	Use effective communication with students, parents, families, and colleagues about student learning.

- **Why this is important for a teacher:**
  To foster an environment of respect and collaboration with key stakeholders to improve student outcomes.
- **What you may observe a teacher doing:**
  - Provide frequent and ongoing written and verbal communication to students and parents.
  - Encourage open communication and discourse.
- **What you may observe a student doing:**
  - Participate in class discussions.
  - Communicate needs or misunderstandings.
- **What a teacher may tell you about the competency:**
  - Explain how communication improves student outcomes.
  - Discuss strategies to communicate effectively with students, parents, and colleagues.
- **What a student may be able to tell you about the competency:**
  Explain procedure to contribute to class discussions.
- **Evidence Examples:**
  - *Observation:* Positive communication between teacher and student
  - *Artifact:* Regular communication with parents (e.g., parent newsletter, emails)
- **UETS:** Standard 5: Professional Responsibility, Element 3—Communication
  POFYT: Communication, Collaboration, and Collective Efficacy
  PCBL: Culture of Learning
- **Evidence-Based Practices:**
  Classroom Discussion
  Feedback via Technology
  Teacher-Student Relationships
  Emotional Intelligence
  Teachers Not Labeling Students
  Belonging
  Teacher Expectations

DEMONSTRATION COMPETENCIES: PROFESSIONAL RESPONSIBILITY

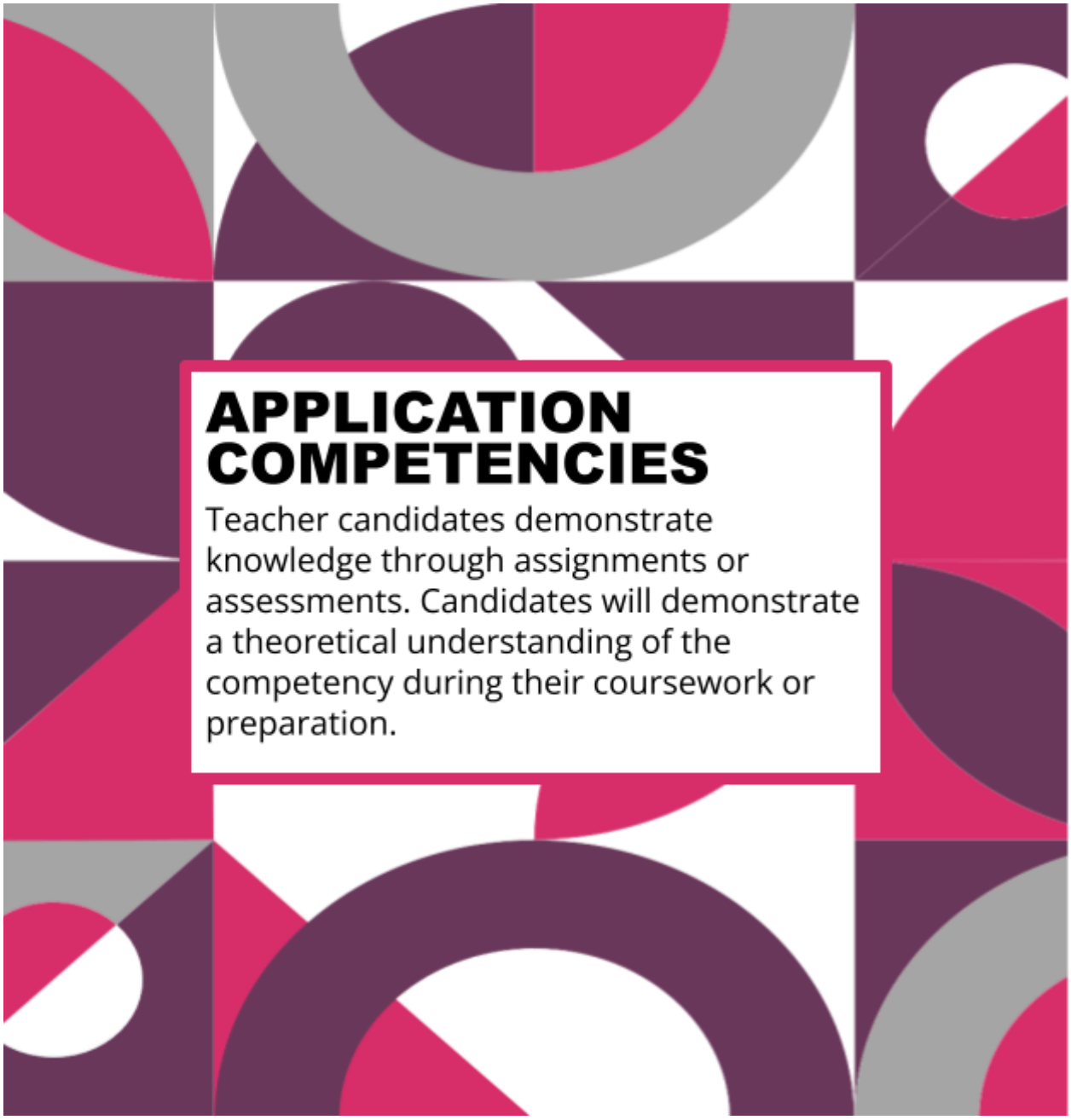
PR6 Competency	Exhibit professional and ethical conduct in accordance with school, district, and state policy.

- **Why this is important for a teacher:**
  Understand and follow state and local policies and laws.
- **What you may observe a teacher doing:**
  - Ensure conduct is in accordance with school, district, and state policy.
  - Maintain a professional appearance and demeanor.
- **What a teacher may tell you about the competency:**
  Explain what local and state policies are regarding professional and ethical conduct.
- **Evidence Examples:**
  Observation: Follows school expectations regarding professional standards (i.e. dress code, be present during contract hours, etc).
- **UETS:** Standard 5: Professional Responsibility, Element 4—Professional and Ethical Conduct
  POFYT: Legal Responsibility
  PCBL: Culture of Learning

DEMONSTRATION COMPETENCIES: PROFESSIONAL RESPONSIBILITY

PR7 Competency	Secure student data and respect confidentiality related to student data.

- **Why this is important for a teacher:**
  Develop appropriate teacher-student relationships, and protect student information and confidentiality.
- **What you may observe a teacher doing:**
  - Discuss student data and information in appropriate settings with qualified colleagues and/or parents.
  - Secure personal student files on the computer and in the classroom.
- **What a teacher may tell you about the competency:**
  Explain what student data includes and when it is appropriate to share.
- **Evidence Examples:**
  Reflection: What is considered student data and strategies to keep the data secure?
- **UETS**: Standard 5: Professional Responsibility, Element 4—Professional and Ethical Conduct
  POFYT: Legal Responsibility
- **Evidence-Based Practices:**
  Teachers Not Labeling Students


APPLICATION COMPETENCIES
Teacher candidates demonstrate knowledge through assignments or assessments. Candidates will demonstrate a theoretical understanding of the competency during their coursework or preparation.

APPLICATION COMPETENCIES: LEARNERS AND LEARNING

LL2 Competency	Design learning that builds on the learner's background knowledge and supports students' needs.

- **Purpose:**
  Develop a deep understanding of the type of support that will benefit all students.
- **Essential knowledge and skills to help implement the competency:**
  - Understand how to use assessments to differentiate instruction in lesson plans to meet specific students' needs.
  - Understand lesson components and how to plan for instruction.
- **Supports:**
  Use existing student data, curriculum, and personal background assessments to determine student's prior knowledge and needs.
- **UETS:** Standard 1: Learners and Learning, Element 1—Personalizing Learning
  POFYT: Communication, Collaboration, and Collective Efficacy
  PCBL: Learner Agency
  HQI: Step 2: Planning Instruction
- **Evidence-Based Practices:**
  Self-Reported Grades
  Constructivist Teaching
  Teacher Clarity
  Transfer Strategies
  Appropriately Challenging Goals
  Metacognition
  Small Group Learning
  Prior Ability and Achievement
  Response to Intervention
  Mastery Learning
  Problem-Solving Teaching
  Explicit Instruction
  Differentiation with UDL Focus

APPLICATION COMPETENCIES: LEARNERS AND LEARNING

LL3 Competency	Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.

- **Purpose:**
  Develop positive interactions to facilitate better understanding and learning.
- **Essential knowledge and skills to help implement the competency:**
  - Realize the potential of each child.
  - Recognize the value of positive approaches to foster classroom culture.
  - Understand elements of effective communication.
  - Engage in positive relationship building with students.
  - Know how to differentiate levels of support needed to create a positive environment.
  - Implement a Positive Behavioral Intervention Support system (behavioral intervention).
- **Supports:**
  Provide teachers with examples of positive behavior intervention support systems. Model positive relationships.
- **UETS:** Standard 1: Learners and Learning, Element 2—Building relationships
  POFYT: Learning Environments
  PCBL: Customized Supports
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**

Teacher Credibility
Teacher Clarity
Classroom Discussion
Effort Management
Curiosity
Positive Peer Influence
Belonging
Strong Classroom Cohesion
Teacher-Student Relationships
Teacher Expectations
Feedback via Technology
Cooperative Learning
Emotional Intelligence
Peer Assessment

APPLICATION COMPETENCIES: LEARNERS AND LEARNING

LL4 Competency Identify adaptations made to instruction to benefit learners of varied backgrounds.

- **Purpose:**
  Anticipate and minimize challenges to student learning.
- **Essential knowledge and skills to help implement the competency:**
  - Understand when to provide opportunities to respond.
  - Recognize effective assessment tailored to learner needs.
  - Know instructional strategies for varied learners.
  - Understand the components of scaffolds and when they are used and removed.
  - Realize the diverse needs of learners across multiple dimensions of the learner.
- **Supports:**
  Demonstrate when to use scaffolding based upon learner needs.
- **UETS:** Standard 1: Learners and Learning, Element 3—Respecting Learner's Background and Perspective
  POFYT: MTSS
  PCBL: Customized Supports
  HQI: Step 6: Adapt Instruction
- **Evidence-Based Practices:**
  Constructivist Teaching
  Teacher Clarity
  Response to Intervention
  Flipped Classroom
  Feedback via Technology
  Metacognition
  Differentiation with UDL Focus
  Self-Verbalization/Self-Questioning
  Problem-Solving Teaching
  Teachers Not Labeling Students
  Mastery Learning
  Engagement
  Inquiry-Based Teaching
  Scaffolding
  Small Group Learning

APPLICATION COMPETENCIES: LEARNERS AND LEARNING

LL8 Competency	Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.

- **Purpose:**
  Make learning meaningful and relevant for students.
- **Essential knowledge and skills to help implement the competency:**
  - Provide student choice in learning activities where possible.
  - Understand how the curriculum connects to real-world applications (i.e. careers, life skills).
  - Include project-based learning opportunities.
  - Allow students to generate a personalized learning goal within a provided structure.
- **Supports:**
  - Support teachers to realize the realities of classroom settings in terms of time, space, and schedules.
  - Model applying real-world connections and authentic learning experiences.
- **UETS:** Standard 1: Learners & Learning, Element 4—Fostering Student Self-Awareness
  POFYT: Customized Supports
  PCBL: Culture of Learning
  HQI: Step 2: Planning Instruction
- **Evidence-Based Practices**

Constructivist Teaching	Mastery Learning
Effort Management	Self-Directed Learning
Transfer Strategies	Teacher-Student Relationships
Curiosity	Problem-Solving Teaching
Flipped Classroom	Metacognition
Enrichment Programs	Interleaved Practice

APPLICATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC2 Competency	Create learning intentions and success criteria that are aligned to Utah Core Standards.

- **Purpose:**
  Ensure foundational knowledge of Utah Core Standards and how to align to them.
- **Essential knowledge and skills to help implement the competency:**
  - Understand goals and objectives.
  - Realize the relationship between concepts in the standards.
  - Connect Utah Core Standards with student learning goals.
  - Explain what it looks and/or sounds like if a student meets a goal.
- **Supports;**
  - Ensure teachers can find where the Core Standards are and how to unpack them.
  - Model learning intentions and success criteria aligned to Utah Core Standards.
- **UETS:** Standard 2: Instructional Design Clarity, Element 1—Content
  POFYT: Lesson Design and Delivery
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 2: Planning Instruction
- **Evidence-Based Practices:**

Teacher Clarity
Response to Intervention
Mastery Learning
Success Criteria
Feedback via Technology
Small Group Learning
Problem-Solving Teaching
Teachers Not Labeling Students
Appropriately Challenging Goals
Explicit Instruction
Metacognition
Clear Learning Intentions

APPLICATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC4 Competency	Plan learning progressions that build upon students' previous learning and support current learning intentions.

- **Purpose:**
  Use past learning to support new learning.
- **Essential knowledge and skills to help implement the competency:**
  - See the relationship between concepts.
  - Understand the constituent parts of concepts.
  - Understand delivery elements within lessons and how lessons connect.
- **Supports:**
  Model how lessons build upon each other to reach final goals and objectives.
- **UETS:** Standard 2: Instructional Design Clarity, Element 2—Learning Progression
  POFYT: Lesson Design and Delivery
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 2: Planning Instruction
- **Evidence-Based Practices:**
  Constructivist Teaching
  Teacher Clarity
  Classroom Discussion
  Transfer Strategies
  Prior Ability and Achievement
  Clear Learning Intentions
  Response to Intervention
  Problem-Solving Teaching
  Inquiry-Based Teaching
  Metacognition
  Small Group Learning

APPLICATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC5 Competency	Provide opportunities for students to track, reflect on, and set goals for their learning.

- **Purpose:**
  Make content more comprehensible for learners and build higher-order thinking skills.
- **Essential knowledge and skills needed to implement the competency:**
  - Understand how to progress-monitor and collect baseline data to compare student progress.
  - Understand strategies or tools that students can use to track, reflect on, and set goals for learning, such as SMART (pg.45) goal setting or graphic organizers.
  - Track goals over a unit or semester, BOY, MOY, EOY.
- **Supports:**
  - Model how to reflect on the learning process and follow through with goals.
  - Incorporate peer teaching, peer feedback, and small group work.
- **UETS:** Standard 2: Instructional Design Clarity, Element 3—Instructional Planning
  POFYT: Assessment
  PCBL: Culture of Learning
  HQI: Step 5: Data and Reflection
- **Evidence-Based Practices:**
  Teacher Credibility
  Self-Reported Grades
  Effort Management
  Curiosity
  Inquiry-Based Teaching
  Goal Commitment
  Response to Intervention
  Self-Directed Learning
  Teacher-Student Relationships
  Feedback via Technology
  Metacognition

APPLICATION COMPETENCIES: INSTRUCTIONAL DESIGN CLARITY

IC7 Competency	Design a variety of instructional strategies to engage students and promote active learning.

- **Purpose:**
  Learn to use a range of instructional strategies to enhance student engagement.
- **Essential knowledge and skills to help implement the competency:**
  - Understand what active learning looks like in their specific discipline.
  - Articulate more than one instructional strategy that can be used to encourage active student engagement in learning.
  - Provide an example of how an engagement strategy can be incorporated into a lesson plan.
  - Provide active involvement and feedback with students during the learning process.
- **Supports:**
  Define the "what," "why," and "how" of instructional strategies.
- **UETS:** Standard 2: Instructional Design Clarity, Element 4—Engagement
  POFYT: Lesson Design and Delivery
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 2: Planning Instruction
- **Evidence-Based Practices:**
  Constructivist Teaching
  Teacher Clarity
  Classroom Discussion
  Effort Management
  Curiosity
  Explicit Instruction
  Flipped Classroom
  Inquiry-Based Teaching
  Metacognition
  Differentiation with UDL Focus
  Interleaved Practice
  Engagement
  Response to Intervention
  Mastery Learning
  Self-Directed Learning
  Problem-Solving Teaching
  Appropriately Challenging Goals
  Self-Verbalization/Self-Questioning
  Cooperative Learning
  Positive Peer Influence
  Scaffolding
  Deliberate Practice
  Small Group Learning

APPLICATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP1 Competency	Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.

- **Purpose:**
  Support individual learners to develop deep content understanding and critical thinking skills.
- **Essential knowledge and skills to help implement the competency:**
  - Demonstrate understanding of the principles of Universal Design for Learning (UDL).
  - Explain the contextual factors for the different strategies and why they were chosen.
  - Differentiate needs to include diverse samples and representation.
- **Supports:**
  Define the "what," "why," and "how" of differentiated strategies.
- **UETS:** Standard 3: Instructional Practice, Element 1—Instructional Strategies
  POFYT: MTSS
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 2: Planning Instruction
- **Evidence-Based Practices:**
  Teacher Clarity
  Response to Intervention
  Mastery Learning
  Explicit Instruction
  Teachers Not Labeling Students
  Feedback via Technology
  Inquiry-Based Teaching
  Scaffolding
  Differentiation with UDL Focus
  Small Group Learning

APPLICATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP2 Competency	Provide appropriate strategies to promote and facilitate students' problem-solving, critical thinking, and discourse.

- **Purpose:**
  Provide support for individual learners to develop deep content understanding and critical thinking skills.
- **Essential knowledge and skills to help implement the competency:**
  - Understand and use depth of knowledge (DOK) questions.
  - Use Socratic seminar strategies.
  - Understand the growth mindset, what it looks like, and strategies to foster it in students.
  - Explore examples of critical thinking, what it looks like, and strategies to promote it.
- **Supports:**
  - Model critical thinking.
  - Model problem-solving strategies.
  - Provide feedback that challenges students to engage in higher levels of thinking.
- **UETS:** Standard 3: Instructional Practice, Element 1—Instructional Strategies
  POFYT: Communication, Collaboration, and Collective Efficacy
  PCBL: Demonstrated Competency and Assessment
  HQI: Step 2: Planning Instruction
- **Evidence-Based Practices:**

Teacher Credibility
Teacher Clarity
Effort Management
Classroom Discussion
Explicit Instruction
Flipped Classroom
Inquiry-Based Teaching
Metacognition
Enrichment Programs
Deliberate Practice
Differentiation with UDL Focus
Response to Intervention
Self-Directed Learning
Problem-Solving Teaching
Appropriately Challenging Goals
Self-Verbalization/Self-Questioning
Cooperative Learning
Positive Peer Influence
Scaffolding
Engagement
Formative Assessment Process

APPLICATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP6 Competency	Provide relevant learning opportunities grounded in student interests, needs, and backgrounds.

- **Purpose:**
  Expand student participation in learning.
- **Essential knowledge and skills to help implement the competency:**
  - Survey to assess what students want or need to learn.
  - Learn attributes of a strengths approach rather than a deficit approach.
- **Supports:**
  Model adapting curriculum materials and instructional strategies to connect with learner backgrounds and interests.
- **UETS:** Standard 3: Instructional Practice, Element 3—Relevance
  POFYT: Lesson Design and Delivery
  PCBL: Learner Agency
  HQI: Step 2: Planning Instruction
- **Evidence-Based Practices:**
  Constructivist Teaching
  Teacher Clarity
  Transfer Strategies
  Curiosity
  Prior Ability and Achievement
  Teachers Not Labeling Students
  Scaffolding
  Emotional Intelligence
  Engagement

APPLICATION COMPETENCIES: INSTRUCTIONAL PRACTICE

IP8 Competency	Provide intentional tools and technology to design and implement activities that promote active student technology use.

- **Purpose:**
  Use technology to expand learners' options to master content.
- **Essential knowledge and skills to help implement the competency:**
  - Understand how to use technology within their discipline.
  - Focus on student use of technology and how the students will use the technology as a tool for learning.
  - Reflect on whether the technology was appropriate; did it enhance the curriculum?
- **Supports:**
  - Explain technology rules for usage in the classroom as well as potential licensing issues.
  - Model rules for appropriate use of technology with students in the classroom.
- **UETS:** Standard 3: Instructional Practice, Element 4—Innovation and Technology
  POFYT: Digital competence
  PCBL: Customized supports
  HQI: Step 3: Instruction
- **Evidence-Based Practices:**
  Problem-Solving Teaching
  Feedback via Technology
  Scaffolding
  Interleaved Practice

APPLICATION COMPETENCIES: CLASSROOM CLIMATE

CC2 Competency	Promote a classroom environment in which students will respect and value each other.

- **Purpose:**
  Increase learning opportunities for all students by creating an environment where all can learn.
- **Essential knowledge and skills to help implement the competency:**
  - Understand who their students are and where they come from.
  - Incorporate community-building restorative practices into the classroom.
  - Learn strategies to handle difficult situations: whole class, individually, small group.
- **Supports:**
  - Model a respectful environment.
  - Explain state or LEA guidelines regarding these issues.
- **UETS:** Standard 4: Classroom Climate, Element 1—Respectful Learning Environment
  POFYT: Learning Environments
  PCBL: Learner Agency
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**
  Strong Classroom Cohesion
  Cooperative Learning
  Teacher-Student Relationships
  Emotional Intelligence
  Teachers Not Labeling Students
  Belonging
  Teacher Expectations

APPLICATION COMPETENCIES: CLASSROOM CLIMATE

CC3 Competency	Involve students in establishing clear guidelines for behavior.

- **Purpose:**
  Promote student ownership of behavior.
- **Essential knowledge and skills to help implement the competency:**
  - Create a classroom management plan and reflect on the effectiveness of the plan.
  - Reflect on how to engage students in the process of establishing class rules.
  - Understand classroom management strategies and how to implement them.
  - Learn pre-correcting — implement explicit expectations beforehand to mitigate problems. (Teach Like a Champion)
- **Supports:**
  Explain mentor teachers guidelines and behaviors and why they use them.
- **UETS:** Standard 4: Classroom Climate, Element 1—Respectful Learning Environment
  POFYT: Learning Environments
  PCBL: Customized Supports
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**
  Effort Management
  Teacher-Student Relationships
  Emotional Intelligence

APPLICATION COMPETENCIES: CLASSROOM CLIMATE

CC4 Competency	Address physical and emotional safety concerns in a timely manner.

- **Purpose:**
  Reinforce classroom safety when incidents occur.
- **Essential knowledge and skills to help implement the competency:**
  - Be aware of school guidelines and the ways they can be used to address a problem.
  - Develop a knowledge of students norms so you can tell when a student may be "off."
  - Understand trauma-informed practices and preventative measures.
- **Supports:**
  - Provide case study examples.
  - Trauma-informed practice (USBE training as evidence).
- **UETS:** Standard 4: Classroom Climate, Element 2—Classroom Safety
  POFYT: Learning Environments
  PCBL: Customized Supports
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**
  Teacher-Student Relationships
  Emotional Intelligence
  Belonging

APPLICATION COMPETENCIES: CLASSROOM CLIMATE

CC5 Competency	Consistently applies the norms of the classroom to align with schoolwide expectations.

- **Purpose:**
  Model and enforce school expectations in the classroom.
- **Essential knowledge and skills to help implement the competency:**
  - Understand and follow the school expectations.
  - Align the classroom plan to school expectations.
  - Use positive language about the school and school rules.
  - Reinforce the school expectations.
- **Supports:**
  Provide examples of specific school expectations.
- **UETS:** Standard 4: Classroom Climate, Element 2—Classroom Safety
  POFYT: Learning Environments
  PCBL: Customized Supports
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**
  Strong Classroom Cohesion
  Emotional Intelligence

APPLICATION COMPETENCIES: CLASSROOM CLIMATE

CC6 Competency	Strategically organize and structure the classroom environment for optimal student learning.

- **Purpose:**
  Optimize student learning in a safe, clean, organized, and clutter-free environment.
- **Essential knowledge and skills to help implement the competency:**
  - Avoid clutter and over-decorating on walls.
  - Be aware of the strengths and weaknesses of classroom layout and classroom flow.
  - Understand strategies of sight and sound gaps and how they impact student learning.
  - Plan environmental structures intentionally.
- **Supports:**
  Provide examples of teachers' classrooms to model an effective classroom environment.
- **UETS:** Standard 4: Classroom Climate, Element 3—Classroom Organization
  POFYT: Learning Environments
  PCBL: Customized Supports
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**
  Response to Intervention
  Strong Classroom Cohesion
  Flipped Classrooms
  Belonging

APPLICATION COMPETENCIES: CLASSROOM CLIMATE

CC8 Competency	Encourage an environment where students feel safe to take a risk, participate, and engage.

- **Purpose:**
  Promote optimal student learning by helping students feel safe to fail.
- **Essential knowledge and skills to help implement the competency:**
  - Understand how to build a classroom community
  - Knowledge of what a safe and positive learning climate looks like.
  - Understand what student engagement looks like.
- **Supports:**
  Model educational strategies for participation and engagement.
- **UETS:** Standard 4: Classroom Climate, Element 4—Growth-Oriented Classroom
  POFYT: Communication, Collaboration, and Collective Efficacy
  PCBL: Learner Agency
  HQI: Step 1: Goals and Outcomes
- **Evidence-Based Practices:**
  Classroom Discussion
  Effort Management
  Curiosity
  Strong Classroom Cohesion
  Cooperative Learning
  Belonging
  Teacher-Student Relationships
  Problem-Solving Teaching
  Teachers Not Labeling Students
  Teacher Expectations
  Emotional Intelligence

APPLICATION COMPETENCIES: PROFESSIONAL RESPONSIBILITY

PR1 Competency	Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning. (Basic Concept knowledge)

- **Purpose:**
  To understand equal opportunity in education and prohibit discriminatory practices.
- **Essential knowledge and skills to help implement the competency:**
  Knowledge of equal opportunities as outlined in R277-328 by acknowledging that all students are capable of learning and may need additional guidance, resources, and support based on their academic needs.
- **Supports:**
  Encourage knowledge that all students can learn and meet the Utah Core Standards with needed supports.
- **UETS:** Standard 5: Professional Responsibility, Element 1—Adherence to Laws, Rules, and Policies
  POFYT: Legal Responsibility
  PCBL: Culture of Learning

Evidence-Based Practices

Response to Intervention
Teacher Credibility
Effort Management
Prior Ability and Achievement
Teacher Estimates of Achievement
Teachers Not Labeling Students
Teacher expectations

APPLICATION COMPETENCIES: PROFESSIONAL RESPONSIBILITY

PR2 Competency	Comply with relevant school, district, and state laws, rules and policies governing the profession.

- **Purpose:**
  To understand relevant laws that impact the profession.
- **Essential knowledge and skills to help implement the competency:**
  - Knowledge of the relevant school, district, and state laws, rules, and policies governing the profession.
  - Practice within these boundaries while in schools.
- **Supports:**
  Provide examples of these rules and laws.
- **UETS:** Standard 5: Professional Responsibility, Element 1—Adherence to Laws, Rules and Policies
  POFYT: Legal Responsibility
  PCBL: Culture of Learning
- **Evidence-Based Practices:**
  Teachers Not Labeling Students

APPLICATION COMPETENCIES: PROFESSIONAL RESPONSIBILITY

PR3 Competency	Demonstrate intellectual curiosity and value continuous growth by engaging in professional learning.

1. **Purpose:**
   Encourage ownership and responsibility for ongoing learning.
2. **Essential knowledge and skills to help implement the competency:**
   - Understand what intellectual curiosity is.
   - Engage in self reflection to identify learning needs and set goals.
   - Be self-aware and recognize when further learning is necessary (feedback helpful)
   - Demonstrate a growth mindset through ongoing self-improvement.
3. **Supports:**
   - Provide professional learning literature/courses or mentors to promote continuous learning.
   - Encourage initiatives and feedback to support and improve practice.
4. **UETS:** Standard 5: Professional Responsibility, Element 2—Continuous Professional Learning
   POFYT: Pedagogy of Learning
   PCBL: Culture of Learning
   HQI: Step 1: Goals and Outcomes
5. **Evidence-Based Practices:**
   Collective Teacher Efficacy
   Microteaching

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GLOSSARY

Academic Language

Language, tied to specific subject area disciplines, that captures the complex ideas, higher-order thinking processes and abstract concepts of the discipline. It is the language used in classrooms, textbooks and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English.

Accommodations

Accommodations do not alter what is being taught, they alter how it is taught. Accommodations are changes in the environment or format that help students access the general curriculum and other activities similar to their peers.

Active learning

Any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information.

Adaptations

Making changes to instruction in order to allow students equal access to the curriculum and to give them opportunities to process and demonstrate what has been taught.

Alignment

The term alignment is used to reference the technical process of demonstrating the relationship between two or more things (i.e., standards and assessments). The stronger the alignment between standards, goals, and practices, the greater the level of coherence.

Assessment

The productive process of monitoring, measuring, evaluating, documenting, reflecting on and adjusting instruction to ensure students reach high levels of learning, which kind of intervention they need, and whether that intervention is effective. Assessment systems include both formative and summative assessment processes aligned with instructional and curricular goals and objectives.

Asset-Based Approach

An approach to teaching that is grounded in what students can do or areas of strength rather than what they cannot do or areas of weakness. It is an embodiment of the growth mindset in instruction.

Authentic learning

Building meaningful skills, knowledge, and behaviors that students might use in an actual or simulated environment.

Collaboration

A style of interaction between individuals engaged in shared decision making as they work toward a common goal.

Critical Thinking

This occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion.

Data Literacy

The leader's ability to gather, synthesize, and build knowl- edge from data, and to communicate that meaning to others.

Differentiated Strategies

Learning experiences in which the approach or method of learning is adjusted to meet the needs of individual students, focusing on the "how" of personalized learning.

Digital Citizenship

A person who utilizes information technology in ethical and appropriate ways to engage in communication, personal and professional learning, society, politics, and government.

Digital Literacy

The ability to utilize information and communication technologies to explore, identify, critically examine, evaluate, and use online resources as well as to create content, communicate information, and collaborate online. Digital literacy requires both higher order thinking and technical skills.

English Learner (EL) or student learning English

A student who has limited skills in speaking, reading, and or writing English, as measured by the State-mandated LEP assessment (Board Rule R277-404).

Family Education Rights and Privacy Act (FERPA)

A federal law that protects students' personally identifying information listed in student records, identifies rights regard- ing records, and outlines rules regarding access to records without parent permission.

Formative Assessment

A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to give teachers and students the opportunity to identify strengths and weaknesses with specific knowledge, skills and abilities outlined in the Utah Core Standards.

Free Appropriate Public Education (FAPE)

An education that is individualized for a student with a disability in their least restrictive environment, designed to meet that student's unique needs, provide access to the general curriculum and the grade-level standards established by the state, and ensure the student receives educational benefits.

Funds of Knowledge

The knowledge and skills that students and their families possess, which are accumulated from their cultural backgrounds, home environments, and life experiences.

Growth Mindset

A belief that obstacles are opportunities for hard work, perseverance, growth, and development and that skills and intelligence can be improved with effort and persistence.

Individualized Education Program (IEP)

A written statement for a student with a disability that is developed, reviewed, and revised in accordance with Part B of the IDEA and these Rules.

Instructional Strategies

The methods that teachers use to deliver course material in ways that keep students engaged and practiced different skill sets.

Intellectual Curiosity

A desire to learn more things and dig deeper than the surface.

Learning Environment

Refers to the physical, developmental, and emotional conditions for learning in classrooms.

Learning Experiences

Refers to any interaction or activity that helps a person gain knowledge, skills, or attitudes.

Learning Intentions

Tangible goals that students are able to know and do by the lesson's end.

Multi-Tiered System of Supports (MTSS)

A framework for integrating assessment and intervention to maximize student achievement, reduce behavior problems, and increase long-term success. The combination of systematic implementation of increasingly intensive intervention, sometimes referred to as tiers, and carefully monitoring students' progress, distinguishes MTSS from typical prevention measures. Emphasis, in MTSS, is placed on ensuring interventions are implemented effectively.

Personalize

To engage all students with high expectations for their learning goals and to empower each learner to take ownership of their individual strengths, needs, and interests, while tailoring flexible supports to maximize student growth and competence.

Positive Behavioral Interventions and Supports (PBIS)

A behavioral approach used in schools to promote positive behavior and school safety. Students are taught behavior strategies and expectations, and the focus is prevention, not punishment.

Professional Development

Opportunities for professional education faculty to develop new knowledge and skills through activities such as in-ser- vice education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fel- lowships, and work in PK–12 schools.

Reflect

Teachers reflect when they think carefully and deeply about a subject or topic. Reflection involves gathering, synthesiz- ing, and evaluating data from a variety of sources to ensure a variety of viewpoints are included when thinking about a subject or topic.

Restorative practice

Focus on strengthening relationships and connections between individuals that fosters a positive school environment.

SMART GOAL

Improvement goal written in Specific, Measurable, Achievable, Relevant and Time-bound language. A SMART GOAL must address an identified performance problem, cause or deficiency.

Socratic Seminar

A question-focused, student-led, and teacher-facilitated discussion, based

on appropriate tests. The aim is student understanding via active thinking out loud and probing of ideas by all students.

Special Education

Specially designed instruction, at no cost to the parent(s) or the adult student, to meet the unique needs of a student with a disability, including instruction conducted in the class- room, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech-language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education.Special education services are services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion. At no cost means that all specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to nondisabled students or their parent(s) as part of the regular education program.

Success criteria

Statements that define how students will know how successful they were in achieving the learning intention.

Summative Assessment

Assessment with a goal of evaluating student learning at the end of an instructional unit by comparing results to some standard or Benchmark.

Technology

Includes what candidates must know and understand about technology in order to use it to work effectively with students and professional colleagues in the delivery, development, prescription, and assessment of instruction and

(1) adult professional learning;
(2) problem solving;
(3) school and classroom administration;
(4) educational research;
(5) electronic information access and exchange;
(6) personal and professional productivity; and
(7) communication.

Utah Core Standards

Standards outlining the essential knowledge, concepts and skills to be mastered at each grade level within a critical content area.

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