

# Utah Teaching Observation Tool

## Version 4.0

### Section 1: The Learner and Learning

*Teaching begins with the learning. To ensure that each student learns, new knowledge and skills, teachers must understand that learning and developmental 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.*

<b>Standard 1: Learner Development</b>					
The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.					
	<b>Expectation</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1.1</b>	Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs (1a, 2e).		<ul style="list-style-type: none"> <li>○ Implements whole-class learning experiences that demonstrate an understanding of learners' developmental levels.</li> </ul>	...and  <ul style="list-style-type: none"> <li>○ Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates learning experiences.</li> <li>○ Incorporates methods of language development into instruction.</li> </ul>	...and  <ul style="list-style-type: none"> <li>○ Supports learners in setting and meeting their own learning goals, aligned to their diverse learning needs.</li> </ul>
<b>1.2</b>	Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).		<ul style="list-style-type: none"> <li>○ Interacts with families and colleagues related to learner growth and development.</li> </ul>	...and  <ul style="list-style-type: none"> <li>○ Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners.</li> </ul>	...and  <ul style="list-style-type: none"> <li>○ Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs.</li> </ul>

<b>Standard 2: Learning Differences</b>					
The teacher understands individual learner differences and cultural and linguistic diversity.					
	<b>Expectation</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2.1</b>	Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d).		<ul style="list-style-type: none"> <li>○ Applies understanding of learner diversity to encourage all learners to reach their full potential.</li> </ul>	...and  <ul style="list-style-type: none"> <li>○ Uses learner differences as an asset to adapt, and deliver instruction for all learners.</li> <li>○ Provides learners multiple ways to demonstrate learning.</li> </ul>	...and  <ul style="list-style-type: none"> <li>○ Contributes to a school-wide culture that encourages learner perseverance and advancement.</li> <li>○ Connects multiple perspectives to encourage learners to learn from each other.</li> </ul>



<b>Standard 3: Learning Environments</b> 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.						
	<b>Expectation</b>	<b>Not Effective</b>		<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>3.1</b>	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).			<ul style="list-style-type: none"> <li>○ Creates and implements a daily schedule.</li> <li>○ Establishes classroom routines, expectations, and procedures.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Provides explicit direction so that learners know what to do and when to do it.</li> <li>○ Supports each learner as he/she establishes expectations and develop responsibility for his/her own behavior.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Collaborates with learners in establishing, reflecting and promoting learning outcomes, resulting in self-directed learning experiences.</li> </ul>
<b>3.2</b>	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).			<ul style="list-style-type: none"> <li>○ Promotes a positive and respectful learning climate.</li> <li>○ Provides opportunities for student interactions.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.</li> <li>○ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</li> </ul>	...and <ul style="list-style-type: none"> <li>○ Supports learners as they reflect on and modify their personal interactions.</li> <li>○ Supports students to create and manage learning teams to meet learning goals.</li> </ul>
	<b>Expectation</b>	<b>Yes</b>	<b>No</b>			
<b>3.3</b>	Uses positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).	<input type="radio"/>  <input type="radio"/>  <input type="radio"/>	<input type="radio"/>  <input type="radio"/>  <input type="radio"/>	Uses differentiated management strategies focusing on individual learner needs.  Gains and maintains student attention through active participation.  Adjusts instructional pacing and transitions to maintain learner participation and support learning.		



## Section 2: Instructional Practice

*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 content.*

<b>Standard 4: Content Knowledge</b>					
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.					
	<b>Expectation</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
4.1	Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language. (4a, 4c, 4d, 4e, 7c ).		<ul style="list-style-type: none"> <li>○ Demonstrates content knowledge in the teaching assignment.</li> <li>○ Teaches the accurate language and basic concepts of the discipline.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Uses multiple representations and explanations of concepts to deepen each learner’s understanding.</li> <li>○ Models and expects learners to evaluate, create, and think critically about the content.</li> <li>○ Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Pursues opportunities to learn new academic language and developments in the discipline.</li> <li>○ Anticipates possible misunderstandings and proactively mitigates concerns.</li> </ul>

<b>Standard 5: Assessment</b>					
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>Expectation</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
5.1	Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a).		<ul style="list-style-type: none"> <li>○ Uses data to evaluate the outcomes of teaching.</li> <li>○ Monitors learner performance and responds to individual learning needs.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Targets instructional, intervention, and enrichment strategies based on data.</li> <li>○ Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Provides multiple assessment options for the learner to demonstrate knowledge and skills.</li> <li>○ Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction.</li> </ul>



<b>5.2</b>	Collects student progress and provides descriptive feedback to student, parent/guardian, and other appropriate stakeholders in a variety of ways (5b, 5e).		<ul style="list-style-type: none"> <li>○ Collects and shares assessment feedback with learners and parents/guardians as required.</li> <li>○ Identifies elements of quality work.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Uses a variety of effective formats to document and provide feedback on learner progress.</li> <li>○ Initiates ongoing, open communication between home and school about learner progress.</li> <li>○ Provides timely, descriptive, and specific feedback to individuals and groups.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Provides opportunities for learners to self-assess work and receive peer feedback.</li> <li>○ Expects learners to use feedback to improve future performance.</li> </ul>
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<b>Standard 6: Instructional Planning</b>					
The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.					
	<b>Expectation</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>6.1</b>	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (4b, 6a).		<ul style="list-style-type: none"> <li>○ Aligns daily instruction with the Utah Core Standards.</li> <li>○ Selects instructional materials that support standards.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content.</li> <li>○ Organizes and adapts learning experiences and materials to align with the Utah Core Standards.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Plans authentic learning experiences.</li> <li>○ Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments.</li> </ul>
<b>6.2</b>	Integrates cross-content skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e).		<ul style="list-style-type: none"> <li>○ Provides opportunities for learners to use knowledge in various ways.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Plans lessons that demonstrate how knowledge and skills transfer to other content areas.</li> <li>○ Designs learning experiences that promote the application of knowledge in multiple content areas.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Collaborates with colleagues to establish links between content areas and influence school-wide teaching practices.</li> </ul>



<b>Standard 7: Instructional Strategies</b>					
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>Expectation</b>	<b>Not Effective</b>	<b>Emerging Effective Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>7.1</b>	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).		<ul style="list-style-type: none"> <li>○ Identifies each learner’s diverse learning strengths and needs.</li> <li>○ Uses a limited number of instructional strategies.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners.</li> <li>○ Enhances instruction by using a variety of appropriate strategies.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Uses instructional strategies relevant to each learner’s developmental, cultural, and linguistic backgrounds.</li> </ul>
<b>7.2</b>	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e, 7h).		<ul style="list-style-type: none"> <li>○ Uses instructional strategies that incorporate higher-order thinking.</li> <li>○ Uses a variety of questioning strategies to involve each learner in appropriately differentiated high-level learning.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Provides learners with explicit instruction to analyze, synthesize, and make decisions.</li> <li>○ Provides opportunities for learners to reflect on their own learning.</li> <li>○ Provides opportunities for learners to generate and evaluate new ideas.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Creates complex, open-ended learning opportunities where learners develop inventive solutions to real-world problems.</li> </ul>
<b>7.3</b>	Supports and expands each learner’s communication skills through content-specific reading, writing, listening, and speaking (7d <sub>7</sub> ).		<ul style="list-style-type: none"> <li>○ Provides opportunities for learners to practice communication skills.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Teaches content-specific reading, writing, listening, and speaking skills for effective communication.</li> <li>○ Provides opportunities for learners to expand communication skills to articulate thoughts and ideas.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Expects each learner to transfer content-specific communication skills to real-world contexts.</li> <li>○ Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking.</li> </ul>



	Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
7.4	Uses a variety of available and appropriate technology and/or resources to support learning (3e, 7f, 7g).		<ul style="list-style-type: none"> <li>○ Uses technology and/or resources to support instruction.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Evaluates and uses various appropriate technologies and/or resources to support content and skill development.</li> <li>○ Incorporates appropriate technology and/or resources to extend learner content knowledge and skill development.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li>○ Investigates and uses new technologies and/or resources to enhance student participation in learning.</li> </ul>
7.5	Develops learners' abilities to find and use information to solve real-world problems (7f, 7g).		<ul style="list-style-type: none"> <li>○ Exposes learners to multiple sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops each learner's ability to find, understand, and analyze diverse sources of information.</li> <li>○ Provides opportunities for learners to evaluate multiple sources of information for quality and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>○ Expects learners to critically analyze multiple sources and perspectives to solve real-world problems.</li> </ul>

### Section 3: Professional Responsibility

*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.*

<b>Standard 8: Reflection and Continuous Growth</b>				
The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.				
	Expectation	Yes	No	
8.1	Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e).	<input type="radio"/>  <input type="radio"/>  <input type="radio"/>	<input type="radio"/>  <input type="radio"/>  <input type="radio"/>	<ul style="list-style-type: none"> <li>○ Applies current professional learning to classroom practice, consistent with its intent.</li> <li>○ Acknowledges the impact of bias on own teaching.</li> <li>○ Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards.</li> </ul>



<b>Standard 9: Leadership and Collaboration</b>				
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.				
	<b>Expectation</b>	<b>Yes</b>	<b>No</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).	<input type="radio"/>	<input type="radio"/>	Participates with colleagues and collaborates in decision making.
		<input type="radio"/>	<input type="radio"/>	Accepts responsibility for the success of all learners.
9.2	Advocates for the learners, the school, the community, and the profession (9c).	<input type="radio"/>	<input type="radio"/>	Contributes to learner success by responding to learner, family, and community concerns.
		<input type="radio"/>	<input type="radio"/>	Advocates for all learners to be prepared for high school graduation and future school work success.
		<input type="radio"/>	<input type="radio"/>	Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.

<b>Standard 10: Professional and Ethical Behavior</b>				
The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.				
	<b>Expectation</b>	<b>Yes</b>	<b>No</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).	<input type="radio"/>	<input type="radio"/>	Understands, adheres to and upholds federal and state laws, State Board of Education rules, state and local policies, supervisory directives, and 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).	<input type="radio"/>	<input type="radio"/>	Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.
		<input type="radio"/>	<input type="radio"/>	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.
		<input type="radio"/>	<input type="radio"/>	Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
		<input type="radio"/>	<input type="radio"/>	Maintains accurate instructional and non-instructional records.
		<input type="radio"/>	<input type="radio"/>	Develops appropriate student-teacher relationships as defined in rule, law, and policy.
		<input type="radio"/>	<input type="radio"/>	Maintains professional demeanor and appearance as defined by the Local Education Agency (LEA).

