Utah Effective Teaching Standards:
A Look Within

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With adaptations from Salt Lake City School District National Board Workshops and the Arizona K-12 Center

EDUCATORS TAKING THE LEAD
An initiative of the Utah Education Association

Taking the Lead September 2013
Today’s Agenda

1. Welcome and Introductions
2. Norms and Outcomes
3. Setting the Stage
4. Qualities of an Effective Teacher
5. Diving Into the Standards
6. Knowledge of Students
7. Evidence and the Language of Teachers
8. Closure
Norms

• Start/end on time; return from breaks/lunch on time
• Stay for entire session
• Contribute and share during sessions
• Be prepared, honest and respectful
• Be constructive in feedback
• Take personal breaks as necessary
• Turn cell phone to silent
• Enjoy!
Outcomes

• Know and internalize the three domains and standards of the Utah Effective Teaching Standards

• Develop common professional language and common understanding of the professional language regarding characteristics of effective teaching practice.

• Understand the significance of training in helping teachers to develop a standards based teaching practice.

• Provide a depth of insight into the standards for the purposes of supporting teachers in strengthening their teaching practice leading to successful evaluations.
Activity One
QUALITIES OF AN EFFECTIVE TEACHER

Activity Two
1. What are five qualities that effective teachers do? Jot down five responses, writing each response on a separate post-it note.

2. Organize your post-its into three categories, by sticking them to one of three blank papers. Then, assign a label to each category.
### Journal Writing

<table>
<thead>
<tr>
<th>In which domain(s) are you strong?</th>
<th>Which domain(s) need more attention?</th>
<th>What kinds of things can you do to help you strengthen the weaker domains of your teaching practice?</th>
</tr>
</thead>
</table>
Activity Three

DIVING INTO THE STANDARDS
1. Read pages 1-6 of the Utah Effective Teaching Standards. As you read, highlight or underline the action verbs that describe the behavior you engaged in to implement that successful lesson.
## Give One, Get One

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Great Strategies/Ideas</th>
<th>Would Like More Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
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<td>Standard</td>
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</tbody>
</table>

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Warm Up
Activity Four

Take any five post-it notes from the three domain corners of the room. Stick them next to the standard they are most closely associated with.

Note: You might want to take a post-it from each domain if possible.
Activity Five

KNOWLEDGE OF STUDENTS

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Knowledge of Students (KOS)

• Is it possible to teach effectively without knowledge of your students? Why or why not?
Knowledge of Students (KOS)

• What does having knowledge of students mean?

• What kind of information do we typically find out about our students?

• How might that information be different from the kind of information we glean over time about our students?

• How often do we consider both types of information and use it to inform our instruction?
KOS Activity

Part I:
Think about one class and the students in it. Jot down some responses to the questions on Part I of the KOS Table. Be ready to share.

Part II:
Think about one-two students in the class you considered in Part I. Jot down some responses regarding that/those student(s) in Part II of the KOS table.
Table Talk and Journal Prompt

**Table Talk**

- How long did it take you to gain a deep understanding of your students?

- Which KOS dimensions do you find easy/difficult to learn about your students? Why?

**Journal Response**

- What are some resources and strategies you use to better know your students?

- Share at tables.
Activity Six

EVIDENCE AND THE LANGUAGE OF TEACHERS

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Evidence answers the question...

What are students doing/knowing now that they did not know before the teacher’s actions, instructional decisions and strategic planning?
The Language of Teachers

“Because I know...I do...which impacts student learning by...”

Knowledge of Students → Teacher Behavior

Teacher Behavior → Cause & Effect

Cause & Effect → Student Behavior

Student Behavior → Teacher Behavior

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Behaviors

In Your Journal:
1. Thinking about the student you described in your KOS Table, create a graphic representation of the relationship between teacher behavior and student behavior.

With a partner:
2. Select an action verb or action phrase from one of the indicators in the UETS. Create a graphic representation that shows the relationship between the teacher behavior and the student behavior. Be ready to share out.
Journal Prompt

How does using the sentence frame, “Because I know...I do...which impacts student learning by...” influence your thinking about teaching and learning?
CLOSURE
The Relationship Between Standards

Learner and Learning

Student Learning

Instructional Practice

Professional Responsibility

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Next Steps

“Because I know...I do...which impacts student learning by...”

1. Post the sentence strip in your classroom. Think about how this statement applies to your instructional choices and professional decisions you make throughout the school day.

During the next training, please bring three reflections related to the impact this phrase has on your teaching practice.
What’s Your Plan?

Think about your next steps towards providing training in your locals?

– **What** will you do to train teachers?
– **How** will you organize and communicate?
– **When** will you hold the training(s)?
– **Where** will the training(s) be held?
– **Who** will facilitate the training(s)?
Toolkit

• Prompt ideas

• Provided with training

• Justify use of toolkit for your current students and the impact on their learning
Final Thought

“I never teach my pupils, I only attempt to provide the conditions in which they can learn.”

― Albert Einstein
Journal Prompt

“I used to think...., but now I know...”