

Standard 1 Learner Development - The teacher (specialist) understands cognitive, linguistic, social, emotional and physical areas of student development.

1.1. The teacher specialist collaborates with colleagues and other professionals to identify or create developmentally appropriate and challenging learning experiences.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Works individually or collaborates to create learning experiences.	This statement is descriptive of this person. Collaborates to create developmentally appropriate and challenging learning experiences.	This statement is highly descriptive of this person. Uses data in the collaboration and creation of appropriate and challenging learning experiences.

1.2. The teacher specialist communicates with families, colleagues, and other professionals to promote student growth and development.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Interacts with families, colleagues, or other professionals in relation to students.	This statement is descriptive of this person. Communicates with families, colleagues, or other professionals to promote student growth and development.	This statement is highly descriptive of this person. Takes initiative to engage families, colleagues, or other professionals in supporting student growth and development.

Standard 2 Learning Differences - The teacher (specialist) understands individual learner difference and cultural and linguistic diversity.

2.1. The teacher specialist encourages the use of and/or provides instruction in the use of multiple effective strategies to address diverse learning strengths and needs.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Identifies diverse learning strengths and needs and uses teaching materials that represent learner differences.	This statement is descriptive of this person. Designs, adapts, and delivers instruction that honors individual differences and learners' strengths and needs.	This statement is highly descriptive of this person. Uses learner differences as an asset in designing effective instruction and scaffolds support for diverse learners.

2.2. The teacher specialist incorporates tools of language development for English Language Learners into professional practices.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Relies on available program materials for English Language Learners.	This statement is descriptive of this person. Incorporates tools of language development of English Language Learners into planning and instruction.	This statement is highly descriptive of this person. Uses knowledge of English language development to help others incorporate strategies to meet needs of English Language Learners.

of this person.

Standard 3 Learning Environments - The teacher (specialist) works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self motivation.

3.1. The teacher specialist understands and models a variety of strategies to effectively maintain a positive learning environment.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Uses a variety of classroom management strategies.	This statement is descriptive of this person. Uses and models research-based strategies to reinforce positive learning environments.	This statement is highly descriptive of this person. Understands and shares effective processes for collecting and analyzing classroom data to make modifications and facilitate a positive learning environment.

3.2. The teacher specialist collaborates to establish a positive learning environment of openness, respectful interactions, support, and inquiry.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Promotes a positive and respectful learning climate.	This statement is descriptive of this person. Collaborates to establish positive learning climates of openness, respectful interactions, support, and inquiry.	This statement is highly descriptive of this person. Models positive learning interactions and guides others to consistently refine interactions.

Standard 4 Content Knowledge - The teacher (specialist) understands the central concepts, tools of inquiry, and structures of the discipline.

4.1. The teacher specialist knows the content of the discipline and conveys accurate information and concepts.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Knows the content of assigned teaching area.	This statement is descriptive of this person. Knows the content of assigned teaching area and conveys accurate information.	This statement is highly descriptive of this person. Pursues opportunities to continually deepen content knowledge.

4.2. The teacher specialist demonstrates an awareness of the Utah Core Standards.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. References the Utah Core Standards in planning and instruction.	This statement is descriptive of this person. Creates rigorous and relevant learning activities based on the Utah Core Standards.	This statement is highly descriptive of this person. Continually updates knowledge of Utah Core Standards and connects concepts across disciplines.

4.3. The teacher specialist applies methods of inquiry and multiple representations of concepts that capture key ideas.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Understands methods, standards, and key concepts of the assigned teaching area.	This statement is descriptive of this person. Models methods of inquiry, problem solving, critical thinking, and use of multiple representations to convey concepts in the assigned teaching area.	This statement is highly descriptive of this person. Develops opportunities for others to implement methods of inquiry, problem solving, critical thinking, and use of multiple representations to convey concepts.

4.4. The teacher specialist supports the accurate and meaningful use of academic language.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Uses the vocabulary of the assigned teaching area.	This statement is descriptive of this person. Incorporates the vocabulary of the assigned teaching area to enhance learning.	This statement is highly descriptive of this person. Encourages others to use academic language actively and meaningfully.

Standard 5 Assessment - The teacher (specialist) 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.

5.1. The teacher specialist designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives, include targets, and engage the learner in demonstrating student growth performance.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
If your practice does not include items found in the rubric, mark "Not Effective".	Selects assessments to match learning objectives.	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and include targets.	Selects and integrates varied assessment types that match learning objectives, include targets, and involve learners in demonstrating student growth performance.

5.2. The teacher specialist uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of effectiveness of instruction this person.	This statement is minimally descriptive of this person. Evaluates and reflects on effectiveness of instruction.	This statement is descriptive of this person. Uses multiple sources of data to gauge the effectiveness of instruction and make adjustments.	This statement is highly descriptive of this person. Uses multiple sources of data, including stakeholder input, to gauge the effectiveness of instruction and make adjustments.

5.3. The teacher specialist understands appropriate and ethical assessment principles and procedures.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>

This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Knows appropriate assessment principles and procedures.	This statement is descriptive of this person. Understands and practices appropriate assessment principles and procedures.	This statement is highly descriptive of this person. Supports others in understanding appropriate assessment principles and procedures and provides an ethical learning environment to support them.
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5.4. The teacher specialist understands and identifies the elements of quality work and provides timely and descriptive feedback.

Evidence:  
 Evidence/Artifacts:  
 Indicator Rating:  
 Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Identifies quality work and understands the use of feedback.	This statement is descriptive of this person. Provides feedback to guide progress in the production of quality work.	This statement is highly descriptive of this person. Provides timely and descriptive feedback to guide others in their progress of producing quality work through self-assessment and goal setting.

Standard 6 Instructional Planning - The teacher (specialist) plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content Areas, Utah Core Standards, instructional best practices, and the community context.

6.1. The teacher specialist individually and collaboratively evaluates learning experiences that are appropriate for reaching standards relevant to learners and based on principles of effective instruction.

Evidence:  
 Evidence/Artifacts:  
 Indicator Rating:  
 Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Identifies learning activities that are based on content standards in isolation.	This statement is descriptive of this person. Evaluates and adapts learning experiences based on content standards relevant to learners.	This statement is highly descriptive of this person. Creates learning experiences collaboratively that are based on content standards relevant to learners and based on principles of effective instruction.

6.2. The teacher specialist promotes higher order learning opportunities and understands cross-disciplinary instruction to purposefully engage learners in applying content knowledge.

Evidence:  
 Evidence/Artifacts:  
 Indicator Rating:  
 Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Provides opportunities for creative work and use of knowledge in various ways.	This statement is descriptive of this person. Promotes the use of complex thinking skills in organizing and generating original work and introduces the use of cross-disciplinary concepts	This statement is highly descriptive of this person. Creates opportunities for others to generate and evaluate new ideas, seek inventive solutions to problems, create original work, and integrate cross-disciplinary instructional plans.

Standard 7 - Instructional Strategies - The teacher (specialist) 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.

7.1. The teacher specialist understands a range of developmentally, culturally, and linguistically appropriate instructional strategies and supports development of higher order skills and real-world applications.

Evidence:  
 Evidence/Artifacts:  
 Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Uses a variety of instructional strategies.	This statement is descriptive of this person. Incorporates a variety of developmentally, culturally, and linguistically appropriate instructional strategies, opportunities for higher order skills, and real-world applications	This statement is highly descriptive of this person. Provides opportunities and support for others to incorporate a variety of developmentally, culturally, and linguistically appropriate instructional strategies, opportunities for higher order skills, and real-world applications.

7.2. The teacher specialist supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Uses technology to support instruction.	This statement is descriptive of this person. Assesses and uses various technologies to support content and skill development.	This statement is highly descriptive of this person. Uses technology to foster engagement in higher level content and skill development.

Standard 8 Reflection and Continuous Growth - The teacher (specialist) is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

8.1. The teacher specialist independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning, and to reflect on and adapt planning and practice.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Understands how to adjust instruction based on student outcomes.	This statement is descriptive of this person. Understands how to assess student progress and how to adapt strategies based on student performance, and collaborates with colleagues to evaluate learning outcomes and meet learning needs.	This statement is highly descriptive of this person. Uses multiple data sources to evaluate the outcomes of teaching and learning to reflect on and adapt planning and instruction.

8.2. The teacher specialist actively seeks professional, community, and technological learning experiences as supports for reflection and problem solving.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Participates in new learning experiences.	This statement is descriptive of this person. Applies professional learning to practice and evaluates the use of new approaches.	This statement is highly descriptive of this person. Actively seeks professional learning to refine professional practices based on feedback and reflection.

8.3. The teacher specialist recognizes and reflects on personal and professional biases, and accesses resources to deepen understanding of differences to build stronger relationships, and create more relevant learning experiences.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Acknowledges that everyone has biases based on knowledge and experience	This statement is descriptive of this person. Identifies own background and experiences that have an impact on teaching and learning relationships.	This statement is highly descriptive of this person. Identifies and accesses resources that support the development of a broader understanding of differences.

8.4. The teacher specialist actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Participates in professional development opportunities and considers new ideas to improve teaching.	This statement is descriptive of this person. Actively investigates and considers new ideas drawing upon current research and policy as sources of reflection.	This statement is highly descriptive of this person. Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements.

Standard 9 Leadership and Collaboration. The teacher (specialist) 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.

9.1. The teacher specialist prepares for and participates actively as a team member in decision-making processes and building a shared culture.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Knows district wide policies and practices.	This statement is descriptive of this person. Establishes positive working relationships and participates in decision making processes as required.	This statement is highly descriptive of this person. Takes initiative to collaborate in developing and implementing policies and practices that improve instruction.

9.2. The teacher specialist participates actively as part of the learning community, sharing responsibility for decision making and accountability.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Participates in the professional learning community as required.	This statement is descriptive of this person. Actively participates with colleagues to support the goals of the learning community.	This statement is highly descriptive of this person. Assumes a leadership role within area of assignment that includes a shared responsibility for the identification of improvement strategies.

9.3. The teacher specialist advocates for the learners, the school, the community, and the profession.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Understands teaching, school improvement, and student achievement.	This statement is descriptive of this person. Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.	This statement is highly descriptive of this person. Actively participates, promotes, and provides support for initiatives to have an impact on student success.

9.4. The teacher specialist works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Develops positive relationships with colleagues.	This statement is descriptive of this person. Works with colleagues to plan and jointly facilitate learning to meet diverse needs	This statement is highly descriptive of this person. Implements, reflects on, and improves joint plans to teach, enrich, and reinforce learning.

9.5. The teacher specialist engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Recognizes colleagues as resources to enhance knowledge and skills.	This statement is descriptive of this person. Engages in professional learning with colleagues to enhance professional practice.	This statement is highly descriptive of this person. Participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.

Standard 10 Professional and Ethical Behavior - The teacher (specialist) demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

10.1. The teacher specialist is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person. Advocates for and models compliance with law and rules governing ethical conduct of educators.	This statement is descriptive of this person. Knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.	This statement is highly descriptive of this person. Adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.

10.2. The teacher specialist is responsible for compliance in performing assigned duties and carrying out the responsibilities of the profession, including role model responsibilities.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person.	This statement is descriptive of this person.	This statement is highly descriptive of this person.

10.3. The teacher specialist takes responsibility to understand professional requirements, to maintain a current Utah educator license, and to complete upgrades, renewals, and additional requirements in a timely way.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person.	This statement is descriptive of this person.	This statement is highly descriptive of this person.

10.4. The teacher specialist keeps accurate records and maintains integrity and confidentiality in matters concerning records and collegial consultation.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person.	This statement is descriptive of this person.	This statement is highly descriptive of this person.

10.5. The teacher specialist maintains professional demeanor and appearance.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

<b>Not Effective</b>	<b>Emerging/Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
This statement is not descriptive of this person.	This statement is minimally descriptive of this person.	This statement is descriptive of this person.	This statement is highly descriptive of this person.