

# Educator Preparation Program

## General Teacher Preparation Competencies

### DEFINITIONS

**Basic Concept Knowledge:** Teacher candidates demonstrate knowledge through assignments or assessments.

**Application:** Teacher candidates apply competency in a university setting with other adults or in a lesson plan.

**Demonstration:** Teacher candidates demonstrate competency in a classroom setting with children.

<b>Learners &amp; Learning</b> Effective teachers exhibit knowledge, skills and dispositions that demonstrate an awareness of and sensitivity toward diversity in learner development and student individualities.				
Competency	Basic Concept Knowledge	Application	Demonstration	Exemplars
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.			X	Collaborate with parents to create specially designed support to meet the needs of students.
Design learning that builds on the learner's background knowledge and supports students' needs.		X		Encourage the involvement of all students and demonstrates sensitivity to students' personal and social identities.
Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.		X		Reach out to involve each student.  Teach students how to respectfully communicate with each other.
Identify adaptations made to instruction to benefit learners of varied backgrounds.		X		Plan lessons that include opportunities and means of demonstration mastery (e.g., written, verbal).

Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.			X	With student support, create clear expectations and positive reinforcements to assist student behavior.
Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.		X		Lesson plans demonstrate age-appropriate expectations and provide opportunities for students to exceed minimum learning expectations.
Provide formative and timely feedback to guide students in self-assessment of learning.			X	Focuses on what students can do rather than what they can't and reinforces students effectively.

### Instructional Clarity

Effective teachers exhibit knowledge, skills, and dispositions that demonstrate clarity regarding the content they teach and how to organize and sequence it to effectively facilitate learning and drive student engagement.

Competency	Basic Content Knowledge	Application	Demonstration	Exemplars
Demonstrate an understanding of Utah Core Standards.			X	Lesson plans incorporate Utah Core Standards.
Create learning intentions and success criteria that are aligned to Utah Core Standards.		X		Lesson plans are scaffolded according to clear learning intentions and effort is made to help students know and understand the learning goals as well as their progress.
Design learning experiences aligned to learning intentions and success criteria.			X	Lessons are sequenced in a logical and purposeful way to guide learning toward intended outcomes.
Plan learning progressions that build upon students' previous learning and support current learning intentions.		X		Lesson plans demonstrate learning appropriate to student age/grade and the teacher flexibly adjusts lessons to

				provide appropriate challenges.
Provide opportunities for students to track, reflect on, and set goals for their learning.		X		Assist students to focus on goal setting and reaching learning goals.
Allow students multiple opportunities and means for demonstration of competency.			X	Vary instructional approaches and have multiple strategies for teaching a particular topic.
Design a variety of instructional strategies to engage students and promote active learning.		X		Solicits participation from both those who are eager to answer and those who are more reticent.  Uses student responses to guide future instructional needs.

<b>Instructional Practice</b> Effective teachers exhibit knowledge, skills, and dispositions that support instructional practices that drive high-quality instruction, demonstrate a data-driven and cooperative approach to teaching and learning, and meet the diverse needs of all learners.				
<b>Competency</b>	<b>Basic Content Knowledge</b>	<b>Application</b>	<b>Demonstration</b>	<b>Exemplars</b>
Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.		X		Is aware of a variety of available strategies to support the unique needs of every student.
Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking and discourse.		X		Have a clear understanding of how learning builds and creates a logical pathway to learning.
Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.			X	Examine progress data obtained from formative and summative assessment to modify or tailor instruction to address identified learning challenges.
Employ a variety of assessments that allow			X	Have a robust knowledge of

all students to demonstrate learning.				assessment practices to promote student learning.
Provide feedback to students and families that supports learning and growth.			X	Provide regular feedback to parents and students to assist student growth.
Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds.		X		Use specific student interests, needs, and backgrounds in planning lessons.
Encourage students to think, engage and access content in creative ways.			X	Use principles of universal design for learning to anticipate challenges and lesson plans include multiple means for students to access and represent their learning.
Provide intentional tools and technology to design and implement activities that promote active student technology use.		X		Knowledge of a variety of available programs to support technology instruction and effectively uses such programs.

<b>Classroom Climate</b> Effective teachers exhibit the knowledge, skills, and dispositions that enable them to create appropriate physical, social, and emotional environments to support learning.				
<b>Competency</b>	<b>Basic Content Knowledge</b>	<b>Application</b>	<b>Demonstration</b>	<b>Exemplars</b>
Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices.			X	Demonstrates a friendly and positive disposition toward students and learning.
Promote a classroom environment in which students will respect and value differences, including racial, cultural, and linguistic.		X		Create a culture of respect for all students.
Involve students in establishing clear guidelines for behavior.		X		Encourage student participation to establish class rules and

				consequences.
Address physical and emotional safety concerns in a timely manner.		X		Attend to safety concerns when they happen.
Consistently applies the norms of the classroom to align with schoolwide expectations.			X	Support school wide norms within the classroom.
Strategically organize and structure the classroom environment for optimal student learning.		X		Arrange the classroom environment to be inviting and conducive to learning.
Model and maintain routines and procedures to encourage a predictable and functional classroom.			X	Establish and practice routines to promote a functional classroom.
Encourage an environment where students feel safe to take risks, participate and engage.		X		Solicits participation from both those who are eager to answer and those who are more reticent.  Uses student responses to guide future instructional needs.

## Professional Responsibility

Effective teachers exhibit the knowledge, skills, and dispositions that demonstrate awareness of and adherence to professional and ethical standards personally, within their school community, with parents, and within their local community.

Competency	Basic Content Knowledge	Application	Demonstration	Exemplars
Understand educational equity as outlined in R277-328 by acknowledging that all students are capable of learning.	X			Provide differentiated support using asset-based language to encourage learning for all students.
Comply with relevant school, district, and state laws, rules and policies governing the profession.		X		Become familiar with school, district, state law rules and policies.

Demonstrate intellectual curiosity and values continuous growth by engaging in professional learning.		X		Is active in professional learning opportunities beyond those that are required or school-sponsored (e.g., formal classwork, reading, attending conferences).
Engages in reflective practices that support professional, instructional, and schoolwide improvement.			X	Take time to engage in meaningful reflection on strategies and experiences to look for ways to improve practice.
Use effective communication with students, families, and colleagues about student learning.			X	Addresses students, parents, and colleagues with respect.
Exhibit professional and ethical conduct in accordance with school, district, and state policy.			X	Uses professional speech and dresses professionally.
Secure student data and respect confidentiality related to student data.			X	Protects digital passwords and stores student data in an appropriate and secure place.  Follows state policy and Board rule regarding student data privacy