THE STANDARDS
for Related Servers

LEARNING FIRST! The Davis educator is intensely focused on learning for each student.

PLAN: Effective educators plan instruction and assessments designed to support students in meeting rigorous learning goals as outlined in the Davis Essential Skills and Knowledge (DESK) standards. Through careful planning of relevant and meaningful learning experiences, effective educators address student strengths and challenges while balancing the best instructional strategies with an understanding of individual student needs.

TEACH: Effective instructional practice requires educators to clearly communicate learning goals, content, instructions, and expectations of students. Effective educators use a variety of instructional strategies and learning activities, instructional time and appropriate pacing, and engage students in higher order questioning, thinking, and metacognitive skills. Educator enthusiasm and interest in the content being studied maximize student engagement and learning.

CHECK: Effective educators use a variety of both formal and informal assessment methods to drive instructional adjustments while providing opportunities for each student to demonstrate understanding and mastery of knowledge and skills. The educator provides students with specific, timely, ongoing formative feedback to inform students of progress and provides opportunities for students to set personal goals and self-assess progress.

ENVIRONMENT: A safe and productive learning environment is created through consistent classroom organization, procedures, and behavior management. It is a place in which educators and students are positive and respectful of one another. Effective educators create developmentally appropriate and challenging learning experiences, demonstrate caring and understanding of individual learner strengths, interests, and diverse needs while maintaining high expectations.

PROFESSIONALISM: Effective educators engage in self-reflection and professional learning for continuous growth and expertise in content and pedagogy. These educators cultivate productive and collaborative relationships with staff, students, parents, administrators, and community by contributing to and proactively engaging in problem-solving approaches to challenges and changes within the profession and with the larger community.

EVALUATE DAVIS

THE INDICATORS
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PLAN

P.1   Analyzes and uses ongoing assessment data to guide instructional planning
P.2   Designs instruction to meet or exceed DESK standards
P.3   Constructs relevant, meaningful[1] learning experiences which meet individual learning needs
P.4   Sequences[2] and scaffolds[3] lessons which balance depth with breadth[4]

TEACH

T.1   Articulates[5] learning goals, content, instructions, and expectations clearly
T.2   Engages students through a variety of best practice instructional strategies to achieve learning goals[6]
T.3   Utilizes instructional time wisely and paces[7] effectively
T.4   Displays enthusiasm and clear interest in the subject while ensuring students learn
T.5   Uses instructional strategies to promote higher levels of thinking[8]

CHECK

C.1   Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or to guide re-teaching or enrichment activities[9]
C.2   Provides opportunities for students with diverse learning needs[10] to demonstrate understanding
C.3   Provides specific, timely, and ongoing formative feedback[11] to inform students of progress
C.4   Provides opportunities for students to set personal academic goals and self-assess progress[12]

ENVIRONMENT

E.1   Fosters an environment where educators and students are positive and respectful
E.2   Demonstrates caring and understanding within an environment of high expectations[13]
E.3   Creates an inviting and safe learning environment through effective classroom organization, procedures, and behavior management[14]

PROFESSIONALISM

PRO.1   Engages in self-reflection[15] and professional learning for continuous growth and expertise in content and pedagogy[16]
PRO.2   Collaborates and cultivates productive relationships with staff, students, parents, administrators, and community[17] to improve learning
PRO.3   Approaches challenges and changes positively in a problem-solving manner
PRO.4   Makes professional contributions to school, district, and school community[18]

**All employees must consistently adhere to school, district, and state policies and procedures

DEFINITIONS

[1] Relevance means that students can see how a lesson applies to their lives -- it helps them understand real-world issues or develop a skill that they can actually use to solve problems or accomplish tasks that matter to them. Meaningful refers to the learning activity in which students engage. An activity is meaningful only if it is effective at helping students master content or skills. Some activities, such as crossword puzzles, word searches, or low level questions, have a minimal effect on student learning.

[2] Sequencing and scaffolding go hand in hand. Good sequencing results from planning whole units of instruction, that is, from planning out several weeks rather than merely planning from day-to-day.

[3] Scaffolding takes place when a well-sequenced unit of instruction builds learning by basing it on, and connecting it to, prior knowledge and skills. Effective scaffolding also occurs when the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.

[4] Balancing depth with breadth (or coverage) is evident when a teacher allows for more time and deeper exploration of some topics than others while still allowing time to cover all required material. Effective teachers realize that sacrificing either one for the other does a disservice to students who benefit from both. Coverage is often demanded by the Utah State Core and the DESK standards but teachers can select portions of the material that add interest or insight on which to provide additional depth.

[5] In this sense, articulates means the educator clearly and effectively communicates the learning goals, content, instructions, and expectations to students.

[6] Instructional strategies are methods that are used in the lesson to ensure that the sequence or delivery of instruction helps students learn. Effective instructional strategies meet diverse learning styles, cultural differences, developmental, and individual needs of the learners. Learning activities are defined as any activities planned with the intention to improve students' knowledge, skills, and competence. Learning activities are intentionally planned and have a predetermined purpose and, typically, they involve the transfer of knowledge, information, or skills.

[7] Lesson pacing, sometimes called instructional pacing, occurs when a teacher deliberately slows or hastens the speed of delivery in order to meet the learning needs of students and/or increase student engagement. Lesson pacing is part of a planned strategy yet the most effective teachers consider pacing *in the moment* of teaching as well as during planning.

[8] Higher levels of thinking are those which involve analysis, synthesis, and evaluation. Students are engaged in higher levels of thinking when they are *creating, constructing, composing*, and *critiquing* as opposed to merely *repeating*, *responding*, or *remembering*.

[9] Informative assessments guide and facilitate learning. Teachers use informative assessment to make instructional and curricular changes intended to immediately benefit students. Through informative assessment, students and teachers can use evidence of current progress to adjust, adapt, or supplement learning, prior to any summative evaluation of learning; informative assessments are typically ongoing and often not recorded.

[10] Some students who have learned material have difficulty demonstrating their learning in the usual ways. The most effective teachers recognize when students with diverse learning needs have mastered content and are able to find different ways for them to show their understanding than the rest of the students. Differentiated instruction and assessment provide each student with equitable learning opportunities.

[11] Grades can be misunderstood for feedback, but the two are distinctly different. A grade, or a mark, a letter, a score, etc., yields relatively little information for students about what was mastered and what needs to be improved. If learning is the goal, feedback needs to be both specific and timely. Statements such as ''good work'' or ''grammar problems'' do not constitute *specific* feedback. Feedback which occurs in time for students to correct misconceptions and improve skills before

moving on is considered to be *timely*. Good feedback takes time on the part of the teacher but is vital for student learning and growth.

[12] Self-assessment is an important part of checking for understanding, and students, as well as teachers, should be checking and setting goals for learning. The most effective teachers enable students to be meta-cognitive through self-assessment; that is, to think about *why* they had misunderstandings, or *what techniques* helped them understand, or *which* pieces of content were most difficult for them and how they can improve. Meta-cognitive strategies, such as self-assessment and goal-setting, increase learning for educators and students.

[13] Students and parents want a teacher who is caring and understanding while holding each student accountable for learning. It is possible to help a student understand that while they have not yet mastered material the potential for doing so still exists. The most effective teachers inspire each student regardless of ability or background to persevere and advance in a classroom with high standards where student learning and mastery is the goal.

[14] An inviting and safe learning environment is attractive, tidy, and eliminates, rather than adds to, distractions. It is a physically and emotionally safe place where students can focus on learning. Classroom organization refers to all of the things a teacher does to organize students, space, time, and materials so that learning can take place. Procedures are the routines and methods used in a classroom to help it run smoothly. Setting up classrooms procedures includes establishing rules and behavioral norms as well as effective systems for dealing with things like transitions, absences, students who arrive without necessary supplies, etc. Well-run classrooms have clear and well-practiced procedures. Behavior management refers to the system that a teacher puts in place to deal with situations when the procedures – routines, rules, and norms – are not followed by a student. These include both informal and formal behavior management strategies ranging from proximity control and natural and logical consequences to parent contacts and behavior contracts.

[15] Self-reflection is the process of thinking about what one is doing or what one has just finished doing. Effective teachers reflect on their practice, taking time to study their own behavior and efforts and how that affects student learning. The term self-reflection does not mean reflecting on one's feelings, instead it is a critical self-assessment of one's effectiveness as an educator.

[16] Pedagogy is the study of education and educational practice. Content or curriculum is *what* teachers teach, whereas pedagogy is *how* teachers teach.

[17] A collaborative culture is developed when there is an atmosphere of shared responsibility for student learning among teachers and administrators.

[18] Maintaining the well-being of students and the school community require professional contributions, such as serving on school/district/state committees, supervising students involved in before or after school programs, supervising students during extracurricular activities, facilitating collaborative peer groups, or other services needed to foster an inclusive environment of caring and learning.