Connections between the Tooele County School District Strategic Model – Curriculum, Instruction, & Assessment component – and the Utah Effective Teaching Standards

Purpose: This document illuminates the most salient connections between the district-wide practices associated with the Curriculum, Instruction, and Assessment component of the TCSD strategic model and the Utah Effective Teaching Standards (UETS). The purpose is to support teachers and administrators in recognizing these connections to create efficiency in implementing these practices while also determining levels of teaching effectiveness. Though there are many more connections than are specified here, this document attempts to note the major connections.

Curriculum, Instruction, and Assessment Element	**UETS Standard Correlation**
Credible and Consistently Implemented Curriculum	
Guaranteed and Viable Curriculum (GVC) - Process	Standard 2, Element 1: Authentic participation in the GVC development process provides evidence of comprehensive understanding of Utah Core Standards.
	Standard 5, Element 2: The GVC process requires teachers to engage in feedback and collaborative processes with various colleagues including team teachers, school administrators, and district administrators. Effective participation in the GVC process

	demonstrates valuing constructive feedback, collaborative activities and schoolwide improvement.
	Standard 5, Element 2: Annual review of the GVC map is a critical piece of the GVC process. Authentic engagement in this aspect of the process demonstrates reflective professional practice.
	Standard 5, Element 4: Participating with colleagues in the GVC process can provide evidence of respectful and professional conduct with colleagues.
Guaranteed and Viable Curriculum (GVC) - Product/Map	Standard 1, Element 1: An effectively designed GVC provides opportunities for students to access, practice, and refine new learning.
	Standard 2, Element 2: A well sequenced GVC demonstrates clear understanding of learning experiences necessary for students as part of the current course and future courses.
	Standard 3, Element 1: GVCs are one of the most effective strategies in scaffolding learning experiences. A GVC serves as strong evidence of skilled and intentional scaffolding.
	Standard 4, Element 4: Depending on the level of clarity included, a GVC can illustrate the cultivation of rigorous learning and critical thinking.
TCSD Curriculum Guides (where applicable)	Standard 2, Element 2: A GVC aligned to TCSD curriculum guides demonstrates an understanding of learning experiences necessary within and across grade levels.
DAO Progressions (w/GVC and CFA)	Standard 2, Element 1: DAO progressions communicate a clear pathway to student mastery.
	Standard 2, Element 2: DAO progressions demonstrate strategically sequenced learning experiences.
	Standard 3, Element 1: DAO progressions are one of the strongest pieces of evidence of skilled and highly intentional scaffolding.
	Standard 4, Element 4: Depending on the content described, a DAO progression can demonstrate encouragement of rigorous learning and development of critical thinking skills.
Embedded Use of High-Leverage Instructional Practices	
Instructional Framework as a Lesson Process	Standard 2, Element 1: Learning experiences designed to include each component of the Instructional Framework ensure proper attention to the learning intentions and provide a systematic approach to achieving the success criteria.
	Standard 2, Element 4: Sound lessons comprised of each of the components of the Instructional Framework demonstrates use of a variety of effective strategies to support student engagement.
	Standard 3, Element 1: The Instructional Framework is an instructional model comprised of evidence-based strategies. Teachers consistently delivering lessons reflecting the structure of the Instructional Framework demonstrate strategies that stimulate higher-level thinking, discourse, and scaffold learning experiences to meet the needs of all students. The instructional sequence of– core instruction-checking for understanding-guided core

	instruction-checking for understanding—is a highly effective method of scaffolding learning experiences.
	Standard 5, Element 2: Instructional observation and feedback processes requires teachers to engage in receiving feedback and conversing and collaborating with school administrators. Authentic engagement in these activities demonstrates professionalism toward continuous professional learning.
Instructional Framework: Desired Academic Outcome (DAO)	Standard 2, Element 1: Creation of effective DAOs requires understanding of the Utah Core Standards. Effective use of DAOs includes communicating the relevance of the content in the DAO. It also includes communicating how the DAOs create a pathway to mastery. Finally, DAOs with learning intentions and success criteria are prerequisite to designing meaningful learning experiences.
	Standard 2, Element 2: Consistently effective DAOs are evidence of strategically sequenced learning experiences.
	Standard 3, Element 1: Meaningful DAOs demonstrate scaffolded learning experiences.
Instructional Framework: Bell Ringer	Standard 2, Element 4: Bell Ringers offer an important transition to the content of the current lesson. The presence of well-crafted bell ringers demonstrates methods used to support student motivation and engagement.
	Standard 3, Element 1: Bell ringers are an effective strategy in scaffolding learning from day to day. When used properly, bell ringers can also serve as a strategy to stimulate higher-level thinking, discourse, and problem solving.
Instructional Framework: Core Instruction	Standard 2, Element 4: Lessons that support engagement are designed to provide students with adequate instructional scaffolding to achieve early success while maintaining acceptable amounts of productive struggle and failure. Teachers designing lessons with explicit core instruction demonstrate an understanding of the contributions of teacher-directed instruction in achieving consistent student engagement.
	Standard 4, Element 1: Opportunities for student response and participation can be evidence of facilitating respectful classroom discussion.
	Standard 4, Element 4: Teachers can promote rigorous learning and critical thinking through teacher-directed instruction that encourages both.
Instructional Framework: Guided Core Instruction	Standard 2, Element 4: Guided core instruction offers students the opportunity to apply their learning with less teacher support. Teachers designing lessons with the gradual introduction of guided core instruction demonstrate an understanding of the value of student application in achieving consistent student engagement.
	Standard 4, Element 4: Guided core instruction can demonstrate clear evidence of rigorous learning and critical thinking when both are required for students to apply their learning.

Instructional Framework: Check for Understanding	Standard 2, Element 2: Utilization of frequent checks for understanding demonstrates an ongoing method of determining where students are now and where they need to go next.
	Standard 2, Element 4: Teachers designing lessons with regular checks for understanding demonstrate an understanding of the value of student participation and ongoing adjustments as they cultivate student engagement.
	Standard 3, Element 1: Checks for understanding can function to stimulate higher-level thinking and provide students scaffolded learning experiences. Effective teachers require students to demonstrate their understanding through higher-level thinking and utilize checks for understanding to gauge what instruction is needed to scaffold learning experiences.
	Standard 4, Element 4: Effective checks for understanding can encourage rigorous learning and promote critical thinking.
Instructional Framework: Desired Academic Outcome (DAO) Assessment	Standard 2, Element 2: Administering brief daily assessments, such as DAO assessments, requiring independent student performance demonstrates one method of continually gauging where students are now and where they need to go next.
	Standard 2, Element 3: Brief formal daily assessments provide student progress data to inform instructional planning.
Strategic Use of Assessment	
Check for Understanding	Standard 2, Element 2: Frequent assessment of student progress demonstrates the practice of determining where students are now and understanding the progression of where they need to go next.
	Standard 2, Element 3: Teacher utilizing regular checks for understanding demonstrate instructional planning to providing multiple opportunities for students assess their own learning and to show their competency.
	Standard 3, Element 2: In the moment analysis of informal and formal checks for understanding provides rich information to adjust instruction and provide feedback to students to support learning and growth.
Common Formative Assessments Cycle (CFAC) - Process	Standard 2, Element 1: Authentic participation in the CFAC development process is evidence of understanding the Utah Core Standards.
	Standard 5, Element 2: The CFAC development process requires teachers to engage in feedback and collaborative processes with various colleagues including team teachers, school administrators, and district administrators. Effective participation in this process demonstrates valuing constructive feedback, collaborative activities and schoolwide improvement.
	Standard 5, Element 4: Engaging with colleagues in the CFAC development process can demonstrate maintenance of respectful and professional conduct with colleagues.
Common Formative Assessments (CFA) – Product/Assessment	Standard 2, Element 2: Administering CFAs demonstrates one method of seeking to identify where students are now and where they need to go next.

	Standard 2, Element 3: Periodic CFAs provide progress data to inform instructional planning.
	Standard 3, Element 2: CFAs may be evidence of instructional adjustments and feedback to students to support learning and growth.
Common Formative Assessment Cycle (CFAC)	Standard 1, Element 4: An effective CFAC provides teachers with feedback about student performance, which is then utilized to provide students with feedback and opportunities to self-reflect. This information supports students in demonstrating competency.
	Standard 2, Element 3: The CFAC integrates opportunities for students to reflect on and assess their own growth and serves as an early opportunity to demonstrate competency. Implementation of CFACs also demonstrates effective instructional planning.
	Standard 3, Element 2: Implementation of the components of the CFAC is among the strongest evidence of critically analyzing evidence from formative assessments to provide feedback and adjust instruction to catalyze student growth.
	Standard 5, Element 3: Presence of consistent CFACs is strong evidence of effective and responsible communication with students and colleagues about student learning. Under conditions where parents are included in the feedback loop, this is also evidence of learning focused communication with parents.
TCSD Benchmarks (where applicable)	Standard 2, Element 2: Administering benchmarks demonstrates one formal method of understanding where students are now and where they need to go next.
	Standard 2, Element 3: Benchmarks are an important formal, yet formative, assessment to provide student progress data in relation to grade-level proficiency. When administered regularly, teachers are demonstrating an understanding of the utility of these data in planning instructional activities.
	Standard 3, Element 2: Benchmarks are an effective formal method to gain information about students' performance compared to the performance standards of Utah summative assessments. When done effectively, this demonstrates professional practice that supports students in reaching grade level proficiency through adapting instruction and providing insightful feedback to students.
	Standard 5, Element 3: Administering and responding to the results of benchmarks is quality evidence of effective and responsible communication with students and colleagues about student learning. Under conditions where parents are provided information about student performance and next steps, this is also evidence of learning focused communication with parents.

Post-Assessment Analysis Protocol (CFAs and TCSD benchmarks—where applicable)	Standard 2, Element 2: Deliberately analyzing the results of formal assessments, such as CFAs and benchmarks, demonstrates a meaningful attempt to determine where students are now and to plan activities to support their next steps in learning.
	Standard 2, Element 3: Analyzing assessment results in a systematic way demonstrates the professional practice of data informed instructional planning.
	Standard 3, Element 2: Authentic utilization of the post-assessment analysis protocol is substantial evidence of critically analyzing evidence from formative assessments to inform and adjust instruction and provide feedback to students to support learning.
	Standard 5, Element 3: Engaging in deep analysis of the skills and content embedded in assessments and item response patterns demonstrates professional communication with colleagues about student learning.
Acadience Progress Monitoring (where applicable)	Standard 2, Element 2: Conducting frequent progress monitoring sessions demonstrates one method of understanding where students are now and where they need to go next.
	Standard 2, Element 3: Regular progress monitoring provides student progress data to inform instructional activities.
	Standard 3, Element 2: Progress monitoring may be evidence of instructional adjustments and feedback if used to support students' learning and growth.
	Standard 5, Element 3: Administering and responding to Acadience progress monitoring can be quality evidence of effective and responsible communication with students and colleagues about student learning. Under conditions where parents are provided information about ongoing student performance, this is also evidence of learning focused communication with parents.
Acadience Benchmarks (reading and math) (where applicable)	Standard 2, Element 2: Administering benchmarks demonstrates one formal method of understanding where students are now and where they need to go next.
	Standard 2, Element 3: Acadience benchmarks are a critical assessment tool to provide formal student progress data to inform instructional activities.
	Standard 3, Element 2: Acadience benchmarks are effective formative assessments. If the results are leveraged to inform and adjust instructional responses, this is evidence of supporting student learning and growth.
	Standard 5, Element 3: Administering and responding to the results of Acadience benchmarks is quality evidence of effective and responsible communication with students and colleagues about student learning. Under conditions where parents are provided information about student performance and next steps, this is also evidence of learning focused communication with parents.

Diagnostic Flowchart (reading and math) (where applicable)	Standard 2, Element 2: Analyzing Acadience results to understand precise learning gaps and planning systematic instructional activities to support next steps in learning demonstrates a clear understanding of learning progressions.
	Standard 2, Element 3: Following the diagnostic flowchart to systematically analyze assessment results and respond appropriately demonstrates the professional practice of data informed instructional planning.
	Standard 3, Element 2: Using the diagnostic flowchart provides substantial evidence of critically analyzing evidence from formative assessments to inform and adjust instruction and provide feedback to students.
	Standard 5, Element 3: Utilization of the diagnostic flowchart for deep analysis of skill deficits and identifying targeted interventions demonstrates professional communication with colleagues about student learning.