



Effective Educator Standards Policy & Procedures

Merit Preparatory Academy

References: R277-530

Purpose

The purpose of this policy is to create a system for continuous growth that aligns to the Utah State Board of Education (USBE) Strategic Plan. The essential characteristics of this system include accountability, transparency, feedback, and flexibility. This policy is set forth to establish effective teaching standards for Merit Preparatory Academy teachers, administrators, and counselors.

Definitions

1. The “Utah Effective Educator Standards” means:
 - a. The Effective Teaching Standards described in R277-530-5.
 - b. The Educational Leadership standards described in R277-530-6.
 - c. The Educational School Counselor Standards described in R277-530-7.

Policy

1. The Director(s) will develop a system to support educators, school administrators, and school counselors in the implementation of the Utah Effective Educator Standards.
2. Merit Preparatory Academy (MPA) will develop and provide professional learning experiences and professional learning plans for relicensure using the Effective Educator Standards to assess educator progress toward implementation of the standards.
3. MPA shall adopt formative and summative educator assessment systems, aligned to the Effective Educator Standards, to facilitate educator growth toward highly effective teaching practices.
4. MPA shall use the Effective Educator Standards as a basis for the development of a collaborative professional culture that facilitates student learning.
5. MPA shall implement induction and mentoring activities for beginning teachers and school administrators that support effective implementation of the Effective Educator Standards.

Effective Teaching Standards

1. The Effective Teaching Standards focus on the concepts of personalized learning for diverse learners; a strong focus on application of knowledge and skills; improved assessment literacy; a collaborative professional culture; and leadership roles for teachers.
2. MPA educators shall demonstrate the following skills and work functions designated in the following ten standards:
 - a. Learner Development: An educator understands cognitive, linguistic, social, emotional and physical areas of student development.
 - b. Learning Differences: An educator understands individual learner differences and cultural and linguistic diversity.
 - c. Learning Environments: An educator works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning and self motivation.
 - d. Content Knowledge: An educator understands the central concepts, tools of inquiry, and structures of the discipline.

- e. Assessment: An educator 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.
- f. Instructional Planning: An educator plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, core curriculum standards, instructional best practices, and the community context.
- g. Instructional Strategies: An educator 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.
- h. Reflection and Continuous Growth: An educator is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
- i. Leadership and Collaboration: An educator 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.
- j. Professional and Ethical Behavior: An educator demonstrates the highest standards of legal, moral, and ethical conduct as required in the Utah Educator Professional Standards described in rule R277-515.

Effective Leadership Standards

1. The MPA Board expects that school administrators shall meet the standards of effective teaching and have the knowledge and skills to guide and supervise the work of educators, lead the school learning community, and manage the school's learning environment in order to provide effective, high quality instruction to all of MPA's students.
2. The Educational Leadership Standards focus on visionary leadership; advocacy for high levels of student learning; leading professional learning communities; and the facilitation of school and community collaboration.
3. In addition to meeting the standards of an effective teacher, MPA administrators shall demonstrate the following traits, skills and work functions designated in the following six standards:
 - a. Visionary Leadership: A school administrator promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of The Board of Trustees vision of learning that is largely shared and supported by stakeholders.
 - b. Teaching and Learning: A school administrator promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.
 - c. Management for Learning: A school administrator promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
 - d. Community Collaboration: A school administrator promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.
 - e. Ethical Leadership: A school administrator promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, and ethical behavior.
 - f. Systems Leadership: A school administrator promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education.

Effective School Counselor Standards

1. In addition to meeting the Effective Teaching Standards described in R277-530-5, an educational school counselor shall demonstrate the following traits, skills, and work functions designated in the following seven standards:
 - a. Collaboration, Leadership, and Advocacy: An educational school counselor 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.

- b. Collaborative Classroom Instruction: An educational school counselor delivers a developmental and sequential guidance curriculum prioritized according to the results of the school needs assessment.
- c. The Plan for College and Career Readiness Process - An educational school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.
- d. Systemic Approach to Dropout Prevention with Social and Emotional Supports - An educational school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills and implements programs for student support in dropout prevention
- e. Data-Driven Accountability and Program Evaluation - An educational school counselor collects and analyzes data to guide program direction and emphasis.
- f. Systemic School Counseling Program Management - An educational school counselor is involved in management activities that establish, maintain and enhance the total school counseling program.
- g. Professional and Ethical Behavior - An educational school counselor demonstrates the highest standard of legal, moral and ethical conduct, as required in the Utah Educator Professional Standards described in R277-515.

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