

UTAP Teaching for Justice Tool

Mission: UTAP develops members of a network of transformational educators advocating for educational justice in urban contexts. UTAP educators center the voices and agency of students and their communities, combining reflective practice with a deep understanding of content knowledge and culturally responsive pedagogy.

UTAP TEACHERS			
<u>Plan instruction that</u>	<u>Create Classroom Environments that</u>	<u>Deliver instruction that</u>	<u>Engage in the profession through</u>
<ul style="list-style-type: none"> ● Is goal focused ● Is culturally responsive ● Leverages resources ● Is data driven 	<ul style="list-style-type: none"> ● Build community ● Are built around norms and systems ● Leverage available space ● Are restorative 	<ul style="list-style-type: none"> ● Is student-centered and culturally responsive ● Is academically rigorous ● Engages students with one another ● Is feedback focused 	<ul style="list-style-type: none"> ● Effective communication ● Reflection ● A growth mindset

Framework Abbreviations:

- PDE 430 - [PA Department of Education Statewide Evaluation Form](#) (Based on Danielson)
- PA CRSE - [Pennsylvania Culturally Relevant and Sustaining Education Competencies](#)
- UTAP EL - [UTAP Equity Lenses](#)
- SJP - [The Practices of Philly's Expert Social Justice Educators](#) (Schiera, Marshall-Butler, Mittenfelner Carl)
- CP-PBL - [Core Practices of Project Based Learning](#) (Grossman, Pupik Dean, Kavanagh, Herrmann)
- UTAP FR - [UTAP Field Review](#)

Rating Scale:

From PDE 430:

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

1. Planning and Preparation	3	2	1	0
1. Sets developmentally appropriate instructional outcomes/ goals (UTAP FR) <ul style="list-style-type: none"> a. Articulates rationale for curricular choices b. Can discuss instructional objectives in relation to student assessment data c. Can connect instructional objectives to student needs and big ideas for units/lessons d. Instructional goals reflect Pennsylvania K-12 standards (PDE 430) 				
2. Demonstrates knowledge of content and culturally responsive and sustaining pedagogy (PDE 430, UTAP FR). <ul style="list-style-type: none"> a. The teacher uses academic language and high-leverage practices, accommodating different skill levels b. Consider, assess, and accommodate for variations in prerequisite skills and background knowledge. c. Design culturally responsive and sustaining experiences (PA CRSE 3 & 4) d. Creates plans that engage students in disciplinary practices that elicit critical inquiry around economic, political, and social power structures in the school, community, nation, and world. (PA CRSE 3.E, UTAP EL) 				
3. Demonstrates knowledge of resources (PDE 430, UTAP FR). <ul style="list-style-type: none"> a. Use of materials supports learning objectives. b. Uses technology to facilitate and support student learning. c. Identifies and leverages resources that integrate multiple perspectives into learning experiences and interactions. (PA CRSE 3.B) 				
4. Uses academic data to inform instructional decisions and practices <ul style="list-style-type: none"> a. Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities (PA CRSE 4.C) b. Designs assessments of student learning aligned to the instructional goals and adapted as required for student needs (PDE 430) 				

2. Classroom Environment	3	2	1	0
1. Demonstrates knowledge of students and community . (UTAP EL) <ul style="list-style-type: none"> a. Incorporates students' lived experiences into content and instruction to facilitate understanding. (PA CRSE 3.A) b. Builds on student background/prior knowledge for instructional purposes. (UTAP EL) c. Centers student voice, positioning students as agents in their classroom, drivers of their learning, and advocates for themselves (CP-PBL) d. Collaborate with families and communities through authentic engagement practices (PA CRSE 6) e. Establish high expectations for each learner and treat them as capable and deserving of achieving success (PA CRSE 8) 				
2. Communicate and reinforce developmentally appropriate norms, routines, and systems <ul style="list-style-type: none"> a. Demonstrates understanding of where students are related to their age b. Maintains systems set up or approved by CM c. Uses classroom norms and expectations to redirect student behavior d. Promote Asset-based Perspectives about Differences (PA CRSE 5) 				
3. Effectively uses classroom space <ul style="list-style-type: none"> a. Rotates around the classroom b. Allows students to use open spaces in productive ways c. Classroom arrangement is organized to support smooth transitions, whenever possible. 				
4. Recognize and address student behavior <ul style="list-style-type: none"> a. Appropriately uses restorative practices to address student behavior b. Has knowledge of and uses trauma-informed strategies c. Verbally acknowledges on task behavior using constructive feedback d. Redirects unproductive behavior e. Alerts parents when student is exhibiting positive and negative behavior 				

3. Instructional Delivery	3	2	1	0
<p>1. Implements student-centered, culturally responsive learning opportunities (PA CRSE 3 & 4)</p> <ul style="list-style-type: none"> a. respect the real-world experiences of learners, educators, educational leaders, and families and the diverse funds of knowledge they bring into educational spaces. (PA CRSE 3.A) b. Communicates the value of content to students' lives and education (CP-PBL) c. Expose students to the worldviews of other cultures and communities and their histories of resistance. (SJP) d. Contextualize classroom learning within real-world issues and wider efforts toward liberation (SJP) 				
<p>2. Supports students to engage in rigorous, disciplinary work as appropriate for their developmental stage</p> <ul style="list-style-type: none"> a. Engages students in disciplinary practices that elicit critical inquiry (UTAP EL, UTAP FR) b. Clearly communicates instructional goals, procedures, and content (UTAP FR, PDE 430) c. Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs (PDE 430, SJP) d. Engagement of students in learning and adequate pacing of instruction (PDE 430) 				
<p>3. Support students to engage with one another as sense makers</p> <ul style="list-style-type: none"> a. Uses questioning and discussion strategies that encourage many students to participate (PDE 430) b. Position students as leaders and producers of ideas/ products with meaning beyond the classroom (UTAP EL) c. Empower students to engage in cycles of questioning and feedback in order to make change (UTAP EL, CP-PBL) d. Uses instructional strategies to promote and support student to student engagement. 				
<p>4. Analyze student work and performances in order to/and provide feedback and adjust instruction that support the development of learners;</p> <ul style="list-style-type: none"> a. Regularly checks student understanding and provides feedback to students on their learning (PDE 430) b. Use of formative and summative assessments to meet learning goals and to monitor student learning (UTAP FR) c. Flexibility and responsiveness in meeting the learning needs of students (UTAP FR) d. Empower students to engage in cycles of questioning and feedback in order to make change (UTAP EL, CP-PBL) 				

4. Professional Responsibilities	3	2	1	0
<p>1. Effectively communicates with students, parents, colleagues, and UTAP staff</p> <ul style="list-style-type: none"> a. Communicate in linguistically and culturally responsive ways that demonstrate respect for learners, educators, educational leaders, and families (PA CRSE 7) b. Learn from, participate in, and partner with community members and organizations c. Effectively collaborates with colleagues and peers d. Regularly communicates with UTAP staff and faculty (via email, in person meetings, class sessions, etc.) 				
<p>2. Regularly reflects on teaching practice</p> <ul style="list-style-type: none"> a. Reflects on positionality as a classroom teacher and manages biases (PA CRSE 1) b. Self-reflects and engages in critical conversations with others to deepen awareness of unconscious bias, stereotypes, and prejudice. (PA CRSE 2 & 3.D, UTAP EL) c. Builds and engages in professional communities that support the development of an anti-racist system of education d. Maintains growth mindset for own practice e. Examine the impact of classroom practices on socially-marginalized groups and constantly revise practices to pursue equitable outcomes (UTAP EL, PA CRSE 2) 				
<p>3. Receive and implement feedback in a timely manner</p> <ul style="list-style-type: none"> a. Seeks out and can apply feedback or new ideas from peers, instructors, mentors, etc. b. Recognizes that teaching requires continued engagement with learning and growing one's practice 				
<p>4. Demonstrates professional behavior (attendance, communication, use of technology and media)</p> <ul style="list-style-type: none"> a. Continually works toward understanding the nuances and appropriate application of the professional expectations of the school b. On-time attendance c. Respond to email within 48 hours 				