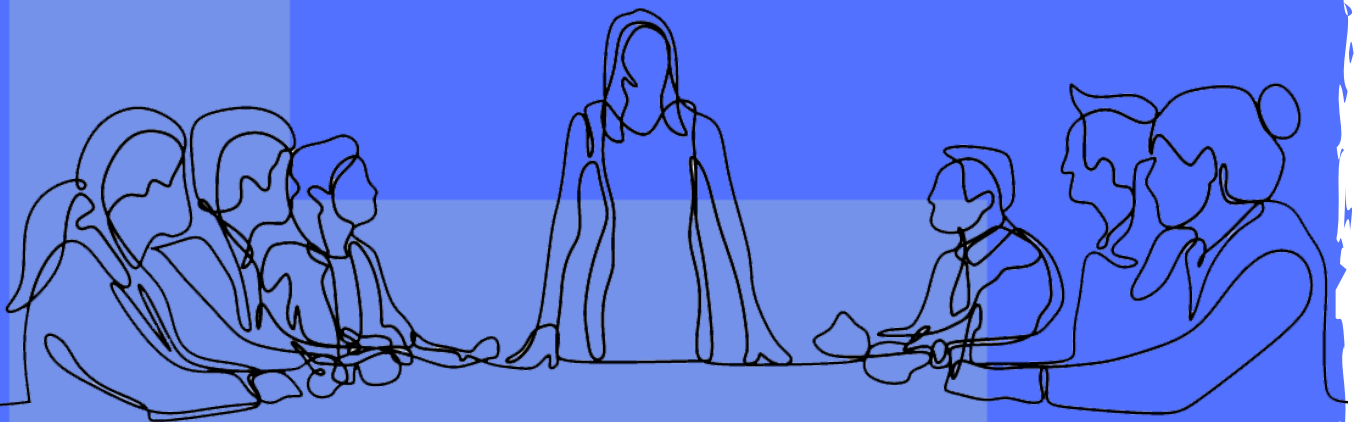


2

EDUCATOR EFFECTIVENESS

MANUAL



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Background-Utah Effectiveness Project

The Utah Board of Education's mission includes providing high quality instruction for all students as one of the key pillars of the essential promised work of public education.

Education research is very clear that effective instruction matters and teachers are the single most school-level influence on student achievement. Therefore, the foundational assumptions of the Utah Educator Effectiveness Project recognize that high quality instruction in all public schools in Utah requires:

1. Measuring teaching and leadership with research-based performance standards.
2. Aligning preparation programs to Utah Effective Teaching Standards and Utah Educational Leadership Standards.
3. Evaluating the effectiveness of educators yearly using multiple measures.
4. Recruiting, retaining, promoting, and rewarding the most effective educators.
5. Providing appropriate professional development at all stages of the professional career continuum.

The five major components of the Educator Effectiveness Project are directly targeted at improving instruction and are all essential for improving educational outcomes for all students. The Utah State Board of Education adopted the Utah Effective Teaching Standards and Utah Educational Leadership Standards (R277-530), August 2011 as the first and most crucial step of the overall project.

These standards will serve as the basis for district educator evaluation systems as well as the model system being developed by the Utah Educator Evaluation Advisory Committee and subsequent workgroups. The Utah State Board of Education then adopted R277-531 September 2011, outlining the educator evaluation components and processes required of all school districts in Utah.

This Educator Effectiveness system and subsequent policy and manual, is the Cache County School District's model of complying with these state-required provisions.

Updated June 2019

Board Policy—Educator Effectiveness

STATEMENT OF POLICY

SUBJECT: Educator Effectiveness

Approved June 2017

I. Evaluation of Licensed Instructional Staff

- A. The Board of Education is committed to an on-going evaluation program for licensed personnel which complies with Utah State Law, USBE Board Rules, Cache County School District policy, and measures implementation of the Utah Effective Teaching Standards and evaluation framework. The Board delegates to the District Administration responsibility for assuring that the evaluation program is reasonable, fair and based upon a process which is valid and reliable in measuring teacher effectiveness. It is the policy of the Board to require all licensed personnel to participate in the evaluation program for the following purposes:
1. To promote the on-going support and professional growth of educators.
 2. To develop and maintain highly effective educators.
 3. To recognize and promote the use of evidence-based instructional techniques, standards-based teaching and reporting, and professional behaviors.
 4. To appraise educators according to their effectiveness.
 5. To provide a basis for decisions affecting employment.
 6. To ensure that every student receives high quality instruction every day.
 7. To develop a collaborative professional culture to facilitate student learning.
- B. The Board authorizes the Superintendent and District Administration to develop administrative regulations consistent with this policy.

II. Licensed Instructional Staff Regulations (Definitions)

- A. The evaluation program for instructional educators (licensed personnel) shall be administrated in accordance with the accompanying regulations:

Definitions:

1. "Calendar days" - any day of the week, month or year
2. "Working days" - the days the educator being evaluated is under contract to work
3. "School days" - the days the educator is under contract to work and students are in attendance
4. "Career educator" - a licensed employee entitled to reasonable expectation of continued employment under the policies of the District
5. "Provisional educator" -
 - a. An employee entering to a licensed teaching assignment or position or returning to a licensed teaching assignment or position with the District
 - b. A District employee who accepts another position that is substantially different from the position in which career status was achieved (e.g., teacher to teacher specialist)
6. "Probationary educator" - any licensed educator employed by the District who has been placed on probation
7. "Temporary employee" - an individual who is employed by the District on a temporary basis. Temporary employees include, but are not limited to the following: substitute teachers; employees hired under contracts for one (1) year only or for less than one (1) year; employees whose positions are funded by grants and/or yearly allocated state or federal monies;

- employees whose positions are authorized for no more than twelve (12) months, an individual who possesses a LEA specific competency-based license as recommended by the local Board of Education; and any employee whose contract is less than .50 Full-Time Equivalent (FTE)
8. "Educator Effectiveness" - the instrument to support effective instruction and professional growth (i.e., instructional quality, student growth, and stakeholder input)
 9. "Formative evaluation" - an informal evaluation designed and used to promote growth and implementation in a person's performance
 10. "Summative evaluation" - an evaluation designed to make annual ratings of an educator's performance. Decisions on salary and employment may be made based on summative evaluations. Educator Effectiveness is the District's summative evaluation process
 11. "Summative Overall Rating" - the Educator Effectiveness rating assigned to the educator (i.e., "Ineffective," "Emerging" or "Minimally Effective," "Effective," or "Highly Effective")
 12. "Other lines of evidence" - additional documentation of performance, including formalized protocols and checklists that monitor and evaluate a person's performance
 13. "Satisfactory performance" - an Educator Effectiveness summative overall rating that is in the "Emerging," "Effective" or "Highly Effective" range
 14. "Unsatisfactory performance" - an Educator Effectiveness summative overall rating that is in the "Minimally Effective" or "Ineffective" range

III. Licensed Instructional Staff Regulations

- A. Educator Effectiveness is the District's process and instrument for evaluating an educator's performance.
- B. Each licensed employee shall be evaluated by his/her principal, principal's designee or immediate supervisor, as determined by the District.
- C. The principal, principal's designee or immediate supervisor shall review the purposes and procedures of the evaluation process with all licensed educators at least once each contract year. Each licensed educator will have access to Educator Effectiveness information and learning modules. The educator shall be notified of the evaluation process at least fifteen (15) working days prior to the first observation.
- D. All provisional educators shall be assigned a New Teacher Mentor.
- E. Evaluation frequency:
 1. Career educators shall receive a summative evaluation every three years. Formative observations will occur annually.
 2. Provisional educators shall be evaluated at least once each contract year for a minimum of three years and up to five years.
 3. Probationary educators shall be evaluated at least twice each contract year.
 4. The immediate supervisor as determined by the district may evaluate an educator whenever it is deemed necessary.
- F. Educator Effectiveness is the structure that supports effective instruction and professional growth of educators through the following process:
 1. Self-assessment and goal setting for individual and team professional growth;
 2. Conferencing (e.g., in-person or on-line communication about the growth plan);
 3. Annual formative and summative observations, as well as targeted observations, as needed to determine progress and performance;
 4. An End-of-year Conference (EC) for Provisional, Probationary and Career Educators;
 5. Student achievement data (e.g. Median Student Growth Percentile (MSGP) and/or Student Learning Objectives (SLO) and/or Rate of Improvement (ROI));
 6. Stakeholder Input
 7. Evaluation Cycle and Timeline:
 - a. Orientation, notification, and access to the Educator Effectiveness manual shall be made available to the educator at least 15 calendar days before the evaluation is to begin.

- b. Self-Assessment and professional growth plan shall be submitted to the supervisor via electronic platform by October 1st.
 - c. Beginning-of-year Conference (BC) may be held electronically or in person.
 - d. Observations, a minimum of two, shall be conducted by the principal, principal's designee or immediate supervisor, for each summative evaluation cycle.
 - i) The data collected from the first and second observations will be recorded in the district's digital platform.
 - ii) Observation data will be available for the educator to view electronically or non-electronically within 48 hours after the observation is conducted.
8. An End-of-year Conference (EC) will be held by March 20th for Provisional teachers and April 20th for Career Educators, with the principal, principal designee or supervisor. The EC will include a review of the educator's professional growth plan and evidence that goals were met, educator performance, student achievement data, stakeholder input as well as an overall rating assigned.
- a. If the educator does not agree with any portion of the evaluation, the educator has the right to submit a written response expressing his/her views. This written response must be submitted to his/her supervisor and to the Director of Human Resources within fifteen (15) days of the EC.
 - b. Educator Effectiveness shall be acknowledged by the educator and the current principal, principal's designee or immediate supervisor. The educator's acknowledgement indicates receipt of the Educator Effectiveness evaluation but does not necessarily signify agreement with its contents or summative overall rating.
 - c. A copy of the Educator Effectiveness evaluation shall be provided to the educator and a copy shall be retained in the educator's personnel file, electronically.
 - d. Evaluation records are classified as "Private Records".
9. Provisional educators: Provisional educators shall be "Emerging/Minimally Effective", "Effective", or "Highly Effective".
- a. A Mid-year Conference (MC) will be held with the educator by January 30th.
 - b. The first evaluation cycle will receive an overall rating at the MC based upon instructional quality. (e.g., a minimum of two observations and other lines of evidence).
10. Career Educators: Career educators overall rating shall be "Effective" or "Highly Effective."
11. Career educators whose Educator Effectiveness summative overall rating is in the "Minimally Effective" or "Ineffective" range shall be placed on probation and notified that their employment status is in question.
- a. Career educators who have been placed on probation for unsatisfactory performance, and are again unsatisfactory within a three-year period, are subject to non-renewal or employment termination pursuant to Utah Law.
12. Educators whose overall Educator Effectiveness rating is in the "Minimally Effective" or "Ineffective" range shall be notified that their employment status may be in question and placed on a Plan of Assistance (POA).
- a. A Plan of Assistance (POA) shall be provided that includes:
 - i) Identified specific, measurable, and actionable deficiencies.
 - ii) Recommended course of action and resources intended to improve the educator's performance may not exceed 120 school days.
 - b. At the conclusion of the POA, a conference will be held to gather evidence to review the degree of progress made.
 - c. The immediate supervisor confers with the Supervisor's Assistance Team (SAT), Director of Human Resources, and School Performance Director to determine the action to be taken.
 - i) Remediation Completed – If the career educator has demonstrated satisfactory progress, including completion of all goals, he/she is removed from probation and reinstated as a career educator.

- ii) Termination - Career educators whose summative overall rating remains in the "Minimally Effective" or "Ineffective" range shall be subject to the provisions of "Policy—Termination of Employment Instructional Staff (Licensed)."
 - d. If a licensed educator receives an overall rating of "Ineffective," he/she shall not advance on the District's wage or salary schedule. If a licensed educator receives an overall rating of "Minimally Effective," he/she shall not advance on the District's wage or salary schedule, unless the licensed educator is provisional or in the first year of a new teaching assignment.
13. Educators have a right to review Educator Effectiveness summative overall rating.
- a. Educators have fifteen (15) calendar days following receipt of the evaluation to submit a written request for a review of the evaluation findings. The written request must be submitted to the Department of Human Resources.
 - b. If a review is requested, the Superintendent's designee shall appoint an independent reviewer to review and make recommendations regarding the employee's evaluation. The review shall be in accordance with State Board of Education rules. The independent reviewer shall not be an employee of the District.

IV. Evaluation of Administrative Staff

- A. The Board of Education is committed to an on-going evaluation program for administrative personnel which complies with Utah State law, USOE Board Rules, the Utah Educational Leadership Standards and Cache County School District policy. The Board delegates to the District Administration responsibility for assuring that the evaluation program is reasonable and fair and based upon an evaluation process which is valid and reliable. It is the policy of the Board to require all administrative personnel to participate in the evaluation program for the following purposes:
 - 1. Promote the on-going support and professional growth of educational leaders.
 - 2. Develop and maintain highly effective educational leaders.
 - 3. Appraise educational leaders according to their effectiveness.
 - 4. Provide a basis for decisions affecting employment.
 - 5. Ensure that every student receives high quality instruction every day.
 - 6. Develop a collaborative professional culture to facilitate student learning.
- B. The Board authorizes the Superintendent and District Administration to develop administrative regulations consistent with this policy.

V. Administrative Regulations (Definitions)

- A. Definitions for purposes of this regulation:
 - 1. "Calendar days" - any day of the week, month or year.
 - 2. "Working days" - the days the administrator being evaluated is under contract to work.
 - 3. "School days" - the days the administrator is under contract to work and students are in attendance.
 - 4. "Career administrator" - a licensed administrator entitled to reasonable expectation of continued employment under the policies of the District.
 - 5. "Provisional administrator" -
 - a. An employee entering to a licensed administrative assignment or position or returning to an administrative assignment or position with the District.
 - b. A District employee who accepts another position that is substantially different from the position in which career status was achieved (e.g., assistant principal to principal).
 - 6. "Probationary administrator" - any licensed administrator employed by the District who has been placed on probation.

7. "Formative evaluation" - an informal evaluation designed and used to promote growth and improvement in a person's performance.
8. "Summative evaluation" - an evaluation designed to make annual ratings of an educator's performance. Decisions on salary and employment may be made based on summative evaluations.
9. "Summative overall rating" - rating assigned to the educational leader based on professional performance, student growth, and stakeholder input. (i.e., "Ineffective," "Emerging" or "Minimally Effective," "Effective," or "Highly Effective").
10. "Mentor" - an administrator assigned by the immediate supervisor, as determined by the District, to assist a provisional or probationary administrator to become informed about and effective and competent in the administrative profession and school system.
11. "Satisfactory performance" - a summative overall rating that is the "Emerging," "Effective" or "Highly Effective" range.
12. "Unsatisfactory performance" - a summative overall rating that is in the "Minimally Effective" or "Ineffective" range.

VI. Administrative Regulations

- A. Each licensed administrative employee shall be evaluated by his/her immediate supervisor, as determined by the District.
- B. The District Administration shall review the purposes and procedures of the evaluation process with all administrators reviewed at least once each contract year. Each administrator shall be provided access to the evaluation instrument. All administrators will be evaluated yearly and shall be notified at least fifteen (15) working days prior to beginning the evaluation process.
- C. All provisional administrators shall be assigned a mentor.
- D. Evaluation frequency
 1. Career administrators shall be evaluated annually.
 2. Provisional administrators shall be evaluated twice each contract year for a minimum of three years and up to five years.
 3. Probationary administrators shall be evaluated twice each contract year.
 4. The immediate supervisor, as determined by the District, may evaluate an administrator whenever it is deemed necessary.
- E. The evaluation process shall include:
 1. Orientation to review the evaluation process, the specific dates, and general procedures to be used.
 2. Professional growth plan developed through a self-assessment and identified goals.
 3. Beginning-of-year Conference (BC) may be held to review the administrator's self-assessment and the school's student growth data from the prior school year. Goals will be finalized and approved by the supervisor.
 4. Mid-year Conference (MC) may be held for reflection and supervisor feedback on goal progress.
 5. Data is collected throughout the year through observations, products and interviews/surveys.
 6. End-of-year Conference (EC) will be held between the immediate supervisor and the administrator by June 30th of each year. The EC includes:
 - a. A review of the administrator's:
 - i) professional goals;
 - ii) professional performance;
 - iii) student growth; and
 - iv) stakeholder input.
 - b. A summative overall designated rating.

7. If the administrator does not agree with any portion of the evaluation, the administrator has the right to submit a written response expressing his/her views. This written response must be submitted to his/her supervisor and to the Director of Human Resources within fifteen (15) calendar days of the EC.
8. The evaluation shall be signed electronically by both the administrator and the immediate supervisor. The administrator's signature indicates receipt of the report but does not necessarily signify agreement with its contents.
9. A copy of the evaluation report shall be provided to the administrator and a copy retained in the administrator's personnel file in the Human Resources Department.
10. Evaluation records are classified as "Private Records" and shall be managed according to the guidelines of "Policy—EHB—Data Records Retention."

F. Provisional administrators and Provisional educators shall be categorized as "Emerging," "Effective," or "Highly Effective".

1. A Mid-year Conference (MC) will be held with the administrator by December 31.
2. An overall rating will be designated at the MC based upon professional performance. If the first evaluation's overall rating is in the "Ineffective" range:
 - a. The administrator shall be notified that continued employment with the District is in question; and
 - b. Additional resources shall be identified to assist the provisional administrator.
3. A second evaluation cycle begins any time after the MC. The administrator will receive a summative overall rating at the EC prior to June 30.

G. Career administrators shall be categorized as "Effective" or "Highly Effective."

H. Career administrators whose overall evaluation rating is in the "Minimally Effective" or "Ineffective" (i.e., unsatisfactory) range, shall be placed on probation and notified that their employment status is in question.




1. Career administrators who have been placed on probation for unsatisfactory performance, and are again unsatisfactory within a three-year period for the same deficiency, are subject to non-renewal or employment termination pursuant to District Policy—Termination of Employment Administrative Staff.

I. Administrators whose summative overall evaluation rating is in the "Minimally Effective" or "Ineffective" range shall be notified that their employment status is in question and placed on a Plan of Assistance (POA).

1. A Plan of Assistance (POA) shall be provided and includes:
 - a. Identified specific, measurable, and actionable deficiencies,
 - b. Recommended course of action and resources intended to improve the administrator's performance, and
 - c. May not exceed 120 school days. (See, Utah Code 53A-8a-503)
2. At the conclusion of the POA, a conference will be held to gather evidence to review the degree of progress made.
3. The immediate supervisor confers with the Supervisor's Assistance Team, Director of Human Resources and the Superintendent to determine the action to be taken.
 - a. If the administrator has demonstrated satisfactory progress, including completion of all goals, he/she is removed from probation and reinstated as a career administrator.
 - b. If the administrator has not demonstrated satisfactory improvement, he/she may be assigned to a new position within the District at any time.

- i) When a change of assignment occurs, the administrator's pay shall be changed at the start of the next contract year to reflect the salary schedule of the new position with years of service recognized.
 - ii) The employee has the right to appeal this decision pursuant to District "Policy—Termination of Employment Administrative Staff."
 - c. Termination - If the administrator has not demonstrated satisfactory improvement, his/her employment may be terminated pursuant to District Policy and Utah Law.
- J. If an administrator receives an overall rating of "Ineffective," he/she shall not advance on the District's wage or salary schedule. If an administrator receives an overall rating of "Minimally Effective," he/she shall not advance on the District's wage or salary schedule, unless the administrator is provisional or in the first year of a new administrative assignment.
- K. Right to Review Evaluation Summative Overall Rating
 1. Administrators have fifteen (15) calendar days following receipt of the evaluation to submit a written request for a review of the evaluation findings. The written request must be submitted to the Department of Human Resources.
 2. If a review is requested, the Superintendent, or Superintendent's designee shall appoint an independent reviewer to review and make recommendations regarding the employee's evaluation. The review shall be in accordance with State Board of Education rules. The independent reviewer shall not be an employee of the District.

Educator Status and Types of Observations/Evaluations

Educator Status	Type of Evaluation Required
<p>Provisional Educator- An employee entering to a licensed teaching assignment or position or returning to a licensed teaching assignment or position with the District. Newly hired teachers (including career teachers from outside our district) are typically provisional for 3 years, but may be extended beyond that. Experienced teachers who have previously taught in our district and are returning, and were previously Career Educator status are provisional for only the 1st year, but may be extended as needed.</p> <p>Years 1,2,3 </p>	<p>S SUMMATIVE EVALUATION</p>
<p>Career Educator- a licensed employee entitled to reasonable expectation of continued employment under the policies of the District.</p> <p>Year 4+ </p>	<p>F FORMATIVE EVALUATION- 2 out of 3 years</p> <p>S SUMMATIVE EVALUATION- 1 out of 3 years</p>
<p>Probationary Educator- any licensed educator employed by the District who has been placed on probation. Review district policy regarding probationary status, and contact human resources for additional help.</p> <p>Year 4+ </p>	<p>S SUMMATIVE EVALUATION-follow district protocols found in district policy.</p>

Summative Evaluation Educator List-Generating Reports

Step 1: Select School Admin Tab and Select School

Your Account Information
 District ID: 15010000012
 District: Cache County School District
 Contact Name: Curt Jenkins
 User Name: Jenkincd
 User ID: 910100001254
 User Role: School Admin

Change Role

District Admin	School Admin	School Observer	District Observer	District Mentor	District Evaluator	Human Resources	Data Reviewer	Admin Goal Tab
----------------	---------------------	-----------------	-------------------	-----------------	--------------------	-----------------	---------------	----------------

Help File Sharer Tool Preview Sign Out

School Administrator: Jenkincd **Pick School List**

Sign Out Pick The School You Want to Log Into

Help File Sharer Tool Preview Sign Out

For Technical Support:
 Email: tech_support@observertab.net
 Technical Support: 1-929-265-4131

For General and Sales Inquiries:
 ObserverTab, LLC
 PO Box 10
 Bronxville, NY 10708
 General & Sales Inquiries: 1-800-975-5001

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 Elapsed Time: 0.0910

Step 2: Select Custom Reports-Utah Teacher Summative Evaluation Status Review

<p>Teacher GoalTab</p> <ul style="list-style-type: none"> Educator Self Assessment Professional Growth Plan Counselor Self Assessment Cache Counselor Professional Growth Plan Show Older Forms <p>Observation History</p> <ul style="list-style-type: none"> Tool By Month Teacher By Month Staff By Month <p>Data Analysis</p> <ul style="list-style-type: none"> Tabulation Menu Teacher Over Time Performance By Tool <p>Custom Reports</p> <ul style="list-style-type: none"> Utah Teacher Summative Evaluation Status Review Sign Out 	<p>Grades</p> <p>Allows you to define the grades within your school and to set the display order they appear in pull-down menus.</p> <p>School Roles for Mountain Crest High School</p> <p>Who is assigned to the various School roles.</p> <table border="1"> <thead> <tr> <th>School Evaluator</th> <th>School Admin</th> <th>School Observer</th> </tr> </thead> <tbody> <tr> <td>Joel Allred</td> <td>Teri Cutler P</td> <td>Teri Cutler</td> </tr> <tr> <td></td> <td>Denise Mouritsen P</td> <td>Denise Mouritsen</td> </tr> <tr> <td></td> <td>Doug Snow P</td> <td>Doug Snow</td> </tr> <tr> <td></td> <td>Joel Allred</td> <td>Joel Allred</td> </tr> <tr> <td></td> <td>Curt Jenkins</td> <td>Curt Jenkins</td> </tr> <tr> <td></td> <td>Michael Liechty</td> <td>Michael Liechty</td> </tr> </tbody> </table>	School Evaluator	School Admin	School Observer	Joel Allred	Teri Cutler P	Teri Cutler		Denise Mouritsen P	Denise Mouritsen		Doug Snow P	Doug Snow		Joel Allred	Joel Allred		Curt Jenkins	Curt Jenkins		Michael Liechty	Michael Liechty
School Evaluator	School Admin	School Observer																				
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	Denise Mouritsen P	Denise Mouritsen																				
	Doug Snow P	Doug Snow																				
	Joel Allred	Joel Allred																				
	Curt Jenkins	Curt Jenkins																				
	Michael Liechty	Michael Liechty																				

Step 3: Select Generate Report Review Progress

School Admin

- Home
- Teachers
- Staff
- Admins & Observers
- Departments
- Grades
- Pick School

Observations

- Teacher Observations
- Staff Observations

Teacher GoalTab

- Educator Self Assessment
- Professional Growth Plan
- Counselor Self Assessment
- Cache Counselor Professional Growth Plan
- Show Older Forms

Utah Summative Status Review Records Found: 71

Mountain Crest High School

Filter Teachers by Status:

Active
Archived
Deleted

[Generate Report Review Progress](#)

Enter one or more last names (space separated) to filter list.

Search
Exact Search
Clear

Records Found: 71 1 2 3 4 >

















#	Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	Adair, Ali ali.adair@ccsdut.org Observations		License: Provisional Type: <u>Provisional</u> Rating: 2 F View	License: Provisional Type: <u>Provisional</u> Rating: 2 F View	License: Provisional Type: <u>Provisional</u> Rating: 2 F View	
2	Alexander, Anna anna.alexander@ccsdut.org Observations					

Step 4: This will generate a spreadsheet. Select [File is ready: Click to Download](#)

The spreadsheet will provide educator and school information, including, Evaluation Date (This will always be the last summative evaluation), and Licensure of the educator. Use this information to schedule Summative and Formative evaluations

14

Quick Guide

 FORMATIVE EVALUATIONS  SUMMATIVE EVALUATIONS		
Standards: Minimum 1 (Stakeholder Input), 5 (Student Growth) , 10 (Professional & Ethical Behavior)		Standards: All
 	By September 15th	Orientation and training on the evaluation process (observations, academic growth, & stakeholder input), timeline, and state standards will be conducted each year. All educators work on Self-Evaluations and Professional Growth Plan-PGP (using ObserverTab [®]) to be submitted, reviewed, & approved by building administrator.
 	By October 1st	<u>Teachers</u> and <u>administrators</u> submit the Self-Evaluation and the PGP to their supervisor (Principal or District Admin). Observations may begin (15 days after Orientation-September 15th)
 	By October 20th	Principals and District Admin review and approve Self-Evaluations & PGP, determine educators for formative or summative evaluations. Supervisor may suggest/add goals.
 	November-December	Supervisors gather formal and informal data through classroom visits and other forms of observation. Other observation tools may be used to gather this information, but will need to be recorded into ObserverTab [®] when completed (post-observation conferences should be held within 15 days of observation). Review student academic growth progress and make adjustments. Plan professional development opportunities as needed to resolve any teaching standard deficiencies discovered through the observation/evaluation process.
 	By January 31st	Mid-Year conferences for all Provisional & Probationary Teachers are due. Mid-year conferences for summative teachers as needed. Review student academic growth progress and stakeholder input.
	By March 20th	End-of Year Conference for Provisional Educators. Review PGP. Review student academic growth progress and stakeholder input. Use evidence to determine if goals were met (additional evidence must be submitted before March 10 th).
 	By April 20th	End-of Year Conference for Career-Educators. Review PGP. Review student academic growth progress and stakeholder input. Use evidence to determine if goals were met (additional evidence must be submitted before April 10 th).
	By June 8th	All observations and evaluations must be finalized by Administrators in ObserverTab [®] .

Utah Teaching Standards Tool-Section 1: The Learner and Learning



Teaching begins with the learning. To ensure that each student learns, new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard One-Learning Environment *(Stakeholder Input is reflected within this standard)*

1

Principal "Look Fors"	
<p>Effective</p> <ul style="list-style-type: none"> Routines, procedures, classroom management Content vocabulary used Differentiation instruction for low, medium, high students Understands and is aware of and adjusts instruction to meet individual needs Students engaged in discussion; explaining their thinking using and applying content vocabulary Educator effectively analyzes responses from feedback, develops and incorporates plan for improvement into goal-setting process. Presents evidence of progress toward goals. <p>AND/OR</p> <ul style="list-style-type: none"> Educator provides information and feedback to parents and students in a timely fashion. Provides multiple mechanisms for parents and students to provide feedback/respond to educator. 	<p>Highly Effective</p> <ul style="list-style-type: none"> Goal setting with students, monitoring progress, and creating the conditions for students to reach goals or re-evaluate goals when/if not met Creates conditions for students to connect with multiple perspectives Uses questioning strategies that redirect to multiple students Students responsible for their own learning Opportunities to reflect and improve own work Educator analyzes stakeholder responses, develops and incorporates plan for improvement, monitors results. Regularly seeks additional feedback from parents and students to set instructional goals and gauge progress. <p>AND/OR</p> <ul style="list-style-type: none"> Educator uses multiple sources of data from parents and students to continually shape classroom policies and instructional approaches. Consistently maintains two-way communication with students and parents.
<p>Lesson Plan Evidence</p> <ul style="list-style-type: none"> Identify a central objective Identify (make) key vocabulary concepts Plan for high and low students/plan for differentiation and plans for re-teaching Focus on student participation Predetermined questions to promote discussion/direction of learning Copies of stakeholder input (students and parents) 	<p>Teacher Evidence</p> <ul style="list-style-type: none"> Copy of lesson plan including differentiation of instruction Vocabulary cards Student goal setting/growth plan Student outcomes/projects Copies of stakeholder input (students and parents)

Standard 1: Learner Development					
The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.					
	Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
1.1	Creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs (1a, 2e).	<p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> No differentiation. Unaware of developmental needs. Instruction is not developmentally appropriate. Lack of hands-on instruction. Emotionally unsafe environment. Teacher dependent problem-solving. Lack of modeling. 	<ul style="list-style-type: none"> Implements whole-class learning experiences that demonstrate an understanding of learners' developmental levels. 	<p>...and</p> <ul style="list-style-type: none"> Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction. Incorporates tools of language development into planning and instruction. 	<p>...and</p> <ul style="list-style-type: none"> Supports learners in setting and meeting their own learning goals, aligned to their diverse learning needs.

1.2	Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).	<p>Evidence of ineffective performance may include:</p> <ul style="list-style-type: none"> • Not proactive in communication • Not learner focused. • Defensive or hostile. • Continual excuses for not collaborating. • Not taking responsibility for learner growth. • Unaware of learners' needs. • Does not communicate effectively. 	<ul style="list-style-type: none"> • Interacts with families and colleagues related to learner growth and development. 	<p>...and</p> <ul style="list-style-type: none"> • Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners. 	<p>...and</p> <ul style="list-style-type: none"> • Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs.
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Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The teacher:

1. Respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
2. Is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. Values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Principal "Look Fors"	
<p style="text-align: center;">Effective</p> <ul style="list-style-type: none"> ● Uses formative assessments throughout lesson to assess student learning and adjust instruction ● In tune with all student needs ● Multiple ways of explaining a concept; it is okay to struggle ● Curriculum/expectations of homework/independent practice are varied to meet individual student needs ● High expectations posed or consistently communicated in some way ● Differentiated Instruction ● Strategically groups learning Teams 	<p style="text-align: center;">Highly Effective</p> <ul style="list-style-type: none"> ● Multiple ways to show understanding ● Sharing in PLC's tracking student progress and achievement goals ● Takes ownership of all students in the school/grade, not only their own students ● Encourages learners to collaborate and learn from each other ● Examples celebrating success ● Peer review/work ● Adapt lessons plan "on the fly" enough experience they can seamless move from something that isn't working to something more effective ● Students become experts/teachers with their own learning
<p style="text-align: center;">Lesson Plan Evidence</p> <ul style="list-style-type: none"> ● Identify points in the lesson where formative assessment strategies are used ● Multiple assessments-formative and ongoing ● Set up to make sure collaboration is happening in class ● Collaboration among teachers PLCs ● Plans for multiple ways of demonstrating understanding ● Uses student responses/plan ways to check for understanding during instruction ● Plan for varied homework/independent practice 	<p style="text-align: center;">Teacher Evidence</p> <ul style="list-style-type: none"> ● Plan for PLCs/records of collaboration ● Lesson plan incorporating group work and activities that take concerted effort to have students effectively work together ● Schedule for walk to read ● Pre-teaching of lesson ● Enrichment for high end students ● Rubrics/examples of outstanding group work

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

	Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
2.1	Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d).	<p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> • <i>Unaware of personal biases.</i> • <i>Not accepting of differences.</i> • <i>Resists change and adaptation.</i> • <i>Does not hold high expectations.</i> • <i>Evaluates on completion only.</i> 	<ul style="list-style-type: none"> • Applies understanding of learner diversity to encourage all learners to reach their full potential. 	<p>...and</p> <ul style="list-style-type: none"> • Uses learner differences as an asset to adapt, and deliver instruction for all learners. • Provides students multiple ways to demonstrate learning. 	<p>...and</p> <ul style="list-style-type: none"> • Contributes to a school- wide culture that encourages learner perseverance and advancement. • Connects multiple perspectives to encourage learners to learn from each other.

Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The Teacher:

1. Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. Respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. Values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Principal "Look Fors"	
<p>Effective</p> <ul style="list-style-type: none"> ● Procedures/routines/expectations posted ● Classroom is organized to maximize learning ● Respectful learning dialogue between teachers, students and others ● Group work/sharing of ideas ● At any time a teacher can regain attention with positive cues ● Consistently responds to disruptions respectfully w/o interrupting learning ● Explicit Instruction that supports learners to be responsible for own behavior ● Positive respectful learning environment ● Interactions support inquiry ● Classroom is organized for maximized learning ● Student knows where to get materials and can find what they need 	<p>Highly Effective</p> <ul style="list-style-type: none"> ● Collaboratively come up with routines and reflects on what was learned both teacher and student ● Learning/reflection logs (students modify personal interactions) ● Students choose groups and content goals ● Students are learning together and reflecting/modifying how group runs ● Use data from reflections to make behavior modifications/goals
<p>Lesson Plan Evidence</p> <ul style="list-style-type: none"> ● Summary or reflective piece ● Well-organized ● Explicit learning outcomes are identified 	<p>Teacher Evidence</p> <ul style="list-style-type: none"> ● Student's learning log entry ● Refocus forms by students/behavior plans/trackers/journal ● Portfolio w/group self-assessment ● Evidence of routines ● Dialogues – both teacher and student showing respect and rapport

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

	Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
3.1	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).	<p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> ● No schedule planned. ● Learners do not know what to do. ● Instructional time is lost. ● Lengthy transitions. ● Unorganized. ● Learners not engaged 	<ul style="list-style-type: none"> ● Implements a daily schedule. ● Establishes classroom routines, expectations, and procedures. ● Establishes behavioral expectations focused on planned learning outcomes. 	<p>...and</p> <ul style="list-style-type: none"> ● Provides explicit direction so that learners know what to do and when to do it. ● Supports each learner as he/she establishes expectations and <p>Develop responsibility for his/her own behavior.</p>	<p>...and</p> <ul style="list-style-type: none"> ● Collaborates with learners in establishing, reflecting and promoting learning outcomes, resulting in self-directed learning experiences.

3.2	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).	<i>Evidence of not effective performance may include:</i> <ul style="list-style-type: none"> • Negative demeanor. • Frequent reprimands. • Lack of learner collaboration. • Inappropriate boundaries. • Inconsistent response and feedback. • Lack of monitoring or engagement with learners. • Teacher-focused strategies only (lecture, worksheet, video, etc.). • Emotionally unsafe environment. 	<ul style="list-style-type: none"> • Promotes a positive and respectful learning climate. • Provides opportunities for student interactions. 	...and <ul style="list-style-type: none"> • Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. • Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. • Promotes learner inquiry and exploration. 	...and <ul style="list-style-type: none"> • Supports learners as they reflect on and modify their personal interactions. • Supports students to create and manage learning teams to meet learning goals. 	
	Expectation	Yes	No			
3.3	Uses positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).	?	?	Uses differentiated management strategies focusing on individual learner needs.		
		?	?	Gains and maintains student attention through active engagement.		
		?	?	Adjusts instructional pacing and transitions to maintain learner engagement and support learning.		

Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The Teacher:

1. Is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
2. Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3. Is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
4. Seeks to foster respectful communication among all members of the learning community.
5. Is a thoughtful and responsive listener and observer.
6. Values flexible learning environments that encourage learner exploration, discovery, and expression.

Utah Teaching Standards Tool-Section 2: Instructional Practice



Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of content.

Standard Four-Content Knowledge



Principal "Look Fors"	
<p>Effective</p> <ul style="list-style-type: none"> Standard/objective written (posted) and stated on the board Ability to explain content in multiple ways Uses multiple ways to show differences Modeling I do, We do, You do Re-directing mistakes Accurate content knowledge Inquiry and problem solving 	<p>Highly Effective</p> <ul style="list-style-type: none"> All standards posted and long term check-off Teacher draws out the students to explain in multiple ways and to extend their knowledge Students making connections with differences Think alouds Anticipates misunderstanding and proactively guides concerns Teacher pursues opportunities to learn Anticipates learner misunderstanding
<p>Lesson Plan Evidence</p> <ul style="list-style-type: none"> Objective and standards listed from Utah Core Guiding questions Individual and group engagement strategies Drawing conclusions/critical thinking Samples and modeling Assessments 	<p>Teacher Evidence</p> <ul style="list-style-type: none"> Student work – learning is "visible" Modeling expectations Uses content with students Students demonstrate evidence of understanding

Standard 4: Content Knowledge					
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.					
	Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective

4.1	Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language. (4a, 4c, 4d, 4e, 7c).	<i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> ● <i>Conveys inaccurate content, information, and/or concepts.</i> ● <i>Uses only one way to teach a concept.</i> ● <i>Strategies are not subject specific.</i> 	<ul style="list-style-type: none"> ● Demonstrates content knowledge in the teaching assignment. ● Teaches the language and basic concepts of the discipline. 	...and <ul style="list-style-type: none"> ● Uses multiple representations and explanations of concepts to deepen each learner’s understanding. ● Teaches methods of inquiry and problem-solving. ● Models and expects learners to evaluate, create, and think critically about the content. ● Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning. 	...and <ul style="list-style-type: none"> ● Pursues opportunities to learn new academic language and developments in the discipline. ● Motivates learners to extend and share their own knowledge beyond core content. ● Anticipates possible learner misunderstandings and proactively mitigates concerns.
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Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The teacher:

1. Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
2. Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. Is committed to work toward each learner's mastery of disciplinary content and skills.
4. Recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias.
5. Values knowledge outside his or her own content area and how such knowledge enhances student learning.
6. Is constantly exploring how to apply disciplinary knowledge to address local and global issues.

Principal "Look Fors"	
<p style="text-align: center;">Effective</p> <ul style="list-style-type: none"> Teacher uses assessments that reflect standards Teacher uses assessment as part of the instructional process Teacher understands value of formative and summative data and uses that data to build proficiency and growth for <u>some</u> students. 	<p style="text-align: center;">Highly Effective</p> <ul style="list-style-type: none"> Teacher understands value of formative and summative data and uses that data to build proficiency and growth for <u>all</u> students. Teacher effectively uses PLCs to create common formative assessments, review data results and plans for instruction.
<p>Lesson Plan Evidence</p> <ul style="list-style-type: none"> Assessments are implemented into each lesson Remediation and re-teaching opportunities are embedded into each lesson 	
<p>Teacher Evidence</p> <ul style="list-style-type: none"> Formative and Summative assessments are part of the course instruction Assessment data is provided to all stakeholders, including administration Specific documentation of implementation of individual learners' IEPs, 504 Plans, or other necessary information 	
<p>Assessment data is used to chart growth for all students</p>	

Standard 5: Assessment					
The teacher 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.					
	Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
5.1	Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a).	<p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> Makes teaching decisions in isolation. No adjustments to instruction based on data. Sticks to predetermined plans. Provides only one learning opportunity. No pre-assessment or enrichment for advanced learners. Same assessments for all learners. 	<ul style="list-style-type: none"> Uses data to evaluate the outcomes of teaching. Monitors learner performance and responds to individual learning needs. 	<p>...and</p> <ul style="list-style-type: none"> Targets instructional strategies based on data. Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs. Targets intervention and enrichment strategies based on data. 	<p>...and</p> <ul style="list-style-type: none"> Provides multiple assessment options for the learner to demonstrate knowledge and skills. Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction.

5.2	Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (5b, 5e).	<i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> ● <i>Documentation is not accurate, current or thorough.</i> ● <i>Feedback is inconsistent, incomplete, or inaccessible.</i> 	<ul style="list-style-type: none"> ● Documents and shares assessment feedback with learners and parents/guardians as required. ● Identifies elements of quality work. 	<p>...and</p> <ul style="list-style-type: none"> ● Uses a variety of effective formats to document and provide feedback on learner progress. ● Initiates ongoing, open communication between home and school about learner progress. ● Provides timely, descriptive, and specific feedback to individuals and groups. ● Provides ways for learners to monitor and reflect upon their own progress. 	<p>...and</p> <ul style="list-style-type: none"> ● Provides opportunities for learners to self-assess work and receive peer feedback. ● Engages learners in using feedback to improve future performance.
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Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The Teacher:

1. Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
2. Takes responsibility for aligning instruction and assessment with learning goals.
3. Is committed to providing timely and effective descriptive feedback to learners on their progress.
4. Is committed to using multiple types of assessment processes to support, verify, and document learning.
5. Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6: Instructional Planning
 The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

	Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
6.1	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (6a, 6b, 4b).	<i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> Materials are not aligned with standards. Unfamiliar with Utah Core. No evidence of long-term planning. 	<ul style="list-style-type: none"> Aligns daily instruction with the Utah Core Standards. Selects instructional materials that support standards. 	...and <ul style="list-style-type: none"> Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content. Organizes and adapts learning experiences and materials to align with the Utah Core Standards. Adapts pre-determined plans, materials, and timeframes to meet individual learner needs. 	...and <ul style="list-style-type: none"> Plans authentic learning experiences. Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments.
6.2	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e).	<i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> Focuses on one discipline at a time. Learners not engaged in content. Plans solely in isolation. 	<ul style="list-style-type: none"> Provides opportunities for students to use knowledge in various ways. 	...and <ul style="list-style-type: none"> Plans lessons that demonstrate how knowledge and skills transfer to other content areas. Designs learning experiences that promote the application of knowledge in multiple content areas. 	...and <ul style="list-style-type: none"> Collaborates with colleagues to establish links between disciplines and influence school-wide teaching practices.

Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The Teacher:

1. Respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
2. Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
4. Is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
5. Takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

Standard Seven-Instructional Strategies



Principal "Look Fors"	
<p>Effective</p> <ul style="list-style-type: none"> • Uses differentiation strategies (think, pair, share; group activities; ability based lessons) • Higher order thinking skills w/opportunities to analyze • Teaching communication skills • Teacher uses available technology • Develops learner’s ability; provides opportunity to learn; and time to reflect on thinking • Teaches concept in more than one way • Students reteach/explain to each other • Pacing for engagement 	<p>Highly Effective</p> <ul style="list-style-type: none"> • Uses differentiation strategies based on individual learners in class • Higher order thinking used and results may be more open ended • Engaging and participating in communication skills • Opportunities for students to develop inventive solutions • Students use available technology to enhance engagement • Using and desiring to use the ability and independently wanting the opportunity • Opportunities for students to share thinking with others-precision partnering
<p>Lesson Plan Evidence</p> <ul style="list-style-type: none"> • Planned differentiation for students and multiple ways to teach/demonstrate the skill • Application activities • Planned discussion, speaking, listening, and writing opportunities • Prepared for multiple outcomes based on student performance • Provide and describe the use of technology • Lesson closure and reflection 	<p>Teacher Evidence</p> <ul style="list-style-type: none"> • Evidence of reflection on lesson – plan to differentiate • Proof that students understand content and the process • Student work examples • Video evidence • Assessment data • Invitation for follow-up observations

Standard 7: Instructional Strategies					
The teacher 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.					
	Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
7.1	Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b).	<p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> • <i>Inappropriate strategies.</i> • <i>Minimal variety in strategies.</i> • <i>Insensitivity to individual differences.</i> • <i>No evidence of differentiation for individuals or groups.</i> 	<ul style="list-style-type: none"> • Identifies each learner’s diverse learning strengths and needs. • Uses a limited number of instructional strategies. 	<p>...and</p> <ul style="list-style-type: none"> • Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners. • Differentiates instruction by using a variety of appropriate strategies. 	<p>...and</p> <ul style="list-style-type: none"> • Uses instructional strategies relevant to each learner’s developmental, cultural, and linguistic backgrounds. • Uses learner differences as an asset in implementing effective instruction for all students.

7.2	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7h, 7e).	<p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> • Uses mostly memorization, recall, and rote knowledge. • Uses one mode of communication. 	<ul style="list-style-type: none"> • Uses instructional strategies that incorporate higher-order thinking. • Uses a variety of questioning strategies to promote engagement and learning 	<p>...and</p> <ul style="list-style-type: none"> • Provides learners with explicit instruction to analyze, synthesize, and make decisions. • Provides opportunities for learners to reflect on their own learning. • Provides opportunities for students to generate and evaluate new ideas. 	<p>...and</p> <ul style="list-style-type: none"> • Creates complex, open-ended learning opportunities where learners develop inventive solutions to real-world problems. • Adapts levels of questions to engage each learner in appropriately differentiated high-level learning.
7.3	Supports and expands each learner's communication skills through reading, writing, listening, and speaking (7d).	<p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> • Communication is teacher centered. • Only one communication skill typically used. • Skills not taught or developed specifically. 	<ul style="list-style-type: none"> • Provides opportunities for learners to practice communication skills. 	<p>...and</p> <ul style="list-style-type: none"> • Teaches content-specific reading, writing, listening, and speaking skills for effective communication. • Provides opportunities for learners to expand communication skills to articulate thoughts and ideas. 	<p>...and</p> <ul style="list-style-type: none"> • Engages each student to transfer communication skills to real-world contexts. • Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking.
7.4	Uses a variety of available and appropriate technology and resources to support learning (3e, 7f, 7g).	<p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> • Technology does not support effective learning. • Repetitive use of single technology. • Avoids using available technology. 	<ul style="list-style-type: none"> • Uses technology to support instruction. 	<p>...and</p> <ul style="list-style-type: none"> • Evaluates and uses various technologies to support content and skill development. • Incorporates technology to extend learner content knowledge and skill development. 	<p>...and</p> <ul style="list-style-type: none"> • Provides opportunities for learners to critically analyze information from multiple and diverse sources and perspectives. • Investigates and uses new technologies to enhance learner engagement in learning.

7.5	Develops learners' abilities to find and use information to solve real-world problems (7g, 7f).	<i>Evidence of ineffective performance may include:</i> <ul style="list-style-type: none"> ● <i>Uses limited or unreliable sources of information.</i> ● <i>Information sources not appropriate for complexity of concepts.</i> 	<ul style="list-style-type: none"> ● Exposes learners to various media and other sources. 	<ul style="list-style-type: none"> ● Develops each learner's ability to find, understand, and analyze diverse sources of information. ● Provides opportunities for learners to use multiple sources of information to solve real-world problems. 	<ul style="list-style-type: none"> ● Fosters a learning environment where learners offer opinions, support claims, and share perspectives to solve problems.
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Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The Teacher:

1. Values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
2. Is committed to exploring how the use of new and emerging technologies can support and promote student learning.
3. Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Utah Teaching Standards Tool-Section 3: Professional Responsibility



Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.



Standard 8: Reflection and Continuous Growth
 The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

	Expectation	Yes	No	
8.1	Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e).	<input type="checkbox"/>	<input type="checkbox"/>	Applies current professional learning to classroom practice, consistent with its intent.
		<input type="checkbox"/>	<input type="checkbox"/>	Acknowledges the impact of bias on own teaching.
		<input type="checkbox"/>	<input type="checkbox"/>	Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards.

Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The Teacher:

1. Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. Is committed to deepening understanding of his or her own frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. Sees him or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. Embraces the challenge of continuous improvement and change.

Standard 9: Leadership and Collaboration
 The teacher 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.

	Expectation	Yes	No	
9.1	Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e).	<input type="checkbox"/>	<input type="checkbox"/>	Participates with colleagues and collaborates in decision-making.
		<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility for the success of all learners.
9.2	Advocates for the learners, the school, the community, and the profession (9c).	<input type="checkbox"/>	<input type="checkbox"/>	Contributes to student success by responding to learner, family, and community concerns.
		<input type="checkbox"/>	<input type="checkbox"/>	Advocates for all students to be prepared for high school graduation and future schoolwork success.
		<input type="checkbox"/>	<input type="checkbox"/>	Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.

Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The Teacher:

1. Actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success.
2. Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
3. Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. Takes responsibility for contributing to and advancing the profession.

Standard 10: Professional and Ethical Behavior
 The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.

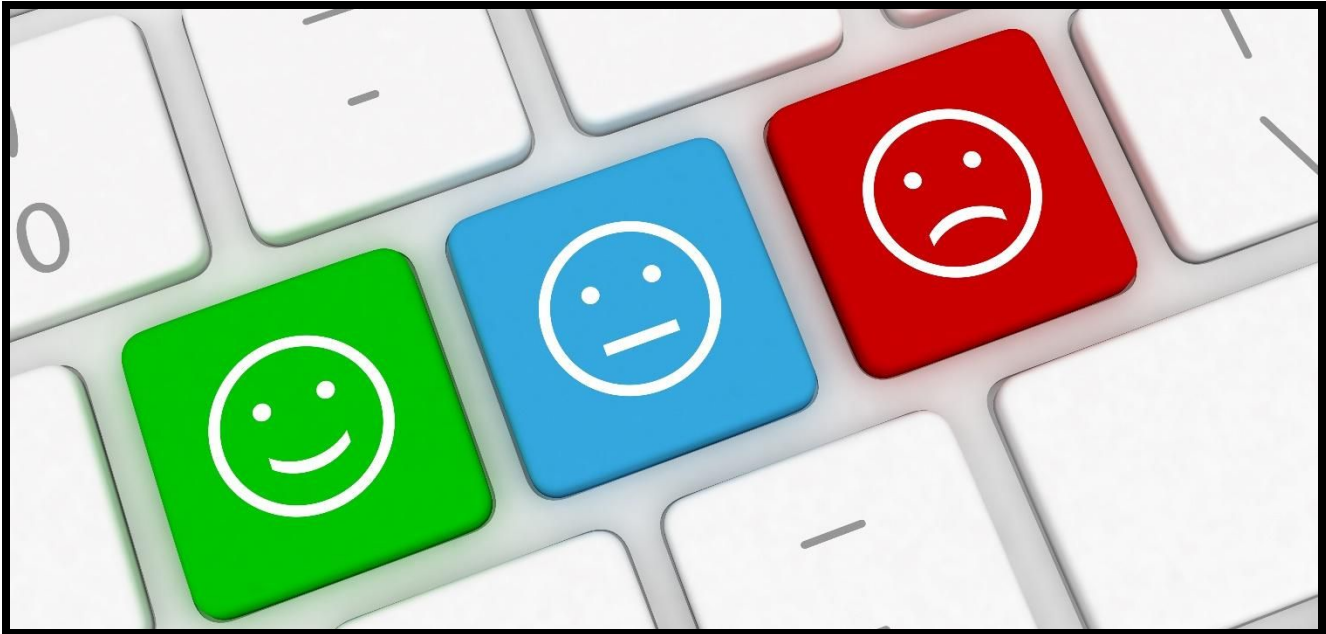
	Expectation	Yes	No	
10.1	Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (10a, 5f).	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Understands, adheres to and upholds federal and state laws, State Board of Education rules, state and local policies, supervisory directives, and professional moral and ethical conduct, and holds others accountable to do the same.
10.2	Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development (10b).	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way. Maintains integrity and confidentiality in matters concerning student records and collegial consultation. Maintains accurate instructional and non-instructional records. Develops appropriate student-teacher relationships as defined in rule, law, and policy. Maintains professional demeanor and appearance as defined by the Local Education Agency (LEA).

Essential Dispositions (professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.)

The Teacher:

1. Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Evidence of Stakeholder Input



Measurement of Stakeholder Input is located in Standard 1: Learner Development in the Utah Effective Teaching Standards. The essential disposition of an effective educator values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Stakeholder Input, as evidence, can take many different forms. For example, they may include USBE developed climate surveys, individual student surveys, end-of-course surveys, parent surveys, accreditation surveys, climate surveys, two-way communication through newsletters or other resources, etc.

For all secondary school educators, an anonymous end-of-course survey will be made available through Canvas Commons (called **CCSD End of Course Survey**) and can be imported into any Canvas course. Educators can use the results of this survey to understand what students/parents perceive as effective, and areas for potential improvement.

Examples of Stakeholder Input Surveys are located in the Appendix. These may be used or modified with direction from the school administrator/supervisor.

Educators should conference with their building principals on:

- How Stakeholder Input information will gathered
- How this information will be reported back to the principal

Evidence of Student Growth



Measurement of Student Growth is located in Standard 5: Assessment in the Utah Effective Teaching Standards. The essential disposition of an effective educator is committed to using multiple types of assessment processes to support, verify, and document learning and to the ethical use of various assessment and assessment data to identify learner strengths and needs to promote learner growth.

Research has demonstrated that using data in instructional practices lead to improved student performance. Using multiple data sources help educators make better-informed decisions on how well their students are growing academically.

Evidence of student growth can take many different forms. Educators should use many, varied assessments, including common formative assessments to gauge the progress of their students. Pre and post examinations, as well as looking at previous year's assessments are ways that educators can demonstrate student growth.

Educators should conference with their building principals on:

- Which assessments will be used
- How information will be gathered to show growth
- How this information will be reported back to the principal

Utah Educational Leadership Standards



Strand 1: VISIONARY LEADERSHIP

Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.

- Standard 1.1: Collaborate with faculty, staff, parents, and the school community to develop and implement a shared vision, mission, and values.
- Standard 1.2: Collect, analyze and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- Standard 1.3: Create and implement plans to achieve short- and long-term goals.
- Standard 1.4: Develop a shared understanding of and commitment to mission, vision, and values within the school and community to promote continuous and sustainable improvement.
- Standard 1.5: Monitor and evaluate progress and revise plans to achieve desired outcomes.

Strand 2: TEACHING AND LEARNING

Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

- Standard 2.1: Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody high expectations for all students.
- Standard 2.2: Build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
- Standard 2.3: Require all educators to know and use the Utah Core Standards for the courses they teach.
- Standard 2.4: Require all educators to know and use the current Utah Effective Educator Standards.
- Standard 2.5: Ensure instructional practice is consistent with knowledge of student learning and development and effective pedagogy.
- Standard 2.6: Ensure instructional practice is engaging, challenging, and relevant to student needs, experiences, and interests.
- Standard 2.7: Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.
- Standard 2.8: Ensure available technologies are used to enhance instruction and create opportunities for student learning.

Strand 3: MANAGEMENT FOR LEARNING

Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.

- Standard 3.1: Manage staff resources, including the assignment of teachers and staff to roles and responsibilities in order to optimize their professional capacity to equitably address each student's learning needs.
- Standard 3.2: Seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.
- Standard 3.3: Comply with mandated budget and accounting practices as responsible and ethical stewards of the school's monetary and non-monetary resources.
- Standard 3.4: Promote and protect the welfare and safety of students, faculty, and staff through implementation of federal, state, and LEA policies and effective schoolwide procedures and practices.
- Standard 3.5: Promote adult-student, student-peer, and school-community relationships to create the climate and conditions which value and support academic learning and positive social and emotional development.
- Standard 3.6: Follow LEA policies, Utah State Code, and the Utah State Board of Education rules governing the human resource function, including remediation and/or termination of faculty and staff employment as needed.

Strand 4: COMMUNITY ENGAGEMENT

Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.

- ❑ Standard 4.1: Demonstrate an approachable, accessible, and welcoming disposition to families and members of the community.
- ❑ Standard 4.2: Create and sustain positive, collaborative, and productive relationships with families and the community.
- ❑ Standard 4.3: Understand, value, and employ the community's resources to promote student learning and school improvement.
- ❑ Standard 4.4 Work to collaborate with families around items such as cultural perspectives and practices, transportation, work schedules, and language to ensure that all families can be fully engaged in the school community.

Strand 5: ETHICAL LEADERSHIP

Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.

- ❑ Standard 5.1: Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources and all aspects of school leadership.
- ❑ Standard 5.2: Model and promote professional attributes of integrity, fairness, transparency, and trust.
- ❑ Standard 5.3: Comply and act in accordance with the Utah Educator Professional Standards described in Board Rule R277-515.
- ❑ Standard 5.4: Place students at the center of education and accept responsibility in partnership with parents, faculty, and students for each student's academic success and well-being.

Strand 6: SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.

- ❑ Standard 6.1: Develop licensed faculty's and staff members' professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- ❑ Standard 6.2: Deliver actionable feedback about instruction and other professional practice through comprehensive systems of evaluation and supervisory practices that support development of licensed faculty's knowledge, skills, and practice as described in the Utah Effective Educator Standards.
- ❑ Standard 6.3: Engage faculty and staff in systematic processes of sustainable and continuous school and classroom improvement.

- ❑ Standard 6.4: Lead licensed faculty and staff (as appropriate) in evaluating competing initiatives in order to determine a course of action to support and achieve identified organizational goals.
- ❑ Standard 6.5: Create and sustain an environment friendly to inquiry, experimentation, and innovation aligned with continuous improvement goals.
- ❑ Standard 6.6: Develop and promote leadership capacity among teachers and staff.

Strand 7: EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student's academic success and well-being.

- ❑ Standard 7.1: Create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.
- ❑ Standard 7.2: Ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- ❑ Standard 7.3: Lead faculty and staff to equitably distribute and target resources at the right moment and in the right places to achieve student success.
- ❑ Standard 7.4: Implement school procedures to address student behavior in a positive, equitable, and unbiased manner.
- ❑ Standard 7.5: Address matters of equity and cultural responsiveness in all aspects of leadership.
- ❑ Standard 7.6: Promote the preparation of students to live productively in, and positively contribute to, society including participation in representative governments and other civic processes.

Plan of Assistance for Career Educators



The Plan of Assistance for Career Educators is designed to assist Career Educators who, in the judgment of Cache County School District need a more structured mode of supervision to reach effectiveness as an instructor. Ideally, this option is characterized by recognition on the part of the staff member and the administrator that the individual needs more assistance in order to be successful in the classroom. Movement into this evaluation plan reflects a need for a staff member to improve in one or more of the professional domain areas. Contact [Kirk McRae](#) in Human Resources when creating a plan of assistance for Career Educators.

1. Awareness will be initiated through discussion of an area in need of improvement between the evaluator and teacher.
2. When a majority of component ratings within a domain are Not Effective or Minimally Effective within scheduled or unscheduled observation and/or summative evaluation of any tenured staff member, a plan of assistance will be implemented. The evaluator will immediately notify the staff member of specific concerns.
3. The evaluator and staff member will collaboratively develop strategies to enable the individual to address concerns and regain competencies.
4. Collaboratively, the evaluator and staff member will develop an action plan to remedy the problem/situation. The action plan shall include a timeline for review of no more than 30 days.
5. The assistance plan will focus on specific professional domain area(s) and will include strategies for resolution of the problem area(s), indicators of success, and administrative assistance to enable the staff member to overcome the difficulty/problem. The plan will be in writing.
6. If appropriate, the plan may take on the form of an increased observation cycle.
7. The assistance plan shall include:

- a. Identification of the improvement needs
 - b. Strategies for improvement
 - c. Indicators of success shall be identified
 - d. Administrative feedback schedule
8. If, at the end of the agreed upon timeline, the majority of the professional domain area(s) is Effective, the staff member will return to the appropriate Career- Educator status.
 9. If, at the end of the timeline, the professional domain area(s) continues to be Not Effective or Minimally Effective, a revised plan or a continuation of the plan shall be discussed.

Appendix: Plan of Assistance for Career Educators (example)

Teacher: _____

Grade/Subject: _____

School Year: _____

The evaluator and staff member will collaboratively develop strategies to enable the individual to address concerns and regain competencies. Collaboratively, the evaluator and staff member will develop an action plan to remedy the problem/situation. The action plan shall include a timeline for review of no more than 30 days.

Standard 1: Learner Development	Standard 2: Learning Differences	Standard 3: Learning Environments	Standard 4: Content Knowledge
Standard 5: Assessment	Standard 6: Instructional Planning	Standard 7: Instructional Strategies	Standard 8-10: Professional Responsibility

PART 1	Standard(s) to be addressed
PART 2	Identification of Improvement Needs (cite components and issues)
PART 3	Strategies for Improvement

PART 4

Indicators of Success

PART 5

Schedule for Administrative Feedback (could include a series of informal observations)

Teacher _____

Date _____

Administrator/ Supervisor _____

Date _____

Check one box only

Plan Successfully Completed

Plan not successful. Create new plan.

Appendix: Lesson Observation Reflection (example)

Standard 8: Reflection and Continuous Growth-The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

SCHOOL _____

TEACHER _____

GRADE/SUBJECT _____

DATE AND TIME OF SCHEDULED OBSERVATION _____ : _____

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?




























4) Did the results of this lesson influence or change your planning for future lessons?

Appendix: Stakeholder Input Tool for K- 2nd Grade (example)

Please mark the following questions as **Yes**, **Sometimes**, or **No**.

School _____

Teacher _____

	Yes	Sometimes	No
I like my school.			
I feel safe at this school.			
I have friends at this school.			
My teacher shows me how to do new things.			
My teacher's rules are fair.			
I work hard in school.			
I am a good student.			
My teacher is nice.			
My teacher is a good teacher.			

Appendix: Stakeholder Input Tool for 3rd –6th Grade (example)

You are being asked to complete this survey to help us improve instruction at this school. Please mark the following questions as Yes, Sometimes, or No.

School _____		Teacher _____	
SCHOOL			
I like going to my school.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
I feel safe at my school.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
I have friends at my school.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My principal is respectful and caring.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
People that work at my school are respectful and caring.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My school is a place where I am encouraged to work hard.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
TEACHER			
My teacher treats people with respect.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher cares about me.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher believes I can learn in this class.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher explains things clearly.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher helps me when I don't understand.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher helps me work hard every day.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
I know how I am doing in this class.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher shows us what we are learning is important, even outside of school.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher knows a lot about the subject he/she teaches.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher makes learning fun.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>
My teacher is a good teacher.	Yes <input type="checkbox"/>	Sometimes <input type="checkbox"/>	No <input type="checkbox"/>

Appendix: Stakeholder Input for Secondary Educators (End-of-Course Survey) (example)

Please complete the following brief, anonymous survey. This survey is not graded, but your feedback will help me improve this course for future classes.

Thank you!

Question 1: I submitted all assignments and quizzes for this course			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Question 2: I studied regularly for this course.			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Question 3: The homework, quizzes and project assignments reinforced the course materials.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 4: The textbook, assignments and other resources were useful to me to understand this course content.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 5: Technology resources are used effectively in this classroom to support instruction.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 6: This course has increased my ability to solve problems or enhanced my knowledge in the subject.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 7: My teacher explains things clearly and makes sure I understand the material being taught.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 8: I know what is expected of me in this class.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 9: My teacher explains things clearly.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 10: My teacher is prepared for class.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 11: My teacher treats students with respect.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 12: My teacher grades/evaluates student work and updates PowerSchool grades regularly.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 13: My teacher is knowledgeable about the subject he/she teaches.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 14: My teacher makes what we are learning interesting.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Question 15: My teacher cares about me.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>

Question 16: I would recommend my teacher to other students.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>		
Question 17: Regardless of my performance, overall, this course was valuable	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>		
Question 18: What are the major strengths of this course?						
Question 19: What are the major weaknesses of this course?						
Question 20: What FINAL grade do you expect in this course?	A D-	A- F	B+ B	B- C+	C C-	D+ D

Appendix: Stakeholder Input Parent Survey (example)

Thank you for participating in this brief survey. We are interested in your thoughts, perceptions, and attitudes towards your child's school and teacher, and how we can improve the learning experience for each student. When answering these questions, please consider your child's current experience at his/her school and with your child's teacher. Thank you!

School _____
Teacher _____

TEACHER EFFECTIVENESS				
This teacher treats students with respect.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
This teacher cares about my child.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
This teacher makes sure my child understands the material being taught.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
My child is motivated by the teacher.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
This teacher communicates effectively between home and school.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
This teacher provides effective and timely feedback on my child's progress.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
This teacher is a good role model for my child.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
This teacher is knowledgeable about the subject he/she teaches.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
SCHOOL ENVIRONMENT				
I would recommend this teacher.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
My child is safe at this school.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>

				<input type="checkbox"/>
This school has a positive learning environment.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
The principal at this school is respectful and caring.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input checked="" type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
The staff at this school are respectful and caring.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
I would recommend this school.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>

Appendix: Tool-Audit Survey For Educators

A percentage of all Educators, whether summative, formative, or probationary, may receive an audit survey for the school year of their evaluation. This survey will help ensure understanding of the educator effectiveness system as well as guide future professional development opportunities aimed at improvement in all standards. A sample survey is below:

Educator Effectiveness Audit

The name and photo associated with your Google account will be recorded when you upload files and submit this form.

* Required

First Name *

Your answer

Last Name *

Your answer

Select Location *

Choose

Upload supporting evidence of stakeholder input *

[ADD FILE](#)

Upload Supporting Evidence of Student Growth *


[ADD FILE](#)

Please Select Educator Status *

- Provisional Teacher (new teacher 1-3 years)
- Summative Year
- Formative Year

SUBMIT

Appendix: Evaluation Steps for all Educators (Using ObserverTab GoalTab)

	
Goal-Setting For Teachers	
GOALTAB ZONE	<p>Under Educator State Items</p> <ul style="list-style-type: none"> ● Complete the Self Assessment: Mark each standard being certain to “Save Observation” each time. ● When this section is completed, click on the Submitting and Reporting button. ● From here the educator may add notes or comments to the box before clicking on “Submit.” ● The building administrator/supervisor will then be able to Approve.
Step 1	
GOALTAB ZONE	<p>Under District Items</p> <ul style="list-style-type: none"> ● Complete the Cache Professional Philosophy Section: This information is requested in order for the building administrator/supervisor complete some nominations for educators. Click on “Save Observation.” ● Review Your Self-Assessment: You should be able to view your ratings from your own self-assessment. ● Complete Goal 1: Create, Edit, and Report Section: Goals should reflect the educator’s self-assessment results and desire for professional growth during the year. The building administrator/supervisor will determine the number of goals to complete and year. He/she may also add specific goal(s) for the educator to work on during that school year that will help that may address areas for improvement. Click on “Save Observation” after each goal. ● When this section is completed, click on the Submitting and Reporting button. ● From here, the educator may add notes or comments to the box before clicking on “Submit.” ● The building administrator/supervisor will then be able to Approve. ● A review of these goals is required by each educator. These can be done in the section, “Submit End-of-Year Report (Teacher). ● The building administrator/supervisor will then be able to Approve.
Step 2	
Username & Password	<p>Default Username: email address</p> <p>Default Password: Teachers or use the Click Here for Help link</p>
Goal-Setting For Administrators	
Admin GoalTab	Complete the Utah Administrator Leadership Self-Assessment and Utah Administrator Professional Growth Plan similar to the steps above.

Appendix: Evaluation Process for Building Principals (Using ObserverTab)



To Approve Teachers' Self Assessments & Professional Growth Plans

Step	Tab	Directions
Step 1	School Admin	Login to ObserverTab and navigate to Self-Assessment found under Teacher GoalTab
Step 2	School Admin	Locate the teachers who have completed their Self-Assessments (The "View" link should be shown-click to approve).
Step 3	School Admin	Here you can save this record as a PDF, and submit a copy back to the teacher. Click on the "Submitting and Reporting" button. In Section 2, write any notes and click submit (this will save and submit back to the teacher).

To Begin Teacher Summative and Formative Observations

Step 1	School Observer	Click on Utah Teacher Observation
Step 2	School Observer	Select Teacher, Department and Grade and click "Start Observation" button.
Step 3	School Observer	Complete the Assessment Information (regarding Provisional or Career Level) then complete the standards 1-10 for summative.
Step 4	School Observer	To Finalize the Observation, be certain to conference with teacher within 48 hrs. of observation, and make sure all areas are complete (if summative).
Step 5	School Admin	Click on Teacher Observations (under Observations) to edit observations which have not been Finalized.

