

Utah Model Teacher Evaluation System Overview

Purpose:

The purpose of the Utah Teacher Evaluation System is to provide a growth-oriented framework for evaluation that focuses on student impact, and teacher professional growth, within the Utah Effective Teaching Standards (UETS).

Outcomes:

1. Teachers are supported with frequent, ongoing feedback, relative to the UETS.
2. Continued growth in teaching and learning in the classroom.
3. Continuous engagement in a reflective cycle that drives ongoing professional learning.

Description:

Components of the Utah Model Evaluation System are designed to align with the UETS, and meet standards set forth by the Utah State Legislature, and Utah State Board of Education.

UETS Self-Assessment: Completed by teachers to determine their progress in meeting the Utah Effective Teaching Standards. Used by teachers to facilitate ongoing goal setting, and reflection for professional growth.

Professional Growth Plan (PGP): In collaboration with their administrator, and using the self-assessment and UETS, teachers will develop goals aligned with student learning, and professional growth. The PGP will support ongoing goal setting and reflective practice for the educator. Educators may use their PGP to engage in growth-oriented collaboration with coaches, administrators, or mentors. This document may be used to support ongoing formative evaluation measures.

Stakeholder Feedback: Stakeholder surveys should be administered to students and parents in a systematic manner. Example surveys, provided by the state, may be used. Other forms of stakeholder feedback collected by the teacher, school, or district, may also be appropriate measures.

Classroom Observation: Classroom observations should be conducted frequently and may be of varying lengths. The Utah Classroom Observation Tool (U-COT) is focused on evidence-based practices aligned with the Utah Effective Teaching Strategies. Classroom observations should be followed by a feedback conversation with the educator.

Student Growth Data: Teachers should collect and submit student growth data. This may be facilitated through professional learning community data protocols, classroom-based data, or other progress monitoring tools. Administrators may also provide school or district collected data but are not permitted to use state required end-of-level testing as part of the summative evaluation.

Summative Evaluation: The administrator meets with the educator to review all components of evaluation. A teacher receives a summative score based on the following levels and suggested definitions:

- One (not effective)- The educator did not meet performance expectations.
- Two (partially effective)- The educator partially met performance expectations by demonstrating evidence of professional growth **or** demonstrating evidence of student academic growth.
- Three (effective)- The educator met performance expectations by demonstrating evidence of professional growth **and** demonstrating evidence of student academic growth.