DG Morgan School District Educator Evaluation Policy

Purpose

The Morgan School District recognizes the quality of education can be improved and enhanced by systematic, fair, and competent evaluation of educators and remediation of those whose performance is unsatisfactory. The Board delegates to the district administration responsibility for assuring that the evaluation process is reasonable and fair and based upon an evaluation instrument which is valid and reliable.

All Educators

Using this instrument, educators must receive a summative rating of *effective* or *highly effective* to advance annually on the salary schedule and to receive any salary or pay increases.

Provisional educators may advance with an *emerging effective* rating.

Licensed Building Level Administrators will receive a rating in professional performance from their assigned supervisor based on the Utah Effective Leadership Standards as measured by the Educational Leadership Observation Tool.

Non-teaching licensed educators will be evaluated by an administrator who knows and understands their work. Their ratings will align, when possible, with and include measuring all 10 of the Utah Effective Teaching Standards with supporting evidence.

Definitions

Career Educator means an *effective,* or *highly effective* educator who is licensed by the State of Utah, and employed by the district and been employed at least 3 years in the district and has a reasonable expectation of continued employment under the policies of the Board.

Provisional Educator means an *emerging effective* or *effective educator*, who is licensed by the State of Utah or is on a district approved *Utah State Pathway to Licensure*, and employed by the district for up to five years who has not achieved status as a career educator within the district.

Probationary Educator means an educator employed by the Morgan School District who, under board policy, has been advised in writing that the educator's performance is not *effective* and/or is experiencing disciplinary actions for violation of district policy.

Utah Teaching Standards define effective teaching and learning standards.

Effectiveness Rating is an annual designation given to educators (highly effective; effective; emerging or minimally effective; or not effective) based on multiple lines of evidence including self-evaluation, student and parent input, peer observation, supervisor observations, professional growth, student achievement, and other indicators of instructional improvement.

Informal Observation/Formative Assessment means periodic evaluations that provide educators with feedback on their performance.

Formal Observations/Summative Assessments are evaluations that are used to make annual decisions or ratings of educator performance and inform decisions on salary, confirmed employment, personnel assignments, transfers, or dismissals.

Unsatisfactory Performance means a deficiency in performing work tasks, which may be due to insufficient or undeveloped skills, lack of knowledge or aptitude, poor attitude or insufficient effort. Unsatisfactory performance can be remediated through training, study, mentoring, practice or greater effort.

Plan of Assistance is a written document identifying a career educator's specific area(s) of unsatisfactory performance and detailing recommendations and strategies for improvement that includes:
   a. specific, measurable, and actionable deficiencies;
   b. the available resources that will be provided for improvement, including a mentor; and,
   c. a recommended course of action that will improve the career educator's performance.

Student Growth Percentile (SGP) uses state, national, and standardized tests to quantify the academic progress of individual students or groups of students (median SGP). The SGP serves as a way for educators to understand how much growth a student makes relative to a student's "academic peers."

Student Learning Objective (SLO) is a content area grade or course-specific measureable learning objective, created by an educator, to document student learning over a defined period of time. In essence, learning goals are established for students, their progress is monitored toward these goals, and then the degree to which educators help students achieve these goals is evaluated. The three parts of the SLO are: Learning Goals, Assessments, and Targets.

Professional Growth Plan is a goal(s) based upon the teacher's self-assessment developed to improve teacher effectiveness.

Educator Evaluation Program Committee

To support, monitor, and maintain an educator evaluation program, the Board shall establish a committee comprised of an equal number of educator representatives, parents, and administrators that will review the policy annually.

The committee will consist of:

   a. A principal or vice principal from each school in the district.

b. One educator from each district school (to be selected by that school's educators) to serve on the committee.

c. Two parent representatives from each district school community council.

The committee will annually:

a. Review policy status and implementation efforts at each facility;

b. Assess both evaluation program effectiveness and improvement of education;

c. Recommend program changes to improve effectiveness.

The Board has adopted the evaluation standards developed by the Utah State Office of Education which complies with the requirements of the Public Education Human Resource Management Act and rules adopted by the Utah State Legislature in R277-533.

Evaluation Orientation

The district shall explain the evaluation process, provide comprehensive training, and provide implementation guidance to administrators with follow-up training as needed.

The principal of each school shall familiarize all educators assigned to the school concerning the district's educator evaluation program, including the purpose of the evaluations, the standards being evaluated, and the method used to evaluate. Evaluations may not occur prior to the orientation.

Educator Evaluation Program Components

Morgan School District's Educator Evaluation Process shall include the following components:

1. Completion of a formative self-assessment.
2. Completion of a professional growth plan.
3. A summative rating of provisional/probationary educators each year.
4. A summative rating of career educators each year.
5. The use of multiple lines of evidence which includes:
    i. student and parent input
    ii. supervisor observations
    iii. evidence of professional growth (required)
    iv. student growth measured by SGP or SLO (educator choice)
    v. other indicators of instructional improvement (educator choice in consultation with evaluator).

5. A reasonable number of formal and informal observation periods for an evaluation to insure adequate reliability which is defined as:

Formal Observation

An observation conducted by a certified evaluator lasting at least 30 minutes.

Informal Observation

An observation conducted by a certified evaluator lasting from 5-10 minutes.

Frequency for Career Educators

A minimum of 2 formal observations conducted **every third year** by a certified evaluator for career educators, and 2 informal observations **each year**.

Frequency for Provisional/Probationary Educators

A minimum of 2 formal observations conducted by a certified evaluator and 4 informal observations **each year**.

> At the option of the educator or principal, the observation process may be repeated more often. Written evidence of all observations will be recorded and shared with the educator through the Edivate Observation Tool.

6.   Administration of an educator's evaluation by a certified evaluator:

a. the principal
b. the principal's designee

7.   An orientation for educators on the educator evaluation program

8.   Notification of at least fifteen (15) calendar days before an educator's first observation.

9.   An annual educator effectiveness rating that differentiates among the four levels of performance; namely:

3 Highly Effective
2 Effective
1 Emerging or Minimally Effective
0 Not Effective

10.   As observation data is triangulated with student growth and stakeholder input data, an educator effectiveness rating will be determined based upon the following formula:

Observation 70%   **SGP and/or SLO 20%**   **Stakeholder Input 10%**

11.   All educators meet annually by May 15th with the principal to review the effectiveness rating results.

12.   Evidence must be provided by the educator by May 1st. Evidence should be specific to the standard and the performance expectation.

13.   The educator may make a written response to any part of the summative evaluation and attach a response to the evaluation. Following any revisions of the written evaluation made after the discussion the principal will:

   a. Sign the evaluation summary and have the educator sign the evaluation summary.
   b. give a copy of the written/signed evaluation summary to the educator.
   c. file a copy of the summary evaluation in the educator's personnel file (located at the district office). All evidence supporting the summative rating should be retained by the educator. An electronic file substantiating the evidence should be retained by the building administrator.

Appeals Process

A career educator who is not satisfied with a summative evaluation may make written request for a review of the evaluation within fifteen (15) calendar days after receiving the written evaluation. The request is made to the district superintendent. If a review is requested by a career educator, the superintendent or the superintendent's designee shall appoint a person, not an employee of the district, who is certified using the USOE Teacher Effectiveness, to review the evaluation procedures and make recommendations to the superintendent regarding the educator's summative evaluation. After this consultation, the superintendent will:

   a. Uphold original rating
   b. Change the rating
   c. Invalidate the rating

A career educator who is not satisfied with the Superintendents decision may make a written request for a review of the evaluation by the Morgan Board of Education within fifteen (15) calendar days after receiving the determination from the Superintendent. The Board will hold a hearing with the career educator (including representation), administrator, and superintendent and after all evidence has been presented will:

   a. Uphold the superintendent's decision
   b. Invalidate the superintendent's decision

Addressing Deficiencies and Providing a Plan of Assistance

The person responsible for administering an educator's evaluation will collaborate with the educator whose performance is unsatisfactory or in need of improvement and create a written document clearly identifying a plan of assistance that includes:

      a. specific, measurable, and actionable deficiencies
      b. the available resources that will be offered for improvement, including a mentor
      c. a recommended course of action that will improve the educator's performance

The educator is responsible for improving his or her performance and demonstrating acceptable levels of improvement in the designated areas of deficiencies. Failure to make improvement may result in probation or termination.

Mentor for Provisional Educator

The principal of a provisional educator shall assign a mentor. The mentor shall be a career educator who performs substantially the same duties as the provisional educator and has at least three years of educational experience and is rated as effective or highly effective on the summative evaluation. The mentor shall assist the provisional educator in becoming effective and competent in the teaching profession and school district, but may not serve as an evaluator of the provisional educator.

Career Educator Plan Checklist Every Year

Yearly	To be completed by	Date completed
Self-Assessment	September 30	
Performance Goals	September 30	
Meet with Evaluator to Establish Rating Goal	October 15	
2 Informal Observations	April 1	
Provide Evidence to Evaluator	May 1	
Post Observation Rating Conference	May 15	

Career Educator Plan Checklist for Summative Year (every third year)

Yearly	To be completed by	Date completed
Self-Assessment	September 30	
Performance Goals	September 30	
Meet with Evaluator to Establish Rating Goal	October 15	
2 Formal Observations	April 1	
2 Informal Observations	April 1	
Provide Evidence to Evaluator	May 1	
Post Observation Rating Conference	May 15	

Provisional/Probationary Educator Plan Checklist (Every year for up to 5 years)

Yearly	To be completed by	Date completed
Self-Assessment	September 30	
Performance Goals	September 30	
Meet with Evaluator to Establish Rating Goal	October 15	
2 Formal Observations	1 by Dec. 15 1 by April 1	
4 Informal Observations	2 by Dec. 15 2 by April 1	
Mid-Year Conference	January 15	
Provide Evidence to Evaluator	May 1	
Post Observation Rating Conference	May 15	

Suggested Timeline for Administrators

By September 30

- ✓ Overview of the Utah Effective Teaching Standards and the evaluation process including Student Learning Objectives with all educators.
- ✓ Assign a mentor to provisional/probationary teachers.
- ✓ Require all educators to complete the self- evaluation and professional growth plan for the school year.

By Oct. 15

- ✓ Meet with provisional/probationary and career educators.
- ✓ Review all educator self-assessments and provide feedback on professional growth plan.

November-March

- ✓ Complete formal classroom observations and informal observations of provisional/probationary, and career educators.

By May 1st

- ✓ Collect supporting evidence from educators.

By May 15th

- ✓ Meet with all educators to review supporting evidence and to establish educator effectiveness rating and end of year sign-off and provide copy to educator.

May 30

- ✓ Send signed summary educator rating to the district office.

Utah Effective Teaching Standards

These standards articulate effective teaching and learning and are the foundation for teacher performance and evaluation.

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development. The teacher:

a. Creates developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs.

b. Collaborates with families, colleagues, and other professionals to promote student growth and development.

Examples of evidence for Standard 1

- ✓ Specific documentation of communication with parents regarding cognitive, linguistic, social, emotional and physical development of learners
- ✓ Lesson or unit plans showing considerations for individual learner growth and development
- ✓ Participation in professional learning community focused on individual learner growth and development
- ✓ Screening, diagnostic, formative and summative data used to differentiate instruction and monitor progress.

Standard 2: Learning Differences

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

a. Understands individual learner differences and holds high expectations of students.

b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.

c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.

d. Creates a learning culture that encourages individual learners to persevere and advance.

e. Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

<u>Examples of evidence for Standard 2:</u>

- ✓ Attendance and implementation of professional development related to diverse student needs and/or language acquisition.
- ✓ Collection, analysis and use of individual learner growth and development to positively adapt and deliver instruction.
- ✓ Specific documentation of including parents/community members to strengthen diversity appreciation.
- ✓ Materials developed or adapted that reflect a broad range of cultures, interests, and perspectives

Standard 3: Learning Environments

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

a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.

b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment.

d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.

e. Extends the learning environment using technology, media, and local and global resources.

f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

<u>Examples of evidence for Standard 3:</u>

- ✓ Collection, analysis and use of data to make modifications in classroom instruction.
- ✓ Implementation of student learning teams to purposefully ensure support of individual learner needs and engagement.
- ✓ Student work or journals showing self-reflection of his or her personal learning and growth

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline. The teacher:

a. Knows the content of the discipline and conveys accurate information and concepts.

b. Demonstrates an awareness of the Utah Core Standards and references them in the short- and long-term planning.

c. Engages students in applying methods of inquiry and standards of evidence of the discipline.

d. Uses multiple representations of concepts that capture key ideas.

e. Supports students in learning and using academic language accurately and meaningfully.

<u>Examples of evidence for Standard 4:</u>

- ✓ Attendance and implementation of professional development related to grade level or specific content.
- ✓ Specific documentation of learner misunderstandings and the method used to mitigate misconceptions.

- ✓ Materials used to promote critical thinking and problem solving that extend the learners 'knowledge of content.
- ✓ Resources, tools, and training developed for colleagues that broaden knowledge of academic language

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. The teacher:

a. Designs or selects pre-assessments, formative and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.

b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.

c. Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.

d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.

f. Understands and practices appropriate and ethical assessment principles and procedures.

Examples of evidence for Standard 5:

- ✓ of a variety of timely and descriptive feedback provided to learners.
- ✓ Specific documentation of implementation of individual learners' IEPs, 504 Plans, or other necessary accommodations.

- ✓ Lesson or unit plans showing considerations of individual learner growth and development.
- ✓ Resources and materials demonstrating multiple assessment opportunities for learners to show and self-reflect upon 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, instructional best practices, and the community context. The teacher:

a. Plans instruction based on the Utah Core Standards.

b. Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.

c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

d. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

e. Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

Examples of evidence for Standard 6:

- ✓ Assessment of individual learner needs, analysis of learner progress data results, and application of student learning outcomes in planning.
- ✓ Attendance and implementation of professional development related to diverse student needs and/or language acquisition.
- ✓ Specific documentation of cross-curricular collaboration with other departments, grade levels, or colleagues.

✓ Lesson or unit plans or curriculum map showing long- and short-term learning experiences that align with the Utah Core.

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. The teacher:

a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.

c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.

d. Uses a variety of instructional strategies to support and expand each learner's communication skills.

e. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

g. Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

h. Uses a variety of questioning strategies to promote engagement and learning.

Examples of evidence for Standard 7:

- ✓ Specific documentation of implementation of instructional strategies for a range of learners' developmental, cultural, and linguistic needs.
- ✓ Examples of learner work showing opportunities to solve complex, open-ended problems and development of innovative solutions.
- ✓ Learner reflection journals showing self-reflection of individual learning and subsequently setting learning goals.

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. The teacher:

a. Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.

b. Actively seeks professional, community, and technological learning experiences, within and outside the school, as supports for reflection and problem solving.

c. Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.

d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

Examples of evidence for Standard 8:

- ✓ Attendance and implementation of professional development related to student or other personal growth needs.

- ✓ Lesson or unit plans that explicitly describe instructional strategies selected for student needs.
- ✓ Self-reflection journals, mentoring logs, or evidence of collaborating with colleagues to apply and evaluate new knowledge.
- ✓ Videos, photos, Podcasts, and other media that reflect learner engagement resulting from new instructional strategies.

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. The teacher:

a. Prepares for and participates actively as a team member in decision making processes and building a shared culture that affects the school and larger educational community.

b. Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning and giving and receiving feedback.

c. Advocates for the learners, the school, the community, and the profession.

d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

e. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

Examples of evidence for Standard 9:

- ✓ Documentation of discussion, results, and implementation of collaboration with colleagues.
- ✓ Specific documentation of educational advocacy activities in professional and community groups.
- ✓ Contributions to the school improvement plan through activities, such as participation on committees or community council.

✓ Specific documentation of leadership in local and state professional and educational organization.

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. The teacher:

a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.

b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.

c. 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.

d. Maintains accurate instructional and non-instructional records.

e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.

f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.

g. Maintains professional demeanor and appearance as defined by the local education agency (LEA).

Student Growth Percentiles (SGP)

The Student Growth Percentile (SGP) quantifies the academic progress of individual students or groups of students (median SGP). The SGP serves as a way for educators to understand how much growth a student makes relative to a student's "academic peers."

SGPs help answer the following questions:

- Did my students make sufficient growth toward meeting state standards? Did my students make as much progress as students in other classrooms within my school or across schools?
- Did my students learn as much in mathematics as they did in reading?
- Are there students with unusually low growth who need special attention?
- Do these growth results generally appear consistent with or differ from what I already know about how my students have progressed during the school year?

Instructions for Writing SLOs

Utah has created over 150 example SLOs. These example SLOs are housed on the Utah State Office of Education website by content area.

http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/Resources.aspx

Student Learning Objectives (SLOs) are a method to document the influence that educators have on student learning over a specific amount of time. SLOs are content- and grade/course-specific learning goals that can be accurately measured to document student learning over a defined and significant period of time (e.g., semester or year). SLOs also constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Learning Objectives provide the opportunity for all teachers to be able to:

- ✓ set meaningful goals
- ✓ collaborate with other educators around shared goals
- ✓ monitor student and teacher progress toward goals
- ✓ evaluate the extent to which goals were achieved

Utah Model SLO Template

Course/Grade Level Information	
Course Name	
Brief Course Description and Number of Students	
Grade Level(s)	

Process, Implementation Timeline, and Sign-Offs	
Names and current job positions of those developing this SLO	
Administrator/Supervisor Name and Title	
Administrator/Supervisor sign-off of initial SLO	
Date final SLO is due to determine educator effectiveness rating	

Section 1: Establish a Learning Goal:

A Learning Goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.

Section 2: Document Assessment(s) and Scoring:

Assessment(s) and Scoring: Assessments are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or **scoring rubrics** to describe the level at which students have learned.

Identify what **proficiency** looks like to meet the Learning Goal.	
Describe the **Assessment(s)** (such as performance tasks and their corresponding **scoring rubric(s)** that measure the level of students' understanding of the Learning Goal[1].	
Describe **how often** you will collect data to **monitor** student progress toward the Learning Goal. Note any formative assessments that you will use.	
Explain how you will use this information to **differentiate instruction** for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education).	

Section 3: Establish Targets:

Targets: Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. **Targets** are used to effectively project levels of proficiency toward the Learning Goal.

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[1] Assessments and scoring rubrics need to be rated as high quality using the *Utah Assessment Review Tool*.

Targets: Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. **Targets** are used to effectively project levels of proficiency toward the Learning Goal.	
Identify the **baseline data** and **past performance** (e.g., courses, grades, test scores, etc.) of students to **categorize student levels** as their **starting points** prior to instruction and learning.	**STARTING Points**
Using students' starting points, identify the **number or percentage of students expected** at each **Target** level based on available data about their performance(s). Include any appropriate subgroups.	**EXPECTED Growth**
Describe the **high, average, and low** expected levels of growth and **proficiency** required for students placed within the expected targeted groups.	**PROFICIENCY Levels**

Mid-Instructional Period Target adaptations:

Adapted SLO Targets: At a conference with administrator/supervisor discuss any changes that might be needed.	
If SLO **Targets** are adjusted at mid-instructional period, list **revised outcomes** for end of instructional period Learning Goal.	**REVISED Targets**

Final Target Outcomes:

Actual Outcomes for Targets: Record the actual outcomes at the end of the instructional period as assessed using the identified assessment(s) and scoring rubrics for the whole class as well as for different subgroups, as appropriate.	
Record the **actual number or percentage** of students who achieved the **Targets** set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above.	**ACTUAL Outcomes**
Provide any comments you wish to include about **actual Target outcomes and proficiency/growth levels** for student learning.	

Final Section: Establish Educator Ratings: Use the table below to document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

Educator Ratings: Educator rating results are based on the final **SLO Target** results.			
☐ **Does Not Meet**	☐ **Partially Meets**	☐ **Meets**	☐ **Exceeds**
Based on the students' starting points, students performed worse than expected.	Based on the students' starting points, students partially performed as expected.	Based on the students' starting points, students performed as expected.	Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments.			
Date	Administrator/ Supervisor Signature		
Date	Educator Signature (the signature does not necessarily indicate agreement with the rating)		

R277-533

Morgan School District

Student Survey of Teacher Effectiveness Grades 4-12

Dear Student,

Teachers in the Morgan School District base their instruction on the Utah Teaching Standards. The purpose of this survey is to give your teacher feedback about the use of those standards in the classroom. As you read each statement, mark the box that best matches your opinion. Thank you!

Teacher Name _____   Date _____

Standard 1   The teacher creates fun and challenging learning experiences.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 2   The teacher allows me to show what I have learned in different ways.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 3   The teacher supports me, respects me, and answers my questions.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 4   The teacher knows a lot about the subject.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 5   The teacher tells me how I am doing.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 6   The teacher expects me to do my best.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 7A   The teacher knows my strengths and needs.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 7B   The teacher shows me how to solve hard problems.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 7C   The teacher helps me communicate effectively.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 7D   The teacher uses technology.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 7E   The teacher helps me find and use information and offer my opinion about it.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 8   The teacher changes things when needed so that I can be more successful.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 9   The teacher talks to my parents about my performance.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Standard 10   The teacher follows state laws, school rules, and sets a good example.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments

_____

_____

Morgan School District

Student Survey of Teacher Effectiveness Grades K-2

Teacher Name _____   Date _____

Standard 1   My teacher gives us fun activities.

Yes   Sometimes   No   Not Sure

Standard 2   My teacher allows me to show what I know in different ways.

Yes   Sometimes   No   Not Sure

Standard 3   My teacher is nice to me.

Yes   Sometimes   No   Not Sure

Standard 4   My teacher knows a lot.

Yes   Sometimes   No   Not Sure

Standard 5   My teacher tells me how I am doing.

Yes   Sometimes   No   Not Sure

Standard 6   My teacher wants me to do my best.

Yes   Sometimes   No   Not Sure

Standard 7A   My teacher knows what I can do.

        Yes   Sometimes   No   Not Sure

Standard 7B   My teacher helps me do hard things.

        Yes   Sometimes   No   Not Sure

Standard 7C   My teacher helps me read, write, listen, and speak.

        Yes   Sometimes   No   Not Sure

Standard 7D   My teacher uses technology.

        Yes   Sometimes   No   Not Sure

Standard 7E   My teacher lets me share my ideas.

        Yes   Sometimes   No   Not Sure

Standard 8   My teacher changes things for me so I can do better.

        Yes   Sometimes   No   Not Sure

Standard 9   My teacher talks to my parents.

        Yes   Sometimes   No   Not Sure

Standard 10   My teacher follows the rules.

        Yes   Sometimes   No   Not Sure

Morgan School District
Parent Survey of Teacher Effectiveness

Dear Parents,
As a professional trying to meet the needs of all my students, I am always looking for ways to improve. You can help by giving me feedback about my effectiveness in relationship to the Utah Teaching Standards. Please take a few minutes to fill out the following survey. You will remain anonymous unless you wish to include your name. As always, if you wish to talk to me personally, please give me a call.
Thank you for your time!

Teacher _____   Date _____

Place a check in the box of the response that best matches your opinion and add comments to provide helpful information for any "no" or "not sure" responses.

Standard 1   The teacher creates challenging learning experiences.
☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure
Comments _____
_____

Standard 2   The teacher allows my child to demonstrate learning in different ways.
☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure
Comments _____
_____

Standard 3   The teacher has a positive climate of openness, respect, support, and inquiry.
☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure
Comments _____
_____

Standard 4   The teacher demonstrates knowledge of the subjects.
☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure
Comments _____
_____

Standard 5   The teacher gives me feedback on my child's performance.
☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure
Comments _____
_____

Standard 6   The teacher has appropriate expectations.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Standard 7A   The teacher knows my child's strengths and needs.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Standard 7B   The teacher helps my child develop higher-order thinking skills.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Standard 7C   The teacher helps my child communicate effectively.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Standard 7D   The teacher uses technology.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Standard 7E   The teacher helps my child find, use, and analyze information and offer opinions.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Standard 8   The teacher continually evaluates and adapts practices to meet my child's needs.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Standard 9   The teacher seeks my input, creates a shared culture, and advocates for my child.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Standard 10   The teacher demonstrates the highest standard of legal, moral, and ethical conduct.

☐ Yes   ☐ Sometimes   ☐ No   ☐ Not Sure

Comments _____

_____

Morgan School District Educator Effectiveness
Classroom Observation

MORGAN COUNTY
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Evidence required to support a *highly effective (3)* rating.

25 Observable Teaching Standards	N/O	0	1	2	3
3.c. Uses a variety of classroom management strategies to maintain a positive learning environment.					
3.d. Engages students in learning by organizing, managing time and space.					
1.a. Uses developmentally appropriate and challenging learning activities.					
3.b. Establishes a positive learning climate of openness, respectful interactions, support, inquiry.					
7.a. Uses a variety of instructional strategies.					
4.a. Knows the content of the discipline and conveys accurate information and concepts.					
4.d. Uses multiple representations and explanations to convey concepts.					
3.a. Engages and supports self-directed learners (daily schedules, expectations, routines, procedures).					
2.b. Delivers instruction to address each student's diverse strengths and needs.					
2.e. Uses strategies, visuals, and modeling to augment auditory directions.					
2.d. Creates a learning culture that encourages individual learners to persevere and advance.					
3.f. Encourages students to speak, listen, read, write, analyze, synthesis, and make decisions.					
2.c. Allows students different ways to demonstrate learning.					
7.f. Provides opportunities for students to understand, analyze, question solve real-world problems.					
5.b. Encourages students to do quality work.					
4.c. Applies methods of inquiry, problem solving, and critical thinking.					
7.b. Checks for understanding – variety of questioning strategies.					
7.c. Adjusts instruction responds to errors and misconceptions.					
7.d. Expands learner's communication skills.					
7.e. Provides opportunities for higher-order, cognitive skills.					
4.e. Uses academic language and vocabulary to enhance learning.					
3.e. (7.g.) Extends the learning environment using technology, media, and local and global resources.					
6.b. Creates learning experiences that are based on principals of effective instruction and student needs.					
6.c. Differentiates instructions					
6.d. Creates opportunities for student generated work and innovative solutions to problems.					

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Evidence required to support *highly effective(3)* rating.

23 Non-Observable Standards	0	1	2	3
8.e. Develops a professional learning plan.				
1.b. Collaborates with families, colleagues, and other professionals to promotes student growth.				
2.b. Understands individual learner differences and holds high expectations.				
2.e. incorporates tools of language development into planning and instruction (ELL).				
4.b., 6.a. Demonstrates an awareness of the Utah Core Standards and references them in planning.				
5.a. Designs and uses pre-assessments, formative and summative assessments.				
5.c. Adjusts assessment methods and makes appropriate accommodations for ELL and IEP.				
5.d. Uses data to access the effectiveness of instruction, adjusts, modifies.				
5.d. Documents student progress and provides descriptive feedback.				
5.f. Understands and practices appropriate and ethical assessment principles and procedures.				
6.e. Integrates cross-disciplinary skills into instruction.				
8.a. Independently and in collaboration with colleagues uses data to evaluate outcomes.				
8.b. Seeks professional, community and technological experiences to support reflection and problem solving.				
8.c. Recognizes and reflects on personal and professional biases. Builds stronger relationships.				
8.d. Actively investigates , considers, and incorporates new teaching ideas.				
9.a. Participates as a team member in decision-making and building a shared culture.				
9.b. Participates actively in the professional learning community.				
9.c. Advocates for the students, school, community, profession.				
9.e. Works with others to facilitate the diverse needs of learners.				
10.a. Complies with state and federal laws, district policies and procedures, supervisory directives.				
10.b. Complies with all requirements of State Board Rule R277-530.				

_____ _____   _____ _____
Observer's Name/Signature   Date   Educator's Name/Signature   Date