

# Educator Evaluation

## Statement of Policy

Teacher evaluation should promote the professional growth of the teacher by identifying and reinforcing strengths and establishing goals for improvement. Teacher evaluation will provide assistance for those whose performance is minimally effective, or not effective. Supervisors will work with the educators who have been identified as minimally effective by providing a written Plan of Assistance (POA).

## Definitions:

1. Educator: All licensed staff members
2. Supervisor: Those responsible for the evaluation of other licensed staff members.
3. Lines of Evidence: The data educators gather to demonstrate goals or standards are being met.
4. Formative Evaluation: When an educator participates in: annual self evaluation, goal setting with a supervisor, professional learning, lines of evidence, and time for reflection. Those endeavors which prepare the educator for the Summative Evaluation.
5. Summative Evaluation: When an educator participates in: Collecting lines of evidence, reviewing goals, determining that all Utah Effective Teaching Standards are being met. (This will also include the student growth component and stakeholder input component.)
6. Performance Expectation Definition: The *Utah Teaching Observation Tool* is comprised of 10 standards that articulate effective teaching and learning (Utah Effective Teaching Standards, March 2013). Each standard has a **Performance Expectation** (1.1, 1.2, 2.1, 3.1, 3.2, etc.) that serves as a measurement of performance, a source of information, and a guide for professional learning and support. Each performance expectation is comprised of indicators from the Utah Effective Teaching Standards that can be referred to for additional support and guidance. For example Performance Expectation 1.1 is comprised of indicators 1a and 2e.

# 1. EDUCATOR EVALUATION

## 1.1. Evaluation of provisional educators:

1.1.1. Provisional educators. Supervisors shall conduct a minimum of two summative observations of all provisional educators annually. The educator shall complete one self-evaluation (formative), and with his/her supervisor engage in setting goals (formative), gathering lines of evidence (formative), and discussing progress of goals (formative). The supervisor and educator shall use the Utah Effective Teaching Standards (all 10 Standards: including self evaluations, student growth performance, and stakeholder feedback components). It is our expectation that summative observation evaluations, student growth, and stakeholder components should be finalized and submitted to the Human Resource office on or before March 1.

## 1.2. Evaluation of probationary educators:

1.2.1. Probationary educators. Principals shall conduct a minimum of two observations, of all probationary educators during the term of probation (at least annually). The educator and their supervisor shall engage in setting goals (summative), gathering lines of evidence (summative), and discussing progress of goals (summative). The supervisor and educator shall use the Utah Effective Teaching Standards (all 10 Standards, including self evaluation, stakeholder input and student growth components). It is our expectation that summative observation evaluations, student growth, and stakeholder components should be finalized and submitted to the Human Resource office on or before March 1 of the current school year.

## 1.3. Evaluation of career educators.

1.3.1. Educators with three or more years of teaching experience (at least one of which is in Alpine School District) shall be evaluated annually

using the Utah Effective Teaching Standards(10 Standards; Including the self evaluation, stakeholder input and student growth components). These evaluations shall include one self evaluation and one summative by the supervisor. It is important to note that educators who are not meeting standards during their formative years will be moved to probation status immediately.

- 1.3.2. Alpine School District's full evaluation program will consist of using the Utah Effectiveness Teaching Standards within the District's annual evaluation rotation. Year one review will be on Standards: 1,2,3,4,5,6,7,8,9,10, a self evaluation, student growth, and stakeholder input; years two and three shall include no more than 5 performance expectations based on school goals or areas of desired growth, a self evaluation, student growth, and stakeholder input. It is our expectation that summative observation evaluations, student growth, and stakeholder input components should be finalized and submitted to the Human Resource office on or before March 1 of the current school year.

## 2. EDUCATOR'S EVALUATION PROCESS

- 2.1. Check with the District Office/Human Resources to access a copy of the Flow Chart, or obtain a copy on the District web-site under Human Resources Forms.
- 2.2. Educators can contribute additional information to inform their rating throughout the process.
- 2.3. Teachers may add a response to the supervisor's evaluation within ten calendar days of the evaluation review.
- 2.4. An educator who is not satisfied with a summative evaluation may request a review of the evaluation within 15 days after receiving the written evaluation.
- 2.5. An employee may not advance on the salary schedule if the educator's most recent evaluation is at the lowest level of the evaluation instrument (not effective). An employee may advance on the salary schedule the next

pay period after the evaluation is no longer at the lowest level of the evaluation instrument.

## Board Approvals

- Negotiated: May 21, 2013
- Negotiated: May 12, 2015
- Negotiated: April 29, 2016
- Negotiated: April 2017
- Negotiated: May 11, 2021
- Negotiated: May 2022

# Procedures

## 1. REGULARLY SCHEDULED EVALUATIONS OBSERVATION PROCESS

- 1.1. At the beginning of the evaluation process an orientation and fifteen days advance notice is required unless otherwise mutually agreed upon. Specific times for announced evaluations is recommended.
- 1.2. For the first year provisional teacher (Level 1) performing in an acceptable range (emerging effective, highly effective) two summative evaluations are required. For those who receive a not effective, the process in number 1.5 will be followed.
  - 1.2.1. For provisional teachers (Level 1) in their second and third year of teaching, performing in an acceptable range (emerging effective, effective, highly effective), one summative evaluation is required if agreed upon by the teacher and administrator. Otherwise, two

summative evaluations will be required. For those who receive a “not effective,” the process in number 1.5 will be followed.

- 1.3. For those career teachers (Level 2) performing in an acceptable range (effective, highly effective) one evaluation is sufficient. A midyear conference is suggested and post-conference is required. If the evaluation will contain any score below an effective or scores which would affect the educator’s pay, it is suggested that the post-evaluation conference be held within two working days. This would not preclude principals from working with teachers to improve individual areas of concern (for example, helping teachers improve a score of effective).
- 1.4. For those career teachers (who have not been placed on probation) who receive an overall score of not effective, minimally effective on any performance expectation of a summative evaluation and who, therefore, need to have additional evaluations, a letter of improvement could be prepared and this process will be followed:
  - 1.4.1. There would be two formative announced evaluations and one summative announced evaluation which are not cumulative. These should occur over at least a period of 30 calendar days. The summative evaluation would be the only one which counts as the final effectiveness rating.
  - 1.4.2. The pre- and post-evaluation conferences are necessary for all evaluations. It is suggested that the post-evaluation conference occur within two working days after the evaluation.
  - 1.4.3. During the formative evaluation an accommodation could be made for not observing all ten standards. This would require agreement between the principal and teacher in the pre-evaluation conference.
  - 1.4.4. If the educator scores effective or above on the summative evaluation, there would be no need to continue the evaluation process.
  - 1.4.5. When an unannounced observation is made:

- 1.4.5.1. A formal notification of the possibility of unannounced observations should be given to an educator who needs additional observations because of scoring a minimally effective or below.
  - 1.4.5.2. When an unannounced observation is made, an oral debriefing is required and it is suggested that this occur within two working days after the observation.
  - 1.4.5.3. It is suggested that a reasonable number of unannounced observations be made. Unannounced observations will be for the purpose of observing areas of concern only (minimally effective or below).
- 1.5. For provisional teachers who have received a not effective on their summative evaluation and probationary teachers an improvement letter will be prepared. For probationary teachers, there will be two formative announced evaluations and one summative announced evaluation. The summative evaluation would be the only one which counts and it is not cumulative. All ten scales will be observed for the two formative and one summative evaluation. Unannounced observations will be for the purpose of observing areas of concern. It is recommended that within two working days after each of the two formative evaluations that feedback be given, however, only the final summative evaluation scores must be given to the teacher. If an improvement letter is needed, the letter must be delivered or mailed within fifteen calendar days of the final evaluation. The contents should be discussed with the educators unless it is necessary to send the letter by certified mail.
- 1.6. Alpine School District will comply with State/Board Rule and Administrative Code.

## Approvals

- Negotiated: September 28, 1999
- Negotiated Revision: May 18, 2010

- Negotiated Revision: June 9, 2015
- Negotiated Revision: May 2016
- Negotiated: April 2017
- Negotiated: May 2019

# Rules & Regulations

There are no Rules & Regulations at this time.