



Utah Teaching Observation Tool

Version 2.0 (Draft)

Introduction

The **Utah Teaching Observation Tool** is to be used as part of the **Public Educator Evaluation Requirements (PEER)** model educator evaluation program. The tool is aligned with the standards and indicators of the **Utah Effective Teaching Standards** and **Continuum of Practice** and focuses on the measurement of high-leverage instructional activities necessary for effectively teaching the **Utah Core Standards**. Performance Indicators align with the **Utah Effective Teaching Standards** and indicators (R277-530). All standards and indicators are represented in the observation tool. Standards and indicators are identified by notations at the end of each observation Performance Indicator. The results of the observation should be used in conjunction with self-evaluation, goal-setting, and formative evaluation and support.

Purposes

The Utah Teaching Observation Tool:

- Serves as a measurement of performance for individual teachers;
- Serves as a source of information for each teacher's annual rating;
- Serves as a guide for teachers as they reflect upon and improve their effectiveness;
- Serves as a basis for instructional improvement;
- Provides information for professional development planning;
- Guides formative assessment and support of teachers; and
- Enhances implementation of the Utah Core.

Observations

Excellent instructional practice includes many activities performed by a teacher as part of his/her professional work. The **Utah Teaching Observation Tool** includes Performance Indicators that may be observed both formally and informally. Teaching practice may be observed iteratively in the classroom, at professional meetings, at grade or department team meetings, etc. Effective practice may be observed when teachers are interacting with students inside and outside of the classroom and during formal and informal interactions with parents, colleagues, and community members. Each Performance Indicator may be observed and recorded on more than one occasion during the rating period.

Ratings

The rating rubric includes four levels. The levels are cumulative across the rows of the rubric. An **Emerging Effective** teacher exemplifies the skills expected of a teacher who is new to the profession (Level 1) or an experienced teacher who is working in a new content area or grade level. An **Effective** teacher must exhibit the skills and knowledge described under the **Emerging** heading as well as those under the **Effective** heading. Likewise, a **Highly Effective** teacher exhibits all of the skills and knowledge described in that that element across the row. Ratings are intended to support professionalism. Instruction becomes qualitatively better across the scale. An experienced (Level 2) teacher who scores at the **Minimally Effective** level must have access to formative support to correct deficiencies and achieve the **Effective** level within a reasonable period of time. The **Not Effective** rating should be used when a teacher is performing below expectations and not making adequate growth toward becoming **Effective** on the Performance Indicator.

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
<p>A teacher at the Not Effective level of practice may have minimal knowledge of content and limited instructional skills. He/she may not create an effective learning environment and may respond in a limited way to the differences in students' personal, cultural, and linguistic development. The teacher may have limited skills in monitoring student progress and may not collaborate effectively with students, colleagues, parents, and/or the community.</p>	<p>A teacher at the Emerging Effective level is a Level 1 teacher who demonstrates beginning knowledge about the individual needs of students. He/she recognizes a variety of learning needs and demonstrates appropriate classroom management strategies. He/she demonstrates a basic understanding of content and uses data to evaluate the outcomes of teaching. The Emerging Effective teacher aligns instruction with the Utah Core Standards and plans and implements appropriate instructional experiences for students. He/she communicates with students, parents, and colleagues, and applies new skills from professional development experiences. A teacher at the Emerging Effective level is receiving mentoring and other formative support through their participation in the Entry Years Enhancements (EYE) program and is receiving two evaluations per year. He/she is making appropriate progress toward the Effective level.</p> <p>A teacher at the Minimally Effective level is an experienced teacher (Level 2) who may have had the opportunity to attain the Effective level, but may have limitations in knowledge and skills that require formative support and a prescribed amount of time to improve.</p>	<p>A teacher at the Effective Level identifies the developmental needs of individual students and responds effectively to areas of diversity. He/she establishes a learning community that supports individual learners and develops their skills as active, engaged learners. He/she has a strong understanding of the tools and structures of the discipline and targets instruction and learning interventions based on data and individual student needs. A teacher at the Effective level communicates and collaborates with students, families, colleagues, and the community, and advocates for students and the profession.</p>	<p>A teacher at the Highly Effective level consistently exemplifies the highest level of instructional skills, professional responsibility, and collaboration. He/she uses a high level of content knowledge and formal and informal data to implement relevant learning experiences for all learners. He/she assumes a leadership role in the school and educational community.</p>

Evidence

Evidence provides confirmation that a Performance Indicator has been achieved at a particular level of effectiveness. Evidence may be introduced by the teacher or the evaluator and must be reviewed during the conference. Evidence may supply information and verification to Performance Indicators already observed and to Performance Indicators not yet observed. Evidence should be specific to the standard and the Performance Indicator, and must provide clear information supportive of the rating. General or unrelated data or examples will not be accepted as part of the assessment record and will not be added to the body of supportive evidence.

Teacher Information:

Name: _____ # of Students: _____ Date: _____
 School: _____ Grade/Subject: _____

Evaluator Information:

Name: _____ Position: _____

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 1: Learner Development					
The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.					
	Performance Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
1.1	Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs (1a, 2e).	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - No differentiation - Instruction is not developmentally appropriate - Lack of hands-on instruction - Lack of real world application - Emotionally unsafe environment - Teacher dependent problem-solving/scaffolding - Only one answer - Lack of modeling - Unaware of developmental needs 	<ul style="list-style-type: none"> ○ Creates 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).	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></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 learner needs. - Doesn’t 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.

Evaluator Comments: (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)

Evidence that may be used to provide clarification and support or substantiation of performance not observed:	Confirmation of performance provided by evidence:
<input type="radio"/> Specific documentation of communication with parents regarding cognitive, linguistic, social, emotional and physical development of learners	
<input type="radio"/> Lesson or unit plans showing considerations of individual learner growth and development	
<input type="radio"/> Participation in professional learning community focused on individual learner growth and development	
<input type="radio"/> Screening, diagnostic, formative and summative data used to differentiate instruction and monitor progress	
<input type="radio"/>	

Standard 2: Learning Differences
The teacher understands individual learner differences and cultural and linguistic diversity.

	Performance Indicator	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).	<input type="radio"/> Not effective <i>Evidence of ineffective performance may include:</i> - Unaware of personal biases. - Not accepting of differences. - Resists change and adaptation. - Doesn't hold high expectations. - Evaluated on completion only.	<input type="radio"/> Applies understanding of learner diversity to encourage all learners to reach their full potential.	...and <input type="radio"/> Uses learner differences as an asset in designing, adapting, and delivering instruction for all learners. <input type="radio"/> Applies knowledge of language acquisition in instruction. <input type="radio"/> Provides learners multiple ways to demonstrate learning.	...and <input type="radio"/> Contributes to a school-wide culture that encourages learner perseverance and advancement. <input type="radio"/> Connects multiple perspectives to encourage learners to learn from each other.

Evaluator Comments: (Required for ratings of “Not Effective” or “Minimally/Emerging Effective” and recommended for all rating levels. Please specify the Performance Indicator for which the comment applies if not for the standard as a whole.)

Evidence that may be used to provide clarification and support or substantiation of performance not observed:	Confirmation of performance provided by evidence:
<input type="radio"/> Attendance and implementation of professional development related to diverse student needs and/or language acquisition	
<input type="radio"/> Collection, analysis and use of individual learner growth and development to positively adapt and deliver instruction	
<input type="radio"/> Specific documentation of bringing in parents/community members to strengthen diversity appreciation	
<input type="radio"/> Materials used that reflect a broad range of cultures, interests, and perspectives	
<input type="radio"/>	

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.					
	Performance Indicator	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).	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - No schedule planned. - Majority of learners not on task. - Learners don't 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 develops responsibility for his/her own behavior. 	<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).	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of not effective performance may include:</i></p> <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. - Leaves learners unattended. - 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. 	<p>...and</p> <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. 	<p>...and</p> <ul style="list-style-type: none"> ○ Supports learners as they reflect on and modify their personal interactions. ○ Supports learners to create and manage learning teams to meet learning goals.
3.3	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - Limited classroom management strategies. - Negative or ineffective strategies. - Ineffective use of time, space, and attention. - Disorganized learning environment. - Frequent digressions. - Negative, ineffective, inconsistent use of strategies. 	<ul style="list-style-type: none"> ○ Implements classroom management strategies. ○ Encourages learners to be engaged with the content. ○ Distributes time, space, and attention to engage learners. 	<p>...and</p> <ul style="list-style-type: none"> ○ 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. 	<p>...and</p> <ul style="list-style-type: none"> ○ Fosters each learner's ability to manage and reflect upon his/her own learning. ○ Fosters each learner's ability to manage and reflect upon his/her own learning.

