

## Policy No. 4130

# Educator Evaluation as a Professional Growth System

## Statement of Policy

Educator evaluation should promote the professional growth of the educator by identifying and reinforcing strengths and establishing goals for improvement. Further, as educators engage in professional growth, they will more fully help students realize the Vision for Learning of the Alpine School District.

## Definitions

1. Career Educator: an educator who is no longer on provisional status.
2. Educator: All licensed staff members
3. Goal: the process of taking active steps to achieve one's desired outcome. It is recommended that educators set goals that are specific and measurable. Goals should also be directly connected to a specific element in the Utah Effective Teaching Standards (UETS)
4. Lines of Evidence: The data educators gather to demonstrate goals or standards are being met.
5. Observation: the scheduled review of an educator's performance for the purpose of providing feedback on the educator's goal. Typically, an observation should be for a minimum of 20 minutes and until the supervisor has the opportunity to view the pedagogy related to the educator's goal.
6. Performance Expectation: The Utah Effective Teaching Standards (UETS) comprises 5 standards that articulate effective teaching and learning (UETS, August 2023). Each standard has four Elements that serve as a measurement of performance, a source of information, and a guide for professional learning and support each element.

7. Professional Growth Plan: a goal setting plan which incorporates the five, state-required components of a Self-evaluation on all five Utah Effective Teaching Standards, Feedback from Students and Parents, Feedback from Supervisor Observation(s), Evidence of Student Academic Growth, and Continued Professional Growth.
8. Provisional educator: an educator in their first three years of teaching experience or an educator with three or more years of experience but in their first year with Alpine School District. (Provisional status may be extended by a principal/supervisor)
9. Supervisor: Those responsible for the evaluation of other licensed staff members.

## 1. EDUCATOR PROFESSIONAL GROWTH PLAN

### 1.1. Provisional educators:

1.1.1. The Professional Growth Plan for provisional educators shall encompass the five state-required components as follows:

1.1.1.1. Self-evaluation on all five Utah Effective Teaching Standards.

1.1.1.2. Set a goal for each of the following educator essentials: (They may choose a goal from an Element in each essential):

1.1.1.2.1. Respectful Relationships (1.2, 1.3, 4.1)

1.1.1.2.2. Relevant, Engaged Learning Instructional Practices (2.3, 2.4, 3.3)

1.1.1.2.3. Classroom Climate (4.2)

1.1.1.2.4. The provisional educator is welcome to select any other element they would like to develop

1.1.1.3. Feedback from parents and students designed, sent out, and gathered by the educator.

- 1.1.1.4. Supervisor Observation. Supervisors shall conduct a minimum of two scheduled observations of all provisional educators annually for the purpose of providing feedback.
- 1.1.1.5. Student academic growth—evidence of teacher growth and reflection based on student results.
- 1.1.1.6. Continued Professional Growth—This process constitutes continued professional growth and the educator is welcome to provide any other evidence of their professional growth.
- 1.1.1.7. Educators can contribute additional information to inform their rating throughout the process.
- 1.1.2. It is our expectation that the results of the professional growth plan should be finalized and submitted to the Human Resource office on or before March 1.
- 1.2. Career educators:
  - 1.2.1. The professional growth plan for career educators shall encompass the five state-required components as follows:
    - 1.2.1.1. Self-evaluation on all five Utah Effective Teaching Standards.
    - 1.2.1.2. Set a goal based on one of the Elements from the UETS (May not include 5.1, 5.2, 5.3, or 5.4)
      - 1.2.1.2.1. The goal may be a school wide or team goal but should be the choice of the educator
    - 1.2.1.3. Feedback from parents and students.
    - 1.2.1.4. Supervisor Observations—Supervisors shall conduct a minimum of one scheduled observation for the purpose of providing feedback.
    - 1.2.1.5. Student academic growth—evidence of teacher growth and reflection based on student results.

- 1.2.1.6. Continued Professional Growth—This process constitutes continued professional growth and the educator is welcome to provide any other evidence of their professional growth.
- 1.2.1.7. Educators can contribute additional information to inform their rating throughout the process.
- 1.2.1.8. It is our expectation that the results of the professional growth plan should be finalized and submitted to the Human Resource office on or before March 1.
- 1.3. Probationary educators are addressed in Policy 4132.
- 1.4. 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.
- 1.5. An educator may use the same goal in sequential years provided that substantive progress is made each year.

## 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

No procedures have been established at this time.

## 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.