Salt Lake City School District

Educator Collaborative Assessment Program

2016-17

PLEASE DISCARD PREVIOUS EDITIONS OF THE HANDBOOK!

MANY PARTS OF THIS YEAR'S PROGRAM ARE DIFFERENT.

To simplify and yet keep ECAP meaningful for educators while complying with all the new state requirements, the JEEC has revised the evaluative standards and indicators to a more manageable number that also articulate more clearly what effective teaching looks like in the Salt Lake City School District. Educators are being asked to create two goals as part of their Professional Growth Plan, one for their professional performance and one focused on student growth using a district approved Student Learning Objective (SLO). Principals are now required to provide teachers with feedback a minimum of three times during the year to help promote continual professional growth. The concept of the three-year cycle has been eliminated in order to continue providing an annual evaluation of all educators like we have done since the inception of ECAP. Further information about the updates and changes to the instructions can be found on pages 14-21 of this document.

It is important that you have a clear sense of the expectations for professional performance. Please do all you can do to gain familiarity with the processes and intent of the program as described in these materials. Your administrator will conduct an orientation session(s) to explain the requirements of the program. While the orientation session is provided by your administrator, you share in the responsibility for understanding the program. If the requirements are to be fulfilled successfully, a clear understanding of the program is essential. If you have questions regarding the requirements, you should request information from your administrator or the association.

ACKNOWLEDGEMENT

Your signature below acknowledges your understanding that the 2016-17 edition of the Educator Collaborative Assessment Program (ECAP) Handbook can be found online at http://www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php and your understanding and acceptance that you are responsible for reading, understanding, and adhering to the requirements and policies outlined and are invited to ask your administrator or association representative any questions you may have.

Please sign and date, and return it to your administrator.

_____   _____

Please print administrator's name   School

_____   _____

Teacher's name   Assignment

_____   _____

Teacher's signature   Date

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PREFACE

Guiding Principles

The Salt Lake City School District Educator Collaborative Assessment Program (ECAP, Revised) is intended to promote educational excellence. The Joint Educator Evaluation Committee (JEEC) believes that the evaluation system should:

- Recognize and acknowledge effective teaching to ensure student learning;

- Highlight exemplary practice;

- Keep the educator at the center of the evaluation program;

- Acknowledge teaching styles, assignments and individual needs;

- Show special emphasis on development, support and assistance for beginning educators;

- Benefit students by ensuring effective instruction; and

- Recognize that persons unsuited to the educational setting should no longer be employed as educators.

Operating Principles

The JEEC has affirmed a set of requirements for the actual operation of the evaluation program. The revised system:

- Enhances the formative aspect of the ongoing supervisory role of the principal who is a 'monitor' of performance and more frequently visible in the classroom;

- Conforms to state and district guidelines;

- Provides for teacher reflection and safety, and provides clear communication to all involved;

- Recognizes, acknowledges and promotes excellent practice that ensures student learning;

- Is based on current research and effective evaluation processes;

- Promotes professional growth;

- Exemplifies collaborative processes;

- Encourages multiple and varied data sources;

- Provides formative assistance and support for improving practice along the effectiveness continuum;

- Includes all personnel influencing student learning under the same principles of evaluation;

- Supplies specific information and assistance for effective development, remediation and/or dismissal; and

- Is objective, reliable, and valid.

Joint Educator Evaluation Committee 2012-13

Dan Bergman, Administrator

Monty Eyink, Teacher

Melissa Ford, Parent

Christopher King, Parent

Logan Hall, Administrator

Sherri Hutten, Parent

Dessie Olson, Teacher

Peggy Paterson, Administrator

Chrissy Paulos, Teacher

Diane Pulver, Teacher

Craig Ruesch, Facilitator

Bert Steele, Administrator

Melissa Tuitupou, Parent

Steering Committee

Dr. Patrick Garcia, Executive Director HR

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THE UTAH EFFECTIVE TEACHING STANDARDS

with Performance Indicators and Descriptors of Effective Practice

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

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The **Utah Effective Teaching Standards** are a description of highly effective teaching as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to teach the Utah Core Standards. They align with national teaching standards (InTASC, 2011) and current research on effective teaching practice. The categories indicated on the rubrics describe phases of the development of teaching skills from the most basic to the highest levels of attainment and form a continuum of teaching practice. The indicators vary in their levels of complexity; therefore, some may be met at the Effective level and some at the Highly Effective level. It is expected that the level of an individual teacher's practice will increase across the continuum through experience and study. In some situations, the level of practice may decrease when, for example, a teacher takes on a new teaching assignment or attempts a new skill.

The continuum is intended for use as a formative tool as part of a systematic self-reflection and self-assessment of teaching practice. It may be used for the formative purposes of mentoring, coaching, intervention, professional development, and remediation. The **Utah Educator Evaluation Framework** (R277-531) is aligned with this document and is accompanied by evaluation tools which are intended for use in summative educator evaluation programs.

Utah Effective Teaching Standards and Continuum of Practice

Standard 1: Learner Development

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

The Teacher:	Emerging/Minimal	Effective	Highly Effective	Notes
a. creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.	**Creates** whole-class learning experiences.	**Creates** developmentally appropriate and challenging learning experiences based on student needs.	**Uses** data from multiple measures to create appropriate and challenging learning experiences based on identified individual learning needs.	
b. collaborates with families, colleagues, and other professionals to promote student growth and development.	**Interacts** with families and colleagues related to student growth and development.	**Collaborates** with families and colleagues to support learner growth and development.	**Takes** initiative to engage families and colleagues in supporting student's individual growth and development.	

Standard 2: Learning Differences

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

The Teacher:	Emerging/Minimal	Effective	Highly Effective	Notes
a. understands individual learner differences and holds high expectations of students.	**Understands** that students differ and holds generally high expectations for students.	**Ensures** inclusive learning environments that allow each student to reach learning goals.	**Develops** and maintains a positive and nurturing learning environment that values the contributions of students with all backgrounds and abilities.	
b. designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.	**Identifies** diverse learning strengths and needs. **Uses** teaching materials that represent diverse cultures and learner differences.	**Designs**, adapts, and delivers instruction to honor individual differences and learning strengths and needs. **Evaluates** and selects materials and lessons that counteract stereotypes and uses culturally responsive instruction.	**Uses** learner differences as an asset in designing effective instruction for all students. **Scaffolds** support for diverse learners in the classroom and matches resources and strategies to individual student needs.	
c. allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.	**Provides** few methods for students to demonstrate learning.	**Allows** multiple ways for students to demonstrate learning, sensitive to student experiences and diversity.	**Encourages** students to demonstrate learning based on understanding of individual learning characteristics.	
d. creates a learning culture that encourages individual learners to persevere and advance.	**Recognizes** that individual experiences and cultures shape student learning.	**Applies** understanding of student diversity to encourage each learner to reach full potential.	**Bridges** school and community cultures by connecting multiple perspectives and encouraging students to learn from each other.	
e. incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.	**Uses** available program materials for English language instruction.	**Incorporates** tools of language development into planning and instruction, including strategies for development of English proficiency. **Uses** strategies, visuals and regular modeling to augment auditory directions and information and adapts instruction accordingly.	**Incorporates** knowledge of English language development and English learners strengths and assessed needs into English language and content instruction. **Engages** English learners in assessment of their progress in English language development and in meeting content standards.	

Standard 3: Learning Environments

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

The Teacher:	Emerging/Minimal	Effective	Highly Effective	Notes
a. develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	**Implements** a daily schedule.	**Establishes** and maintains routines, expectations, and procedures that support student learning.	**Collaborates** with students in establishing and reflecting on classroom procedures to improve the learning environment.	
b. collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	**Promotes** a positive and respectful learning climate. **Provides** opportunities for students to work in teams.	**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.	**Models** positive learning interactions and guides students to consistently refine interactions through self-reflection. **Supports** students to create and manage learning teams to meet learning goals.	
c. uses a variety of classroom management strategies to effectively maintain a positive learning environment.	**Uses** a variety of classroom management strategies.	**Uses** research-based strategies to reinforce positive learning interactions. **Consistently** responds to classroom disruptions in an appropriate and timely manner to maintain a positive learning environment.	**Collects** and analyzes classroom-based data and makes modifications to facilitate a positive learning environment. **Encourages** learners' involvement in maintaining and monitoring their own contribution to a positive learning environment.	
d. equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	**Organizes** the physical environment and schedule.	**Maintains** a functional and organized physical environment, conducive to thought and interaction. **Manages** schedules, pacing, and transitions to maximize learning time. **Proactively** gains and maintains student attention through active participation.	**Coordinates** time, materials, and space to design various learning patterns and multiple learning activities. **Fosters** each student's ability to manage their own learning time. **Selects** engagement strategies that align with individual student learning patterns and goals.	
e. extends the learning environment using technology, media, and local and global resources.	**Knows** and applies basic technology skills.	**Incorporates** a variety of technology tools and media in the learning environment; uses local and global resources	**Actively** and consistently incorporates technology and media; regularly integrates local and global resources.	
f. encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	**Links** skills learned in school to real-world contexts.	**Provides** a classroom that supports the acquisition of learning skills and incorporates authentic real-world experiences.	**Models** and expects students to transfer learning skills and content knowledge to real-world and work-place contexts.	

Standard 4: Content Knowledge

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

The Teacher:	Emerging/Minimal	Effective	Highly Effective	Notes
a. knows the content of the discipline and conveys accurate information and concepts.	**Knows** the content of assigned teaching area.	**Knows** the content of the discipline(s) taught and conveys accurate information.	**Pursues** opportunities to learn new developments in the discipline and continually deepens content knowledge.	
b. demonstrates an awareness of the Utah Common Core/Core Curriculum and references it in short- and long-term planning.	**References** the Utah Common Core State Curriculum/Core Curriculum in the preparation of lesson plans.	**Bases** instruction on approved content standards and current research to create rigorous and relevant learning activities.	**Continually** updates knowledge in the discipline(s) taught and connects concepts across disciplines to support student understanding.	
c. engages students in applying methods of inquiry and standards of evidence of the discipline.	**Understands** methods and standards used in a specific academic discipline.	**Teaches** methods of inquiry, problem-solving, and critical thinking consistent with the standards of the academic discipline.	**Develops** opportunities for self-directed student inquiry and problem-solving across multiple disciplines.	
d. uses multiple representations and explanations of concepts that capture key ideas.	**Teaches** key concepts of the discipline.	**Uses** multiple representations and explanations to convey concepts of the discipline.	**Regularly** adapts various methods and materials to convey key ideas of the discipline.	
e. Supports students in learning and using academic language accurately and meaningfully.	**Uses** the vocabulary of the discipline.	**Incorporates** academic vocabulary to enhance learning.	**Expects** students to use academic language accurately and meaningfully.	

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:	Emerging/Minimal	Effective	Highly Effective	Notes
a. designs or selects pre-assessments and formative and summative assessments in a variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.	**Selects** assessments to match learning objectives.	**Designs** or selects pre-assessments and formative and summative assessments in a variety of formats that match learning objectives.	**Selects** and integrates varied assessment types and involves learners 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.	**Encourages** students to do quality work. **Provides** feedback on student work.	**Engages** students in understanding and identifying the elements of quality work. **Provides** students with feedback to guide their progress in producing quality work.	**Engages** students in regularly producing quality work and supports students in self-assessment and goal-setting. **Provides** students with timely and descriptive feedback to guide their progress in producing quality work.	
c. adjusts assessment methods and makes appropriate accommodations for ELLs, students with disabilities, advanced students, and students	**Modifies** formative assessments.	**Adjusts** assessment methods to meet various student learning needs.	**Modifies** assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.	

who are not meeting learning goals.				
d. uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	**Evaluates** student learning as part of instruction.	**Uses** multiple sources of data to gauge the effectiveness of instruction to make adjustments in planning and instruction.	**Uses** formative and summative inputs to reflect on and make ongoing modifications in instruction that result in increased learner achievement.	
e. documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	**Shares** assessment feedback with students, parents/guardians at required reporting periods.	**Documents** student progress and provides feedback to students, parents, guardians, and other stakeholders in a variety of ways.	**Selects** or designs a variety of effective formats to document and provide feedback on student progress.	
f. understands and practices appropriate and ethical assessment principles and procedures.	**Knows** appropriate assessment principles and procedures.	**Understands** and practices appropriate and ethical assessment principles and procedures.	**Supports** students in their understanding of ethical assessment principles and procedures and provides an ethical learning environment to support them.	

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.

The Teacher:	Emerging/Minimal	Effective	Highly Effective	Notes
a. plans instruction based on the approved state curriculum.	**Uses** the Utah Common Core State Standards/Core Curriculum to inform learning activities.	**Systematically** plans instruction based on approved standards.	**Develops** short and long-term instructional plans including a content-based scope and sequence based on approved 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.	**Selects** learning activities based on content standards	**Adapts** learning experiences based on content standards and learner needs.	**Creates** learning experiences that are appropriate for reaching content standards, are relevant to learners, and based on principles of effective instruction.	
c. differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.	**Uses** various methods and materials.	**Differentiates** instruction by choosing appropriate strategies to meet individual student needs.	**Differentiates** instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.	
d. creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	**Provides** opportunities for creative work.	**Provides** opportunities for students to use complex thinking skills in organizing and generating original work.	**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.	**Provides** opportunities for students to use knowledge in various ways.	**Introduces** cross-disciplinary concepts to support the understanding of content.	**Integrates** into instructional plans cross-disciplinary skills that purposefully engage learners in their applications of content knowledge.	

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:	Emerging/Minimal	Effective	Highly Effective	Notes
a. understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	**Uses** a variety of instructional strategies.	**Appropriately** uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.	**Adapts** a variety of pedagogical strategies to meet the assessed needs of individual students.	
b. uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of learners.	**Uses** various instructional formats.	**Adapts** instruction and varies his or her role appropriate to particular content and concepts.	**Continuously** checks for student understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs.	
c. analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	**Adjusts** instruction based on student responses.	**Analyzes** student learning and responds to errors and misconceptions.	**Analyzes** student errors and misconceptions in order to redirect, focus, and deepen learning.	
d. uses a variety of instructional strategies to support and expand learners' communication skills.	**Provides** opportunities for students to articulate thoughts and ideas.	**Uses** a variety of strategies to support and expand learners' communication skills.	**Encourages** and supports students in learning and using multiple forms of communication to convey ideas.	
e. provides multiple opportunities for students to develop higher-order and meta-cognitive skills.	**Provides** opportunities for students to identify and use complex thinking skills.	**Provides** multiple opportunities for students to remember, understand, analyze, evaluate, and create. **Uses** questions to engage students in meta-cognitive thinking.	**Guides** students to think creatively and critically and to apply thinking skills to support answers and solutions, test ideas, draw conclusions, make complex choices, and solve problems. **Consistently** embeds opportunities for students to reflect on their learning.	
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.	**Uses** various sources to inform instruction.	**Systematically** includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.	**Provides** opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order 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.	**Uses** technology to support instruction.	**Assesses** and uses various technologies to support content and skill development.	**Uses** technology to foster student engagement in higher level content and skill development.	
h. uses a variety of questioning strategies to promote engagement and learning.	**Asks** questions to assess student learning.	**Uses** a variety of questioning strategies to promote engagement and learning.	**Purposely** selects questioning strategies aligned with 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:	Emerging/Minimal	Effective	Highly Effective	Notes
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.	**Adjusts** instruction based on student outcomes.	**Assesses** student progress and adapts strategies based on past student performance. **Collaborates** with colleagues to evaluate learning outcomes and identify and meet learning needs.	**Uses** a multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on, and adapt planning and instruction. **Understands** the roles of and collaborates with a full range of colleagues and support specialists to help meet the unique needs of all students.	
b. actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.	**Participates** in new learning experiences.	**Applies** professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.	**Actively** seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.	
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.	**Acknowledges** that everyone has biases based on their knowledge and experience.	**Identifies** own background and experiences that impact teaching and learning relationships.	**Identifies** and accesses resources that support the development of a broader understanding of differences.	
d. actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	**Participates** in professional development opportunities and considers new ideas to improve teaching.	**Actively** investigates and considers new ideas drawing upon current research and policy as sources of reflection.	**Seeks** new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning	
e. develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	**Participates** in learning experiences as they arise.	**Consults** with supervisor to develop a standards-based professional learning plan.	**Develops** a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.	

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shard vision and supportive professional culture focused on student growth and success.

The Teacher:	Emerging/Minimal	Effective	Highly Effective	Notes
a. prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and	**Knows** school-wide policies and practices and displays awareness of the school improvement plan.	**Establishes** positive working relationships and participates in the school's decision-making processes as required.	**Takes** initiative to participate in developing and implementing policies and practices that improve instruction.	

		Participates in developing and/or implementing the school improvement plan.	Collaborates with colleagues on school improvement issues.	
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.	Participates in the professional learning community as required.	Actively participates with colleagues to support the goals of the learning community.	Assumes a leadership role within his or her area of assignment that includes a shared responsibility for student work, examinations of problems of practice, and the identification of improvement strategies.	
c. advocates for the learners, the school, the community, and the profession.	Contributes to student success.	Advocates for all students to be prepared for high school graduation and future school and/or work success. Seeks opportunities to positively impact teaching quality, school improvement, and student achievement.	Actively communicates the vision of college and career readiness to students. Actively participates, promotes, and provides support for initiatives in the school and community to impact student success.	
d. works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	Develops positive relationships with colleagues.	Works with colleagues to plan and jointly facilitate learning to meet diverse needs.	Implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.	
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.	Recognizes colleagues as resources to enhance knowledge and skill.	Engages in professional learning with colleagues to enhance professional practice.	Participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.	

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:	Emerging/Minimal	Effective	Highly Effective	Notes
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.	Advocates for and models compliance with law and rules governing ethical conduct of educators.	Knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.	Adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.	
b. is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development.	Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. 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. Maintains accurate instructional and non-instructional records. Maintains integrity and confidentiality in matters concerning student records and collegial consultation. Develops appropriate student-teacher relationships as defined in rule, law, and policy. Maintains professional demeanor and appearance as defined by the Local Education Agency. (LEA).			

TEACHER DIRECTIONS

Annual Teacher Evaluation Cycle

Evaluation Element	Career	Provisional
Orientation	X	X
Mentor Provided		X
Self-Assessment and Goal Setting	X	X
Professional Growth Plan	X	X
Fall Conference w/ Supervisor	X	X
Mid-Year Conference	X	X
Mid-Year Evaluation		X
Monitoring	X	X
Observations with Feedback	X (3)	X (3)
Classroom Walkthroughs	X	X
Student Growth using SLOs	X	X
Student Survey	X	X
Parent Survey	X	X
End of Year Conference	By 5/15	By 3/31
End of Year Evaluation/Rating	By 5/15	By 3/31

TEACHER DIRECTIONS

All career and provisional educators are responsible to:

1. Conduct a self-assessment based on the Utah Effective Teaching Standards each fall and use the results of the self-assessment, relevant student achievement data, and stakeholder input to inform the collaborative goal setting process with the administrator. Set one professional growth plan goal, and one student growth goal using a district approved Student Learning Objective (SLO).
2. Complete the Professional Growth Plan with Goal Setting Sheets online and the three Collaborative Conference forms throughout the year. See: http://www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php
3. Complete a district approved SLO including target setting and documentation of student growth toward meeting learning goals.
4. Document Professional Development Activity for the year. You may use the form at http://www.slcschools.org/departments/human-resources/documents/ECAP_RecordofPD.pdf.
5. At the educator's discretion, he/she may submit data artifacts as lines of evidence of effective practice during the year and/or at the spring collaborative conference. See data artifact list on page 18.

All of the above become part of the educator's portfolio. Additionally, the educator should receive a copy of the Annual Teacher Evaluation Report to be reviewed with the teacher during the Spring Collaborative meeting.

Other items of note:

- The educator is responsible for attending the orientation to the evaluation program at the beginning of the school year.

- The Fall Collaborative meeting should occur during the first quarter of the teacher's instructional year.

- The Mid-Year Collaborative meeting should occur in January. Provisional teachers will also be evaluated mid-year.

- Teachers will be observed and given documented feedback at least three times annually. The teacher or the administrator may request a face to face feedback discussion within five days of any observation.

- Teachers will collect stakeholder input from parents and students throughout the year that includes an annual survey conducted by Human Resources and the assessment department.

- It is the educator's responsibility to collect and organize information for use with the Professional Growth Plan and Goals, and to engage in the professional development activities to be cited in the Professional Growth Plan.

- During the Spring Collaborative meeting, the teacher will review, sign, and receive a copy of the Annual Teacher Evaluation Report, review the Professional Growth Plan and Goal Setting Forms, and submit the documentation of professional activity.

- The Spring Collaborative meeting should occur by the last week of March for provisional teachers and by May 15 for career teachers.

Student Growth Component

Every educator will utilize at least one district approved Student Learning Objective (SLO) in order to demonstrate student growth for the students they serve in consultation with their administrator. An SLO is a content area, grade, or course-specific measureable learning objective that can be used 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 components of the SLO are: *Learning Goals, Assessments, and Targets.*

An educator's rating for the Student Growth component takes into consideration both how the students have been able to master the objectives of the SLO learning goal, as well as the teacher's role in addressing the

learning needs of each student. The SLO target attainment rubric will be used to determine the educator's rating for this component.

SLO target attainment rubric

☐ **Not Effective**	☐ **Emerging Effective / Minimally Effective**	☐ **Effective**	☐ **Highly Effective**
Students did not demonstrate an appropriate amount of growth toward achieving the learning goal. Teacher did not provide instruction tailored to meet the needs of individual learners.	Students demonstrated a minimal amount of growth toward mastering the objective of the learning goal. Teacher provided instruction appropriate for most students, but did not tailor instruction to meet the needs of individual learners.	Students demonstrated a sufficient amount of growth toward mastering the objective of the learning goal. Teacher addressed students' learning needs to help them accomplish appropriate targets.	Students demonstrated an exceptional amount of growth toward mastering the objective of the learning goal. Teacher addressed students' learning needs to help them accomplish ambitious targets.

Stakeholder Input Component

The Stakeholder Input component of educator evaluation looks at feedback from parents and students through informal communications throughout the year as well as from anonymous surveys to be administered by Human Resources and the Assessment department in order to make plans and set goals for the year as needed. Stakeholder Input also takes into consideration an educator's communication plan to share information and feedback with parents and students, and the ways in which stakeholders can communicate with the educator.

The Stakeholder Input rating rubric will be used to determine the educator's rating for this component. The Stakeholder Input Response form will be used when goals specific to Stakeholder Input are needed.

Stakeholder Input rating rubric

☐ **Not Effective**	☐ **Emerging Effective / Minimally Effective**	☐ **Effective**	☐ **Highly Effective**
Data results are below average and include consistent patterns of concern. Educator presents inadequate or no evidence of response to concerns outlined in survey or other forms of feedback. Relies on school events to communicate with parents. Doesn't seek student input outside of school-wide communication strategies.	Data results include several areas of concern and limited positive evidence. Educator responds to survey results and other data and sets goals with supervisor. Minimal evidence of execution of plan for improvement. Communication with students and parents is minimal and usually one way.	Survey and other feedback data show a pattern of mostly positive responses. Educator effectively analyzes responses from feedback, develops and incorporates plan for improvement into goal-setting process. Presents evidence of progress toward goals. Educator provides information and feedback to parents and students in a timely fashion. Provides multiple mechanisms for parents and students to provide feedback/respond to educator.	Survey and other feedback data show consistent positive responses. Educator analyzes parent and student responses, develops and incorporates plan for improvement, monitors results. Regularly seeks additional feedback from parents and students to set instructional goals and gauge progress. Educator uses multiple sources of data from parents and students to continually shape classroom policies and instructional approaches. Consistently maintains two-way communication with students and parents.

For additional information on the Stakeholder Input and Student Growth components please see the ECAP webpage:

http://www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php#

Home School Designations for Itinerant Teachers

Every educator will have a home school designated. For educators that serve more than one site, the longest amount of service time (actual hours spent) at a site will dictate which school will be assigned as the home school. If an educator serves two or more sites equally, the district supervisor of that program will decide the home school.

District social workers, nurses, teachers on special assignment, psychologists, and speech & hearing educators will be evaluated by their direct district administrators. Other personnel who are not classified or certified will report to their direct district administrator.

If an educator is at more than one site:

- The home school will do a formal conference (all components of the evaluation program) and the Annual Teacher Evaluation.

- The non-home school(s) will do collaborative fall and spring conferences.

Either the non-home school administrator or educator may request to use the formal process (all components of the evaluation program.) However, a career educator needs to have only one summative report.

Should a situation arise at a non-home school with an educator who serves more than one school, the non-home school administrator creates the collaborative intervention plan. That administrator will work directly with the educator to resolve the concern in the formative process and may collaborate with the home school administrator if needed.

If the non-home school administrator sees the need for a summative "Not Effective" or "Minimally Effective" and the home school administrator does not, they may request mediation prior to formal submission of the Annual Teacher Evaluation.

Professional Development Activity

Documentation of professional activity concerns educators' work outside the classroom as they complete professional obligations and expectations. Although professional activity is removed from the primary work with the students, data from this source helps round out a view of quality for many teachers.

Begin documentation by a thorough review of your own records. An annual update and revision of the documents keeps them current and helps avoid losing track of activities and accomplishments. This documentation is important to verify points needed in the re-licensure process.

Evidence of successful professional development should appear in practice. All professional development activity should be directly related to/evidenced in changes in on-the-job performance, contributions to changes in organizational structures and working relationships, and the effect they have on students.

Menu of Professional Activity Items
The following list/menu describes valued and expected dimensions of professional practice. There are others, which may not be included here, that may be utilized as evidence of professional development.

- enhancing professional knowledge/skill - completing formal course work
- visiting expert teachers with documented reflection
- systematic reading and study
- mentoring
- engaging in collegial work (collaborating, teaming) - developing curriculum and instruction
- furthering of school's work -
- contributing through District level service
- extending constructive interpersonal relationships with students, parents, colleagues

Documenting Professional Development Activities
Teachers may document their professional development activities on a licensure form or on the form found at:
http://www.slcschools.org/departments/human-resources/documents/ECAP_RecordofPD.pdf

Data Artifacts /Lines of Evidence for Teachers

These data sources may be used at a teacher's discretion as additional lines of evidence of effective practice during the year and/or at the spring collaborative conference. An administrator may also ask for additional documentation in situations where there is a question about performance in a standard.

Standard 1: Learner Development
Developmentally Appropriate
- Lesson or unit plans showing consideration of individual learner needs, growth and development.
- Participation in PLC focused on individual learner needs, growth and development.
- Data used to differentiate instruction and monitor progress
- Specific documentation of communication with parents regarding cognitive, linguistic, social, emotional and physical development of learners
- Other data sources developed by the teacher

Standard 2: Learning Differences
Diversity
- Attendance at 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 bringing in parents/community members to strengthen diversity appreciation
- Materials used that reflect a broad range of cultures, interests, and perspectives
- Other data sources developed by the teacher

Standard 3: Learning Environments
Routines
- Collection, analysis and use of data to make modifications in classroom instruction
- Documentation of daily schedule, transition routines, rules and consequences, etc.
- Other data sources developed by the teacher

Positive Climate
- Results from student and parent surveys
- Data from classroom observations
- Other data sources developed by the teacher

Standard 4: Content Knowledge
Engagement
- Participation in and implementation of professional development related to the learning environment and/or collaborative learning
- Implementation of student learning teams to purposefully ensure support of individual learner needs and engagement
- Student work or journals showing self-reflection of personal learning and growth
- Videos, photos, pod casts, and other media that reflect learner engagement resulting from new instructional strategies
- Student portfolios
- Other data sources developed by the teacher

Content Knowledge
- Attendance and implementation of professional development related to grade level or specific content
- Specific documentation of projected 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
- Benchmark Assessment results
- Other data sources developed by the teacher

Content Language
- Resources, tools, and trainings developed for colleagues that broaden knowledge of academic language
- Other data sources developed by the teacher

Standard 5: Assessment
Assessment

- Resources and materials demonstrating multiple assessment opportunities for learners to show and self-reflect upon growth
- Assessment of individual learner needs, analysis of learner progress data results, and application of student learning outcomes in planning
- Formative and summative teacher-administered assessment data
- SLOs and other assessments
- Other data sources developed by the teacher

Quality Work
- Documentation of a variety of timely and descriptive feedback provided to learners
- Other data sources developed by the teacher

Standard 6: Instructional Planning
Use of Utah Core
- Lesson or unit plans or curriculum map showing long- and short-term learning experiences that align with the Utah Core
- Other data sources developed by the teacher

Standard 7: Instructional Strategies
Differentiation
- 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
- Attendance and implementation of professional development related to diverse student needs and/or language acquisition
- Specific documentation of implementation of instructional strategies for a range of learners' developmental, cultural, and linguistic needs
- Resources demonstrating differentiation of accommodations, materials, teaching strategies, sequencing, etc.
- Lesson or unit plans that explicitly describe instructional strategies selected for student needs
- Other data sources developed by the teacher

Higher Order Skills
- 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
- Other data sources developed by the teacher

Communication
- Lesson plans that indicate a design to incorporate various modes of communication

Technology
- Document examples of ways technology is used to present lessons and to involve students in using technology

Information
- Document examples of teaching students how to find, understand, utilize and analyze diverse sources of information

Questioning
- Documented examples of using a variety of questioning strategies to achieve learning goals
- Other data sources developed by the teacher

Standard 8: Reflection and Continuous Growth
- Attendance at and implementation of professional development related to student or other personal growth needs
- Self-reflection journals, mentoring logs, or evidence of collaborating with colleagues to apply and evaluate new knowledge
- Other data sources developed by the teacher

Standard 9: Leadership and Collaboration
- 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 organizations
- Other data sources developed by the teacher

Ratings for the Levels of Performance

The ratings used in the ECAP system describe teacher performance on four levels as required in state code. They are designed to describe and recognize effective performance as well as to support and inform collaborative assessment practices. They may also suggest the need and area(s) for continuing professional growth. The rating at one level acknowledges mastery of the skills described in the preceding levels on the continuum.

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
A teacher at the **Not Effective** level of practice may have minimal knowledge of content and limited instructional skills as described in the Utah Effective Teaching Standards. He/she may not create an effective learning environment and may respond in a limited way to the differences in student's personal, cultural, and linguistic development. The teacher may have limited skills in monitoring student progress and may not collaborate effectively with students, colleagues and parents. A teacher in this category has not been able to improve teaching practices even with support and an intervention plan. The process now moves to Performance Assistance in accordance with the Written Agreement.	A teacher at the **Emerging Effective** level is a Level 1 teacher who demonstrates beginning knowledge about the individual needs of students as described in the Utah Effective Teaching Standards. He/she recognizes a variety of learning needs and demonstrates appropriate classroom management strategies. He/she demonstrates a basic understanding of content and uses <u>data</u> to evaluate the outcomes of teaching. The **Emerging Effective** teacher aligns instruction with the Utah Core and plans and implements appropriate instructional experiences for students. He/she communicates with students, parents, and colleagues, and applies new skills from <u>professional development</u> 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. 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 through a Collaborative Intervention Plan in accordance with the Written Agreement.	A teacher at the **Effective** Level identifies the developmental needs of individual students and responds effectively to areas of diversity as described in the Utah Effective Teaching Standards. He/she establishes a <u>learning community</u> that supports individual learners and develops their skills as active, engaged learners. He/she has a strong understanding of the tools and <u>structures of the discipline</u> 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 and colleagues, and <u>advocates</u> for students and the profession. Teachers at this level display ongoing professional growth.	A teacher at the **Highly Effective** level consistently exemplifies the highest level of instructional skills, professional responsibility, and <u>collaboration</u> as described in the Utah Effective Teaching Standards. He/she uses a high level of <u>content knowledge</u> 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 to help strengthen others in the organization.

ADMINISTRATOR DIRECTIONS

All educators will be evaluated annually with provisional educators receiving two evaluations each school year. School based administrators are expected to conduct a minimum of three (3) classroom observations of twenty minutes or more that include feedback for all teachers. Either the teacher or administrator may request to have a face to face feedback discussion within five days of any observation.

Administrator Overview

The administrator is responsible to:

Action	Forms	Due Date
1. **Orient Staff**	ECAP Handbook and Program	By September 15
2. **Work collaboratively to set goals. Collect completed Professional Growth Plan and Goals**	Fall Collaborative Goal Setting Conference: Professional Growth Plan and Goal Setting	First quarter of the teacher's instructional year
3. **Monitor All Educators**	Administrator Monitoring Guide Observation Form	Throughout the Year
4. **Hold a Mid-Year Formative Collaborative Conference**	Professional Growth Plan Goal Forms, Achievement Data Monitoring/Observation Forms	January
5. **Evaluate Provisional Teachers**	Mid-Year Evaluation Form	January
6. **Prepare Annual Teacher Evaluation Report** and schedule review of goals and data sources in the Spring Collaborative Reflection Conference	Fall Collaborative Goal Setting Conference Spring Collaborative Reflection Conference Annual Teacher Evaluation for Career & Provisional Educators	By March 31 for Provisional Teachers By May 15 for Career Teachers
7. **Submit Annual Teacher Evaluation** to Human Resources	Annual Teacher Evaluation	June 30

Administrator Roles

1. *Monitoring all teachers*
    - Perform walk-throughs
    - Complete a minimum of three classroom observations and provide feedback
    - Ask the stakeholders–students and parents
    - Share what you see
    - Share what you know
    - Listen, listen, listen

2. *Providing Leadership with Provisional Teachers*
    - Conduct a minimum of three observations and conferences per year
    - Complete a mid-year and a year-end evaluation
    - Make appropriate, supportive assignments that support professional/career development
    - Find mentors and networks, *not just an occasional vague recommendation*
    - Support groups of fellow beginning teachers, not just leave beginners on their own
    - Provide feedback and continuing professional education opportunities
    - Document and acknowledge *success*

3. Providing Support To Teachers through Collaborative Interventions
    - Principal identifies area in need of improvement, in relation to the Utah Effective Teaching Standards.
    - Teacher and principal work collaboratively to develop a plan to address the identified concern including what expected outcomes should result from successful implementation. The plan will also include a timeline, and strategies and resources to be used to fulfil the goal(s) of the plan.

Annual Teacher Evaluation Report

The administrator will complete the *Annual Teacher Evaluation Report* for each career teacher by May 15, and by the last week in March for provisional teachers. A Spring Collaborative Conference shall be held to review the Professional Growth Plan, discuss progress on goals, and review the Annual Teacher Evaluation Report. The *Annual Teacher Evaluation Report* is to be signed by the administrator and teacher. Whenever appropriate, the administrator may cite evidence of *Notable Performance.* The Administrator should submit the originals to the HR office for filing in teachers' personnel files by June 30.

Impact of ME-Minimally Effective and NE-Not Effective Ratings

A **Minimally Effective** rating requires that the administrator and the teacher design a collaborative intervention plan. Upon successful completion of a collaborative intervention plan, the rating will be changed from **ME**-**Minimally Effective** to **E**-**Effective.** If additional time is needed for the plan, it may be extended by mutual agreement into the next school year. In this case, the **ME** rating would remain on the Annual Teacher Evaluation citing the plan's time frame.

Please follow and document the process when you **plan** to place an **ME** rating on the Administrator Monitoring, or the Annual Teacher Evaluation Forms.

N	Notice	(Tell, show data about what is not working)
E	Explanation	(Examples, document)
A	Assistance	(Offer professional development)
T	Time	(Tomorrow...days, weeks, months)

The Collaborative Intervention Plan forms http://www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php are for you to use in going through the intervention process with a teacher.

A **NE**-**Not Effective** rating can only be given if the Collaborative Intervention Plan outcomes are not met. When a **NE** rating is placed on the Annual Teacher Evaluation form, it will trigger the "Performance Assistance" process per the Written Agreement. Should the expectations of the "Performance Assistance" process not be met, the "Remediation" process will be initiated per the Written Agreement.

Career Teacher and Provisional Teacher Guidance

Supporting and evaluating teachers requires that principals adhere to requirements under Utah state law and under the Written Agreement. These requirements are summarized in chart format on the following pages to assist principals in carrying out their duties.

Career Teacher Guidance for Principals

Suggested Timing		Principal Action	Form(s) Required

Month 1 by Sept. 15		**Hold an orientation for ALL teachers (career and provisional) regarding the evaluation program at least 15 days before beginning the evaluation process. Include:**
		
		1. The <u>purpose</u> of evaluations; and
		2. The <u>method used</u> to evaluate; and
		3. <u>Copies</u> of:
		  a) The Fall Collaborative form
		  b) The Spring Collaborative form
		  c) The Self-Assessment, Professional Growth Plan (PGP) and Goal Setting Forms
		  d) Classroom Observation Form
		  e) The Annual Teacher Evaluation Report.
		4. The <u>way you will conduct</u> the evaluation program.
			The Teacher Evaluation Handbook (which contains most of the referenced forms),
			
			Self-Assessment, Professional Growth Plan and Goal Setting Forms
			
			Classroom Observation Form
			
			Access to district approved SLOs

Months 2-3		Allow at least 15 days after giving the notice about the evaluation process before holding a **Fall Collaborative Conference**.	Professional Growth Plan Fall Collaborative Form Student Achievement Data / SLO
Months 2-9		After the orientation, begin **monitoring** teacher performance.	Classroom Observation Form
(NOTE: All teachers will have a minimum of three (3) classroom observations of twenty minutes or more that include feedback each year. Either the teacher or administrator may request to have a face to face feedback discussion within five days of any observation. Observations are unannounced.			
January		Mid-Year Formative Conference	PGP and Goals Classroom Observation Form Achievement Data / SLO
Months 6-7		Conduct Student and Parent Surveys	Student and Parent Surveys
By mid-May		Conduct **Spring Collaborative Conference** Prepare **Annual Teacher Evaluation** Forms.	Spring Form, PGP and Goal Forms, SLO Annual Teacher Evaluation Reports
By June 15		Send evaluation forms to Human Resources.	Annual Teacher Evaluation Reports

Provisional Teacher Guidance for Principals

Provisional Teacher Name: _____ School: _____

Principal: _____ Provisional Year: 1   2   3

Suggested Timing	Date Completed	Principal Action	Form(s) Required
Month 1		**Assign a lead teacher or "mentor" :** _____ Where possible, the mentor shall be a career educator who performs substantially the same duties as the provisional educator and has at least 3 years of successful educational experience.	n/a

Month 1		**Hold an orientation for ALL teachers (career and provisional) regarding the evaluation program at least 15 days before beginning the evaluation process. Include:**
		
		1. The <u>purpose</u> of evaluations; and
		2. The <u>method used</u> to evaluate; and
		3. <u>Copies</u> of:
		    f) Utah Effective Teaching Standards / SLCSD Evaluative Standards
		    g) The Fall Collaborative form
		    h) The Spring Collaborative form
		    i) The Professional Growth Plan and Goal Setting Forms
		    j) Classroom Observation Form
		    k) The Annual Teacher Evaluation Report.
		4. The <u>way you will conduct</u> the evaluation program.
			The Teacher Evaluation Handbook (which contains most of the referenced forms),
			
			Professional Growth Plan and Goal Setting Forms
			
			Classroom Observation Form
			
			Access to district approved SLOs

(NOTE: For provisional teachers, two conferences must include <u>formal observations, with pre- and post-conferences.</u> The fall and mid-year conferences should serve as the pre-conference for unscheduled observations that conclude with documented face to face feedback. Allow at least 15 working days between conferences. Conduct one conference before November 15, and the second before February 15 as per the Written Agreement 12.6.2.2. (Amended Summer 2004).			
Month 2		Allow at least 15 days after giving the provisional teacher personal notice about the evaluation process (see 15-day requirement in the second Month 1 activity above) before holding a Fall Collaborative.	Professional Growth Plan SLO Fall Collaborative Form
Month 2		After the Fall Collaborative, begin monitoring provisional teacher's performance.	Classroom Observation Form

Months 2–4 but BEFORE Nov. 15		**Conference #1** ☐ **With formal observation** Pre-conference meeting was held on ____/_____/_____ Formal observation was held on _____/_____/_____ Post-conference meeting was held on ____/____/_____, *which is <u>no more than 5 working days after</u> the formal observation.*	Classroom Observation Form SLCSD Evaluative Standards
January		**Mid-Year Formative Conference and Evaluation**	PGP and Goals Achievement Data /SLO Mid-Year Evaluation Form –SLCSD Evaluative Standards
Months 5-7 but BEFORE February 15		**Conference #2** (allow 15 working days after Conf. #1) ☐ **With formal observation** Pre-conference meeting was held on _____/_____/____ Formal observation was held on _____/_____/_____ Post-conference meeting was held on ____/_____/____, *which is <u>no more than 5 working days after</u> the formal observation.*	Classroom Observation Form SLCSD Evaluative Standards
February		If you are considering not renewing a provisional teacher for the next school year, consult with Human Resources.	All relevant documentation.
Month 6		Remind the provisional teacher to complete the Professional Growth Plan, the Goal Setting Form and the Spring Collaborative form and to have them ready in time for your final conference.	n/a
Months 6-7 but BEFORE March 15		☐ **Without formal observation** At this final conference, meet with the provisional teacher and his/her mentor to discuss progress. At this conference, notify the provisional teacher of your recommendations regarding renewal, non-renewal, or change to career teacher status. Also, discuss the Spring Collaborative form.	Evaluation Form – SLCSD Standards, Professional Growth Plan, SLO, PD Activities, Spring Collaborative Form
Mid-March		Send your recommendations for non-renewal for provisional teachers to Human Resources.	All relevant documentation.
By last week of March		Prepare Annual Teacher Evaluation Form.	Annual Teacher Evaluation Report

APPENDIX

Original ECAP Development Committee

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Elaine Tzourtzouklis

Utah Effective Teaching Standards

Glossary of Terms

academic language
Academic language, tied to specific subject area disciplines, captures—through vocabulary, grammar, and organizational strategies—the complex ideas, higher order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks, and formal presentations in a subject area, and differs in structure and vocabulary from everyday spoken English.

advocates
When a teacher advocates within the educational setting, he or she speaks or writes in defense or support of a student, the school, or education in general in order to build support, bring positive attention, or raise awareness.

analysis, synthesis, decision-making
Analysis, synthesis, and decision making are higher-order thinking skills that give students the ability to think clearly in diverse situations. Mastery of thinking skills allows students to tackle higher-order learning tasks and to achieve critical understandings as they tackle life's challenges.

apply content knowledge
The application of content knowledge requires that content knowledge be connected to the student's existing knowledge, personal experience, cultural background, and learning profile.

assessment
Assessment is the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes aligned with instructional and curricular goals and objectives. Formative assessment finding should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

classroom environment
The classroom environment is influenced by the guidelines established for its operation, its users, and its physical elements. Teachers greatly influence the operation of their classrooms. Effective teachers expertly manage and organize their classroom and expect their students to contribute in a positive and productive manner. Classroom environment can have as much impact of student learning as student aptitude.

collaboration
Collaboration is a style of interaction between individuals engaged in shared decision making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute, and they share decision-making authority and accountability for outcomes.

collaborative learning
Collaborative learning is a style of interaction between learners and between learners and teachers engaged in shared decision making as they work toward a common goal.

content knowledge
Content knowledge includes not only a particular set of information, but also the framework for organizing information and processes for working with it.

cross-disciplinary skills
Cross-disciplinary skills (1) allow learners to probe content deeply, (2) connect academic disciplines to one another, (3) can be applied to and may be used differently within various fields, and (4) should be taught explicitly in the context of a given content area. These skills include critical thinking, problem solving, collaboration, effective oral and written communication, assessing and analyzing information, as well as adaptability, creativity, initiative, and entrepreneurialism.

cultural norms
Cultural norms are the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation. Norms vary widely across cultural groups and greatly affect the response students and parents have to a particular school culture. Professional educators become aware of and respond to the cultural norms of their students in order to provide effective instruction and appropriate interactions.

cultural relevance
Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning.

data
Learner data are factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to (1) learner demographics and background information, (2) documented information about learning needs and prior performance, (3) learner class work, homework, and other formal and informal works produced by the learner, (4) progress charts, records and anecdotal teacher notes from formative assessments and/or classroom observations, (5) end-of-unit teacher-developed tests or summative performances and course grades, and (6) external test scores.

descriptive feedback
Descriptive feedback means effectively communicating to students where they are doing well and where they need improvement. Effective educators use a variety of communication techniques to foster inquiry, collaboration, and provide accurate feedback in and beyond the classroom.

developmentally appropriate
Developmentally appropriate teaching practice includes responding to a child's social/emotional, physical, and cognitive development by basing teaching practices and decisions on theories of child development, individually identified strengths and needs of each child uncovered through authentic assessment, and the child's cultural background as defined by his community, family history, and family structure.

differentiation
Differentiation occurs when the teacher responds to individual students' readiness, interest, and mode of learning often enough and in enough ways to support each student's engagement with and understanding of essential content goals. Teachers can modify content, process, and product in response to students' needs. Purposeful modifications of these elements, informed by ongoing assessment information, enhance the likelihood of each student's academic success.

diverse learners
Diverse learners are learners in a group or organization who represent a wide variety of ethnicity, culture, ability, language, socioeconomic background, or gender. Diversity includes individual differences such as personality, interests, learning modalities, and life experience.

engage students
Time on task is directly correlated with student achievement. On-task students are involved in their learning; thus, effective teachers seek ways to enhance student involvement in learning. Effective teachers involve all students in learning; encourage students to apply, interpret, and integrate new information into what they already know; relate content to what students are interested in; and support students to see the value in learning.

English language learner (ELL)
English language learners are students who are not native speakers of English. Also referred to as ELs (English learners), ESL (English as a second language) students, and LEP (limited English proficient) students.

English language proficiency (ELP)
English language proficiency is a measure of the English skills of students who are not native speakers of English.

formative assessment
Assessment is a process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promotes learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

higher-order thinking skills
Higher-order thinking skills are the skills learners need to perform challenging learning tasks as well as for thinking clearly in diverse situations. Higher-order thinking skills include application, analysis, synthesis and evaluation, as defined in Bloom's Taxonomy. Marzano and Kendal identify analysis (matching, classifying, analyzing errors, generalizing, and specifying) and knowledge utilization (decision making, problem solving, experimenting, and investigating) as higher-order thinking skills. Learners should be explicitly taught higher-order thinking skills, and be given opportunities to apply them in learning tasks as well as real-life situations beyond school.

inclusive learning environment
Inclusive learning environments are learning environments in which all learners can thrive regardless of gender, ethnicity, class, age, sexuality, cognitive and/or physical abilities. An inclusive learning environment gives all students the supports, resources, and services they need to participate actively and meaningfully in the learning process.

instructional decision making
Instructional decision making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes—assessing, analyzing, planning, implementing, and reflecting. Data-informed instructional decision making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and school-wide instructional solutions. This same cyclical process can be applied to larger education decisions affecting school climate and school improvement efforts, with expanded sets of data that may include, for example, teacher evaluation and professional development, parental involvement, and resource allocation.

instructional strategies
Instructional strategies are teaching activities grounded in theory and designed to have specific effects and an extensive line of inquiry and research. They involve a sequence of steps or a number of related elements. They have an intended effect on student learning.

learning community
A learning community is a group of educators and/or students who share common educational goals and who are actively engaged in learning together and from each other. Such communities are effective in K-12 classrooms, collegial educator groups, and cohort-based university educator preparation programs.

license upgrades
Professional educators are responsible for knowing and complying with laws, rules, and procedures that apply to Utah Educator Licensure, including the requirement for Level 1 licensed educators to meet the requirements for upgrade to a Level 2 license after three years of service. Details of upgrade procedures may be found at *http://www.schools.utah.gov/cert/New-Teacher-Entry-Years-Enhancement.aspx.*

meta-cognitive process
"Meta-cognitive" refers to the process by which learners think about their thinking, actively monitor their comprehension, employ and evaluate strategies, and reflect on their learning and set goals. Metacognition has been characterized as a habit of mind involving an internal dialog or "self-talk."

methods of inquiry
Methods of inquiry are the learning processes appropriate to particular content. In the inquiry process, students are active participants in the learning process that helps to facilitate their own construction of new knowledge. Once the students' interests are engaged, the process of inquiry provides opportunities for students to exercise advanced thinking and problem-solving skills.

misconceptions
Misconceptions are preconceived notions, non-scientific beliefs, naive theories, mixed conceptions, or conceptual misunderstandings that students may have developed in relation to specific content concepts. What is especially concerning about misconceptions is that students continue to build knowledge on current understandings, and possessing misconceptions can have a negative impact on learning. Effective teachers know the misconceptions common to their disciplines, identify them by evaluating student responses, and re-teach to facilitate a more accurate understanding of content.

pedagogy
Pedagogy is the effective use of instructional strategies leading to the learning of K–12 students. Decisions about effective instructional strategies are based on the background knowledge, prior experiences, and environment of the student, as well as the learning goals set by the Utah Core Standards.

pedagogical content knowledge
Pedagogical content knowledge blends content and effective instructional strategies for teaching particular subject matter, including appropriate representations and explanations.

persevere
The ability to persevere is the ability to stay focused on a task or a learning goal even when it's difficult to master. Perseverance includes the learner's ability to monitor and evaluate his or her own progress, and change course if necessary.

positive learning environment
A positive learning environment provides a community of learners in which academic and social goals are clear. The focus is placed on learning, not simply on "knowing" or on right and wrong answers.

positive social interaction
Positive social interactions are those that give the teacher opportunities to demonstrate caring, fairness, and respect. A teacher's ability to relate to students and to make positive, caring connections with them plays a significant role in cultivating a positive learning environment and promoting student achievement.

pre-assessment
Pre-assessment is the practice of determining what students already know, so as not to cover material students have mastered or use methods that would be ineffective for students. A pre-assessment can be a quiz, game, discussion, or other activity that asks students to answer some of the questions that would be used to evaluate their performance at the end of an upcoming short- or long-term learning activity.

principles of effective instruction
Principles of effective instruction include high teacher expectations, proactive and supportive classrooms, opportunity to learn, curriculum alignment, coherent content, thoughtful discourse, scaffolding students' ideas, task involvement, practice, application, and goal-oriented assessment.

prior content knowledge
The content of lessons may be differentiated based on students' prior knowledge or what students already know. Some students in a class may be completely unfamiliar with the concepts in an upcoming learning activity, some students may have partial mastery of the content or display mistaken ideas about the content, and some students may show mastery of the content before the learning activity begins. Awareness of students' prior content knowledge allows teachers to plan appropriate instructional activities and to make effective use of learning time.

professional bias
Professional biases are personal inclinations or preferences that may influence instructional, assessment, or interpersonal judgments away from being balanced or even-handed. Professionalism includes an obligation for educators to examine their own biases and eliminate biased judgments in order to equitably meet the learning needs of all students.

professional demeanor
Professional demeanor is the manner in which an educator carries himself or herself in the classroom, school, community, and educational system. Conduct is a representation of how well an educator takes care of himself or herself, from aesthetics to language and behavior. Conduct also includes an educator's ability to initiate and maintain quality communication with all the parties involved in education: students, fellow teachers, school board, administration, and parents.

professional development
Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for school improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision-making.

professional learning
Professional learning is an ongoing, job embedded process that supports transfer of newly-learned knowledge and skills to practice. Such learning also needs to be continuously evaluated and refined.

real-world contexts
"Real-world contexts" refers to the teaching of knowledge and ideas connected to the real world experiences of students. When powerful ideas are taught with a real-world connection, learning becomes meaningful and useful in students' lives.

reflective practice
Reflective practice is the careful review of and thoughtfulness about one's own teaching process. Effective teachers continually practice self-evaluation and self-critique as learning tools. They seek a greater understanding of teaching through scholarly study and professional reading. Effective teachers personalize instructional interactions, form generalizations, and use their teaching experiences to develop future goals leading to greater effectiveness.

role model responsibilities
The professional educator is responsible for being a role model of civic and societal responsibility. Teacher role model responsibilities are governed by State Board Rule R277-515. The rule recognizes that licensed public school educators are professionals and, as such, should share common professional standards, expectations, and role model responsibilities. The rule describes behavior for which educators will receive license discipline.

self-directed learner
Self-directed learners are learners who take increasing responsibility for various decisions associated with their own learning. Self-directed learners are able to transfer learning, in terms of both knowledge and study skills, from one situation to another. They participate in activities such as self-guided reading, study groups, internships, electronic dialogues, and reflective writing activities. Effective teachers support learners to become increasingly responsible for their own learning. Teachers participate in dialogue with learners, secure resources, evaluate outcomes, and promote critical thinking.

standards of evidence
Standards of evidence are the techniques and guidelines by which the information in a discipline is evaluated.

structures of the discipline
Structures of the discipline are developed through systematic approach to creating models of inquiry in a particular field of study, usually including methods of scientific inquiry. The approach includes the idea that topics are evolving and not static. This allows for engagement in research and study toward further development of the discipline. This systematic approach creates an organization of ideas across many fields of study and enables a learner to become expert in one or more of the disciplines.

student products
Student products are the ways in which students demonstrate what they know, understand, and can do. Student products may include tests, applications, demonstrations, and proposing solutions to real-world problems. Effective teachers differentiate products in response to student readiness, interest, and learning goals.

summative assessment
Summative assessment is the process of certifying learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, state-mandated tests and required national accountability tests.

timely feedback
Providing timely feedback to students can make a significant difference in their achievement. If students receive feedback no more than a day after a test or homework assignment has been turned in, it will increase the window of opportunity for learning. Feedback is a research-based strategy that teachers, and students, can practice to improve their success.

Utah State Board Rules
The Utah State Board of Education receives its authority for making rules governing public education from the Utah Constitution Article X, Section 3. The Utah Administrative Rulemaking Act specifies procedures for state agencies to follow in making rules. Utah State Board of Education rules may be accessed at
http://www.rules.utah.gov/publicat/code/r277/r277.htm.

SLCSD Educator Evaluation Tool – Version 4.0

	Score		Level 1	Level 2/3		
Summative Rating for Each Expectation		0	1	1	2	3
		Not Effective	Emerging Effective	Minimally Effective	Effective	Highly Effective

PLAN

1.1(a). Creates developmentally and linguistically appropriate and challenging learning experiences (1a, 2e).						
P1. Teacher creates appropriate and challenging learning experiences. (1.1a and b)						
P2. Lesson goals are clear and connected throughout the lesson. (1.1a and b)						
1.1(b). Develops lessons that are accessible and culturally relevant based on individual students' strengths, interest, and needs (2e).						
P3. Teacher develops accessible lessons using students' background knowledge and experiences. (1.1a and b)						
6.1. Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (6a, 6b, 4b).						
P4. Teacher designs instruction to meet or exceed Utah Core Standards. (6.1)						
P5. Teacher knows the content and conveys accurate information and concepts. (6.1)						
6.2. Incorporates disciplinary-specific literacy skills into instruction to purposefully engage learners in interacting with content knowledge (6b, 6e).						
P6. Teacher incorporates discipline-specific literacy skills into instruction. (6.2a and b)						
P7. Teacher provides opportunities for students to interact with content and make connections. (6.2a and b)						

TEACH

4.1. Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (4a, 4c, 4d, 4e).						
T1. Teacher uses multiple ways to represent and explain key ideas. (4.1)						
T2. Teacher supports students in learning and using accurate academic language. (4.1)						
7.1. Practices a range of developmentally and culturally appropriate instructional strategies that engage and meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b).						
T3. Teacher uses varied instructional strategies and learning activities. (7.1)						
T4. Students are involved in learning throughout the entire instructional period. (7.1)						
T5. Reluctant learners are encouraged to participate in the lesson through multiple methods. (7.1)						

7.2. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (7f, 7h).				
T6. Teacher poses questions or provides lesson activities that require students to cite evidence to support their thinking. (7.2)				
T7. Teacher uses a variety of question types to support student understanding. (7.2)				
7.3. Supports and expands English language development and communication skills through reading, writing, listening, and speaking (3f, 6e, 7d).				
T8. Teacher provides opportunities for speaking, listening, reading, and writing. (7.3)				
T9. Teacher provides explicit support for English learners. (7.3)				
7.4. Uses a variety of available and appropriate technology and resources to support learning (7g, 3e).				
T10. Students use a variety of appropriate resources and tools, which may include technology, to support learning. (7.4)				
T11. Instructional time is organized and managed to support the goals of the lesson. (7.4)				
7.5. Develops students' abilities to find and use information to solve real-world problems (7g, 7f).				
T12. Students have opportunities to engage in higher-level thinking including posing questions, solving authentic problems, and critically analyzing information. (7.5)				

MONITOR

2.1. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity, while holding high expectations for all (2a, 2b, 2c, 2d, 7c).				
M1. Students receive specific and immediate feedback. (2.1)				
M2. Student misconceptions are addressed during instruction. (2.1)				
5.1. Uses both formative and summative data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. (5a, 5c, 5d, 7c, 8a)				
M3. Students have opportunities to demonstrate understanding in different ways, based upon their learning needs. (5.1)				
M4. Teacher frequently checks for understanding to guide immediate adjustments during the lesson. (5.1)				
M5. Teacher adjusts pacing and lesson content to meet student learning needs. (5.1)				
5.2. Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways (5e).				
M6. Students have opportunities to monitor and reflect upon their own progress. (5.2)				

CLIMATE

3.1. Develops learning experiences that engage and support students as self-directed learners who internalize class room routines, expectations, and procedures (3a).				

C1. Teacher establishes a positive climate of respect, support, and learning. (3.1)					
C2. Students know what they are supposed to do and when to do it. (3.1)					
3.2. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).					
C3. Positive interactions among teacher and students promotes academic risk-taking. (3.2)					
3.3. Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d)					
C4. The classroom is inviting and organized for learning. (3.3)					
C5. Behavioral expectations are clear and consistently applied. (3.3)					
C6. Effective routines and procedures maximize learning. (3.3)					
INVEST					
1.2. Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).					
8.1. Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e).					
8.2. Engages in learning experiences to enhance self and support others. (8b, 9b)					
9.1. Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e).					
9.2. Advocates for the learners, the school, the community, and the profession (9c).					
	Yes	No			
10.1. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (10a, 5f).					
10.2. Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development (10b).					

Review of educators progress toward professional goal(s): (insert educator's goal here from teacher self-assessment screen)	
Comments on educator's performance:	
Professional Performance: considering the evaluation above, provide an overall rating of the educator's performance	70%
Student Growth: *review completion of Student Learning Objectives (SLOs) and establish rating	20%
Stakeholder Input: *review stakeholder input and establish rating according to rubric	10%
Summative Rating: (Summative rating will be calculated from the three ratings and their corresponding weighting)	Highly Effective Effective Minimally Effective

SLCSD Classroom Observation

	Not Evident	Somewhat Evident	Evident	Notes
Plan				**Notes**
P1. Teacher creates appropriate and challenging learning experiences. (1.1a and b)				
P2. Lesson goals are clear and connected throughout the lesson. (1.1a and b)				
P3. Teacher develops accessible lessons using students' background knowledge and experiences. (1.1a and b)				
P4. Teacher designs instruction to meet or exceed Utah Core Standards. (6.1)				
P5. Teacher knows the content and conveys accurate information and concepts. (6.1)				
P6. Teacher incorporates discipline-specific literacy skills into instruction. (6.2)				
P7. Teacher provides opportunities for students to interact with content and make connections. (6.2)				
Teach				**Notes**
T1. Teacher uses multiple ways to represent and explain key ideas. (4.1)				
T2. Teacher supports students in learning and using accurate academic language. (4.1)				
T3. Teacher uses varied instructional strategies and learning activities. (7.1)				
T4. Students are involved in learning throughout the entire instructional period. (7.1)				
T5. Reluctant learners are encouraged to participate in the lesson through multiple methods. (7.1)				
T6. Teacher poses questions or provides lesson activities that require students to cite evidence to support their thinking. (7.2)				
T7. Teacher uses a variety of question types to support student understanding. (7.2)				

T8. Teacher provides opportunities for speaking, listening, reading, and writing. (7.3)			
T9. Teacher provides explicit support for English learners. (7.3)			
T10. Students use a variety of appropriate resources and tools, which may include technology, to support learning. (7.4)			
T11. Instructional time is organized and managed to support the goals of the lesson. (7.4)			
T12. Students have opportunities to engage in higher-level thinking including posing questions, solving authentic problems, and critically analyzing information. (7.5)			
Monitor			**Notes**
M1. Students receive specific and immediate feedback. (2.1)			
M2. Student misconceptions are addressed during instruction. (2.1)			
M3. Students have opportunities to demonstrate understanding in different ways, based upon their learning needs. (5.1)			
M4. Teacher frequently checks for understanding to guide immediate adjustments during the lesson. (5.1)			
M5. Teacher adjusts pacing and lesson content to meet student learning needs. (5.1)			
M6. Students have opportunities to monitor and reflect upon their own progress. (5.2)			
Climate			**Notes**
C1. Teacher establishes a positive climate of respect, support, and learning. (3.1)			
C2. Students know what they are supposed to do and when to do it. (3.1)			
C3. Positive interactions among teacher and students promotes academic risk-taking. (3.2)			
C4 The classroom is inviting and organized for learning. (3.3)			
C5. Behavioral expectations are clear and consistently applied. (3.3)			

C6. Effective routines and procedures maximize learning. (3.3)				

What skill(s) did you see the teacher using most effectively?

What specific skill or technique would promote professional growth through practice and development?