# Uintah School District

Educator Evaluation System

# Purpose of the Educator Evaluation System

The Uintah School District educator evaluation system merges **best practices** in the analysis of data and educator decision making with the educator evaluation system in order to provide for increased **focus** on student needs and a **culture of collaboration**.

# Goals

1. The USD educator evaluation system will meet the requirements of state codes and state board of education rules.
2. The USD educator evaluation system will consolidate as much as possible the following into one cohesive plan:
   a. Assessment to Achievement (A2A)
   b. Professional Growth Plans (PGP)
   c. JPAS summative evaluations
   d. Already existing student assessment data
   e. Collaborative teams (PLCs)
   f. District and school improvement plans

# Three Components of the Evaluation

The educator's overall evaluation rating will be comprised of the following components.

- 70% from Observation - JPAS or the equivalent
- 20% from Student Growth (as determined by formative assessments)
- 10% from Stakeholder Input (Parent, Student, and Teacher surveys)

# 70% - Observation (JPAS)

**August-September**: Educators receive an orientation training regarding JPAS

**By November 1**: Provisional and Probationary educators must have their first round of JPAS completed.

**By February 1**: Provisional and Probationary educators must have their second round of JPAS completed and Career educators who are in a summative year, must have their round of JPAS completed.

**By April 20**: All JPAS observations must be completed and a rating is assigned to each educator.

# 70% - Observation Ratings

**0** = Not Effective (175 points)

**1** = Minimal/Emerging Effective (350 points)

**2** = Effective (525 points)

**3** = Highly Effective (700 points)

These ratings are automatically generated by the JPAS evaluation.

# 20% - Student Growth

Beginning of Term

- Each educator determines a learning objective to focus on.
- Each educator administers an assessment that will provide baseline data on the initial level of learning as it relates to the chosen objective.
- Each educator will take the data to their team and complete the data analysis protocol template which will guide the team to
  - Examine the data
  - Determine action steps
- Each educator will deliver a copy of the completed template to the supervisor.

# 20% - Student Growth

Middle of Term

- Each educator administers an assessment that will provide progress monitoring data on the current level of learning as it relates to the chosen objective.
- Each educator will take the data to their team and complete the data analysis protocol template which will guide the team to
  - Examine the data
  - Determine action steps
- Each educator will deliver a copy of the completed template to the supervisor.

# 20% - Student Growth

End of Term

- Each educator administers an assessment that will provide summative data on the final level of learning as it relates to the chosen objective.
- Each educator will take the data to their team and complete the data analysis protocol template which will guide the team to:
  - Examine the data
  - Determine action steps
- Each educator will deliver a copy of the completed template to the supervisor.

# Student Growth Data Analysis Protocol Template

| Teacher: | | School: | | School Year: | |
|---|---|---|---|---|---|
| | 1st Assessment | | 2nd Assessment | | 3rd Assessment |
| Learning Objective: | | | | | |
| Target Growth Goal: | | | | | |
| Was the Target Growth Goal met? (only answer after the 3rd Assessment)    Yes    No | | | | | |

| What do I notice in the data? | What do I wonder about the data? |
|---|---|
| Make note of:<br>&bull; What you see in the data<br>&bull; Important points that "pop-out"<br>&bull; Patterns that emerge<br>&bull; Surprising or unexpected data<br>Example: The area of most growth was "_". | Make note of what you wonder based on the items noticed.<br>Example: I wonder why our lowest category is "_". |

**Protocol:**

- Each team member exchanges their data with another team member.
- Take time to review the other team member's data individually. List items in each column above.
- Each team member shares what they noticed.
- Each team member shares what they wonder.
- Group discussion. "I heard…" "I think…" (Discuss what each team member will do to address the gap between student performance and the target growth goal.)
- Each individual lists their commitments to action based on the conversation.

| Commitment (must make at least 1 commitment to action) | Time Frame |
|---|---|
|  |  |
|  |  |
| Signature: |  |

# 20% - Student Growth

Each educator may use a different learning objective and different assessments.  However, the intention is that teams will work together whenever possible to use the same learning objective (possibly the Learner Centered Problem) and the same assessments.

Some teams are comprised of teachers who do not teach the same subjects.  In these situations, obviously, they will not have the same objective or assessments.  Even so, the expectation remains that going through the data analysis protocol template will be a team activity.

# 20% - Student Growth

Most teachers will give their "Beginning of Term" assessment at the beginning of the school year, the "Mid-Term" assessment in January/February, and the "End of Year" assessment in April/May.

However, some secondary teachers may only teach a class for 1 or 2 semesters.  In that case the word "term" means the duration of the class. They would administer the first assessment at the beginning of the term of the class, the second assessment at the middle of the term of the class and the third assessment at the end of the term of the class.

# 20% - Student Growth Ratings

**0** = Gave less than 3 assessments (50 points)

**1** = Gave 3 assessments (100 points)

**2** = Gave 3 assessments, used the data analysis protocol after each assessment, and committed to action after each assessment (150 points)

**3** = Gave 3 assessments, used a data analysis protocol after each assessment, committed to action after each assessment, and reported on the target goal after the 3rd assessment (200 points)

# 10% - Stakeholder Input

**January/February** - Schools will administer the web-based surveys to the students and make them available to the parents (hopefully concurrent with SEOP or other parent involvement activity).  The teachers will also take the survey.

**April** - All educators will receive a stakeholder input survey report.  Each educator will fill out a Stakeholder Input Reflection form.  The form is turned in to the supervisor.

**May** - All educators receive a rating based on their compliance with the survey expectations.

# USD Stakeholder Input Reflection Form

| Name | | Date | |
|------|--|------|--|
| School | | Assignment | |

| What do you notice in the report?  (Stay low on the ladder of inference.  Just the facts.) |
|---|
| |

| What can you assume based on what you see in the report? |
|---|
| |

| What conclusions can you draw from your assumptions? |
|---|
| |

| What actions can you take in order to address your conclusions? |
|---|
| |

| Signature | |
|-----------|--|

# 10% - Stakeholder Input Ratings

**0** = Didn't turn in the reflection form (0 points)

**1** = The reflection form was late and incomplete (33 points)

**2** = The reflection form was late but complete (66 points)

**3** = The reflection form was on time and complete (100 points)

# Overall Rating

**0** = 0 to 250 points (**Not Effective**)

**1** = 251 to 500 points (**Minimal/Emerging Effective**)

**2** = 501 to 750 points (**Effective**)

**3** = 751 to 1000 points (**Highly Effective**)

# A Poor Rating May Impact Educator Salary

**Not Effective** - An educator receiving an overall rating of "Not Effective" will not advance a step or a lane on the salary schedule.

**Minimal/Emerging Effective** - An educator receiving a "Minimal/Emerging Effective" rating will not advance a step or a lane on the salary schedule unless:
- The educator is provisional
- The educator is in the first year of his/her current assignment

If an educator is not eligible to advance a step or a lane, he/she may get the step or lane restored upon improving the rating to "Effective" or "Highly Effective". Not to exceed one step restored.