

2016

EDUCATOR EFFECTIVENESS

KANE MODEL EVALUATION SYSTEM



KANE SCHOOL DISTRICT | 746 SOUTH 175 EAST KANAB, UT 84741

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A. EVALUATION OF LICENSED INSTRUCTIONAL STAFF

1. The Board of Education is committed to an on-going evaluation program for licensed personnel which complies with Utah State Law, USOE Board Rules, Kane School District policy, and measures implementation of the Utah Effective Teaching Standards and evaluation framework. The Board delegates to the District Administration responsibility for assuring that the evaluation program is reasonable, fair and based upon a process which is valid and reliable in measuring teacher effectiveness. It is the policy of the Board to require all licensed personnel to participate in the evaluation program for the following purposes:
 - a. To promote the on-going support and professional growth of educators.
 - b. To develop and maintain highly effective educators.
 - c. To recognize and promote the use of evidence-based instructional techniques, standards-based teaching and reporting, and professional behaviors.
 - d. To appraise educators according to their effectiveness.
 - e. To provide a basis for decisions affecting employment.
 - f. To ensure that every student receives high quality instruction every day.
 - g. To develop a collaborative professional culture to facilitate student learning.
2. The Board authorizes the Superintendent and District Administration to develop administrative regulations consistent with this policy.

B. ADMINISTRATIVE REGULATION (Definitions)

1. The evaluation program for instructional educators (licensed personnel) shall be administrated in accordance with the accompanying regulations:

Definitions:

1. **“Calendar days”** - any day of the week, month or year
2. **“Working days”** - the days the educator being evaluated is under contract to work
3. **“School days”** - the days the educator is under contract to work and students are in attendance
4. **“Career educator”** - a licensed employee entitled to reasonable expectation of continued employment under the policies of the District
5. **“Provisional educator”** –
 - a. An employee entering to a licensed teaching assignment or position or returning to a licensed teaching assignment or position with the District
 - b. A District employee who accepts another position that is substantially different from the position in which career status was achieved. Teachers falling under this definition shall maintain provisional status for a minimum of one year.
6. **“Probationary educator”** - any licensed educator employed by the District who has been placed on probation
7. **“Temporary employee”** - an individual who is employed by the District on a temporary basis. Temporary employees include, but are not limited to the following: employees hired under contracts for one (1) year only or for less than one (1) year; employees whose positions are funded by grants and/or yearly allocated

state or federal monies; employees whose positions are authorized for no more than twelve (12) months, an individual who possesses a LEA specific competency-based license as recommended by the local Board of Education; and any employee whose contract is less than .50 Full-Time Equivalent (FTE)

8. **“KMES (Kane Model Evaluation System)”** - the instrument to support effective instruction and professional growth (i.e., instructional quality, student growth, and stakeholder input)
9. **“Formative evaluation”** - an informal evaluation designed and used to promote growth and implementation in a person’s performance
10. **“Summative evaluation”** - an evaluation designed to make annual ratings of an educator’s performance. Decisions on salary and employment may be made based on summative evaluations. KMES is the District’s summative evaluation process
11. **“Summative Overall Rating”** - the KMES rating assigned to the educator (i.e., “Ineffective,” “Emerging” or “Minimally Effective,” “Effective,” or “Highly Effective”)
12. **“Other lines of evidence”** - additional documentation of performance, including formalized protocols and checklists that monitor and evaluate a person’s performance
13. **“Satisfactory performance”** - a KMES summative overall rating that is in the “Emerging,” “Effective” or “Highly Effective” range
14. **“Unsatisfactory performance”** - a KEMS summative overall rating that is in the “Minimally Effective” or “Ineffective” range

C. ADMINISTRATIVE REGULATION

1. KMES is the District’s process and instrument for evaluating an educator’s performance.
2. Each licensed employee shall be evaluated by his/her principal, principal’s designee or immediate supervisor, as determined by the District.
3. The principal, principal’s designee or immediate supervisor shall review the purposes and procedures of the evaluation process with all licensed educators at least once each contract year. Each licensed educator will have access to the KMES information and learning materials. The educator shall be notified of the evaluation process at least fifteen (15) working days prior to the first observation.
4. All provisional educators shall be assigned a New Teacher Mentor.
5. Evaluation frequency:
 - a. Career educators shall receive a summative evaluation every three years. Formative observations will occur annually.
 - b. Provisional educators shall be evaluated at least twice each contract year for a minimum of three years and up to five years unless the educator is provisional status as defined in “Definition” 5.b.
 - c. Probationary educators shall be evaluated at least twice each contract year.
 - d. The immediate supervisor as determined by the district may evaluate an educator whenever it is deemed necessary.
6. KMES is the structure that supports effective instruction and professional growth of educators through the following process:
 - a. Self-assessment and goal setting for individual and team professional growth;
 - b. Conferencing (e.g., in-person or on-line communication about the growth plan);
 - c. Annual formative and summative observations, as well as targeted observations, as needed to determine progress and performance;

- d. An End-of-year Conference for Provisional, Probationary and Career Educators;
 - e. Student achievement data (Student Learning Objectives (SLO));
 - f. Stakeholder Input
7. Evaluation Cycle and Timeline:
- a. Orientation, notification, and access to the KMES manual shall be made available to the educator at least 15 calendar days before the evaluation is to begin.
 - b. Self-Assessment and professional growth plan shall be submitted to the supervisor via electronic platform by October 1st.
 - c. Beginning-of-year Conference may be held electronically or in person.
 - d. Observations, a minimum of two, shall be conducted by the principal, principal's designee or immediate supervisor, for each summative evaluation cycle.
 - i) The data collected from the first and second observations will be recorded.
 - ii) Observation data will be available for the educator to view after the observation is conducted.
8. An End-of-year Conference will be held by April 20th, with the principal, principal designee or supervisor. The End-of-year Conference will include a review of the educator's professional growth plan and evidence that goals were met, educator performance, student achievement data, stakeholder input as well as an overall rating assigned.
- a. If the educator does not agree with any portion of the evaluation, the educator has the right to submit a written response expressing his/her views. This written response must be submitted to their supervisor and to the Superintendent within fifteen (15) days of the End-of-year Conference.
 - b. The KMES shall be acknowledged by the educator and the current principal, principal's designee or immediate supervisor. The educator's acknowledgement indicates receipt of the KMES evaluation but does not necessarily signify agreement with its contents or summative overall rating.
 - c. A copy of the KMES evaluation shall be provided to the educator and a copy shall be retained in the educator's personnel file.
 - d. Evaluation records are classified as private records.
9. Provisional educators: Provisional educators shall be "Emerging/Minimally Effective", "Effective", or "Highly Effective".
- a. A Mid-year Conference will be held with the educator by January 30th.
 - b. The first evaluation cycle will receive an overall rating at the Mid-year Conference based upon instructional quality. (e.g., a minimum of two observations and other lines of evidence).
10. Career Educators: Career educators overall rating shall be "Effective" or "Highly Effective."
11. Career educators whose KMES summative overall rating is in the "Minimally Effective" or "Ineffective" range shall be placed on probation and notified that their employment status is in question.
- a. Career educators who have been placed on probation for unsatisfactory performance, and are again unsatisfactory within a three-year period, are subject to non-renewal or employment termination pursuant to Utah Law.
12. Educators whose overall KMES rating is in the "Minimally Effective" or "Ineffective" range shall be notified that their employment status may be in question and placed on a Plan of Assistance (POA).
- a. A Plan of Assistance (POA) shall be provided that includes:
 - i) Identified specific, measurable, and actionable deficiencies.

- ii) Recommended course of action and resources intended to improve the educator's performance, and
 - iii) May not exceed 120 school days. (See, Utah Code 53A-8a-503)
 - iv) The educator is responsible for improving performance, including using any resources identified by the District, and demonstrating acceptable levels of improvement in the designated areas of deficiencies.
 - b. At the conclusion of the POA, a conference will be held to gather evidence to review the degree of progress made.
 - c. The immediate supervisor confers with the Superintendent to determine the action to be taken.
 - i) Remediation Completed – If the career educator has demonstrated satisfactory progress, including completion of all goals, he/she is removed from probation and reinstated as a career educator.
 - ii) Termination - Career educators whose summative overall rating remains in the "Minimally Effective" or "Ineffective" range shall be subject to the provisions of "Policy DHA- Orderly School Termination of Employees."
 - d. Performance compensation shall begin no later than the 2016-2017 school year according to the Utah State Office of Education plan. If a licensed educator receives an overall rating of "Ineffective," he/she shall not advance on the District's wage or salary schedule. If a licensed educator receives an overall rating of "Minimally Effective," he/she shall not advance on the District's wage or salary schedule, unless the licensed educator is provisional or in the first year of a new teaching assignment.
13. Educators have a right to review KMES summative overall rating.
- a. Educators have fifteen (15) calendar days following receipt of the evaluation to submit a written request for a review of the evaluation findings. The written request must be submitted to the principal, principal's designee or supervisor and the Superintendent.
 - b. If a review is requested, the Superintendent shall appoint an independent reviewer to review and make recommendations regarding the employee's evaluation. The review shall be in accordance with State Board of Education rules. The independent reviewer shall not be an employee of the District.

D. EVALUATION OF ADMINISTRATIVE STAFF

- 1. The Board of Education is committed to an on-going evaluation program for administrative personnel which complies with Utah State law, USOE Board Rules, the Utah Educational Leadership Standards and Kane School District policy. The Board delegates to the District Administration responsibility for assuring that the evaluation program is reasonable and fair and based upon an evaluation process which is valid and reliable. It is the policy of the Board to require all administrative personnel to participate in the evaluation program for the following purposes:
 - a. Promote the on-going support and professional growth of educational leaders.
 - b. Develop and maintain highly effective educational leaders.
 - c. Appraise educational leaders according to their effectiveness.
 - d. Provide a basis for decisions affecting employment.
 - e. Ensure that every student receives high quality instruction every day.

- f. Develop a collaborative professional culture to facilitate student learning.
2. The Board authorizes the Superintendent and District Administration to develop administrative regulations consistent with this policy.

E. ADMINISTRATIVE REGULATION (Definitions)

Definitions for purposes of this regulation:

1. **“Calendar days”** - any day of the week, month or year.
2. **“Working days”** - the days the administrator being evaluated is under contract to work.
3. **“School days”** - the days the administrator is under contract to work and students are in attendance.
4. **“Career administrator”** - a licensed administrator entitled to reasonable expectation of continued employment under the policies of the District.
5. **“Provisional administrator”** –
 - a. An employee entering to a licensed administrative assignment or position or returning to an administrative assignment or position with the District.
 - b. A District employee who accepts another position that is substantially different from the position in which career status was achieved (e.g., assistant principal to principal).
6. **“Probationary administrator”** - any licensed administrator employed by the District who has been placed on probation.
7. **“Formative evaluation”** - an informal evaluation designed and used to promote growth and improvement in a person's performance.
8. **“Summative evaluation”** - an evaluation designed to make annual ratings of an educator’s performance. Decisions on salary and employment may be made based on summative evaluations.
9. **“Summative overall rating”** - rating assigned to the educational leader based on professional performance, student growth, and stakeholder input. (i.e., “Ineffective,” “Emerging” or “Minimally Effective,” “Effective,” or “Highly Effective”).
10. **“Mentor”** - an administrator assigned by the immediate supervisor, as determined by the District, to assist a provisional or probationary administrator to become informed about and effective and competent in the administrative profession and school system.
11. **“Satisfactory performance”** - a summative overall rating that is the “Emerging,” “Effective” or “Highly Effective” range.
12. **“Unsatisfactory performance”** - a summative overall rating that is in the “Minimally Effective” or “Ineffective” range.

F. ADMINISTRATIVE REGULATION

1. Each licensed administrative employee shall be evaluated by his/her immediate supervisor, as determined by the District.
2. The District Administration shall review the purposes and procedures of the evaluation process with all administrators reviewed at least once each contract year. Each administrator shall be provided access to the evaluation instrument. All administrators will be evaluated yearly and shall be notified at least fifteen (15) working days prior to beginning the evaluation process.

3. All provisional administrators shall be assigned a mentor.
4. Evaluation frequency
 - a. Career administrators shall be evaluated annually.
 - b. Provisional administrators shall be evaluated twice each contract year for a minimum of three years and up to five years.
 - c. Probationary administrators shall be evaluated twice each contract year.
 - d. The immediate supervisor, as determined by the District, may evaluate an administrator whenever it is deemed necessary.
5. The evaluation process shall include:
 - a. Orientation to review the evaluation process, the specific dates, and general procedures to be used.
 - b. Professional growth plan developed through a self-assessment and identified goals.
 - c. Beginning-of-year Conference may be held to review the administrator's self-assessment and the school's student growth data from the prior school year. Goals will be finalized and approved by the supervisor.
 - d. Mid-year Conference may be held for reflection and supervisor feedback on goal progress.
 - e. Data is collected throughout the year through observations, products and interviews/surveys.
 - f. End-of-year Conference will be held between the immediate supervisor and the administrator by May 30th of each year. The End-of-year Conference includes:
 - i) A review of the administrator's:
 1. professional goals;
 2. professional performance;
 3. student growth; and
 4. stakeholder input.
 - ii) A summative overall designated rating.
 - iii) If the administrator does not agree with any portion of the evaluation, the administrator has the right to submit a written response expressing his/her views. This written response must be submitted to his/her Superintendent within fifteen (15) calendar days of the End-of-year Conference.
 - g. The evaluation shall be signed by both the administrator and the immediate supervisor. The administrator's signature indicates receipt of the report but does not necessarily signify agreement with its contents.
 - h. A copy of the evaluation report shall be provided to the administrator and a copy retained in the administrator's personnel file at the Kane School District Office.
 - i. Evaluation records are classified as private records and shall be managed according to district policy.
6. Provisional administrators and Provisional educators shall be categorized as "Emerging," "Effective," or "Highly Effective".
 - a. A Mid-year Conference will be held with the administrator by December 31.
 - b. An overall rating will be designated at the Mid-year Conference based upon professional performance. If the first evaluation's overall rating is in the "Ineffective" range:
 - i) The administrator shall be notified that continued employment with the District is in question; and
 - ii) Additional resources shall be identified to assist the provisional administrator.

- c. A second evaluation cycle begins any time after the Mid-year Conference. The administrator will receive a summative overall rating at the End-of-year Conference prior to May 30.
- 7. Career administrators shall be categorized as "Effective" or "Highly Effective."
- 8. Career administrators whose overall evaluation rating is in the "Minimally Effective" or "Ineffective" (i.e., unsatisfactory) range, shall be placed on probation and notified that their employment status is in question.
 - i) Career administrators who have been placed on probation for unsatisfactory performance, and are again unsatisfactory within a three-year period for the same deficiency, are subject to non-renewal or employment termination pursuant to district "Policy DHA- Orderly School Termination of Employees".
- 1. Administrators whose summative overall evaluation rating is in the "Minimally Effective" or "Ineffective" range shall be notified that their employment status is in question and placed on a Plan of Assistance (POA).
 - a. A Plan of Assistance (POA) shall be provided and includes:
 - i) Identified specific, measurable, and actionable deficiencies,
 - ii) Recommended course of action and resources intended to improve the administrator's performance, and
 - iii) May not exceed 120 school days. (See, Utah Code 53A-8a-503)
 - iv) The Administrator is responsible for improving performance, including using any resources identified by the District, and demonstrating acceptable levels of improvement in the designated areas of deficiencies
 - b. At the conclusion of the POA, a conference will be held to gather evidence to review the degree of progress made.
 - c. The immediate supervisor confers with the Superintendent to determine the action to be taken.
 - i) If the administrator has demonstrated satisfactory progress, including completion of all goals, he/she is removed from probation and reinstated as a career administrator.
 - ii) If the administrator has not demonstrated satisfactory improvement, he/she may be assigned to a new position within the District at any time.
 - a. When a change of assignment occurs, the administrator's pay may be changed at the start of the next contract year to reflect the salary schedule of the new position with years of service recognized.
 - b. The employee has the right to appeal this decision pursuant to District "Policy DHA- Orderly School Termination of Employees."
 - iii) **Termination** - If the administrator has not demonstrated satisfactory improvement, his/her employment may be terminated pursuant to District Policy and Utah Law.
 - d. Performance compensation shall begin no later than the 2016-2017 school year according to Utah State Office of Education policy. If an administrator receives an overall rating of "Ineffective," he/she shall not advance on the District's wage or salary schedule. If an administrator receives an overall rating of "Minimally Effective," he/she shall not advance on the District's wage or salary schedule, unless the administrator is provisional or in the first year of a new administrative assignment.
- 2. Right to Review Evaluation Summative Overall Rating

- a. Administrators have fifteen (15) calendar days following receipt of the evaluation to submit a written request for a review of the evaluation findings. The written request must be submitted to the Superintendent.
- b. If a review is requested, the Superintendent shall appoint an independent reviewer to review and make recommendations regarding the employee's evaluation. The review shall be in accordance with State Board of Education rules. The independent reviewer shall not be an employee of the District.

BACKGROUND-UTAH EFFECTIVENESS PROJECT

The Utah Board of Education's mission includes providing high quality instruction for all students as one of the key pillars of the essential promised work of public education.

Education research is very clear that effective instruction matters and teachers are the single most school-level influence on student achievement. Therefore, the foundational assumptions of the **Utah Educator Effectiveness Project** recognize that high quality instruction in all public schools in Utah requires:

1. Measuring teaching and leadership with research-based performance standards.
2. Aligning preparation programs to Utah Effective Teaching Standards and Utah Educational Leadership Standards.
3. Evaluating the effectiveness of educators yearly using multiple measures.
4. Recruiting, retaining, promoting, and rewarding the most effective educators.
5. Providing appropriate professional development at all stages of the professional career continuum.

The five major components of the Educator Effectiveness Project are directly targeted at improving instruction and are all essential for improving educational outcomes for all students. The Utah State Board of Education adopted the Utah Effective Teaching Standards and Utah Educational Leadership Standards (R277-530), August 2011 as the first and most crucial step of the overall project.

These standards will serve as the basis for district educator evaluation systems as well as the model system being developed by the Utah Educator Evaluation Advisory Committee and subsequent workgroups. The Utah State Board of Education then adopted R277-531 September 2011, outlining the educator evaluation components and processes required of all school districts in Utah.

Kane Model Evaluation System (KMES) is the Local Education Agency's (LEA) model of complying with these state-required provisions.

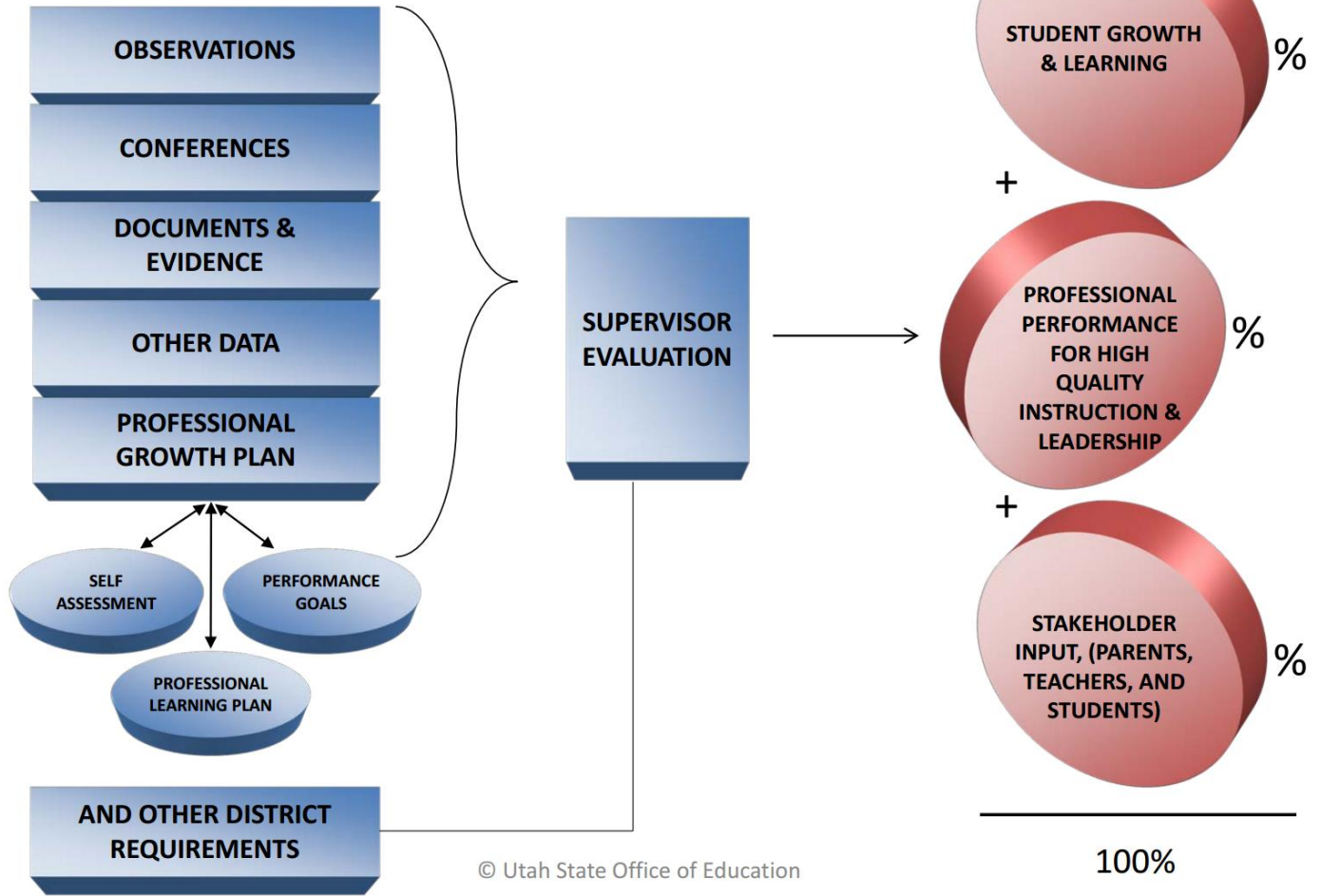
EDUCATOR EFFECTIVENESS

KMES OVERVIEW

Kane Model Evaluation System (KMES) is modeled after the USOE Model Evaluation System



USOE Model Evaluation System



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JOINT EDUCATOR EVALUATION COMMITTEE

53A-8a-403. Establishment of educator evaluation program -- Joint committee.

(1) A local school board shall develop an educator evaluation program in consultation with its joint committee.

(2) The joint committee described in Subsection (1) shall consist of an equal number of classroom teachers, parents, and administrators appointed by the local school board.

(3) A local school board may appoint members of the joint committee from a list of nominees:

- (a) voted on by classroom teachers in a nomination election;
- (b) voted on by the administrators in a nomination election; and
- (c) of parents submitted by school community councils within the district.

(4) Subject to Subsection (5), the joint committee may:

(a) adopt or adapt an evaluation program for teachers based on a model developed by the State Board of Education; or

(b) create its own evaluation program for teachers.

Committee Members: (2015-16)

Educators	Parents	Administrators	School Board Member
Marianne Leigh	Angie Reidhead	Robert Johnson	Wendy Allen
Cathy Reed	Julie Heaton	Mandie Luce	
Lisa Johnson	Mariah Wheeler	Jim Wood	
Jeff Corry	Lisa Church	Braxton Bateman	
Kathy Miles (KEA)		Brenan Jackson	

THE LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.



Standard 1: Learner Development

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

The teacher:

- a. Creates [developmentally appropriate](#) and challenging learning experiences based on each student's strengths, interests, and needs.
- b. Collaborates with families, colleagues, and other professionals to promote student growth and development.



[Essential Dispositions](#)



[Rubric](#)

Standard 2: Learning Differences

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

The teacher:

- a. Understands individual learner differences and holds high expectations of students.
- b. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- c. Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.
- d. Creates a learning culture that encourages individual learners to [persevere](#) and advance.
- e. Incorporates tools of language development into planning and instruction for [English language learners](#), and supports development of English proficiency.



[Essential Dispositions](#)



[Rubric](#)

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and [collaborative learning](#), [positive social interaction](#), active engagement in learning, and self-motivation.

The teacher:

- a. Develops learning experiences that engage and support students as [self-directed learners](#) who internalize classroom routines, expectations, and procedures.

- b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- c. Uses a variety of classroom management strategies to effectively maintain a [positive learning environment](#).
- d. Equitably [engages students](#) in learning by organizing, allocating, and managing the resources of time, space, and attention.
- e. Extends the learning environment using technology, media, and local and global resources.
- f. Encourages students to use speaking, listening, reading, writing, [analysis, synthesis, and decision-making](#) skills in various real-world contexts.



[Essential Dispositions](#)



[Rubric](#)

INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon [content knowledge](#) as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues. They must also understand and integrate [assessment](#), planning, and [instructional strategies](#) in coordinated and engaging ways to assure learner mastery of the content.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and [structures of the discipline](#).

The teacher:

- a. Knows the content of the discipline and conveys accurate information and concepts.
- b. Demonstrates an awareness of the Utah Core Standards and references it in short- and long-term planning.
- c. [Engages students](#) in applying [methods of inquiry](#) and [standards of evidence](#) of the discipline.
- d. Uses multiple representations of concepts that capture key ideas.
- e. Supports students in learning and using [academic language](#) accurately and meaningfully.



[Essential Dispositions](#)



[Rubric](#)

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:

- a. Designs or selects [pre-assessments](#), [formative](#), and [summative assessments](#) in a variety of formats that match learning objectives and engages the learner 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.
- c. Adjusts [assessment](#) methods and makes appropriate accommodations for [English language learners](#), students with disabilities, advanced students, and students who are not meeting learning goals.

- d. Uses [data](#) to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- e. Documents student progress and provides [descriptive feedback](#) to students, parents, guardians, and other stakeholders in a variety of ways.
- f. Understands and practices appropriate and ethical [assessment](#) principles and procedures.



[Essential Dispositions](#)



[Rubric](#)

Standard 6: Instructional Planning

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

The teacher:

- a. Plans instruction based on the Utah Core 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](#).
- c. Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- d. 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](#).



[Essential Dispositions](#)



[Rubric](#)

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:

- a. Understands and practices a range of developmentally, culturally, and linguistically appropriate [instructional strategies](#).
- b. Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and groups of learners.
- c. Analyzes student errors and [misconceptions](#) in order to redirect, focus, and deepen learning.
- d. Uses a variety of [instructional strategies](#) to support and expand each learners' communication skills.
- e. Provides multiple opportunities for students to develop [higher-order](#) and [meta-cognitive](#) skills.
- 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.
- 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.
- h. Uses a variety of questioning strategies to promote engagement and learning.



[Essential Dispositions](#)



[Rubric](#)

PROFESSIONAL RESPONSIBILITY

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive [professional learning](#) by regularly examining practice through ongoing study, self-reflection, and [collaboration](#). They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

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:

- 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.
- b. Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem-solving.
- 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.
- d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- e. Develops a [professional learning](#) plan based on individual needs and the needs of learners, schools, and educational communities.



[Essential Dispositions](#)



[Rubric](#)

Standard 9: Leadership and Collaboration

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

The teacher:

- a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and 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.
- c. [Advocates](#) for the learners, the school, the community, and the profession.
- d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

- 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.



[Essential Dispositions](#)



[Rubric](#)

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:

- 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.
- b. Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.
- c. 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.
- d. Maintains accurate instructional and non-instructional records.
- e. Maintains integrity and confidentiality in matters concerning student records and collegial consultation.
- f. Develops appropriate student-teacher relationships as defined in rule, law, and policy.
- g. Maintains [professional demeanor](#) and appearance as defined by their local education agency (LEA).



[Essential Dispositions](#)



[Rubric](#)

Standard 1: Visionary Leadership



Administrators

An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a [vision](#) of learning that is shared and supported by all [stakeholders](#).

☑ Dispositions and Narrative

Performance Expectation 1A: Educational Leaders...

Establish high and measurable expectations for all students and educators.

Indicators for 1A: A leader...

1. Uses varied sources of evidence and analyzes [data](#) about current practices and outcomes to shape [vision](#), [mission](#), and [goals](#) with high, measurable expectations for all students and educators.
2. Aligns, revises, and adapts the [vision](#), [mission](#), and [goals](#) to school, district, state, and federal policies.
3. Incorporates diverse perspectives and builds consensus to provide equitable, appropriate, and effective learning opportunities for every student to achieve.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 1B: Educational Leaders...

Facilitate a process of creating a shared [vision](#), [mission](#), and [goals](#).

Indicators for 1B: A leader...

1. Establishes, conducts, and evaluates processes used to engage staff, community, and diverse [stakeholders](#) in a shared understanding and commitment to [vision](#), [mission](#), and [goals](#).
2. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
3. Communicates and acts on commitments in the shared [vision](#), [mission](#), and [goals](#) so educators and the community understand, support, and act on them consistently.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 1C: Educational Leaders...

Sustain strong organizational commitment to [vision](#), [mission](#), and [goals](#) aimed at continuous improvement.

Indicators for 1C: A leader...

1. Uses or develops data systems and other sources of information to identify unique strengths and needs of students, gaps between current outcomes and [goals](#), and areas for improvement.
2. Engages faculty, staff, and school community by making decisions informed by [vision](#), [mission](#), [data](#), research, and best practices to identify and eliminate barriers, shape plans, programs, and activities, and regularly review their effects.
3. Uses [vision](#), [mission](#), and [goals](#) to guide school improvement planning, change strategies, and implement instructional programs.
4. Obtains, aligns, and allocates resources to achieve the [vision](#), [mission](#), and [goals](#).
5. Evaluates for continuous improvement toward [vision](#), [mission](#), and [goals](#) to advocate for and guide plans, programs, and activities to provide equitable, appropriate, and effective learning opportunities for every student.



[Performance Expectations](#)



[Rubric](#)



Standard 2: Teaching and Learning

An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.

☐ Dispositions and Narrative

Performance Expectation 2A: Educational Leaders...

Ensure strong professional cultures that support teaching and learning.

Indicators for 2A: A leader...

1. Develops shared understanding of and commitment to ongoing [professional learning](#) to achieve high expectations for all students.
2. Builds organizational capacity that collectively improves instructional practices and student outcomes.
3. Builds a professional culture of trust, openness and [collaboration](#), engaging teachers in sharing information, analyzing outcomes, and planning improvement.
4. Uses [data](#) about teacher practice to identify and support individual and team [professional learning](#) needs across a continuum of professional growth.
5. Guides and supports quality [professional development](#) that results in improved teaching and learning and meets diverse learning needs for all students.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 2B: Educational Leaders...

Require all educators to know and use [Utah Core Standards](#), and current [Utah Effective Teaching Standards](#).

Indicators for 2B: A leader...

1. Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.
2. Facilitates shared understanding of [Utah Core Standards](#) and [standards-based](#) instructional practices and programs by providing support and guidance to teachers in implementing and aligning rigorous curriculum, effective instruction, content [standards](#), and appropriate [assessments](#) to meet student learning needs.
3. Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.
5. Provides [instructional leadership](#) by supervising, evaluating, coaching, and mentoring educators to improve instructional practice.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 2C: Educational Leaders...

Implement appropriate systems of [assessment](#) and accountability.

Indicators for 2C: A leader...

1. Collects and appropriately uses [standards-based](#) accountability [data](#) to improve the quality and effectiveness of teaching and learning.
2. Uses varied sources and kinds of information and data to evaluate student learning, effective teaching, and program quality.
3. Uses effective data-based technologies and performance management systems to support regular analysis and interpretation of [data](#) for accountability reporting and to guide continuous improvement of teaching and learning.
4. Synthesizes [data](#) and evaluates progress toward [vision](#), [mission](#), and [goals](#) for all [stakeholders](#).



[Performance Expectations](#)



[Rubric](#)



Standard 3: Management for Learning

An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

☑ Dispositions and Narrative

Performance Expectation 3A: Educational Leaders...

Distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning.

Indicators for 3A: A leader...

1. Distributes and oversees responsibilities of management structures and procedures to support teaching and learning while developing capacity for shared leadership of operational systems.
2. Maintains the physical plant for safety, [ADA](#) requirements, and other access issues to support the learning of every student.
3. Develops and facilitates communication and data systems that assure the timely flow of information to support teaching and learning.
4. Oversees acquisition and maintenance of equipment and effective technologies to support teaching and learning.
5. Evaluates and uses effective tools to revise processes and continually improve the operational system in order to ensure teacher and organizational resources are focused to support quality instruction and student learning.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 3B: Educational Leaders...

Strategically allocate and align human, fiscal, technological, and physical resources.

Indicators for 3B: A leader...

1. Operates within budget and fiscal guidelines directed effectively toward teaching and learning.
2. Allocates funds based on student needs within the framework of federal, state, and district rules.
3. Leverages resources to achieve [vision](#), [mission](#), and [goals](#).
4. Implements practices to recruit, develop, and retain highly qualified and effective personnel.
5. Assigns personnel to address diverse student needs, legal requirements, and [equity](#) goals.
6. Conducts personnel evaluation processes that develop and improve professional practice, providing timely feedback, and remediate and/or terminate employment in keeping with district and state policies.
7. Seeks and secures additional resources needed to accomplish [vision](#), [mission](#), and [goals](#).



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 3C: Educational Leaders...

Protect the well-being and safety of students and staff.

Indicators for 3C: A leader...

1. Advocates for and creates collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.
2. Involves parents, teachers, and students in developing, implementing, and monitoring expectations and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan and implements effective instructional program and practices to address current safety and well-being topics.



[Performance Expectations](#)



[Rubric](#)

Standard 4: Community Collaboration

An educational leader promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.

☑ Dispositions and Narrative

Performance Expectation 4A: Educational Leaders...

Collaborate with families and diverse community [stakeholders](#) to extend programs, services, and outreach.

Indicators for 4A: A leader...

1. Collects, analyzes, and shares [data](#) and information with the community pertinent to the educational environment.
2. Develops comprehensive strategies by collaborating with the community in support of outreach programs and services.
3. Uses effective communication strategies with families and community members to provide [stakeholders](#) with timely and accurate information.
4. Applies communication and [collaboration](#) strategies to involve families in decision-making about their student's education and develop positive family partnerships.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 4B: Educational Leaders...

Respond and contribute to community interests and needs.

Indicators for 4B: A leader...

1. Identifies, builds, and sustains productive relationships with community partners.
2. Uses appropriate [data](#), assessment strategies, and research methods to understand and accommodate diverse student and community conditions and dynamics.
3. Utilizes [diversity](#) as an asset of the school community to strengthen educational programs.
4. Shares responsibilities with communities to improve teaching and learning.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 4C: Educational Leaders...

Maximize shared school and community resources to provide essential services for students and families.

Indicators for 4C: A leader...

1. Links to and collaborates with community agencies for health, social, and other essential services to families and students.
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources.
3. Mobilizes and aligns the resources of schools, family, and community to positively affect student and adult learning, including parents and others who provide care for students.



[Performance Expectations](#)



[Rubric](#)



Standard 5: Ethical Leadership

An educational leader promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, [equity](#), and ethical behavior.

Dispositions and Narrative

Performance Expectation 5A: Educational Leaders...

Demonstrate appropriate, ethical, and legal behavior expected by the profession.

Indicators for 5A: A leader...

1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
2. Protects the rights, including appropriate confidentiality, of students and staff.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.
4. Demonstrates respect for the inherent dignity and worth of each individual.
5. Models respect for diverse community [stakeholders](#) and treats them equitably.
6. Demonstrates respect for [diversity](#) by developing cultural sensitivity and equitable practices.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 5B: Educational Leaders...

Examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared [vision](#), [mission](#), and [goals](#) for student learning.

Indicators for 5B: A leader...

1. Self-assesses personal assumptions, values, beliefs, and practices that guide improvement of student learning.
2. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with [vision](#), [mission](#), and [goals](#).
3. Respectfully challenges and works to change assumptions, beliefs, and biases that negatively affect students, educational environments, and every student's learning.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 5C: Educational Leaders...

Perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.

Indicators for 5C: A leader...

1. Self-reflects on professional work, analyzes strengths and weaknesses, and establishes [goals](#) for professional growth.
2. Models lifelong learning by continually deepening understanding and practice related to content, [standards](#), [assessment](#), [data](#), teacher support, evaluation, and professional strategies.
3. Develops and uses understanding of educational policies to implement equitable or proven approaches to meet short-term goals.
4. Helps educators and the community understand and focus on [vision](#), [mission](#), [goals](#), and consequences for students within legal and political constructs surrounding educational purposes and methods.
5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.



[Performance Expectations](#)



[Rubric](#)



Standard 6: Systems Leadership

An educational leader promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education.

☐ Dispositions and Narrative

Performance Expectation 6A: Educational Leaders...

Demonstrate active participation in the school's local community.

Indicators for 6A: A leader...

1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
2. Actively develops relationships with a range of [stakeholders](#) and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
3. Advocates for [equity](#) and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 6B: Educational Leaders...

Contribute to the larger arena of educational policy making.

Indicators for 6B: A leader...

1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for all students.
2. Collects and accurately communicates [data](#) about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform political discussions and decision-making.
3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
4. Advocates within the educational policy environment for increased support of excellence and [equity](#) in education.



[Performance Expectations](#)



[Rubric](#)

Performance Expectation 6C: Educational Leaders...

Increase the effectiveness of the school community's efforts to improve education.

Indicators for 6C: A leader...

1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of students and families.
2. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improves student learning.
3. Works with community leaders to collect and analyze [data](#) on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

4. Supports public policies that provide for present and future needs of students and families and improve education.



[Performance Expectations](#)



[Rubric](#)

EDUCATOR EVALUATION

Every educator employed with Kane School District will engage in a self-assessment, based on Utah Effective Teaching and Educational Leadership Standards. Based on their self-assessment, educators will then set professional growth goals. The professional growth plan will include a professional learning plan to accomplish goals and types of evidence that will be used to determine successful completion of goals.

Formative evaluations will occur every first and second year of the educator's evaluation cycle.

Summative evaluations will occur once every three years for non-provisional educators unless data or evidence initiates need for more frequency. Provisional educators will need to have a summative evaluation semi-annually.



1. **Instructional Effectiveness (70%)**—Principals will conduct formal observations and walkthroughs to determine effectiveness of instruction using the USOE observation protocol and district developed walkthrough protocol (ObserverTab®). Data from these protocols, combined with observation interviews, will result in an instructional effectiveness rating for each teacher in their summative year.
2. **Student Growth Progress (SGP) (20%)** will be determined using Student Learning Objectives (SLO).
3. **Stakeholder Input (10%)**—Parent and student surveys will be conducted annually, in both elementary and secondary schools, to provide feedback on school climate and satisfaction with educator practices.



Administrators

1. **Educational Leadership**—Utah State Office of Education Effective Leadership Protocol will be used to drive conversation and data gathering process to determine leadership effectiveness rating.
2. **Student Growth**—School goals for student achievement will be established during the goal-setting process annually. Student Growth Percentiles, Median Growth Percentiles, and Student Learning Objectives will be used to determine leadership efforts that lead to increase in student achievement.
3. **Stakeholder Input**—Yearly parent and student surveys will include some questions regarding school leadership. Teacher surveys will be added to the parent and student surveys for administrators. Effectiveness ratings will be based on a rubric that outlines levels of response to feedback as well as overall effective communication strategies with stakeholders.
 - a. Interview protocol used in summative evaluations for administrators will be used throughout the administrator's three-year cycle to gather data in a formative way.
 - b. Student growth data and parent/student/teacher input will be used all three years.

PART I: Instructional Effectiveness & Educational Leadership

Education research is very clear that effective instruction matters and teachers are the single most school-level influence on student achievement. Therefore, the foundational assumptions of the Utah Educator Effectiveness Project recognize that high quality instruction in all public schools in Utah requires:

- Measuring teaching and leadership with research-based performance standards.
- Aligning preparation programs to Utah Effective Teaching Standards and Utah Educational Leadership Standards.
- Evaluating the effectiveness of educators yearly using multiple measures.
- Recruiting, retaining, promoting, and rewarding the most effective educators.
- Providing appropriate professional development at all stages of the professional career continuum.

The five major components of the Educator Effectiveness Project are directly targeted at improving instruction and are all essential for improving educational outcomes for all students.

Kane School District will be using ObserverTab® as its tool/format for collecting evidence on the professional performance and instructional quality piece of this evaluation.

Resources for OBSERVATIONS:

Access to Self-Evaluations and Professional Growth Plans can be found by logging on to www.observertab.net

The Utah Teaching Observation Tool version 3.0 can be found at:

<http://schools.utah.gov/CURR/educatoreffectiveness/Observation-Tools/Teaching.aspx>

The Leadership Observation tool can be found at:

<http://schools.utah.gov/CURR/educatoreffectiveness/Observation-Tools/Leadership.aspx>

Part II: Evidence of Student Growth (SLOs)

In order to comply with part III of the state-required educator effectiveness project, evidence of student growth, licensed educators will need to show growth by creating Student Learning Objectives (SLOs).

Student Learning Objectives (SLOs) are content area grade or course-specific measureable learning objectives 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 parts of the SLO are: Learning Goals, Assessments, and Targets.

Teachers will implement 2 SLOs (or two measures of growth). One of the two SLOs **MUST** be an individual SLO. School level administrators have discretion to require more than two SLOs if deemed necessary to gain a more accurate picture of student growth. School level administrators also have the discretion to determine the content area, class periods and/or grade levels of the SLOs. **ALL SLOs MUST** be approved by school administrators.

Resources for STUDENT GROWTH for Teachers:

Student growth information, training modules, sample SLOs and template can be found at:

<http://schools.utah.gov/CURR/educatoreffectiveness/Student-Growth.aspx>

Additional Resources for STUDENT GROWTH for Administrators:

SGP and MGP scores can be found by logging in to the Public School Data Gateway @

<https://datagateway.schools.utah.gov/>

SGP/MGP Rating Cut Scores:

Not Effective	Minimally/Emerging	Effective	Highly Effective
1-29	30-39	40-69	70+

If you need further assistance please contact Kane School District SLO Specialist Mandie Luce at

lucem@kanek12.org.



Stakeholder Input—Parent and student surveys will be conducted annually in both elementary and secondary schools, to provide feedback on school climate and satisfaction with teacher practices. Effectiveness ratings will be based on a rubric that outlines levels of response to feedback as well as overall effective communication strategies with stakeholders.



Administrators

Stakeholder Input—Yearly parent and student surveys will include questions regarding school leadership. Teacher survey data of their building principals will be added to parent and student questions from teacher surveys. Effectiveness ratings will be based on a rubric that outlines levels of response to feedback as well as overall effective communication strategies with stakeholders.

Survey questions will include some constructs from Educator Learning Support, Educator Emotional Support, Educator Classroom Management and Educator Communication.

Resources for STAKEHOLDER INPUT:

(See following pages for KMES Stakeholder Input Component and Rubric)

Kane Model Evaluation System (KMES) Stakeholder Input Component & Rubric

Part 1: Demographic Information

Teacher/Administrator Name:	School: Kane School District	Evaluator:	Date:
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- Please feel free to respond to any parts of this form by adding additional sheets and/or by responding electronically.

Part 2: High Quality Input Data

Sources of data must include both parents and students, may be gathered at the district, school, or individual levels. Sources must be attributable to a particular teacher or administrator, use appropriate methods of gathering data and represent quality practice. You may include surveys, focus groups, observations with feedback, online communications, mentor observations, letters of support, and/or other methods for gathering feedback from parents and students approved by supervisor.

Sources of Input Data:

1. District Survey Results
- 2.
- 3.
- 4.

Part 3: Analysis of Data

-should include comparisons of finding from multiple sources, analysis of trends, examination of personal biases, and reflection on outcomes.

Findings and Analysis of Data:

Part 4: Response to Stakeholder Input Scoring Rubric

-Used to determine a rating.

<u>Not Effective</u> 0	<u>Minimally Effective</u> 1	<u>Effective</u> 2	<u>Highly Effective</u> 3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Survey and other feedback 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.
Final Rating for Stakeholder Input:			
Evaluator's Signature:			
Date:			

Part 5: Response and Evidence of Progress

- Teacher/Administrator should include setting realistic goals in consultation with supervisor and show evidence of progress toward goal attainment over time.

Response to Data and Evidence of Progress:

KSD Teacher Evaluation Timeline

Red-Observations

Green-SLOs

Purple-Stakeholder Input

Black-Multi-Component Activities

Principal	Completion Date	Completed	Teacher	Completion Date	Completed
Be familiar with the Utah Effective Teaching Standards	Summer		Be familiar with the Utah Effective Teaching Standards	Summer	
Review the Utah SLO Guidance and Toolkit and state example SLOs on the USOE Website	Summer		Understand the rubric ratings for Minimally/Emerging Effective on the Utah Effective Teaching Standards	Summer	
Attend Professional Development and become certified			Attend Educator Evaluation Orientation	Opening Institute or Opening Faculty Meeting	
			Complete Self-Assessment and Professional Growth Plan and forward to your principal	By end of September	
Conduct and/or attend Educator Evaluation Orientation for all educators (No evaluations prior to orientation)	Opening Institute or Opening Faculty Meeting		Review the Utah SLO Guidance and Toolkit and state example SLOs. Establish SLOs and begin gathering baseline data.	August-September	
			Contextualize SLOs and Set targets (No longer than 6 weeks after school starts)	August-September	
Review teacher Self-Assessments and Professional Growth Plans and hold BOY Conferences: <ul style="list-style-type: none"> • Review and set professional Goals • Set and gain approval for SLO/Review Data 	August-September		BOY Conference <ul style="list-style-type: none"> • Review and set professional Goals • Set and gain approval for SLO/Review Data 	August-September (Due by end of September)	
Conduct ongoing observations of teachers in any professional capacity and record results in Observertab and gather data	Ongoing		Expect to be observed on multiple occasions and in multiple locations	Ongoing	
Be aware of upcoming Stakeholder Surveys and plan additional sources of parent and teacher data	Ongoing		Plan and gather stakeholder input from parents and students	Ongoing	

Provisional teachers first summative rating dues	December 15 th		Teach with appropriate instructional strategies and monitor student progress	Ongoing	
Mid-Year Conferences: Discuss <ul style="list-style-type: none"> • Observation findings • Areas of concern • Accept additional evidence • Review/adjust SLO targets • Check progress on stakeholder input 	January		Prepare evidence for Mid-Year Conference Adjust SLO targets if needed and present at Mid-Year Conference to get administrative approval Participate in Mid-Year Conference	January	
Complete University Stakeholder Surveys	Winter		Complete University Stakeholder Surveys	Winter	
Continue observations and record data in Observertab	Ongoing				
Analyze observations and complete Summative Ratings for observations	DUE: February 28 th		Complete data gathering, analyze results and set goals		
SLO Completion: Review and Ratings	Due : End of April		SLO Completion: analyze all data, record Actual outcomes and turn in to Supervisor	Due: End of April	
SAGE Testing Window Opens			SAGE Testing Window Opens		
Stakeholder Input Rating Form Completion	Due before EOY Conference		Stakeholder Input Rating Form analysis and goals	Due before EOY Conference	
End of Year Conferences: Discuss observations, SGP/SLOs, and Stakeholder Input <ul style="list-style-type: none"> • Consider all input • Assign Overall Summative ratings considering observations, student growth and stakeholder input • Turn ratings in to DO 	April-May (Stakeholder Input rating form Due at check-out)		End of Year Conference: Discuss Observations, SGP/SLOs, and Stakeholder Input <ul style="list-style-type: none"> • Review summative rating on observations • Provide additional evidence • Review and sign overall Summative rating 	April-May	
Report Ratings to the USOE	Summer				