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## MEMORANDUM

**TO:** Members, Utah State Board of Education

**FROM:** Joel Coleman  
Interim Chief Executive Officer

**DATE:** September 5, 2014

**ACTION:** Review of District Evaluation Plans in compliance with R277-531 *Public Educator Evaluation Requirements*

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### **Background:**

R277-531 *Public Educator Evaluation Requirements* outlines provisions for new statewide educator evaluation programs. As part of this rule districts are required to submit yearly updated plans to the Public Educator Evaluation Requirements Advisory Committee. These plans serve to inform USOE staff of compliance with code and rule as well as resources needed to develop and implement effective educator evaluation practices.

### **Key Points:**

The Public Educator Evaluation Requirements Advisory Committee has reviewed the 2014 updated district plans and made recommendations to assist with improvement and compliance.

### **Anticipated Action:**

The Law and Licensing Committee will review 2014 updated district plan details and consider approving district plans to move forward.

**Contact:** Sydnee Dickson, 801-538-7788

## Educator Evaluation Program Implementation Progress Report PEER Report Summary – 2014

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The Utah State Board of Education has established R277-531 to provide a statewide educator evaluation system that includes Board directed components and additional local education agency (LEA) directed components to continue the improvement of instruction and to make educator effectiveness data available to support program and employment decisions. A model educator evaluation system is under development by the Utah State Office of Education (USOE) in compliance with State Board rule to support the implementation needs of LEAs.

The Public Educator Evaluation Requirements Committee (PEER) has also been established to provide ongoing review and support for LEAs as they implement educator evaluation systems consistent with State Board Rule R277-531 and Utah Code. The PEER committee has reviewed LEA progress reports for 2014. Staff has analyzed the results and is taking action to further support LEAs in the next year of development culminating in full program implementation in 2016.

### [Component 1: Rigorous Performance Expectations for Teaching and Educational Leadership](#)

*The Utah State Board of Education Standards for Teaching and Educational Leadership form the basis of LEA Educator Evaluation programs. The USOE model program includes Teaching and Leadership observation tools currently being piloted. Districts may adopt the USOE model observation tools, adapt them to meet local needs, or develop and validate their own system that fulfills State Board requirements.*

Of forty-two districts (including USDB), 28 report that they are piloting the USOE Model Teaching Observation Tool and 31 report their decision to use the USOE model Educational Leadership Observation Tool. These LEAs participate in an implementers' user group where data, concerns, and solutions are shared and supported. Five LEAs indicate they are adapting USOE tools for their specific needs, and six LEAs report that they have or will be developing their own observation tools.

USOE staff members, assigned as consultants to specific LEAs, report a broad range of implementation efforts observed. Some LEAs are currently making decisions to move forward and others have firmly established plans and an implementation schedule in compliance with timeframes in Utah Code and Board rule. Thirteen LEAs completed participation in a two-year USOE pilot designed to establish the validity of USOE model tools. These LEAs have had extensive influence on the details of program development and have contributed greatly to the improvement of the model.

USOE staff has assessed needs and additional support and technical assistance has been assigned to districts in greatest need of support in 2015. USOE staff began with one approved electronic platform to support observation tools in Year 1 of the pilot and expanded to an additional approved electronic

platform in Year 2 of the pilot. LEAs wishing to have a greater variety of platform choices are working with USOE staff to expand the variety of approved platforms further in the coming year.

Year 1 Educator Observation Tools pilot data showed a need for better rater agreement. LEA Lead Evaluators received professional development to assist them in improving levels of rater-reliability. USOE-developed materials were made available monthly to support LEA capacity. Rater reliability support will be further developed in 2015 to establish a Rater Reliability Certification by July, 2015.

### Component 2: Evidence of Student Growth

*A measurement of student growth is expected to be implemented by districts based on required Student Growth Percentiles for teachers of tested subjects and a system of Student Learning Objectives (SLOs) for teachers of non-tested subjects. SLOs include a system of required components and components for district choice.*

Twenty-nine LEAs report they are making satisfactory progress in the implementation of SLOs while eleven report they have made little progress. Some indicate they have scheduled initial implementation for 2015. Thirty-eight LEAs participated in USOE professional development of Lead LEA SLO representatives to build LEA capacity and assure SLO progress in 2015. Next steps for participating LEAs include an LEA SLO advisory committee in each LEA to develop a district-wide plan for professional development using example SLOs and the USOE SLO Toolkit. Volunteer LEAs participated in a pilot study of the SLO process conducted by USOE in collaboration with WestEd.

USOE staff has worked with USOE and LEA content experts over the past two years to develop example SLOs in all non-tested content areas. Additional example SLOs in tested content areas will be added in 2015. USOE has entered into a collaboration with UEA to support teacher assessment skills and knowledge of the SLO process.

A pilot of SGPs and SLOs to study validity and reliability will be carried out by USOE staff in collaboration with participating districts in 2015.

### Component 3: Stakeholder Input

*A system of receiving and responding to parent and student input regarding teacher and leader performance is included in the calculation of teacher and leader performance ratings.*

LEAs have explored a variety of approaches to gathering and responding to parent and student input. USOE has worked with the University of Utah Policy Center to develop a set of constructs and survey questions for parents and students that will provide valid input on teacher and leader effectiveness.

Sixteen LEAs indicate their decision to adopt the USOE model program and will pilot in 2015. Six LEAs indicate they have begun development of their own processes to measure stakeholder input, and 19 LEAs report they have not made decisions on this component. USOE staff contacts are working with assigned LEAs to support them in selecting, planning, and implementing a model to meet the Board deadline for full implementation.

### [Policy Updates](#)

*An LEA evaluation system is expected to direct the revision or alignment of all related LEA policies to be consistent with the new or revised evaluation systems.*

A large majority LEAs indicate they have completed policy updates and alignment with Educator Evaluation requirements. Remaining LEAs confirm plans to complete updates in 2015 or 2016. Six LEAS indicate they found that no policy updates were necessary. USOE staff is gathering samples of policy updates from LEAs to be used by USOE assigned staff contacts as examples to support additional policy development as part of technical assistance activities.