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## MEMORANDUM

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

**FROM:** Brad C. Smith  
Chief Executive Officer

**DATE:** May 7-8, 2015

**ACTION:** Component Percentages Leading to the Determination of Annual Educator Summative Evaluation Ratings

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**Background:** Board rule R277-531 *Public Educator Evaluation Requirements (PEER)* provides a statewide educator evaluation system framework that includes required, Board-directed expectations and components as well as additional district-determined procedures to ensure the availability of data about educator effectiveness. The Board-required components are: (1) observations of instructional quality; (2) evidence of student growth; and (3) stakeholder input.

**Key Points:** USOE staff, in consultation with WestEd REL, have conducted a three-year pilot to monitor the implementation and examine the effectiveness of each component. They have reviewed yearly progress reports from all districts and have conducted surveys and interviews to determine the relative effectiveness of each component. While ongoing studies must be conducted to continue monitoring the educator evaluation program, USOE staff members have compiled sufficient data to recommend percentages for each required component in relation to the overall annual summative rating for each educator.

**Anticipated Action:** The Board will review recommendations for the educator evaluation component percentages and consider approval of the recommendations to be used by districts in determining the annual summative rating for each educator.

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# Utah System for Educator Effectiveness



Prepared by the

Utah State Office of Education

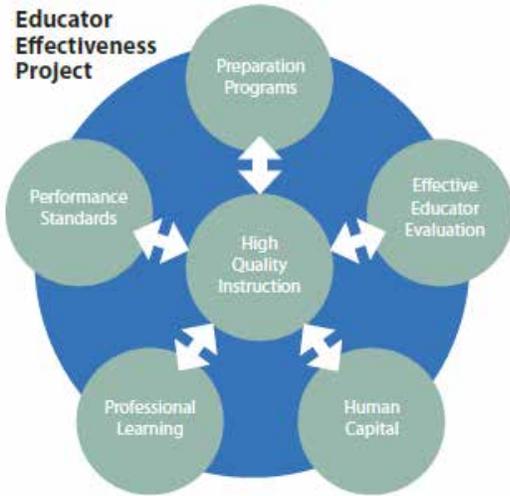
May 7-8, 2015

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# Utah System for Educator Effectiveness

To ensure that high quality instruction is available to every Utah student, the *Utah Educator Effectiveness Project* was instituted in 2010 by the Utah State Board of Education (R277-530) to guide the development of quality teaching and quality leadership efforts statewide. In 2011, R277 - 530 was followed by R277-531 and Utah Code Title 53A, Chapter 8a, Part 4 to more fully describe the goals and requirements of the program.

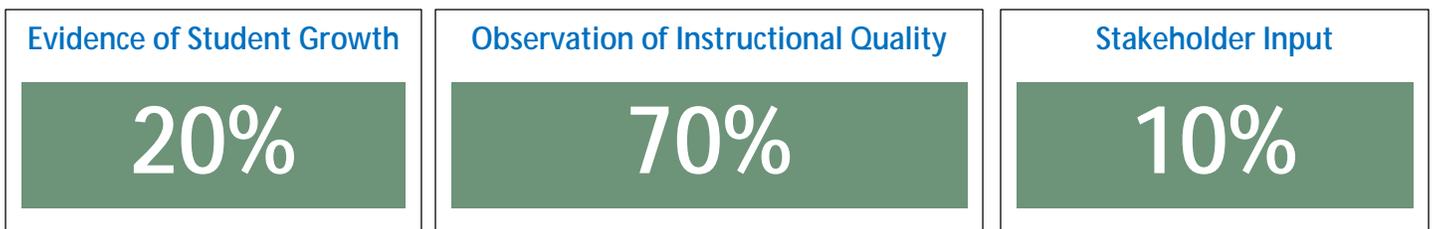


The project began with the development of the *Utah Effective Teaching Standards* and the *Utah Educational Leadership Standards*. These two sets of professional standards provide a basis for a coherent system for all state and local educators. The system is designed to support a consistent and mutually reinforcing continuum of preparation, licensure, recruitment, induction, evaluation and professional development of teachers and educational leaders.

State Board Rule R277-531 outlines district requirements for educator evaluation programs. The rule requires multiple measures for calculating Annual Summative Effectiveness Ratings and a standardized percentage for each component to contribute to the whole. The three components required in rule are: (1) **observation of instructional quality**, (2) **evidence of student growth**, and (3) **stakeholder input**. Standardized percentages are needed for districts to begin calculating summative ratings in the 2015 – 2016 school year for each component. Standardized percentages will allow ratings to be comparable among and within districts.

Each component has been studied using data from Utah districts. Methods include formal calculations of observation data, surveys of user responses, focus groups, interviews, and informal feedback from educators at all levels. Data has been gathered by USOE and district staff members and analyzed in cooperation with WestEd REL. As ratings from the three educator evaluation components are combined into summative effectiveness ratings in the 2015 – 2016 school year, outcomes will continue to be evaluated. Adjustments may be made going forward as data and feedback warrant.

Based on data listed above, USOE staff recommends the following component percentages to be used by all districts as Annual Summative Ratings are calculated.



## Educator Effectiveness Project Supportive Information

Each evaluation component has been studied using data from Utah pilot and User Group districts. Districts that are not participating in the USOE Model Educator Evaluation Program have been polled regarding the components that affect them (Student Growth, Stakeholder Input). Methods include formal calculations of observation data, surveys of user responses, focus groups, interviews, and informal feedback from educators at all levels. Data has been gathered by USOE and district staff members and analyzed in cooperation with WestEd REL. As ratings from the three educator evaluation components are combined into summative ratings in the 2015 – 2016 school year, outcomes will continue to be evaluated. Adjustments may be made going forward as formal and informal feedback warrants.

### Utah Teaching Observation Tool (UTOT)

#### Data

- Data shows a range of distributions with the greatest number of teachers rated Effective.
- UTOT raters are certified for reliability. Reliability goal: 70% accuracy. Continued studies will review the results and provide additional professional development as needed over time.
- UTOT shows excellent internal consistency, one measurement of validity.
- Statistically significant relationships exist between the UTOT sections and between the domains and overall scores.
- Principals who participated in USOE training produced more accurate UTOT ratings.
- Some observation expectations yield more information than others. Adjustments in the expectations have been made in response to the data.
- A significant relationship was evident between a teacher's average UTOT rating and their school's prior year performance.
- Standard 7 appears to be pivotal. It had the highest correlation with teacher's overall average UTOT item scores and a correlation with parent/student survey scores.

#### Demographic Information

- UTOT appears to yield similar teacher survey outcomes regardless of elementary/secondary, years of teacher experience, or size of district.
- Low and high performing teachers are evident in all schools regardless of school grade.

#### Samples of Teacher Survey Responses

Teachers in the UEOT pilot expressed a high level of agreement with the following statements:

- The ratings I was awarded accurately reflected my teaching performance (79%).
- The descriptions of performance levels in the UTOT allowed my rater to differentiate between levels of teaching skills (68%).
- Use of the UTOT helped me to reflect more about my instructional practices (65%)
- My ratings from the UTOT helped identify areas of strength in my teaching and areas where I needed professional growth (72 – 81%).

### Student Learning Objectives (SLOs)

#### Sample Outcomes from 2013 -2014 SLO Study

SLOs have been selected to provide student growth information for teachers of non-tested subjects. Data from a 2013 – 2014 SLO Study informs the data described below. The study represents a small sample and preliminary information regarding SLOs. Data from the 2014 -2015 Comprehensive Pilot will further evaluate SLO outcomes. Research shows that SLO quality improves over time. Intensive professional development for teachers and principals is planned for 2015 – 2016 to further support the value and comparability of SLOs.

### Favorability toward SLOs:

- Higher proportions of elementary teachers expressed unfavorable opinions of the SLO process.
- Higher-scoring teachers were more likely to agree that their final SLO scores accurately reflected their contributions to student growth.
- A higher proportion of special educators disagreed that they changed their instruction as a result of implementing SLOs.
- A far lower proportion of teachers who revised their SLO targets mid-year agreed that the SLO process improved the quality of their conversations with their fellow teachers.

### Variations by School Performance Level and Grade Span:

- A high proportion of general education teachers met or exceeded expectations on their SLOs (76%).
- An even higher proportion of special educators met or exceeded expectations on their SLOs (97%).  
*(Special educators used a different scoring scheme during this study. The format has been changed to better align with general education teachers. Additional SLO information will be available at the end of the Utah Comprehensive Evaluation Pilot.*
- There was no correlation between pilot teachers' SLO scores in 2013/2014 and their school's performance in the prior years.
- Secondary teachers scored somewhat higher on their SLOs than elementary teachers.

### Student Growth Percentiles (SGPs)

SGPs have been selected to provide student growth information for teachers of tested subjects. They quantify the academic progress of individual students and groups of students and serve as a way for educators to understand how much growth a student makes relative to a student's "academic peers". Business rules to outline the parameters for SGPs are currently being completed and the first SGP ratings will be completed this year. Some advantages of SGPs include:

- Accounts for students' different "starting positions".
- Allows for meaningful differentiation of performance for students across the full distribution.
- Is based on multiple prior scores, which increases precision.
- Interpretation is straightforward.

### Stakeholder Input Measures Available Tools

Stakeholder Input requirements exist in Utah [Code 53A-8a-405](#) and in SBR R277-531. Student and parent input is a component of teacher evaluation. Teachers and leaders in cooperation with their districts have a variety of tools to measure and respond to input. Data regarding the quality of stakeholder input tools will be available in June, 2015 at the end of the Utah Comprehensive Evaluation Pilot. Tools and practices currently selected by districts:

- Some data collection methods include focus groups, observation with feedback, online communications, and mentor observations.
- Data from stakeholder surveys are being conducted district-wide, at the individual school level, and by individual teacher. (Surveys may be purchased or locally developed).
- Data analysis methods include comparison of findings from multiple sources, analysis of trends, examination of personal biases, and reflection on outcomes.
- Teachers gather data, analyze data, and set improvement goals in collaboration with their principals.
- All teachers are rated on the quality of data, thoroughness of analysis, and response to data. (The USOE Stakeholder Input Matrix is part of the current Utah Educator Evaluation Pilot that will yield additional information regarding the uses of stakeholder input data.)