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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: August 6-7, 2015

INFORMATION: 2015 Report of the Public Education Evaluation Review Committee (PEER)

Background: The PEER Committee, established in State Board Rule R277-531, is assigned to perform an ongoing review of school districts as they develop and implement an Educator Evaluation program consistent with law and rule. Districts are required to begin full implementation of their Educator Effectiveness programs in the 2015-16 school year. The 2015 PEER Report outlines the progress that has been made by districts in their preparation toward full program implementation.

Key Points: The 2015 PEER Report outlines the progress that has been made as reported by each district. Descriptions and evidence have been analyzed by PEER Committee members. The report lists the major areas of program development and rates each as Ready for Full Implementation, Partially Ready, or Not Ready. Feedback to districts includes commendations and suggestions for improvement. The report also requests that the Board consider consequences for districts that have not made adequate progress. Some possible actions are suggested.

Anticipated Action: The Board will review the report and may approve a plan for possible consequences going forward.

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Utah Educator Effectiveness Project

Public Educator Evaluation Requirements (PEER)

Annual Report



Prepared by the

Utah State Office of Education

August 6-7, 2015

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2015 Public Education Evaluation Requirements (PEER) Report

Utah State Board of Education

August 6 -7, 2015

The Utah State Board of Education rules R277-530, R277-531, and R277-533 provide a statewide educator evaluation system that includes Board- and LEA-directed components to continue the improvement of instruction and to make educator effectiveness data available to support program and employment decisions. Utah districts are required to begin full program implementation including Professional Performance, Student Growth, and Stakeholder Input in the 2015 – 2016 school year.

The 2015 PEER Committee has reviewed the 2015 PEER Reports from each district and has rated district readiness for full program implementation consistent with R277-530, R277-531, R277-533 (August, 2015), and Utah Code 53A-8a. District reports describe progress in program development in the areas of Evaluation Policy, Educator Evaluation Committee, Teaching Observation Tool, Leadership Observation Tool, program validation, program rater reliability, Student Learning Objectives, and Stakeholder Input. Each part of the report has been rated *Ready for Full Implementation*, *Partially Ready*, and *Not Ready* by the PEER Committee.

The PEER Committee commends districts that presented evidence confirming they are ready for full implementation of their Educator Evaluation programs in all areas of review. Districts that have met the requirements in every area are:

Box Elder District
Iron District
Jordan District
Kane District
Morgan District
Nebo District
Washington District

Several other districts are ready in all areas but one and much work has been completed over the summer to reach a higher readiness level. USOE staff members have worked continuously with districts to support them in meeting goals and to support them in making their plans meaningful within their own communities and circumstances. Updates to district reports have been accepted over the summer to assure the most recent possible information in this report.

[Educator Evaluation Policy](#)

Utah Code and Board Rules governing the Educator Effectiveness Program specify a number of program requirements to be included in district Board policies. Nineteen districts have submitted completed policies, while ten districts are partially ready with areas to be completed for fall implementation. Ten districts have not developed policies and understand that those changes must be made in a timely way.

Districts are aware that as Utah Code and Board rules continue to change, their policies will require updating as well.

Educator Evaluation Committee

Utah Code specifies the composition of the required district Educator Evaluation Committees (53A 8a 403) and the process by which members should be selected. The committee must consist of an equal number of classroom teachers, parents, and administrators appointed by the local school board. Teachers and administrators are to be appointed in a nominating election and parent names must be submitted by school community councils within the district.

Seventeen of forty-two districts have an Educator Evaluation Committee that meets the requirement. Eleven additional districts are making adjustments to come into compliance, and fourteen districts have not yet reported appropriate committees.

Professional Performance

USOE has developed a Model Professional Performance program including a Teaching Observation Tool and an Educational Leadership Observation Tool available for use by all districts. Alternately, districts may modify the tools or develop their own programs aligned within the requirements of Utah Code and Board Rules. The Model Tools have undergone initial validation with support from WestEd REL. Districts choosing to adapt or develop their own are expected to establish the validity of their tools.

The USOE Model Teaching Observation Tool includes a Rater Reliability process to be included by all districts using the model tool. Rater Certification is required for all evaluators of teachers as part of the validation of their programs. Evaluators are expected to complete the professional development and certification process by July 1, 2016. Districts that have adapted or developed their own observation processes are also expected to develop their own rater certification aligning with their own observation program and assuring accuracy and equity in the evaluation of all teachers.

Among all districts using the model teaching tool, an adapted tool, or a district-developed tool, thirty-three districts have a rater reliability system in place with a plan for completing rater reliability during the 2015 – 2016 school year. Three districts report a partially developed program, and six do not report a program under development. Those who have not begun a program may have developed their own observation tool and not yet a rater reliability process. Some may be using the model tool, but have not begun professional development to qualify their raters.

The Educational Leadership Observation Tool is ready for full implementation in thirty-one of the forty-two districts. Two districts have partial readiness and nine report no readiness for evaluating leaders.

Student Growth

Utah's Student Growth Objectives (SLOs) model has been under development for three years. All districts have had the opportunity to receive initial professional development from USOE staff members. Thirty-two of forty-two districts have completed initial training and piloting and are ready to take the next steps in program development. Seven districts report completing some preliminary training, and

three districts report minimal efforts in this area. While SLOs have a specific system with supporting documentation, many districts have consulted with USOE as they developed adjustments to meet the needs of their districts. Such adjustments are highly appropriate as long as the district program meets the basic requirements in R277-533 regarding the purposes and processes of SLOs.

R277-533 also allows for many district decisions regarding how SLOs are used and how ratings for educators are developed from SLO information. The rule also allows districts to make decisions regarding how Student Growth Percentiles are to be used as part of Student Growth plans.

Stakeholder Input

Twenty-nine of forty-two districts have taken the first steps to develop Stakeholder Input components that meet the requirements of law and rule and also meet the needs of the teachers and leaders in their districts. Four districts participated in a pilot program during the 2014 – 2015 school year. They used a validated stakeholder surveys as basic data and a USOE develop decision matrix to allow teachers to respond to survey and other stakeholder data and to create improvement goals. Many of the twenty-nine districts have adopted the USOE plan. Others have adopted different surveys, and still others have developed their own surveys and are experimenting with other methods for recording and analyzing data. Six districts have begun the development process for the Stakeholder Input component, while seven report that they have not begun development in this area.

Summary

Many districts have worked with USOE staff to develop valid and reliable programs that meet the requirements of the Educator Effectiveness program. As a group, they have worked to develop processes that increase the effectiveness of instruction and that support student growth. They report that data from their Educator Evaluation programs allows them to confirm excellent work and progress and to identify areas of need for future improvement. The SLO program is reported to have the highest level of development statewide with eighty-one percent of districts reporting full readiness for implementation. Teaching Observation and Leadership Observation are reported as having the next highest levels of readiness, with 79% and 74% reported.

The parts of the program with the lowest rates of readiness are district evaluation policies and district Educator Evaluation Committees. All districts are aware that these are needed for full implementation in the 2015 – 2016 school year.

Next Steps

District Educator Effectiveness leaders will continue to work with USOE staff members in the coming year as the three Educator Effectiveness components are implemented and summative ratings are reported. The needs, as identified by USOE staff, are quality program implementation with fidelity to program design, Utah Code, and State Board Rules. Professional Development will focus in the areas of SLO skill development, leadership development, and rater reliability.

No. Sanpete	Green	Yellow	Green	Green	Green	Green	Green	Yellow
No. Summit	Green	Green	Green	Green	Green	Yellow	Yellow	Green
Ogden	Green	Green	Yellow	Yellow	Yellow	Yellow	Green	Green
Park City	Green	Red	Green	Red	Red	Red	Yellow	Green
Piute	Green	Green	Green	Green	Green	Red	Yellow	Yellow
Provo	Red	Red	Green	Green	Green	Green	Green	Red
Rich	Green	Red	Red	Red	Red	Red	Yellow	Yellow
Salt Lake	Green	Green	Green	Green	Green	Green	Yellow	Green
San Juan	Yellow	Yellow	Green	Green	Green	Green	Green	Green
Sevier	Red	Yellow	Green	Green	Green	Green	Green	Yellow
So. Sanpete	Yellow	Yellow	Green	Green	Green	Green	Green	Green
So. Summit	Green	Yellow	Green	Green	Green	Green	Green	Green
Tintic	Red	Red	Green	Green	Green	Green	Green	Green
Tooele	Yellow	Yellow	Green	Green	Green	Green	Green	Green
Uintah	Green	Red	Green	Green	Green	Red	Yellow	Green
USDB	Red							
Wasatch	Red	Red	Green	Green	Green	Green	Red	Red
Washington	Green							
Wayne	Red	Red	Green	Green	Green	Green	Green	Green
Weber	Red	Red	Red	Red	Red	Red	Green	Yellow