

Utah Model Teacher Evaluation System

Human Resources - May 6, 2026

Evaluation System Purpose

The purpose of the Utah Teacher Evaluation System is to provide a growth-oriented framework for evaluation that focuses on student impact, and teacher professional growth, within the Utah Effective Teaching Standards (UETS).

The Utah Effect Teaching Standards describe the knowledge, skills and dispositions that are the hallmark of effective instruction. The standards reflect Utah's commitment to learner-centered educational experiences. The UETS provide one lens for assessing teacher effectiveness.

Components of the Utah Model Evaluation System are designed to align with the UETS, and meet standards set forth by the Utah State Legislature, and Utah State Board of Education.

Outcomes :

1. Teachers are supported with frequent, ongoing feedback, relative to the UETS.
2. Continued growth in teaching and learning in the classroom.
3. Continuous engagement in a reflective cycle that drives ongoing professional learning.

State Model - Evaluation Cycle

Summative Evaluation

- occurs at least once every four years,
- uses multiple lines of evidence, including:

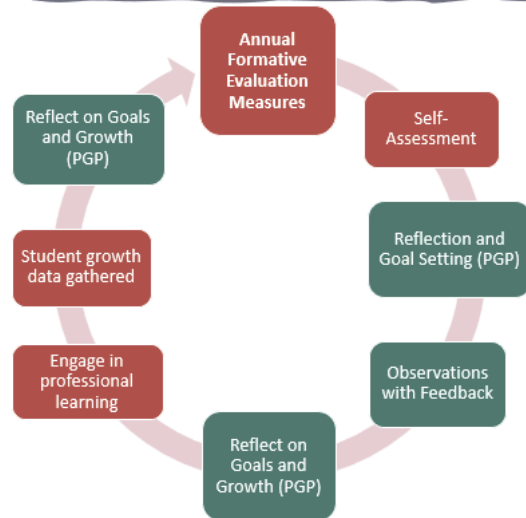
Self-assessment

Student and parent feedback

Reasonable number of supervisor observations

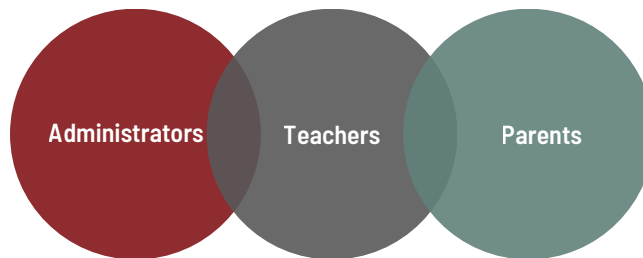
Student academic growth data

Evidence of professional growth and instructional improvement



Committee

The joint committee will receive yearly feedback from administrators and teachers on how the tool is working and what changes need to be made. The committee is comprised of the following



Committee Members

Nicole Meibos, Quinn Karlinsey, Heather Neilson, Matt Williams, Patrick Andrus, Rich Murry, Jennifer Thomas, Justin Skeen, Kendra Palmer, Chris Taylor, Maryann Broberg, Cami Argyle, Kristen Hansen, Sarah Wichern, Shelby Healey, and Justen Selman.

State Rule Section [R277-323-3](#)

[53G-11-506](#). 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 educators based on a model developed by the state board; or
 - b. Create the local school board's own evaluation program for educators.
5. The evaluation program developed by the joint committee shall comply with the requirements of Sections [53G-11-507](#) through [53G-11-511](#) and rules adopted by the state board under Section [53G-11-510](#).

[Senate Bill 241](#) - Coming Soon

Elementary teacher evaluations must now include :

- Science of reading knowledge
- Science of reading instructional practice
- Literacy-specific performance indicators

This means districts will need to ensure :

- Evaluators are trained to recognize evidence-based literacy instruction.
- Teachers receive professional learning aligned to the science of reading.
- Evaluation tools (e.g., JPAS, district rubrics) incorporate literacy-specific look-fors.

Observation/Summative Evaluation

1. Classroom observations should be conducted frequently and may be of varying lengths.
2. A teacher receives a summative score based on the following levels and suggested definitions:
 - a. One (not effective)
 - b. Two (partially effective)
 - c. Three (effective)

UETS Field Guide

EXAMPLE 1:

Standard 1: Learners and Learning

Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:

Element 1: Personalizing Learning

Designing learning that builds on background knowledge while providing opportunities for each student to access, practice and refine new learning.

Element 2: Building Relationships

Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.

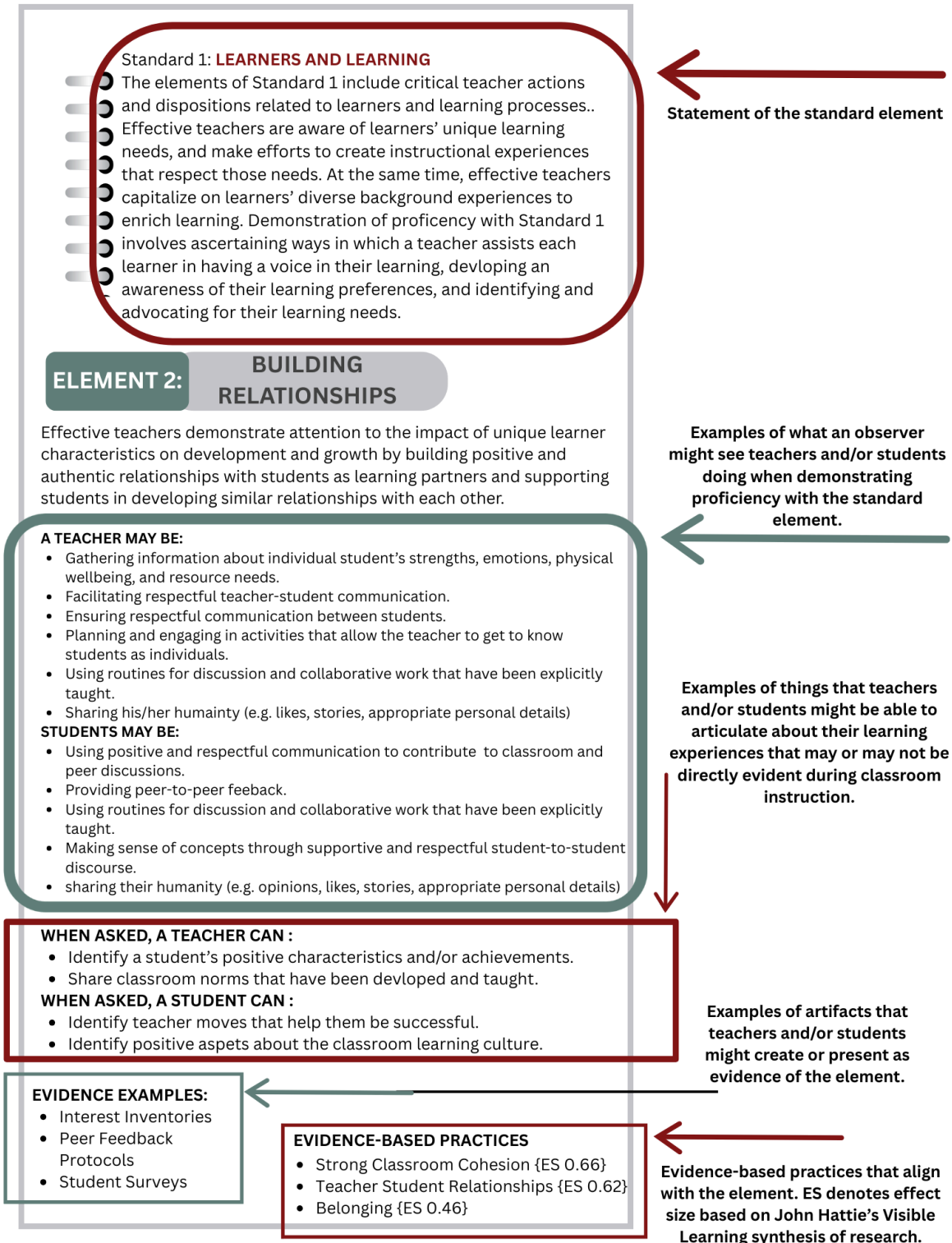
Element 3: Respecting Learner Backgrounds and Perspectives

Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.

Element 4: Fostering Student Self-Awareness

Providing formative and timely feedback to guide students in self-assessment of learning and demonstration of competency to support students in understanding themselves as learners.

EXAMPLE 2:



Observation Tool

Utah Effective Teaching Standard: Learners and Learning - Observable Components (required)

Reference the UETS Field Guide below for observable components, examples, artifacts, and questions.
[UETS Field Guide pg 5-11](#)

	Applied	Developing	Not Observed
S1/E1 - Personalizing Learning- Designing learning that builds on background knowledge while providing opportunities for each student to access, practice and refine new learning. • Tier 1 instruction is scaffolded for a variety of learners. • Opportunities are provided for students to self-direct their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S1/E2 - Building Relationships- Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other. • Positive peer relationships are fostered through established expectations and routines in collaborative student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S1/E3 - Respecting Learner Backgrounds and Perspectives- Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community. • Student's individual backgrounds and learning needs are known and supported. (IEP, ELL, ESL, 504, etc.). • Inclusion, and differentiation strategies are integrated into Tier 1 instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S1/E4 - Fostering Student Self-Awareness - Providing formative and timely feedback to guide students in selfassessment of learning and demonstration of competency to support students in understanding themselves as learners. • Opportunities are provided for students to self-assess their learning. • Students are provided with timely and specific formative feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lines of Evidence (required)

Utah Effective Teaching Standard: Instructional Design Clarity - Observable Components (required)

Reference the UETS Field Guide below for observable components, examples, artifacts, and questions.
[UETS Field Guide pg 13-19](#)

	Applied	Developing	Not Observed
S2/E1 - Content- Demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery, and designing learning experiences aligned to clear learning intentions and success criteria. • Lessons are aligned with Utah Core Standards. • Learning intentions and success criteria are planned and communicated for each lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S2/E2 - Learning Progression- Demonstrating a comprehensive understanding of where students have been, where they are now and where they are going using strategically sequenced learning experiences aligned within and across grade levels. • Structures and procedures are in place for daily review/preview of content. • Intentional opportunities are provided for modeled, supported, and independent, practice of new concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S2/E3 - Instructional Planning- Planning high quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their own growth and allow multiple opportunities and means for demonstration of competency. • Lesson planning includes multiple ways for students to demonstrate learning. • Formative assessment is used to guide lesson planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S2/E4 - Engagement- Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies. • All students are provided with multiple opportunities to respond and engage with learning during a lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Utah Effective Teaching Standard: Instructional Practice - Observable Components (required)

Reference the UETS Field Guide below for observable components, examples, artifacts, and questions.
[UETS Field Guide pg 21-28](#)

	Applied	Developing	Not Observed
S3/E1 - Instructional Strategies- Using appropriate academic language and evidence-based strategies to stimulate higher-level thinking, discourse and problem solving and to scaffold learning experiences to meet the needs of all students. • Effective questioning strategies, at varying depths of knowledge, are used to elicit thinking. • Students have opportunities for collaboration, discussion and problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S3/E2 - Assessment Practices- Critically analyzing evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth. • Formative assessment practices are used to inform instruction and support learner progress. • Engages in frequent collaboration with others to analyze assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S3/E3 - Relevance- Providing relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency. • Content is clearly and regularly connected to relevancy for students now and/or in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S3/E4 - Innovation and Technology- Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes. • Technology tools are purposefully used to deepen student learning. • Students are regularly encouraged to engage with content in creative ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Utah Effective Teaching Standard: Classroom Climate - Observable Components (required)

Reference the UETS Field Guide below for observable components, examples, artifacts, and questions.
[UETS Field Guide pg 31-36](#)

	Applied	Developing	Not Observed
S4/E1 - Respectful Learning Environment- Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion. • Classroom routines and behavior expectations are clear, equitable, and effective. • Expectations are in place for the respectful exchange of ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S4/E2 - Classroom Safety- Involving students in establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while consistently following through with clear expectations, procedures, norms, and protocols. • Consistent follow through with class and school behavior expectations. • Students are involved in establishing rules and expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S4/E3 - Classroom Organization- Strategically organizing and structuring the physical classroom environment for optimal student learning. • The classroom is clean, organized and inviting. • The classroom is structured for student participation, and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S4/E4 - Growth-Oriented Classroom Climate- Cultivating a classroom culture that encourages rigorous learning, perseverance and promotes critical thinking. • Higher level thinking strategies are used to increase academic rigor and encourage critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Utah Effective Teaching Standard: Professional Responsibility (required)

Reference the UETS Field Guide below for observable components, examples, artifacts, and questions.
[UETS Field Guide pg 37-40](#)

	Applied	Developing	Not Observed
55/E1 - Adherence to Laws, Rules, and Policies-Maintaining a current educator license and adhering to relevant laws, rules and policies impacting educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55/E2 - Continuous Professional Learning- Engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instructional, and schoolwide improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55/E3 - Communication- Using effective and responsible communication with students, families, and colleagues about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55/E4 - Professional and Ethical Conduct- Treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Utah Effective Teaching Standard: Learners and Learning - Observable Components (required)

Reference the UETS Field Guide below for observable components, examples, artifacts, and questions.
[UETS Field Guide pg 5-11](#)

	Applied	Developing	Not Observed
S1/E1 - Personalizing Learning- Designing learning that builds on background knowledge while providing opportunities for each student to access, practice and refine new learning. • Tier 1 instruction is scaffolded for a variety of learners. • Opportunities are provided for students to self-direct their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S1/E2 - Building Relationships- Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other. • Positive peer relationships are fostered through established expectations and routines in collaborative student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S1/E3 - Respecting Learner Backgrounds and Perspectives- Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community. • Student's individual backgrounds and learning needs are known and supported. (IEP, ELL, ESL, 504, etc.). • Inclusion, and differentiation strategies are integrated into Tier 1 instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S1/E4 - Fostering Student Self-Awareness - Providing formative and timely feedback to guide students in selfassessment of learning and demonstration of competency to support students in understanding themselves as learners. • Opportunities are provided for students to self-assess their learning. • Students are provided with timely and specific formative feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lines of Evidence (required)

Summative Evaluation Tool

Learners and Learning (required)

Please rate the following questions using one of the three ratings.
 1- (Not Effective) The educator did not meet performance expectations.
 2- (Emerging/Minimally Effective) The educator partially met performance expectations by demonstrating evidence of professional growth or demonstrating evidence of student growth.
 3- (Effective) The educator met performance expectations by demonstrating evidence of professional growth and demonstrating evidence of student growth.

Reference the UETS Field Guide below for observable components, examples, artifacts, and questions.
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	Effective	Emerging/Minimally	Not Effective
S1/E1 - Personalizing Learning- Designing learning that builds on background knowledge while providing opportunities for each student to access, practice and refine new learning. • Tier 1 instruction is scaffolded for a variety of learners. • Opportunities are provided for students to self-direct their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Evaluator Comments/Lines of Evidence (required)

Instructional Design Clarity (required)

Please rate the following questions using one of the three ratings.
 1- (Not Effective) The educator did not meet performance expectations.
 2- (Emerging/Minimally Effective) The educator partially met performance expectations by demonstrating evidence of professional growth or demonstrating evidence of student growth.
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S2/E4 - Engagement- Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies. • All students are provided with multiple opportunities to respond and engage with learning during a lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Practices (required)

Please rate the following questions using one of the three ratings.

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2. (Emerging/Minimally Effective) The educator partially met performance expectations by demonstrating evidence of professional growth or demonstrating evidence of student growth.
3. (Effective) The educator met performance expectations by demonstrating evidence of professional growth and demonstrating evidence of student growth.

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S3/E4 - Innovation and Technology- Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes. • Technology tools are purposefully used to deepen student learning. • Students are regularly encouraged to engage with content in creative ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Classroom Climate (required)

Please rate the following questions using one of the three ratings.

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Professional Responsibility (required)

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2. (Emerging/Minimally Effective) The educator partially met performance expectations by demonstrating evidence of professional growth or demonstrating evidence of student growth.
3. (Effective) The educator met performance expectations by demonstrating evidence of professional growth and demonstrating evidence of student growth.

Reference the UETS Field Guide below for observable components, examples, artifacts, and questions.
[UETS Field Guide pg 37-40](#)

	Effective	Emerging/Minimally	Not Effective
S5/E1 - Adherence to Laws, Rules, and Policies-Maintaining a current educator license and adhering to relevant laws, rules and policies impacting educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S5/E2 - Continuous Professional Learning- Engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instructional, and schoolwide improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S5/E3 - Communication- Using effective and responsible communication with students, families, and colleagues about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S5/E4 - Professional and Ethical Conduct- Treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WSD Evaluation Resource Handbook

Teacher Support Plan of Assistance Template

Teacher Information

- **Teacher Name:**
- **School / Department:**
- **Grade Level / Subject:**
- **Administrator / Evaluator:**
- **Date Plan Initiated:**
- **Plan Duration: (e.g., 6 weeks, 9 weeks)**

1. Areas of Concern: Clearly identify the specific performance areas that require improvement using objective, observable language.

Examples include: Classroom management and student engagement, instructional planning and lesson design, assessment practices, professional responsibilities, communication, and collaboration

Documented Concerns:

2. Evidence Supporting Concerns: List the data or observations that led to the plan.

Examples include: Classroom walkthroughs, formal observations, student work samples, parent or student feedback, missed deadlines or procedural issues

Evidence Summary:

3. Improvement Goals: specific, measurable, achievable, relevant, and time-bound (SMART).

Goal(s):

4. Support & Resources Provided: Detail what the school/district will provide to help the teacher succeed.

teacher succeed.

Possible supports: Instructional coaching, classroom management training, co-planning sessions, peer observations, professional development workshops, access to curriculum resources, regular check-ins with administrator

Supports Offered:

5. Administrator Actions: Outline what leadership will do to monitor and support progress.

Examples: Weekly check-ins, scheduled observations, coaching cycles, review of lesson plans

Administrator Commitments:

6. Teacher Actions and Expectations: List the specific steps the teacher must take to demonstrate improvement.

Examples: Submit weekly lesson plans, implement agreed-upon classroom routines, use formative assessments consistently, attend required PD sessions, maintain communication logs

Teacher Responsibilities:

7. Monitoring and Evaluation: Describe how progress will be measured and documented.

Monitoring Methods: Observation notes, student data, coaching logs, artifacts (lesson plans, assessments, etc.)

Check-in Schedule:

8. Plan Review: A brief summary of progress.

- **Strengths observed:**
- **Areas still needing improvement:**
- **Adjustments to supports (if any):**

9. Final Evaluation: At the end of the plan, document whether expectations were met.

Final Determination:

- **Goals Met** **Partial Progress** **Goals Not Met**

Comments:

10. Signatures

Indicates that the plan has been reviewed and discussed.

- **Teacher Signature:** _____ **Date:** _____
- **Administrator Signature:** _____ **Date:** _____
- **Coach (if applicable):** _____ **Date:** _____