



Preparing Future-Ready Learners and Leaders

Educator Effectiveness Plan

Resource Handbook

Acknowledging and Honoring
Quality Performance

Updated July 2025

WEBER SCHOOL DISTRICT EDUCATOR EVALUATION

The Weber School District Board of Education recognizes that educator effectiveness is one of the most important factors in improving student achievement. The primary purpose of the evaluation is to support students and improve instruction in every classroom. Improved evaluation systems will benefit students by driving systematic improvement and growth and fostering professional capacity development.

A certified administrator will observe and evaluate the instructional performance of all licensed employees in the Weber School District, both formally and informally. Using a collaborative evaluation process, educators will receive feedback regarding their professional strengths and areas needing improvement (State Board Rule R277-533).

The WSD Educator Agreement on the HR website can be used for definitions and agreement clarifications.

Public Educator Evaluation Requirement (PEER) Committee

Weber School District (WSD), in accordance with requirements from the Utah State Board of Education (USBE), meets the PEER Committee membership requirements.

The committee's goal is to:

- Establish collaborative goal-setting that works for the classroom and the school
- Develop an unbiased and objective process that facilitates communication
- Promote a process that is interactive and provides ongoing training for educators and administrators
- Provide proactive professional development

The PEER Committee members are:

Name	Role
Nicole Meibos	Human Resource Director - Certified
Quinn Karlinsey	Assistant HR Director
Matt Williams	Secondary Director
Heather Neilson	Elementary Director
Rich Murray	Administrator
Justin Skeen	Administrator
Patrick Andrus	Administrator
Jennifer Thomas	Administrator
Kendra Palmer	Teacher
Christopher Taylor	Teacher
Maryann Broberg	Teacher
Cami Argyle	Teacher
Kristen Hansen	Parent
Sarah Wichern	Parent
Shelby Healey	Parent
Justen Selman	Parent

Educator Effectiveness Plan

Educators will receive training on the Educator Effectiveness Plan at the beginning of each new school year. The supervisor shall orient all educators concerning the Educator Effectiveness Plan, including its purpose, methods for observation, and final evaluation rating. Observations may not occur before the supervisor's training.

The Weber School District Educator Effectiveness Plan is designed to provide educators with support, feedback, and the knowledge to continually improve their teaching and classroom setting. The components of the plan include:

- Educator Self-Assessment
- Professional/Academic Goals
- Classroom Observations
- Year-End Evaluation (Summative Score)

The supervisor will meet with the educator at the beginning of the year to discuss the self-assessment and goals. The administrator and the educator will schedule an observation time. If more observations are completed, all observations will be on the TalentEd platform for both administrator and educator to access. There will also be a scheduled year-end appointment to review progress and finalize the year-end evaluation rating (Summative Score).

All Weber School District Educator Effectiveness Resources are found on the PowerSchool Educator Perform online platform.

Educator Self-Assessment

Reflecting on personal practice through thoughtful, honest self-assessment enables an educator to identify areas for professional improvement and set goals directly linked to the standards and elements. In addition, the self-assessment enables the educator to compare personal responses with data from other measures, i.e., feedback, observations, and end-of-year reports. The educator can compare individual perceptions of strengths and areas for improvement with the perceptions of others. Self-assessment will result in improved goal setting, performance, and evaluation.

The annual self-assessment is conducted at the beginning of the school year. Educators self-assess each element using a sliding scale from zero to three and may note evidence from the past year to support the rating. While supervisors will discuss self-assessment with educators, the self-assessment ratings are not used to create final ratings in the end-of-year summative evaluation report.

Professional Goals/Student Growth Data

Each educator will complete a professional goal that directly relates to one or more effective teaching standards and indicators. The educator will also create a plan focusing on student growth and achievement.

Educators are encouraged to use the self-assessment, previous observations, and/or evaluations to identify focus areas when creating professional goals and plans.

While creating goals is the educator's responsibility, the supervisor may provide direction or clarification when needed.

Standards and Elements

USBE has identified standards and elements to help educators identify and implement best classroom practices to improve student learning. Educators will be observed and evaluated based on the implementation of these standards and elements in their classrooms. They will use these standards and elements to self-assess their teaching and create yearly goals.

The standards for classroom educators are:

- Learners and Learning
- Instructional Design Clarity
- Instructional Practice
- Classroom Climate
- Professional Responsibility

The elements within each standard can be found using the link below:

- [Utah Effective Teaching Standards Handbook](#)

Classroom Observations

Observations and the post-observation discussion provide formative feedback intended to increase supervisor-educator conversations about practice and to promote continuous improvement.

The observation protocol is directly aligned with the standards and elements to validate standards-based performance. In addition to alignment with the standards, using multiple observations increases the validity of the observation data, as observers have multiple opportunities to see indicators in practice. The Weber School District observation rubric provides observers and educators with in-depth information on observation items. Although supervisors are required to perform a minimum number of observations, they may do more at their discretion. Observations may be completed only by the supervisor or the supervisor's designee. All observers must receive training and be certified raters before performing an observation used for an educator's evaluation.

During a three-year summative evaluation year, career educators will participate in at least one scheduled in-class observation that lasts at least 30 minutes.

Provisional educators will participate in two scheduled in-class observations that lasts at least 30 minutes. The first scheduled observation will be completed by October 31st of each school year.

Additional observations may be completed at the supervisor's discretion or at the educator's request. Observations provide comprehensive input into the overall collaborative process of the evaluation.

Observed items will be rated during each classroom observation using the following scale:

OBSERVATION RATINGS

NOT OBSERVED	Indicates that the observer did not see evidence of this element during the time frame. If the evidence should have been present but was not, then the observer will note what was missing. Often, the element was not witnessed due to the timing of the observation and might be observed at another time.
DEVELOPING	Some evidence of this element was observed, but consistency or full implementation was not observed.
APPLIED	Evidence of this element was observed and well implemented in classroom instruction.

Observers are encouraged to document evidence and write notes or comments for individual observation items during the observation. These comments increase the quality of the feedback. General comments at the end of the observation should be aligned with the ratings and comments for individual items.

After the observation, the supervisor will finalize it and give the educator online access to the observation ratings and comments. A conference is required within 15 school days following the observation.

If all the observation ratings are “Applied,” these conferences may occur in person, via email, or through other modes of communication and may be initiated by either the educator or supervisor. The educator may include any supporting evidence to the supervisor to demonstrate classroom practices that may not have been observed during the observation.

For all educators, if any observation rating is “Developing” or “Not Observed,” the career educator will be provided support and interventions, which may include but are not limited to, instructional coaching, classroom visits, colleague support, etc, to meet the educator's needs. A second observation should be completed within two months.

Observations are intended to provide feedback to the educator about what the observer sees in the classroom during the 30-minute visit as well as other data collected throughout the year. Supervisors will use observation data and other evidence to help determine and calculate the end-of-year summative ratings for each indicator.

Year-End Evaluation Rating

All educators will participate in an end-of-year summative conference with their supervisor.

Career Educators will be evaluated on a three-year cycle. If the administrator has concerns or an educator requests a new observation, it may be completed outside the three-year cycle.

Career educators, during a three-year evaluation, will review the summative evaluation score, where goal progression, observation data, student growth measures, and additional feedback are discussed. The educator will receive an end-of-year summative evaluation report with a final rating on each element. The supervisor makes the final ratings and is informed by observations, student growth data, and other evidence the supervisor may obtain. Supervisors will use the state rating descriptions to determine the summative ratings.

Career Educators not in need of a three-year summative evaluation will review goal progression, observation data, student growth measures, and additional feedback. The educator's previous observation score(s) will be retained from the previous summative evaluation.

Provisional Educators will be evaluated yearly until they receive career status.

SUMMATIVE RATINGS	
NOT EFFECTIVE (1)	The employee rarely or never effectively implements this element or clearly disregards it on one or more occasions; the employee must focus improvement efforts on this indicator.
MINIMALLY EFFECTIVE or EMERGING (2)	The employee implements this element inconsistently and/or at a less-than-effective level regularly; improvement is needed to be consistently effective.
EFFECTIVE (3)	The employee demonstrates the consistent implementation of the element.

Provisional Educators

Provisional Educators are defined as educators within their first three years in the profession or career educators within their first two years in the Weber School District. The Weber School District believes that provisional educators are still learning and may need additional support and feedback as they work to earn career status.

Provisional educators may receive a mid-year meeting to review first-semester observations. This is meant to offer feedback, provide needed support, and address any concerns the provisional educator may have.

Provisional educators may achieve career status after three full consecutive years of employment with the district, provided they earn consistent effective ratings on observations and evaluations. Under special circumstances, supervisors may extend an employee's provisional status in writing for no more than five total provisional years.

When provisional educators are eligible for a move from provisional to career status, one of the following decisions is made:

- Career status is granted
- The provisional period is extended
- The contract is not renewed

The educator will be notified of the decision via a letter from the principal.

Corrective Action

The purpose of Corrective Action is for the career educator who is not effective in meeting the Standards even after working through Specific Professional Assistance (WSD negotiated Corrective Action Plan). Provisional educators are subject to non-renewal of contract.

Professional Plan of Assistance - Career Educator

A career educator whose year-end evaluation rating (Summative Score) is rated as “Not Effective” will be placed on a professional plan of assistance. Before placing a career educator on a plan of assistance, the administrator shall provide written notice that the career employee’s contract is subject to non-renewal or termination if, upon a reevaluation of the career employee’s performance, the career employee’s performance is determined to be not effective.

If placed on a plan of assistance, the district shall provide the career educator with reasonable assistance to improve performance. The educator is responsible for improving performance by using the resources identified by the school district and demonstrating acceptable levels of improvement in the designated areas of deficiencies.

The plan will indicate the length of time for remediation. Educators on a plan of assistance have the right to representation of their choice at any meeting or conference in which the evaluations of the educators’ progress as it pertains to the plan of assistance are discussed or a meeting where the terms of the plan of assistance are revised or modified.

Following the completion of the professional plan of assistance, an educator shall be given a re-evaluation. Educators who no longer score “Not Effective “ shall have their final summative score adjusted. Suppose there is no improvement after the completion of the Plan of Assistance. In that case, the educator will be terminated in accordance with the procedures outlined in the Orderly Termination Section of the Educator’s Agreement.

An educator who is not satisfied with a summative evaluation or a re-evaluation may request a review in writing of the summative/re-evaluation within fifteen (15) calendar days after receiving the written summative evaluation. State Board Rule, R277-533-8.

Professional Plan of Assistance - Provisional Educator

Provisional educators with a professional performance rating of “Not Effective” or “Emerging” may, but are not required to, be placed on a plan of assistance or given additional professional goals. Alternatively, provisional educators with a professional performance rating of “Not Effective” or “Emerging” may be non-renewed.

If previously noted deficiency(s) is/are not noted in subsequent evaluations, it shall be understood that the deficiency(s) has/have been corrected. The foregoing shall not be construed to mean that evaluators are responsible for the educator’s success or failure, nor shall it be construed to mean that a provisional educator who has corrected deficiencies may not be non-renewed.

Each provisional educator will be given assistance through the District Instructional Coach Program.

Evaluation Timeline

This timeline is recommended for the yearly evaluation process, which differs for career and provisional employees. All evidence gathered from the components in the system is reviewed and discussed in the summative evaluation conference.

QUARTER	PROVISIONAL EDUCATOR	CAREER EDUCATOR
FIRST	<ul style="list-style-type: none"> ● Evaluation Training ● Self-Assessment ● Create Professional Goals ● Conference with supervisor ● Observation #1 	<ul style="list-style-type: none"> ● Evaluation Training ● Self-Assessment ● Create Professional Goals ● Conference with supervisor
SECOND	<ul style="list-style-type: none"> ● Observation #2 ● Mid-year Meeting 	<ul style="list-style-type: none"> ● Observation #1
THIRD	<ul style="list-style-type: none"> ● Additional observations (as needed) ● Professional Growth Plan progress reviewed and next steps identified 	<ul style="list-style-type: none"> ● Additional observations (as needed) ● Professional Growth Plan progress reviewed and next steps identified
By April 1	<ul style="list-style-type: none"> ● Summative Evaluation 	<ul style="list-style-type: none"> ● Summative Evaluation based on a three-year cycle

UTAH EFFECTIVE TEACHING STANDARDS AND ELEMENTS

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 demonstrating competency to support students in understanding themselves as learners.

Standard 2: Instructional Design Clarity

Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction, and effectively plan for learning and student engagement by:

Element 1: Content	Demonstrating a comprehensive understanding of Utah Core Standards, communicating content relevance, communicating clear pathways to student mastery, and designing learning experiences aligned to clear learning intentions and success criteria.
Element 2: 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.
Element 3: Instructional Planning	Planning high-quality, personalized instructional activities that are informed by student progress data, provides multiple opportunities for students to reflect upon and assess their own growth, and allows multiple opportunities and means for demonstration of competency.
Element 4: Engagement	Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies.

Standard 3: Instructional Practice

Effective teachers engage in high-quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning, and meet the learning needs of each student by:

Element 1: 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.
Element 2: 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.
Element 3: Relevance	Providing relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency.
Element 4: 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.

Standard 4: Classroom Climate

Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance by:

Element 1: Respectful Learning Environment	Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.
Element 2: 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.
Element 3: Classroom Organization	Strategically organizing and structuring the physical classroom environment for optimal student learning.
Element 4: Growth-Oriented Classroom Climate	Cultivating a classroom culture that encourages rigorous learning, perseverance, and promotes critical thinking

Standard 5: Professional Responsibility

Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities by:

Element 1: Adherence to Laws, Rules and Policies	Maintaining a current educator license and adhering to relevant laws, rules, and policies impacting educators.
Element 2: Continuous Professional Learning	Engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instructional, and schoolwide improvement.
Element 3: Communication	Using effective and responsible communication with students, families, and colleagues about student learning.
Element 4: Professional and Ethical Conduct	Treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.