

MEMORANDUM

Date: June 3, 2025
To: Salt Lake City School District Board of Education
From: Nathan Elkins, Director Human Resource Services - Certified
Subject: Request to Approve Joint Educator Evaluation Committee Recommendations

In accordance with Utah Code 53G-11-520, Alternative Educator Evaluation Process, and Utah State Board of Education Board Rule R277-323, Public Educator Evaluation, the following request is submitted for review and approval.

The Salt Lake City School District Board of Education previously approved Joint Educator Evaluation Committee (JEEC) during the November 19, 2024, public board meeting. The purpose of this committee was to develop an educator evaluation program in consultation with the Salt Lake City School District Board of Education to comply with the updated educator standards and Board Rule R277-323.

Since that time, the JEEC has met numerous times over the course of several months to develop for your review and approval updated evaluations for the following educator groups: teachers, social workers, counselors, nurses, and academic coaches. Additionally, focus groups were consulted for additional feedback regarding their respective evaluations.

If approved, the proposed evaluations would take effect starting in the 2025-26 school year.

Attachments:

Proposed educator evaluation indicators and performance ratings.

Requested action: approve the proposed evaluations recommended by the JEEC for teachers, social workers, counselors, nurses, and academic coaches.

In compliance with State Code 53G-11-506 and Board Rule R277-323, the Joint Educator Evaluation Committee (JEEC) met on May 28, 2025, and approved updated educator evaluation indicators for teachers, counselors, social workers, nurses, and academic coaches. Additionally, the JEEC approved an adjustment to the evaluation ratings used for educators. The JEEC respectfully submits the following evaluation indicators and performance ratings for your review and approval:

Teacher Evaluation Indicators

Standard 1: Learners and Learning

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

1.1 Personalizing Learning: Teacher designs learning that builds on background knowledge while providing opportunities for each student to access, practice, and refine new learning.

1.2 Building Relationships: Teacher builds positive and authentic relationships with students as learning partners and supports students in developing similar relationships with each other.

1.3 Respecting Learner Backgrounds and Perspectives: Teacher demonstrates respect for each learner and exhibits actions consistent with recognizing learners' individual backgrounds and perspectives as assets to the classroom community.

1.4 Fostering Student Self-Awareness: Teacher provides formative and timely feedback to guide students in self-assessment of learning and demonstration of competency to support students in understanding themselves as learners.

Standard 2: Instructional Design and Clarity

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

2.1 Content: Teacher demonstrates 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.

2.2 Learning Progression: Teacher demonstrates 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.

2.3 Instructional Planning: Teacher plans 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.

2.4 Engagement: Teacher designs lessons and activities that actively engage students in their learning and uses a variety of effective tools and strategies.

Standard 3: Instructional Practice

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

3.1 Instructional Strategies: Teacher uses 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.

3.2 Assessment Practices: Teacher critically analyzes evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth.

3.3 Relevance: Teacher provides relevant learning opportunities that value students' interests and backgrounds and allows learner agency and choice in accessing learning and demonstrating competency.

3.4 Innovation and Technology: Teacher intentionally selects 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.

4.1 Respectful Learning Environment: Teacher models and fosters respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.

4.2 Classroom Safety: Teacher involves 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.

4.3 Classroom Organization: Teacher strategically organizes and structures the physical classroom environment for optimal student learning.

4.4 Growth-Oriented Classroom Climate: Teacher cultivates 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.

5.1 Adherence to Laws, Rules and Policies: Teacher maintains a current educator license and adheres to relevant laws, rules, and policies impacting educators.

5.2 Continuous Professional Learning: Teacher engages in and values constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instructional and schoolwide improvement.

5.3 Communication: Teacher uses effective and responsible communication with students, families and colleagues about student learning.

5.4 Professional and Ethical Conduct: Teacher treats all with respect and maintains professional and ethical conduct with students, families and colleagues.

Counselor Evaluation Indicators

Standard 1: Professional Foundation

PF 1. Applies developmental learning, counseling, and education theories to support students' development in academic, personal/social, and career domains while actively pursuing professional development opportunities.

PF 2. Demonstrates professional practices and complies with federal and state laws, district policy, and professional standards for school counselors.

PF 3. Adheres to legal and ethical principles. Maintains confidentiality as appropriate (including technology) on behalf of student needs and in accordance with the Family Educational Rights and Privacy Act (FERPA).

PF 4. Maintains high standards in counseling practice aligned with professional guidelines (Utah K-12 Comprehensive School Counseling Program Components).

PF 5. Demonstrates leadership through the development and implementation of a school counseling program. Assumes leadership role(s) in advocating for access to curriculum, programs, services, and resources for all students.

PF 6. Serves on both building-level and district-level committees as appropriate.

PF 7. Advocates for school counseling and the school counseling program. Promotes the program's philosophy, priorities, and practices to staff, parents, and community through communication including but not limited to the school website, stakeholder presentations, newsletters, etc.

PF 8. Creates systemic change through the implementation of the school counseling program. Analyzes multiple sources of data to improve the school counseling program and student outcomes. Secondary counselors participate in an annual data project with the school counseling team.

PF 9. Collaborates to promote a positive school climate. Engages with students, families, and school staff to ensure differences are appropriately respected, promote inclusiveness, and build positive relationships for everyone within the school community.

Standard 2: Direct and Indirect Services

DIS 1. Designs and implements a counseling curriculum plan based on multiple sources of data to meet diverse student needs including state-mandated curriculum (anti-harassment/bullying, suicide prevention, college and career lessons).

DIS 2. Employs effective communication, teaching, and assessment strategies to engage students, check understanding, and adjust instruction as needed. Uses classroom management and behavioral strategies aligned with school expectations to maintain student engagement throughout the lesson.

DIS 3. Supports students' college and career readiness through a variety of tools, activities, and exploration. Secondary counselors collaborate with students and families to create, monitor, and update individual four-year college and career readiness plans.

DIS 4. Provides information to students and staff about Career and Technical Education (CTE) Pathways tailored to their academic level and needs including resources and training to assist students in post-secondary options.

DIS 5. Provides short-term student support and skill building opportunities in individual and small group settings.

DIS 6. Refers students and families to appropriate resources as needed.

DIS 7. Advocates for students and collaborates with school teams to enhance student outcomes in all areas (e.g. registration, transition, MTSS, IEP, 504, BIP).

DIS 8. Examines student progress based on data (grades, attendance, behavior, graduation plan progress, test scores, etc.) and communicates with relevant stakeholders to promote student success. High school counselors create plans with students and families to meet graduation goals.

DIS 9. Prepares all students to become college and career ready. Organizes or assists with college and career activities. Secondary counselors facilitate College and Career Readiness (CCR) meetings in accordance with board policy.

DIS 10. Facilitates informational seminars, workshops, and/or trainings for families and staff to address the needs of the school community.

DIS 11. Follows district crisis response plans and policies, collaborates on prevention efforts, and responds appropriately to crises such as abuse, self-harm, or suicide.

Standard 3: Planning and Assessment

PA 1. Collaborates with school administrators to establish a school counseling program vision and mission that aligns with school and district goals. Establishes annual agreement with school administrators to align counseling goals and strategies with school leadership priorities.

PA 2. Systematically assesses program effectiveness using the USBE program evaluation process and communicates outcomes to stakeholders. Uses data to show the impact of the school counseling program on student outcomes.

PA 3. Manages time and calendar effectively to prioritize student needs aligned with USBE model recommendations. Completes tasks promptly and maintains professional communication.

PA 4. Engages stakeholders to provide input and support for counseling program improvement.

Standard 4: Professional Practice

PPS 1: Actions and communication demonstrate the belief that every student can learn and succeed.

PPS 2: Advocates for access to high-quality education, school counseling programs, and resources for all students.

PPS 3: Engages all students in meaningful preparation for college, career, or other postsecondary options.

PPS 4: Initiates and maintains collaboration among school counselors, students, families, educators, and stakeholders.

PPS 5: Promotes student success through active leadership.

School and District Social Worker Evaluation Indicators

Standard 1: Policy and Procedures

- 1.1:** Adheres to the standards, practices, and code of ethics set by the Utah State Board of Education and National Association of Social Workers.
- 1.2:** Adheres to the SLCSD Social Work Handbook.
- 1.3:** Maintains timely and accurate records and documentation in compliance with Family Educational Rights and Privacy Act (FERPA), state requirements, and district expectations.
- 1.4:** Exhibits self-awareness, self-monitoring, and professional accountability.
- 1.5:** Knows current federal, state, and local laws as well as district policies and procedures that guide school social work practice.

Standard 2: Planning and Preparation

- 2.1:** Identifies student needs through informal (student, family, teacher feedback) and formal assessment (PHQ-9, GAD-7, DSRS-C, USBE approved tools, check-in questionnaires, ORS, YOQs, SCARED, Mood and Feelings Questionnaire, etc.).
- 2.2:** Consults with the school team to create a plan to support students in meeting mental health goals.
- 2.3:** Consults with parents/guardians to create a plan to support students in meeting mental health goals.
- 2.4:** Regularly assess student action plan progress, including but not limited to the Youth Outcome Questionnaire.
- 2.5:** Manages time to be available to students and caregivers in a professional manner.
- 2.6:** Engages in and values constructive feedback, reflective practices, and continued professional learning.

Standard 3: Service Delivery

- 3.1:** Effectively meets with individual students and small groups of students with identified needs and concerns.
- 3.2:** Establishes consistent and ongoing caregiver/parent communication.
- 3.3:** Implements and monitors interventions that improve mental health and behavioral performance.
- 3.4:** Provides specialized services such as crisis intervention and consultation when appropriate.

3.5: Provides programs and services in a culturally sensitive manner.

3.6: Mobilizes school and community resources to maximize academic and behavioral success

Standard 4: Collaboration

4.1: Establishes collaborative professional relationships with colleagues and school/district staff

4.2: Contributes to a safe, positive, and healthy school and work environment.

4.3: Advocates for policies, programs, and services that respects all individuals and supports the inherent dignity and worth of all students, families and school personnel

4.4: Supports all students in accessing necessary resources and removes barriers that prevent access to education and services to enhance student academic progress and learning outcomes.

Nurse Evaluation Indicators

Standard 1: Nursing Process and Practice

- 1.1:** Accurately identifies and assesses student healthcare needs at school.
- 1.2:** Understands and is familiar with vaccines required to attend school and required booster schedule.
- 1.3:** Understands and is familiar with the state vision screening rules and district procedures.
- 1.4:** Uses professional judgement to delegate appropriate nursing tasks to staff members.
- 1.5:** Schedules immunization clinics and administers vaccine series to completion.
- 1.6:** Maintains accurate and timely records for all necessary documentation including but not limited to vaccines, office visits, healthcare plans, workload study, and master schedule.

Standard 2: Presentations and Training

- 2.1:** Works with parents, teachers, school secretaries, and doctors to create, complete, and implement individualized healthcare plans for students with functional health conditions.
- 2.2:** Collaborates with and trains school secretaries to maintain accurate and up to date school immunization records through an approved records database.
- 2.3:** Trains and assists school secretaries to complete annual state immunization reports.
- 2.4:** Accurately trains volunteers overseeing a school's annual vision screening clinic and provides appropriate vision screening upon request.
- 2.5:** Clearly and accurately presents district approved material including, but not limited to maturation programs and blood borne pathogen programs.

Standard 3: Professional Expectation

- 3.1:** Maintains regular and predictable attendance and punctuality
- 3.2:** Completes all general responsibilities and essential functions of the job in a timely manner
- 3.3:** Engages in and values constructive feedback, reflective practices, and professional learning.
- 3.4:** Collaborates with and maintains professional communication with other district nurses, school and district staff.
- 3.5:** Maintains a positive attitude when working with students, parents, co-workers, and other district staff.

Standard 4: Professional Ethics

4.1: Maintains a current nursing license and adheres to relevant laws and rules related to OSHA, HIPPA, FERPA, and Nurse Practice Act Rules.

4.2: Is responsible for compliance with all requirements of federal and state laws, local board policies, and supervisory directives.

Academic Coach Evaluation Indicators

Standard 1: Learner Development

The coach demonstrates knowledge of teachers as adult learners and schools as learning organizations by:

- 1.1** Utilizing teachers' professionalism and knowledge to design appropriate and relevant learning opportunities.
- 1.2:** Responding to the need for change based on data and current research trends.
- 1.3:** Collaboratively facilitating multiple views (administrators, teachers, parents, etc.) with a common purpose.

Standard 2: Learning Differences

The coach understands individual learner differences and cultural and linguistic diversity and is able to provide teachers with a range of strategies and resources to meet diverse learning strengths and needs by:

- 2.1:** Providing teachers with a range of strategies and resources to meet diverse learning strengths and needs.
- 2.2:** Providing guidance on the effective use of instructional materials, instructional strategies, appropriate pacing and student grouping.
- 2.3:** Maintaining an equity mindset, recognizing and helping to remedy practices that cause achievement gaps.

Standard 3: Learning Environments

The coach works with teachers and administrators to create environments that support individual and collaborative learning, and reflective practice by:

- 3.1:** Cultivating a safe environment of respect and rapport.
- 3.2:** Fostering a coherent system of support among all members of the school community.
- 3.3:** Communicating regularly and accurately with all members of the school community.
- 3.4:** Engaging teachers in reflective practice about instruction and student learning.

Standard 4: Content Knowledge

The coach understands the central concepts, tools of inquiry, and structures of the discipline by:

4.1: Demonstrating knowledge of current content and pedagogical research.

4.2: Aligning practice with district priorities and programs.

4.3: Serving as a resource for educators, providing tools, research, and access to other supports for teachers.

4.4: Providing guidance on the tools of inquiry for the content area.

4.5: Providing guidance on the effective use of instructional materials and appropriate pacing.

Standard 5: Assessment

The coach seeks and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work behavior logs, interim assessment, progress monitoring tools) and uses this information to identify strengths and high priority areas for growth by:

5.1: Applying effective structured methods of observation and facilitation.

5.2: Utilizing the principles of the coaching cycle.

5.3: Actively contributing to teachers' collaborative planning and reflections, elevating the quality of those activities.

5.4: Partnering with teachers to prioritize areas of growth for teachers to efficiently maximize student learning.

5.5: Providing honest, non-judgmental, and relevant feedback of teacher practice.

Standard 6: Instructional Planning

The coach designs support for teachers based on analyses of data and aligned to teachers' high priority areas for growth and includes ambitious goals for the coaching cycle by:

6.1: Demonstrating knowledge of how to access and interpret data from various classroom, district, and state assessments.

6.2: Working collaboratively with teachers to use their data to identify areas for growth.

6.3: Working with teachers to design specific goals in the identified areas of growth that will focus the work in the coaching cycle.

Standard 7: Instructional Strategies

The coach uses knowledge of instructional strategies that develop a deep understanding of content working with teachers in the coaching cycle, collaborative meetings, and professional development settings by:

7.1: Building capacity of teachers towards understanding and practicing a range of developmentally, culturally, and linguistically appropriate instructional strategies.

7.2: Using appropriate strategies and resources to adapt coaching and vary his/her role to meet the needs of adult learners.

7.3: Providing opportunities for adult learners to reflect upon and analyze information from multiple and diverse sources.

7.4: Supporting adult learners in using research based instructional strategies.

Standard 8: Reflection and Continuous Growth

The coach is a reflective practitioner who uses evidence to continually evaluate and adapt practice to build teacher capacity, support school improvement plans, and improve student achievement by:

8.1: Maintaining a personal system for continuous reflection about coaching.

8.2: Tackling mistakes and seeks to learn and improve.

8.3: Adjusting coaching strategies to respond to feedback and evidence.

8.4: Recognizing teachers as individual and provides appropriate learning and leadership opportunities.

8.5: Reflecting upon and adjusts practice to meet the purposes of coaching.

8.6: Continuing to deepen and expand knowledge of best practices for supporting content acquisition.

Standard 9: Leadership and Collaboration

The coach is a leader who engages collaboratively with teachers and staff, school and district administrators, and community members to build a shared vision and supportive professional culture focused on student growth and success by:

9.1: Assisting teachers in participating actively as part of the school community.

9.2: Assisting teachers in implementing school improvement plans.

9.3: Helping teachers develop their role as advocates.

9.4: Modeling lifelong learning and collaborative professional practice.

Standard 10: Professional and Ethical Behavior

10.1: The coach demonstrates the highest standard of legal, moral, and ethical conduct by complying with federal and state laws, State Board of Education administrative rules, local board policies, and supervisory directives.

Adjustment to Evaluation Ratings

The district's evaluation system currently assigns four levels of educator performance: not effective, minimally/emerging effective, effective, and highly effective. The current board rule for rating an educator's performance indicates that there should be three levels and provides suggested language for each level. For reference, that board rule (R277-323-2-14) states:

"Summative evaluation rating" means an annual rating of an educator's performance that assigns one of three levels, that may be defined as:

- (a) One – The educator did not meet performance expectations;
- (b) Two – The educator partially met performance expectations by demonstrating evidence of continued professional growth or demonstrating evidence of student academic growth;
- (c) Three- The educator met performance expectations by demonstrating evidence of continued professional growth and demonstrating evidence of student academic growth.

In addition to the proposed evaluation indicators, the JEEC proposes that the summative evaluation ratings for district educators be adjusted to match the current state board rule. This proposal would change the current levels of performance (not effective, minimally/emerging effective, effective, and highly effective) to the following: does not meet expectations, partially meets expectations, meets expectations.