# Utah



| POLICY AREA | Is state connecting this policy area to teacher evaluation/ effectiveness? | Recommendation for State Action |
|---|---|---|
| Evaluation of Teacher Effectiveness | No | Require that evidence of student learning be the most significant criterion in any teacher evaluation system. A teacher should not be able to receive a satisfactory rating if found to be ineffective in the classroom. |
| Tenure | No | Base tenure decisions on evidence of classroom effectiveness, rather than the number of years in the classroom. |
| Professional Development | Yes | |
| Improvement Plans | Yes | |
| Reporting of Aggregate Teacher Ratings | No | Make aggregate school-level data about teacher performance publicly available to shine a light on how equitably teachers are distributed across and within school districts. |
| Compensation | Yes | |
| Dismissal | No | Specify that classroom ineffectiveness is grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers. |
| Layoffs | Yes | |
| Licensure Advancement | Yes | |
| Licensure Reciprocity | No | Make evidence of teacher effectiveness the basis for granting licenses to out-of-state candidates, especially for those who come from states that make student growth a significant factor in evaluations. |
| Student Teaching Placements | Yes | |
| Prep Program Accountability | No | Include data that connect student achievement gains to teacher preparation programs in the state's accountability system. |