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WHY EVALUATION? BELIEFS

Nearly six years ago, in order to comply with the requirements of state law, the superintendent directed the formation of a committee to develop a valid and reliable educator evaluation process.

The evaluation program will recognize excellent skills and abilities as well as provide each educator an opportunity to enhance performance. Every licensed educator will be evaluated whether they are a classroom teacher, a principal, an educator in special services, an administrator, or a teacher leader.

It is important that students have access to the highest quality educators available in the teaching profession. It is just as important to formally recognize the outstanding contributions that Granite's educators make in behalf of students.

BELIEFS

Quality Educators are essential for the success of all students. We believe that an effective evaluation system will:

- ***Be driven by student performance results, and measured through a variety of lines of evidence across multiple domains.***
- ***Hold all licensed educators accountable to a comprehensive set of standards.***
- ***Recognize and celebrate excellence and promote trust and professional growth.***
- ***Be inclusive, fair, and consistent.***
- ***Allow educators to demonstrate skills and abilities.***
- ***Identify deficiencies, provide assistance to remediate poor performance, and assist those who cannot perform in transitioning out of the profession.***
- ***Have necessary resources for effective functioning.***

Granite School District
Professional Growth and Evaluation

EDUCATOR RATING BY PEERS

Educator Name _____ Date _____

The educator named above has requested that you rate his/her performance in each activity listed below. Please rely on your own contact with the educator in making your decision. If you do not have sufficient information to mark an activity, please select the “Don’t know” category. You may make comments on a separate sheet that can be attached to this form.

N=Never S=Sometimes O=Often A=Always D=Don’t know

I. Instruction and Assessment	N	S	O	A	D
A. The educator consistently communicates clearly and accurately.					
B. The educator uses a variety of effective instructional strategies.					
C. The educator uses a variety of engagement strategies.					
D. The educator involves students in meaningful learning opportunities.					
E. The educator makes reasonable and appropriate individual accommodations					
F. The educator uses assessment to guide instruction and verify that meaningful learning is taking place.					
G. The educator systematically reviews and reinforces concepts to support long-term learning.					
II. Planning and Preparation	N	S	O	A	D
A. The educator uses appropriate curriculum materials in planning for instruction					
B. The educator plans and prepares for needs of diverse learners.					
C. The educator sets goals and makes instructional decisions based on data gathered from multiple sources.					
D. The educator applies knowledge of developmentally appropriate practices.					
E. The educator collaborates with colleagues in planning instruction, effectively using resources and providing support for improved student learning.					
III. Learning Environment	N	S	O	A	D
A. The educator shows and elicits respect while developing and maintaining positive rapport.					
B. The educator supports colleagues.					
C. The educator advocates, nurtures, and sustains a culture for learning.					
D. The educator manages procedures.					
E. The educator manages student behavior.					
IV. Professional Responsibilities	N	S	O	A	D
A. The educator participates in professional growth.					
B. The educator interacts and communicates with constituency groups.					
C. The educator maintains professional appearance and behavior.					
D. The educator performs necessary non-instructional duties.					
E. The educator demonstrates professional leadership.					

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Professional Growth and Evaluation*

EDUCATOR OBSERVATION

Teacher _____

Date _____

Formal Observation _____

Informal Visit _____

Time In _____

Time Out _____

Rate Level of Performance: **B** =below standard; **M**=meets standard; **A**=above standard; **E**=exemplary; **N**=not observed

I. Instruction and Assessment	B	M	A	E	N
A. Consistently communicates clearly and accurately.					
B. Uses a variety of effective instructional strategies.					
C. Uses a variety of engagement strategies.					
D. Involves students in meaningful learning.					
E. Makes reasonable and appropriate individual accommodations					
F. Uses assessment to guide instruction and verify that meaningful learning is taking place.					
G. Systematically reviews and reinforces concepts to support long-term learning.					

Comments:

II. Planning and Preparation	B	M	A	E	N
A. Uses appropriate curriculum materials in planning.					
B. Plans and prepares for needs of diverse learners.					
C. Sets goals and makes instructional decisions based on data gathered from multiple sources.					
D. Applies knowledge of developmentally appropriate practices when planning instruction.					
E. Collaborates with colleagues in planning instruction, effectively using resources and providing support for improved student learning.					

Comments:

III. Learning Environment	B	M	A	E	N
A. Shows and elicits respect while developing and maintaining positive rapport.					
B. Supports colleagues.					
C. Advocates, nurtures, and sustains a culture for learning.					
D. Manages procedures.					
E. Manages student behavior.					
F. Prepares and maintains an environment conducive to learning.					

Comments:

IV. Professional Responsibilities	B	M	A	E	N
Maintains professional appearance and behavior.					
Performs necessary non-instructional duties.					

Comments:

Observer Name _____

Position _____

Educator Signature _____

Date Received _____

(Indicates educator has received a copy)

SUMMATIVE EVALUATION SUMMARY

Check Applicable	
<input type="checkbox"/> Provisional	<input type="checkbox"/> Career
<input type="checkbox"/> year 1	
<input type="checkbox"/> year 2	
<input type="checkbox"/> year 3	

Educator Name _____

School _____

Supervisor's Name _____

Date _____

Licensure Year _____

Lines of Evidence	Date (year) of Completion (ex: 04)	Dates of Observation MM/YY
<i>(Required)</i>		
Professional Learning – Year Completed		Provisional – Two observations required each summative year
Number of Points		Career – Observation required each summative year
Check Area of focus using Standards Domains <input type="checkbox"/> Domain I <input type="checkbox"/> Domain II <input type="checkbox"/> Domain III <input type="checkbox"/> Domain IV		
Options: Select one or more of the following for each year:		
<i>Year</i>	<i>Year</i>	<i>Year</i>
Surveys	Recommendations/Commendations	Service
Student Achievement Data	Committee(s)	Other(s)
Portfolio	Student Work	

The following standards are areas of strength:

<i>Standard</i>	<i>Lines of Evidence</i>

The following standards are areas for growth:

<i>Standard</i>	<i>Lines of Evidence</i>

Status of Employment

A. Has this educator's performance been satisfactory during the period covered by this evaluation?	<input type="checkbox"/> Yes	No	
B. Based upon this evaluation, would you recommend the continuation of this educator's employment? (March only)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Supervisor's comments:

Educator's comments:

Educator's Signature _____	Date _____	Supervisor's Signature _____	Date _____
Indicates educator has received copy)			

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Summative Evaluation Process & Timeline



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The purpose of summative evaluation is to determine if standards are being met. The educator and supervisor review goals and lines of evidence for the entire evaluation cycle.

- **Level 1: Provisional educator (twice yearly - submitted November 15th & March 15th)**
- **Level 2: Career educator (usually fifth year with license renewal submitted April 15th)**
- **Level 3: National Board Certified or Doctorate (usually seventh year with license renewal April 15th)**

Provisional Educators

The provisional educator and supervisor will meet as follows:

August - September	<ul style="list-style-type: none"> • First year provisional educators - setting goals during formative meetings • Reviewing goals and lines of evidence from formative evaluations, including current year • Gathering lines of evidence for summative evaluation
October - November	<ul style="list-style-type: none"> • Preparing the <i>Summative Evaluation Worksheet</i> • Preparing the <i>Summative Evaluation Summary</i> and submitting to district permanent record file
December - January	<ul style="list-style-type: none"> • Reviewing evaluations • Gathering lines of evidence for summative evaluation • Preparing the <i>Summative Evaluation Worksheet</i>
February - March	<ul style="list-style-type: none"> • Completing the <i>Summative Evaluation Summary</i> and submitting to school service directors

Career Educators

The career educator and supervisor will meet as follows:

July - August	<ul style="list-style-type: none"> • Reviewing goals and lines of evidence from past formative evaluations, including the current year • Preparing the <i>Summative Evaluation Worksheet</i>
October - November	<ul style="list-style-type: none"> • Selecting lines of evidence for summative evaluation • Preparing the <i>Summative Evaluation Summary</i>
March - May	<ul style="list-style-type: none"> • Completing the <i>Summative Evaluation Summary</i> and submitting to school service directors

Summative Evaluation Forms:

[Summative Evaluation Worksheet - Educator *](#)

[Summative Evaluation Worksheet - Supervisor *](#)

[Summative Evaluation Summary *](#)

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