Policy 3041
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Policy 3041

Educator Evaluation

~~A. Box Elder School District (BESD) recognizes that the quality of public education can be improved and enhanced by a systematic and fair annual evaluation of public educators and remediation of those whose performance is inadequate.~~

~~B. In accordance with state law and rules promulgated by the State Board of Education, the desired purposes of evaluation are to:~~

~~1. promote the professional growth of the educator; and~~

~~2. identify and encourage quality instruction in order to improve student achievement.~~

C. Definitions

1. For purposes of this policy, the following definitions apply:

   a. "Administrator" means an individual who holds an appropriate license and who supervises educators.

   b. "Career educator" means a licensed employee who has a reasonable expectation of continued employment under the policies of the Board

   c. "Educator" means an individual employed by the District who is required to hold a professional license issued by the State Board of Education or for an audiologist or a speech-language pathologist, who is employed by the District and is credentialed by the State Board of Education or by the Division of Professional Licensing, except:

      1) a superintendent, or

      2) an individual who:

         a) works less than three hours per day; or

         b) is hired for less than half of the school year.

2. "Evaluator" means a person who is responsible for an educator's overall evaluation.

3. “Provisional Educator” means an educator employed by the District who has not achieved status as a career educator within the District, who works at least half time during the first three years of employment.

    a. BESD may extend the provisional status of an employee up to an additional two consecutive years if the educator has not obtained career educator status and it is the determination of the district to extend the provisional status.

    b. Career Educators that accept a position which is substantially different from the position in which career status was achieved are also considered provisional for three consecutive years.

4. “Certified evaluator” means an educator who has been trained in evaluating educator performance and has demonstrated competency in using an educator evaluation tool to rate educator performance according to established standards.

5. “Performance” means the combination of an educator’s professionalism consistent with:

    a. The Utah Effective Educator Standards (R277-330)

    b. Student academic growth,

    c. Continued professional growth as an educator, and

    d. Job description

~~6. “Temporary educator” means anyone hired after August 1st during any contract period.~~

7. “Formative evaluation” means a planned, ongoing process which allows educators to engage in reflection and growth of professional skills as related to the Utah Effective Teaching Standards. It occurs in any year an educator is not on a summative evaluation.

8. “Summative evaluation” means an evaluation that summarizes an educator’s performance during an evaluation cycle that is used to make decisions or ratings of an educator’s performance and that may inform decisions related to the educator’s salary, continued employment, personnel assignment, transfer, or dismissal.~~:~~

a. One (Not Effective): The educator did not meet performance expectations. (This is also what is meant by "unsatisfactory performance.")

b. Two (Partially Effective): The educator partially met performance expectations by demonstrating evidence of continued professional growth or demonstrating evidence of student academic growth.

c. Three (Effective): The educator met performance expectations by demonstrating evidence of continued professional growth or demonstrating evidence of student academic growth.

~~d. A supervisor conducts;~~

~~e. Summarizes an educator's performance during an evaluation cycle; and~~

~~f. A supervisor or school district may use to make decisions related to an educator's employment.~~

9. "Chronically absent" means a student who was enrolled in the District for at least 60 calendar days and missed 10% or more days of instruction (whether the absence was excused or not).

10. "Academic growth" means demonstration of student learning through formative assessment measures identified by the District, school, or educator within the school year.

11. "Continued professional growth" means incremental measures of improvement relevant to the Utah Effective Educator Standards.

12. "Observation" means a formal or informal visit made by an administrator to an educator's classroom for the purpose of gathering formative information, providing feedback for growth, and informing decisions related to the educator's summative evaluation.

~~13. "Letter of Expectation" is a letter outlining educator's deficiencies in instruction and expectations to reach expected Utah Educator Teaching Standards.~~

~~14. "Mentor" is an assigned career educator who performs substantially the same duties as the provisional educator and has at least three years of educational experience.~~

~~15. "UETS" Utah Educator Teaching Standards~~

Utah Code § 53G-11-501 (2026)
Utah Admin. Rules R277-323-2 (December 10, 2024)

D. District Educator Evaluation Program Committee

1. To develop, support, monitor and maintain an educator evaluation program, the Board shall establish a committee comprised of an equal number of classroom teachers, parents and administrators. Nominees for classroom teachers shall be voted upon by the District's classroom teachers and a list of those individuals nominated shall be given to the Board. Nominees for administrator members shall be voted on by the District's administrators and a list of those individuals nominated shall be given to the Board. Nominees for parent representatives shall be submitted by community councils within the District. The Board shall appoint committee members from the nomination lists. The committee may:

   a. Adopt or adapt an evaluation program for educators based on a model developed by the State Board of Education; or

   b. Create its own evaluation program for teachers.

2. The evaluation program developed by the committee must comply with the requirements of Utah Code Title 53 G, Chapter 11, part 5 and rules adopted by the State Board of Education.

   Utah Code § 53G-11-506 (2019)
   Utah Code § 53G-11-520 (2024)
   Utah Admin. Rules R277-323-3(1), (8) (December 10, 2024)

E. Adoption of Educator Evaluation Program

1. The Board of Education shall adopt an educator evaluation program in consultation with the Educator Evaluation Program Committee. The Board of Education shall review and approve the educator evaluation program in an open meeting.

   Utah Code § 53G-11-502 (2024)
   Utah Code § 53G-11-506 (2019)
   Utah Code § 53G-11-520(4) (2024)
   Utah Admin. Rules R277-323-3(1), (2) (December 10, 2024)

F. Periodic Evaluations

1. The District shall have an evaluation program that provides systematic and fair evaluations of educators of the District. Evaluations of educators shall occur annually. If the District establishes an alternative educator evaluation program as permitted under Utah Code § 53G-11-520, the program shall include an annual formative evaluation of each educator and shall include a summative evaluation for each educator that occurs at least once every four years. Otherwise, all educators will receive formative evaluations each year and a summative evaluation each year. Such evaluations may be considered by the Board prior to any Board action concerning the individual's employment.

   Utah Code § 53G-11-507(1)(a) (2026)
   Utah Code § 53G-11-520(9)(a) (2024)
   Utah Admin. Rules R277-323-3(3), (4) (December 10, 2024)

~~G. The following outlines the procedures Box Elder School District will follow in evaluating its educators.~~

~~1. Orientation and Training~~

~~a. Box Elder School District will use a reliable and valid system to evaluate all licensed employees.~~

~~b. All licensed employees will be provided an orientation to the District's evaluation program conducted by the principal or his/her designee prior to evaluations as described in this Policy. The orientation will include the purpose of the evaluation and the methods used to evaluate.~~

~~c. All administrators will receive training in rating reliability and will be designated as a certified rater prior to administering an evaluation.~~

H. Evaluation Program Components

1. The District's evaluation program for educators adopted by the Board in consultation with the Educator Evaluation Program Committee shall be ~~A local school board in consultation with a joint committee established in Utah Code § 53G-11-506 shall adopt~~ a reliable and valid educator evaluation program that evaluates educators based on educator professional standards established by the State Board of Education and includes:

a. Annual evaluation of all provisional, probationary, and career educators, including formative and summative evaluations on the cycle established in the evaluation program;

b. The use of multiple lines of evidence, including:

1) Self-evaluation of performance in relation to the Utah Effective Educator Standards;

2) Student and parent input;

3) For an administrator, employee input;

4) A reasonable number of supervisor observations (a minimum of two 20-minute observations including feedback will occur prior to the end of year final conference) to ensure adequate reliability;

5) Evidence of professional growth and other indicators of instructional improvement based on educator professional standards established by the State Board of Education;

a) For formative evaluations, educators will develop and complete a Professional Growth Plan.

6) For a teacher in kindergarten through grade 3, fluency in and implementation of the science of reading, as that term is defined in Utah Code § 53G-10-801;

7) For a principal of a school that includes kindergarten through grade 3, effective implementation of the science of reading, as that term is defined in Utah Code § 53G-10-801; and

8) student academic growth data, including, in kindergarten through grade 3, student performance and academic progress on the benchmark reading assessment described in Policy 4037 Reading Assessment for K-3;

c. a summative evaluation that differentiates among the three levels of performance.

d. The evaluation may provide for a reasonable number of peer observations.

e. For an administrator, the evaluation shall consider feedback from teachers, including input on the effectiveness of the administrator evaluating employee performance in a school for which the administrator has responsibility or within the District.

f. The educator evaluation system may not use end-of-level student assessment scores and may not use the data of a student who is chronically absent.

Utah Code § 53G-11-520(9), (10) (2024)
Utah Admin. Rules R277-323-3(3), (5), (6) (December 10, 2024)

~~I. Summative Evaluation~~

~~a. Will use multiple lines of evidence, including:~~

~~1) Self-evaluation~~

~~a) Will be completed by the evaluated employee using the summative years, using Observer Tab, and~~

~~b) Will include evidence aligned to the rubric for self-designated Utah Effective Educator Standards Effectiveness rating.~~

~~2) Student and/or parent input (employee input for an administrator);~~

~~3) Supervisor observations~~

~~a) A minimum of two 20-minute observations per evaluation period to ensure adequate reliability;~~

~~i. Scheduled and unscheduled observations are expected.~~

~~b) Evidence of professional growth and other indicators of instructional improvement based on educator professional standards established by the State Board of Education;~~

~~4) Student academic growth data~~

~~a) In Box Elder School District, this means student growth assessment data that are submitted by the educator as valid and reliable evidence of student growth and aligned to the Utah Core Standards~~

b. An educator is responsible for improving performance, using resources provided by the District, and demonstrating acceptable levels of improvement in any designated areas of deficiency.

c. An educator may contribute evidence to be considered in the evaluation ranking throughout the evaluation process. Evidence for consideration must be submitted ten school days prior to the end of year conference.

d. A summative evaluation that differentiates among the three levels of performance

1) Effective, Partially Effective, or Not Effective.

a) For provisional educators, an element may be left blank to indicate standards that will be rated in future evaluations

b) For an administrator, the rating will include the effectiveness of evaluating employee performance in a school or school district for which the administrator has responsibility.

e. Component ratings shall be based on evidence submitted by the educator, observations, and data gathered in alignment with Utah Effective Teaching Standards or Utah Educational Leadership Standards.

2. Formative Evaluation

a. A formative evaluation will occur during the non-summative years and will include:

1) A professional growth plan which will assist the educator in a planned ongoing process to engage in reflection and growth of professional skills. This will be competed in Observer Tab.

a) For teachers:

i. informal observations may include feedback by students and/or parents.

b) For administrators:

i. informal observations may include

2) all educators may request individual sections be re-evaluated in the formative years. If the section evaluated improves the summative rating, it will be reported to the District in the next annual report.

3) At the supervisor's discretion, summative evaluations may be held at any time during the four-year cycle.

3. Frequency of Evaluations

a. A four-year evaluation cycle will be used for career educators incorporating a summative, formative 1, formative 2, formative 3, cycle.

1) Provisional educators will receive a summative evaluation:

a) A mid-year progress conference to review the provisional employees' performance levels will be held and will include a draft copy of the summative evaluation tool.

i. A minimum of two 20-minute observations including feedback will occur prior to the mid-year progress conference.

ii. When concerns are observed, a letter of expectation may be given. A letter of expectation may be provided at any time.

b) By March 15th a second conference will be held finalizing the provisional employee's performance levels using a summative evaluation tool.

i. A minimum of an additional two 20-minute observations including feedback will occur after the mid-year progress conference but prior to the end of year final conference.

c) A final printed, signed copy of the summative evaluation tool will be given to the employee and the original will be placed in the employee's local file.

2) Career educators will receive a summative evaluation once every four years.

a) A mid-year progress conference using a draft copy of the summative evaluation too may be held for career educators, but is not required.

b) By the end of the school year a conference will be held finalizing the career employee's performance levels using a summative evaluation tool.

~~i. A minimum of two 20-minute observations including feedback will occur prior to the end of year final meeting.~~

~~c) A final printed, signed copy of the summative evaluation tool will be given to the employee and the original will be placed in the employee's local file.~~

~~d) The summative rating from the evaluation year will be the designated rating during the following formative years.~~

J. Summative Evaluation and Review of Evaluation

1. The person responsible for administering an educator's evaluation shall, at least 15 days before an educator's first evaluation, notify the educator of the evaluation process, give the educator a copy of or access to the evaluation instrument, if an instrument is used, and give the educator notice of potential consequences (including discipline and termination) if an educator fails to meet performance expectations.

2. The person responsible for administering an educator's evaluation shall allow the educator to respond to any part of the evaluation and, if the response is written, attach the educator's responses to the evaluation.

3. Within 15 days after the evaluation process is completed, the person responsible for administering an educator's evaluation shall:

   a. Discuss the written evaluation with the educator;

   b. Based on the educator's performance, assign one of the three levels of performance.

4. An educator who is not satisfied with a summative evaluation has 15 days after receiving the written evaluation to request a review of the evaluation.

   a. If a review is requested, the superintendent or the superintendent's designee shall appoint a person, not an employee of the District, who is a certified evaluator and has experience in evaluating educators to review the evaluation. The reviewing evaluator conducts the review in accordance with the Utah Effective Educator Standards. The reviewing evaluator shall review

      1) The District's educator evaluation policies and procedures,

2) The evaluation process for the educator,

3) The evaluation data from the professional performance, student academic growth, and stakeholder input components, and

4) Any written response to the evaluation submitted by the educator.

b. The reviewing evaluator will provide the superintendent with a written report of findings regarding the initial evaluation. The superintendent will then determine if the initial evaluation was issued in accordance with

1) the District's educator evaluation policies,

2) the requirements of the Utah Effective Educator Standards,

3) Utah Code Title 53G, Chapter 11, and Utah Admin. Rules R277-323.

Utah Code § 53G-11-508 (2020)
Utah Code § 53G-11-520(11), (12) (2024)
Utah Admin. Rules R277-323-5 (December 10, 2024)

K. Support for Educators

1. If an educator receives a rating of not effective ~~an unsatisfactory performance rating~~, the District shall provide the educator with support for academic impact improvement consistent with Utah Code Title 53G, Chapter 11, Part 5, including:

a. Assessing the professional needs of the educator and

b. Providing mentors, coaches, or instructional specialists to assist the educator in establishing timelines and benchmarks for improving academic impact.

2. The District also may provide assistance to any educator in need of support with professional growth as an educator or with student academic growth.

~~3. If sufficient improvement hasn't occurred during these informal/formal conversations and meetings, then for a career educator a Plan of Assistance will be prepared and implemented.~~

~~4. For provisional educators, a letter of expectations may be given.~~

Utah Admin. Rules R277-323-6 (December 10, 2024)

L. Restriction on Salary Adjustments

1. An educator who has received a rating of not effective ~~rating~~ on ~~any of~~ the educator's three most recent evaluations (either formative or summative) is not eligible for the Educators' Salary Adjustment under Utah Code § 53F-2-405.

Utah Code § 53F-2-405(4)(c) (2026)
Utah Admin. Rules R277-110-3(1)(e) (October 8, 2024)

M. Educator Evaluation Data

1. Educator evaluation records are private and are classified as private for purposes of the Utah Government Records Access and Management Act and shall only be accessed by the educator's principal or immediate supervisor, by those who need the information in those records in considering employment decisions, or by the superintendent or designee. Employees shall be trained regarding the confidential nature of employee evaluations and the importance of securing those evaluations and records. The District may not release or disclose student assessment information which reveals educator evaluation information or records.

Utah Code § 53G-11-511 (2024)
Utah Code § 53G-11-520(3)(d) (2024)
Utah Admin. Rules R277-487-6 (July 8, 2025)

N. Evaluation System Reliability

1. Educator evaluations must be performed by certified raters and shall maintain high standards of rater accuracy. To that end, the District shall:

   a. Identify criteria for use in assigning evaluation ratings;

   b. Provide professional development opportunities to all evaluators of licensed educators to:

      1) Assure evaluators understand the Utah Effective Educator Standards;

      2) Improve proficiency in recognizing the criteria used in assigning evaluation ratings; and

3) Give the evaluator an opportunity to demonstrate the ability to rate an educator in accordance with the Utah Effective Educator Standards;

c. Designate qualified raters as certified;

d. Assure that educators are rated by a certified evaluator; and

e. Establish a process for a certified evaluator to maintain the evaluator's skills.

Utah Admin. Rules R277-323-4 (December 10, 2024)