

Evaluation
System
Pilot



High Reliability Schools Framework

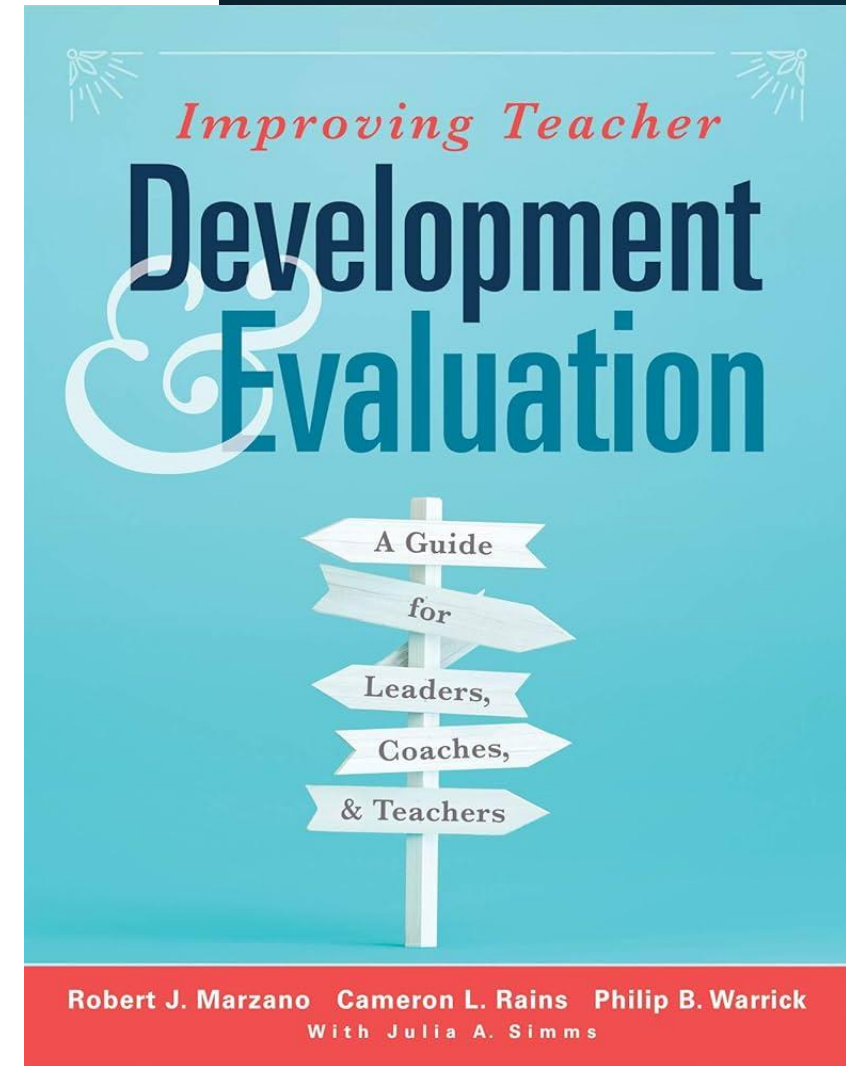


High Reliability Schools Framework

2 Effective Teaching in Every Classroom

Guidance

- Legislation: 53G-11-520
- Board Rule: R-277-323-1
- *Improving Teacher Development and Evaluation*
- Teacher, administrator, parent focus groups



Focus: Teacher Growth

Key – Deliberate Practice

- Specific goals
- Targeted feedback
- Coaching



37 Pilot Schools

- Adams Elementary
- Adelaide Elementary
- Bluff Ridge Elementary
- Clinton Elementary
- Columbia Elementary
- Doxey Elementary
- Ellison Park Elementary
- Holbrook Elementary
- Kaysville Elementary
- King Elementary
- Layton Elementary
- Lincoln Elementary
- Meadowbrook Elementary
- Morgan Elementary
- Orchard Elementary
- Sand Springs Elementary
- Snow Horse Elementary
- South Clearfield Elementary
- Stewart Elementary
- Syracuse Elementary
- Whitesides Elementary
- Centennial Junior
- Central Davis Junior High
- Fairfield Junior High
- Farmington Jr. High School
- Horizon Junior High
- Kaysville Junior High
- Millcreek Junior High
- North Layton Junior High
- Sunset Junior High School
- Syracuse Junior High
- West Point Junior High
- Bountiful High School
- Clearfield High
- Farmington High
- Northridge High
- Syracuse High School

Timeline

37 pilot schools

2026–2027

All schools

2027–2028



Davis Model of Instruction

Included in Summative Evaluation

Included in Goals & Observations

Davis Model of Instruction

Providing and Communicating Clear Learning Goals

F1: Providing scales and rubrics^(NASUT 1)
F2: Tracking student progress^(NASUT 2)
F3: Celebrating Success^(NASUT 3)
F4: Learning goal is clearly outlined for students with reasons why concepts, all connected to Utah Core Standards, are important^(CSD 1)

Using Assessments

F5: Using informal assessments of the entire class^(NASUT 4)
F6: Using formal assessments of the entire class^(NASUT 5)
F7: Allowing students multiple opportunities and means to demonstrate competency^(CSD 2)

Conducting Direct Instruction Lessons

C1: Chunking content^(NASUT 6)
C2: Processing content^(NASUT 7)
C3: Recording and representing content^(NASUT 8)
C4: Using explicit instruction techniques^(CSD 3)

Conducting Practicing and Deepening Lessons

C5: Using structured practice^(NASUT 9)
C6: Examining similarities and differences^(NASUT 10)
C7: Examining errors in reasoning^(NASUT 11)
C8: Using and connecting representations/models^(CSD 4)

Conducting Knowledge Application Lessons

C9: Engaging students in cognitively complex tasks^(NASUT 12)
C10: Providing resources and guidance^(NASUT 13)
C11: Generating and defending claims^(NASUT 14)
C12: Facilitating meaningful discourse^(CSD 5)
C13: Using sense making to develop conceptual understanding^(CSD 6)
C14: Encouraging iterative thinking^(CSD 7)

Strategies that May Appear in All Lessons

C15: Previewing strategies^(NASUT 15)
C16: Highlighting critical information^(NASUT 16)
C17: Reviewing content^(NASUT 17)
C18: Revising knowledge^(NASUT 18)
C19: Reflecting on learning^(NASUT 19)
C20: Assigning purposeful practice^(NASUT 20)
C21: Elaborating on information^(NASUT 21)
C22: Organizing students to interact^(NASUT 22)
C23: Using technology to enhance student learning^(CSD 8)
C24: Adjusting instructional approaches to ensure all students can succeed^(CSD 9)

Using Engagement Strategies

X1: Noticing and reacting when students are not engaged^(NASUT 23)
X2: Increasing response rates^(NASUT 24)
X3: Using physical movement^(NASUT 25)
X4: Maintaining a lively pace^(NASUT 26)
X5: Demonstrating intensity and enthusiasm^(NASUT 27)
X6: Presenting unusual information^(NASUT 28)
X7: Using active reading strategies^(CSD 10)
X8: Using friendly controversy^(NASUT 29)
X9: Using academic games^(NASUT 30)
X10: Providing opportunities for students to talk about themselves^(NASUT 31)
X11: Motivating and inspiring students^(NASUT 32)

Implementing Rules and Procedures

X12: Establishing rules and procedures^(NASUT 33)
X13: Organizing the physical layout of the classroom^(NASUT 34)
X14: Demonstrating a confident proactive presence (withitness)^(NASUT 35)
X15: Acknowledging adherence to rules and procedures^(NASUT 36)
X16: Acknowledging the lack of adherence to rules and procedures^(NASUT 37)

Building Relationships

X17: Using verbal and non-verbal behaviors that build a positive classroom culture^(NASUT 38)
X18: Understanding students' backgrounds, interests, and abilities^(NASUT 39)
X19: Displaying objectivity and control^(NASUT 40)

Communicating High Expectations

X20: Demonstrating value and respect for all learners^(NASUT 41)
X21: Asking in-depth questions of all learners^(NASUT 42)
X22: Probing incorrect answers with all learners^(NASUT 43)

Preparing and Planning

P1: Attending to the guaranteed viable curriculum^(CSD 11)
P2: Engaging in thoughtful planning that supports professional, instructional and schoolwide improvement^(CSD 12)
P3: Adjusting content/strategies driven by data and team input^(CSD 13)

Reflecting on Teaching

P4: Working toward increasing instructional competence individually and collectively^(CSD 14)
P5: Engaging in professional learning and applying new learning to practice^(CSD 15)
P6: Responding to feedback and making efforts to implement suggestions or seek clarification^(CSD 16)

Collegiality and Professionalism

P7: Participating effectively in collaboration efforts with colleagues and school teams^(CSD 17)
P8: Interacting appropriately with stakeholders and colleagues^(CSD 18)
P9: Meeting contractual and professional expectations^(CSD 19)
P10: Demonstrating understanding of Code of Ethics^(CSD 20)

EVALUATION CYCLE FRAMEWORK

