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## Utah Teacher Observation (Formative and Summative)

Observation in progress...

**Teacher Name:**  
**Department:**  
**Grade:**

### Utah Teacher Evaluation Instructions

This form is used for formative and summative evaluations for teachers.

**In the Assessment Information section:**

1. Identify the teacher as provisional or career.
2. Identify this a formative assessment or summative evaluation.
3. Complete the ratings and checklists in Standards 1-10.

**In the Assessment Summary section:**

1. If this is the last assessment/evaluation of the year, complete Stakeholder Input and Student Growth Score ratings.
2. Use override option if you wish to change the recommended overall rating and explain the reason for the override.
3. Finalize and create a print version for your records.

Begin Here ↓↓↓

Save All Data

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### About this Evaluation

**About this evaluation:**

This form may be used for formative assessment and summative evaluation. The evaluator should review observational data, prior formative assessments, and other evidence and artifacts to inform decisions. Using the print option, you may create a hard copy with a signature panel that can be printed, signed, and submitted as your district requires.

**Ratings**

The rating rubric includes four rating levels. Provisional teachers are rated as **Emerging Effective** and career teachers are rated as **Minimally Effective**. The rating label in reports is determined when you identify the teacher as provisional or career. The levels are cumulative for the rubric. An **Emerging Effective** teacher exemplifies the skills expected of a teacher who is new to the profession (Level 1) or an experienced teacher who is working in a new content area or grade level. An **Effective** teacher must exhibit the skills and knowledge described under the **Emerging** heading as well as those under the **Effective** heading. Likewise, a **Highly Effective** teacher exhibits all of the skills and knowledge described in that element and the **Emerging** and **Effective** elements. Ratings are intended to support professionalism. Instruction becomes qualitatively better across the scale. An experienced (Level 2) teacher who scores at the **Minimally Effective** level must have access to formative support to correct deficiencies and achieve the **Effective** level within a reasonable period of time. The **Not Effective** rating should be used when a teacher is performing below expectations and not making adequate growth toward becoming **Effective** on the item.

**Evidence**

Evidence provides confirmation that an item has been achieved at a particular level of effectiveness. Evidence may be introduced by the teacher or the evaluator and must be reviewed during the conference. Evidence may supply information and verification to items already observed and to items not yet observed. Evidence should be specific to the standard and the item, and must provide clear information supportive of the rating. General or unrelated data or examples will not be accepted as part of the assessment record and will not be added to the body of supportive evidence.

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### Assessment Information

#### Licensure level

Provisional  
(Level 1)



Career (Level  
2/3)



Clear

#### Evaluation Type:

Formative Assessment



Formative Assessment (End-of-Year)



Provisional Summative 1st Evaluation



Provisional Summative 2nd (End-of-Year) Evaluation



Career Summative Evaluation



Clear

Date of Evaluation Orientation

Date of Summative Evaluation Pre-Conference

Date of Summative Evaluation Formal Observation

Evaluator Position:

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### Standard 1: Learner Development

1.1: Creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs (1a, 2e).

[See Related History](#)

Not Effective

Emerging Effective - Minimally Effective

Implements whole-class learning experiences that demonstrate an understanding of learners' developmental levels.

Effective

...and

- Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates learning experiences.

- Incorporates methods of language development into instruction.

Highly Effective

...and

- Supports learners in setting and meeting their own learning goals, aligned to their diverse learning needs.

Clear



1.2: Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

Interacts with families and colleagues related to learner growth and development.

**Effective**

...and

Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners.

**Highly Effective**

...and

Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs.

Clear



**Standard 1 Evidence:**

This is required for ratings of "Not Effective" or "Minimally/Emerging Effective" and recommended for all rating levels. Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 1 Evidence-

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**Standard 2: Learning Differences**

2.1: Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

Applies understanding of learner diversity to encourage all learners to reach their full potential.

**Effective**

...and

- Uses learner differences as an asset to adapt, and deliver instruction for all learners.

- Provides students multiple ways to demonstrate learning.

**Highly Effective**

...and

-Contributes to a school-wide culture that encourages learner perseverance and advancement.

- Connects multiple perspectives to encourage learners to learn from each other.

Clear



**Standard 2 Evidence:**

This is required for ratings of "Not Effective" or "Minimally/Emerging Effective" and recommended for all rating levels. Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 2 Evidence-

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### Standard 3: Learning Environments

3.1: Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

- Creates and implements a daily schedule.
- Establishes classroom routines, expectations, and procedures.

**Effective**

...and

- Provides explicit direction so that learners know what to do and when to do it.
- Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior.

**Highly Effective**

...and

Collaborates with learners in establishing, reflecting and promoting learning outcomes, resulting in self-directed learning experiences.

Clear



3.2: Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

- Promotes a positive and respectful learning climate.
- Provides opportunities for student interactions.

**Effective**

...and

- Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

**Highly Effective**

...and

- Supports learners as they reflect on and modify their personal interactions.
- Supports students to create and manage learning teams to meet learning goals.

Clear



**3.3: Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).**

Uses differentiated management strategies focusing on individual learner needs.

Yes

No

Clear

Gains and maintains student attention through active participation.

Yes

No

Adjusts instructional pacing and transitions to maintain learner participation and support learning.

Yes

No

### Standard 3 Evidence:

This is required for ratings of "Not Effective" or "Minimally/Emerging Effective," or for "No" selections, and recommended for all rating levels. Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 3 Evidence-

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### Standard 4: Content Knowledge

4.1: Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (4a, 4c, 4d, 4e, 7c).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

- Demonstrates content knowledge in the teaching assignment.

- Teaches the accurate language and basic concepts of the content.

**Effective**

...and

- Uses multiple representations and explanations of concepts to deepen each learner's understanding.

- Models and expects learners to evaluate, create, and think critically about the content.

- Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning.

**Highly Effective**

...and

- Pursues opportunities to learn new academic language and developments in the discipline.

- Anticipates possible learner misunderstandings and proactively mitigates concerns.



### Standard 4 Evidence:

This is required for ratings of "Not Effective" or "Minimally/Emerging Effective" and recommended for all rating levels. Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 4 Evidence-

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### Standard 5: Assessment

5.1: Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

- Uses data to evaluate the outcomes of teaching.
- Monitors learner performance and responds to individual learning needs.

**Effective**

...and

- Targets instructional intervention, and enrichment strategies based on data.
- Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs.

**Highly Effective**

...and

- Provides multiple assessment options for the learner to demonstrate knowledge and skills.
- Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction.



5.2: Collects student progress and provides descriptive feedback to student, parent/guardian, and other appropriate stakeholders in a variety of ways (5b, 5e).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

- Collects and shares assessment feedback with learners and parents/guardians as required.
- Identifies elements of quality work.

**Effective**

...and

- Uses a variety of effective formats to document and provide feedback on learner progress.
- Initiates ongoing, open communication between home and school about learner progress.
- Provides timely, descriptive, and specific feedback to individuals and groups.

**Highly Effective**

...and

- Provides opportunities for learners to self- assess work and receive peer feedback.
- Expects learners to use feedback to improve future performance.



#### Standard 5 Evidence:

This is required for ratings of "Not Effective" or "Minimally/Emerging Effective" and recommended for all rating levels. Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 5 Evidence-



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### Standard 6: Instructional Planning

6.1: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context (4b,6a).

[See Related History](#)

- Not Effective**

**Emerging Effective - Minimally Effective**  
- Aligns daily instruction with the Utah Core Standards.  
- Selects instructional materials that support standards.

**Effective**  
...and  
- Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content.  
- Organizes and adapts learning experiences and materials to align with the Utah Core Standards.

**Highly Effective**  
...and  
- Plans authentic learning experiences.  
- Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments.



6.2: Integrates cross-content skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e).

[See Related History](#)

- Not Effective**

**Emerging Effective - Minimally Effective**  
Provides opportunities for learners to use knowledge in various ways.

**Effective**  
...and  
- Plans lessons that demonstrate how knowledge and skills transfer to other content areas.  
- Designs learning experiences that promote the application of knowledge in multiple content areas.

**Highly Effective**  
...and  
Collaborates with colleagues to establish links between content areas and influence school-wide teaching practices.



### Standard 6 Evidence

This is required for ratings of "Not Effective" or "Minimally/Emerging Effective" and recommended for all rating levels. Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 6 Evidence-

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### Standard 7: Instructional Strategies

7.1: Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

- Identifies each learner's diverse learning strengths and needs.

- Uses a limited number of instructional strategies.

**Effective**

...and

- Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners.

- Enhances instruction by using a variety of appropriate strategies.

**Highly Effective**

...and

Uses instructional strategies relevant to each learner's developmental, cultural, and linguistic backgrounds.



7.2: Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e, 7h).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

- Uses instructional strategies that incorporate higher-order thinking.

- Uses a variety of questioning strategies to involve each learner in appropriately differentiated high-level learning.

**Effective**

...and

- Provides learners opportunities with explicit instruction to analyze, synthesize, and make decisions.

- Provides opportunities for learners to reflect on their own learning.

- Provides opportunities for learners to generate and evaluate new ideas.

**Highly Effective**

...and

Creates complex, open-ended learning opportunities, where learners develop inventive solutions to real-world problems.



7.3: Supports and expands learner's communication skills through reading, writing, listening, and speaking (7d).

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

Provides opportunities for learners to practice communication skills.

**Effective**

...and

- Teaches content-specific reading, writing, listening, and speaking skills for effective communication.

- Provides opportunities for learners to expand communication skills to articulate thoughts and ideas.



7.4: Uses a variety of available and appropriate technology and/or resources to support learning (3e, 7f, 7g).

[See Related History](#)

**Highly Effective**

...and

- Expects each learner to transfer content-specific communication skills to real-world contexts.
- Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking.

Clear

**Not Effective**

**Emerging Effective - Minimally Effective**

Uses technology and/or resources to support instruction.

**Effective**

...and

- Evaluates and uses various appropriate technologies and/or resources to support content and skill development.
- Incorporates appropriate technology and/or resources to extend learner content knowledge and skill development.

**Highly Effective**

...and

Investigates and uses new technologies and/or resources to enhance student participation in learning.

Clear



7.5: Develops learners' abilities to find and use information to solve real-world problems. (7f, 7g)

[See Related History](#)

**Not Effective**

**Emerging Effective - Minimally Effective**

Exposes learners to multiple sources of information.

**Effective**

...and

- Develops each learner's ability to find, understand, and analyze diverse sources of information.
- Provides opportunities for learners to evaluate multiple sources of information for quality and accuracy.

**Highly Effective**

...and

Expects learners to critically analyze multiple sources and perspectives to solve real-world problems.

Clear



**Standard 7 Evidence:**

This is required for ratings of "Not Effective" or "Minimally/Emerging Effective" and recommended for all rating levels. Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 7 Evidence-

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**Standard 8: Reflection and Continuous Growth**

**8.1: Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e).**

Applies current professional learning to classroom practice, consistent with its intent.

Yes

No

Acknowledges the impact of bias on own teaching.

Yes

No

Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards.

Yes

No

**Standard 8 Evidence:**

(Required for selections of "No" and recommended for all selections.) Please add comments that apply to the selection.

Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 8 Evidence-

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**Standard 9: Leadership and Collaboration**

**9.1: Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e).**

Participates with colleagues and collaborates in decision making.

Yes

No

Accepts responsibility for the success of all learners.

Yes

No

**9.2: Advocates for the learners, the school, the community, and the profession (9c).**

Contributes to learner success by responding to learner, family, and community concerns.

Yes

No

Advocates for all learners to be prepared for high school graduation and future school work success.

Yes

No

Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.

Yes

No

Clear

**Standard 9 Evidence:** (Required for selections of "No" and recommended for all selections.) Please add comments that apply to the selection.

Please select from the choices in the drop-down menu for part 1 and for part 2. Provide description in part 3.

**Part 1.** Identify the standard or indicator for which you are providing comments and evidence;

**Part 2.** Provide clarification of performance used to clarify rating;

**Part 3.** Describe evidence and the performance provided by the evidence.

-Standard 9 Evidence-

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### Standard 10: Professional and Ethical Behavior

**10.1: Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (5f, 10a).**

Understands, adheres to and upholds federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional moral and ethical conduct and holds others accountable to do the same.

Yes

No

Clear

**10.2: Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development. (10b)**

Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.

Yes

No

Clear

Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way.

Yes

No

Clear

Maintains integrity and confidentiality in matters concerning student records and collegial consultation.

Yes

No

Clear

Maintains accurate instructional and non-instructional records.

Yes

No

Clear

Develops appropriate student-teacher relationships as defined in rule, law, and policy.

Yes

No

Clear

Maintains professional demeanor and appearance as defined by the local education agency (LEA).

Yes

No

Clear

**Standard 10 Evidence:** (Required for selections of "No" and recommended for all selections.) Please add comments that apply to the selection.

-Standard 10 Evidence-

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### Assessment Summary

Please use the "Save All Data" button before using this section. This will refresh your view to the latest information you have added.

Every educator, in the provisional 2nd evaluation, and the summative year final evaluation, needs to have a 1) Instructional Effectiveness rating; 2) Stakeholder Input rating; and 3) Student Growth rating. The Instructional Effectiveness Rating is determined by the average of your ratings from this summative form. It will display when you have completed this evaluation. For formative assessments the instructional effective rating will be determined by the average of completed ratings. Identify the **Student Growth Score** and **Stakeholder Input** rating. Once those are identified, an **Overall Rating** will be reported. You may accept that rating or override it and provide an explanation for the override. Formative overall ratings can also use the rating override to provide an overall formative rating.

### Student Growth Score

Not Effective

?

Minimally-Emerging Effective

?

Effective

Highly Effective

Clear

### Stakeholder Input

Not Effective

?

Minimally-Emerging Effective

?

Effective

?

Highly Effective

?

Clear

### Utah Teacher Evaluation Rating

Pick a Licensure Level and an Evaluation Type in the Assessment Information panel.

### Utah Evaluation Rating Override

You can override the Overall Rating by selecting a rating below.

Evaluator Override of Overall Rating

Comments:

**Recommended Action for Improvement:**

**Supportive evidence or documentation:**

[How to Finalize This Observation Report](#)

[How to Delete This Observation](#)

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