Revised UETS-based Scoring Ranges

Things to keep in mind:

- If a teacher was highly effective prior to the revised version and is now effective it may be due to a number of reasons.
    1) It may not be due to changes in the JPAS. There have always been these kinds of fluctuations. Review of past data indicates it is not uncommon to move between effective and highly effective.
    2) The revision committee removed indicators that did not increase student learning or measure teaching quality. These indicators were problematic because they over-inflated scores without providing a means for growth.
    3) Differences in what raters pick up on can also be a source of error. We suggest raters regularly review indicators to ensure that they are scoring consistently.
    4) Keep in mind that this is just two observations of teaching and should not be misconstrued.The JPAS is not a measure of the kind of teacher they are. It is a measure of the performance that a rater saw during two 30-minute observations.
- Scoring of each indicator remains the same as before the revised version.
- Professional development materials can still be found on the JES website to assist in preparing for professional development meetings with teachers.
- Final ratings of Minimally Effective, Effective, and Highly Effective have no effect on compensation.
- Final ratings for the revised version are more accurate and assist in rater reliability.

	Not Effective	Minimally/ Emerging Effective	Effective	Highly Effective
Final Rating	<102	103-108	109-118	119+

JPAS results are a great way to have a conversation about teacher performance in the classroom as measured by the UETS-based JPAS tool. However, there may be other teacher talents or abilities that are not addressed by the evaluation tool. Below are some additional ideas to consider when providing individualized authentic feedback to teachers.

Highly Effective Educators (Effective Educator Plus the Below)

- Exceeds expectations as measured by the Utah Effective Teaching Standards
- Maintains mindful practice and continues to adapt new skills and principles to academic situations
- Teacher continually self-reflects on lessons and practices
- Uses data to drive instruction to maximize student learning and growth
- Students understand what they are learning and can apply it to real world situations
- Students take ownership of their learning and growth
- Students self-assess

Effective Educators

- Meets expectations as measured by the Utah Effective Teaching Standards
- Knows content and is able to provide instruction to maximize learning
- Uses of high-leverage strategies appropriately
- Differentiates instruction for all students
- Maintains effective classroom management
- Uses data to inform instruction

- Creates a classroom environment that is safe and inviting
- Students are engaged in higher level thinking activities
- Students follow routines and procedures efficiently
- Has a growth mindset
- Students receive effective and timely feedback
- Students are comfortable asking for help and making mistakes
- Students are active participants in lessons
- Evidence of student learning is evident

Minimally/Emerging Educators

- Meeting some of the expectations of the Utah Effective Teaching Standards
- Demonstrates a basic understanding of whole-class instruction
- Working toward applying best practices
- Working on maintaining classroom management
- Students are generally engaged but require repeated instructions
- Students follow routines and procedures with some redirection

Not Effective Educators

- Has difficulty meeting the expectations of the Utah Effective Teaching Standards
- Has difficulty demonstrating basic skills and competencies of effective educators
- Lessons lack purpose
- Students are not engaged in the learning process
- Students do not follow routines and procedures without explicit redirection