

## ***Definitions of the Differentiated Levels of Performance in Educator Evaluation***

The educator performing at the **not effective level** does not yet appear to understand the concepts underlying the standards. Their practice, therefore, is below the minimum standards acceptable for professional educators. Administrators should strongly consider implementing interventions. For mentors and coaches these teachers should represent first priorities for coaching.

The educator performing at the **emerging level** is either a teacher in their first three years of practice or an experienced teacher in their first year of teaching a new subject or grade level. Their performance is what we would expect of a teacher who is new to the profession. An educator performing at the **minimal level** is an experienced teacher who does not meet the criteria for an effective teacher. Teachers at **either the emerging or the minimal level** seem to understand the concepts underlying the standards and attempt to implement them. Their classrooms, though, are mostly teacher-driven and their efforts to implement the standards are inconsistent or otherwise not entirely successful.

The educator performing at the **effective level** clearly understands the concepts underlying the standards and implements them well. They thoroughly understand their content. They know their students well and adjust their teaching based on their students' cultural, linguistic, or learning needs. They implement a broad range of instructional strategies and they adjust those strategies based on student need. Their classrooms are hallmarks of high cognitive rigor and they are well along the pathway to high levels of student involvement in their own learning.

The educator performing at the **highly effective level** is a master teacher who completely understands the concepts behind the standards and implements them thoroughly. This teacher contributes significantly to the field both in and out of the classroom. Their classrooms consist of a community of learners with students who are highly engaged in and taking major responsibility for their own learning. The level of student cognitive engagement is very high. Their classrooms operate at a qualitatively higher level from those of other teachers.

Adapted from Danielson, Charlotte; *Enhancing Professional Practice – A Framework for Teaching 2<sup>nd</sup> Edition*, Association for Supervision and Curriculum Development, 2007

Differentiated Levels of Performance as stated on R277-533-3(2b)

Concepts underlying the standards are contained in the rubrics for the *Utah Effective Teaching Standards*, Revised August 2013