# JPAS LITE FEATURES

- 25 observed indicators versus 49

- No official interview

- No special education indicators

- Updated evaluation form

JPAS LITE CYCLE

- Two classroom observations – each at least thirty minutes

- Educator uploads required evidence into Perform
  - Stakeholder Input: e.g.: climate survey, emails, descriptive phone logs
  - Student growth with data – includes Utah core standard, pre- and post-assessment, and a target

- Professional development meeting
  - Review rating
  - Set teaching goal

- Signatures
  - Administrator
  - Educator
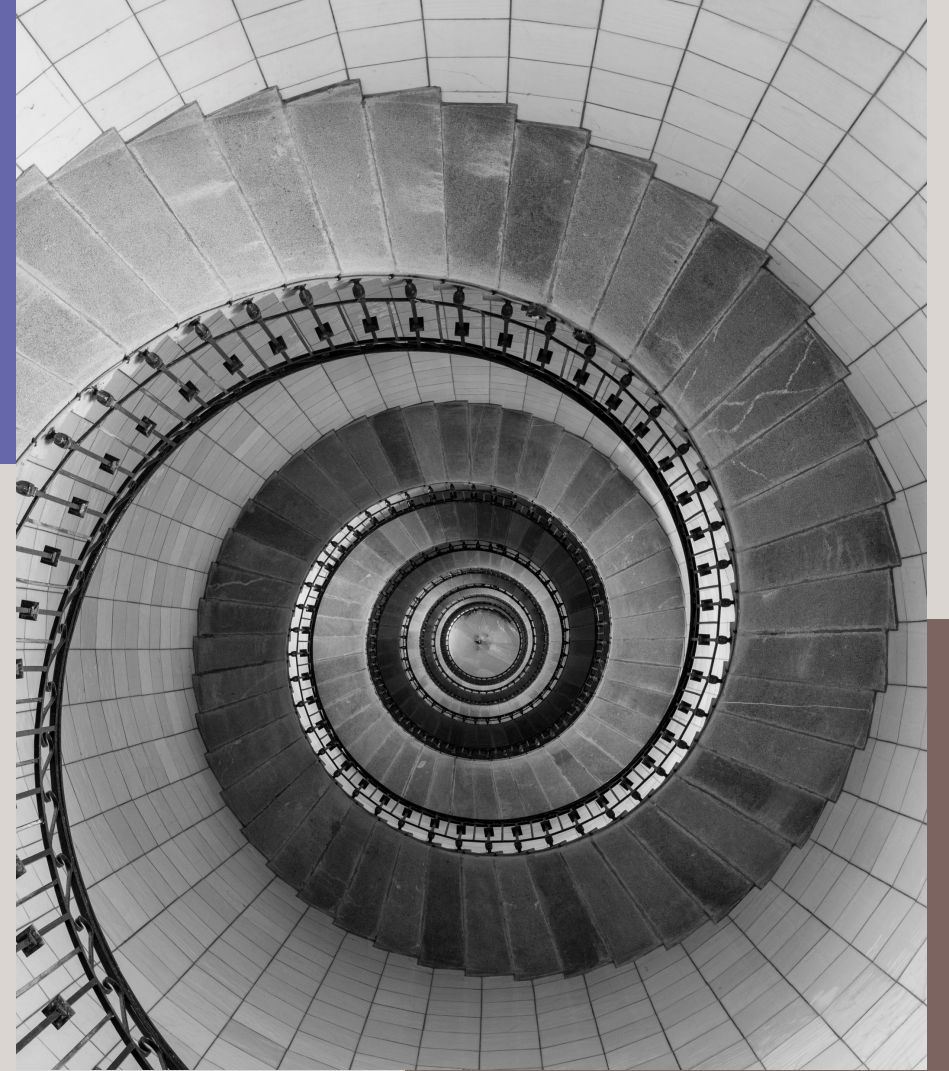
NEW INDICATOR

DOMAIN II: DELIVERING INSTRUCTION

INDICATOR	DECISION RULES FOR OBSERVERS	EXAMPLES & INSTRUCTIONS
10. Use of high-leverage strategies ○ no strategies used ○ minimal use of high-leverage strategies ○ appropriate use of high-leverage strategies	No use of strategies is marked if the teacher does not use any high level strategies. Minimal use of high-leverage strategies is marked if the teacher used at least one strategy. Appropriate use of high-leverage strategies is marked if the teacher uses multiple high-leverage strategies to improve student learning.	**No use:** The teacher spends the majority of class time lecturing about active and passive transport while students sit quietly at their seats (no note taking is occurring). **Minimal use:** The teacher has students work together to complete a problem after watching the teacher complete the problem on the board. **Appropriate use:** The teacher reviews prior content by having a student summarize what they learned the day before. The teacher then has students do work with a partner after which the pair draw and label the flowchart from the previous day's lesson. This is a summary indicator. Note: An example list of high-leverage strategies can be found on the JES website at jes.jordandistrict.org.

REFERENCES: High-leverage strategies are strategies that research has indicated yield increased student learning such as pre-assessment, advanced organizer, and skill or procedural demonstrations.

INTERIM JPAS

No change to Interim JPAS:

- Beginning of the Year
    - Self-evaluation
    - Three required goals
    - Administrator approval

- End of the Year
    - Reflection on three goals
    - Upload stakeholder input and student growth with data
    - Administrator and educator signatures