



Davis School District

Educator Assessment System (EAS) Acknowledging and Honoring Quality Performance

Revised June '09

(This manual is available in its entirety online: <http://www.davis.k12.ut.us/district/staffdev/eas/index.html>)

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Educator Assessment System (EAS) Program Development, Principles, and Overview

Program Development

This assessment system has been developed collaboratively by the Davis School District and the Davis Education Association *through* the Evaluation Development Committee (EDC). Senate Bill 100, passed by the 1987 Utah State Legislature and augmented in 1988 by Senate Bill 159, calls for each local board of education to develop an evaluation program for educators through a joint Evaluation Development Committee. The law requires that the EDC be comprised of an equal representation of administrative personnel and educators. Educators are defined as individuals paid on the teacher salary schedule.

Following the development of this program, the Educator Evaluation Advisory Committee will monitor the program. The committee is charged with the responsibility of making recommendations to the Davis School District School Board to upgrade the assessment system. The membership of the committee rotates on a regular basis.

The assessment plan is intended to be a companion to the Professional Agreement and to meet legislative requirements. In the event of a contradiction, state law prevails, followed by the Professional Agreement.

Guiding Principles

The evaluation program, *Educator Assessment System (EAS)*, is intended to promote educational excellence and reflective practitioners. The Evaluation Development Committee believes that the assessment system should:

- Recognize and acknowledge good teaching;
- Highlight exemplary practice;
- Keep the educator at the center of the assessment;
- Recognize and accommodate teaching styles, assignments, and individual needs;
- Show special emphasis on assessment and assistance for beginning educators;
- Benefit students by ensuring quality instruction; and
- Recognize that persons unsuited to the educational setting should no longer be employed as educators.

Operating Principles

The EDC established a set of requirements for the actual operation of the evaluation program. The new system:

- Conforms to state statutes;
- Recognizes, acknowledges, and promotes excellent practice;
- Reassures educators and audiences;
- Promotes professional growth;
- Uses multiple and varied data sources;
- Provides performance assistance and support for improving practice;
- Includes all personnel influencing student achievement under the same principles of assessment;
- Provides ongoing education to all parties regarding the purposes, principles, and processes of the educator assessment system;
- Supplies specific information for effective remediation and/or dismissal; and
- Is objective, reliable, and valid.

Overview

The goal of the EAS is to provide an evaluation system that recognizes quality performance and promotes professional growth. Therefore, the system centers on collaboration between administrators and educators aimed at providing a quality education for all students. The program requires:

- Training for all educators on the EAS program;
- Collaborative goal setting;
- Two formal observations for provisional educators by an administrator, followed by conferences (formal observations are not required for career educators);
- Monitoring by the administration of a variety of information sources;
- Selection of data sources and collection of information by all educators;
- Conferencing and sharing of information between administrator and educators; and
- Completion of the [*Administrator Evaluation Report*](#) to be filed with the central office.

An educator new to teaching or new to Davis School District is provisional for three full contract years (August through June), and a more extensive evaluation is required. During the three year provisional time period, two formal

observations are required. During the first two years, evidence of [Student Achievement](#), and one additional data source is required; in year three, evidence of [Student Achievement](#), professional [Portfolio](#), and one additional data source is required for provisional educators with Level 1 Licenses. Provisional educators with Level 2 or 3 Licenses need to provide evidence of [Student Achievement](#) and two additional data sources during year 3.

Career educators are on a four year evaluation cycle, with the fourth year requiring a more extensive evaluation.

Staff Development and Goal Setting

Evaluation begins at the first of the school year with a training session for all educators on the use of the EAS. Following the training, educators should identify goals for the year that would enhance their ability to provide a quality educational experience for students. These goals should be shared with the administrator. Goals are reported on the [Professional Goals and Activities](#) form and a copy must be given to the administrator. While the district recommends that the goals be shared at a conference between the educator and administrator, a formal conference is not required. However, either party may request a conference.

Formal Observations

Provisional educators should schedule a formal observation with the administrator during the first quarter of the school year. A conference should follow within five days of the observation. The second observation should be completed 60 days before the end of the school year. A formal observation is not required for career educators. However, the administrator should make informal classroom visits during the school year.

Working Administrator Form

The [Working Administrator Form](#) is intended to be used throughout the school year as a working document for providing assistance to educators. The report form identifies a list of sources that should be used by the administrator in assessing the educator's performance. The form also identifies components of professional practices. The components and the information sources are to be used as a basis for discussion between the administrator and the educator during the year. If, during the year, the administrator observes practices that need attention, an "N,"

the educator will be informed immediately and an assistance plan developed.

Data Sources

The educator has the opportunity to demonstrate quality performance by selecting data sources to share with the administrator. The educator should identify data sources early in the year and collect information. Data results are shared with the administrator at the end of the year.

Provisional educators will share evidence of [Student Achievement](#) and one additional data source for each of the first two years. Evidence of [Student Achievement](#), professional [Portfolio](#), and one additional data source is required during the provisional educator's third year.

Career educators need to share one data source during the first three years of the cycle. Evidence of [Student Achievement](#) and two additional data sources are required during the career educator's fourth year.

Data can come from a number of areas including student achievement results, surveys, teacher tests, or evidence developed by the educator that is unique to their program. Educators may wish to collect data from several sources and then select which information to share. **If an educator is considering using the [Evidence Unique to Educator](#) category as a data source, it is recommended that the educator discuss this option with the administrator in the fall to ensure that it will be acceptable.** Formal identification of data sources is not required until the sources are submitted in the spring.

Administrator Evaluation Report

Each educator will be given an [Administrator Evaluation Report](#). It is required that a conference be held to share data sources, discuss progress on goals, and review the [Administrator Evaluation Report](#). A copy of this report will be forwarded to district administration.

Performance Improvement

A "U" (Unsatisfactory) may be given on the [Working Administrator Form](#) and/or the [Administrator Evaluation Report](#). However, before an administrator moves to a "U" on either form, there should be a meeting with the Performance Assistance Team (PAT). A "U" on either the administrator working form or evaluation report requires [Performance Improvement](#).

Administrator Information

Staff Development

The administrator is responsible for conducting training for all educators on the assessment system at the beginning of the educator's instructional year.

Professional Goals and Activities

The selection of goals is the responsibility of the educator in collaboration with the administrator. The [Professional Goals and Activities](#) form must be completed by each educator and collected by the administrator. While a conference to discuss the educator's goals is not required at this time, it is strongly recommended. However, either party may request a formal conference.

Observations and Conferences with Provisional Educators

Provisional educators must have two formal observations yearly. One observation should occur during the first quarter and the second, 60 days before the end of the school year. Within five days, each observation should be followed by a conference. If observations result in need for performance assistance, the guidelines outlined in the [Performance Improvement](#) section must be followed. Every reasonable effort must be made to assist educators in improving.

Monitoring Educators

While formal observations are not required for career educators, it is assumed that the administrator will monitor each educator. The [Administrator Evaluation Report](#) identifies the many sources of information that administrators may use for the year-end report. One of the sources is classroom visits. The [Working Administrator Form](#) can be used during the year to note areas of concern. Areas of concern should be discussed with the educator and if necessary, marked as an "N" (Needs Attention) on the working document. If an "N" is placed on the working form, the ["N" \(Needs Attention\)](#) form must be completed. *To correct the "N," an improvement plan and a timeline will be agreed upon by the administrator and educator.*

Before a "U" (Unsatisfactory) is placed on either the [Working Administrator Form](#) or the [Administrator Evaluation Report](#), the administrator is required to meet with the Performance Assistance Team (PAT). A "U" requires performance assistance as outlined in [Performance Improvement](#) section. To be completed prior to the end of the instructional year, [Performance Improvement](#) must be implemented by March 1, for provisional educators; and by February 1, for career educators.

Educators Assigned to Multiple Work Sites

Career or provisional educators who are assigned to multiple work sites shall be formally evaluated by one administrator, usually the administrator at the site where the teacher spends the most hours. In August of each school year, school directors will request a listing of all educators assigned to multiple sites from school administrators. School directors will then work with administrators to determine the evaluating administrator. The evaluating administrator will notify the educator of his/her role within thirty (30) days of the educator's start date. To ensure every educator has been assigned an administrative evaluator, school directors will follow-up with administrators in October of each school year with a listing of educators assigned to multiple sites from the accounting department. The evaluating administrator will seek the input of other administrators for whom the educator works when completing the formal evaluation. The educator's responsibilities, as part of EAS, shall not exceed those required of a full-time educator at a single work site. If necessary, administrators not designated as formal evaluators may evaluate and begin performance improvement/assistance with the educator as outlined in this manual (see [Performance Improvement](#) section).

School Technology Specialist (STS) Evaluations

Licensed School Technology Specialists (STS) are evaluated by the district level STS coordinator (a licensed administrator) with input from his/her coordinators and school principals. Any needed performance improvement/assistance is discussed and acted upon as outlined in this manual. (Classified STSs are evaluated by their respective ETS coordinators using the classified evaluation system.)

Administrator Evaluation Report

During the required conference in the spring of the instructional year, the administrator will complete the [Administrator Evaluation Report](#) for each teacher. The educator will share data sources, discuss progress on goals, and review the administrator report. The administrator should ensure the quality of the data sources and does not need to accept all information submitted as a data source. The [Administrator Evaluation Report](#) will be signed by the administrator and educator. The educator, the administrator and the school director will each receive a copy of this report. At the discretion of the administrator, the [Educator's Notable Performance](#) form may be used.

Provisional, Level 1 License, Teacher Assignment Guidelines

(Approved Tuesday, May 13, 2008, in DEA Liaison)

Academic Class Preparation

Secondary Level 1 teachers should have no more than two teaching preparations (curricular subject area needs may necessitate additional preparations, i.e. CTE, music, foreign language).

Elementary Level 1 teachers should have no split grade level assignments for their first three years.

Coaching, Extra-duty, Committee Assignments

First year teachers should have limited assignments in coaching or extra-duty (i.e., lunch duty, JSSC, bus duty, major committee assignments), if possible.

Secondary Level 1 teachers who are hired into an area in the curriculum specific to activities (i.e., physical education, debate, drama) may be assigned coaching responsibilities in one or two sports. However, administrators need to be sensitive to the extra-duty or coaching assignments of *first year teachers*.

Room Assignment

Level 1 educators should not be placed in portable classrooms, if possible.

Student Teachers

Level 1 teachers shall not be assigned a student teacher.

Administrative Support

Administrators should offer support to Level 1 teachers hired to teach in curricular areas that require teaching more than two preparations. The principal or his/her

designee will communicate procedures/protocols inherent in the school to all teachers new to the building, program or grade level (i.e., budgets/financial process, extra-duty assignments, co-curricular, coaching, committees).

Department Chair Assignment

Secondary teachers should not serve as department chair during their first two years of teaching.

Productivity

Administrators should be very careful when approaching secondary Level 1 teachers to take on productivity teaching assignments. Administrators should always let the teacher know that productivity is a choice, not a required assignment. Teachers may refuse with no consequences. Administrators can eliminate pressure by using phrasing such as, "Would you like to teach productivity?" rather than, "We need you to teach...." Productivity should not be assigned to a first year teacher.

Communication

Maintain open lines of communication with Level 1 teachers. Administrators, mentors, and school directors should have open and candid discussions as to the needs and conditions that will enhance a Level 1 teacher's experience.

ESL Endorsement

An ESL endorsement will be encouraged within the first three years of a Level 1 teacher's experience. However, becoming ESL endorsed should not be a first year requirement.

The Role of the Administrative Intern in the Educator Assessment System (EAS)

Administrative interns who are wholly employed as administrative interns, hold a current administrative endorsement recorded in CACTUS, and have completed an intensive training in the EAS process:

MAY	MAY NOT
<ul style="list-style-type: none"> • Help with clerical organization such as scheduling conferences when requested by administrators or educators • Remind educators of EAS deadlines throughout the school year • Assist educators as they develop and clarify goals; follow up on goal submission and progress • Shadow an administrator during formal classroom observations in order to practice observation skills, not for evaluation purposes • Conduct <i>one</i> of the formal classroom observations for provisional teachers • Conduct formal observations of <i>career</i> educators in years 1, 2, and 3 of the EAS cycle, if requested by the educator • Conduct evaluation conferences with the principal and the <i>career</i> educator in years 1, 2, or 3 of the EAS cycle • Clarify educator questions about data sources and check data source forms for completeness • Assist new educators with the mentoring process • Forward suggestions or concerns to the EAS Coordinator • Attend final conference with educator's permission 	<ul style="list-style-type: none"> • Train the staff on the EAS process during the first quarter of the instructional year (this is the sole responsibility of the principal) • Prepare or deliver the Working Administrator Form • Prepare or deliver the Administrator Evaluation Report for provisional educators or career educators in year 4 of the EAS cycle • Evaluate data sources of provisional educators or career educators in year 4 of the EAS cycle • Request surveys or documentation related to identified deficiencies • Be part of the evaluation process during performance assistance or remediation of provisional or career educators

Please note: Educators may request interaction with the administrator alone at any time.

Administrator Checklist

The administrator is responsible to complete the following:

Action	Forms	Due Date	Date Completed
Train all educators on the philosophy, materials, and responsibilities outlined in the EAS Manual	EAS Checklists	Beginning of the educator's instructional year	
Collect <i>Professional Goals and Activities</i> form for all educators (Conference strongly recommended)	<i>Professional Goals and Activities</i>	First quarter of the educator's instructional year	
Observe provisional educators Formal observations and follow-up conferences with each provisional educator are required each year	<i>Scheduled Formal Observations</i>	1st Observation: during the first quarter; follow-up conference within five days of the observation	
		2nd Observation: 60 days before the end of the school year; follow-up conference within five days of the observation	
Monitor all educators	<i>Working Administrator Form</i> "N" (<i>Needs Attention</i>), if necessary <i>Performance Assistance</i> plan, if necessary	Throughout the year Provisional educators: Performance assistance should be implemented no later than March 1 (<i>if it is to be completed by the end of the instructional year</i>) Career educators: Performance assistance should be implemented no later than February 1 (<i>if it is to be completed by the end of the instructional year</i>)	
Prepare <i>Administrator Evaluation Report</i> (Conference with every educator is required)	<i>Professional Goals and Activities</i> <i>Data Source Forms</i> <i>Administrator Evaluation Report</i> <i>Educator's Notable Performance</i> (optional)	By the first week of May	
Submit to central office	<i>Administrator Evaluation Report</i> (signed by administrator and educator)	June	

Educator Information

Information on Assessment System

The administrator will conduct a training session explaining the Educator Assessment System (EAS) and its requirements. While the training session is provided by the administrator, the educator shares in the responsibility for understanding the system. If requirements are to be fulfilled successfully, a clear understanding of the components is essential. Any educator with questions regarding requirements should request information from the administrator, EAS Coordinator, or their association.

Educators new to teaching or new to Davis School District are provisional for three consecutive full-contract years.

Career educators are those who have been continuously employed in a licensed position for more than three consecutive full-contract years.

Professional Goals and Activities

The educator is responsible for establishing professional goals and activities for the current school year. This might be done in collaboration with department chairs, grade level teams, school committees, or the administrator. The educator will complete the [Professional Goals and Activities](#) form and submit it to the administrator. While the selection of goals is the responsibility of the educator, the administrator may help to clarify goals. Educators should share their plans to achieve the goals and request any help that will be necessary from the administrator.

Formal Observations

At least two formal observations by the administrator are required yearly for provisional educators. *Observations should be followed **within five days** by a conference between the administrator and the educator.* The first observation should take place within the first quarter of the school year and the second one should occur at least sixty days before the end of the school year. The administrator should use the appropriate [Scheduled Formal Observations](#) form as a worksheet for the observation. Educators should become

familiar with the form appropriate to their specialty, as it outlines the focus of the observations.

[Scheduled Formal Observations](#) are not required for career educators, however, these educators may choose the formal observation as a data source. It is assumed that the administrator will monitor each educator with informal classroom visits.

Interactions with Administrator

The [Administrator Evaluation Report](#) component of the EAS identifies sources of information that should be used for the year-end report. There is a [Working Administrator Form](#) that can be used during the year to note areas of concern. If the administrator observes areas of concern, this information will be shared. If an “N” ([Needs Attention](#)) is noted, a plan for improvement and timeline will be established. At the end of the designated time, results will be reported and the “action summary” section of this form will be completed. Administrators will assist educators in making necessary improvements. Any “U” on the administrator’s working form or evaluation report requires performance assistance as described in the [Performance Improvement](#) section.

Administrator Evaluation Report

During the required conference in the spring of each instructional year, the educator will submit a completed [Professional Goals and Activities](#) form and data source(s), with their accompanying written documentation ([Data Source Forms](#)), to the administrator. While most goals may likely have been completed during the year, some may be of an on-going nature and may be “in progress.” [Educator’s Notable Performance](#) may be acknowledged. The educator and the administrator will each sign the completed [Administrator Evaluation Report](#) and receive a copy.

The administrator will also send a copy of the [Administrator Evaluation Report](#) to the school director in the central office.

Educator Checklist

The educator is responsible to complete the following:

Action	Forms	Due Date	Date Completed
All educators: attend Educator Assessment System (EAS) information and training meeting	EAS Checklist	First quarter of the educator's instructional year	
All educators: set goals; prepare and submit <u>Professional Goals and Activities</u> form (Conference strongly recommended)	<u>Professional Goals and Activities</u>	First quarter of the educator's instructional year	
All educators: interact with school administrator	<u>Working Administrator Form</u> <u>"N" (Needs Attention)</u> (if necessary)	Throughout the year	
Provisional educators: be observed <i>at least twice</i> with required follow-up conferences	<u>Scheduled Formal Observations</u>	1st observation: first quarter of the educator's instructional year; follow-up conference within five days of observation	
		2nd observation: 60 days before the end of the educator's instructional year; follow up conference within five days of observation	
Provisional educators: collect information for data sources	All provisional educators, Years 1 and 2: evidence of <u>Student Achievement</u> , and one additional data source Provisional educators with Level 1 Licenses, Year 3: evidence of <u>Student Achievement</u> , reflective <u>Portfolio</u> , and one additional data source Provisional educators with Level 2 or 3 Licenses, Year 3: evidence of <u>Student Achievement</u> and two additional data sources	Throughout the year	
Career educators: collect information for data sources	Career educators: Years 1, 2, 3: one data source Year 4: Evidence of <u>Student Achievement</u> and two additional data sources	Throughout the year	
All educators: submit data source(s) and complete <u>Professional Goals and Activities</u> form Receive <u>Administrator Evaluation Report</u> (Conference with administrator required)	<u>Professional Goals and Activities</u> <u>Data Source Forms</u> <u>Administrator Evaluation Report</u> (signed by administrator and educator)	By the first week of May	

Data Source Information

Educator Data Sources

The educator data source requirement asks educators to collect information regarding their professional performance. This section of the evaluation system is intended to provide educators with the opportunity to share evidence of quality work with the administrator. Educators select evidence to document that they are well functioning members of the district educational staff. Administrators will carefully review educator data sources. For some data sources, the district has established minimum standards. For example, the district will provide educators with a form indicating when an educator received acceptable survey results. In other areas, site administrators must make professional judgment regarding the quality of the evidence and decide what is acceptable. ***All educator data sources require written documentation. Educators must complete the appropriate data source form(s) and provide documentation for the selected source(s).***

A number of different data sources are acceptable, and the educator makes the determination as to which sources best document their quality performance. The choice of data sources need not be disclosed until presented to the administrator. However, the educator is encouraged to collect data from several sources and then determine which to share.

Educators are responsible to complete and submit the appropriate data source forms. The administrator will monitor the quality of the data sources and may ask for additional information and will record the data source(s) submitted by the educator on the [Administrator Evaluation Report](#).

Educators are encouraged to use a variety of data sources. If the same data source has been used frequently by the educator, the administrator may suggest that the educator select a different source for the next year. However, the administrator may require a specific data source when an “N” has been placed on either the [Working Administrator Form](#) or the [Administrator Evaluation Report](#). For example, a student survey may be required if an “N” has been placed in “Relationships with Students” on the [Working Administrator Form](#). (If surveys are required, the [Survey Request](#) form must be completed and signed by both the administrator and the educator and sent to the EAS Coordinator. These survey results will be sent to both the principal and the teacher. Special surveys will be

administered by the EAS Coordinator or his/her designee, not by an administrator or educator employed at the site.)

If educators are considering the [Evidence Unique to Educator](#) data source, they should *discuss their plans with the administrator in the fall* in order to ensure its acceptability in this category.

For provisional educators, evidence of [Student Achievement](#) and one additional data source is required for years one and two. Provisional educators with Level 1 Licenses are required to submit evidence of [Student Achievement](#), the professional [Portfolio](#), and one additional data source. Provisional educators with Level 2 or 3 Licenses, must submit evidence of [Student Achievement](#) and two additional data sources.

For career educators, one data source is required during years one, two, and three of the cycle; during the fourth year, evidence of [Student Achievement](#), and two additional data sources are required.

Educator Data Source Options

Student Achievement

This data source provides an opportunity to present information on student learning in areas where the educator has a direct impact. Evidence of student achievement must be reported in ***three different subject areas for elementary educators*** and in ***three class periods for secondary educators***. Data should demonstrate the educator’s understanding of formal and informal assessment strategies used to evaluate the continuous development of the learner. The summary includes the *Student Achievement Report* form (found on Encore) and supporting data such as examples of student work, descriptions, comparisons, graphic representations, validation statements, and planning. Evidence of [Student Achievement](#) is required on *year four* of the career evaluation cycle and *each of the three provisional years*.

Portfolio

The professional portfolio must include data sources, artifacts, reflections based on the New Teacher Standards (standards are available on the Staff Development webpage) and the [Professional Goals and Activities](#) form. Portfolios are reviewed as a data source during year three and are required for all educators who hold a Level 1 Utah educator’s license entering or re-entering the profession after January 1, 2003 (refer to State of Utah Rule R277-522).

Professional Development

This data source shows educator activities related to professional development. The data might include: classes and workshops relating to an educator's teaching assignment, collaboration with colleagues, school or district committees on which the educator serves, community activities, etc.

Parent/Student Survey (two separate data sources)

Surveys are intended to show either the student's or the parent's view of the educator's performance. At the elementary level, parent and/or student surveys will be gathered from one class.

Student surveys will be gathered from *one class period* for secondary educators. Parent surveys at the secondary level will be given to approximately 60 students. (Return rates have been low for secondary parents in the past, so surveys will be given to more parents in order to ensure an adequate sample size.)

Educators who choose to use surveys should follow the survey procedures and timelines outlined by the EAS Coordinator. When ordering surveys, educators should order an appropriate number of surveys for **one** class. A minimum of 15 returned surveys are required for the survey to serve as a valid data source. Survey results will be made available to the teacher electronically in Encore.

Evidence Unique to Educator

Educators may design and submit evidence that demonstrates a unique contribution, student outcome, or direct service *that extends beyond the usual professional expectations. The educator should discuss this data source with the administrator prior to submitting it.* The educator should describe the data, explain its value, and how it is a unique professional activity or accomplishment.

Teacher Proficiency Test

Educator tests taken within the past seven years, are standardized measures that include subject matter knowledge, professional knowledge, and academic aptitude, such as the GRE, Praxis II subject assessments, and Praxis II Principles of Learning and Teaching (PLT). Praxis II: PLT is required for educators who hold a Utah educator's license entering or re-entering the profession after January 1, 2003, with a Level 1 license. Each Praxis test may be used one time. Test results must be at the level determined by the state (refer to State of Utah Rule R277-522).

Graduate Record Examination and the National Board Certification are acceptable options. The GRE and National Board Certification may be used as data sources three times during the period they are valid.

Action Research Project

Action research is a process whereby educators systematically review their own practice. Classes in the process may be taken from Staff Development. Written descriptions of action research projects may be submitted as data sources after approval from the Staff Development Department.

Collaborative Investigation

Groups of educators may organize to review their educational practice. A written description of their work should be submitted to the administrator.

Scheduled Observation (not necessary to use formal observation form)

Career educators may request that the administrator visit the classroom to observe instruction. The formal classroom observation form may be used or the educator and the administrator may agree on another form for reviewing the instruction. (*Provisional educators* may not use scheduled observations as data sources.)

Performance Improvement

Performance Improvement

It is the goal of the performance improvement process to provide corrective performance interventions at the earliest and lowest levels possible. Corrective measures and other performance interventions should be progressively applied. Administrators should communicate informally with educators on a regular basis and should aim to make educators aware of their strengths and weaknesses before proceeding to Level 1 (“N”).

An educator whose evaluation identifies an area in need of improvement will be offered informal assistance in the area identified by an “N.” This step is normally taken after attempts to address the problem through informal discussion with the educator have failed. Only in cases of egregious behavior should the administrator issue a “U” without first having identified the performance problem with an “N” and having followed the informal procedure outlined in Level 1 below. Egregious behavior includes behavior which represents a threat to the safety of others or which is listed as grounds for termination for cause in the Davis Educators Agreement. The Mentor Coordinator or a School Director will assign mentors to assist as the educator works to improve his/her performance. It is the responsibility of the educator to respond in a professional manner to concerns identified and demonstrate a willingness to make improvements. The educator must demonstrate sufficient progress in the area(s) identified as being deficient.

Level 1—Administrator Evaluation Report “N”

- 1.1 An “N” marked on the [Working Administrator Form](#) or the [Administrator Evaluation Report](#) is the first procedure to identify concerns regarding an educator’s performance, attitude, and/or behavior. The [“N” \(Needs Attention\)](#) is the beginning of an informal procedure and discussion between the educator and the administrator in which the educator is directed to take action to resolve the problem, concern, or situation.
- 1.2 If the “N” is not addressed satisfactorily, the administrator should mark either the administrator’s working form or evaluation report with a “U.” The Unsatisfactory noted by the “U” automatically invokes Level 2, which is performance assistance.

Level 2—Performance Assistance “U”

- 2.1 Performance assistance procedures are initiated when an educator receives a “U” rating on either the [Working](#)

[Administrator Form](#) or the [Administrator Evaluation Report](#).

- 2.2 Performance assistance shall be based upon deficiencies identified in the educator’s performance of his/her assignment as indicated on either the administrator working form or the evaluation report.
- 2.3 The administrator shall inform the appropriate school director, consult with the Performance Assistance Team (PAT), then provide written notice to the educator that the performance assistance procedure is being initiated. Additionally, the administrator shall meet with the educator and present a copy of the [Performance Assistance](#) form outlining reasons for initiating the actions.
- 2.4 *Within five working days* following notification of PA, the educator shall meet with the administrator and present his/her plan to address the written concerns. The administrator shall review the educator’s plan and may add to or suggest changes to the plan. The administrator may assist by providing examples of exemplary programs, visits to other programs, assistance with the educator’s classroom, and appropriate staff development classes. The educator and the administrator will reach agreement on the goals, activities, and timelines for implementing the plan. This conference establishes the beginning date of performance assistance, and *the process continues for 30 working days*. When requested by the educator, copies of the [Performance Assistance](#) form shall be sent to their association (see Davis Educators Agreement).
- 2.5 Copies of the [Performance Assistance](#) form shall be sent to the school director and district mentor supervisor. A mentor will be assigned. Mentors are provided to assist at this level if the educator chooses to use one. The role of the mentor at Level 2 performance assistance is to be of assistance as outlined by the educator in his/her plan. The mentor will make first contact, and then it will be the educator’s responsibility to continue the contact. The mentor serves as a resource, not as an evaluator.
- 2.6 *During the 30 working days*, the administrator and educator shall *meet a minimum of three times* to discuss

progress in the educator's performance. When classroom performance is the issue, the administrator will also *visit the classroom a minimum of three times*. During the conferences, it is the responsibility of the educator to bring information and examples of how the improvement plan is being implemented. At each conference, the [Performance Assistance](#) form shall be updated. A copy will be provided to the educator.

2.7 Performance assistance may be extended but *shall not exceed sixty working days*.

2.8 At the end of performance assistance, the administrator shall make the final decision regarding the results of performance assistance and shall conference with the educator to review the results.

2.8.1 If performance assistance is unsuccessful for provisional educators, non-renewal of contract procedures shall be instituted as specified in the current Davis Educators Agreement. Provisional educators are not eligible for Level 3 performance assistance.

2.8.2 If performance assistance is unsuccessful for career educators, Level 3 performance assistance shall be instituted.

2.9 If performance assistance is successful, the educator must sustain the improved performance. If a *career educator* receives a "U" in the same component(s) within three years of successful completion of performance assistance, the principal may proceed directly to Level 3 remediation.

2.10 Copies of the performance assistance procedure are kept by the administrator in the educator's school file. After three consecutive years of successful performance following performance assistance, evidence of performance assistance shall be removed from the educator's school file *when requested by the educator*.

2.11 **Transfer Restrictions:** An educator *shall not be transferred* from the school of his/her assignment while on performance assistance unless authorized by the superintendent.

2.12 **School File:** If an educator who has successfully completed performance assistance transfers to a different school in the district within three years of being placed on performance assistance, *the school file*

containing evidence of the performance assistance must be sent to the receiving principal.

Level 3—Remediation (Career Educators only)

3.1 Remediation shall be based upon deficiencies identified in the educator's performance of his/her assignment as indicated on either the [Working Administrator Form](#) or the [Administrator Evaluation Report](#) and shall be initiated after consulting with the Performance Assistance Team (PAT).

3.2 The administrator shall provide written notice to the educator informing him/her of the decision to initiate remediation. Additionally, the administrator shall meet with the educator and present a copy of the [Remediation Referral](#) form. Copies of the signed [Remediation Referral](#) form shall be given to the educator, the association (when requested by the educator), and the superintendent's office (see Davis Educators Agreement).

3.3 **Remediation Team:** A remediation team shall be formed under the direction of the PAT, to assist in the remediation process. The team shall consist of a professional educator to serve as chair, the school administrator, a grade or subject consultant educator, and, if applicable, the association representative. The team may also select an educator to serve on the team for a specific and justifiable purpose.

3.3.1 Roles of the team members:

Chair (as designated by the superintendent)

- a. Reviews the [Remediation Referral](#) form with the team.
- b. Meets with educator prior to the first team meeting to receive input regarding a plan.
- c. Schedules and conducts meetings as determined by the educator and the team.
- d. Compiles team reviews and gives copies to the educator and team members.
- e. Coordinates the team's assistance to the educator.
- f. Compiles the Remediation Team Report and provides a copy to the educator, the superintendent, team members, and association (if applicable) *within 10 working days*.

Principal or Administrative Supervisor

- a. Initiates remediation procedures.

- b. Completes all necessary remediation forms.
- c. Defines the need for remediation regarding performance, including supporting data.
- d. Observes the educator and provides feedback to the team.
- e. Attends all review meetings.
- f. Provides reasonable assistance to the educator.
- g. Makes the final decision as to the success of the remediation after reviewing the recommendations of the team.

Association Representative (if requested by the educator, their association will designate the representative)

- a. Reports to their association.
- b. Acts as the association liaison between administration and educator to ensure that the remediation process is properly followed.
- c. Ensures that the educator is treated in a fair and equitable manner.
- d. Attends all review meetings.
- e. Observes and assists the educator.

Grade/Subject Consultant (as designated by the superintendent)

- a. Works as an educator dealing with a similar grade or subject area of appropriate assignment.
- b. Recognized as a well qualified educator.
- c. Observes and works directly with educator, using such elements as model teaching, behavior management skills, appropriate attitudes toward students, appropriate strategies for teaching, i.e., lesson plans, curriculum plans, methodologies.
- d. Attends all review meetings.

Team Designated Educator (when applicable)

- a. Spends a designated period of time working with the educator on a specifically defined task.
- b. Works on the final written report with the remediation team.

3.4 **Disagreement:** Should any member of the remediation team disagree with any decision, a team member may file a minority report. If the educator disagrees with

any decision or process, he/she has the right to file a grievance (see Davis Educators Agreement).

3.5 **Remediation Orientation Meeting:** Within a timely manner that *shall not exceed 15 working days* after the remediation form has been received by the superintendent, the assigned team shall hold its first meeting. Orientation for the team shall be provided by the Educator Assessment System (EAS) Coordinator in collaboration with the school director and professional association staff, if applicable.

3.6 **The Plan:** The remediation team shall develop a remediation plan in consultation with the educator *within five working days* after the remediation team members have met with the educator. In addition to a recommended course of action to be implemented by the educator, the plan will list other resources available for the educator's use for improvement. If the remediation team determines that insufficient time remains in the school year to begin effective implementation of the remediation plan, the remediation shall be postponed until the beginning of the following school year.

3.7 **Meetings:** The remediation team shall *meet a minimum of two times* to review performance as observed by the members of the team *by the end of the first 20 working days*.

3.8 **Written Reports:** At each meeting, a progress report shall be compiled by the team. A copy of this report shall be provided to the educator and each team member.

3.9 **Length of Review:** The remediation process shall commence with *the first working day* after the educator has received a copy of the remediation plan. The period of *remediation shall be 40 working days*. A final meeting with the educator and members of the team shall take place *within 10 working days* following the remediation process. The group shall review the plan, expectations, and the educator's improvement.

3.10 **Early Termination of Remediation Process:** At any time during the remediation process, the remediation may be terminated by the principal after adequate assessment of the educator's performance and appropriate coordination with the remediation team and the educator.

- 3.11 **Remediation Team Report:** Within 10 working days after the final evaluation meeting, the chairperson shall submit the final written *Remediation Team Report*, including the principal's recommendation, to the educator, the superintendent (or designee), and, if applicable, the educator's association.
- 3.12 **Principal Options**
- a. Remediation has been successful, and the educator is returned to full career status.
 - b. Remediation has been unsuccessful, and *Orderly Termination* is recommended.
 - c. Remediation has been substantially successful and on terms and conditions established by the remediation team, an extension of the full remediation process for a period *not to exceed 40 working days* is justified. *Under no circumstances shall the formal remediation process exceed 80 working days.*
- 3.13 **Transfer Restrictions:** An educator shall not be transferred from the school of his/her assignment while on performance assistance or remediation unless authorized by the superintendent.
- 3.14 All records or documents making reference to remediation in the case of an educator returned to full career status will remain in the educator's district personnel file for three years. After three years of successful performance, all reference to remediation shall be removed from the district personnel file *when requested by the educator.*
- 3.15 If remediation is successful, the educator must sustain the improved performance. If performance assistance is warranted again in the same component(s) within three years of remediation, an educator can be terminated for cause (as noted in the Davis Educators Agreement). Prior to any employment termination decision, the administrator shall consult with the district's Performance Assistance Team (PAT), which shall make the final recommendation regarding termination.
- 3.16 The appeal procedure is outlined in the current Davis Educators Agreement.

Administrator Forms

Working Administrator Form
(Provisional Educators)

Educator: _____
Employee ID#: _____
School: _____
Assignment: _____
School Year: _____

EAS Cycle
Year 1: _____
Year 2: _____
Year 3: _____

Administrator Sources of Information:

- Evidence of student achievement (required)
- Formal observations (two required)
- Informal visits (e.g. classroom, SEOP)
- Discussions with educator
- Discussions with other educators or staff
- Discussions with students
- Discussions with central office personnel
- Discussions with parents/parent communication (e.g. letters, emails, etc.)
- Other (specify): _____

Components of Professional Practice

	<u>Unsatisfactory</u>	<u>Needs Attention</u>	<u>Well Functioning</u>
1. Knowledge of Subject Matter and Learning Theory	U	N	W
2. Planning and Preparation Aligned with DESK Standards	U	N	W
3. Classroom Environment Conducive to Learning	U	N	W
4. Maintains Health and Safety Conditions	U	N	W
5. Managing Student Behavior	U	N	W
6. Effective Instruction	U	N	W
7. Assessing Student Learning	U	N	W
8. Relationships with Students	U	N	W
9. Relationships with Parents	U	N	W
10. Relationships with Faculty and Staff	U	N	W
11. Supports School Wide Goals and Procedures	U	N	W
12. Follows District and State Policy and Procedures	U	N	W
13. Growing and Developing Professionally	U	N	W
14. Adherence to Professional Code of Ethics	U	N	W
15. Adherence to Contractual Obligations	U	N	W

Signatures:

Educator Date

School Director Date

Administrator/Program Director Date

Superintendent Date

Working Administrator Form
(Career Educators)

Educator: _____
Employee ID#: _____
School: _____
Assignment: _____
School Year: _____

EAS Cycle
Year 1: _____
Year 2: _____
Year 3: _____
Year 4: _____

Administrator Sources of Information:

- Evidence of student achievement (required in year 4)
- Informal visits (e.g. classroom, SEOP)
- Discussions with educator
- Discussions with other educators and/or staff
- Discussions with students
- Discussions with central office personnel
- Discussions with parents/parent communication (e.g. letters, emails, etc.)
- Other (specify): _____

Components of Professional Practice

	<u>Unsatisfactory</u>	<u>Needs Attention</u>	<u>Well Functioning</u>
1. Knowledge of Subject Matter and Learning Theory	U	N	W
2. Planning and Preparation Aligned with DESK Standards	U	N	W
3. Classroom Environment Conducive to Learning	U	N	W
4. Maintains Health and Safety Conditions	U	N	W
5. Managing Student Behavior	U	N	W
6. Effective Instruction	U	N	W
7. Assessing Student Learning	U	N	W
8. Relationships with Students	U	N	W
9. Relationships with Parents	U	N	W
10. Relationships with Faculty and Staff	U	N	W
11. Supports School Wide Goals and Procedures	U	N	W
12. Follows District and State Policies and Procedures	U	N	W
13. Growing and Developing Professionally	U	N	W
14. Adherence to Professional Code of Ethics	U	N	W
15. Adherence to Contractual Obligations	U	N	W

Signatures:

Educator Date

School Director Date

Administrator/Program Director Date

Superintendent Date

Administrator Evaluation Report

(Provisional Educators)

Educator: _____

Year 1: _____

Employee ID #: _____

Year 2: _____

School: _____

Year 3: _____

Assignment: _____

School Year: _____

Administrator Sources of Information:

- Evidence of student achievement (required)
- Formal observations (two required)
- Informal visits (e.g. classroom, SEOP)
- Discussions with educator
- Discussions with other educators or staff
- Discussions with students
- Discussions with central office personnel
- Discussions with parents/parent communication (e.g. letters, emails, etc.)
- Other (specify): _____

Educator Data Sources and Written Documentation:

- Evidence of student achievement (required yearly)
- Portfolio (required in year 3 for Level 1 licensees)
- Professional development
- Parent survey
- Student survey
- Evidence unique to educator
- Teachers proficiency tests (e.g. Praxis II: PLT)
- Action research
- Collaborative investigation

Components of Professional Practice

	<u>Unsatisfactory</u>	<u>Needs Attention</u>	<u>Well Functioning</u>
1. Knowledge of Subject Matter and Learning Theory	U	N	W
2. Planning and Preparation Aligned with DESK Standards	U	N	W
3. Classroom Environment Conducive to Learning	U	N	W
4. Maintains Health and Safety Conditions	U	N	W
5. Managing Student Behavior	U	N	W
6. Effective Instruction	U	N	W
7. Assessing Student Learning	U	N	W
8. Relationships with Students	U	N	W
9. Relationships with Parents	U	N	W
10. Relationships with Faculty and Staff	U	N	W
11. Supports School Wide Goals and Procedures	U	N	W
12. Follows District and State Policy and Procedures	U	N	W
13. Growing and Developing Professionally	U	N	W
14. Adherence to Professional Code of Ethics	U	N	W
15. Adherence to Contractual Obligations	U	N	W

Signatures:

Educator Date

Administrator/Program Director Date

School Director Date

Superintendent Date

Administrator Evaluation Report (Career Educators)

Educator: _____
Employee ID #: _____
School: _____
Assignment: _____

Year 1: _____
Year 2: _____
Year 3: _____
Year 4: _____
School Year: _____

Administrator Sources of Information:

- Evidence of student achievement
- Informal visits (e.g. classroom, SEOP)
- Discussions with educator
- Discussions with other educators or staff
- Discussions with students
- Discussions with central office personnel
- Discussions with parents/parent communication
- Other (specify): _____

Educator Data Sources and Written Documentation:

- Evidence of student achievement (required in year 4)
- Portfolio
- Professional development
- Parent survey
- Student survey
- Evidence unique to educator
- Teachers proficiency tests
- Action research
- Collaborative investigation
- Scheduled observation (Not necessary to use formal observation form)

Components of Professional Practice

	<u>Unsatisfactory</u>	<u>Needs Attention</u>	<u>Well Functioning</u>
1. Knowledge of Subject Matter and Learning Theory	U	N	W
2. Planning and Preparation Aligned with DESK Standards	U	N	W
3. Classroom Environment Conducive to Learning	U	N	W
4. Maintains Health and Safety Conditions	U	N	W
5. Managing Student Behavior	U	N	W
6. Effective Instruction	U	N	W
7. Assessing Student Learning	U	N	W
8. Relationships with Students	U	N	W
9. Relationships with Parents	U	N	W
10. Relationships with Faculty and Staff	U	N	W
11. Supports School Wide Goals and Procedures	U	N	W
12. Follows District and State Policy and Procedures	U	N	W
13. Growing and Developing Professionally	U	N	W
14. Adherence to Professional Code of Ethics	U	N	W
15. Adherence to Contractual Obligations	U	N	W

Signatures:

Educator Date

Administrator/Program Director Date

School Director Date

Superintendent Date

Educator's Notable Performance

Educator: _____

Date: _____

Evidence of notable performance:

Signature:

Administrator

Date

Scheduled Formal Observations

Observation Data for Classroom Teacher

(Form #1)

Teacher _____
 Grade Level _____
 Observer _____

Date _____
 Subject _____
 # of Students _____

All items under each number **DO NOT** need to be marked

<p>1. Learning Objectives</p> <p><input type="checkbox"/> Objective is clearly communicated <input type="checkbox"/> Verbally <input type="checkbox"/> written</p> <p><input type="checkbox"/> Objective is measurable</p> <p><input type="checkbox"/> Checked to assure objective and expectations are understood</p> <p><input type="checkbox"/> Objective developed during presentation</p>	<p>2. Use of Instructional Materials and Techniques</p> <p><input type="checkbox"/> Use a variety of materials suitable to objective</p> <p><input type="checkbox"/> Techniques provided for differences in learning styles</p> <p><input type="checkbox"/> Principles of effective instruction are used: <input type="checkbox"/> Review <input type="checkbox"/> Explicit instruction ▪ Direct instruction ▪ Guided practice ▪ Independent practice <input type="checkbox"/> Modeling <input type="checkbox"/> Demonstration <input type="checkbox"/> Role playing <input type="checkbox"/> Focus <input type="checkbox"/> Peer teaching <input type="checkbox"/> Group activities <input type="checkbox"/> Closure</p>	<p>3. Student/Educator Interaction</p> <p><input type="checkbox"/> Abundant student participation encouraged</p> <p><input type="checkbox"/> Positive educator response to questions and comments</p> <p><input type="checkbox"/> Feedback accepted and used to modify lesson</p> <p><input type="checkbox"/> Questions at various levels of thinking skills</p> <p><input type="checkbox"/> Appropriate wait time after question</p> <p><input type="checkbox"/> Students treated in an equitable manner</p>	<p>4. Academic Learning/Time on Task</p> <p><input type="checkbox"/> Plans and materials provide for smooth transitions</p> <p><input type="checkbox"/> Pacing maintains student involvement and interest</p> <p><input type="checkbox"/> Sufficient direct instruction time given to content or skill learning</p> <p><input type="checkbox"/> Students prepared to successfully perform assignments</p> <p><input type="checkbox"/> High level of on-task behavior in group and individual activities</p>
<p>5. Behavior Management</p> <p><input type="checkbox"/> Evidence of discipline system and set of procedures</p> <p><input type="checkbox"/> Fair and consistent management of system</p> <p><input type="checkbox"/> Encourages positive behavior</p> <p><input type="checkbox"/> Controls negative behavior</p> <p><input type="checkbox"/> Uses praise, proximity control, contracting, etc.</p>	<p>6. Climate for Learning</p> <p><input type="checkbox"/> Friendly, accepting, and encouraging (Voice, tone, facial expression, humor, etc.)</p> <p><input type="checkbox"/> Functional classroom (i.e. seating arrangement, work space, convenience of materials)</p> <p><input type="checkbox"/> Attractive and stimulating environment</p> <p><input type="checkbox"/> Productive and enthusiastic students</p>	<p>7. Monitoring Student Progress During and After Lesson</p> <p><input type="checkbox"/> Oral and written response to monitor each student's progress toward learning objective</p> <p><input type="checkbox"/> Adjustment of instruction as needed based on feedback</p> <p><input type="checkbox"/> Recording of student progress by on-going and end of unit sampling</p> <p><input type="checkbox"/> Feedback from recorded data to students and parents (may be added during post observation)</p>	<p>8. Overall Instructional Planning</p> <p><input type="checkbox"/> Advance planning evident in selection and implementation of objectives, activities and materials</p> <p><input type="checkbox"/> Lesson is logical part of on-going unit, related to past and future lessons</p> <p><input type="checkbox"/> Evidence of long-term planning shown in written plans or discussed in conference</p> <p><input type="checkbox"/> Organization of events in logical sequence for instruction</p> <p><input type="checkbox"/> Instructional planning to meet varied needs of learners</p>

Observation Data for Classroom Teacher

(Form #2)

Teacher _____
Grade Level _____
Observer _____

Date _____
Subject _____
of Students _____

All items under each number **DO NOT** need to be marked

1. Learning Objectives	2. Use of Instructional Materials and Techniques	3. Student/Educator Interaction	4. Academic Learning/Time on Task
5. Behavior Management	6. Climate for Learning	7. Monitoring Student Progress During and After Lesson	8. Overall Instructional Planning

Observation Data for Special Education Teacher

(Form #3)

Teacher _____
 Grade Level _____
 Observer _____

Date _____
 Subject _____
 # of Students _____

All items under each number **DO NOT** need to be marked

<p>1. Learning Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objective communicated through IEP <input type="checkbox"/> Short term objectives communicated <ul style="list-style-type: none"> <input type="checkbox"/> Verbally <input type="checkbox"/> Written <input type="checkbox"/> Checked to assure objectives and expectations are understood* <input type="checkbox"/> Objective developed during group or individual presentation <p><i>*May not be applicable to severely disabled students</i></p>	<p>2. Use of Instructional Materials and Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of variety of materials suitable to objective and functional level of student <input type="checkbox"/> Techniques provided for differences in learning styles and abilities <input type="checkbox"/> Effective consultation and collaboration with regular education teacher and other professionals/paraprofessionals <input type="checkbox"/> Principles of effective instruction are used*: <ul style="list-style-type: none"> <input type="checkbox"/> Review <input type="checkbox"/> Explicit instruction <ul style="list-style-type: none"> ▪ Direct instruction ▪ Guided practice ▪ Independent practice <input type="checkbox"/> Modeling <input type="checkbox"/> Demonstration <input type="checkbox"/> Role playing <input type="checkbox"/> Focus <input type="checkbox"/> Peer teaching <input type="checkbox"/> Group activities <input type="checkbox"/> Closure <p><i>*May not be applicable to severely disabled students</i></p>	<p>3. Student/Educator Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student participation encouraged <input type="checkbox"/> Positive educator response to questions and comments <input type="checkbox"/> Feedback accepted and used to modify lesson* <input type="checkbox"/> Questions at various levels of thinking skills* <input type="checkbox"/> Appropriate wait time after questions <input type="checkbox"/> Students treated in an equitable manner <p><i>*May not be applicable to severely disabled students</i></p>	<p>4. Academic Learning/Time on Task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and materials provide for smooth transitions <input type="checkbox"/> Pacing maintains student involvement, interest, and functional level <input type="checkbox"/> Sufficient direct instruction time given to content or skill learning <input type="checkbox"/> Students prepared to successfully perform a task <input type="checkbox"/> Educator promotes on task behavior in group/individual activities
<p>5. Behavior Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of discipline system and set of procedures <input type="checkbox"/> Fair and consistent management of system <input type="checkbox"/> Encourages positive behavior <input type="checkbox"/> Controls negative behavior <input type="checkbox"/> Uses praise, proximity control, contracting, etc. 	<p>6. Climate for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Friendly, accepting, and encouraging (Voice, tone, facial expression, humor, etc.) <input type="checkbox"/> Functional classroom (i.e. seating arrangement, work space, convenience of materials) <input type="checkbox"/> Attractive and stimulating environment <input type="checkbox"/> Productive and enthusiastic students 	<p>7. Monitoring Student Progress During and After Lesson</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral and written response to monitor each student's progress toward learning objective <input type="checkbox"/> Adjustment of instruction as needed based on feedback <input type="checkbox"/> Recording of student progress by on-going and end of unit sampling <input type="checkbox"/> Feedback from recorded data is provided to students and parents (may be added during post-observation) 	<p>8. Overall Instructional Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advance planning evident in selection and implementation of objectives, activities and materials <input type="checkbox"/> Lesson is logical part of on-going unit, related to past and future lessons <input type="checkbox"/> Evidence of long-term planning shown in written plans or discussed in conference <input type="checkbox"/> Organization of events in logical sequence for instruction <input type="checkbox"/> Instructional planning meets varied needs of learners

Observation Data for Library Media Teacher

(Form #4)

Data pertinent to this form should be taken from a media specialist's normal course of activities during the school year.

Teacher _____

Date _____

Observer _____

of students
(if applicable) _____

All items under each number **DO NOT** need to be marked

<p>1. Learning Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objective is clearly communicated <input type="checkbox"/> Short term objectives communicated <ul style="list-style-type: none"> <input type="checkbox"/> Verbally <input type="checkbox"/> Written <input type="checkbox"/> Objective is measurable <input type="checkbox"/> Objective checked to assure understanding <input type="checkbox"/> Objective developed during presentation 	<p>2. Care and Use of Media Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inspires careful use of media holdings <input type="checkbox"/> Organizes facility for maximum use and access <input type="checkbox"/> Organizes and chairs a media program Advisory Committee <input type="checkbox"/> Trains and supervises support staff volunteers and student assistants 	<p>3. Student/Educator Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands, accepts, and provides for individual learning differences <input type="checkbox"/> Shows respect for the worth and dignity of every individual <input type="checkbox"/> Encourages use of the facility and resources at the time of need <input type="checkbox"/> Informs teachers, students, parents, and administrators of available materials, equipment, and services 	<p>4. Behavior Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guides student behavior in the Media Center <input type="checkbox"/> Encourages independent, self-motivated study habits and responsibility in students <input type="checkbox"/> Maintains an environment conducive to learning, including displays and spatial arrangement
<p>5. Information Specialist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes resources available to students and teachers through a systematically developed collection within the school <input type="checkbox"/> Develops and administers a continuous evaluation plan of the library media program <input type="checkbox"/> Provides an accurate and efficient retrieval system which includes classifying, cataloging, and shelving of all types of materials 	<p>6. Accounting and Budget Procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and administers a library media budget to support the instructional program <input type="checkbox"/> Distributes and provides minor maintenance of audiovisual equipment <input type="checkbox"/> Advises on laws and policies regarding information and copyright 	<p>7. Overall Planning and Consultation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes individual contributions to the total instructional program <input type="checkbox"/> Plans and promotes library media services to students and teachers through cooperation and sharing of information and resources at local, district, and state level <input type="checkbox"/> Uses a systematic instructional development process in working with teachers to improve instructional activities 	<p>Other</p>

Observation Data for Elementary Counselor

(Form #5)

Data pertinent to this form should be taken from a counselor's normal course of activities during the school year.

Teacher _____

Date _____

Observer _____

All items under each number **DO NOT** need to be marked

<p>1. Implementation of the Individual Student Education Plan (SEP)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with parents, teachers, and administrators in establishing goals and developing SEPs as requested <input type="checkbox"/> Provides SEP training and support as requested by teachers and administrators <input type="checkbox"/> Is available to provide support during SEP conferences 	<p>2. Implementation of the Guidance Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively teaches guidance curriculum lessons <input type="checkbox"/> Teaches the approved curriculum in every classroom; approximately 30 classes per week per full time counselor; generally not more than one lesson per class per week <input type="checkbox"/> Displays schedule of classroom presentations 	<p>3. Implementation of Responsive Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides individual and small group counseling using accepted theories and techniques appropriate for school counseling; a signed district permission form from parent/guardian is required <input type="checkbox"/> Is aware of and follows district policy regarding crisis, abuse, suicide issues, etc. and provides support <input type="checkbox"/> Provides crisis support for students as needed <input type="checkbox"/> Appropriately involves parents/guardians and teachers in situations that warrant their attention <input type="checkbox"/> Informs parents, teachers, administrators, and other school personnel of community resources and services available
<p>4. Implementation of System Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility in working with school personnel, programs, and activities <input type="checkbox"/> Operates from the classroom presentation schedule <input type="checkbox"/> Uses resources effectively <input type="checkbox"/> The professional school counselor provides support for other school programs 	<p>5. Professional Communication and Interactions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates positive interpersonal relations with students <input type="checkbox"/> Demonstrates positive interpersonal relations and consults with educational staff <input type="checkbox"/> Demonstrates positive interpersonal relations with parents/guardians and patrons <input type="checkbox"/> Increases professional skills and knowledge through district counselor meetings, staff development, conferences, classes, and/or workshops <input type="checkbox"/> Possesses professional and responsible work habits <input type="checkbox"/> Submits all completed reports in a timely manner <input type="checkbox"/> Serves on building and district committees as appropriate <input type="checkbox"/> Works cooperatively with other school personnel in the best interest of students and for the betterment of the district <input type="checkbox"/> Carries out "fair share responsibilities" as appropriate 	<p>6. Professional Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to district policies and legal guidelines <input type="checkbox"/> Does not reveal confidential information inappropriately <input type="checkbox"/> Does not impose personal value judgments on students, their families, or school staff <input type="checkbox"/> Promotes equity with respect to gender, ethnicity, or the ability of students <input type="checkbox"/> Respects diversity in school policy and interpersonal relationships

Observation Data for Secondary Counselor

(Form #6)

Date _____

Counselor _____

Observer _____

Data pertinent to this form should be taken from a counselor's normal course of activities during the school year.

All items under each number DO NOT need to be marked

<p>1. Implementation of the Individual Student Educational Occupational Plan (SEOP)</p> <ul style="list-style-type: none"> <input type="checkbox"/> In collaboration with parents, all students have an annual individual SEOP Conference <input type="checkbox"/> Parents/guardians are notified of their appointment by mail, phone call, or e-mail <ul style="list-style-type: none"> <input type="checkbox"/> _____ # of students <input type="checkbox"/> _____ # of conferences held <input type="checkbox"/> _____ # of parents/guardians in attendance <input type="checkbox"/> Guides students to utilize assessment results in their educational and career plans <input type="checkbox"/> The "Four Purposes of Education" are discussed in the SEOP conference <input type="checkbox"/> The SEOP includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Educational information and opportunities <input type="checkbox"/> Career information <input type="checkbox"/> Assessments <input type="checkbox"/> Registration <input type="checkbox"/> Graduation requirements <input type="checkbox"/> Post high school <input type="checkbox"/> Instructs parents on the use of the electronic SEOP as coordinated through the administration 	<p>2. Implementation of the Guidance Curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively teaches guidance curriculum <input type="checkbox"/> Collaborates with or assists teachers in developing and/or teaching guidance curriculum effectively <input type="checkbox"/> Serves as a resource regarding guidance materials appropriate to the guidance curriculum being taught 	<p>3. Implementation of Responsive Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides individual and small group counseling using accepted theories and techniques appropriate for school counseling; a signed district permission form from parent/guardian is required <input type="checkbox"/> Is aware of and follows district policy regarding crisis, abuse, suicide issues, etc. and provides support <input type="checkbox"/> Provides crisis support for students as needed <input type="checkbox"/> Appropriately involves parents/guardians and teachers in situations that warrant their attention <input type="checkbox"/> Informs parents, teachers, administrators, and other school personnel of community resources and services available
<p>4. Implementation of System Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts formal and informal needs assessments to determine needs and priorities as perceived by students, teachers, and parents <input type="checkbox"/> Sets timelines and follows them <input type="checkbox"/> Operates from a program calendar <input type="checkbox"/> Uses resources effectively <input type="checkbox"/> Provides support for other school programs <input type="checkbox"/> Comprehensive Guidance reviews/accreditation are passed every three years 	<p>5. Professional Communication and Interactions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates positive interpersonal relations with students <input type="checkbox"/> Demonstrates positive interpersonal relations and consults with educational staff <input type="checkbox"/> Demonstrates positive interpersonal relations with parents/guardians and patrons <input type="checkbox"/> Increases professional skills and knowledge through district counselor meetings, staff development, conferences, classes and/or workshops <input type="checkbox"/> Is proficient in using and implementing technology <input type="checkbox"/> Possesses professional and responsible work habits <input type="checkbox"/> Serves on building and district committees as appropriate <input type="checkbox"/> Works cooperatively with other school personnel in the best interest of students and for the betterment of the district <input type="checkbox"/> Carries out "fair share responsibilities" as appropriate <input type="checkbox"/> Provides staff development training for teachers on the SEOP and guidance-related subject matter as requested by administrator 	<p>6. Professional Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to district policies and legal guidelines <input type="checkbox"/> Does not reveal confidential information inappropriately <input type="checkbox"/> Does not impose personal value judgments on students, their families, or school staff <input type="checkbox"/> Promotes equity with respect to gender, ethnicity, or the ability of students <input type="checkbox"/> Respects diversity in school policy and interpersonal relationships

Observation Data for School Technology Specialist

(Form #7)

Data pertinent to this form should be taken from a school technology specialist's normal course of activities during the school year.

STS _____

Date _____

Observer _____

All items under each number **DO NOT** need to be marked

<p>1. Learning Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objective is clearly communicated <input type="checkbox"/> Short term objectives communicated <input type="checkbox"/> Objective checked to assure understanding <input type="checkbox"/> Objective developed during presentation 	<p>2. Student/Educator Interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands, accepts, and provides for individual learning differences <input type="checkbox"/> Shows respect for the worth and dignity of every individual <input type="checkbox"/> Encourages use of electronic media and other resources 	<p>3. Implementation of the Student Support Component</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility in working with school personnel, programs, and activities <input type="checkbox"/> Uses resources effectively <input type="checkbox"/> Provide support for other school programs 	<p>4. Professional Communication and Interactions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates positive interpersonal relations with students <input type="checkbox"/> Demonstrates positive interpersonal relations and consults with staff members <input type="checkbox"/> Demonstrates positive interpersonal relations with parents/guardians and patrons <input type="checkbox"/> Possesses professional and responsible work habits <input type="checkbox"/> Serves on building and district committees as appropriate <input type="checkbox"/> Works cooperatively with other school personnel in the best interest of students for the betterment of the district <input type="checkbox"/> Carries out "fair share responsibilities" as appropriate
<p>5. Professional Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adheres to district policies and legal guidelines <input type="checkbox"/> Does not reveal confidential information inappropriately <input type="checkbox"/> Does not impose personal value judgments on students, their families, or on school staff <input type="checkbox"/> Promotes equity with respect to gender, ethnicity, or the ability of students <input type="checkbox"/> Respects diversity in school policy and interpersonal relationships 	<p>6. Overall Instructional Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advance planning evident in selection and implementation of objectives, activities and materials <input type="checkbox"/> Lesson is a logical part of on-going unit, related to past and future training <input type="checkbox"/> Evidence of long-term planning shown in written plans or discussed in conference <input type="checkbox"/> Organization of events in logical sequence for instruction <input type="checkbox"/> Instructional planning to meet varied needs of learners 	<p>7. Overall Planning and Consultation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes individual contributions to the total instructional program <input type="checkbox"/> Plans and promotes digital resources to students and staff members through cooperation with and sharing of information and resources at local, district, and state level <input type="checkbox"/> Uses a systematic instructional development process in working with teachers to improve instructional activities 	<p>8. Information Specialist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes resources available to students and other staff members through a systematically developed collection within the school <input type="checkbox"/> Develops and administers a continuous evaluation plan of the technology program <input type="checkbox"/> Supports an accurate and efficient data retrieval system

Professional Goals and Activities and Data Source Forms

Professional Goals and Activities

Educator: _____ Date: _____

The identification of mutually acceptable goals and the appraisal of the educator's resourcefulness in achieving them constitute an especially meaningful facet of the Davis Educator Assessment System (EAS). Goals and activities should relate to the educator's immediate program needs. The use of school wide, grade level, team, or department goals is encouraged. Some goals may take a full evaluation cycle to complete.

<i>Goals</i>	<i>Goal Progress</i>
<i>Activities</i>	<i>Activity Progress</i>

Signatures:

Educator

Date

Administrator

Date

Portfolio

(Provisional teachers with Level 1 Licenses must use this data source during year 3 of their evaluation cycle.)

TEACHER STANDARDS	RATIONALE	ARTIFACT	REFLECTION
1) CLIMATE: Creates and maintains an environment for student learning			
2) PLAN: Plans curriculum and designs instruction for student learning			
3) TEACH: Engages and supports students in learning			
4) COMMUNICATE: Involves community in student learning			
5) TEST: Assesses student learning			
6) DATA: Data proves student learning			
7) PRO: Becomes a teaching professional; is learning			
Comments:			

Signatures:

Educator

Date

Administrator

Date

Parent/Student Survey

Educator: _____ Date: _____

Attach copy of acceptable survey results. (Student and parent survey questions are listed on the next two pages.)

- _____ Parent Survey
- _____ K-2 Non-Reader Student Survey
- _____ Elementary Student Survey
- _____ Secondary Student Survey

These results have helped me set the following goals:

Signatures:

Educator

Date

Administrator

Date

Student Survey Questions

ELEMENTARY

K-2 (Non-reader) Student Survey

The non-reader survey is intended for use in elementary classrooms where a large number of students cannot independently read and complete the items (grades K-2). These surveys are formatted for verbal administration using a three point scale: “no,” “sometimes,” and “yes,” are represented as ☹ ☺ ☻.

1. My teacher shows me how to do new things.
2. My class is a good place for learning.
3. I like to come to this class.
4. My teacher is a good teacher.
5. I know what I am supposed to do in this class.
6. My teacher’s rules are fair.
7. My teacher is nice to me.

Elementary Student Survey

The elementary survey is administered to students who can read and mark the survey independently (grades 3-6). Students respond using a three point scale of “no,” “sometimes,” and “yes.”

1. I learn new things in this class.
2. My class is a good place for learning.
3. I like to come to this class.
4. My teacher is a good teacher.
5. I know what I am supposed to do in this class.
6. I understand the rules in my class.
7. My teacher treats me fairly.
8. I know how well I am learning in this class.
9. My teacher is nice to me.

SECONDARY

Secondary Student Survey

Secondary students respond using a three point scale of “no,” “sometimes,” and “yes.”

1. I learn new things in this class.
2. My class is a good place for learning.
3. This teacher treats me with care and respect.
4. This is a good teacher.
5. I know what I am supposed to do in this class.
6. I understand the class rules.
7. This teacher treats me fairly.
8. I know how well I am doing in this class.
9. I usually understand how to do my assignments.
10. This teacher maintains class discipline.

Parent Survey Questions

PARENT SURVEY—ELEMENTARY AND SECONDARY

Parent surveys use a four point scale of “no opinion,” “no,” “sometimes,” and “yes.”

1. My son/daughter is learning in this class.
2. This classroom is a good place for learning.
3. This teacher treats my son/daughter with care and respect.
4. I am satisfied with my son's/daughter's experience in this class.
5. The learning activities in this class are appropriate for my son/daughter.
6. My son/daughter knows what is expected in this class.
7. This teacher treats my son/daughter fairly.
8. This teacher is accessible.
9. Homework in this class helps my son/daughter learn.
10. I have reviewed the class content and goals for this class.
11. When I contact this teacher I get a timely response.
12. The Student Information System (online) is updated in a timely fashion.
13. This teacher communicates with me as a parent.

Teacher Proficiency Test

Educator: _____ Date: _____

Attach a copy of test results.

Internet sites for accessing testing information:

GRE: [www.gre.org] (GRE results may be used as a data source three times from the time the test is taken for up to seven years)

National Board Certification: [www.nbpts.org/] (NBCT may be used as a data source three times while the certification is current)

Praxis: [www.ets.org/praxis] (Praxis II or III tests may be used only once as a data source, usually in the year the test is taken)

Name of test taken: _____

Date of test administration: _____

Signatures:

Educator

Date

Administrator

Date

Action Research Project

Educator: _____ Date: _____

School: _____

Action Research
Project Title: _____

Outline of project:

A completed action research project must be submitted to Staff Development with this form. Project should include:

- An introduction and history of the topic you've selected
- A literature review (from professional literature)
- A methods section (including three data sources and samples of both qualitative and quantitative evidence)
- An analysis of your findings (results)
- An action plan outlining how you intend to change your classroom practices as a result of this project

This paper meets the requirements as an educator data source for the Davis Educator Assessment System.

Signature:

Staff Development Director (or designee)

Date

Collaborative Investigation

Educator: _____ Date: _____

The following is a sample format. Educators may use the form below or create their own.

1. Identify collaborative team.

2. Describe investigation.

3. Outcomes:

Signatures:

Educator

Date

Administrator

Date

Performance Assistance Forms

Performance Assistance
(Performance Assistance Level 2)

Educator: _____

Date: _____

School: _____

Assignment: _____

Reason(s) for performance assistance (specify components of professional practice and identify one example of educator's performance which illustrates deficiency):

Expected outcomes of performance assistance (stated as behavioral objectives):

Continued on page 48

Performance Assistance
(Performance Assistance Level 2)

The administrator shall meet with educator approximately every seven (7) working days with final conference taking place at the conclusion of thirty (30) working days.

Educator: _____ Date: _____

School: _____ Assignment: _____

Results of *first* conference: _____ Date: _____

Signatures

Educator: _____ Principal: _____

Results of *second* conference: _____ Date: _____

Signatures

Educator: _____ Principal: _____

Results of *third* conference: _____ Date: _____

Signatures

Educator: _____ Principal: _____

Results of *final* conference: _____ Date: _____

Signatures

Educator: _____ Principal: _____

Performance assistance _____ was successful and his hereby completed.
_____ was not successful for the following reasons:

I have received a copy of this report:

Signatures:

Report prepared by:

Educator _____ *Date*

Administrator _____ *Date*

The completed form will be placed in the educator's school file for three (3) years; it may then be removed upon educator's request.

Remediation Referral
(Performance Assistance Level 3)

Educator: _____

Date: _____

School: _____

Assignment: _____

Briefly describe concerns:

List component(s) for which "U" was received:

Component #

Name:

Brief description with specific example(s) of unsatisfactory performance

Brief description of desired outcome

Component #

Name:

Brief description with specific example(s) of unsatisfactory performance

Brief description of desired outcome

I have received a copy of this report:

Signatures:

Report prepared by:

Educator

Date

Administrator

Date

The completed form will be placed in the educator's school and district file for three (3) year; it may then be removed upon educator's request.

Survey Request

An "*N*" (*Needs Attention*) has been placed on the *Working Administrator Form*. ***In order to request a survey, this form must be submitted to the EAS Coordinator.*** Results will be shared with the administrator and educator.

Educator: _____ Principal: _____
School: _____ Date: _____

_____ **# of Student Surveys Requested**
(a minimum of 15 completed surveys is required for validity)

_____ **# of Parent Surveys Requested**
(a minimum of 15 completed surveys is required for validity)

Week requested for student surveys to be administered: _____

Requested date parent surveys need to be returned to the school (allow for approximately ten days):

Once the EAS Coordinator has received this form, it takes approximately one week for surveys to be printed; plan accordingly.

I have received a copy of this request:

Request prepared by:

Signatures:

Educator

Date

Administrator

Date

Glossary of Terms

Administrator:

Site principal, assistant principal, or supervisor (must have current administrative endorsement).

Career Educator:

In Davis School District, a career educator is defined as a licensed educator who has been continuously employed by the district for longer than three consecutive full-contract years (August through June).

Classroom Management:

The way a teacher organizes and administers routines to make classroom life as productive and satisfying as possible. Classroom management includes but is much broader than discipline. For example, teachers with good classroom management skills explain classroom routines and may even begin the school year by having students practice expected procedures as a way of minimizing disruptions and maximizing the time for instruction (Ravitch 2007).

Contract Year:

A full-contract year is defined as the beginning of the school year until the end of that same school year. A partial-contract year applies to educators hired after the beginning of the school year.

Data Source:

Evidence used by professional educators to document that they are well functioning members of the district educational staff.

Learner Outcomes:

Specific expectations of what students are supposed to know or be able to do as a result of a specific course or learning activity (Ravitch 2007).

Level 1 License:

License issued by the Utah State Office of Education to teachers who are beginning their practice in education. The Level 1 license is valid for a period of three years.

Level 2 License:

License issued by the Utah State Office of Education to teachers who have met professional standards (which may include completion of the Entry Years Enhancement (EYE) program). The Level 2 license is valid for a period of five years.

Level 3 License:

License issued by the Utah State Office of Education to teachers who have attained National Board Certification or doctoral degrees. The Level 3 license is valid for a period of seven years.

National Board Certification:

A certificate awarded by the National Board for Professional Teaching Standards (NBPTS) attesting that a teacher meets the National Board standards for professional teaching excellence. The purpose of the certification process is to make teaching more professional, to recognize outstanding teachers, and to create a credential that will be accepted by different districts and states. To earn a certificate, the candidate must complete a two-part assessment. First, the teacher submits a portfolio that provides evidence of good teaching, such as videotapes of classroom teaching, lesson plans, student work samples, and self-evaluative essays. Next, the teacher participates in a daylong evaluation of his or her knowledge of curriculum design, good teaching practice, assessment of student learning, and subject matter (Ravitch 2007).

Performance Assistance Team (PAT):

In Davis School District, a team of administrators (school director; school principal; director of Human Resources; and, an association representative, when applicable) formed to consult with a principal who is working with a career educator undergoing remediation, with the goal of improving the educator's performance to well-functioning levels.

Praxis:

A series of tests prepared by the Educational Testing Service and used by many states for teaching licensing and certification. Praxis I measures basic academic skills of would-be teachers; Praxis II measures their general and subject-specific knowledge and teaching skills; and Praxis III assesses their classroom performance (Ravitch 2007).

Professional Development:

Training intended to teach teachers or administrators the knowledge and skills they need to perform their jobs well (Ravitch 2007).

Provisional Educator:

An educator new to teaching or new to Davis School District, who has taught continuously the district for three or fewer consecutive full-contract years. Educators who retire from a district, including DSD, and begin teaching again, are provisional until they have taught three consecutive full-contract years under their new contract.

Reflection:

The process of thinking about what one is doing or what one has just finished doing. For example, teachers may reflect on their practice. Reflection on one's behavior and efforts should involve self-critique, self-analysis, and self-evaluation (Ravitch 2007).

Reflective practitioner:

An educator who thinks about the art and craft of teaching, ponders the rationale for teaching, reviews what he or she has been doing in the classroom, analyzes whether or not it was successful (Ravitch 2007).

Remediation Team:

A team of educators, administrators, and an association representative (if applicable) organized to assist a teacher who is undergoing remediation (Performance Assistance Level 3). The remediation team is comprised of a chair (designated by the superintendent), the educator's principal, an association representative (as designated by the educator's association, if requested), a grade/subject consultant educator (as designated by the superintendent), a team designated educator (if needed for a specific purpose).

Student Achievement:

Accomplishment; the mastery of a skill or of knowledge as evidenced by data gathered in the classroom, standardized test results, and ongoing formative assessments.

Ravitch, D. (2007). *Edspeak: A glossary of education terms, phrases, buzzwords, and jargon*. Alexandria, VA: Association for Supervision and Curriculum Development.