



EVALUATE
DAVIS

Licensed Educator Manual
Classroom and Nontraditional



Quality employees are essential to the mission of
Learning First!

In Davis School District, all employees are considered to be educators; the work of each employee is critical in creating an environment where effective teaching and learning take place.

Quality work begins with clear expectations. In the Evaluate Davis system, performance standards and indicators outline what is expected of employees. A philosophy of *Learning First* for employees as well as students and an emphasis on continuous improvement serves as the foundation for the Evaluate Davis system.

Each year, employees review data related to performance and reflect on progress through self assessment. Setting yearly goals and creating a plan for professional growth enables employees to meet high expectations and continually grow and progress in their work.

Evaluate Davis provides both structure and opportunity for ongoing employee-supervisor conversations regarding performance. Frequent and regular feedback on employee performance through components such as observations and stakeholder surveys, aligned with standards and performance indicators, enables employees and supervisors to discuss areas of strength or areas for improvement.

The alignment of all Evaluate Davis components to standards and performance indicators provides supervisors with valid information on which to assess and rate the level of performance of the employee in a yearly summative evaluation. The summative evaluation provides an opportunity for supervisors to celebrate the employee's accomplishments and progress and provide coaching for continuous improvement.

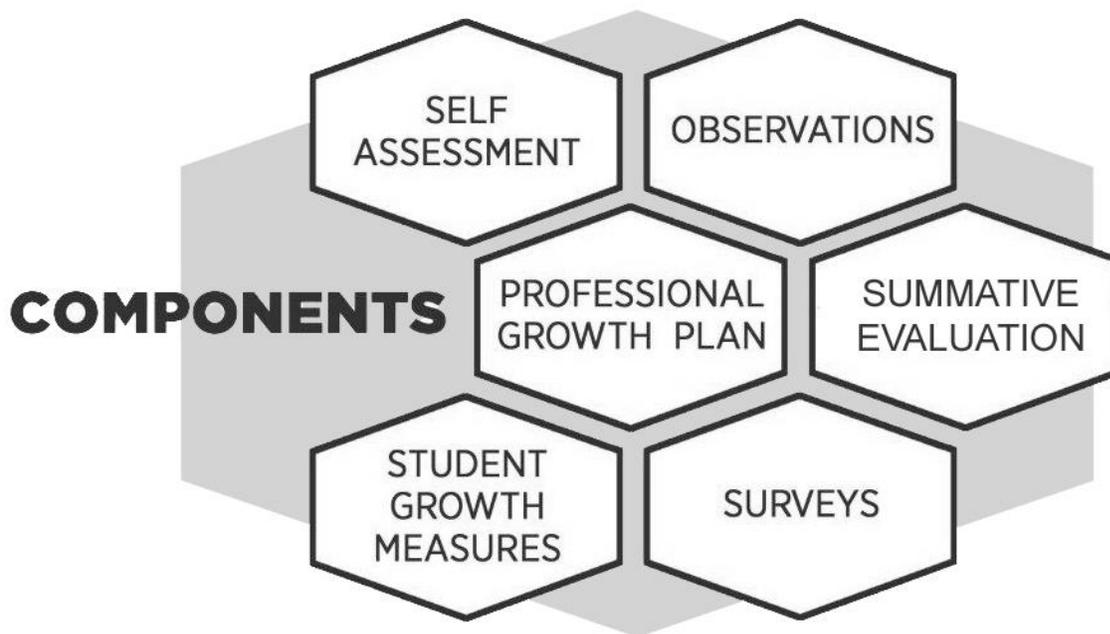
Evaluate Davis recognizes that different groups of employees have different job duties. With this in mind, standards and performance indicators with job specific components have been developed for the following groups: Classroom Educators, NonTraditional Educators, Classified Employees, Classified Supervisors, School Leaders, District Licensed Employees and District Administrators. **This manual details the evaluation system for Licensed Educators.**

Davis School District values diverse perspectives and stakeholder involvement. Evaluate Davis was created under the direction of the Joint Educator Evaluation Advisory Committee (JEEAC) comprised of educators, parents, and administrators. The standards, performance indicators, and components for each group were created and reviewed by employees from each respective group. Students on the Davis District Student Advisory Council provided student input.

for LICENSED EDUCATORS

(Classroom Educators, Nontraditional Educators)

In the Evaluate Davis system, educator-created performance standards aligned with the Utah Effective Teaching Standards outline the performance expected of licensed educators. Multiple components in the evaluation system assess the level of performance on each of these standards and indicators and provide information to supervisors as they rate licensed educators on end-of-year summative evaluation reports. The data from the Evaluate Davis components helps educators analyze performance and progress, reflect, and set goals for the year. The following graphic displays the components used to measure educator effectiveness among licensed educators:



SELF-ASSESSMENT

Reflecting on personal practice through a thoughtful, honest self-assessment enables an educator to clearly identify areas for professional improvement and set goals directly linked to the standards and performance indicators. In addition, the self-assessment enables the educator to compare personal responses with data from other measures, i.e. surveys, observations, and end-of-year reports. Self-assessment will result in improved goal setting, performance, and evaluation.

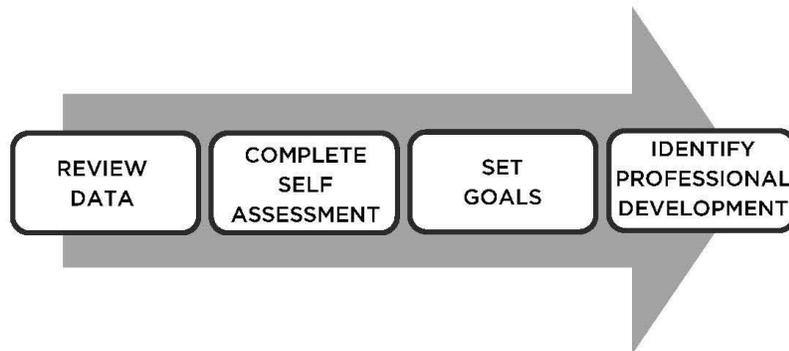
The annual self-assessment is conducted at the beginning of the school year and must be completed prior to creating the Professional Growth Plan. Educators self-assess on each performance indicator

using a sliding scale ranging from one to four and may note evidence from the past year to support the rating. While supervisors will discuss self-assessments with educators, the self-ratings are not used to create scores on the end-of-year summative evaluation report.

PROFESSIONAL GROWTH PLAN

A Professional Growth Plan (PGP) will be created at the *beginning* of each school year and completed at the *end* of each school year. The supervisor will make an appointment with the educator at the beginning of the year to *discuss goals and the professional growth plan* and at the end of the year to *review progress*. The educator will take the following steps in creating the PGP:

- Review data from observations, stakeholder surveys, student growth measures, and other data related to your assignment.
- Complete self-assessment; reflect.
- Set measurable, evidence-based goals for the upcoming year.
- Create a plan for professional development and goal achievement.



At the end of the year, the educator will:

- Reflect on goals progress.
- Document professional development.
- Describe professional contributions.

GOALS

A minimum of three goals will be set each year. Two goals will be directly related to performance on one or more effective teaching performance indicators. One goal will focus on student growth and achievement.

The data review will help pinpoint those areas that might need attention and additional professional development. While the creation of goals is the educator's responsibility, the supervisor may provide direction or clarification when needed. The online goal template will be available to assist in setting goals.

Identifying PD in the PGP

After setting goals, the educator will identify professional development (PD) for the coming year. Professional development should be linked to goals. The educator can take workshops, courses for credit or licensure points, or set up an individualized professional development program.

the OBSERVATION

Observations and post-observation discussions provide formative feedback, increase supervisor-educator conversations about practice, and promote continuous improvement.

Observation Validity

The observation protocol is directly aligned with the standards and performance indicators to provide a valid assessment of standards-based performance. In addition to alignment with the standards, the use of multiple observations increases the validity of the observation data as observers have multiple opportunities to see indicators in practice. Although supervisors are required to perform a minimum number of observations, they may do more at their discretion.

Observations may be completed only by the supervisor or the supervisor's designee. All observers must receive training and be certified prior to any observation used for an educator's evaluation.

Number of Observations

- Career educators are observed a minimum of three times each year (twice during the first half of the year and once during the second half).
- Provisional educators are observed a minimum of four times each year.

Length of Observation

Observations are informal and unscheduled and will last a minimum of 20 minutes.

Questioning and Observing Students

Some observation items may require the observer to ask questions of students. Observers are encouraged to walk around the room and have conversations with students when they are working individually or in small groups but not during direct instruction. A quiet tone of voice should be used and observer-student conversations should be kept at a minimum and not disrupt the learning environment.

Online App

Observations will be completed using an iPad or other personal electronic device. Supervisors will select the educator by name and then select the course level or course name. The observation will be automatically date and time stamped.

Rating Items

All items will be rated during each classroom observation visit using the following scale:

NOT EVIDENT	the observation item was not seen
SOMEWHAT EVIDENT	the observation item was inconsistently implemented or less than effective
EVIDENT	the observation item was consistently implemented and effective
EXTRAORDINARY	the observation item was implemented at a level of effectiveness that is rarely observed

Evidence and Comments

Observers are encouraged to document evidence and write notes or comments during the observation. These notes will increase the quality of the feedback.

Receiving Results

After the observation is complete, the supervisor will finalize the observation and give the educator online access to the observation ratings. No formal conference is required following the observation; however, conversations about the observation via informal conferencing are encouraged and may be initiated by either the educator or supervisor.

Scoring

Observation ratings do not create summative evaluation scores. They are intended to provide feedback to the teacher on what the observer sees in the classroom during the 20 minute time period.

STUDENT GROWTH MEASURES

All educators are required to review available student growth and achievement data as they reflect upon practice and set goals for improvement. As stated earlier, each educator will set yearly student growth and achievement goals.

SURVEYS

The educator will receive feedback from student and parent surveys conducted annually. Survey questions are aligned with standards and indicators, including district and USOE required items. Data from the surveys will be available to the educator and his or her supervisor and can be used to inform goal setting and end-of-year evaluation ratings.

Nontraditional educators, including counselors, instructional coaches, media specialists, and school technology specialists, will also receive input from their stakeholders, i.e. staff at their school and members of their school community. Surveys will be given annually; data will be available for goal setting and will inform end-of-year evaluation ratings.

SUMMATIVE EVALUATION

The educator will participate in an end-of-year summative evaluation conference with his or her supervisor or supervisor's designee* where goal progression, observations, stakeholder surveys, student achievement data, and professional growth plans are discussed. The educator will receive an end-of-year summative evaluation report with a final rating on each performance indicator. These ratings are made by the supervisor and are informed by observations, stakeholder input, student growth data, and other evidence the supervisor may obtain. The provisional educator will receive two summative evaluations each year (see below for more detail on evaluation for the provisional educator.) The procedures for the summative evaluation listed below are outlined in section [53A-8a-406](#) of state law and should be followed:

- The supervisor notifies educator of summative evaluation conference.
- The summative evaluation is discussed with the educator.
- The educator may make a written response to any part of the evaluation and attach it to the evaluation.
- The summative evaluation is filed in the online employee evaluation portal.
- The educator has online access to the summative evaluation report, formative data from evaluation components, and any attachments to the summative evaluation.
- An educator who is not satisfied with a summative evaluation may request a review of the evaluation within 15 days after receiving the written evaluation; a review of the educator's summative evaluation shall be conducted in accordance with State Board of Education rules.

For more information regarding the evaluation, refer to [Utah Code 53A-8a-405](#) and 6.4 in the [Davis Educators Agreement](#).

**The supervisor's designee must be a certified evaluator under Evaluate Davis and hold a current administrative endorsement. Specific groups of supervisors may be exempt from the administrative endorsement requirement as specified in the Negotiated Agreement.*

Assurances

The supervisor checks boxes assuring observation, survey, and student growth data has been reviewed prior to assigning summative ratings. The supervisor may provide comments if desired.

Ratings on Performance Indicators

The supervisor utilizes the data and information gathered throughout the year to designate a rating for the employee on each performance indicator in the summative evaluation. The following table displays and defines each summative rating:

Ineffective	The employee rarely or never implements this performance indicator effectively, or the employee clearly disregards performance indicator on one or more occasions; employee must focus improvement efforts on this indicator
Moderately Effective	The employee implements this performance indicator inconsistently and/or at a less than effective level on a regular basis; improvement is needed to be consistently effective
Effective	The employee is well-functioning at this level; the performance indicator is implemented effectively on a consistent basis
Highly Effective	The employee consistently exhibits an exemplary level of performance on this performance indicator

Adheres To All School, District, And State Policies And Procedures With Consistency

All employees are required to adhere to all school, district, and state policies and procedures with consistency. If an employee has not had a policy or procedure infraction during the year, the supervisor will check “Yes.” If the employee has had a policy or procedure infraction during the year, the supervisor will check “No” and comments **must** be provided.

Professional Development Review

The supervisor reviews with the employee the professional development completed during the year. The comments box allows the supervisor to note professional development taken or note professional development to be taken in the future.

Professional Contributions

The supervisor will note the professional contributions the employee has made during the year, including committee service, trainings conducted, or other efforts beyond their regular job duties that benefit the school, district, or larger educational arena.

Goal Completion

The goals the employee set at the beginning of the year are automatically loaded in this field. The employee should bring data or evidence demonstrating progress made toward goals. The supervisor will rate the level of progress made toward goal completion as follows: Goal Met, Progress Made Toward Goal, No Progress Made Toward Goal.

Signatures

The supervisor and employee will sign the summative evaluation. The supervisor's signature indicates the evaluation represents his/her best assessment of the employee's performance. The employee's signature indicates that the evaluation has been discussed with the employee. The employee's signature does not necessarily imply agreement with the evaluation.

PROVISIONAL EDUCATORS

Provisional educators are still learning and may need more feedback as they work to earn career status. Provisional educators will receive four observations each year and two evaluations (one midyear evaluation and one end-of-year summative evaluation) until they reach career status. The midyear summative evaluation will consist of a review of progress on the professional growth plan as well as summative ratings, commendations and/or plans for improvement.

Provisional educators may achieve career status after three full consecutive years of employment with the district provided they consistently achieve effective ratings. Under special circumstances, supervisors may extend the provisional status of an employee for no more than five years.

When provisional educators are eligible for a move from provisional to career status, principals review the progress and performance of the provisional educator with their school director and one of the following decisions is made:

- Career status is granted.
- Provisional period is extended.
- Contract is not renewed.

EVALUATION TIMELINE

The Evaluate Davis system includes a recommended timeline for the evaluation process that differs for career and provisional employees.

QUARTER	PROVISIONAL EDUCATOR	CAREER EDUCATOR
ONE	<ul style="list-style-type: none">• Evaluation Training• Self-Assessment• Professional Growth Plan developed• PGP conference with supervisor• Observations #1 and #2	<ul style="list-style-type: none">• Evaluation Training• Self-Assessment• Professional Growth Plan developed• PGP conference with supervisor• Observation #1
TWO	<ul style="list-style-type: none">• Observation #3• Surveys• Summative Evaluation #1	<ul style="list-style-type: none">• Observation #2• Surveys
THREE	<ul style="list-style-type: none">• Observation #4	<ul style="list-style-type: none">• Observation #3
FOUR	<ul style="list-style-type: none">• Summative Evaluation	<ul style="list-style-type: none">• Summative Evaluation

NON-TRADITIONAL EDUCATORS

Non-traditional educators are employees who work as licensed educators but who are not traditional classroom teachers. These employees include Librarians, Instructional Coaches, Related Servers, School Technology Specialists, and CTE Coordinators. These employees are required by law to have the same components in the evaluation system required for all educators; however, each of group of non-traditional educators have evaluation components specifically designed to measure the performance indicators aligned specifically to their unique work assignments.

The following table displays the supervisor assigned to evaluate the non-traditional education and the tools used to observe each group:

	EVALUATOR	OBSERVATION TYPE	OBSERVATION TOOL
COUNSELOR	Principal	<ol style="list-style-type: none"> 1. Presentation/Training 2. Small Group/Individual 3. Choice of Presentation or Small Group Individual 	<ol style="list-style-type: none"> 1. Presentation 2. Presentation 3. Applicable Tool
CTE COORDINATOR	District Supervisor	<ol style="list-style-type: none"> 1. Presentation/Training 2. Mid-year Conference 3. Principal/CTE Director Conference 	<ol style="list-style-type: none"> 1. Presentation 2. Mid-year Conference 3. Principal/CTE Director Conference
INSTRUCTIONAL COACH	Principal	<ol style="list-style-type: none"> 1. Training 2. Model Lesson 3. Choice of Training or Model Lesson 	<ol style="list-style-type: none"> 1. Presentation 2. Teaching Observation 3. Applicable Tool
LIBRARIAN	Principal	<ol style="list-style-type: none"> 1. Presentation /Training 2. Library Observation 3. Choice of Presentation or Observation 	<ol style="list-style-type: none"> 1. Presentation 2. Library Observation 3. Applicable Tool
RELATED SERVER	District Supervisor	<ol style="list-style-type: none"> 1. Teaching 2. Teaching 3. Meeting Observation (by Principal*) 	<ol style="list-style-type: none"> 1. Teaching Observation 2. Teaching Observation 3. Meeting Observation
SCHOOL TECHNOLOGY SPECIALIST	District Supervisor	<ol style="list-style-type: none"> 1. Presentation/Training 2. Principal/STS Coordinator Interview 3. Mid Year Conference and Walk-Through 	<ol style="list-style-type: none"> 1. Presentation 2. Principal/STS Coordinator Interview 3. Mid Year Conference and Walkthrough

*The principal or principal's designee will utilize the Meeting Observation to assess the performance of the Related Server in an IEP, Classification/Re-classification, or other meeting.

TEMPORARY EMPLOYEES

Temporary employees, as defined in 2.10 of the Policy Manual, are not considered provisional employees and do not accrue years toward career status. However, the evaluation process is intended to provide employees with feedback and promote professional growth; therefore, supervisors are strongly encouraged to include temporary employees in both formative and summative evaluation procedures.

EMPLOYEES AT MULTIPLE LOCATIONS OR IN TWO DIFFERENT ASSIGNMENTS

Employees who work at more than one location will be evaluated by a supervisor at one location with input provided by the other supervisor. Input can be formal (i.e., observation, survey, etc.) or informal. The supervisory responsibility for the evaluation must be switched each year so that the employee has the opportunity to be evaluated by each supervisor every other year. This does not preclude both supervisors from evaluating the employee each year, if the supervisors so desire.

In order for employees with more than one assignment (i.e., ½ counselor/½ intern) to receive consistent feedback on each assignment, they will be evaluated using both evaluation systems for each assignment each year.

SUPERVISOR CERTIFICATION

All supervisors will be trained in the evaluation system and components. Supervisors must receive adequate inter-rater reliability scores and pass the Evaluate Davis Evaluator Certification Exam in order to become certified evaluators. Supervisors must re-certify every three years.

RESOURCES FOR IMPROVEMENT

The Evaluate Davis system provides clear expectations through standards and indicators for performance. The system is based on the philosophy that self assessment, goal setting, and regular feedback through data collected from evaluation components and supervisor-employee conversations enables employees to focus on and improve their own practice. In addition, employees have access to support for improvement through resources such as edPLUS and District sponsored training and professional development opportunities.

edPLUS

edPLUS is an online program (created by educators for educators) that provides definitions, simple descriptions, and strategies and resources tied to each indicator. References and short summaries of books, articles, and websites provide information on developing the strategies described in the indicator. Access to district and state professional development workshops, trainings, and online courses are included and updated at regular intervals.

Educators are encouraged to not only access edPLUS for resources and ideas for improvement but also contribute to edPLUS. Sharing and collaborating on best practice strategies increases the effectiveness of all employees. To share an idea, strategy, or resource, please contact the Curriculum & Instruction Department.

PLAN OF ASSISTANCE

If an employee's performance is deemed unsatisfactory, a Plan of Assistance will be implemented.

The Plan of Assistance, created by the supervisor, includes documentation of deficiencies; specific, measurable, actionable goals for improvement; resources for support; and a timeline for improvement with regular progress checkpoints and feedback.

Plan of Assistance procedures are in line with state law ([53A-8a-407](#)). They assist the educator in improving performance and ensure appropriate due process. An employee on a Plan of Assistance is responsible for improving performance, including completing all action steps and using any resources identified by the District, and demonstrating acceptable levels of improvement in designated areas of deficiency. Failure to demonstrate proficient performance on the Plan of Assistance shall result in termination of employment.

An employee shall not be transferred from the school, location, or department of his/her assignment while on a Plan of Assistance unless authorized by the superintendent.

If the Plan of Assistance is successful, the employee must sustain the improved performance; if unsatisfactory performance in the same area of deficiency recurs within a three year period, the District may elect to non-renew or terminate by implementing orderly termination procedures.

For more information, refer to the Davis School District [Discipline and Dismissal policy](#).

