

1/22/24: This document is still posted on the district website for the 2023-2024 school year.



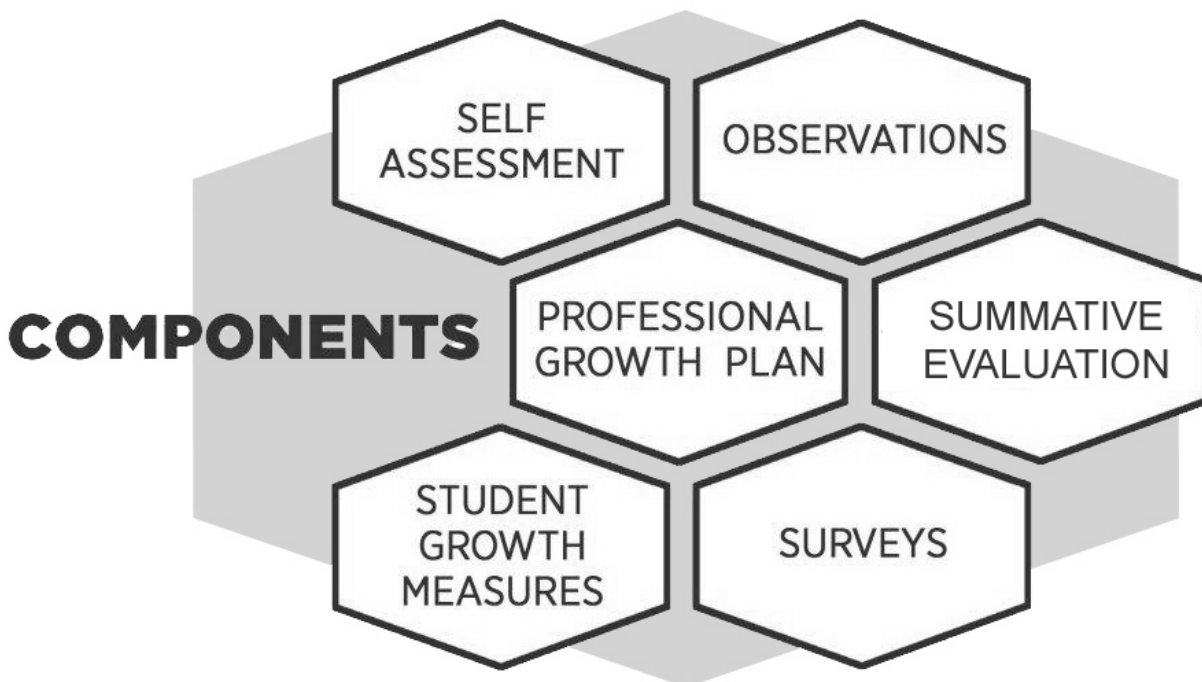
EVALUATE
DAVIS

the **MANUAL**

for LICENSED EDUCATORS



Quality licensed educators are essential to effective teaching and learning. 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 teachers reflect, analyze progress, and set goals for the year. The following graphic displays the components in the Evaluate Davis system used to measure educator effectiveness:

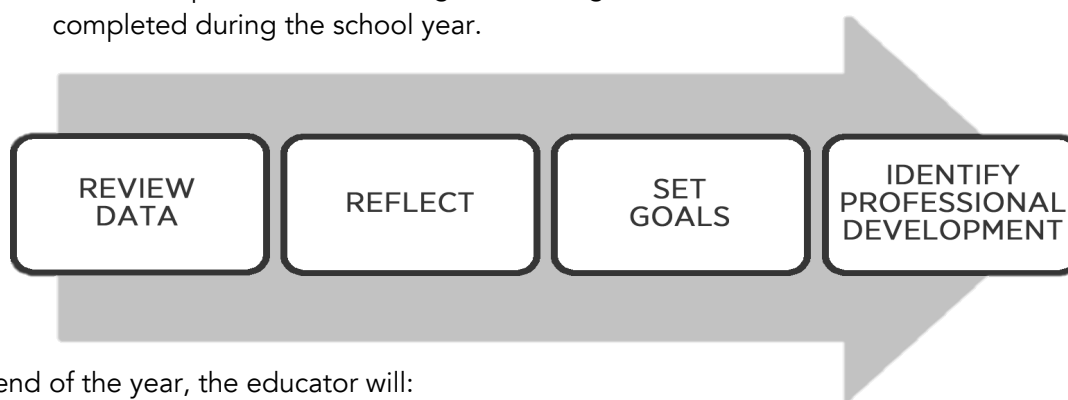


(Click on the graphic to access Utah Code regarding required components.)

the 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 at the end of the year to *review progress*. The educator will take the following steps in creating a PGP:

- Review data from observations, stakeholder surveys, student growth measures, and other data related to your assignment.
- Complete self-assessment.
- Set measurable, evidence-based goals for the upcoming year, including action steps to achieve goals.
- Document professional learning related to goal achievement as well as other training completed during the school year.



At the end of the year, the educator will:

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

the 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. The educator can compare individual perceptions of strengths and areas for improvement with the perceptions of others. 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 in the end-of-year summative evaluation report.

GOALS

At least three goals will be set each year. One goal will be directly related to performance on one or more effective teaching indicators. At least two goals will focus on student growth and achievement using the Student Learning Objective (SLO) format provided in the online system.

The PGP data review will help pinpoint 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 assists in goal-setting.

Documenting PL in the PGP

After setting goals, the educator will identify professional learning (PL) for the coming year. It is highly recommended that PL be linked to goals, but it is not required. The educator can take workshops, courses for credit or licensure points, or set up an individualized PL program.

the OBSERVATION

Observations and post-observation discussions provide formative feedback intended to increase supervisor-educator conversations about practice and to promote continuous improvement. There are two types of observations for teachers: the teaching observation (used when students are in classroom setting) and the digital learning observation (used for remote learning as well as digital learning when students are in class).

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. The Observation Toolkit provides observers *and* teachers with in-depth information on observation items. 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.
- Observations may be conducted in-class and/or digitally depending on the learning environment.

Length of Observation

Observations are informal and unscheduled and will last approximately 20 minutes. Keeping observation length to 20 minutes creates consistency across the district.

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.

Web-Based Observation Tool

Observations are completed using an internet connected digital device. Supervisors will login to Evaluate Davis then, from the employee list, select the educator to be observed, select the observation type, and select the course. The observation is automatically date and time stamped.

Rating Items

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

OBSERVATION RATINGS	
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, for individual observation items, during the observation. These comments increase the quality of the feedback. General comments at the end of an observation should be aligned with the ratings and comments for individual items.

Results

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

Scoring

Observation ratings do not create scores. They are intended to provide feedback for the teacher about what the observer sees in the classroom during the 20-minute time period. Supervisors will use observation data, along with other evidence, to inform end-of-year summative ratings for each indicator.

the 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.

the SURVEYS

The educator will receive feedback from student and parent surveys conducted annually. Survey questions are aligned with standards and indicators, including district and USBE required items. Survey data are available to the educator and his or her supervisor. The educator uses survey data to identify and make needed changes to practice as well as 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 are conducted annually; data are available for goal setting and used to inform end-of-year evaluation ratings.

the 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, stakeholder survey and observation 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. Supervisors will use the state required weightings in determining ratings.

SUMMATIVE RATINGS	
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.

The procedures listed below are outlined in section [53G-11-508](#) of state law and should be followed:

- Supervisor or designee notifies educator of end-of-year 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.

For more information regarding the evaluation, refer to Utah Code [53G-11-P5](#) and 5.7 in the [Davis Educators' Agreement](#).

**The supervisor's designee must hold a current administrative endorsement, with exceptions made for specific groups of employees as per the Negotiated Agreement.*

***The written response must be given to supervisor within 15 working days of the summative evaluation conference.*

the EVALUATION ORIENTATION

The supervisor shall orient all educators concerning the evaluation system including the purpose of, and methods for, evaluation. Evaluations may not occur prior to the orientation by the supervisor.

the PROVISIONAL EDUCATOR

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.

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

the TEMPORARY EMPLOYEE

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 may include temporary employees in both formative and summative evaluation procedures.

the RESOURCES FOR IMPROVEMENT

The Evaluate Davis system is based on the philosophy that reflection, goal setting, observation, and effective feedback will improve practice.

PDPro

PDPro courses are designed and facilitated by Davis educators and are aligned with Evaluate Davis standards and indicators. Courses are available for any educator who wishes to improve their practice. Supervisors may also encourage or direct educators to complete specific courses to improve practice in areas identified through the evaluation process.

Live Professional Learning

Supervisors may contact the [Professional Learning & Quality Staffing Department](#) for live training of faculty and/or staff.

Professional Learning Library

The [Professional Learning Library](#) contains hundreds of books, all of which are aligned with Evaluate Davis Standards and Indicators. It is easy to use, free for all DSD employees, and is also searchable by topic.

the PLAN OF ASSISTANCE

Educators will receive frequent feedback from supervisors, and may access resources for improving practice through ED Plus. If, after informal coaching, an educator's performance is deemed unsatisfactory, a Plan of Assistance will be implemented. The Plan of Assistance includes written documentation of deficiencies; specific, measurable, actionable goals for improvement; resources for support; and a timeline for improvement with regular checkpoints and feedback.

The Plan of Assistance procedures are in line with state law ([53G-11-512](#)). 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 using any resources identified by the District, and demonstrating acceptable levels of improvement in designated areas of deficiency.

the EVALUATION TIMELINE

The Evaluate Davis system includes a recommended timeline for the evaluation process which differs for career and provisional employees. All evidence gathered from the components in the system is reviewed and discussed in the summative evaluation conference.

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">• Additional observations• Professional Growth Plan progress reviewed and next steps identified• Summative Evaluation	<ul style="list-style-type: none">• Additional observations• Professional Growth Plan progress reviewed and next steps identified• Summative Evaluation

