



EVALUATE
DAVIS

School Leader Manual

Principals, Asst. Principals, Interns



*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.

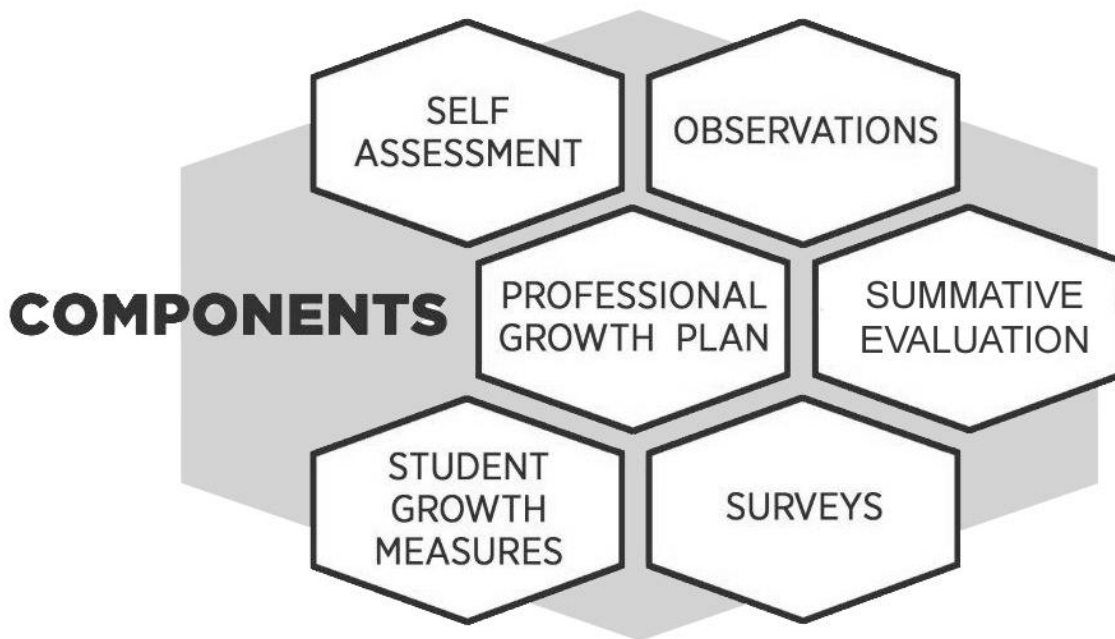
Evaluate Davis recognizes that different groups of employees have different job duties. With this in mind, standards and performance indicators with job specific components have been developed for the following groups: Classroom Educators, NonTraditional Educators, Classified Employees, Classified Supervisors,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

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 School Leaders

(Principals, Assistant Principals, Interns)

In the Evaluate Davis School Leader Evaluation system, school leader-created performance standards aligned with the Utah Effective Leader Standards outline the performance expected of school leaders. Multiple components assess the level of performance on each of these standards and indicators and provide information to supervisors as they rate school leaders on end-of-year summative evaluation reports. The data from the Evaluate Davis components is intended to help school leaders analyze performance and progress, reflect, and set goals for the year. The following graphic depicts the components of the school leader evaluation system:



SELF- ASSESSMENT

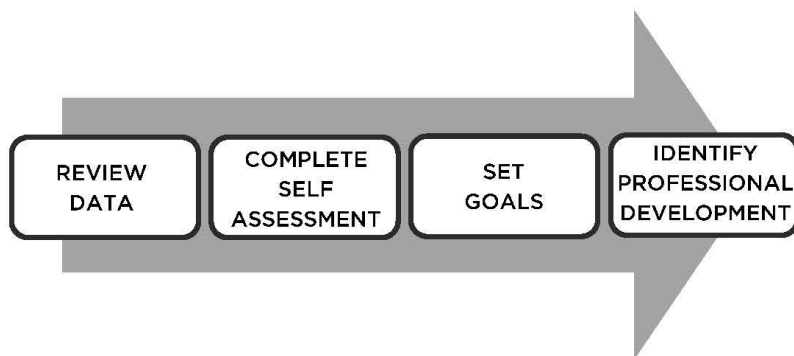
Reflecting on personal practice through a thoughtful, honest self-assessment enables a school leader to clearly identify areas for professional improvement and set goals directly linked to the standards and performance indicators. In addition, the self-assessment enables the school leader to compare personal responses with data from other measures, i.e. results from surveys, observations/conferences, 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. School leaders 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 supervisor will discuss self-assessments with school leaders, the self-ratings are not used to create scores in 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 school leader 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 school leader will take the following steps in creating the PGP:

- Review data from observations, stakeholder surveys, student growth measures, past summative evaluations, 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 school leader will:

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

GOALS

A minimum of four goals will be set each year. Three goals will be directly related to School Improvement Plan goals. One goal will focus on a School Leader performance indicator.

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

Identifying Professional Development in the PGP

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

Observations/Conferences

Observations and conferences will not only provide evidence for summative ratings, they also provide formative feedback, increase supervisor-school leader conversations about practice, and promote continuous improvement.

Although the standards and performance indicators for all school leaders are the same, responsibilities differ between a school principal and the assistant principals or interns. The tools used for the observation of school leaders reflect this difference. The following table displays the tools utilized to observe school leaders:

	OBSERVATION TYPE
Principal	<ul style="list-style-type: none">• Presentation/Training• Conference with Director• School WalkThrough
Assistant Principal Intern	<ul style="list-style-type: none">• Presentation/Training• Conference with Principal• Supervision Observation

Observation Validity

The observation/conference protocols are directly aligned with the standards and performance indicators to provide a valid assessment of standards-based performance. In addition, supervisors have been trained in the school leader evaluation system and must be certified prior evaluating school leaders. Although supervisors are required to perform a minimum number of observations, they may do more at their discretion.

Number of Observations

- Career school leaders will have a minimum of three observation/conference opportunities each year.
- Provisional school leaders will receive a minimum of four observation/conference opportunities each year. It is recommended that the fourth be an additional conference (director/principal conference, or principal/assistant principal, principal/ intern conference.)

Rating Items

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

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

Evidence and Comments

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

Receiving Results

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

Scoring

Observation/Conference ratings do not create summative evaluation scores. They are intended to provide feedback to the school leader and inform the supervisor on school leader performance on the indicators.

STUDENT GROWTH MEASURES

All school leaders are required to review available student growth and achievement data as they reflect upon practice and set goals for improvement.

SURVEYS

Stakeholder feedback will be accessed through surveys delivered to faculty and staff, students, and parents. Faculty and staff will provide feedback on each individual school leader while student and parent surveys will assess perceptions of the school administration as a team.

SUMMATIVE EVALUATION

The school leader will participate in an end-of-year summative evaluation conference with his or her supervisor where goal progression, data, and professional growth plans are discussed. The school leader 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 observation/conference data, stakeholder input, student growth data, and any other evidence the supervisor may obtain. The provisional school leader will receive two summative evaluations each year. The procedures for the summative evaluation listed below should be followed:

- The supervisor notifies school leader of summative evaluation conference.
- The summative evaluation is discussed with the school leader.
- The school leader 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 school leader has online access to the summative evaluation report, formative data from evaluation components, and any attachments to the summative evaluation.
- A school leader who is not satisfied with a summative evaluation may request a review of the evaluation within 15 days after receiving the evaluation; a review of the evaluation will be conducted by the superintendent or the superintendent's designee.

Assurances

The supervisor checks boxes assuring 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

Evaluation of Supervisory Responsibilities

By law, school leaders must be evaluated on their evaluation of the employees they supervise. To that end, the summative evaluation for school leaders includes ratings on supervisory responsibilities and the school leader's evaluation of school employees.

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.

Commendations, Recommendations, Other.

The supervisor is required to add commendations, recommendations, or other notes.

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 SCHOOL LEADERS

Provisional school leaders are still learning and may need more feedback as they work to earn career status. Provisional school leaders will receive four observations/data gathering opportunities 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.

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.

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 District sponsored training and professional development opportunities.

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 employee 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](#).

