



POLICY—400.31—EVALUATION OF LICENSED PERSONNEL

	DISTRICT CODE: 400.31	ADOPTED: 6.13.2017
	RESCINDS: GCOA	ADOPTED: 9.15.2015

BOARD POLICY

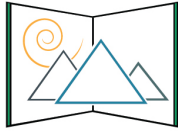
1. The Board of Education recognizes and appreciates the efforts of Canyons District’s educators in fulfilling the District mission that all students will graduate college-and-career ready and is committed to providing on-going support to promote educator professional growth.
2. The Board of Education is committed to having effective educators in all classrooms to ensure that each student receives high quality instruction every day.
3. The Board authorizes the District Administration to develop and implement an evaluation process that is reasonable, fair and valid, and is reliable in measuring educator effectiveness and is compliant with state statutes and regulations, and Canyons School District policy while measuring implementation of the Utah Effective Teaching Standards and the Canyons Academic Framework.
4. The Canyons Teacher Effectiveness Support System (CTESS) has the following purposes:
 - 4.1. To develop and support effective and highly effective educators.
 - 4.2. To develop a collaborative professional culture to facilitate student learning.
 - 4.3. To recognize and promote the use of evidence-based instructional priorities, standards-based teaching and reporting, and professional behaviors.
 - 4.4. To appraise educators according to their effectiveness.
 - 4.5. To provide a basis for decisions affecting employment.
5. The Board authorizes the Superintendent and District Administration to develop administrative regulations consistent with this policy, subject to review and approval by the Board.

	ADMIN REG: 400.31-1	APPROVED: 6.13.17
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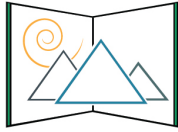
ADMINISTRATIVE REGULATION—400.31-1: (CTESS)

Definitions of the Canyons Teacher Effectiveness Support System (CTESS) are located in Admin. Reg—400.31-2.

1. Canyons Teacher Effectiveness Support System (CTESS) is the District’s process and instrument for evaluating an educator’s performance.
2. Each licensed educator shall be evaluated by his/her principal/supervisor or principal's/supervisor’s designee as determined by the District.



3. The evaluator shall orient all licensed educators on the purposes and procedures of the evaluation process at least once each contract year. Each licensed educator will have access to the CTESS Data Dashboard, the electronic CTESS Manual, and learning modules.
4. All provisional educators shall be assigned a New Teacher Coach/Achievement Coach/Mentor.
5. Evaluation frequency
 - 5.1. Provisional educators shall be evaluated annually using the Instructional Quality Rating (IQR) and will receive an Summative Overall Rating (SOR) at the End-of-Year Conference (EYC) which will be reported annually for a minimum of three years and up to five years (Exhibit 1).
 - 5.2. Career educators shall be summatively evaluated during Phase Three of the three-year Growth Cycle and will receive a Summative Overall Rating (SOR) at the End-of-Year Conference (EYC) which will be reported annually (Exhibit 2).
 - 5.3. Probationary educators shall be evaluated annually using the Instructional Quality Rating (IQR) and will receive a Summative Overall Rating (SOR) at the End-of-Year Conference (EYC) which will be reported annually until career status is reinstated (Exhibit 2).
 - 5.4. A principal or supervisor may request to Human Resources that an educator be returned to Phase Three at any time, for reasons including, but not limited to: concerns identified through observation, feedback, and student performance, etc. Notification of any change of phase will be provided to the educator.
6. CTESS supports effective instruction and professional growth of educators through the following process (Exhibit 3):
 - 6.1. Orientation;
 - 6.2. Self-Assessment and Goals;
 - 6.3. Beginning-of-Year Conference;
 - 6.4. Instructional Quality Rating (IQR):
 - 6.4.1. Two formal Instructional Priorities Observation Protocols (IPOP)s;
 - 6.4.2. Administrator Knowledge;
 - 6.4.3. Educator Portfolio;
 - 6.4.4. Ethical Conduct Checklist; and
 - 6.4.5. Meeting Participation Checklist.
 - 6.5. Mid-Year Conference (MYC);
 - 6.6. Student Growth;
 - 6.7. Stakeholder Input;
 - 6.8. End-of-Year Conference (EYC); and
 - 6.9. Summative Overall Rating (SOR) for provisional (Year 1, 2, or 3), probationary, and career educators in Phase Three (3).



7. CTESS Rating(s) Acknowledgement
 - 7.1. The CTESS Instructional Quality Rating (IQR) and Summative Overall Rating (SOR) shall be signed by the educator and the evaluator. The educator's signature indicates receipt of the CTESS Instructional Quality Rating (IQR) or Summative Overall Rating (SOR) but does not necessarily signify agreement with its contents or rating.
 - 7.2. Copies of the CTESS Instructional Quality Rating (IQR) and Summative Overall Rating (SOR) shall be provided to the educator, and copies shall be retained in the educator's personnel file in the Department of Human Resources.
8. Right to Submit Written Response
 - 8.1. If the educator does not agree with any portion of the evaluation, the educator has the right to submit a written response expressing his/her views. This written response must be submitted to the evaluator and to the Director of Human Resources within fifteen (15) calendar days of the Mid-Year Conference (MYC) or End-of-Year Conference (EYC).
 - 8.2. A copy of the written response shall be retained with the Instructional Quality Rating (IQR) or Summative Overall Rating (SOR) in the educator's personnel file in the Department of Human Resources.
9. Right to Request Review of CTESS Summative Overall Rating
 - 9.1. An educator has fifteen (15) calendar days following receipt of the Summative Overall Rating (SOR) to submit a written request for a review of the evaluation findings. The written request must be submitted to the Director of Human Resources.
 - 9.2. If a review is requested, the Superintendent's designee shall appoint an independent reviewer to review the procedures and make recommendations regarding the employee's evaluation. The review shall be in accordance with State Board of Education rules. The independent reviewer shall not be an employee of the District.
10. The objective of CTESS is to support the development of effective educators in the classroom. If an educator, as identified through CTESS, has an unsatisfactory performance rating the following will apply:
 - 10.1. Provisional educators whose CTESS Instructional Quality Rating (IQR) or Summative Overall Rating (SOR) is unsatisfactory shall be notified that continued employment with the District is in question. (Exhibit 1)
 - 10.1.1. Additional resources shall be identified to assist the educator (e.g., Achievement Coach, Instructional Supports Specialist).
 - 10.1.2. Cycle One (1) is repeated.



- 10.2. Career educators whose CTESS Instructional Quality Rating (IQR) or Summative Overall Rating (SOR) is unsatisfactory shall be notified that continued employment with the District is in question. (Exhibit 2)
 - 10.2.1. A Plan of Assistance will be provided.
 - 10.2.2. Cycle One (1) is repeated.
 - 10.3. Career educators whose subsequent CTESS Instructional Quality Rating (IQR) or subsequent Summative Overall Rating (SOR) is unsatisfactory shall be placed on probation and notified that continued employment with the District is in question (District Policy—400.40—Probation). (Exhibit 2)
 - 10.3.1. The Plan of Assistance (POA) is continued.
 - 10.3.2. Cycle One (1) is repeated.
 - 10.4. The principal/supervisor then confers with the Supervisor’s Assistance Team (SAT) to determine the action to be taken:
 - 10.4.1. Remediation Completed - If the career educator has demonstrated satisfactory progress, including completion of all goals, he/she is removed from probation and reinstated to career status with appropriate salary placement for the remainder of the contract year.
 - 10.4.1.1. Career educators who have been placed on probation for unsatisfactory performance and are again unsatisfactory within a three-year period are subject to non-renewal or employment termination pursuant to District Policy—410.14—Termination of Licensed Personnel.
 - 10.4.2. Termination - Career educators whose Instructional Quality Rating (IQR) or Summative Overall Rating (SOR) remains in the "Minimally Effective" or "Not Effective" range shall be subject to the provisions of District Policy—410.14—Termination of Licensed Personnel.
11. CTESS Clarifications:
- 11.1. Formal Instructional Priorities Observation Protocols (IPOP) are a minimum of twenty (20) minutes in length and at least five (5) school days apart.
 - 11.2. The Instructional Priorities Observation Protocol (IPOP) Summary will be available for the educator to view digitally by midnight of the following day.
 - 11.3. Evaluation records are classified as "Private Records" and shall be managed according to the guidelines of District policy.
 - 11.4. Evaluation records are stored electronically on District secured servers and/or District personnel files maintained in the Human Resources Department.
 - 11.5. Performance compensation shall be administered in accordance with state law commencing the 2016-2017 school year.



11.5.1. If a licensed educator receives an Instructional Quality Rating (IQR) or Summative Overall Rating (SOR) of “Not Effective,” he/she shall not advance on the District’s wage or salary schedule, unless the licensed educator is provisional or in the first year of a new assignment (e.g., a new subject, grade level or school). (District Policy—410.8—Provisional Status of Licensed Personnel).

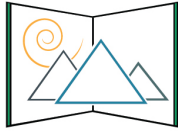
ADMIN-REG:
400.31-2

APPROVED:
6.13.17

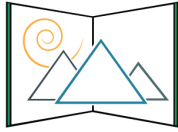
ADMINISTRATIVE REGULATION—400.31-2: (Definitions/Glossary of Terms)

Definitions for purposes of this regulation:

1. “Beginning-of-Year Conference (BYC)” is feedback provided by the evaluator, either electronically or face-to-face, regarding the educator’s Self-Assessment and Goals.
2. “Calendar days” means any day of the week, month, or year.
3. “Career educator” means a licensed employee entitled to reasonable expectation of continued employment under the policies of the District.
4. “CTESS (Canyons Teacher Effectiveness Support System)” is the District’s summative evaluation instrument and process. CTESS supports effective instruction and professional growth and determines educator effectiveness ratings (i.e., “Not Effective,” “Emerging Effective/Minimally Effective,” “Effective,” or “Highly Effective”). CTESS has three components (i.e. “Instructional Quality,” “Stakeholder Input,” and “Student Growth”).
5. “Evaluator” is a principal or supervisor or the designee of the principal or supervisor, which designee is CTESS certified.
6. “End-of-Year Conference (EYC)” is a face-to-face meeting conducted by the evaluator to discuss the educator’s Summative Overall Rating (SOR).
7. “Evaluation Record” is, but not limited to, the educator’s Instructional Quality Rating (IQR) and/or Summative Overall Rating (SOR) and any documentation used to determine the educator’s effectiveness rating; e.g. Instructional Priorities Observation Protocols (IPOP), Stakeholder Input, Student Growth, etc.
8. “Formal Instructional Priorities Observation Protocol (IPOP)” is an observation completed by an evaluator used as a line of evidence for the Instructional Quality Rating (IQR).
9. “Formative evaluation” is an informal evaluation designed and used to promote growth and implementation in a person’s performance.
10. “Growth Cycle” is the evaluation requirements for educators over a period of three (3) school years. (Exhibits 1 and 2)
11. “Instructional Priorities Observation Protocol” (IPOP) is an electronic tool used to record observations in the classroom by the evaluator (e.g. Student engagement, teacher feedback, etc.).



12. "Instructional Supports Specialist" is a District specialist trained in coaching and assisting teachers in improving teaching skills and effectiveness. Instructional Supports Specialists assigned to educators will be assigned through the Human Resources Department.
13. "Instructional Quality Rating" (IQR) consists of Instructional Priorities Observation Protocols (IPOP), Administrator Knowledge, Educator Documentation, and Ethical Conduct and Meeting Participation Checklists. Decisions on salary and employment may be made based on the Instructional Quality Rating (IQR).
14. "Mid-Year Conference (MYC)" is a face-to-face meeting conducted by the evaluator to discuss the educator's Instructional Quality Rating (IQR).
15. "New Teacher Coach/Achievement Coach" is an Early Years Enhancement (EYE) - trained educator mentor assigned by the immediate supervisor to assist a provisional educator to become effective and competent in the teaching profession and school system.
16. "Phase Three" consists of Self-Assessment and Goals, Instructional Quality Rating (IQR), Stakeholder Input, and Student Growth which generates a Summative Overall Rating.
17. "Phase One" and "Phase Two" consist of Self-Assessment and Goals, one (1) formal Instructional Priorities Observation Protocol (IPOP), one (1) Lesson Plan, and Student Growth.
18. "Plan of Assistance (POA)" identifies specific, measurable, and actionable deficiencies and recommends a course of action and resources intended to improve the educator's performance and may not exceed 120 school days.
19. "Probationary educator" means any licensed educator employed by the District who has been placed on probation (District Policy—400.40—Probation).
20. "Provisional educator" means:
 - 20.1. An employee entering to a licensed teaching assignment or position or returning to a licensed teaching assignment or position with the District.
 - 20.2. A District employee who accepts another position that is substantially different from the position in which career status was achieved (e.g., teacher to teacher specialist). (District Policy—410.8—Provisional Status of Licensed Personnel)
21. "Remediation Process" is the course of action taken for an educator identified with an unsatisfactory rating. (Exhibits 1 and 2)
22. "Satisfactory performance" means a CTESS Instructional Quality Rating (IQR) and/or Summative Overall Rating (SOR) rating that is in the "Emerging Effective" (Provisional educators only), "Effective," or "Highly Effective" range.
23. "School days" means the days the educator is under contract to work and students are in attendance.
24. "Student Growth" consists of student assessment data as determined by Utah State Board; e.g. Student Learning Objectives (SLO) and Rate of Improvement (ROI).



25. "Stakeholder Input" consists of survey data collected from stakeholders (e.g. parents, students, etc.) and a response statement to stakeholder input.
26. "Summative evaluation" is an evaluation designed to make ratings of an educator's performance by the principal or supervisor or the designee of the principal or supervisor. Decisions on salary and employment may consider summative evaluations or components of the summative evaluation; i.e. Instructional Quality Rating.
27. "Summative Overall Rating" (SOR) is the CTESS overall rating, determined and assigned during Phase One (i.e., "Not Effective," "Emerging Effective/Minimally Effective," "Effective," or "Highly Effective") and reported to the Utah State Office of Education as the educator's annual rating. Decisions on salary and employment may be made based on the Summative Overall Rating (SOR).
28. "Temporary employee" means an individual who is employed by the District on a temporary basis. Temporary employees include, but are not limited to the following: substitute teachers; employees hired under contracts for one (1) year only or for less than one (1) year; employees whose positions are funded by grants and/or yearly allocated state or federal monies; employees whose positions are authorized for no more than twelve (12) months; and an individual who possesses a Local Education Agency (LEA) specific competency-based license as recommended by the local Board of Education.
29. "Unsatisfactory performance" means a CTESS Instructional Quality Rating (IQR) and/or Summative Overall Rating (SOR) rating that is in the "Minimally Effective" (Career educators only) or "Not Effective" range.
30. "Working days" means the days the educator being evaluated is under contract to work.

EXHIBITS

- Exhibit 1 – Growth Cycle for Provisional Educators
- Exhibit 2 – Growth Cycle for Career Educators
- Exhibit 3 – CTESS Process Timeline

REFERENCES

Utah Code Ann. §53G-11-501, et seq.
Utah Code Ann. §53G-11-504
Utah Code Ann. §53G-11-505
Utah Code Ann. §53G-11-508
Utah Code Ann. §53G-11-509
Utah Code Ann. §53G-11-514
Utah Code Ann. §53G-11-518
Utah Admin. Code - R277-419. Public Accounting.
Utah Admin. Code - R277-531. Public Education Evaluation Requirements.
Utah Admin. Code - R277-533. Educator Evaluation Systems.



CANYONS
School District

**CANYONS SCHOOL DISTRICT
POLICY MANUAL**

FORMS

None

CANYONS BOARD OF EDUCATION

This online presentation is an electronic representation of the Canyons School District's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent located at 9361 South 300 East Sandy, UT 84070.