Overview

Educator Edition
July 2015
CTESS is a process of feedback and support that occurs in three phases. In the 2015-16 school year, teachers will begin the process in one of the three phases and proceed through the entire cycle over the following two years. Summative evaluation only occurs in Phase 1. At any time when performance is in question, an educator can be assigned to Phase 1. Each phase creates opportunities for teachers to receive feedback about their teaching, as well as support, when improvements are needed or desired by the educator. These factors are hallmarks of a successful system that increases teacher satisfaction, retention, and student outcomes.

**Phase 1 – Summative Year**  
Educators assigned to Phase 1 participate in a CTESS summative evaluation that includes the following:

**Educator Documentation**
- Self-assessment and goal setting
- 2 Lesson plans
- IPLC Notes (group notes)
- Stakeholder Input Response Statement
- Annual Student Growth Percentiles and/or Student Learning Objectives

**Administrator Documentation**
- 2 formal IP0Ps
- Meeting Participation Checklist
- Ethical Conduct Checklist
- Instructional Quality Rating

**Phase 2 – Growth Year**
- Self-assessment and goals
- 1 formal IPOP
- 1 Lesson plan
- Meeting Participation Checklist
- Annual Student Growth Percentiles and/or Student Learning Objectives

**Phase 3 – Growth Year**
- Self-assessment and goals
- 1 formal IPOP
- 1 Lesson plan
- Meeting Participation Checklist
- Annual Student Growth Percentiles and/or Student Learning Objectives

*NOTE: Provisional educators complete 2 cycles of Phase 1 each year, for three years*
CTESS is grounded in 12 standards developed by aligning the USOE Effective Teaching Standards with the CSD Instructional framework. The CTESS standards represent the essential ingredients for high quality instruction that defines teacher effectiveness. For organizational purposes, the standards have been grouped into four domains:

**CTESS Domains and Standards**

<table>
<thead>
<tr>
<th>Planning</th>
<th>1. Implements rules and procedures to effectively maintain a positive learning environment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. Uses the Utah State Core Standards or approved state curriculum when planning lessons</td>
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<tr>
<td></td>
<td>3. Actively problem-solves as a collaborative team member by problem-solving with data, giving and receiving feedback, building a productive shared culture, enhancing knowledge and skills of self and others</td>
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<tr>
<td></td>
<td>4. Makes inter-disciplinary connections to purposely engage learners to integrate content knowledge</td>
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<tr>
<td>Instructing</td>
<td>5. Uses a variety of evidence-based instructional techniques to promote student engagement, learning, and communication skills through various questioning strategies (CSD instructional priorities)</td>
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<td></td>
<td>6. Uses effective feedback practices in the instructional setting to provide timely and descriptive feedback that will promote quality student work</td>
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<td></td>
<td>7. Provides students with meaningful opportunities to engage in higher level thinking to solve applied problems using academic skills such as analyzing, synthesizing and decision making</td>
</tr>
<tr>
<td>Adjusting</td>
<td>8. Independently and collaboratively uses assessment data to document student progress to promote student growth of all</td>
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<tr>
<td></td>
<td>9. Designs, adapts and delivers appropriate and challenging learning experiences based on students’ diverse strengths and needs</td>
</tr>
<tr>
<td>Reflecting</td>
<td>10. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection</td>
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<td>11. Advocates for learners, the school, the community and the profession</td>
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<td></td>
<td>12. Demonstrates the highest standards of legal, moral and ethical conduct as specified in Utah State Board Rule R277-515 – 10 and CSD policies</td>
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</table>
The Utah State Office of Education has determined that teachers who achieve an Effective rating have met the standards for effective teaching. These teachers are excellent educators who likely produce high student outcomes. Whereas in past systems a Highly Effective rating was considered the standard, the bar has been raised with the new state standards. All teachers should strive for the Effective rating. Those teachers who are looking for opportunities to show leadership qualities above and beyond the standards can work to achieve the Highly Effective rating in the CTESS system.

The following benchmarks illustrate what a teacher will do to achieve the Effective rating:

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### Domain 1: Planning

#### Standard 1: Implements rules and procedures to effectively maintain a positive learning environment

**Effective:**
- Classroom rules are “Posted and prominently displayed” (C1) on all formal IPOPs
- Classroom Management (C2-C5) ratings are all at least “Evident” on all formal IPOPs
- Instructional Priorities Observation Protocol (IPOP):
  - Ratio of positive to corrective feedback is greater than 2:1 on at least one formal IPOP
  - Positive feedback delivered at a minimum rate of 40 per hour on at least one formal IPOP
  - No instances of harsh feedback on all formal IPOPs

#### Standard 2: Uses the Utah State Core Standards or approved state curriculum when planning lessons

**Effective:**
- Lesson focuses on the Utah Core Grade Level Standards (A1) a “Majority of the time” on all formal IPOPs
- Lesson follows CSD’s curriculum scope and sequence (A2) within a “2-week time frame” on all formal IPOPs
- Lesson Objective (A3) is rated “Highly Evident” on at least one formal IPOP
- Observed learning task(s) “Supported student knowledge or performance of lesson objective” (A4) on at least one formal IPOP

#### Standard 3: Actively problem solves as a collaborative team member by problem-solving with data, giving and receiving feedback, building a productive shared culture of learning, enhancing knowledge and skills of self and others

The *Meeting Participation Checklist* (MPC) will assist in evaluating teachers on this standard.

1. Arrives to meeting with assigned tasks completed
2. Follows established meeting norms
3. Listening: Encourages participation/inclusion others

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4. Active participation: Offers strategies, resources and ideas
5. Uses data for decision making
6. Identifies problems in clear measurable terms
7. Analyzes root causes of the problem with an eye towards the solution
8. Develops plans to resolve problems that address root causes

**Effective:**
- All of the *Meeting Participation Checklist* items (1, 2, 3, 4, 5, 6, 7 and 8) are rated at least “Meets Expectations” and none are rated “Does not meet Expectations”
- Consistently attends meetings and contributes to problem solving

Specialty 4: Makes interdisciplinary connections to purposefully engage learners to integrate content knowledge

**Effective:**
- Interdisciplinary connections made through shared vocabulary that purposefully engages learners in applying cross-content knowledge as reflected by any two of the following:
  - Lesson Plan (section #7)
  - IPLC Notes
  - Evidence of following school-wide or team interdisciplinary initiative (starters, themes, etc.)

**Domain 2: Instructing**

Specialty 5: Uses a variety of evidence-based instructional techniques to promote student engagement, learning, and communication skills through various questioning strategies (CSD instructional priorities)

**Effective:**
- Students are engaged (actively and passively) at least 80% of the time with a minimum of 20% active engagement (on all formal IPOP)
- Teacher delivers OTRs (group and individual) at a rate of 40 per hour on at least one formal IPOP
- Teacher effectively uses opportunities to respond (B1) “Most of the time” on all formal IPOP
- Universal Engagement (B2) is rated “Evident” on all formal IPOP

**Domain 6: Provides students with meaningful opportunities to engage in higher level...**

<table>
<thead>
<tr>
<th>Standard 6: Uses effective feedback practices in the instructional setting to provide timely and descriptive feedback that will promote quality student work</th>
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<td><strong>Effective:</strong></td>
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<td>- Demonstrates a minimum of 2 full feedback sequences on at least one formal IPOP</td>
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<td>- Rate of feedback (positive and corrective and other) is a minimum of 60 per hour on all formal IPOP</td>
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<td>- Teacher gives specific feedback (D1) “Almost all of the time” on all formal IPOP</td>
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<tr>
<td>- Teacher provides corrective feedback effectively (D2) “Almost all of the time” on all formal IPOP</td>
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<tr>
<td>- At least two times within a unit of study, shares feedback rubrics (that are grounded in standards) with students that make expectations clear and concise and occasionally has students track their progress toward meeting the standard</td>
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**Standard 7: Provides students with meaningful opportunities to engage in higher level...**
thinking to solve applied problems using academic skills such as analyzing, synthesizing and decision making

<table>
<thead>
<tr>
<th>Effective:</th>
<th>Sample of a completed student assignment linked to a submitted Lesson Plan that reflects implementation of a DOK level 3 or 4 activity AND one of the following:</th>
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<td>At least one lesson plan (section #13) includes learning tasks and or activities requiring applied problem-solving (DOK level 3 or 4)</td>
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<td>Evidence of a student learning rubric that clearly outlines expectations for students in a learning task that reflects DOK level 3 or 4</td>
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**Domain 3: Adjusting**

**Standard 8:** Independently and collaboratively uses assessment data to document student progress to promote student growth of all

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<th>Effective:</th>
<th>Consistently uses formative assessments to guide instruction (e.g. common formative assessments, Student Learning Objectives, District Common Formative Assessments, CBM). Educators who teach singleton courses (e.g. Orchestra, Theatre, Choral, etc.) present assessments used to guide instruction.</th>
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<td>Lesson plans (sections #9 &amp; #16) demonstrate consistent use of formative assessment for student learning as well as checks for understanding (e.g. starters, exit tickets, daily student work samples)</td>
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**Standard 9:** Designs, adapts and delivers appropriate and challenging learning experiences based on students’ diverse strengths and needs

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<th>Effective:</th>
<th>Most lesson plans (section #15) reflect differentiated learning experiences that are designed to meet the full range of student strengths and needs AND one of the following:</th>
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<td>Teacher demonstrates one scaffolding strategy (B4) that is based on formative assessment (e.g. changing up questioning based on checks for understanding, learning task scaffolded for readiness levels, choice menus that scaffold for readiness levels, scaffolded graphic organizers, or scaffolded feedback rubrics) on at least one formal IPOP</td>
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<td>Teacher submits one piece of evidence that shows how adjustments were made for diverse learners as a result of formative assessment (e.g. scaffolded quizzes, learning task scaffolded for readiness levels, choice menus that scaffold for readiness levels, scaffolded graphic organizers, or scaffolded feedback rubrics)</td>
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**Domain 4: Reflecting**

**Standard 10:** Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection

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<th>Effective: Provides evidence of…</th>
<th>Participation in all required school and district professional development and implementation of learned techniques and programs</th>
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<td>Provides evidence that shows progress towards School’s, Team’s, and Yearly Professional Learning Goal(s)</td>
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AND One of the following:

| | Documentation of Lesson Study that follows the CSD Lesson Study protocol for one lesson |
| | Participates in HYPE course offerings as a learner |
- Collaborates with other teachers by sharing strategies to improve teaching
- Participates on school or district level committees (e.g. BLT, SCC, DAC, SAC etc.)
- Membership in curriculum-based professional organizations (e.g. NSTA, UAHERD, NMSA, UMLA etc.)
- Completed graduate level course work in education related subject within the current school year
- Documentation of Lesson Study that follows the CSD Lesson Study Protocol for more than one lesson
- Helps plan and implement professional development within the school, district and/or state (e.g. HYPE instructor, USOE Curricular instructor)
- Leadership in curriculum-based state or national professional organizations or workgroups (e.g. CEC, NSTA, UAHERD, NMSA, UMLA)
- State or district approved endorsement earned within the last 5 years (e.g. reading, math, ESL, Ed. Tech, gifted)
- Current Certifications (e.g. current HYPE or National Board certification)

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<th>Standard 11: Advocates for learners, the school, the community and the profession</th>
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<td><strong>Advocates for learners and the school</strong></td>
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| 1. The teacher uses strategies to identify and engage those students who seem to be least connected academically, socially, or emotionally.  
2. The teacher makes concerted efforts to affect change to the school climate, curriculum, or policy when it would benefit students.  
3. The teacher considers input from parents and the broader community regarding adjustments that can be made in the classroom to support learning. |
| **Effective:**  
- Ratings of at least “Meets Expectations” on all three items on the Canyons – Ethical Conduct Checklist (1, 2, and 3) |

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<th>Standard 12: Demonstrates the highest standards of legal, moral and ethical conduct as specified in Utah State Board Rule R277-515 – 10 and CSD policies</th>
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| 4. The teacher promotes positive interactions about students and parents; proactively engages in positive conversations and does not participate in negative conversations in the school and outside community.  
5. The teacher promotes productive interactions with colleagues that support student learning.  
6. The teacher maintains records according to school, district, state, and federal expectations.  
7. The teacher demonstrates awareness and sensitivity of cultural, linguistic, and social backgrounds of students and families.  
8. The teacher respects and maintains the confidentiality of student, family, and school information.  
9. The teacher follows laws, rules, and policies of the school district and state. |
| **Effective:**  
- Ratings of at least “Meets Expectations” on all five items on the Canyons- Ethical Conduct Checklist (4, 5, 6, 7, and 8)  
AND  
- Rating of “Yes” on item nine |
The Utah State Office of Education developed a model in 2012 that all districts in the state must adhere to when designing their evaluation systems. USOE has determined the weightings of the ratings for each of the required elements as follows:

- Professional Practice makes up 70% of the rating
- Student Growth makes up 20% of the rating
- Stakeholder Input makes up 10% of the rating

The CSD development team used this model in the development of CTESS. The following graph shows the alignment of the state model with CTESS:
Instructional Quality Rating

The Instructional Quality Rating represents the Professional Practices for High Quality Instruction and Leadership element of the state model. It accounts for 70% of the total summative evaluation rating. Several components make up this element:

<table>
<thead>
<tr>
<th>Instructional Quality Rating – 70%</th>
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<tr>
<td>Self-Assessment &amp; Goal Setting</td>
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<tr>
<td>Classroom Observations (IPOP)</td>
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<tr>
<td>Meeting Participation Checklist</td>
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<tr>
<td>Educator Documentation</td>
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<td>Ethical Conduct Checklist</td>
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<td>Administrator Knowledge</td>
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Self-Assessment & Goal Setting

At the beginning of every school year, CSD educators will complete a self-assessment as means of engaging in professional reflective practice and satisfying the state requirement for developing a yearly Professional Growth Plan. Administrators will review each self-assessment and either approve or request refinements. Educators will follow these steps to create their yearly professional learning goal:

1. Prioritize one of your school’s improvement goals (CSIP)
2. Use the prioritized school improvement goal (CSIP) to guide development of a team goal
3. Based on the student learning target, determine what the team will focus on to impact student learning
4. Based on your team’s goal, determine how this will look in your classroom
5. Determine how and when your progress will be monitored (Note that you will need to submit this as part of your annual CTESS documentation)
6. Review your professional learning goal using the Smart Goal framework
7. Identify one of the CTESS standards that most closely aligns with your professional learning goal
8. Identify any potential supports you will need to achieve your goal

This graphic shows the process for self-assessment:
The self-assessment template on the CTESS Dashboard is set up to guide educators through this simple process. The CTESS dashboard can be accessed at: http://ctess.canyonsdistrict.org.

### Classroom Observations – IPOP

The universal classroom observation tool used by all CSD administrators to provide feedback to teachers is the Instructional Priorities Observation Protocol (IPOP). There is strong evidence that practice changes and improves when teachers receive feedback that is targeted to a few of the best instructional practices. The IPOP accomplishes this by narrowing the focus of the observation to these important aspects of teaching and support:

- **Teacher Feedback**
  - A tally is given whenever the teacher gives positive feedback (“Yes, that’s right”), corrective feedback (“No, there’s something wrong there”), harsh feedback (“I can’t believe you still can’t figure this out”) or feedback does not fit any of the previous categories, such as feedback students are receiving from teacher-driven technology.
A tally is also given whenever the teacher delivers a **full feedback sequence**. Feedback sequences help students stay in the learning moment with the teacher to produce a correct or expanded response, instead of losing that opportunity to another student. A full feedback sequence occurs when the teacher gives feedback to a student response, the student makes a revision, and the teacher gives feedback on that revision.

- **A Corrective sequence** looks like this: 1) the teacher provides an opportunity for the student to respond, 2) the student responds incorrectly, 3) the teacher indicates that the answer was not correct and provides additional information to assist the student, 4) the student gives the correct answer, and 5) the teacher affirms the correct answer.
- **An Expansive Sequence** looks like this: 1) the teacher provides an opportunity for the student to respond, 2) the student responds with a partially correct answer, 3) the teacher affirms the response and assists the student in expanding their answer, 4) the student revises their answer, and 5) the teacher acknowledges the improvement.
- **A Challenge Sequence** looks like this: 1) the teacher provides an opportunity for the student to respond, 2) the student responds with a fully correct answer, 3) the teacher affirms the response and asks a more difficult question on the same topic, 4) the student answers, and 5) the teacher responds with positive or corrective feedback.

**Student Opportunities to Respond (OTRs)**
- An opportunity to respond occurs when the teacher presents a means for students to show what they know by saying, writing, reading, or doing. The teacher makes student thinking visible. OTRs are tallied if the purpose of the teacher’s prompt is to engage students in a learning activity that is related to the lesson content. If the purpose of the teacher’s prompt is procedural, such as transitioning to another activity or an attention signal, it would NOT be tallied as an OTR (e.g. “Get out your workbooks.” or “Move into your small groups.” Or “When you are ready to begin, show me a ‘thumbs up’.”). Each example below is tallied as one OTR.
  - Examples of individual OTRs:
    - asking a question and then calling on one student
    - choosing a name out of a can
    - calling a student to the board to work out a problem.
  - Examples of group OTRs:
    - asking the whole class to respond verbally (choral response)
    - requesting a physical response such as “thumbs up, thumbs down” to indicate readiness or agreement
    - having students process information with a partner
    - asking student to read together (choral reading)

**Student Behavior**
- During the classroom observation, observers code what the students are doing at 20-second intervals. This means that every 20 seconds, a different student’s engagement is coded as either being **active**, **passive**, **off-task**, or in **down-time**. There are important distinctions in each category:
  - **Active** engagement is coded when students are actively saying, writing, reading, or doing something based on the teacher’s direction.
A student is active when their thinking is visible. Examples of active engagement are:

- student is sharing thoughts and ideas with a partner
- student is writing to complete an assigned task
- student is speaking to the teacher in response to a question
- student is raising his or her hand

### Passive engagement

Passive engagement is coded when the student is passively attending to the teacher’s instruction by looking at the teacher, a peer or the materials being used, but is not doing anything other than listening or observing. **Passive engagement is necessary in every classroom and is good practice when paired with active engagement.** Examples of passive engagement are:

- reading silently
- sitting quietly, attending to the teacher
- listening as another student talks

### Off-task engagement

Off-task engagement is coded when the student is engaged in something other than the assigned task. Examples of off-task engagement are:

- the student is out of their seat during instruction or group work time and is not accomplishing an assigned task such as getting materials for the group or teacher
- the student is looking elsewhere, talking to a neighbor, resting their head on the desk, etc.
- the student is still looking for things in their backpack or desk long after an activity has begun

### Down Time

Down Time is coded when the teacher has not provided a task to be engaged in. Examples of down time are:

- the student is done with an assignment and engages in unrelated activities
- the student is waiting for the teacher to begin or resume instruction

### Student Groupings

- Grouping students in various configurations is a strategy that effective teachers use to keep engagement high within the instructional hierarchy of explicit instruction (I Do, We Do, Y’All Do, and You do). While student grouping data is not factored into the benchmark criteria, it is important feedback when planning lessons in order optimize engagement. The grouping configurations tallied on the IPOP are:

  - **Whole group** – the teacher is providing instruction or an activity for the majority of student or the whole class. This typically involves the “I Do” or “We Do” parts of explicit instruction. Examples of whole group activities are:
    - teacher lectures to whole class
    - students complete a worksheet together with the teacher
    - students watch an instructional video clip as a whole class

  - **Small group** – the teacher provides instruction to a portion of students (3 or more). This typically occurs in the “We Do” or the Y’All Do” parts of explicit instruction. Examples of small group activities are:
    - teacher works with a small group of students on a specific skill at a separate table or area
• students are working collaboratively in small groups on an assigned task
• students are rotating through centers or practice stations

- **Partner** – teacher assigns partners and students work to discuss or complete a task. This typically occurs in the “Y’All Do” part of explicit instruction. Examples of partner activities are:
  • two students discuss a question posed by the teacher
  • two students complete a math problem together
- **Independent** – teacher provides an independent task and each student works alone to build automaticity or apply skills to show mastery. This typically occurs in the “You Do” part of explicit instruction. Examples of independent work are:
  • students work on a problem alone until the teacher resumes whole group instruction
  • students work to complete a worksheet, quiz, Quick-write, or other read silently
- **No grouping** – teacher has not given students directions to work in any particular grouping structure or students are engaged in non-instructional activities. Examples of no grouping are:
  • students are finished with work and are waiting for further instruction
  • students are transitioning from one activity to another
  • students are in a class party

Additionally, the following items are rated on the IPOP rubric:

<table>
<thead>
<tr>
<th>o Curriculum Alignment</th>
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<tbody>
<tr>
<td>o Quality of Engagement Strategies</td>
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<tr>
<td>o Classroom Management</td>
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<td>o Quality of Feedback</td>
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**Feedback Conference**

Historically, teachers have received very little actionable feedback about their teaching, making it difficult for teachers to know what how they can improve. Possibly the strongest aspect of CTESS is the feedback it affords. With every IPOP, the teacher receives the data and notes from the principal via e-mail. If no face-to-face meeting is scheduled, teachers may request one to review the results.

**Coaching**

Canyons School District has invested in the coaching model to provide follow-up that brings professional development directly to the classroom, to increase public practice, and to support teachers in reaching their instructional goals. Coaches are present in every school and assist teachers by holding pre-conferences to determine what help they need and want, performing informal observations, modeling, teaching side-by-side, video coaching, and post-conferencing to provide feedback, encouragement and motivation, and to set new goals. CSD
teachers have found coaching to be one of the most beneficial types of professional development they have experienced.

Meeting Participation

Instructional Professional Learning Communities are an integral part of professional practice in every school in Canyons School District. Administrators will complete the Meeting Participation Checklist for each educator yearly.

The following graphic shows a Meeting Participation Checklist:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Does not meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>1. Arrives to meeting with assigned tasks completed</td>
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<td>2. Follows established meeting norms</td>
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Educator Documentation

Educators in Phase 1 of the CTESS cycle will provide evidence of meeting benchmark criteria for the CTESS standards. Documentation may be uploaded electronically. To view the choices available for documentation, see the Benchmarks beginning on page 4 of this overview or the Educator’s Documentation Guide on the CTESS website at https://ctess.canyonsdistrict.org or www.canyonsdistrict.org/ctess
The CTESS standards include benchmarks for ethical conduct. Standard 11 refers to professional conduct that shows the educator to be an advocate for all learners. Standard 12 refers to ethical conduct that all professional educators should display. The following checklist will be used by administrators for educators in Phase 1 of the evaluation cycle, or when needed in cases of concern:

**CTESS Advocacy for Learners and Ethical Conduct Checklist**

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<td>1.</td>
<td>The teacher uses strategies to identify and engage those students who seem to be least connected academically, socially, or emotionally.</td>
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<td>2.</td>
<td>The teacher makes concerted efforts to affect change to the school climate, curriculum, or policy when it would benefit students.</td>
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<td>3.</td>
<td>The teacher considers input from parents and the broader community regarding adjustments that can be made in the classroom to support learning.</td>
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<td>4.</td>
<td>The teacher promotes positive interactions about students and parents; proactively engages in positive conversations and does not participate in negative conversations in the school and outside community.</td>
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<td>7.</td>
<td>The teacher demonstrates awareness and sensitivity of cultural, linguistic, and social backgrounds of students and families.</td>
<td></td>
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<tr>
<td>8.</td>
<td>The teacher respects and maintains the confidentiality of student, family and school information.</td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>The teacher follows laws, rules and policies of the school, district, and state.</td>
<td>NO</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

**Administrator Knowledge**

Professional judgment is valued and necessary in any evaluation system. CSD administrators use their knowledge of educators, educational practices and students when evaluating CSD educators. For example, administrators gain knowledge from day-to-day interactions with educators that influences the decisions they make for rating.
certain items, such as the degree to which the teacher maintains confidentiality of student, family and school information.

**Stakeholder Input**

**Stakeholder Input – 10%**
Teacher’s Response to Student & Parent Surveys

Stakeholder Input accounts for 10% of the total summative evaluation rating, as required by the state evaluation model. In CSD, this is in the form of student and parent surveys. While this may seem scary at first glance, the reality is that student perceptions truly are the best barometer for what happens in our classrooms on a daily basis. The educator’s responsibility is to consider the feedback received from students, and then write a response statement that addresses an area for improvement. Many teachers have found student input to be very helpful in planning for improvements in classroom environment and instruction. Parent surveys have been developed to gain feedback about the overall communication and climate of the school. All staff, including administrators, will share parent input data as part of the evaluation process.

**Student Growth**

**Student Growth – 20%**
SAGE (when available)
Student Learning Objectives (SLOs)

Student growth accounts for 20% of the total summative evaluation rating, as required by the state evaluation model. The Utah State Office of Education calculates a student growth percentile for each teacher, each year, based on SAGE data and/or Student Learning Objectives (SLO) data. This student growth percentile tells teachers the extent to which their students made progress as compared to similar students (students who had similar scores the previous year) throughout the state. Districts currently receive student growth data from the state in the fall.

More information on CTESS
For additional resources such as informational screencasts, the complete CTESS manual, FAQs, sample rubrics and lesson plans, please go to [www.canyonsdistrict.org/ctess](http://www.canyonsdistrict.org/ctess).