BOARD OF EDUCATION
ASSISTANT PRINCIPAL COUNCIL
Detailed Agenda
Thursday, November 12, 2026
ILSC Building, 960 South Main, Brigham City,
Utah 84302

"Always consider the effects on our students."

A. Coaching & Mentoring Input Survey
A.J. Gilmore
https://docs.google.com/forms/d/e/1FAIpQLSfxl4bw-gD3OLUzX9_mANx3L0Tb8ynzZDAGRA6gB25HUDcqTQ/viewform?usp=dialog
B. Balancing Time Discussion

- Student behavior/discipline vs. teacher classrooms/support
- Collaboration with families
- District-level team meetings
- Collaboration times with other administrators
- Data Analysis
- Goals and how's it going?
- PLCs - Faculty Mtg - Prof. Learning - Etc.

Heidi Jo West & A.J. Gilmore
C. Observations

- Table Activity around Policy 3014
- Discussion of aspects in both Elementary and Secondary
- Teaching Standards to be observed 2026-27
- Quickguides

Heidi Jo West & A.J. Gilmore
Teaching Standards
Provisional Quick Guide
Career Quick Guide
D. Split into Secondary and Elementary
Heidi Jo West & A.J. Gilmore
E. SECONDARY

Overview of Master Schedules

- Student Requests
- Teacher Sections and Assignments
- Building Master Schedule
- New Courses

F. Questions, comments, open Forum
A.J. Gilmore
G. ELEMENTARY
Evaluation Folders Expectation for providing evidence & artifacts
Positive Parent & Staff Contact Log
Documentation of Parent & Staff Concerns
Corrective Action Evidence
LINQ- Let's check payroll

Assistant Principal Council

Nov. 12, 2026

ADMINISTRATOR SUPPORT

Coaching and Mentoring Insights

BESD does some amazing things with Administrator Support and Coaching:

- Outside coaching
- School Leadership Alliance
- Deloitte University
- UASSP/UAESP Membership
- On-the-job training and PD
- Internships for additional learning opportunities

We need your input!

Our DLC would like to become more targeted and intentional with our Admin Training. We need your input and feedback.

TIME MANAGEMENT

BALANCING TIME CONVERSATION

- Student behavior vs. teacher support
- Collaboration with families
- District-level team meetings
- Collaboration times with other administrators
- Data Analysis
- Personal Admin goals and progress
- PLCs - Faculty Mtg - Prof. Learning - Etc.

TEACHER EVALUATION

OBSERVATIONS

Using the REDLINE Policy 3041 (link in your emails), with your neighbors fill out the following info:

Preconference

What are the components necessary?

Observation

What components make up the observation?

Feedback & Follow-up

What are the components necessary?

Graphic Organizer admin can write on:

Teacher Summative Observation

Elementary	Secondary
Pre-conference	
Observation	
Feedback & Follow-up	

TEACHER EVALUATION

OBSERVATIONS

Using the REDLINE Policy 3041 (link in your emails), with your neighbors fill out the following info:

Preconference

What are the components necessary?

(J.1)

Observation

What components make up the observation?

(H.1.b.1-8)

Feedback & Follow-up

What are the components necessary?

(J.2-3)

TEACHER EVALUATION

Reminder of Evaluated Standards

Reminder of the standards you are being evaluated on this year.

Standard 1.3

Create and implement plans to achieve short- and long-term goals.

Standard 2.3

Require all educators to know and use the Utah Core Standards for the courses they teach.

Standard 2.7

Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.

Standard 3.5

Promote relationships to create climate and conditions supporting academic learning and social-emotional development.

Standard 4.3

Understand, value, and employ the community's resources to promote student learning and school improvement.

Standard 4.4

Work to collaborate with families around cultural perspectives, transportation, work schedules, and language for full engagement.

Standard 6.2

Deliver actionable feedback about instruction and professional practice through comprehensive evaluation systems.

Standard 7.2

Ensure each student has equitable access to effective teachers, learning opportunities, and resources.

Standard 7.4

Implement school procedures to address student behavior in a positive, equitable, and unbiased manner.

Teaching Standards

Utah Effective Teaching Standards & Field Guide

Policy 3041: At the supervisor's discretion, summative evaluations may be held at any time during the four-year cycle. (This encompasses standards not on the evaluative cycles as needed).

Year	Element
Standard 1 - Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth by:	
27 30 33 36	**Element 1: Personalizing Learning** Designing learning that builds on background knowledge while providing opportunities for each student to access, practice and refine new learning.
Every & NT	**Element 2: Building Relationships** Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.
28 31 34 37	**Element 3: Respecting Learner Backgrounds and Perspectives** Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.
29 32 35 38	**Element 4: Fostering Student Self-Awareness** Providing formative and timely feedback to guide students in self assessment of learning and demonstration of competency to support students in understanding themselves as learners.
Standard 2: Instructional Design Clarity Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement by:	
Every & NT	**Element 1: Content** Demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery and designing learning experiences aligned to clear learning intentions and success criteria.
27 30 33 36	**Element 2: Learning Progression** Demonstrating a comprehensive understanding of where students have been, where they are now and where they are going using strategically sequenced learning experiences aligned within and across grade levels.
28 31 34 37	**Element 3: Instructional Planning** Planning high quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their own growth and allow multiple opportunities and means for demonstration of competency.
29 32 35 38	**Element 4: Engagement** Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies.

Quick Guide

Provisional Educators

Evaluation Quick Guide (*See Policy 3041*)

Provisional Educators - Summative

First 3 years in district/position

Deadline	Employment/Evaluation/Staffing Activity
By Aug 31	➤**Orientation and training on the evaluation process for Certificated by administrators:** (observations, academic growth, & stakeholder input), timeline, and state standards will be conducted each year. All provisional educators complete Self Evaluation using ObserverTab® for submission, review, & approval by the building administrator.
By Sept 15	➤**Self Evaluations for Certificated Employees are submitted on ObserverTab®**
By Oct 1	➤**Principals and District Admin review and approve self-evaluation.** The supervisor may suggest/add goals. ➤**Formal Observations may begin October 1** (Does not include walk-throughs and drop-ins)
By Nov 14	➤**Teacher Survey for Secondary Teachers on Summative Evaluation given to students and sent to parents. (Sent out by Principals)**
By Dec 15	➤**Teacher Survey for Elementary Teachers sent to all parents. (Sent out by principals)**
Oct - Dec	➤**Begin Evaluation #1 for Provisional Educators.** Supervisors gather formal and informal data through classroom visits and other forms of observation. Other observation tools may be used to gather this information, but they will need to be recorded in ObserverTab® when completed **(post-observation conferences should be held within 15 days of the observation).** Review student academic growth data and stakeholder input. Plan professional development opportunities as needed to resolve any teaching standard deficiencies discovered through the observation and evaluation process.
By Jan 15	➤**Mid-Year conferences for all Provisional Teachers are due.** Provide a plan for additional support, if necessary. Include a letter of expectation, if necessary. Year 1: Standard 1: 2 & 4, Standard 2: 1 & 4, Standard 3: 2, Standard 4: 1 & 2, Standard 5: 1 & 3 Year 2: Standard 1: 3, Standard 2: 2, Standard 3: 3, Standard 4: 3, Standard 5: 4 Year 3: Standard 1: 1, Standard 2: 3, Standard 3: 3 & 4, Standard 4: 4, Standard 5: 2