South Dakota
Teacher Effectiveness Handbook

Requirements, Support Systems and State Model Recommendations

FEATURING RECOMMENDATIONS OF THE SOUTH DAKOTA COMMISSION ON TEACHING AND LEARNING

APRIL 2015

SOUTH DAKOTA COMMISSION ON Teaching AND Learning

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Foreword from the South Dakota Commission on Teaching and Learning

The South Dakota Commission on Teaching and Learning (CTL) embraces the important work of examining recommended practices, considering policy alternatives, and ensuring successful implementation of the South Dakota Teacher Effectiveness System.

The Commission – an ongoing partnership between the South Dakota Department of Education, South Dakota Education Association, and East Dakota Educational Cooperative – is a model of collaboration. At the state level, the Commission brings together teachers, administrators, school board members, university professors, education organizations, and state education officials to achieve consensus.

South Dakota's Teacher Effectiveness System is not a checklist. Successful implementation requires time, training, resources, and support. The System is not designed to fade away in a few years. The work of improving instruction and student learning should be a central focus for all who provide public education. That is true today, and will remain true 50 years from now. The Commission encourages school districts across South Dakota to create local Teacher Effectiveness design teams – made up of teachers, administrators, and other stakeholders – to make key decisions and monitor implementation.

This work is important, which is why it was created for educators by educators. Approach this work with an open mind. Focus on the ultimate goal of improving instruction and student learning. Realize that there is additional support available, through the South Dakota Department of Education, the South Dakota Education Association, and other professional organizations. Take ownership in the importance of the teaching profession. Understand that we are listening and adjusting to your needs.

SOUTH DAKOTA COMMISSION ON Teaching AND Learning

Introduction to the Teacher Effectiveness Handbook

The South Dakota Teacher Effectiveness Handbook is a resource to support the implementation of high-quality educator evaluation systems in South Dakota public schools. This section of the Handbook outlines minimum state requirements for implementation of local evaluation systems. Information about South Dakota's Teacher Effectiveness System, including a collection of recommended practices for implementation, is detailed on pages 13-32.

Acknowledgements

South Dakota's work to develop a meaningful Teacher Effectiveness system is united by a common aspiration: *To improve instruction and student learning.* This Handbook has been influenced by the contributions of a diverse group of educators, professional organizations, state officials and other education stakeholders. Significant contributors are acknowledged below, and are also recognized in Appendix A**.**

- 2010 Teacher Standards Workgroup
- 2011-12 Teacher Standards pilot districts
- 2012 Teacher Evaluation Workgroup
- South Dakota Commission on Teaching and Learning
- 2013-14 Teacher Effectiveness pilot participants
- University of South Dakota

Implementation Timeline

South Dakota public school districts had two pathways to implementation. In the 2014-15 school year, districts had the option of either fully implementing the system or treating the year as a learning year. By the 2015-16 school year, all districts must be implementing a system that meets the state minimum requirements, and by the 2016-17 school year must be using the results of this system to inform personnel decisions.

2015-16: REPORTING REQUIREMENTS

Summative Teacher Effectiveness Ratings assigned at the end of the 2015-16 school year, and in subsequent school years, will be reported to the South Dakota Department of Education. It is important that all educators understand three key concepts relating to state reporting.

1. Individual teacher evaluation results are legally protected as personnel information and are not subject to South Dakota public records laws (SDCL 13-42-70).
2. The state will not collect individual teacher evaluation data. Any information collected will be aggregate information at the school or district level.
3. South Dakota's Elementary and Secondary Education Act (ESEA) waiver requires the South Dakota Department of Education to report aggregate Teacher Effectiveness data to the U.S. Department of Education. Portions of South Dakota's revised ESEA waiver are still awaiting federal approval. Specifics of federal reporting will be detailed following approval of the state's waiver.

2016-17: RESULTS USED TO INFORM PERSONNEL DECISIONS FOR 2017-18

No later than the start of the 2016-17 school year, all South Dakota public school districts must define a process by which Summative Teacher Effectiveness Ratings are used to inform personnel decisions. Considering the timeline as it applies to the school calendar, teacher evaluation results provided at the end of the 2016-17 school year must inform personnel decisions for the 2017-18 school year. South Dakota public school districts, through the adoption of local policies and procedures, should determine how best to use teacher evaluation results to inform personnel decisions. This is further defined in Appendix B.

The Design of the Teacher Effectiveness System

The new Teacher Effectiveness System should result in the following outcomes if implemented with fidelity:

- Improved student success through the implementation of research-based educational practices.
- Improved student success through teachers' professional growth and accountability.
- A record of facts and assessments for personnel decisions to ensure every public school in South Dakota has effective teachers.

Continuous improvement is at the core of the annual appraisal cycle, with professional growth and accountability embedded in the use of rubrics. Student and school data, as well as other sources of evidence, will lead to a teacher's professional growth plan. Data collected through the teacher evaluation process can help guide discussions about professional growth, especially as it relates to early career teachers. Assignment to performance levels will help teachers know what skills they need to develop to move to the next performance level.

Requirements versus Recommendations

The processes and procedures outlined in the *South Dakota Teacher Effectiveness Handbook* were developed to provide districts a teacher evaluation system that satisfies both state and federal requirements. South Dakota public school districts have the option to implement a teacher evaluation system that differs from recommendations contained in this document, provided the district adheres to minimum state and federal requirements. To assist districts in determining where flexibility exists, requirements and recommendations are clearly identified throughout this Handbook.

Minimum state teacher evaluation system requirements are outlined briefly in the sections below:

- ✓ Applicable state laws and administrative rules are found in Appendix C.
- ✓ A summary of state teacher evaluation requirements is assembled into a Teacher Effectiveness State Requirements Checklist and is available in Appendix D.
- ✓ A comparison document which identifies the difference between South Dakota's Teacher Effectiveness Model and the state minimum requirements is located on pages 7-9.

Definition of Teacher

South Dakota law and administrative rule require teachers to be evaluated according to minimum state effectiveness requirements. The definition of a teacher, as outlined in ARSD 24:57:01:01, as it applies to teacher evaluation requirements is an individual who:

1. Provides instruction to any grade, kindergarten through grade twelve, or ungraded class or who teaches in an environment other than a classroom setting;
2. Maintains daily student records;
3. Has completed an approved teacher education program at an accredited institution or completed an alternative certification program;
4. Has been issued a South Dakota certificate; and
5. Is not serving as a principal, assistant principal, superintendent, or assistant superintendent.

Definition of Evaluator

An *evaluator* is any person charged with conducting formal teacher evaluations. In most cases, the principal or assistant principal is the evaluator.

State Effectiveness System Requirements

By implementing a Teacher Effectiveness System with fidelity and providing teachers with evidence-based feedback on a regular basis, South Dakota public school districts can expect to improve a teacher's effectiveness and to build a culture for student learning.

Implementation Timeline

The South Dakota Department of Education (SD DOE) worked to establish a statewide implementation timeline that balanced ESEA waiver requirements with the importance of implementing high-quality Teacher Effectiveness systems with fidelity. The Teacher Effectiveness Implementation Timeline is located in Appendix B.

Broad Requirements for Teacher Evaluation

The South Dakota Teacher Effectiveness System, or any teacher evaluation system developed and implemented by a local school district, must establish a foundation for implementing meaningful teacher evaluations focused on improving student learning. To provide a foundation for the minimum requirements, this section of the *South Dakota Teacher Effectiveness Handbook* briefly describes federal guidelines as a part of South Dakota's ESEA waiver Principle 3 (Supporting Effective Instruction and Leadership). The state process encompasses the following requirements:

1. Will be used for continual improvement of instruction;
2. Meaningfully differentiates teacher performance using at least three performance levels;
3. Uses multiple valid measures in determining performance levels, including, as a significant factor, data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as classroom observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
4. Evaluates teachers on a regular basis;
5. Provides clear, timely, and useful feedback, including feedback that identifies needs and guides teacher professional development;
6. Will be used to inform personnel decisions.

Comparison of State Effectiveness Requirements to Model

State codified law and administrative rule outline the minimum requirements for implementation of Teacher Effectiveness (SDCL 13-42-33, SDCL 13-42-34, SDCL 13-42-70, ARSD 24:57). The South Dakota Commission on Teaching and Learning (CTL) designed a recommended model that goes above and beyond these minimum requirements. The majority of this Handbook is devoted to describing the recommended model for implementation. A comparison of the minimum state requirements to the recommended South Dakota Teacher Effectiveness Model is found on the following pages in Figure 1.

Figure 1: Comparison of Minimum Requirements to SD Teacher Effectiveness Model Recommendations

COMPARISON OF STATE TEACHER EFFECTIVENESS REQUIREMENTS TO MODEL		
TEACHER EFFECTIVENESS	**MINIMUM REQUIREMENTS**	**MODEL RECOMMENDATIONS**
Professional Practice Standards	• *South Dakota Framework for Teaching* (Charlotte Danielson Framework for Teaching) • Must use a minimum of one component from each of the four domains • School districts wanting to use other teaching performance standards have the flexibility to crosswalk their standards to the *South Dakota Framework for Teaching* using forms provided by the SD DOE.	• South Dakota Framework for Teaching (Charlotte Danielson Framework for Teaching) • Evaluating teachers based on all 22 components is the goal. However, the recommendation is to begin with a minimum of eight components, including at least one from each domain. Integrated Eight Components • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching
Professional Practice Rating	• Using at least one component from each of the four domains of the *South Dakota Framework for Teaching*, assign a rating to a teacher	• Use standards-based rubrics to evaluate performance • Identify procedures to assess teacher performance relative to non-observable and observable teaching standards • Assign point values to component-level performance to determine domain-level performance • Calculate an average score for all components evaluated • Determine a method to assign a Professional Practice Rating (*Unsatisfactory*, *Basic*, *Proficient*, *Distinguished*)

TEACHER EFFECTIVENESS	MINIMUM REQUIREMENTS	MODEL RECOMMENDATIONS
Evaluation of Student Growth	• Student growth is a positive change in student achievement between two or more points in time Student Learning Objectives (SLOs) are the mechanism for measuring student growth • SLOs define goals for student growth which: 1) Reflect a rigorous yet realistic expectation for student growth that can be achieved during the instructional period 2) Are written by a teacher and approved by an evaluator 3) Include district-, school-, or teacher-developed assessments. • Teachers assigned to tested grades and subjects must use data from state assessments as part of the SLO process to prioritize the learning content and analyze data to establish student baseline knowledge. • Assign a Student Growth Rating based on attainment of SLOs • School districts wanting to use an alternative measure of student growth other than SLOs have the flexibility to crosswalk their student growth measurement using forms provided by the SD DOE	• Student growth is a positive change in student achievement between two or more points in time Student Learning Objectives (SLOs) are the mechanism for measuring student growth • SLOs define goals for student growth which: 1) Reflect a rigorous yet realistic expectation for student growth that can be achieved during the instructional period 2) Are written by a teacher and approved by an evaluator 3) Include district-, school-, or teacher-developed assessments. • Teachers assigned to tested grades and subjects must use data from state assessments as part of the SLO process to prioritize the learning content and analyze data to establish student baseline knowledge. • Utilize the SLO Process Guide to: 1) Develop the SLO 2) Obtain SLO approval from the evaluator 3) Monitor progress towards the SLO 4) Determine Student Growth Rating • Assign a Student Growth Rating based on attainment of SLOs. The performance categories are: - Low (<65% attained) - Expected (65-85% attained) and - High (86-100% attained) • One SLO per teacher for the purpose of evaluation
Summative Teacher Effectiveness Rating	The combination of a teacher's Professional Practice Rating and Student Growth Rating into one of the following categories: • *Below Expectations* • *Meets Expectations* • *Exceeds Expectations*	Use the Summative Rating Matrix to combine the Professional Practice Rating and Student Growth Rating into one Summative Teacher Effectiveness Rating: • *Below Expectations* • *Meets Expectations* • *Exceeds Expectations*

TEACHER EFFECTIVENESS	MINIMUM REQUIREMENTS	MODEL RECOMMENDATIONS
Evaluation Requirements	• Assigns a Professional Practice Rating • Assigns a Student Growth Rating • Combines the Professional Practice Rating and Student Growth Rating into one Summative Teacher Effectiveness Rating • Will be used to guide professional growth • Provides clear, timely, and useful feedback which identifies needs and guides professional development	• Assigns a Professional Practice Rating • Assigns a Student Growth Rating • Combines the Professional Practice Rating and Student Growth Rating into one Summative Teacher Effectiveness Rating • Will be used to guide professional growth • Provides clear, timely, and useful feedback which identifies needs and guides professional development
Evaluation Timeline	**First three years of employment** • Once per school year **Four or more years of employment** • At least once every two school years	**First three years of employment** • Two formal observations per school year • Four informal observations per school year **Four or more years of employment** • One formal observation per school year • Four informal observations per school year
Plan of Assistance	Public school districts shall adopt procedures to include a plan of assistance for any teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the public school district's performance standards.	Public school districts shall adopt procedures to include a plan of assistance for any teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the public school district's performance standards. If a plan of assistance is necessary, the principal works with the teacher to prioritize areas of improvement. Professional Practice and Student Growth Ratings should be used to determine the areas of need.
Personnel Decisions	Must be used to inform personnel decisions	Must be used to inform personnel decisions

Minimum State Requirements

All South Dakota public school districts must use multiple valid measures to evaluate Teacher Effectiveness. The teacher evaluation process must rely on qualitative and quantitative measures and be based on measures of both professional practice and student growth. See Figure 1, pages 7-9 for comparison of minimum state requirements to the recommended South Dakota Teacher Effectiveness Model.

EVALUATION OF PROFESSIONAL PRACTICE

Standards-based Evaluations of Professional Practice

Local teacher evaluation systems must assess teaching performance relative to the *South Dakota Framework for Teaching* based on the Danielson Framework for Teaching. Public school districts wanting to use other teaching performance standards have the flexibility to crosswalk their standards to the *South Dakota Framework for Teaching* using forms provided by the SD DOE (SDCL 13-42-33, ARSD 24:57).

- ✓ Crosswalk forms and additional planning tools are available at the following URL: http://doe.sd.gov/secretary/TE.aspx
- ✓ For more information about the *South Dakota Framework for Teaching*, visit http://www.teachscape.com/states/south-dakota.html

Minimum Number of Professional Performance Components

The *South Dakota Framework for Teaching* includes 22 individual teaching components clustered into four domains. All local effectiveness systems must include professional performance evaluations based on a **minimum of four teaching components, including one from each domain (ARSD 24:57).**

Evidence Collection for Non-Observable Teaching Components

Teaching performance components related to planning and preparation (Domain 1) and professional responsibilities (Domain 4) are generally considered "not observable" in a classroom setting. To demonstrate performance relative to "non-observable" components, evidence and artifacts must be provided by teachers and reviewed by evaluators (ARSD 24:57). Refer to Figure 5 on page 18 for a list of suggested artifacts.

Evidence Gathered Through Classroom Observation

Teaching performance components relating to the classroom environment (Domain 2) and instruction (Domain 3) are generally considered to be observable in a classroom setting. Evidence related to observable performance components must be gathered through classroom observation (ARSD 24:57). Refer to Figure 5 on page 18 for a list of suggested artifacts.

Assignment of a Professional Practice Rating

Local Teacher Effectiveness systems must assign an overall Professional Practice Rating that summarizes performance relative to the *South Dakota Framework for Teaching*. The Professional Practice Rating must serve as one measure to determine and differentiate summative teaching performance (ARSD 24:57).

EVALUATION OF STUDENT GROWTH

Student Learning Objectives as a Measure of Teacher Impact on Student Growth
Impact on student growth will be assessed through the Student Learning Objectives (SLOs) process. Public school districts may apply to use an alternate method of student growth, provided the measure meets minimum state requirements (ARSD 24:57).

- ✓ Crosswalk forms are available online at the following URL: http://doe.sd.gov/secretary/TE.aspx
- ✓ *South Dakota Student Learning Objectives Handbook* can be found at the following URL: http://doe.sd.gov/oatq/documents/SLObook-D.pdf

Use of State Assessment Data
A teacher assigned to a tested grade or subject must use data from state assessments as part of the SLO process (ARSD 24:57). Local public school districts may determine the most appropriate way to use state assessment data as part of the SLO process.

- There is no requirement for teachers to use state assessment data as an end-of-year assessment of student progress. In most cases, teachers will use prior-year state assessment data to identify core concepts and standards that will assist in identifying priority content on which to focus student growth goals.

Establishing Priorities for Student Learning
Public school districts using SLOs as a measure of teacher impact on student growth begin by identifying procedures to help teachers analyze student needs and establish learning priorities. Through the SLO process, teachers are asked to develop SLOs based on the unique and critical learning needs of students in a class or course (ARSD 24:57).

Selection or Development of Assessments to Measure Student Growth
Public school districts work with teachers to select and develop assessments that measure student growth between two or more points in time. Through the SLO process, teachers establish baseline student performance using appropriate assessment data. Teachers also identify an assessment appropriate to gauge student learning at the end of the instructional period (ARSD 24:57).

Development of Rigorous, Realistic Expectations for Student Growth
Public school districts using SLOs as a measure of student growth identify procedures to ensure that all teachers develop rigorous, realistic expectations for student growth that can be achieved during the instructional period (ARSD 24:57).

Assignment of a Student Growth Rating
All local teacher evaluation systems must assign an overall Student Growth Rating that summarizes performance relative to teacher-developed SLOs. The Student Growth Rating must serve as one measure to determine and differentiate overall teaching performance (ARSD 24:57).

SUMMATIVE TEACHER EFFECTIVENESS RATING

Local teacher evaluation systems must include a process to combine the Professional Practice Rating and Student Growth Rating into a Summative Teacher Effectiveness Rating (ARSD 24:57).

Performance Differentiated Into Three Categories

Summative teaching performance is assigned one of three overall performance ratings: *Below Expectations*, *Meets Expectations*, or *Exceeds Expectations* (ARSD 24:57). The Summative Teacher Effectiveness Rating includes an evaluation of student growth that serves as one significant factor and an evaluation of professional practices as the other significant factor.

EVALUATION OUTCOMES

Local teacher evaluation systems must include practices and procedures that ensure evaluation results are focused on professional growth. State minimum requirements relating to professional growth for teachers are outlined below.

Clear, Timely and Useful Feedback

Public school districts adopt a local teacher evaluation process that provides teachers with relevant performance feedback in a structured and timely manner (SDCL 13-42-34; ARSD 24:57).

Used as a Basis to Guide Professional Growth for Teachers

Public school districts are required to adopt a local teacher evaluation process that ensures evaluation results will be used to guide professional growth for all teachers (SDCL 13-42-34; ARSD 24:57).

Provide a Plan of Assistance for Non-Probationary Teachers Not Meeting District Standards

State law requires public school districts to provide a plan of assistance to non-probationary teachers who do not meet the district's established performance standards (SDCL 13-42-34).

SUMMATIVE EVALUATION CYCLE

All South Dakota public school districts must regularly provide teachers with a summative evaluation, but the frequency varies based on the amount of time a teacher has been employed with the district.

Probationary Teachers

Teachers in years one to three of employment, commonly referred to as probationary teachers, must be provided with a summative evaluation every school year (SDCL 13-42-34).

Non-Probationary Teachers

Teachers in or beyond their fourth year of employment, commonly referred to as continuing contract teachers, must be evaluated at least once every two school years (SDCL 13-42-34).

Reporting

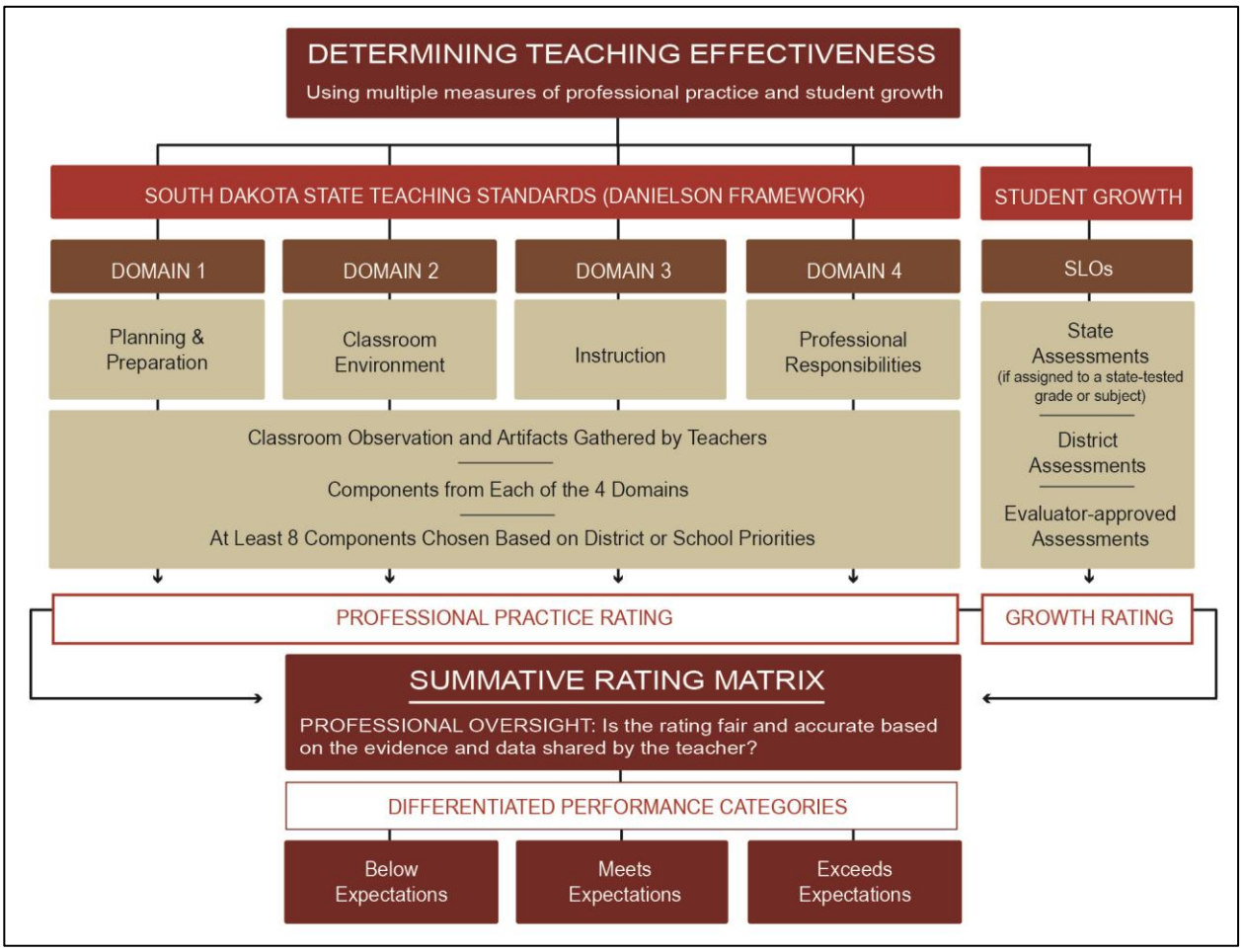
Summative Teacher Effectiveness Ratings will be reported annually to the SD DOE through the Personnel Record Form (PRF) process. It is important that all educators understand two key concepts related to state reporting:

- Individual teacher evaluation results are legally protected as personnel information and are not subject to South Dakota's public records laws (SDCL 13-42-70).
- South Dakota's ESEA waiver requires the SD DOE to report aggregate Teacher Effectiveness data.

The South Dakota Teacher Effectiveness Model

The South Dakota Teacher Effectiveness Model is a collection of recommended practices that serves as guidance toward successful implementation of high quality teacher evaluation systems. Practices outlined in the model are not required. Public school districts have the freedom to implement evaluation systems that differ from the model, provided a locally-developed system complies with all minimum state requirements. South Dakota's Teacher Effectiveness Model establishes clear performance expectations, identifies multiple performance measures, includes recommendations for evidence collection and provides guidance to meaningfully determine and differentiate teaching performance.

Figure 2: Overview of Recommended Model to Determine Teacher Effectiveness



Using the recommended model, public school districts will separately determine a Professional Practice Rating and a Student Growth Rating. The two separate ratings are combined by using the Summative Rating Matrix, a tool that provides educators the opportunity to exercise professional judgment prior to classifying teacher performance into one of the three performance categories.

This model of combining the two ratings does not rely on a uniform formula to calculate a Summative Teacher Effectiveness Rating. Instead, the model prioritizes evaluations based on the *South Dakota Framework for Teaching*, while incorporating the evaluation of student growth as one significant factor in the rating system.

Determining Teacher Effectiveness based on the recommended model is described in detail in the remaining portions of the *South Dakota Teacher Effectiveness Handbook*.

Evaluations of Professional Teaching Practice

Improving teaching performance begins with a clear definition of effective teaching. The *South Dakota Framework for Teaching* based on the Danielson Framework offers a description of professional practices that, based on research and empirical evidence, have been shown to promote student learning. Evaluations of professional practice relative to the Framework contribute to the Summative Teacher Effectiveness Rating and serve as a basis for developing individual professional growth plans focused on improving instruction.

- ✓ A portion of this Handbook is devoted to the South Dakota Evaluation and Professional Growth Process. For recommendations on the evaluation process, refer to pages 28-32.
- ✓ Evaluations of professional practice are supported by *Teachscape Reflect*, an evaluation management system. School districts are eligible for state-paid licenses to access the system. To gain access, the district Teachscape contact should email the Teachscape Implementation support team at sdsetup@teachscape.com.

South Dakota Framework for Teaching (Danielson Framework)

The *South Dakota Framework for Teaching* is divided into four *domains* of teaching practice. Within the four domains are 22 *components* and 76 *elements* that identify the skills and knowledge associated with that domain. The table below (Figure 3) provides an overview of the full Framework down to the component level. An outline including all 76 elements is provided in Appendix G

- ✓ Additional resources, including a number of books that further explain standards-based evaluations and the *South Dakota Framework for Teaching*, are available for purchase from www.danielsongroup.org.

Figure 3: *South Dakota Framework for Teaching* (2013 edition) – Domains and Components Overview

Domain 1
PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2
THE CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4
PROFESSIONAL RESPONSIBILITIES

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3
INSTRUCTION

a. Communicating with Students
b. Using Questioning and Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

Minimum of Eight Components, One from Each Domain

The CTL recognizes and appreciates the holistic view of teaching represented by the research-based *South Dakota Framework for Teaching*. Teacher evaluations based on the full Framework should result in high levels of professional feedback and dialogue, setting the stage for all teachers to continually improve their instruction. For South Dakota public school districts where consideration of the full Framework is not immediately feasible, the Commission recommends basing Professional Practice Ratings on a minimum of eight components, including at least one component from each of the four domains.

COMPONENT SELECTION

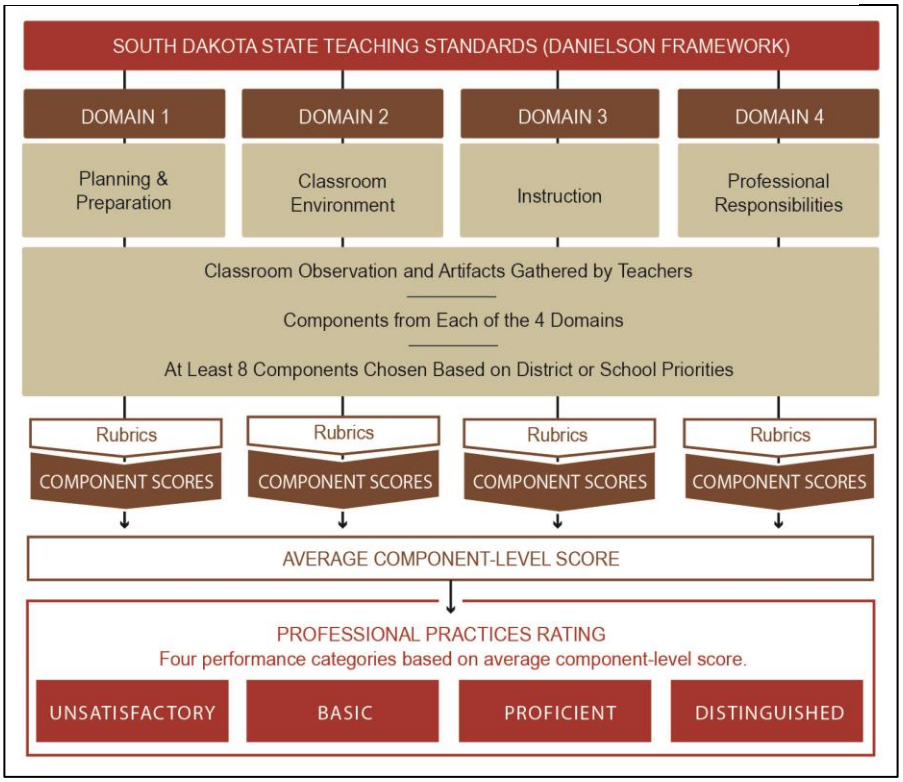
When considering less than the full *South Dakota Framework for Teaching*, a public school district may select a common set of components across the district or select the components most important to a teacher's individual professional growth.

- ✓ Public school districts seeking guidance on which eight components to select can refer to the Framework for Teaching Component Selection Guidance detailed in Appendix H.

Recommended Method to Determine the Professional Practice Rating

The Professional Practice Rating represents aggregate performance on all evaluated components. Evaluations of professional practice are guided by standards-based rubrics and supported by evidence gathered by the evaluator and teacher. Once component-level performance is determined, the evaluator assigns a numerical value to component-level performance and calculates an average score across the evaluated components. This average score translates into one of four levels of performance: *Unsatisfactory*, *Basic*, *Proficient,* or *Distinguished*.

Figure 4: Determining the Professional Practice Rating



USING STANDARDS-BASED RUBRICS TO EVALUATE TEACHING PERFORMANCE

A collection of standards-based performance rubrics aligned to the *South Dakota Framework for Teaching* support transparent, accurate, and consistent assessments of teaching performance. Each rubric contains performance indicators and critical attributes that differentiate performance across a four-tiered continuum of performance: *Unsatisfactory*, *Basic*, *Proficient,* and *Distinguished*. *South Dakota Framework for Teaching* components are embedded into *Teachscape Reflect* and are available at http://www.teachscape.com/states/south-dakota.html.

EVALUATING PRACTICE USING EVIDENCE PROVIDED BY CLASSROOM OBSERVATION

Evaluations of professional practice relative to Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the *South Dakota Framework for Teaching* are supported primarily by evidence collected through classroom observation.

Formal Observations

A *formal observation* is at least 15 minutes in length, is conducted by the teacher's evaluator, and includes structured conversations before and after the observation. A *pre-observation conference* provides the evaluator and teacher time to discuss the upcoming formal observation, including any lesson plans, assessments, or differentiation strategies that will be used. A *post-observation conference* is an opportunity for feedback, reflection, and analysis, giving the evaluator and teacher time to engage in a professional dialogue.

Informal Observations

An *informal observation*, commonly referred to as a drop-in, is an observation that is at least five minutes in length and results in feedback to the teacher. Informal observations may or may not be announced.

Observation Schedule for Probationary Teachers

For teachers in years one through three of continuous employment:

- Two formal observations per school year, with sufficient time between the formal observations to allow for teacher reflection and professional growth
- Four informal observations per school year

Observation Schedule for Non-Probationary Teachers

For teachers in the fourth contract and beyond:

- One formal observation per school year
- Four informal observations per school year

EVALUATING PRACTICE USING EVIDENCE PROVIDED BY ARTIFACTS

Professional practice evaluations also require the consideration of evidence that cannot be collected through classroom observation. Components that are not observable are supported by the collection of artifacts. *Artifacts* are documents, materials, processes, strategies, and other information that demonstrate performance relative to a component of professional teaching practice. It is up to the teacher and his or her evaluator to determine how artifacts will be collected. To ensure expectations are established and artifact collection is focused, evaluators and teachers should discuss which artifacts support the evaluation. In many cases, artifacts stem from a teacher's day-to-day work and teachers do not need to create documentation specifically to support the evaluation process.

Figure 5: Examples of Artifacts Aligned to Domains of Professional Practice

ARTIFACT	DOMAIN 1 Planning and Preparation	DOMAIN 2 Classroom Environment	DOMAIN 3 Instruction	DOMAIN 4 Professional Responsibilities
Stakeholder surveys	X	X	X	X
Teacher lesson plans	X			
Discipline referrals		X		
Parent newsletters				X
Class website			X	X
School improvement goals	X			
Professional growth plan	X	X	X	X
Student enrollment (electives)		X		
Community partnerships				X
Teacher journal	X	X	X	X
Safety report		X		
Positive feedback portfolio	X	X	X	X
Parental contact log				X
Transcript	X			X
Demonstration of professional behavior (dress, punctuality, attendance)				X
Community involvement				X
Demonstration of high expectations		X		
Discipline plans or contracts		X		
Substitute teacher folder	X			X
Leadership opportunities				X
Curriculum maps	X		X	
Committee assignments				X
Grade book				X
Video lesson	X	X	X	X
Professional organizations				X
Individual Education Plans (students)	X	X	X	
Differentiated lesson plans	X		X	
Mentoring	X	X	X	X
Action research	X	X	X	X
Professional development activities	X	X	X	X
Performance rubrics	X	X	X	

PROFESSIONAL PRACTICE RATING DESCRIPTIONS

Each of the four final Professional Practice Ratings – *Unsatisfactory*, *Basic*, *Proficient* and *Distinguished* – is defined in general terms to illustrate the continuum of possible performance relative to the rigorous professional teaching components outlined in the *South Dakota Framework for Teaching*.

- ***Unsatisfactory***: A teacher performing at the *Unsatisfactory* level does not appear to understand the underlying concepts represented by the Framework. Performance at this level requires significant intervention and coaching to improve the teacher's performance.
- ***Basic***: A teacher performing at the *Basic* level appears to understand the Framework conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for teachers early in their careers and improvement is expected to occur with experience.
- ***Proficient***: A teacher performing at the *Proficient* level clearly understands the concepts represented by the Framework and implements them well. Teachers performing at this level are qualified in the craft of teaching and work to continually improve practice.
- ***Distinguished***: A teacher performing at the *Distinguished* level is a master teacher and makes a contribution to the field, both inside and outside the classroom. While all teachers strive to attain *Distinguished*-level performance, this level is considered difficult to attain consistently.

DETERMINING THE OVERALL PROFESSIONAL PRACTICE RATING

After using standards-based rubrics to determine teaching performance for each component evaluated, the evaluator uses a three-step process to determine a Professional Practice Rating of *Unsatisfactory*, *Basic*, *Proficient,* or *Distinguished*.

Step 1: Determine Component-Level Performance

Numerical values are assigned to teaching performance for each component evaluated: A *Distinguished* rating is assigned 4 points; a *Proficient* rating is assigned 3 points; a *Basic* rating is assigned 2 points; and an *Unsatisfactory* rating is assigned 1 point.

Step 2: Calculate an Average Score for All Components Evaluated

An average score across all components is calculated by dividing the total of all points earned by the number of components evaluated. The average will range from 1 to 4, and is rounded to the nearest hundredth of a point. All components are given equal weight.

Step 3: Determine the Overall Professional Practice Rating

The average component-level score is used to assign a Professional Practice Rating of *Unsatisfactory*, *Basic*, *Proficient,* or *Distinguished*. The chart below presents the score ranges aligned to the four performance categories.

Figure 6: Overall Professional Practice Rating Score Ranges

Range	1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00
Rating	Unsatisfactory	Basic	Proficient	Distinguished

Figure 7: Example of Determining the Professional Practice Rating for Eight Components

		COMPONENT LEVEL PERFORMANCE				
		Unsatisfactory (1 point)	Basic (2 points)	Proficient (3 points)	Distinguished (4 points)	Points Earned
COMPONENTS SELECTED	1c: Setting Instructional Outcomes			✔		3
	1e: Designing Coherent Instruction				✔	4
	2b: Establishing a Culture for Learning		✔			2
	2d: Managing Student Behavior		✔			2
	3b: Using Questioning & Discussion Techniques			✔		3
	3c: Engaging Students in Learning			✔		3
	4a: Reflecting on Teaching			✔		3
	4c: Communicating with Families				✔	4
	Total Points					**24**
	Average Component-Level Score					**3.00**

OVERALL PROFESSIONAL PRACTICE SCORING RANGES				OVERALL PROFESSIONAL PRACTICE RATING
1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00	
Unsatisfactory	Basic	Proficient	Distinguished	**PROFICIENT**

Recommended: Peer Observation Programs

Public schools implementing the South Dakota Teacher Effectiveness System are encouraged to implement a peer observation program that asks teachers to observe each other. Peer-to-peer observation is not used for formal evaluation purposes, but the program does build understanding of the *South Dakota Framework for Teaching* while promoting reflective teaching practice.

Evaluation of Student Growth

The complex task of connecting teaching performance to student academic outcomes is best handled closest to the student, which is why the SLO process asks teachers to identify and address the unique learning needs of all students. A Summative Teacher Effectiveness Rating is based in part on s*tudent growth,* which is defined as a positive change in achievement between two or more points in time. SLOs contribute to the Summative Teacher Effectiveness Rating and provide another mechanism to generate feedback that guides professional growth.

- ✓ For comprehensive guidance on the implementation of SLOs, refer to the *South Dakota Student Learning Objectives Handbook* at the following URL: http://doe.sd.gov/oatq/documents/SLObook-D.pdf.
- ✓ The SLO process referenced in this section is supported by *Teachscape Reflect*, an evaluation management system. Public school districts are eligible for state-paid licenses. To gain access, the district Teachscape contact should email the Teachscape Implementation support team at sdsetup@teachscape.com.

Four Key Benefits of Student Learning Objectives

A *Student Learning Objective* is a process by which a teacher establishes expectations for student growth during a specified period of time. Specific, measurable student growth goals are based on student learning needs and aligned to applicable content standards. At the end of the instructional period, the teacher's Student Growth Rating is determined by the progress toward documented goals.

ONE: REINFORCING RECOMMENDED PRACTICES

Setting goals for students, assessing student progress, and using data to inform adjustments to instructional strategies demonstrate good teaching practices (What Works Clearing House, 2009). Many South Dakota teachers regularly use assessment data to inform instructional decisions, and implementing the SLO process formalizes those recommended practices while working to focus conversations around student results, which ultimately benefits teaching and student learning (Lachlan-Hache, Cushing, & Bivona, 2012).

USING THE S.M.A.R.T. GOAL SETTING PROCESS TO DEVELOP SLOs

SLO implementation encourages teachers to make direct connections between planning and instruction by asking educators to use the S.M.A.R.T. goal-setting framework to structure classroom-level goal setting. Using the S.M.A.R.T. goal-setting framework, educators are guided toward establishing SLOs that are (S)pecific, (M)easurable, (A)ppropriate, (R)igorous and realistic, and (T)ime-bound.

CONNECTION TO THE FRAMEWORK FOR TEACHING

When integrated with evaluations of professional practice relative to the *South Dakota Framework for Teaching*, SLOs provide yet another way to reinforce recommended practices. Public school districts in the early stages of SLO implementation may consider focusing evaluations of professional practice on the components that are most closely connected to the knowledge and skills necessary to establish and attain SLOs (for more information, refer to the Framework for Teaching Component Selection Guidance in Appendix H). In addition, SLO documentation can serve as an artifact to demonstrate performance relative to non-observable components of the Framework. When scheduling informal and formal observations, evaluators may opt to observe lessons related to the established SLO.

TWO: A TEACHER-LED, COLLABORATIVE GOAL-SETTING PROCESS
Districts that have effectively implemented SLOs found that the process provided teachers with the opportunity to take ownership in establishing authentic and relevant growth goals. Implementing SLOs has also been shown to build a culture of collaboration (Lachlan-Hache, Cushing, & Bivona, 2012).

THREE: A FLEXIBLE FRAMEWORK BASED ON STUDENT NEEDS, GRADE LEVEL AND CONTENT AREA
Implementing SLOs empowers districts to create a uniform goal-setting process that provides teachers with flexibility to match the assessment and student growth goal to course content and unique student population. SLOs are not entirely dependent upon the availability of statewide assessments; an important benefit considering nearly 70 percent of teachers teach in grades and subjects in which state assessments are not available (U.S. Department of Education, 2013).

FOUR: FOCUSED ON THE MOST IMPORTANT LEARNING THAT NEEDS TO OCCUR
SLOs promote educator expertise by emphasizing teacher knowledge of curriculum, assessment, learning context, and student data. Through SLO development, teachers are asked to assess student needs and align instruction accordingly. While many teachers rely on similar goal-setting strategies to guide instruction for all content taught during the year, they are only asked to formalize the process for the most critical learning that needs to occur.

The SLO Process

South Dakota's *SLO process* embeds recommended practices into a transparent and collaborative process. Through the SLO process, teachers or teams of teachers identify important content, determine student baseline knowledge, write goals to set expectations for student growth, and measure student progress. The SLO process encourages teachers to monitor student learning and make data-informed adjustments to instructional strategies. Principals and evaluators support the SLO process by guiding and approving SLOs, providing structured and ongoing feedback, and scoring the final results.

USE OF STATE ASSESSMENTS DURING THE SLO PROCESS
Assessment of student learning is a critical component of the SLO process. Teachers assigned to tested grades and subjects must use data from state assessments as part of the SLO process. Local public school districts may determine the most appropriate way to use state assessment data as a part of the SLO process.

- ✓ There is no requirement for teachers to use state assessment data as an end-of-year assessment of student progress. In most cases, teachers will review prior-year assessment data as a means to assist in identifying priority content on which to focus student growth goals.

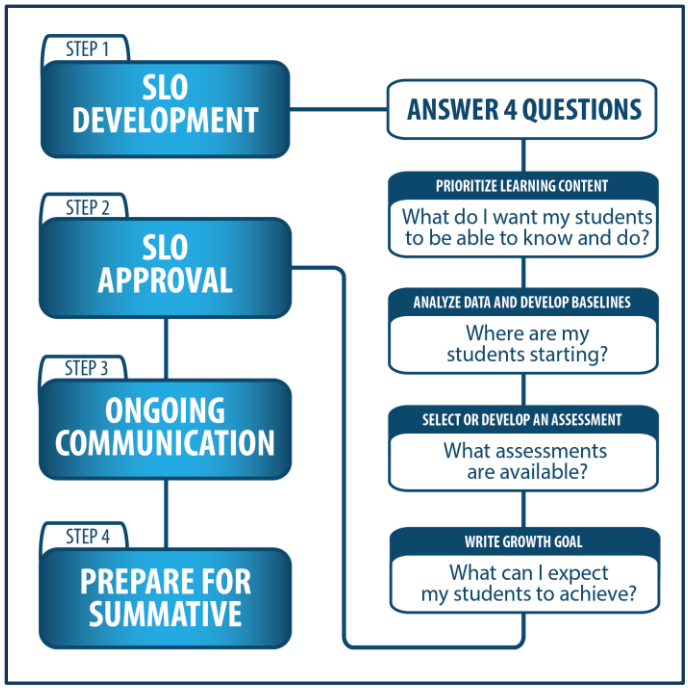
NUMBER OF SLOs USED FOR EVALUATION OF STUDENT GROWTH
Teachers may develop more than one SLO, however only one SLO may be used for the purpose of evaluation. The SLO used for evaluation purposes should be established early in the evaluation period and cover the period of instruction. Teachers assigned to tested grades and subjects must develop an SLO for the content or grade level in which the state assessment is administered.

SLO PROCESS RESOURCES

The most comprehensive guidance regarding SLOs is available in the *South Dakota Student Learning Objectives Handbook*, which is available at the following URL: http://doe.sd.gov/oatq/documents/SLObook-D.pdf. Several resources are also available in Appendix I, including:

- **SLO Process Guide**: A step-by-step approach to guide administrators and teachers through the entire four-step SLO process.
- **SLO Quality Checklist**: A resource used by teachers and administrators to determine whether an SLO meets the S.M.A.R.T. goal criteria.

Figure 8: The SLO Process



STEP 1: SLO DEVELOPMENT

The SLO process begins with the important task of attaching structure to student learning expectations. Through *SLO development*, teachers answer four key questions:

- What do I most want my students to know and be able to do?
  Answering this question helps the teacher identify the core concepts and standards that will be addressed by the SLO.

- Where are my students starting?
  Answering this question involves gathering and analyzing data to establish student baseline knowledge.

- What assessments are available?
  Answering this question leads to the selection or development of an appropriate assessment to measure student growth and goal attainment.

- What can I expect my students to achieve?
  Answering this question leads to the development of a student growth goal and a strong rationale statement supporting why the goal is appropriate for the instructional period.

Teachers, either individually or in teams, are encouraged to assume much of the responsibility for developing rigorous, achievable SLOs. A principal's support and guidance will be important, particularly as teachers become familiar with any new expectations or processes. As the instructional leader, the principal holds the ultimate responsibility for leading teachers through the SLO process.

STEP 2: SLO APPROVAL

Once developed, the SLO must be approved as the official measure of student growth for the evaluation period. *SLO approval* is supported by at least one *SLO conference* between the teacher and evaluator. To ease time pressures, the SLO conference may be scheduled in conjunction with other face-to-face meetings that occur during the evaluation and professional growth process, such as goal-setting or post-observation conferences.

Teachers prepare for SLO approval by submitting the preliminary SLO document and providing evaluators with the necessary information to make informed judgments about goal quality and rigor. Teachers will identify the specific standard(s) being addressed, detail the assessment used to measure goal attainment, provide data supporting the need for the goal, and describe how the goal will benefit student learning. If the SLO is not approved, teachers should receive constructive feedback that explains how the SLO can be improved. Teachers will be given a window to make appropriate changes before resubmitting the SLO for approval.

STEP 3: ONGOING COMMUNICATION

Ongoing communication provides opportunities for evaluators and teachers to regularly correspond regarding progress toward goal attainment. The SLO process encourages, but does not require, teachers to monitor student progress through ongoing formative assessment. By using formative assessment, teachers have access to data that may either validate instructional strategies or determine whether mid-course modifications need to be made. Ongoing communication may be conducted electronically.

STEP 4: PREPARING FOR THE SUMMATIVE CONFERENCE

A discussion of the teacher's Student Growth Rating will take place during a s*ummative conference* that occurs as part of the broader teacher evaluation and professional growth process. The final step of the SLO process prepares for that discussion to take place.

Evidence of SLO attainment, including any required assessment data, will be given to the evaluators. Preparing for the summative conference may include self-scoring the SLO, determining a preliminary Student Growth Rating and self-reflection.

In preparation for the summative conference, evaluators review teacher-submitted SLO evidence to establish a preliminary Student Growth Rating. To provide sufficient time to prepare the summative evaluation, principals establish timelines for evidence submission. A preliminary rating, with appropriate feedback, will be provided to the teacher in advance of the summative conference. The teacher will be given sufficient time to review the evaluator's comments and gather any additional data necessary to reference during the summative conference.

Recommended Method to Determine the Student Growth Rating

A teacher's Student Growth Rating quantifies the impact a teacher has on student learning during the instructional period. Once SLOs have been established and student growth has been measured between two points in time, the teacher's Student Growth Rating is assigned, based on SLO goal attainment. Performance relative to the student growth measure is classified into one of three performance categories: Low Growth, Expected Growth, or High Growth.

Figure 9: Student Growth Performance Categories

PERFORMANCE CATEGORY	DESCRIPTION
Low Growth	The teacher's SLO is less than 65 percent attained.
Expected Growth	The teacher's SLO is 65 to 85 percent attained.
High Growth	The teacher's SLO is 86 to 100 percent attained.

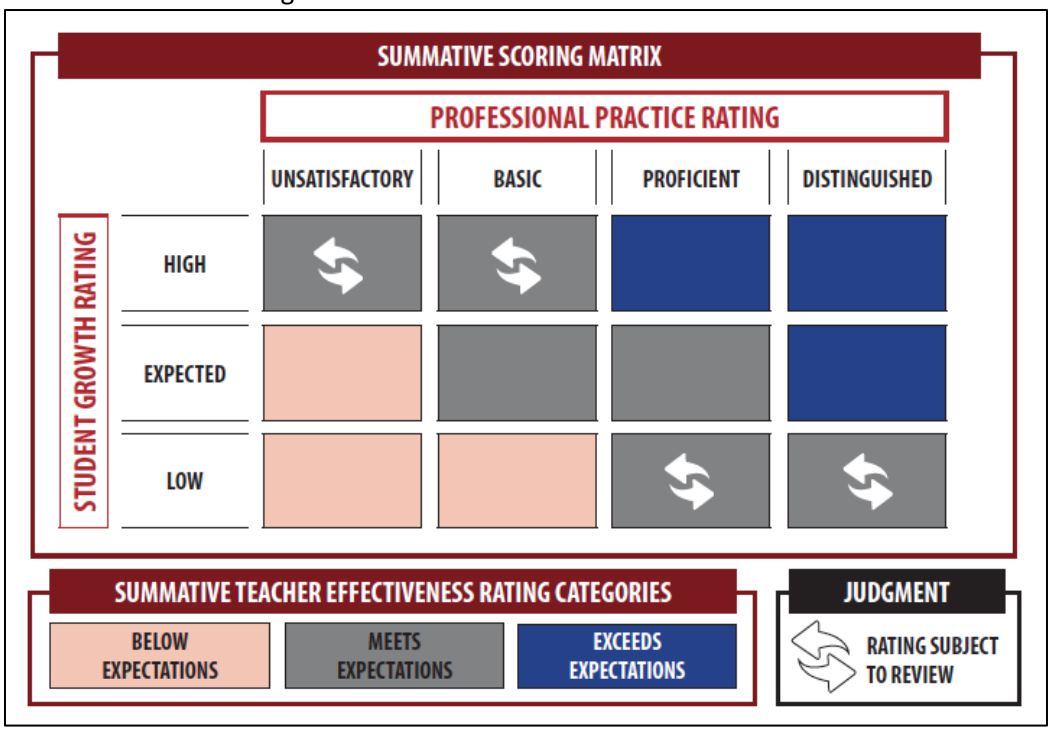
Summative Teacher Effectiveness Ratings

The *Summative Teacher Effectiveness Rating* differentiates Teacher Effectiveness into one of three performance categories: *Below Expectations*, *Meets Expectations,* or *Exceeds Expectations*.

Recommended Method to Determine Teacher Effectiveness Ratings

The Professional Practice Rating and Student Growth Rating are combined to form the Summative Teacher Effectiveness Rating using the Summative Rating Matrix.

Figure 10: The Summative Rating Matrix



USING A MATRIX MODEL TO DETERMINE SUMMATIVE TEACHER EFFECTIVENESS RATINGS

The recommended matrix model does not rely on uniform, prescriptive formulas to calculate a Summative Teacher Effectiveness Rating. Instead, the matrix guides the assignment of the Summative Teacher Effectiveness Rating while providing opportunities for professional judgment to be exercised.

Professional Practice and Student Growth Ratings are represented in the columns and rows of the matrix. The Summative Teacher Effectiveness Rating, determined by the intersection of the two individual ratings, translates into one of three required performance categories.

The physical construction of the recommended Summative Rating Matrix reflects the emphasis placed on professional practice evaluations. A closer examination of all 12 areas of intersection reinforces the priority placed on professional practice evaluations. For example, a teacher earning a Professional Practice Rating of *Proficient* or *Distinguished* is, by default, assigned a Summative Teacher Effectiveness Rating of at least *Meets Expectations*.

Student Growth as One Significant Factor
The design of the recommended Summative Rating Matrix assigns significance to student growth measures while maintaining focus on evaluations relative to professional practices based on the *South Dakota Framework for Teaching*. Student growth remains a key piece of the system, as no educator receiving the lowest Student Growth Rating can receive the highest Summative Teacher Effectiveness Rating within the system.

EXERCISING PROFESSIONAL JUDGMENT TO ADJUST TEACHER EFFECTIVENESS RATINGS

The Summative Rating Matrix embeds opportunities for professional judgment to play a role in the assignment of a Summative Teacher Effectiveness Rating. In the four areas in which one rating is very high and another rating is very low, individual ratings are reviewed to ensure the rating is fair and accurate based on all evidence collected. The teacher and evaluator may agree that additional evidence may be required, and Summative Teacher Effectiveness Ratings can be adjusted if it is determined that the outcome misrepresents teaching performance.

Supporting Professional Judgment with Evidence and Documentation

High quality implementation of the South Dakota Teacher Effectiveness System is intended to establish a firm connection between instructional practice and student academic outcomes. Exercising professional judgment should be rare; reserved only for situations in which the body of evidence clearly demonstrates that a Summative Teacher Effectiveness Rating is not truly reflective of teaching performance. When professional judgment is exercised, principals include evidence and rationale in narrative form along with the summative results. If a teacher ultimately disagrees with a principal's use of professional judgment, teachers supply evidence and accompanying narrative to accompany the summative results.

Tracking the Use of Professional Judgment

High quality implementation of the South Dakota Teacher Effectiveness System requires public school districts to track the number of times professional judgment is exercised. The data may be used to document any needed revisions or changes to the district's policies, practice, or procedures.

South Dakota Evaluation and Professional Growth Process

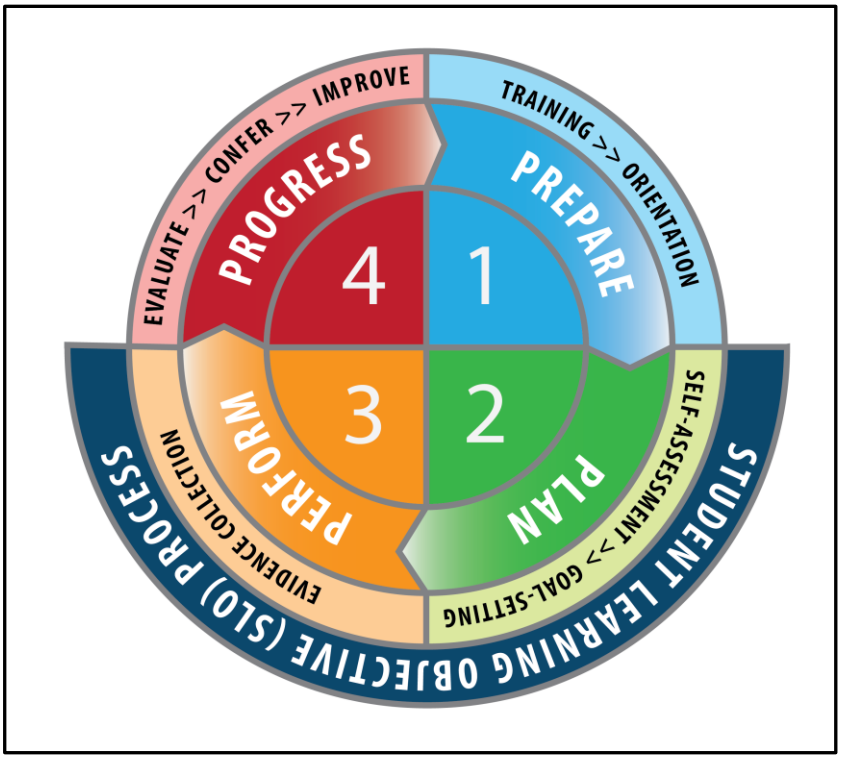
The South Dakota Evaluation and Professional Growth Process represents a collection of recommended practices to operationalize the South Dakota Teacher Effectiveness Model. The process should engage teachers and principals in thoughtful, deliberate discussions designed to improve instruction and student learning.

- ✓ To reference a collection of forms to guide the South Dakota Evaluation and Professional Growth Process, refer to Appendix J.

One-Year Evaluation Cycle

An evaluation cycle ensures expectations are established and that professional communication occurs at regular intervals. The recommended evaluation cycle has four phases – Prepare, Plan, Perform, and Progress – and eight individual steps.

Figure 11: South Dakota's Recommended Evaluation and Professional Growth Process



PHASE 1: PREPARE

During the Prepare phase, teachers and evaluators are trained and oriented to the evaluation system. The steps in the Prepare phase are crucial to ensure all teachers employed by a public school district understand the evaluation system. The training and orientation steps should be completed prior to full implementation of the Teacher Effectiveness System.

Figure 12: The Prepare Phase of the Evaluation Cycle

PREPARE	STEP ONE TRAINING	1. Teachers and evaluators are trained in *South Dakota Framework for Teaching* and how teaching standards are used as the basis for evaluation of professional practice. 2. Evaluators are trained and certified on how to conduct accurate, fair observations of professional practice. 3. Teachers and evaluators are trained on how to develop SLOs and how student growth factors into the Teacher Effectiveness System.
	STEP TWO ORIENTATION	1. All staff impacted by the Teacher Effectiveness System collectively review the Teacher Effectiveness System to ensure all staff have sufficient knowledge to actively participate in the evaluation and professional growth process.

TRAINING AND SUPPORT FOR THE PREPARE PHASE

Public school districts seeking in-district support for steps in the Prepare phase can refer to the following items on the state-provided professional development menu of options in Appendix F.

- ✓ A1 - *Orientation to South Dakota's Recommended Teacher Effectiveness Model*
- ✓ B3 – *Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus*
- ✓ B4 – *Teachers: Preparing for Observations and Artifact Collection*
- ✓ B5 – *Integrating Teachscape Reflect*
- ✓ C2 – *Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness*
- ✓ C3 – *Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives*

PHASE 2: PLAN

The Plan phase asks teachers to take the lead in establishing professional growth goals and establishing SLOs. The teacher and evaluator work collaboratively to establish a professional trajectory for the year and finalize SLOs. The Plan phase should be completed early in the school year or semester to allow sufficient time for evidence collection.

Figure 13: The Plan Phase of the Evaluation Cycle

PLAN	STEP THREE SELF-ASSESSMENT	1. Each teacher assesses his or her professional practice and prepares professional practice goals for the school year. 2. The teacher begins the SLO development process by examining student assessment data, including any available state assessment data, to prioritize learning content. The teacher may opt to give his or her students a baseline assessment to more accurately determine the starting point from which student growth will be measured.
	STEP FOUR GOAL-SETTING	1. Teachers meet with evaluators to review the professional practice goals and jointly analyze student learning. 2. Teachers and evaluators discuss the evidence necessary to support the evaluation of professional practice. 3. Professional practice goals are approved. 4. Progress toward SLO development is discussed, and, if appropriate, the SLO is approved.

TRAINING AND SUPPORT FOR THE PLAN PHASE

Public school districts seeking in-district support for steps in the Plan phase can refer to the following items on the state-provided professional development menu of options in Appendix F.

- ✓ C4 – *Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning*

PHASE 3: PERFORM

The Perform phase involves the collection of evidence that supports both evaluations of professional practice and student growth. Formal and informal observations are conducted, teachers collect artifacts relative to non-observable components, and teachers gather ongoing assessment data to monitor progress toward SLOs. Evidence collection concludes when all evidence is submitted to the evaluator. The Perform phase should be completed early enough to provide evaluators with sufficient time to complete evaluations.

Figure 14: The Perform Phase of the Evaluation Cycle

PERFORM	STEP FIVE EVIDENCE COLLECTION	1. Formal and informal classroom observations occur to collect evidence of professional teaching practice. 2. Evidence from multiple sources is compiled to support non-observable elements of professional practice. 3. Quantitative data demonstrating progress on SLOs is collected. 4. Evidence is documented and teachers are provided structured feedback on performance throughout the evidence collection period.

DISTRICT CONSIDERATIONS FOR COMPLETION OF THE PERFORM PHASE

As soon as the evidence period concludes for either the professional practice or student growth measure, the evaluator should determine the final rating for that measure. A Professional Practice Rating can be assigned once all informal and formal observations have occurred and the teacher has submitted sufficient evidence to demonstrate performance relative to non-observable teaching components. A Student Growth Rating can be assigned following the instructional period outlined in the SLO.

- ✓ For example: A Professional Practice Rating may be determined in April, with a Student Growth Rating delayed until May. This scenario may occur if a final assessment of student learning needs to occur near the end of the second semester.
- ✓ For example: A Student Growth Rating may be determined in January, with a Professional Practice Rating delayed until April. This scenario may occur if a teacher's SLO is focused on content delivered in the first semester.

TRAINING AND SUPPORT FOR THE PERFORM PHASE

Public school districts seeking in-district support for steps in the Perform phase can refer to the following items on the state-provided professional development menu of options in Appendix F.

- ✓ B4 – *Teachers: Preparing for Observation and Artifact Collection*
- ✓ C4 – *Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning*

PHASE 4: PROGRESS

In the Progress phase, the evaluator reviews all evidence to determine and differentiate summative teaching performance. Results are provided to the teacher in advance of a summative conference, which provides an opportunity for in-depth discussion prior to finalizing a Summative Teacher Effectiveness Rating. The Progress phase concludes with teacher self-reflection and the adoption of plans to improve performance.

Figure 15: The Progress Phase of the Evaluation Cycle

PROGRESS	STEP SIX EVALUATION	1. Using all documented evidence, the evaluator completes a summative evaluation including measures of both professional practice and student growth. 2. The evaluator sends evaluation results to the teacher in advance of the summative conference.
	STEP SEVEN SUMMATIVE CONFERENCE	1. The evaluator and teacher meet to discuss summative evaluation results and engage in a comprehensive, evidence-based dialogue regarding teaching performance. 2. The Summative Teacher Effectiveness Rating is finalized and the conference concludes with a discussion about improvement planning.
	STEP EIGHT IMPROVEMENT PLANNING	1. Following reflection, a teacher is empowered to develop an individual professional growth plan. 2. If a plan of assistance is necessary, the evaluator works with the teacher to prioritize areas of improvement. 3. After mutual review, the improvement plan is finalized and put into action.

DISTRICT CONSIDERATIONS FOR COMPLETION OF THE PROGRESS PHASE

Many current local evaluation practices and procedures require evaluations to be completed by April 1. That deadline is primarily driven by a state law (SDCL 13-43-6.3) requiring public school districts to notify a teacher, prior to April 15, of the district's recommendation to not renew a teacher's contract. The presence of the notification deadline can create the misconception that the Evaluation and Professional Growth Process must be completed by April 1. To clarify, consider the following points:

- ✓ Local public school districts are not required to justify the recommendation to not renew a probationary teacher's contract.
- ✓ If a non-probationary teacher needs a plan of assistance, non-renewal decisions are based on a plan of assistance, and do not need to be based entirely upon the results of the Evaluation and Professional Growth Process.
- ✓ The South Dakota Teacher Effectiveness System and South Dakota Evaluation and Professional Growth Process both empower the public school district to determine the process by which non-probationary teachers are provided with a plan of assistance.
- ✓ By the 2016-17 school year, public school districts must be using the results of the South Dakota Teacher Effectiveness System to inform personnel decisions.

State Implementation Support and Monitoring

This section of the *South Dakota Teacher Effectiveness Handbook* outlines ways the SD DOE encourages and supports implementation of high quality Educator Effectiveness systems. Support systems were developed collaboratively with stakeholder groups and were created in response to the needs of South Dakota public schools.

The level of support provided to South Dakota public schools was made possible by grant funds, funds appropriated by the South Dakota Legislature, and resources provided by the passage of the South Dakota Investing in Teachers Initiative.

- ✓ The SD DOE's website provides an archive of Teacher Effectiveness resources at the following URL: http://doe.sd.gov/secretary/TE.aspx.
- ✓ Public school districts can assess and track progress toward implementation by using the District Self-Assessment tool available in Appendix D.

Supporting System Development and Promoting Recommended Practices

SD DOE has worked collaboratively to facilitate the development of local Teacher Effectiveness systems that are rooted in recommended practices. SD DOE's efforts are summarized below.

Supporting and Advising the South Dakota Commission on Teaching and Learning

SD DOE supports and actively participates in meetings of the CTL. Serving in an advisory capacity to the Commission, state education officials provide regular updates on the progress of South Dakota's ESEA waiver and work to clarify state laws and administrative rules.

Supporting Research and Gathering Data to Inform Decision-Making

SD DOE has committed to using research and data to identify both challenges and recommended practices. Research and data from several sources is used to inform decision making and develop solutions. Recommended practices are gathered and incorporated into state resources and trainings.

Raising Awareness

In October 2013, SD DOE sponsored a series of four webinars and a series of four regional face-to-face administrator trainings devoted in part to raising awareness about the South Dakota Teacher Effectiveness System. In addition, information about state requirements and recommendations has been communicated directly to public school officials through multiple communication channels.

Providing Technical Assistance and Implementation Planning

Providing teachers and administrators with high-quality training is a key component of the South Dakota Teacher Effectiveness System. SD DOE has supported and sponsored in-district technical assistance and implementation planning for all districts.

Assistance for Pilot Districts and Schools

Schools that participated in the 2013-14 Teacher Effectiveness Pilot were eligible for technical assistance, including implementation planning, as part of the on-site assistance provided to pilot schools. Resources developed for pilot schools were used in the development of statewide resources.

Coaching For All Districts

During the 2013-14 school year SD DOE trained a core group of facilitators to serve as in-district implementation coaches. Beginning in February of 2014, every public school district was eligible to receive a full-day, state-sponsored, in-district planning session using state-approved implementation tools. Public school districts were encouraged to assemble a team of school administrators and teachers to participate in the planning day.

- ✓ A summary of state requirements, recommendations and legal references is assembled into the Teacher Effectiveness District Self-Reflection available in Appendix D.

Building Capacity and Training Educators through Teachscape

SD DOE has committed to providing capacity-building resources and high quality training to support implementation of the South Dakota Teacher Effectiveness System.

TRAINING TO UNDERSTAND THE SOUTH DAKOTA FRAMEWORK FOR TEACHING

Training to support evaluations of professional practice begins by providing high quality training on the *South Dakota Framework for Teaching,* based on the Danielson Framework. The Framework was first introduced in 2011. Public school districts seeking training on the Framework have options through Teachscape.

TEACHSCAPE FOCUS FOR TEACHERS

Teachscape Focus for Teachers includes approximately 15-20 hours of training to help teachers develop a deeper understanding of the *South Dakota Framework for Teaching* and standards-based evaluations of professional practice. The training also helps teachers apply the Framework to improve instructional practice. The software allows training to be deployed as self-guided learning or structured as part of a facilitated learning group.

- ✓ *Teachscape Focus for Teachers* will be provided to all new public school district teachers and to a minimum of one-third of existing public school teachers.
- ✓ To access state-provided, facilitated in-district training on this topic, ask your preferred state-trained professional development provider for options *B3: Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus* and *B4: Teachers: Preparing for Observations and Artifact Collection*, found in Appendix F.
- ✓ Access to *Teachscape* must be initiated at the local public school district level. To gain access, the district Teachscape contact should email the Teachscape Implementation support team at sdsetup@teachscape.com.

TEACHSCAPE FOCUS FOR OBSERVERS

All individuals charged with conducting evaluations of professional practice should complete training and certification provided through *Teachscape Focus for Observers*. The training and certification promote accurate, consistent, and evidence-based professional practice evaluations that limit evaluator bias. Evaluator training takes approximately 30 hours, including a rigorous evaluator proficiency assessment.

- ✓ *Teachscape Focus for Observers* will be provided to all new public school district administrators and to a minimum of one-third of existing public school district administrators.
- ✓ Access to Teachscape must be initiated at the local district level. To gain access, the district Teachscape contact should email the Teachscape Implementation support team at sdsetup@teachscape.com.

TEACHSCAPE REFLECT

All South Dakota public school districts have the option to receive state-paid licenses to use *Teachscape Reflect*. This software supports the teacher evaluation process by defining evaluation roles, encouraging dialogue, housing evaluation rubrics and forms, and providing an electronic platform to gather and store evidence. *Teachscape Reflect* is configured to match the South Dakota Teacher Effectiveness System and the recommended Evaluation and Professional Growth Process. The state will provide licenses to districts that opt not to use the state-recommended workflow, but adjustments to the *Teachscape Reflect* product must be paid for by the local public school district.

- ✓ *Teachscape Reflect* will be provided to all public school district teachers and administrators. *Teachscape Reflect* is funded through legislative appropriation. SD DOE will continue to support public school districts with access to *Teachscape Reflect*.
- ✓ *Teachscape Reflect* encourages collaboration, but the software should not be used in place of face-to-face conversation and dialogue between the teacher and evaluator.
- ✓ Access to *Teachscape Reflect* must be initiated at the local district level. To gain access, the district Teachscape contact should email the Teachscape Implementation support team at sdsetup@teachscape.com.

Training and Support through Professional Development

Menu of State-Provided Professional Development Options

During the pilot year, East Dakota Educational Cooperative provided more than 55 state-paid coaching and training days for pilot participants. Resources and experience from pilot training and coaching informed the development of training that is now available to all South Dakota public schools.

During the 2014-15 and 2015-16 school years, SD DOE will provide access to a number of state-approved trainings relating to Teacher Effectiveness. Districts are free to select their preferred training provider and the training options that reflect the most pressing needs of the district. References to state-provided professional development are made throughout the remainder of the *South Dakota Teacher Effectiveness Handbook*.

- ✓ A list of state-sponsored professional development options is available in Appendix F or at the following URL: http://doe.sd.gov/secretary/documents/doepdopts1.pdf

Orientation to South Dakota Teacher Effectiveness System
All educators must understand the South Dakota Teacher Effectiveness System, including recommended practices surrounding the use of multiple measures of professional practice and student growth to determine and differentiate teaching performance. Public school districts may use state-provided resources, such as this *South Dakota Teacher Effectiveness Handbook* to design and offer an orientation program.

- ✓ To access state-provided, in-district training on this topic, ask your preferred state-trained professional development provider for option *A1: Orientation to South Dakota's Recommended Teacher Effectiveness Model* in Appendix F.

Training to Understand and Develop Student Learning Objectives
SD DOE supported the implementation of SLOs through a large-scale training effort in spring and summer 2014. The training frameworks were informed by pilot experiences and developed collaboratively with stakeholders, including members of the CTL. Prior to the summer teacher training effort, the design and content of the two-day summer training was validated, refined, and influenced by a team of individuals who attended a four-day intensive SLO training facilitated by the American Institutes for Research (AIR). Attendance at the training was made possible through a grant obtained by the South Dakota Education Association (SDEA).

Public school districts seeking training on SLOs have several options. SD DOE sponsored the development of a core group of Education Service Agency (ESA) trainers capable of providing state-paid, in-district support. Alternatively, the South Dakota Education Association has developed a core group of teachers to provide SLO training.

Orientation to Student Learning Objectives
Implementation of the South Dakota Teacher Effectiveness System begins with providing teachers an orientation to SLOs and how they are used to encourage data-informed instruction. Through such orientation, teachers will gain an understanding of the SLO process and how SLOs are incorporated into the South Dakota Teacher Effectiveness System.

- ✓ To access state-provided, facilitated in-district training on this topic, ask your preferred state-trained professional development provider for option C2: *Teachers: Orientation to Student Learning Objectives as a Measure of Teaching Effectiveness* in Appendix F.

Public school districts can request professional development from SDEA regarding SLOs, *Professional Conversation as the Keystone to SLOs*, and more at http://www.sdea.org/home/707.htm. To schedule a training, contact Rich Mittelstedt at rich.mittelstedt@sdea.org or call 1-888-288-9029.

Selecting or Creating Assessments
The design and use of assessments to guide instruction is a foundational teaching practice and a critical part of the SLO process. To access state-provided, facilitated in-district training on this topic, ask your preferred state-trained professional development provider for option *C3: Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives* in Appendix F. This facilitated work session encourages teachers to work collaboratively to select or create assessments to establish and assess SLOs.

Recommended: Peer Observation Programs
Public schools implementing the South Dakota Teacher Effectiveness System are encouraged to implement a peer observation program that asks teachers to observe each other. Peer-to-peer observation is not used for formal evaluation purposes, but the program does build understanding of the *South Dakota Framework for Teaching* while promoting reflective teaching practice.

State Implementation Monitoring

SD DOE's commitment to supporting students with effective teachers will include ongoing progress monitoring. Research and data will be used to regularly assess state support systems, and the SD DOE is committed to additional research and feedback from the public schools that participated in the 2013-14 Teacher Effectiveness Pilot.

In addition, the SD DOE will work to develop post-implementation monitoring systems and incorporate effectiveness system requirements into existing reporting systems and school accreditation visits. Additional details about the state's post-implementation monitoring system will be released following the approval of South Dakota's ESEA waiver.

Glossary of Terms

Artifacts
Documents, materials, processes, strategies, and other information that demonstrate performance relative to a standard of professional teaching practice.

Evaluator
Any person charged with conducting formal teacher evaluations. In most cases, the principal or assistant principal is the evaluator.

Formal observation
A scheduled observation of teaching practice conducted by an evaluator that is at least 15 minutes in length and includes structured conversations before and after the observation takes place.

Goal-setting conference
A step in the annual evaluation cycle in which the teacher and evaluator agree upon professional practice goals, discuss appropriate sources of evidence to support professional practice evaluations, and agree upon SLOs that will serve as the basis for evaluations of student growth.

Informal observation
An observation of teaching practice, which may or may not be announced, that is conducted by an evaluator, is at least five minutes in length, and results in feedback to the teacher.

Observer
Any person who conducts a classroom observation to provide feedback or support outside of the formal evaluation process.

Ongoing communication
A step in the SLO process in which teachers and administrators engage in dialogue about student growth throughout the evaluation cycle.

Pre-observation conference
A face-to-face meeting held prior to a formal observation that enables the teacher and evaluator to discuss the formal observation, including any lesson standards, assessment tools and instructional strategies that will be used during the lesson.

Preparing for the summative conference
A step in the SLO Process in which teachers assemble and submit evidence of SLO goal attainment to the evaluator.

Post-observation conference
A face-to-face meeting held after a formal observation that enables the teacher and evaluator to reflect upon the observation and engage in dialogue about effective strategies that support teaching and learning.

Professional Practice Rating
A rating of *Unsatisfactory*, *Basic*, *Proficient,* or *Distinguished* that is calculated and assigned following an evaluation of professional practice relative to the *South Dakota Framework for Teaching*.

Self-assessment
A step in the annual evaluation cycle in which the teacher assesses his or her professional practice and analyzes student achievement data for the purpose of establishing professional practice and student growth goals for the evaluation period.

SLO approval
The step in the SLO process in which the teacher and evaluator agree upon an SLO that will be used as the official measure of student growth for the evaluation period.

SLO conference
A face-to-face meeting that provides an opportunity for teachers and evaluators to either approve SLOs or discuss progress toward SLO development. This conference may be scheduled in conjunction with other face-to-face meetings required as a part of the broader teacher evaluation and professional growth process.

SLO development
The step in the SLO process that asks teachers and principals to collaboratively establish and document expectations for student growth.

SLO Process Guide
A state-approved document that guides teachers and administrators through the four-step process of evaluating teacher impact on student growth.

SLO Quality Checklist
A state-approved guide for administrators and teachers to use in the process of evaluating the quality of a teacher-developed SLO.

South Dakota Framework for Teaching
A comprehensive, research-based definition of effective teaching practice that serves as the foundation of professional practice evaluations. The full Framework, also known as the Charlotte Danielson Framework for Teaching, is organized into four domains of practice. The four domains contain 22 components and 76 elements that collectively describe the complex teaching profession.

South Dakota Teacher Effectiveness Model
A collection of recommended practices that serves as guidance toward successful implementation of high-quality Teacher Effectiveness systems.

Student growth
A positive change in student achievement between two or more points in time.

Student Growth Rating
A rating of *Low Growth*, *Expected Growth*, or *High Growth* that reflects the degree to which goals for student growth, as documented in an SLO, are attained.

Student Learning Objective (SLO)
A process by which a teacher establishes expectations for student growth over a specified period of time.

Summative conference
A step in the evaluation cycle in which the teacher and evaluator meet face-to-face to reflect upon all evidence collected to support the evaluation and discuss the Summative Teacher Effectiveness Rating.

Summative Teacher Effectiveness Rating
A single rating that combines multiple measures of professional practice and student growth to differentiate teacher performance into one of three performance categories: *Below Expectations*, *Meets Expectations,* or *Exceeds Expectations*.

Teachscape Focus
A web-based software package that provides in-depth training for teachers and evaluators to support evaluations of professional practice relative to the *South Dakota Framework for Teaching*. *Teachscape Focus for Teachers* is housed in *Teachscape Learn*.

Teachscape Reflect
A web-based evaluation management system that supports evaluations of professional practice relative to the *South Dakota Framework for Teaching*. The software program contains necessary rubrics, supports evidence collection and assists with the calculation of the Professional Practice Rating.

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APPENDIX A: Acknowledgements

THE 2014-2015 SOUTH DAKOTA COMMISSION ON TEACHING AND LEARNING

2014-15 COMMISSION MEMBERS		
SOUTH DAKOTA TEACHERS		
Sandy Arseneault	Custer	High School
Jared Baumann	Sioux Falls Public	Middle School
Robin Curtis	Winner	Elementary
Donna DeKraai	Brookings	Elementary
Lou Ann Jensen	Estelline	High School English
Kathy Meyer	Huron	Kindergarten
Pat Moller	Mitchell	Middle School Math
Pam Oberembt	Sioux Falls	SFEA President
Steve O'Brien	Watertown	High School English
Sami Peil	Deubrook	High School English
Sue Podoll	Rapid City Area	Special Education
SOUTH DAKOTA SCHOOL ADMINISTRATORS		
Kyley Cumbow	Pierre	Principal
Ethan Dschaak	Meade	Principal
Jeremy Hurd	Custer	Principal
Roxanne Lamphere	Lake Preston	Principal
Tammy Meyer	Sisseton	Principal
SOUTH DAKOTA SCHOOL BOARD MEMBERS		
Pam Haukaas	Colome Consolidated	School Board
SOUTH DAKOTA K-12 EDUCATION STAKEHOLDERS		
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Linda Mallory	East Dakota Educational Coop.	Instructional Coach
Sharla Steever	Black Hills Special Services (TIE)	Learning Specialist
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Scott DesLauriers	South Dakota State University	Student Member
Taylor Reinke	Augustana	Student Member
Cheryl Medearis	Sinte Gleska University	Faculty
Pat Simpson	Black Hills State University	Faculty
Jill Thorngren	South Dakota State University	Faculty

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Rich Mittelstedt
SDEA
Dr. Janeen Outka
Joan Frevik
Brian Aust
EDEC

THE 2013-14 SOUTH DAKOTA COMMISSION ON TEACHING AND LEARNING

The South Dakota Commission on Teaching and Learning began a partnership between the South Dakota Education Association, Associated School Boards of South Dakota, the School Administrators of South Dakota, and the South Dakota Department of Education. To arrive at a Teacher Effectiveness model to guide the 2013-14 pilot schools, the Commission on Teaching and Learning relied on input from teachers, school administrators, school board members, education stakeholders, and officials from the South Dakota Department of Education.

COMMISSION MEMBERS			
TEACHERS	**Sue Podoll** *Rapid City*	**ADMINISTRATORS**	**EDUCATION STAKEHOLDERS**
Donna DeKraai *Brookings*	**Pam Oberembt** *Sioux Falls*	**Melinda Jensen** *Principal, Brookings*	**Wade Pogany** *ASBSD*
Sami Peil *Deubrook*	**Jared Baumann** *Sioux Falls*	**Jeremy Hurd** *Principal, Custer*	**Alan Neville** *Northern State University*
Lou Ann Jensen *Estelline*	**Tammy Meyer** *Sisseton*	**Kyley Cumbow** *Principal, Pierre*	**Sandy Arseneault** *SDEA*
Kathy Meyer *Huron*	**Linda Mallory** *Spearfish*	**Don Kirkegaard** *Superintendent, Meade*	**Sharla Steever** *TIE*
Pat Moller *Mitchell*	**Amy Engel** *Todd County*	**SCHOOL BOARD MEMBERS**	**DEPARTMENT OF EDUCATION**
Mary McCorkle *Mobridge*	**Steve O'Brien** *Watertown*	**Pam Haukaas** *Colome*	**Abby Javurek-Humig** *SD DOE*
Katie Anderson *Rapid City*	**Darlene Dulitz** *Webster*		**Carla Leingang** *SD DOE*
Nicole Keegan *Rapid City*	**Robin Curtis** *Winner*		**Lanette Johnston** *SD DOE*
Lead Teacher Effectiveness Facilitator: Brian Aust, East Dakota Educational Cooperative			

2013-14 TEACHER EFFECTIVENESS PILOT AND SCALE-UP SCHOOLS

SCHOOL DISTRICT	PILOT SCHOOL	SCALE-UP SCHOOLS
Alcester-Hudson	Junior High	Elementary School and High School
Bon Homme	Tyndall Elementary	Tabor, Springfield and Colony elementary schools; Middle School and High School
Brandon Valley	Fred Assam Elementary	Brandon, Robert Bennis and Valley Springs elementary schools; Middle School and High School
Bridgewater-Emery	High School	
Brookings	Medary Elementary	Hillcrest Elementary
Castlewood		Elementary School and High School
Clark	Middle School	Hillcrest, Silverlake and Fordham colony schools; Clark Elementary and High School
Dell Rapids	High School	Elementary School and Middle School
Elk Point-Jefferson		Middle School and High School
Florence		Elementary, Junior High and High School
Groton	Middle School	Elementary School and High School
Harrisburg	High School	
Ipswich		Middle School
Irene-Wakonda	Junior High	Elementary School and High School
Lake Preston		Elementary, Middle School and High School
Lead-Deadwood	Elementary School	
McLaughlin	Elementary, Middle School and High School	
Mobridge-Pollock	Middle School	Fred Davis and Upper Elementary schools; High School
Rapid City	Southwest Middle School	Horace Mann and Grandview Elementary Schools; Stevens and Central High Schools
Redfield	High School	Elementary School and Middle School
South Central	High School	Elementary School and Middle School
Wagner	Elementary School	Early Learning Center, Middle School and High School
Wessington Springs	High School	Spring Valley Colony; Wessington Springs Elementary and Middle School

2012 Teacher Evaluation Work Group

The *South Dakota Teacher Effectiveness Handbook* builds on previous work of the Teacher Evaluation Workgroup, which was established in 2012. In recognition of their work to advance the structure of the state's model evaluation and professional support system, the members of the Teacher Evaluation Workgroup are listed below.

TEACHERS
- Sharla Steever, Hill City
- Kristin Skogstad, Sioux Falls
- Pat Moller, Mitchell
- Nicole Keegan, Rapid City
- Paul Kuhlman, Avon
- Candy Ballard, Lead-Deadwood

PRINCIPALS
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- Kyley Cumbow, Pierre
- Kevin Lein, Harrisburg

SUPERINTENDENTS
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- Shayne McIntosh, Parkston

SCHOOL BOARD MEMBERS
- Pam Haukaas, Colome
- Rebecca Reimer, Chamberlain

PARENTS
- Amy Blum, Chamberlain
- Stacy Bauer-Jones, Brandon Valley
- Shauna Hoglund, Dell Rapids

EDUCATION ASSOCIATIONS
- Steve O'Brien, SDEA
- Wade Pogany, ASBSD
- Rob Monson, SASD

Special thanks to Dr. Rick Melmer, Dean of Education at the University of South Dakota and Dr. Fred Aderhold, lecturer in the Division of Educational Administration at the University of South Dakota for leading this workgroup. Their support and guidance during this process was instrumental to the success of the Teacher Evaluation Workgroup.

2011 Teacher Standards Pilot Districts

Aberdeen, Brookings, Custer, Deuel(middle school only), Harrisburg, Kimball, McCook Central, Stanley County, Todd County, Wagner, White River.

2010 Teacher Standards Workgroup

TEACHERS
- Lisa Handcock, Agar/Blunt/Onida
- Tom Mead, Spearfish
- Kira Christensen, Sioux Falls
- Darlene Dulitz, Webster
- Alayna Siemonsma, Rapid City
- Amelia Rose, Rapid City
- Sue Podoll, Rapid City
- Lynn Lagner, Watertown

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SCHOOL BOARD MEMBERS
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- Bev Banks, Belle Fourche

PARENTS
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- Jill Dean, Pierre
- Stacy Kolbeck, Pierre
- Melissa Whipple, Todd County
- Mary Stadick Smith, Pierre

EDUCATIONAL ORGANIZATIONS
- Wayne Lueders, Associated School Boards of South Dakota
- Sandy Arsenault, South Dakota Education Association
- John Pedersen, School Administrators of South Dakota

APPENDIX B: Teacher Effectiveness Implementation Timeline

SUPPORTING STUDENTS WITH EFFECTIVE TEACHERS

South Dakota continues to advance a multi-year, collaborative effort to develop, support, and implement high quality Educator Effectiveness systems. The most significant benchmarks in the ongoing process are outlined briefly below.

2010: Evaluations and Teaching Standards Required
The South Dakota Legislature passed Senate Bill 24, now codified as SDCL 13-42-34, requiring school districts to adopt professional teaching standards and conduct regular teacher evaluations. The same legislation required the South Dakota Board of Education to establish rules requiring districts to evaluate teaching performance based on multiple measures, to increase professional growth for all teachers, and to include a plan of assistance, if needed, for non-probationary teachers.

2010-11: State Teaching Standards Adopted
A workgroup comprised of education stakeholders recommended state adoption of the Charlotte Danielson Framework for Teaching as South Dakota's performance standards for the teaching profession. In 2011 the South Dakota Board of Education officially adopted the Framework and established administrative rule requiring school districts to implement standards-based professional practice evaluations beginning in the 2014-15 school year.

2011-12: Teaching Standards Pilot
The state's teaching standards were piloted in 11 school districts during the 2011-12 school year. Teaching Standards Pilot participants were provided state-sponsored support and resources to deepen educator understanding of the state's new teaching standards.

2012: South Dakota Applies for ESEA Flexibility
As a part of the state's application for flexibility from certain provisions of the federal Elementary and Secondary Education Act (ESEA), commonly referred to as No Child Left Behind, South Dakota agreed to incorporate quantitative measures of student growth as one factor in determining and differentiating teaching performance.

2013: South Dakota Commission on Teaching and Learning Established
The South Dakota Commission on Teaching and Learning was formed to finalize a model of effective teaching that satisfies state and federal requirements and promotes research-based recommended practices. The Commission is an ongoing partnership between the South Dakota Education Association (SDEA), the South Dakota Department of Education (SD DOE), and East Dakota Educational Cooperative (EDEC). During the course of the Commission's work, the membership has included teachers, school administrators, school board members, university professors, and state education officials.

2013-14: Teacher Effectiveness Pilot (Year One)
A total of 72 schools, representing school districts of various sizes, school administration structures, and geographic locations participated in the 2013-14 Teacher Effectiveness Pilot Project. Twenty schools were chosen to participate at the "pilot" level and were asked to implement the state's recommended Teacher Effectiveness Model. Another 52 schools were invited to participate at the "scale-up" level. SD DOE, through a partnership with EDEC, offered pilot participants state-sponsored training and on-site support.

The 20 schools participating at the "pilot" level were asked to participate in a formal research effort to assess the model, identify recommended practices, and provide feedback to guide future implementation decisions. For more information about the Teacher Effectiveness Pilot and the year one pilot report, visit: http://doe.sd.gov/oatq/TEP.aspx.

December 2013: Statewide Implementation Planning and Capacity Building Announced
In response to requests from South Dakota school districts, the South Dakota Department of Education announced an "implement or plan" option for the 2014-15 school year. Districts choosing the "implement" option were required to evaluate all teachers in accordance with minimum state requirements beginning in the 2014-15 school year. Districts choosing the "plan" option were required to participate in a state-sponsored, in-district implementation planning session and submit a plan to build capacity for implementation in the 2015-16 school year.

At the same time the implementation timeline was announced, the South Dakota Department of Education initiated a state-sponsored, two-year, capacity-building and training effort. During the 2014-15 and 2015-16 school years, all school districts have access to professional development and coaching, including a number of options that focus on supporting the implementation of high-quality Educator Effectiveness systems.

March 2014: SDEA Receives Grant to Support Student Learning Objectives Implementation
The South Dakota Education Association announced that South Dakota was part of a nine-state consortium that received a grant from the National Education Association's Great Public Schools initiative. A primary focus of the grant is creating a network of teacher leaders with the capacity to support and shape the implementation of Student Learning Objectives (SLOs) as one measure of teaching performance.

April – October 2014: State-Sponsored Student Learning Objectives Training
Beginning in April 2014, the South Dakota Department of Education sponsored a series of six free regional trainings to help school administrators better understand the role Student Learning Objectives (SLOs) play in determining and differentiating educator performance.

The administrator training was a precursor to an expansive teacher training initiative aimed at preparing teachers to understand and develop SLOs. More than 5,800 teachers registered for the two-day training. State-trained facilitators, including a large core group of classroom teachers, delivered grade-level and content-specific trainings. Attendees were provided an orientation to SLOs and training on how to select or create assessments appropriate for the SLO process. Nearly 4500 teachers completed an evaluation. To view evaluation results visit the following URL: http://doe.sd.gov/pressroom/zebra/news/14/sept/documents/SLOSummer.pdf

2015-16 School Year
The South Dakota Teacher Effectiveness System will be fully implemented in all public schools.

Support and resources will be available from the SD DOE in 2015 and beyond.

SOUTH DAKOTA TEACHER EFFECTIVENESS IMPLEMENTATION TIMELINE

Updated: Oct. 30, 2014

The chart below summarizes milestones during the implementation of high quality Teacher Effectiveness systems.

TEACHER EFFECTIVENESS SYSTEM TIMELINE

SY 2014-15 Teacher Effectiveness Learning Year	**SY 2015-16** Teacher Effectiveness Implementation	**SY 2016-17**	**SY 2017-18**
AUGUST-MAY Plan or Implement Teacher Effectiveness System	AUGUST-MAY Implement Teacher Effectiveness System	AUGUST-MAY Continue Implementing Teacher Effectiveness System	AUGUST-MAY Continue Implementing Teacher Effectiveness System
		OCTOBER Report school- and district-level aggregate Teacher Effectiveness data from SY 2015-16 via PRF	OCTOBER Report school- and district-level aggregate Teacher Effectiveness data from SY 2016-17 via PRF
DECEMBER Cross-walk due Jan. 31 prior to the start of the next school year for districts not using state Teacher Effectiveness System for SY 2015-16 & beyond			
		APRIL Use 2015-16 Teacher Effectiveness data and data available for current year to inform personnel decisions re: teachers for SY 2017-18*	APRIL Use 2016-17 Teacher Effectiveness data and data available for current year to inform personnel decisions re: teachers for SY 2018-19*
District Self-Reflection for Teacher Effectiveness due June 30			
OPTIONAL: Take advantage of PD offered through SD DOE's Menu of Options	OPTIONAL: Take advantage of PD offered through SD DOE's Menu of Options		

*Evidence and data from effectiveness systems intended to <u>inform</u> personnel decisions. Evidence from these systems may be used in determining if/when a teacher might be put on a plan of assistance.

TIMELINE FOR PERSONNEL DECISIONS

School Year	Time Frame	Step
2015/16	Begin	Implement Evaluation System
	Fall 2015	Look at prior years assessments to identify areas of student need in all content areas
	Fall 2015 and Spring 2016	Complete Observations and SLOs
	Spring 2016	State Assessments - Used for determining Priority Learning
	May 2016 - Summer 2016	Teachers receive ratings based on 2015-16 performance including as a significant factor, data on student growth for all students and measures of professional practice
2016/17	May 2016 - Fall 2016	Improvement Plans developed based on 2015-16 ratings
	Fall 2016	Look at prior years assessment, including Smarter Balance when appropriate to identify areas of student need in all content areas
	Fall 2016 and Spring 2017	Professional Development based on 2015-16 ratings and identified needs
	Fall 2016 and Spring 2017	Complete Observations and SLOs.
	April 2017	Personnel Decisions based on Improvement Plans and Observations. If SLOs have been completed by this date, personnel decisions can also be based on SLO results.
	Spring 2017	State Assessments - Used for determining Priority Learning
	May 2017 - Summer 2017	Teachers receive ratings based on 2016-17 performance

doe.sd.gov

APPENDIX C: State Laws and Administrative Rules Related to Teacher Effectiveness

STATE LAWS

SDCL 13-42-33. Promulgation of rules on performance standards.
The Board of Education shall, no later than July 1, 2011, promulgate rules pursuant to chapter 1-26 to establish minimum professional performance standards for certified teachers in South Dakota public schools, and to establish best practices for the evaluation of the performance of certified teachers that may be used by individual school districts.

SDCL 13-42-34. Teacher evaluations.
Any public school district seeking state accreditation shall evaluate the performance of each certified teacher in years one through three not less than annually, and each certified teacher in the fourth contract year or beyond, not less than every other year.

Each school district shall adopt procedures for evaluating the performance of certified teachers employed by the school district that:

(1) Are based on the minimum professional performance standards established by the Board of Education pursuant to 13-42-33;
(2) Require multiple measures;
(3) Serve as the basis for programs to increase professional growth and development of certified teachers; and
(4) Include a plan of assistance for any certified teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the school district's performance standards.

SDCL 13-42-35. Work group to develop model evaluation instrument.
A work group appointed by the secretary of education shall provide input in developing the standards and shall develop a model evaluation instrument that may be used by school districts. The work group shall consist of the following:

(1) Six teachers: two from an elementary school, two from a middle school, and two from a high school;
(2) Three principals: one from an elementary school, one from a middle school, and one from high school;
(3) Two superintendents;
(4) Two school board members;
(5) Four parents who have students in various levels of the K-12 system:
(6) One representative of the South Dakota Education Association;
(7) One representative of the School Administrators of South Dakota; and
(8) One representative of the Associated School Boards of South Dakota.

SDCL 13-3-62. State accountability system established.
A single, statewide state accountability system is established. The system shall hold public schools accountable for the academic achievement of their students and shall ensure that all public schools make yearly progress in continuously and substantially improving the academic achievement of their students.

SDCL 13-3-69. Promulgation of rules to establish state accountability system.
The South Dakota Board of Education may promulgate administrative rules pursuant to chapter 1-26 to establish the state accountability system based on achievement and other indicators including:

(1) A definition of academic progress;
(2) The method of calculating yearly progress in mathematics and reading for all public schools, including methods for determining both the status and growth;
(3) A definition of four levels of student achievement, including a proficient level;
(4) Determination of cut scores in mathematics and reading for each level of student achievement;
(5) Establishment of the measurable objectives for academic progress;
(6) Establishment of a system of sanctions, rewards, and recognition;
(7) Establishment of the process for teacher and principal evaluation;
(8) Determination of the criteria to demonstrate student preparedness for college and career for each public high school;
(9) Determination of the method for calculating the attendance rate for each public elementary and middle school;
(10) Establishment of an appeal process for public schools; and
(11) Establishment of a process whereby the state accountability system will be periodically reviewed.

13-42-70. Evaluation records and documents not open to inspection or copying.
Any record or document, regardless of physical form, created by a public school, public school district, or any other school in connection with the evaluation of an individual teacher, principal, or other school employee constitutes personnel information and is not open to inspection or copying pursuant to subdivision 1-27-1.5(7).

ADMINISTRATIVE RULES

ARTICLE 24:57

TEACHER PERFORMANCE STANDARDS AND EVALUATION

Chapter
24:57:01 Definitions
24:57:02 Teacher Evaluation Process

CHAPTER 24:57:01
DEFINITIONS

Section

24:57:01:01 Definitions

24:57:01:01. Definitions. Terms used in this article mean:

(1) "Danielson framework," the twenty-two components, clustered into domains one through four, inclusive, in The Framework for Teaching Evaluation Instrument (2013 edition) by Charlotte Danielson;

(2) "Department," the South Dakota Department of Education;

(3) "Evaluation," a process to assess objectively the performance of a teacher;

(4) "Professional practice rating," the rating assigned to a teacher using at least one component from each of the four domains of the Danielson framework;

(5) "State assessments," the academic achievement tests referenced in SDCL 13-3-55 and the science achievement test provided by the Department pursuant to 20 U.S.C. § 6311(b)(1)(C), as amended through Dec 1, 2013.

(6) "State minimum evaluation requirements," the model for evaluating teacher performance which, for each teacher:

(a) Assigns a professional practice rating;

(b) Assigns a student growth rating based on attainment of student learning objectives;

(c) Combines the professional practice rating and student growth rating into one summative effectiveness rating;

(d) Will be used to guide professional growth; and

(e) Provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development;

(7) "Student growth," a change in student achievement between two or more points in time;

(8) "Student growth rating," the rating assigned to a teacher based on student growth;

(9) "Student learning objectives," target goals of student growth which

(a) Reflect a rigorous, yet realistic expectation of student growth that can be achieved during the instructional period;

(b) Are written by a teacher and approved by an evaluator; and

(c) Include district, school, or teacher-developed assessments and, where applicable, state assessments;

(10) "Summative effectiveness rating," the combination of a teacher's professional practice rating and student growth rating into one of the following categories: Below Expectations, Meets Expectations, or Above Expectations;

(11) "Teacher," for purposes of this article, an individual who:

(a) Provides instruction to any grade, kindergarten through grade twelve, or ungraded class or who teaches in an environment other than a classroom setting;

(b) Maintains daily student records;

(c) Has completed an approved teacher education program at an accredited institution or completed an alternative certification program;

(d) Has been issued a South Dakota certificate; and

(e) Is not serving as a principal, assistant principal, superintendent, or assistant superintendent.

General Authority: SDCL 13-3-69(7), 13-42-33.
Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

Reference: Charlotte Danielson, **The Framework for Teaching Evaluation Instrument**, published by the Danielson Group, 2013 edition. The materials are available for viewing at the South Dakota Department of Education, 800 Governors Drive, Pierre, South Dakota. Copies may be obtained from www.danielsongroup.org.

CHAPTER 24:57:02

TEACHER EVALUATION PROCESS

Section

24:57:02:01 Teacher performance standards

24:57:02:02 State minimum evaluation requirements.

24:57:02:03 Alternative evaluation model.

24:57:02:04 Alternative evaluation application.

24:57:02:05 Application timelines.

24:57:02:06 Effect of application denial.

24:57:02:01. Teacher performance standards. Beginning in the 2014-2015 school year, the minimum professional performance standards to be used as a basis for evaluating teacher performance shall be aligned with the Danielson framework.

Source: 38 SDR 58, effective October 17, 2011; 39 SDR 32, effective September 3, 2012, transferred from § 24:08:06:01.
General Authority: SDCL 13-3-69(7), 13-42-33, 13-42-34.
Law Implemented: SDCL 13-3-69(7), 13-42-33, 13-42-34.

24:57:02:02. State minimum evaluation requirements. Beginning in the 2014-2015 school year, each school district must, at a minimum, use all the state minimum evaluation requirements when evaluating teachers in the district.
General Authority: SDCL 13-3-69(7), 13-42-33.
Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

24:57:02:03. Alternative evaluation model.

Notwithstanding § 24:57:02:02, a school district may use a model of professional practice other than the Danielson framework to evaluate its teachers if it proves to the department that this model is aligned with the Danielson framework. A school district may also choose not to use student learning objectives as a measure of student growth if it proves to the department that the district's method of measuring student growth for all teachers in the district reflects a rigorous, yet realistic expectation of student growth that can be achieved during the instructional period and includes district, school, or teacher-developed assessments and, where applicable, state assessments.

Source:
General Authority: SDCL 13-3-69(7), 13-42-33.
Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

24:57:02:04. Alternative evaluation application.

If a district chooses to use the options provided in § 24:57:02:03, it must apply on forms provided by the department. The department may require additional documents and information necessary to enable the department to make the determinations referenced in § 24:57:02:03.

General Authority: SDCL 13-3-69(7), 13-42-33.
Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive

24:57:02:05. Application timelines.

All materials specified in § 24:57:02:04 must be received by the department by January thirty-first before the school year in which the district intends to implement the alternative evaluation model. By April 1 of that year, the department shall review the application and all documentation and issue a decision on the application. If a district's model is approved by the department, the district must submit any subsequent revisions for review and approval pursuant to this chapter.

General Authority: SDCL 13-3-69(7), 13-42-33.
Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

24:57:02:06. Effect of application denial.

The department may deny the application if the district fails to submit all materials specified in § 24:57:02:04 by the deadline or if the department determines that the proposed model does not meet the requirements of § 24:57:02:03. If the application is denied, the district shall comply with all state minimum evaluation requirements for the upcoming school year. Nothing in this chapter requires the department to provide a hearing on the district's application.

General Authority: SDCL 13-3-69(7), 13-42-33.
Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

APPENDIX D: Implementation Planning Documents

TEACHER EFFECTIVENESS: DISTRICT SELF-ASSESSMENT TOOL

PLAN PHASE GOALS: ✓ District leaders and teachers understand new teacher effectiveness state requirements and engage in a collaborative process to identify and address gaps. ✓ School district staff impacted by the new teacher effectiveness system receives training and coaching.	Have Not Started	In Progress	Completed
STEPS FOR PLAN PHASE			
1. The district has formed a district-level steering committee, including district leaders and teachers, to guide decision-making and implementation planning.			
2. The district has completed the Teacher Effectiveness State Requirements Checklist and determined which teacher effectiveness system components must be addressed.			
3. The district has completed the Teacher Effectiveness Gap Analysis and Planning Tool, determined necessary implementation steps, and identified dates for professional development or coaching.			
4. The school district has shared the district's implementation plan with district staff.			
5. Teachers have completed training on the district's selected teacher performance standards and understand how the standards will be used for evaluation purposes.			
6. Evaluators have completed training on conducting fair, accurate classroom observations and teacher performance evaluations.			
7. Teachers and administrators have completed training on Student Learning Objectives (SLOs) and how SLOs they are used to evaluate a teacher's impact on student growth.			
8. The school district has determined the number of teachers that will participate in a pilot of the district's new evaluation system during the 2014-15 school year.			
9. If the school district has a negotiated evaluation instrument or process, the district has identified changes to be negotiated or incorporated into a short-term memorandum of understanding.			
10. The school district has examined current school board policy and identified changes to district policy that must be made prior to implementation.			
RESOURCES FOR PLAN PHASE			
a. South Dakota Educator Effectiveness Implementation Timeline: http://doe.sd.gov/secretary/documents/EduTimelin.pdf			
b. Coaching Document: Teacher Effectiveness State Requirements Checklist			
c. Coaching Document: Teacher Effectiveness Gap Analysis and Planning Guide			
d. Coaching Document: State-Supported Professional Development Opportunities			
e. South Dakota Teacher Effectiveness Handbook: http://doe.sd.gov/secretary/TE.aspx			
f. South Dakota Student Learning Objectives Guidebook: http://doe.sd.gov/secretary/TE.aspx			
g. South Dakota Teacher Effectiveness Awareness Webinar Series: http://doe.sd.gov/secretary/TE.aspx			
h. South Dakota Teachscape Promotional Website: http://www.teachscape.com/states/south-dakota.html			
i. South Dakota Teachscape Set-Up Website: http://marketing.teachscape.com/SDCustomerSetup.html			

IMPLEMENTATION PHASE GOALS: ✓ The school district has aligned the local teacher effectiveness system to address state minimum teacher evaluation requirements. ✓ The district is providing ongoing training and support to district staff and monitoring the progress of the district's revised teacher effectiveness system.	Have Not Started	In Progress	Completed
STEPS FOR IMPLEMENTATION PHASE			
1. Using the Teacher Effectiveness Gap Analysis and Planning Tool, the district has identified a local evaluation system that addressees all minimum state teacher evaluation requirements.			
2. The district has adopted policy and approved evaluation procedures that reflect the district's revised teacher evaluation system.			
3. If the district has a negotiated evaluation process, the negotiated agreement reflects the district's revised teacher evaluation system.			
4. The district has developed procedures to make all teachers aware of the district's revised teacher evaluation system.			
5. District staff are provided ongoing training and support on the district's revised teacher evaluation system.			
6. The district is prepared to report aggregated effectiveness ratings to the South Dakota Department of Education (2015-16).			
7. The school district has determined how the district's new teacher evaluation system will be used to inform personnel decisions (2016-17).			

TEACHER EFFECTIVENESS: STATE REQUIREMENTS CHECKLIST

The Teacher Effectiveness State Requirements Checklist identifies components of evaluation systems that conform to state and federal requirements. Use the checklist to determine which requirements must still be addressed in your local school district.

Does your current evaluation system address the following teacher effectiveness system components?	**Yes**	**No**
1. EVALUATIONS OF PROFESSIONAL PRACTICE (SOUTH DAKOTA FRAMEWORK FOR TEACHING)		
A. The district has selected professional teaching standards aligned to the South Dakota Framework for Teaching (Danielson Model).		
B. The district has identified the number of teaching standards that will serve as the basis of professional practice evaluations.		
C. The district has identified procedures to assess teacher performance relative to non-observable teaching standards.		
D. The district has identified procedures to assess teacher performance relative to observable performance standards.		
E. The district has determined a method to assign a professional practice rating.		
2. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)		
A. The district has adopted Student Learning Objectives as one measure of teacher performance, or has adopted an alternate measure to assess teacher impact on student growth.		
B. The district has identified procedures to guide teachers through analyzing student needs and establishing priorities for student learning.		
C. The district has identified procedures to guide teachers through the selection or development of assessments to measure student learning between two or more points in time.		
D. The district has identified procedures by which teachers develop and document rigorous, realistic student growth goals.		
E. The school district has determined a method to assign a student growth rating.		
3. SUMMATIVE TEACHER EFFECTIVENESS RATINGS		
A. The district has determined a method to combine a professional practice rating and student growth rating into a summative teacher effectiveness rating.		
4. RESULTS AND OUTCOMES		
A. The school district has identified an evaluation process that provides teachers with clear, timely and useful performance feedback.		
B. The school district has identified procedures to use performance evaluation results as a basis to guide professional growth for all teachers.		
C. The school district has identified procedures to provide a plan of assistance to non-probationary teachers that do not meet the school district's minimum performance standards.		
5. EVALUATION CYCLE		
A. The school district has established an evaluation cycle in which probationary teachers receive a summative evaluation at least once per year and non-probationary teachers receive a summative evaluation at least once every two years.		

• 2014-15 TEACHER EFFECTIVENESS: District Self-Reflection

- The Teacher Effectiveness District Self-Reflection is due **June 30, 2015**. The purpose of the District Self-Reflection is for districts to self-report their progress on planning and implementing Teacher Effectiveness.
- Each South Dakota public school district completed and submitted the Gap Analysis and Planning Guide to the SD DOE in the spring of 2014. It identifies statutory and regulatory requirements for teacher evaluation in South Dakota and provides an opportunity for districts to plan for successful implementation. Throughout this reference, page numbers from the Teacher Effectiveness Handbook (TEH) and Student Learning Objectives Guidebook (SLO) are referenced. These resources can be accessed from: http://doe.sd.gov/secretary/TE.aspx
- Submission of the Teacher Effectiveness Gap Analysis and Planning Guide allowed districts to participate in state-paid professional development opportunities. The list of professional development opportunities can be found at http://doe.sd.gov/secretary/documents/doepdopts1.pdf.

TEACHER EFFECTIVENESS SYSTEM Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	**DISTRICT PLAN:** Below is the plan you developed for the 2014-15 school year.	**REFLECTION:** How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
1. EVALUATIONS OF PROFESSIONAL PRACTICE		
A. The district will use professional performance standard. State Requirement: Evaluate teachers using standards aligned to the South Dakota Framework for Teaching. Reference: SDCL 13-42-34; ARSD 24:57 Local Flexibility: School districts may crosswalk existing district performance standards to state teacher standards using forms provided by the South Dakota Department of Education. Resource: Teacher Effectiveness Crosswalk (http://doe.sd.gov/secretary/tpe.aspx) State Model Recommendation: Use the South Dakota Framework for Teaching, also known as the Danielson Model. (p. 15, TEH)		

TEACHER EFFECTIVENESS SYSTEM Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	DISTRICT PLAN: Below is the plan you developed for the 2014-15 school year.	REFLECTION: How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
1. EVALUATIONS OF PROFESSIONAL PRACTICE (continued)		
B. The district has identified the number of teaching components that will serve as the basis of professional practice evaluations. State Requirement: Use a minimum of 4 components, including at least 1 from each domain of performance. Reference: ARSD 24:57; (p. 10, TEH) Local Decision: Will the school district base evaluations upon 22 teacher performance components, or a sub-set of the components? If choosing less than 22, which components will be selected? Resource: Component Selection Guidance (http://doe.sd.gov/secretary/documents/DanielGui.pdf) State Model Recommendation: Base evaluations upon a minimum of 8 components, including at least 1 from each domain. (p. 16, TEH)		
C. The district has identified procedures to assess teacher performance relative to non-observable teaching standards. State Requirement: School districts are required to adopt local procedures to evaluate the performance of teachers. Reference: SDCL 13-42-34; (p. 10, TEH) Local Decision: How will your district gather evidence to assess performance relative to non-observable teaching standards? State Model Recommendation: Teachers assemble artifacts for non-observable components (Domains 1 and 4) of the South Dakota Framework for Teaching. (pp. 17-18; TEH)		

TEACHER EFFECTIVENESS SYSTEM	DISTRICT PLAN:	REFLECTION:
Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	Below is the plan you developed for the 2014-15 school year.	How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
1. EVALUATIONS OF PROFESSIONAL PRACTICE (continued)		
D. The district has identified procedures to assess teacher performance relative to observable teaching standards. State Requirement: School districts are required to adopt local procedures to evaluate the performance of teachers. Reference: SDCL 13-42-34; (p. 10, TEH) Local Decision: How will your district collect evidence through teacher observation? State Model Recommendation: Probationary teachers: 2 formal and 4 informal observations per year. Non-probationary teachers: 1 formal and 4 informal observations per year. (p. 17, TEH)		
E. The district has determined a method to assign a professional practice rating. State Requirement: Assign a professional practice rating based on observations of professional practice. Reference: ARSD 24:57; (p. 10, TEH) Local Decision: How will your district score all evidence of teaching performance to determine an overall professional practice rating? State Model Recommendation: Use Framework for Teaching rubrics to determine a level of performance for each component evaluated, assign point values to component-level performance, calculate an average score for all components evaluated, and assign one of four overall professional practice ratings. (pp. 17,19-20; TEH)		

TEACHER EFFECTIVENESS SYSTEM Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	**DISTRICT PLAN:** Below is the plan you developed for the 2014-15 school year.	**REFLECTION:** How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
1. EVALUATIONS OF PROFESSIONAL PRACTICE (continued)		
F. Additional District-Level Decisions: State model recommendations. a. Provide teachers training on the performance standards and how the performance standards are used for evaluation. i. In-depth training provided through Teachscape Focus for Teachers. Districts apply for state-paid software licenses. (p.34, TEH) b. Evaluators are certified to conduct fair, accurate observations and performance assessments. i. In-depth training provided through Teachscape Focus for Observers. Districts apply for state-paid licenses for principals. (p. 35, TEH)		

TEACHER EFFECTIVENESS SYSTEM	DISTRICT PLAN:	REFLECTION:
Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	Below is the plan you developed for the 2014-15 school year.	How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
2. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)		
A. The district has adopted Student Learning Objectives as one measure of teacher performance, or has adopted an alternate measure to assess teacher impact on student growth. State and Federal Requirement: Incorporating quantitative measures of student growth is a federal requirement, and state administrative rule indicates Student Learning Objectives as the measure of teacher impact on student growth. Reference: ARSD 24:57; (p. 11, TEH) Local Flexibility: School districts may apply to use an alternative measure of student growth. A crosswalk form is available from the South Dakota Department of Education. Resource: Teacher Effectiveness Crosswalk (http://doe.sd.gov/secretary/tpe.aspx) State Model Recommendation. Use Student Learning Objectives as a measure of a teacher's impact on student growth. (pp. 21-25, TEH; pp. 12-31, SLO)		
B. The district has identified procedures to guide teachers through analyzing student needs and establishing priorities for student learning. State Requirement: Student Learning Objectives are written by teachers and approved by evaluators. Reference: ARSD 24:57; (p. 11, TEH) SLO Guidance: SLOs ask teachers to develop SLOs based on the unique and critical learning needs of students in a particular class or course. Educators may choose to identify core content through a data-informed needs analysis, by demonstrating expert knowledge of the standards, or a combination of both. (pp. 13-16, SLO)		

TEACHER EFFECTIVENESS SYSTEM Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	DISTRICT PLAN: Below is the plan you developed for the 2014-15 school year.	REFLECTION: How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
2. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES) (continued)		
C. The district has identified procedures to guide teachers through the selection or development of assessments to measure student learning between two or more points in time. State and Federal Requirement: Evaluations of teacher performance must be based, in part, on student growth measured between two or more points in time. Student Learning Objectives must include district, school, or teacher developed assessments. Teachers assigned to tested grades and subjects must use data from state assessments as part of the SLO process. Reference: ARSD 24:57; (p. 11, TEH) SLO Guidance: Teachers are encouraged to collaborate on assessment selection and development. (pp. 17-22, SLO)		
D. The district has identified procedures by which teachers develop and document rigorous, realistic student growth goals. State Requirement: Student Learning Objectives must reflect a rigorous, yet realistic expectation of student growth that can be achieved during the instructional period. Reference: ARSD 24:57; (p. 11, TEH) SLO Guidance: Use the SLO Process Guide and SLO Quality Checklist to develop and approve Student Learning Objectives. (Appendix I, TEH; pp. 12-31, SLO)		

TEACHER EFFECTIVENESS SYSTEM	DISTRICT PLAN:	REFLECTION:
Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	Below is the plan you developed for the 2014-15 school year.	How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
2. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES) (continued)		
E. The district has determined a method to assign a student growth rating. <u>State Requirement</u>: School districts must assign a student growth rating based on attainment of student learning objectives. Reference: ARSD 24:57; (p. 11, TEH) <u>State Model Recommendation</u>: Establish three student growth performance categories based on the percentage of SLO goal attainment. (p. 25, TEH)		
F. Additional District-Level Decisions: State model recommendations. a. Provide administrators and teachers with training on developing Student Learning Objectives and how they are used to evaluate teacher performance. i. The South Dakota Department of Education will offer regional SLO trainings for administrators (spring 2014), state-paid summer training for teachers (2014), and in-district SLO coaching (2014-15, 2015-16 school year). (Appendix F, TEH)		

TEACHER EFFECTIVENESS SYSTEM	DISTRICT PLAN:	REFLECTION:
Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	Below is the plan you developed for the 2014-15 school year.	How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
3. SUMMATIVE TEACHER EFFECTIVENESS RATINGS		
A. The district has determined a method to combine the professional practice rating and student growth rating into one summative teacher effectiveness rating. <u>State and Federal Requirement</u>: School districts must differentiate teacher performance using at least three performance levels into one of three categories: Below Expectations, Meets Expectations or Exceeds Expectations. The summative effectiveness rating is the combination of a teacher's professional practice rating and student growth rating. Reference: ARSD 24:57; (p. 12, TEH) <u>State Model Recommendation</u>: Use the summative rating scoring matrix to combine the professional practice rating and student growth rating into one summative effectiveness rating of Below Expectations, Meets Expectations or Exceeds Expectations. (p. 26-27, TEH)		

TEACHER EFFECTIVENESS SYSTEM Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	**DISTRICT PLAN:** Below is the plan you developed for the 2014-15 school year.	**REFLECTION:** How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
4. RESULTS AND OUTCOMES		
A. The district has identified an evaluation process that provides teachers with clear, timely and useful performance feedback. State Requirement: Provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development. Reference: ARSD 24:57:01:01 (6e) ; (p. 12, TEH) Local Decision: Do your local evaluation procedures need to change to accommodate new evaluation requirements? If so, how will they be changed? State Model Recommendation: Adopt an annual process that allows teachers and principals to engage in thoughtful, deliberate discussions designed to improve instructional practice. The recommended process includes four phases and eight individual steps. (pp. 28-32, TEH)		
B. The district has identified procedures to use performance evaluation results as a basis to guide professional growth for all teachers. State and Federal Requirement: Evaluations must be used to guide professional growth and development. Reference: SDCL 13-42-34, ARSD 24:57; (p. 12, TEH) Local Decision: How will your district use evaluation results to guide professional growth? State Model Recommendation: Teachers reflect upon feedback provided through evaluations and develop an individual professional growth plan, which is reviewed and approved by the evaluator. (pp. 28-32, TEH)		

TEACHER EFFECTIVENESS SYSTEM	DISTRICT PLAN:	REFLECTION:
Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	Below is the plan you developed for the 2014-15 school year.	How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
4. RESULTS AND OUTCOMES (continued)		
C. The district has identified procedures to provide a plan of assistance to non-probationary teachers who do not meet the district's minimum performance standards. State Requirement: School district shall adopt procedures to include a plan of assistance for any teacher, who is in the fourth subsequent year of teaching, and whose performance does not meet the school district's performance standards. Reference: SDCL 13-42-34; (p. 12, TEH) Local Decision: What minimum performance standards will be used to determine how teachers are placed on a plan of assistance? State Model Recommendation: If a plan of assistance is necessary, the principal works with the teacher to prioritize areas of improvement. (pp. 31-32; TEH)		

TEACHER EFFECTIVENESS SYSTEM	DISTRICT PLAN:	REFLECTION:
Required elements of the teacher effectiveness system are listed below and include citations and the related state model recommendation. Optional elements are also presented and may be considered part of the district's implementation plan.	Below is the plan you developed for the 2014-15 school year.	How did your plan go? What lessons did you learn? What do you plan to change (if anything)?
5. SUMMATIVE EVALUATION CYCLE		
A. The school district has established an evaluation cycle in which probationary teachers receive a summative evaluation every year, and non-probationary teachers receive a summative evaluation at least once every two years. State Requirement: Probationary teachers must be evaluated every year; non-probationary teacher must be evaluated at least every other year. Reference: SDCL 13-42-34; (p. 12, TEH) Local Decision: How often will teachers receive a summative evaluation? Will your evaluation cycle be different for probationary teachers and non-probationary teachers? State Model Recommendation: Probationary teachers are evaluated every year. It is recommended that probationary teachers have 2 formal observations and 4 informal observations in order to gather evidence to drive the summative evaluation. Non-probationary teachers are evaluated every year. It is recommended that non-probationary teachers have 1 formal observation and 4 informal observations. (p. 17, 28-32, TEH)		

APPENDIX E: Crosswalk and Assurance Forms

SOUTH DAKOTA TEACHER EVALUATION CROSSWALK

Each school district must, at a minimum, utilize the state minimum evaluation requirements when evaluating teachers in the district.

Minimum Requirements

- **Assign a Professional Practice Rating**
  - Professional Practice Rating is the rating assigned to a teacher using at least one component from each of the four domains of the South Dakota Framework for Teaching (Charlotte Danielson Framework).
- **Assign a Student Growth Rating based on attainment of student learning objectives**
  - Student Growth Rating is the rating assigned to a teacher based on student growth.
  - Student growth is a change in student achievement between two or more points in time.
  - Student learning objectives are target goals of student growth which
    - Reflect a rigorous, yet realistic expectation of student growth that can be achieved during the instruction period;
    - Are written by a teacher and approved by an evaluator; and
    - Include district, school or teacher-developed assessment and, where applicable, state assessments.
  - State assessments are the academic achievement tests in English-language arts, math, and science administered statewide.
- **Combine the Professional Practice Rating and Student Growth Rating into one Summative Effectiveness Rating**
  - Summative Effectiveness Rating is the combination of a teacher's Professional Practice Rating and Student Growth Rating into one of the following categories: Below Expectations, Meets Expectations, or Above Expectations.
- **Use results to guide professional growth**
- **Provide clear, timely and useful feedback, including feedback that identifies needs and guides professional development**

SOUTH DAKOTA TEACHER EVALUATION CROSSWALK

24:57:02:03 allows school districts to have the following flexibility:

- Use a model of professional practice other than the Danielson Framework to evaluate its teachers if it proves to the department that this model is aligned with the Danielson Framework.

- May choose not to use student learning objectives as a measure of student growth if it proves to the department that the district's method of measuring student growth for all teachers in the district reflects a rigorous, yet realistic expectation of student growth that can be achieved during the instructional period and includes district, school or teacher-developed assessments and, where applicable, state assessments.

All other state minimum evaluation requirements must be met.

SOUTH DAKOTA TEACHER EVALUATION CROSSWALK REQUEST FORM

District Name:_____

Superintendent Name:_____

Phone Number:_____

Email Address:_____

If you choose to request flexibility, please select the area(s) for which you would like flexibility:

_____**1)** Request flexibility to use a model of professional practice other than the Danielson Framework to evaluate our teachers. (Complete pages 3-8)

____ District-wide
____ School level (identify schools)_____

_____**2)** Request flexibility to choose an alternative measure of student growth other than student learning objectives. (Complete pages 3 & 9-10)

____ District-wide
____ School level (identify schools)_____

_____ _____
Superintendent **Date Submitted**

_____ _____
Approved by School Board President **Date Approved**

These forms are due no later than January 31st prior to the school year they will be in effect. They should be sent to:

Carla Leingang
South Dakota Department of Education
800 Governors Drive
Pierre, SD 57501

SOUTH DAKOTA TEACHER EVALUATION
CROSSWALK REQUEST FOR PROFESSIONAL PRACTICE RATING

What model of professional practice will be used to evaluate teachers?

Briefly describe the research base for this model:

Has the district provided training on this model to teachers and administrative staff? If yes, describe the type of training and when it has occurred. If no, will you provide training during the upcoming school year?

The minimum requirements for teacher evaluation state that at least one component from each of the four domains of the Danielson Framework are used to measure a teacher. How will you ensure each of the domains is included in the professional practice rating?

Please attach additional documentation including a rubric, evaluation tool, etc., reflecting the model for professional practice.

Using the form on the following 4 pages, identify how the professional practice model can be cross-walked to the Danielson Framework.

South Dakota Framework for Teaching	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 1 Planning and Preparation			
1a Demonstrating Knowledge of Content and Pedagogy * Knowledge of content and the structure of the discipline * Knowledge of prerequisite relationships * Knowledge of content-related pedagogy			
1b Demonstrating Knowledge of Students * Knowledge of child and adolescent development * Knowledge of the learning process * Knowledge of students' skills, knowledge, and language proficiency * Knowledge of students' interests and cultural heritage * Knowledge of students' special needs			
1c Setting Instructional Outcomes * Value, sequence, and alignment * Clarity * Balance * Suitability for diverse students			
1d Demonstrating Knowledge of Resources * Resources for classroom use * Resources to extend content knowledge and pedagogy * Resources for students			
1e Designing Coherent Instruction * Learning activities * Instructional materials and resources * Instructional groups * Lesson and unit structure			
1f Designing Student Assessments * Congruence with instructional outcomes * Criteria and standards * Design of formative assessments * Use for planning			

South Dakota Framework for Teaching	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 2 the Classroom Environment			
2a Creating an Environment of Respect and Rapport * Teacher interactions with students, including both words and actions * Student interactions with other students, including both words and actions			
2b Establishing a Culture for Learning * Importance of the content and of learning * Expectations for learning and achievement * Student pride in work			
2c Managing Classroom Procedures * Management of instructional groups * Management of transitions * Management of materials and supplies * Performance of classroom routines			
2d Managing Student Behavior * Expectations * Monitoring of student behavior * Response to student misbehavior			
2e Organizing Physical Space * Safety and accessibility * Arrangement of furniture and use of physical resources			

South Dakota Framework for Teaching	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 3 Instruction			
3a Communicating with Students * Expectations for learning * Directions for activities * Explanations of content * Use of oral and written language			
3b Using Questioning and Discussion Techniques * Quality of questions/prompts * Discussion techniques * Student participation			
3c Engaging Students in Learning * Activities and assignments * Grouping of students * Instructional materials and resources * Structure and pacing			
3d Using Assessment in Instruction * Assessment criteria * Monitoring of student learning * Feedback to students * Student self-assessment and monitoring of progress			
3e Demonstrating Flexibility and Responsiveness * Lesson adjustment * Response to students * Persistence			

South Dakota Framework for Teaching	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
Domain 4 Professional Responsibilities			
4a Reflecting on Teaching * Accuracy * Use in future teaching			
4b Maintaining Accurate Records * Student completion of assignments * Student progress in learning * Noninstructional records			
4c Communicating with Families * Information about the instructional program * Information about individual students * Engagement of families in the instructional program			
4d Participating in a Professional Community * Relationships with colleagues * Involvement in a culture of professional inquiry * Service to the school * Participation in school and district projects			
4e Growing and Developing Professionally * Enhancement of content knowledge and pedagogical skill * Receptivity to feedback from colleagues * Service to the profession			
4f Showing Professionalism * Integrity and ethical conduct * Service to students * Advocacy * Decision making * Compliance with school and district regulations			

SOUTH DAKOTA TEACHER EVALUATION
CROSSWALK REQUEST FOR STUDENT LEARNING OBJECTIVES

Describe your process for measuring student growth?

Identify how your measurement reflects a rigorous yet realistic expectation of student growth?

The use of state assessments in all tested grades and subjects must be used as one measure to assess a teacher's impact on student growth. How will these assessments be used in your district beginning in the 2015-16 school year?

For teachers in grades and subjects in which assessments are not required, how will you measure student growth?

How will your process for measuring student growth take into account all students?

How will your measurement of student growth transfer into a student growth rating?

Please provide additional comments if needed:

Please attach additional document, forms, or other information you would like to share.

Teacher and Principal Effectiveness Assurances

Teacher Effectiveness Minimum Requirements page 2

Principal Effectiveness Minimum Requirements page 3

Assurance Form page 4

SOUTH DAKOTA TEACHER EVALUATION ASSURANCES

Each school district must, at a minimum, utilize the state minimum evaluation requirements when evaluating teachers in the district.

Minimum Requirements

- **Assign a Professional Practice Rating**
  - Professional Practice Rating is the rating assigned to a teacher using at least one component from each of the four domains of the South Dakota Framework for Teaching (Charlotte Danielson Framework).
- **Assign a Student Growth Rating based on attainment of student learning objectives**
  - Student Growth Rating is the rating assigned to a teacher based on student growth.
  - Student growth is a change in student achievement between two or more points in time.
  - Student learning objectives are target goals of student growth which
    - Reflect a rigorous, yet realistic expectation of student growth that can be achieved during the instruction period;
    - Are written by a teacher and approved by an evaluator; and
    - Include district, school or teacher-developed assessment and, where applicable, state assessments.
  - State assessments are the academic achievement tests in English-language arts, math, and science administered statewide.
- **Combine the Professional Practice Rating and Student Growth Rating into one Summative Effectiveness Rating**
  - Summative Effectiveness Rating is the combination of a teacher's Professional Practice Rating and Student Growth Rating into one of the following categories: Below Expectations, Meets Expectations, or Above Expectations.
- **Use results to guide professional growth**
- **Provide clear, timely and useful feedback, including feedback that identifies needs and guides professional development**

SOUTH DAKOTA PRINCIPAL EVALUATION ASSURANCES

Each school district must, at a minimum, utilize the state minimum evaluation requirements when evaluating principals in the district.

Minimum Requirements

- **Assign a Professional Practice Rating**
  - Professional Practice Rating is the rating assigned to a principal using at least one component from each of the six domains of the South Dakota Framework for Effective Principals.
- **Assign a Student Growth Rating based the following:**
  - Teachers' attainment of student learning objectives (75% of rating)
  - Progress towards meeting school-level goals based on School Performance Index (SPI) or Annual Measurable Objectives (AMOs) (25% of rating)

  The 25% based on SPI and AMOs will not be used until the 2015-16 school year.

  - Student Growth Rating is the rating assigned to a principal based on student growth.
  - The principal's student growth rating is determined based on the extent to which the teachers' SLO goals have been attained.
  - Student growth is a change in student achievement between two or more points in time.
  - Student learning objectives are target goals of student growth that:
    - Reflect a rigorous, yet realistic, expectation of student growth that can be achieved during the instruction period;
    - Are written by a teacher and approved by an evaluator; and
    - Include district, school or teacher-developed assessment and, where applicable state assessments.
- **Combine the Professional Practice Rating and Student Growth Rating into one Summative Effectiveness Rating**
  - Summative Effectiveness Rating is the combination of a principal's Professional Practice Rating and Student Growth Rating into one of the following categories: Below Expectations, Meets Expectations, or Above Expectations.
- **Use results to guide professional growth**
- **Provide clear, timely and useful feedback, including feedback that identifies needs and guides professional development**

SOUTH DAKOTA TEACHER AND PRINCIPAL EVALUATION ASSURANCE FORM

District Name:_____

Superintendent Name:_____

Phone Number:_____

Email Address:_____

I assure that my district will do the following in the 2014-15 school year (fill out ONLY sections that apply to your district):

Teacher Evaluation

_____**1)** Evaluate teachers using the South Dakota Framework for Teaching (Danielson Framework)

_____**2)** Use Student Learning Objectives (SLOs) to assign a growth rating to all evaluated teachers

_____**3)** Follow the minimum requirements as outlined on page 2 of this assurance document.

Principal Evaluation

_____**1)** Evaluate principals using the South Dakota Framework for Effective Principals

_____**2)** Assign a Student Growth Rating based at least 75% on the attainment of student learning objectives completed by the teachers under the principal's purvey

_____**3)** Follow the minimum requirements as outlined on page 3 of this assurance document.

_____ _____

Superintendent **Date Submitted**

This form should be submitted to: DOE.Accountability@state.sd.us

APPENDIX F: 2014-15, 2015-16 State-Provided Professional Development Options

Each ESA has coaches/trainers available.

	Time Commitment	Online Resource	Regional PD	In-District Coaching or Training
A. TEACHER EFFECTIVENESS SYSTEM AWARENESS AND PLANNING				
1. Orientation to South Dakota's Recommended Teacher Effectiveness Model	½ day	X		X
B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)				
1. Administrators: South Dakota Framework for Teaching (Danielson Model) Observer Training and Proficiency Assessment		X		
2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Danielson Model)		X		
3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus				X
4. Teachers: Preparing for Observations and Artifact Collection				X
5. Integrating Teachscape Reflect				X
C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)				
1. Administrators: Orientation to Student Learning Objectives as a Measure of Educator Effectiveness	1 day		X	
2. Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness	1 day		X	X
3. Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives	1 day		X	X
4. Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning	1 day			X
5. Administrators: Implementing Student Learning Objectives with Consistency and Rigor	online	X		

STATE-PROVIDED SUPPORT AND TRAINING

Each ESA has coaches/trainers available.

	Time Commitment	Online Resource	Regional PD	In-District Training
D. IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)				
1. Mathematics Instruction Supporting the Secondary Common Core State Standards (Grades 6-12) (starting in Oct. 2014 and regional training summer of 2015)	2 days			X
2. Understanding Number Concepts & Cognitive Guided Instruction (Grades K-5)	4 days		X	X
3. Concepts of Rational Numbers; Fractions, Decimals, and Percents (Grades 3-8)	4 days		X	X
4. Proportional Reasoning (Starting in summer 2015) (Grades 5-8)	4 days		X	X
5. Foundational Reading Skills	5 days			X
6. Close Reading – Informational Text (starting in Oct. 2014)	1+ day			X
7. Text Based Questions (starting in Oct. 2014)	1+ day			X
8. Literacy Integration (Grades 6-12 non ELA/math)	1 day			X
E. IMPLEMENTATION OF STANDARDS & INSTRUCTION				
1. Higher Order Thinking: Webb Leveling	2 days			X
2. Beyond Data Retreats: Extending Data Use to Impact Student Learning (starting Oct. 2014)	2 days			X
3. Curriculum Alignment & Gap Analysis (starting in Aug. 2014)	2+ day			X
4. SD Assessment Portal (starting in Oct. 2014)	½+ day	X		X
5. Creating High Quality Assessment Items (starting in Oct. 2014)	1+ day			X

Teacher Effectiveness Coaching Descriptions

A. TEACHER EFFECTIVENESS SYSTEM PLANNING AND ORIENTATION

1. Orientation to South Dakota's Recommended Teacher Effectiveness Model
   A coach introduces South Dakota's recommended Teacher Effectiveness Model, including recommendations to use multiple measures of professional practice and student growth to determine and differentiate teacher performance. The session also includes an overview of South Dakota's recommended Evaluation and Professional Growth Process.
   - ✓ *Intended Audience*: Teachers
   - ✓ *Time Commitment*: One half-day in-district coaching session.
   - ✓ *Online Resource*: Districts may utilize the Teacher Effectiveness Handbook or state-provided teacher effectiveness webinars to design an orientation program (http://doe.sd.gov/secretary/TE.aspx).

B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)

1. Administrators: South Dakota Framework for Teaching Observer Training and Proficiency Assessment (Teachscape)
   Through video-rich, web-based training, administrators are prepared to conduct accurate, consistent and evidence-based evaluations that limit observer bias.
   - ✓ *Intended Audience*: Principals
   - ✓ *Time Commitment*: Approximately 30-35 hours to complete the training and proficiency assessment.
   - ✓ *Online Resource*: Principals are eligible to receive state-paid licenses to complete Teachscape Focus for Observers. For more information, visit: http://marketing.teachscape.com/SDCustomerSetup.html or contact Carla.Leingang@state.sd.us.

2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Teachscape)
   In-depth, web-based modules provide comprehensive training on the South Dakota Framework for Teaching. Teachers learn how the state's teaching standards are used for evaluation purposes and how the framework can be incorporated into instructional practice.
   - ✓ *Intended Audience*: Teachers
   - ✓ *Time Commitment*: Approximately 20 hours to complete training on the full South Dakota Framework for Teaching.
   - ✓ *Online Resource*: Teachers are eligible to receive state-paid licenses to complete Teachscape Focus for Teachers. For more information, visit: http://marketing.teachscape.com/SDCustomerSetup.html or contact Carla.Leingang@state.sd.us.

3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus
   A coach provides an overview of the South Dakota Framework for Teaching (Danielson Model) and introduces teaching staff to Teachscape Focus for Teachers, the state's delivery mechanism for in-depth training on the state's teaching standards.
   - ✓ *Intended Audience: Teachers*
   - ✓ *Time Commitment*: Half-day large group session or a full day of small-group sessions.

4. Teachers: Preparing for Observations and Artifact Collection
   After teachers have completed training on the South Dakota Framework for Teaching, a coach revisits the standards that will be used as the basis for evaluation, reinforces understanding of the observation process and works with teachers to identify artifacts aligned to the district's selected evaluation components.
   - ✓ *Intended Audience: Teachers*
   - ✓ *Time Commitment*: Half-day large group session or a full day of small-group sessions.

5. *Integrating Teachscape Reflect*
   A coach works with administrators and teachers to understand how Teachscape Reflect, the state-provided evaluation management software tool, works to encourage collaboration and reflection throughout the evaluation process.
   - ✓ *Intended Audience: Administrators and teachers*
   - ✓ *Time Commitment*: Half-day small-group session. This training is limited to groups of 24 people at a time.

C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)

1. *Administrators: Orientation to Student Learning Objectives as a Measure of Education Effectiveness*
   This regional professional development opportunity provides school administrators with an overview of Student Learning Objectives and how they are used to encourage data-driven instruction. Administrators will be provided with tools to coach teachers through the SLO process, including resources and strategies related to the selection of quality assessments used to measure student growth.
   - ✓ *Intended Audience*: School administrators. For this training, administrators will be divided into two rooms – elementary and MS/HS.
   - ✓ *Time Commitment*: One-day regional training.
   - ✓ *Dates, Locations and Registration*: March 18, Pierre; April 1, Sioux Falls; April 2, Aberdeen; and April 9, Rapid City. To register, visit http://southdakota.gosignmeup.com.

2. *Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness*
   This regional summer professional development opportunity provides teachers with an orientation to Student Learning Objectives and how they are used to encourage data-driven instruction. Teachers will gain an understanding of the SLO process, learn how to identify appropriate assessments, work together to analyze student data, and practice writing quality SLOs.
   - ✓ *Intended Audience*: Teachers. For this training, teachers will be grouped by grade-level and content area. School administrators are also encouraged to participate in this training.
   - ✓ *Time Commitment*: One-day regional training. Participants will be paid $125 per day stipends to attend. Districts can also choose to offer this training at their district.
   - ✓ *Dates, Locations and Registration*: Summer 2014. Dates and locations TBD. When available, individuals can register at http://southdakota.gosignmeup.com.

3. *Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives*
   This regional summer professional development opportunity is designed for teachers who do not have access to pre-made benchmark assessments. This facilitated SLO work session allows teachers to work collaboratively with teachers in similar subjects and grade levels to create assessments than can be used during the Student Learning Objectives process.
   - ✓ *Intended Audience*: Teachers. For this training, teachers will be grouped by grade-level and content area. School administrators are also encouraged to participate in this training.
   - ✓ *Time Commitment*: One-day regional training. Participants will be paid $125 per day stipends to attend. Districts can also choose to offer this training at their district.
   - ✓ *Dates, Locations and Registration*: Summer 2014. Dates and locations TBD. When available, individuals can register at http://southdakota.gosignmeup.com.

4. *Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning*
   This facilitated in-district work session supports SLO implementation and can support teachers at multiple points during the SLO Process. A session scheduled at the beginning of the year, after teachers have administered benchmark assessments, supports teachers in writing and developing the SLO for the instructional period. A separate coaching session, scheduled at the mid-point of the year, allows teachers to evaluate data and progress on SLOs.
   - ✓ *Intended Audience*: Teachers. School administrators are also encouraged to participate in this coaching.
   - ✓ *Time Commitment*: One-day coaching session, and can be done in a large-group session or several, smaller group sessions.
   - ✓ *Note*: Two options for effective implementation of this coaching session are to hire a roaming substitute and schedule teachers to meet with the coach or schedule teachers to meet with the coach during their prep time.

5. *Administrators: Implementing Student Learning Objectives with Consistency and Rigor*
   This two-credit graduate course, to be offered through the University of South Dakota's distance education program, will provide administrators with strategies and guidance to implement SLOs in a consistent and high-quality manner.
   - ✓ *Intended Audience*: Administrators
   - ✓ *Time Commitment*: The two-hour graduate course is approximately 30 hours.
   - ✓ *Notes: Course registration will open in fall of 2014. Administrators will be able to obtain credit for $40 per credit hour.*

D. IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)

1. *Mathematics Instruction Supporting the Secondary Common Core State Standards (6-12)*
This practical class is geared to deepening secondary mathematics teachers' professional knowledge base while enhancing their ability to design and deliver mathematics instruction that is in line with Common Core Mathematics standards and the Standards for Mathematical Practices. Topics to be covered include:
    - Strategies for increasing the real-world applications of mathematics
    - Strategies for increasing student problem solving through mathematical reasoning, proof, and models
    - Strategies for creating/strengthening a community of learners while engaging in mathematical discourse
    - Formative assessment strategies to help secondary teachers determine students' grasp of core mathematics concepts in order to modify instruction and improve student achievement

✓ *Intended Audience*: 6-12 teachers of math including special education teachers.
✓ *Time Commitment*: Two days

2. *Understanding Number Concepts*
This course is intended for teachers with the purpose of expanding teachers' own understanding of number concepts K-8, outlined in *Common Core State Standards for Mathematics.* In order to fully understand the implications for teaching number concepts in grades K-8, it is essential that all teachers have a firm grounding in how those concepts develop in grades both before and after the actual grade they teach. Class participants will find content from across all grade levels. Topics covered in this class will include:
    - Number relationships and place value
    - Base 10 number system
    - Whole-number computation using the mathematical properties
    - Different meanings of multiplication and division and integers and operations with integers

✓ *Intended Audience*: While teachers from K-5 are the target audience, teachers from all grades K-8 can benefit as concepts at higher grade levels build on these concepts
✓ *Time Commitment*: Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
✓ *Notes*: This session is also offered in the summer as regional trainings on a limited basis.

3. *Concepts of Rational Numbers: Fractions, Decimals, and Percents*
This course is intended for teachers with the purpose of expanding teachers' own understanding of rational numbers concepts as outlined in *Common Core State Standards for Mathematic.* In order to fully understand the implications for teaching rational number concepts in grades 3-8, it is essential that all teachers have a firm grounding in how those concepts develop in grades both before and after the actual grade they teach. Class participants will find content from across all grade levels. Topics covered in this class will include:
    - Developing an understanding of fractions as numbers
    - Equivalence and ordering
    - Computation with rational numbers including, addition, subtraction, multiplication and division building and extending on previous understanding of whole number operation, decimals and percents.

✓ *Intended Audience*: Teachers of math in grades 3-8 including special education, title math, and math coaches
✓ *Time Commitment*: Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
✓ *Notes*: This session is also offered in the summer as regional trainings on a limited basis.

4. *Proportional Reasoning (Summer 2015)*
During this class for middle school teachers, we will explore a unifying concept in the *Common Core State Standards for Mathematics,* proportionality and how proportional reasoning builds from whole number and rational number concepts and connects to algebra and geometry understanding. During the four-day workshop we will explore ratios, rates, proportions, and proportional reasoning addressed in the CCSS-M utilizing problem solving and representations. We will discuss how proportional reasoning relates to algebraic concepts such as linear functions and geometric concepts such as similarity. We will also emphasize connections among various representations (such as graphs, tables, equations, diagrams) that can be used to explore proportional reasoning.
✓ *Intended Audience*: Teachers of math in grades 5-8 including special education teachers.
✓ *Time Commitment*: Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.
✓ *Notes*: This session is also offered in the summer as regional trainings on a limited basis.

5. *Foundational Reading Skills*

This course will teach ways to provide high-quality instruction and interventions matched to student need. Through discussion participants will build an awareness of the need to monitor progress frequently in order to make decisions about changes in instruction or goals and applying child response data to important educational decisions. This course will focus on the theoretical and practical aspects of reading instruction K-8. Participants will:

- Develop a thorough understanding of the five major concepts in teaching reading
- Develop a working knowledge of assessment needed to specify interventions.
- Apply the material presented in the class to their teaching practices.

✓ *Intended Audience*: The target audience is elementary teachers of reading including special education, title reading, and reading coaches
✓ *Time Commitment*: Five days. The district can divide the training into five single day trainings or offer two days in a row, or split the day long sessions to best suit the districts schedule.

6. *Close Reading – Informational Text*
Close reading allows students to slow down and interpret difficult passages, keeps them focused on the purpose for reading, and leaves 'bread crumbs' to find our way back to our thinking later. This session will focus on building students' capacity for *independently* comprehending a text through close reading. Participants will be able to apply the information presented to other texts at all grade levels.
✓ *Intended Audience*: all grades all content
✓ *Time Commitment*: One day minimum, with a possible follow-up session after teachers have implemented strategies.

7. *Text Based Questions*
Text-dependent questions are questions that can only be answered by referring back to the text. Asking the right sequence of questions will lead students more deeply into a text. Students are now expected to use evidence from texts to present analyses, well-defended claims, and clear information. This session will allow participants will learn questioning strategies to address the shift and address questions related to craft and structure (Standards 4–6) and integration of knowledge and ideas (Standards 7–9)—areas that are so often missed.
✓ *Intended Audience*: all grades all content
✓ *Time Commitment*: One day minimum, with a possible follow-up session after teachers have implemented strategies.
✓ *Notes*:

8. *Literacy Integration*
Participants will learn foundational knowledge and skills found in 6-12 Literacy standards for ALL content areas. The workshop will allow participants to examine the 6-12 Literacy in History, Science and Technical standards and learn strategies for implementation. The training will allow participants to analyze text-based resources used in the classroom and transform their lessons to align to the literacy standards.
✓ *Intended Audience*: All teachers of 6-12 who do not teach English Language Arts
✓ *Time Commitment*: One day
✓ *Notes*: The state offered regional trainings in the spring of 2013 and during the school year 2013-2014

E. IMPLEMENTATION OF STANDARDS & INSTRUCTION

1. *Higher Order Thinking: Webb Leveling*
Infusing higher order thinking strategies increases the chances students will make connections to the schema when they encounter new information and be able to make sense of that information. (Danielson Framework: Domain 3) Participants will learn strategies to infuse higher order instructional practices and assessments helping students extend and apply knowledge. The training will focus on how to utilize Webb's Depth of Knowledge (DOK) to scaffold learning for all students.
✓ *Intended Audience*: All content, all grades
✓ *Time Commitment*: 2 days
✓ *Notes:* A complementary professional development is the option for creating high quality assessments.

2. *Beyond Data Retreats: Extending Data Use to Impact Student Learning*

There are many types of assessments: summative, benchmark, and formative. Districts using a data-driven cycle of assessment, analysis, and action, see a breakthrough in student learning gains. School level data retreats are one step in successfully using data to drive instruction and this session extends the use of data at a deeper level. Participants will learn how to analyze individual student data based on screening/benchmark results, error analysis and diagnostic assessment, in order to differentiate student learning and design focused interventions based on student needs. This session will allow participants to practice the process of analyzing student data in order to plan appropriately for instruction and explore effective ways to conduct and analyze traditional and alternative methods of formative assessment.

- ✓ *Intended Audience*: All grades
- ✓ *Time Commitment*: Two days

3. *Curriculum Alignment & Gap Analysis*

The Blueprint for Learning provides districts with a template for curriculum development and Common Core State Standard alignment. With your district's individualized blueprint in hand, teachers are prepared to analyze their classroom instruction—individually, within their own grade-level teams, and through vertical alignment teams. The blueprint provides the pathway for districts to identify gaps and repetitions in their content curricula. While the sample blueprints focus on ELA and math, the blueprint also offers a starting place, process and format for all content areas.

- ✓ *Intended Audience*: All grades and content
- ✓ *Time Commitment*: Minimum of two days with an option for coaches to work with teachers for additional time.
- ✓ *Notes*: The model blueprints are created for English language arts and math. However, the process can be applied to all content areas.

4. *SD Assessment Portal*

South Dakota Assessment Portal (SDAP) is a free tool schools and teachers can use to create and deliver online classroom and summative assessments. This training provides information on how to create items, use existing items, create and schedule tests, share items and tests with other teachers, and access reports about students' performance. SDAP is already being used across the state to deliver End of Course exams, common district pre- and post-tests, and to track progress towards Student Learning Objectives (SLO).

- ✓ *Intended Audience*: All grades all content
- ✓ *Time Commitment*: ½+ days. The minimal time requirement is a half of day, however the training can be extended to include additional time for participants to create.
- ✓ *Notes*: This training would be a great companion training to *Creating High Quality Assessment Items.*
  Online Resources: Information, help guides, and recorded webinars are located at
  http://doe.sd.gov/oats/SDAP.aspx

5. *Creating High Quality Assessment Items*

Teachers, as well as standardized test makers, use many types of test items, including Multiple Choice, Short Answer, Constructed Response, Technology Enhanced, and Performance Task. This workshop will explain the uses of these types of items and provide teachers with tools to write items that both measure what is intended and provide feedback on student mastery. Discussion and practice for item writing will include determining the standard/objective and assigning a cognitive level using Webb's Depth of Knowledge (DOK) classifications, a four level model defining cognitive skills.

- ✓ *Intended Audience*: All grades and content
- ✓ *Time Commitment*: One full day with the option to have a coach/training come back for additional support.

APPENDIX G: South Dakota Framework for Teaching

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

APPENDIX H: Framework for Teaching Component Selection Guidance

The figures below represent alignment of Framework components to specific initiatives or outcomes. They are for discussion purposes only. School districts should consider their unique circumstances and initiatives before selecting components.

Figure 1: South Dakota Framework for Teaching - Domains and Components Overview, 2013

Domain 1
PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2
THE CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4
PROFESSIONAL RESPONSIBILITIES

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3
INSTRUCTION

a. Communicating with Students
b. Using Questioning and Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

Figure 2: Guidance: The Balanced 8 (2013-14 Pilot School Guidance)

Domain 1
PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2
THE CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4
PROFESSIONAL RESPONSIBILITIES

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3
INSTRUCTION

a. Communicating with Students
b. Using Questioning and Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

Figure 3: Components that Reflect the Instructional Implications of State Standards in Math and English Language Arts

Domain 1
PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2
THE CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4
PROFESSIONAL RESPONSIBILITIES

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3
INSTRUCTION

a. Communicating with Students
b. Using Questioning & Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

Figure 4: South Dakota Framework for Teaching Components Linked to SLOs

Domain 1
PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2
THE CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4
PROFESSIONAL RESPONSIBILITIES

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3
INSTRUCTION

a. Communicating with Students
b. Using Questioning & Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

APPENDIX I: Student Learning Objectives Forms

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	
School:	
Evaluator:	

STEP ONE: SLO DEVELOPMENT

Prioritize Learning Content: *Identify standards and content.*	*What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)*

Identify the Student Population: *Describe the context of the class.*	*How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)*

Interval of Instruction: *Specify the time frame in which growth with be measured.*	*What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.*
Analyze Data and Develop Baseline: *Detail student understanding of the content at the beginning of the instructional period.*	*Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)*

Select or Develop an Assessment: *Describe how the goal attainment will be measured.*	*What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)*

Growth Goal: *Establish expectations for student growth.*	*What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)*

Provide Rationale: *Describe how your SLO benefits student learning.*	*How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)*

Learning Strategies: *Describe your plan to meet student needs.*	*How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)*

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature: Date:

Evaluator Signature: Date:

STEP THREE: ONGOING COMMUNICATION

Progress Update: *Describe student progress toward the growth goal.*	*Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)*

Strategy Modification: *If necessary, document changes in strategy.*	*Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)*

SLO Adjustment: *If justified, describe changes to the SLO.*	*Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)*

Teacher Signature: Date:

Evaluator Signature: Date:

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

High Growth: *The growth goal was 86% to 100% attained.*	*What does high growth mean? Detail end-of-course achievement levels that equate to high growth. (4b)*

Expected Growth: *The growth goal was 65% to 85% attained.*	*What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b)*

Low Growth: *The growth goal was less than 65% attained?*	*What does low growth mean? Detail end-of-course achievement levels that equate to low growth. (4b)*

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
☐	☐	☐

REFLECTION

Professional Growth: *Detail what you learned.*	*What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)*

SLO QUALITY CHECKLIST

	Yes	No	?
Is the SLO SPECIFIC?			
1. Does the SLO state exactly what learning content needs to be addressed and the specific standards to which the learning content relates?			
2. Is the learning content aligned to state standards or credible national standards?			
Is the SLO MEASURABLE?			
3. Will the SLO be measured using an assessment based on standards?			
4. Are expectations for student growth stated by rate, percentage, number, level of benchmark, rubric standards or juried level of standard (panel of experts)?			
5. Does the assessment method align to the kinds of learning in the SLO?			
Is the SLO APPROPRIATE?			
6. Was the SLO developed using baseline data that is comparable between the beginning and end of the instructional period?			
7. Is the SLO directly related to a teacher's subject, grade-level and students?			
8. For a Class Mastery Goal, does the goal include all students in the class or course?			
9. For a Differentiated Growth Goal, does the goal include a growth goal for all groups of students?			
10. For a Shared Performance Goal, does the goal include all students in the grade/subject level? Can each class set their growth under the same goal?			
Is the SLO REALISTIC and RIGOROUS?			
11. Is the SLO attainable for the students in my class(es)?			
12. Does the SLO stretch/challenge my students?			
Is the SLO TIME BOUND?			
13. Does the SLO contain a definitive timeline that allows for determining goal attainment?			

APPENDIX J: Evaluation of Professional Growth Process Guides

PROFESSIONAL PRACTICE SELF-ASSESSMENT

Teacher:	
School:	
Evaluator:	
Date:	

The self-assessment asks teachers to identify strengths and areas of growth, providing a summary that reflects current level of performance relative to the South Dakota Framework for Teaching. Completing this self-reflection prepares teachers and evaluators to collaborate on developing professional practice goals for the year.

For each component, select the performance level that you believe best applies to your performance for each of the domain components.

DOMAIN 1: PLANNING AND PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	☐	☐	☐	☐
1b: Demonstrating Knowledge of Students	☐	☐	☐	☐
1c: Setting Instructional Outcomes	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources	☐	☐	☐	☐
1e: Designing Coherent Instruction	☐	☐	☐	☐
1f: Designing Student Assessments	☐	☐	☐	☐

Identify an <u>area of strength</u> for Domain 1. Why do you believe this is an area of strength?

Identify an <u>area of growth</u> for Domain 1. How will improving benefit your instructional practice?

DOMAIN 2: THE CLASSROOM ENVIRONMENT

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	☐	☐	☐	☐
2b: Establishing a Culture for Learning	☐	☐	☐	☐
2c: Managing Classroom Procedures	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐

Identify an <u>area of strength</u> for Domain 2. Why do you believe this is an area of strength?

Identify an <u>area of growth</u> for Domain 2. How will improving benefit your instructional practice?

DOMAIN 3: INSTRUCTION

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating With Students	☐	☐	☐	☐
3b: Using Questioning and Discussion Techniques	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐
3d: Using Assessment in Instruction	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Identify an <u>area of strength</u> for Domain 3. Why do you believe this is an area of strength?

Identify an <u>area of growth</u> for Domain 3. How will improving benefit your instructional practice?

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐
4c: Communicating with Families	☐	☐	☐	☐
4d: Participating in the Professional Community	☐	☐	☐	☐
4e: Growing and Developing Professionally	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐

Identify an <u>area of strength</u> for Domain 4. Why do you believe this is an area of strength?

Identify an <u>area of growth</u> for Domain 4. How will improving benefit your instructional practice?

PROFESSIONAL PRACTICE GOAL-SETTING FORM

Develop one professional practice goal that demonstrates how you will work to improve your instructional practice(s) during the school year. This form may be completed and uploaded to the "Goal Setting Conference" step embedded into Teachscape Reflect.

Professional Practice Goal:	*What do you do this year to improve your instructional practice? List the related Framework for Teaching components.*

Identify Necessary Learning:	*What personal learning has or needs to occur to accomplish your goal? Identify necessary supports or describe how your goal relates to an established professional growth plan.*

Measures of Success:	*How will you know you have accomplished your goal? Specify a timeline and any significant benchmarks during the year.*

Teacher Signature:

Date:

Evaluator Signature:

Date:

Teacher:	
School:	
Evaluator:	
Date of Formal Observation:	
Date of Pre-Observation Conference:	
Date of Post-Observation Conference:	

Purpose: The formal observation process is structured to engage teachers and evaluators in thoughtful, in-depth dialogue focused on improving instruction and student learning. The Formal Observation Process Guide focuses conversations and encourages objective, evidence-based performance feedback. Portions of this guide may also act as an artifact that teachers may use to demonstrate performance relative to non-observable teaching standards.

Directions: Teachers and evaluators collaboratively complete and exchange the Formal Observation Process Guide during the observation process.

FORMAL PRE-OBSERVATION CONFERENCE FORM

Directions: The teacher completes the pre-observation conference form. The completed form is submitted to the evaluator in advance of the pre-observation conference. In addition, teachers may submit any relevant artifacts (lesson plans, individual professional growth plan, SLO Process Guide, etc.).

Date of Form Submission to Evaluator	

To which part of your curriculum does this lesson relate? (1e)

How does this learning "fit" in the sequence of learning for this class? (1a, 1b, 1e)

What are your learning outcomes for this lesson? What do you want the students to understand? (1c, 1f)

How will you differentiate instruction for different individuals or groups of students in the class? (1c, 1d)

How and when will you know whether the students have learned what you intend? (1f)

Is there anything that you would like me to specifically observe during the lesson? (4a)

Does this lesson relate to your established Student Learning Objective (SLO)? If so, restate your student growth goal and describe the connection.

Does this lesson relate to your established professional practice goal(s)? If so, restate the goal and describe the connection.

EVALUATOR OBSERVATION EVIDENCE AND FEEDBACK FORM

Directions: The evaluator completes this portion of the Observation Process Guide to provide teachers with notes and evidence collected during a classroom observation. This form is completed and returned to the teacher as soon as possible following the formal observation.

Date of Form Submission to Teacher	

CLASSROOM OBSERVATION NOTES AND EVIDENCE

TIME	EVIDENCE

EVALUATOR OBSERVATION SUMMARY

DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT: 2a. Creating an Environment of Respect and Rapport ✓ Teacher interaction with students ✓ Student interaction with students
EVALUATOR SUMMARY
COMPONENT: 2b. Establish a Culture for Learning ✓ Importance of content ✓ Expectations for learning and achievement ✓ Student pride in work
EVALUATOR SUMMARY
COMPONENT: 2c. Managing Classroom Procedures
✓ Importance of content ✓ Expectations for learning and achievement ✓ Student pride in work
EVALUATOR SUMMARY
COMPONENT: 2d. Managing Student Behavior ✓ Expectations ✓ Monitoring of student behavior ✓ Response to student misbehavior
EVALUATOR SUMMARY
COMPONENT: 2e. Organizing Physical Space ✓ Safety and accessibility ✓ Arrangement of furniture and resources
EVALUATOR SUMMARY

COMPONENT: 3a. Communicating with Students
✓ Expectations for learning ✓ Directions and procedures ✓ Explanations of content ✓ Use of oral and written language
EVALUATOR SUMMARY
COMPONENT: 3b. Questioning and Discussing Techniques
✓ Quality of questions ✓ Discussion techniques ✓ Student participation
EVALUATOR SUMMARY
COMPONENT: 3c. Engaging Students in Learning
✓ Activities and assignments ✓ Grouping of students ✓ Instructional materials and resources ✓ Structure and pacing
EVALUATOR SUMMARY
COMPONENT: 3d. Using Assessment in Instruction ✓ Assessment criteria ✓ Monitoring of student learning ✓ Feedback to students ✓ Student self-assessment and monitoring
EVALUATOR SUMMARY
COMPONENT: 3e. Demonstrating Flexibility and Responsiveness ✓ Lesson adjustment ✓ Response to students ✓ Persistence
EVALUATOR SUMMARY

FORMAL POST-OBSERVATION CONFERENCE FORM

Directions: The teacher completes this post-observation conference form after the evaluator has provided observation feedback to the teacher. The completed form is submitted to the evaluator in advance of the post-observation conference. In addition, teachers may submit any relevant post-observation artifacts.

Date of Form Submission to Evaluator	

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (3c, 3d, 4a)

Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e, 4a)

Did you depart from your plan? If so, how, and why? (3e, 4a)

Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective? (1c, 1d, 2a, 2b, 3c, 3e, 4a)

If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)

After considering the feedback from your evaluator, detail any specific areas related to the observation that you would like to discuss at the post-observation conference.

If appropriate, provide and update on your students' progress toward the student growth goal documented in your Student Learning Objective.

If appropriate, provide an update on your progress toward the attainment of your individual professional growth plan.

FORMAL POST-OBSERVATION EVALUATOR FEEDBACK AND NARRATIVE

Directions: The evaluator completes this form following the post-observation conference. This form serves as the official documentation of the observation and provides clear performance feedback related to the observable components of the Framework for Teaching. In addition, this document may also summarize progress on the teacher's Student Learning Objective and Individual Professional Growth Plan.

Date of Form Submission to Teacher	

FORMAL OBSERVATION SUMMARY

DOMAIN 2: THE CLASSROOM ENVIRONMENT	
2b. Establish a Culture for Learning	Select a Level of Performance
2d. Managing Student Behavior	Select a Level of Performance
EVALUATOR SUMMARY:	

DOMAIN 3: INSTRUCTION	
3b. Questioning and Discussing Techniques	Select a Level of Performance
3c. Engaging Students in Learning	Select a Level of Performance
EVALUATOR SUMMARY:	

OBSERVATION SUMMARY COMMENTS
EVALUATOR NARRATIVE

STUDENT LEARNING OBJECTIVE GOAL ATTAINMENT PROGRESS (OPTIONAL)
EVALUATOR NARRATIVE

INDIVIDUAL PROFESSIONAL GROWTH PLAN PROGRESS (OPTIONAL)
EVALUATOR NARRATIVE

SIGNATURES

The signature of the employee shall not imply that the employee agrees with evaluation, but merely indicates that the observation as been discussed.

We have discussed the evaluation.

Evaluator: _____ Date: _____

Employee: _____ Date: _____

PROFESSIONAL PRACTICE RATING FORM

WORKING TOGETHER… EDUCATING WITH EXCELLENCE… INSPIRING LEARNERS FOR LIFE

Teacher:	
School:	
Evaluator:	
Date of Form Submission to Teacher:	

Purpose: The professional practice rating form summarizes performance relative to the Framework for Teaching and serves to document a teacher's final professional practice rating for the evaluation cycle.

Directions: Evaluators complete this form after all evidence of professional practice performance is gathered and assessed. The completed form is provided to the teacher in advance of the summative conference.

PROFESSIONAL PRACTICE RATING SUMMARY

Directions: Evaluators complete this portion of the form to summarize the professional practice rating and provide a summative narrative of performance relative to the Framework for Teaching.

PROFESSIONAL PRACTICE RATING CALCULATION				
	DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
Points Earned				

Total Points Earned	
Number of Components Evaluated	
Average Component Level Score	

PROFESSIONAL PRACTICE SCORING RANGES			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1.00 – 1.49	1.50 to 2.49	2.50 to 3.49	3.50 – 4.00

PROFESSIONAL PRACTICE RATING
Select a Professional Practice Rating

EVALUATOR NARRATIVE

‘

COMPONENT-LEVEL PERFORMANCE SUMMARY

Directions: Evaluators complete this form to provide detailed information about performance relative to both observable and non-observable components.

OBSERVABLE COMPONENTS

The level of performance associated with an observable component is a composite of all evidence gathered through classroom observation during the evaluation cycle. The level of performance may reflect a summative score for multiple formal and informal observations.

DOMAIN 2: THE CLASSROOM ENVIRONMENT	
2b. Establish a Culture for Learning	Select a Level of Performance
2d. Managing Student Behavior	Select a Level of Performance
EVALUATOR SUMMARY:	

DOMAIN 3: INSTRUCTION	
3b. Questioning and Discussing Techniques	Select a Level of Performance
3c. Engaging Students in Learning	Select a Level of Performance
EVALUATOR SUMMARY:	

NON-OBSERVABLE COMPONENTS

The level of performance associated with a non-observable component is a composite of all artifacts and evidence supplied by the teacher to the evaluator.

DOMAIN 1: PLANNING AND PREPARATION	
1c. Setting Instructional Outcomes	Select a Level of Performance
1e. Designing Coherent Instruction	Select a Level of Performance
EVALUATOR SUMMARY:	

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	
4a. Reflecting on Teaching	Select a Level of Performance
4c. Communicating With Families	Select a Level of Performance
EVALUATOR SUMMARY:	

SUMMATIVE EVALUATION FORM

WORKING TOGETHER… EDUCATING WITH EXCELLENCE… INSPIRING LEARNERS FOR LIFE

Teacher:	
School:	
Evaluator:	
Date for Form Submission to Teacher:	

Purpose: This summative evaluation form combines multiple measures of teacher performance to determine and document a teacher's overall performance rating for the evaluation cycle. The summative rating is used to guide professional growth and improvement recommendations. The summative document is based upon information previously documented through the Professional Practice Rating Form and the Student Learning Objectives Process Guide.

SUMMATIVE TEACHER PERFORMANCE AND NARRATIVE

Directions: Using the scoring matrix below, classify overall teacher performance by combining the professional practice rating and student growth rating into an overall performance rating of Exceeds Expectations, Meets Expectations or Below Expectations.

		PROFESSIONAL PRACTICE			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH	HIGH				
	EXPECTED				
	LOW				

	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
	BELOW EXPECTATIONS

EVALUATOR NARRATIVE

RECOMMENDATIONS AND ACKNOWLEDGEMENT

EVALUATOR RECOMMENDATION

Based on the evidence gathered throughout the evaluation cycle, the teacher's performance will result in the development of a:

PROFESSIONAL GROWTH PLAN	PLAN OF ASSISTANCE
☐	☐

SIGNATURES

The signature of the employee shall not imply that the employee agrees with evaluation, but merely indicates that the evaluation has been discussed.

We have discussed the evaluation.

Evaluator: _____ Date: _____

Employee: _____ Date: _____

PROFESSIONAL JUDGEMENT (ONLY IF APPLICABLE)

STUDENT GROWTH RATING	PROFESSIONAL PRACTICE RATING: UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
HIGH	☒	☒		
EXPECTED				
LOW			☒	☒

SUMMATIVE EFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
	BELOW EXPECTATIONS
☒	PROFESSIONAL JUDGMENT MAY BE EXERCISED

PROFESSIONAL JUDGEMENT - EVALUATOR NARRATIVE REQUIRED

If applicable, provide a narrative explaining justification for adjustments made to the teacher's final summative effectiveness rating.

Teacher:	
School:	
Evaluator:	
Date:	

Purpose: To promote reflective teaching and professional growth, teachers are encouraged to develop an individual professional growth plan. Goals may be based upon a professional practice self-assessment, feedback received through the evaluation process, or other school or district initiatives.

Directions: Teachers may complete this form to document areas of individual professional growth and improvement. The form may be completed during the first quarter of the annual evaluation cycle and will serve to initiate professional dialogue during evaluation conferences. The document may also serve as an artifact to demonstrate performance relative to non-observable teaching standards (4a).

Select Area(s) for Professional Growth:	*What goal(s) have you identified for this year? List any related Framework for Teaching components and describe the connection between this goal and your teaching assignment.*

Growth Strategies Action Steps and Timelines:	*How do you plan accomplish the goals you have outlined? List specific tasks and targeted completion dates.*

Identify Necessary Supports:	*What support do you need to implement your plan? List necessary professional development, support or resources.*

EVALUATOR NARRATIVE

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____