APPENDIX II
TEACHER EVALUATION POLICIES AND PROCEDURES

Beresford School District #61-2

April 9th, 2015

301 West Maple
Beresford, SD 57004

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Evaluation System Requirements

By implementing professional evaluation systems and proving teachers with evidence-based feedback on a regular basis, the Beresford School District can expect to improve student learning, generate data to assist in the developing of professional support systems and create shared accountability for student learning.

Objectives of Teacher Evaluation

A clear set of objectives establishes a foundation for implementing meaningful evaluations that provide regular opportunities for educators to engage in professional conversations focused on improving instructional practice.

1. The purpose of the teacher evaluation is to continually improve instruction and student learning.
2. The evaluation process encourages professional teacher-administrator relationships as a basis for structuring meaningful, in-depth dialogue focused on student learning.
3. The evaluation process uses multiple measures of teaching practice and student growth to meaningfully differentiate teacher performance.
4. The evaluation process communicates clearly defined expectations and provides regular, timely and useful feedback that guides professional growth for teachers.
5. The evaluation process is a fair, flexible, and research-based mechanism to create a culture in which data drives instructional decisions.

State and Federal Requirements

The Beresford School District's Teacher Evaluation system must conform to broad state and federal requirements. To provide a foundation for the minimum requirements, this section of the Teacher Evaluation Policies & Procedures describes state and federal requirements.

Consistent Evaluation Cycle

The Beresford School District must regularly evaluate teachers, but the frequency varies based on the amount of time a teacher has been employed with a district. The minimum requirements, set forth in SDCL 13-42-34, are:

- Teachers in years one to three of employment, commonly referred to as probationary (non-continuing contract) teachers, must be evaluated each year.
- Teachers in or beyond their fourth year of employment, commonly referred to as continuing contract teachers, must be evaluated at least once every two years.

Multiple Measures of Teacher Effectiveness, Including Student Growth

The Beresford School District must use multiple measures to determine and differentiate teacher effectiveness. The evaluation process must rely on qualitative and quantitative evidence and be based on measures of both professional teaching practice and student growth.

Measures of Professional Practice

In accordance with state law and administrative rule, professional practice evaluations must be based on professional teaching standards outlined by the South Dakota Framework for Teaching (Danielson Model). Evaluations are supported by evidence gathered through observations (formal and informal) and by other evidence demonstrating performance relative to teaching standards.

Quantitative Measures of Student Growth

To comply with requirements of the ESEA Flexibility Waiver, quantitative measures of student growth must be one significant factor in determining and differentiating teacher effectiveness. Data from state standardized testing must be one of the quantitative measures used to evaluate the performance of teachers providing instruction in tested grades and subjects.

Summative Teacher Effectiveness Ratings and Performance Categories

To comply with requirements of South Dakota's ESEA Flexibility Waiver, the Beresford School District's evaluation system must meaningfully differentiate teacher performance using at least three performance levels. Evaluations of professional teaching practice and student growth must be combined to form a summative teacher effectiveness rating that differentiates teacher performance into one of three performance categories: *Below Expectations, Meets Expectations* or *Exceeds Expectations.*

Professional Growth Plans and Plans of Assistance

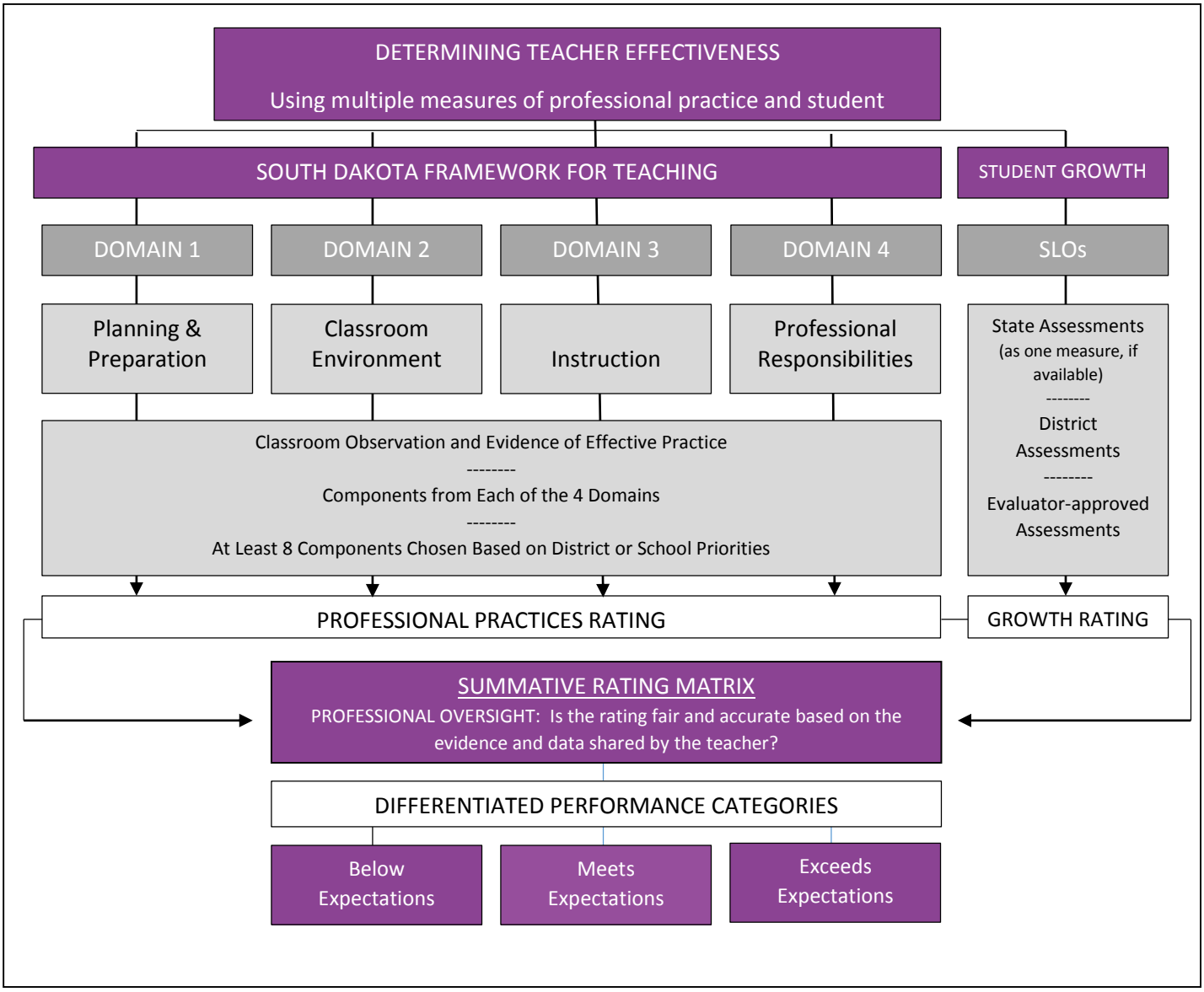
State law requires the Beresford School District to use teacher evaluations as a foundation for professional support systems focused on improving teaching performance. According to SDCL 13-42-34, the Beresford School District must adopt evaluation procedures that:

1. Serve as the basis for programs to increase professional growth and development of certified teachers; and
2. Include a plan of assistance for any certified teacher, who is in or beyond the fourth year of teaching, and whose performance does not meet school district performance standards.

Overview: Teacher Effectiveness Model

The following model will be used to determine teacher effectiveness (Figure 1) that conforms to both state and federal requirements.

Figure 1: Overview of Method to Determine Teacher Effectiveness



Using the above model, the Beresford School District will separately determine a ***Professional Practice Rating*** and a ***Student Growth*** Rating. The two separate ratings are combined through the use of a summative rating matrix, a mechanism that allows for professional judgment to be exercised in the process of classifying teacher performance into one of three performance categories. The recommended method does not rely on a uniform formula to calculate effectiveness ratings. Instead, the method prioritizes evaluations relative to the South Dakota Framework for Teaching while incorporating evaluations of student growth as one significant factor in determining final teacher effectiveness ratings.

The Professional Practices Rating, Student Growth Rating, and Summative Effectiveness Rating is to be completed on/or before May 15th.

Training to Support the Teacher Effectiveness Model

Training teachers and administrators on how to conduct evaluations using the recommended teacher effectiveness model is critical to successful implementation.

Required: Training to Support Evaluations of Professional Practice

Training to support professional practice evaluations will be delivered through ***Teachscape Focus***, a comprehensive web-based training program aligned to the South Dakota Framework for Teaching (Danielson Model). *Teachscape Focus* provides in-depth training for both teachers and evaluators. *Teachscape Reflect* is a web-based evaluation management system that teachers and evaluators will be trained in as well.

Teacher Training through Teachscape Focus (15-20 hours)

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

Evaluator Training through Teachscape Focus (30 hours)

An ***evaluator*** is a person charged with conducting teacher evaluations. In the Beresford School District, principals will serve as evaluators, though other individuals may be assigned responsibility for conducting evaluations. All individuals charged with conducting evaluations must complete evaluator training through *Teachscape Focus*. This training prepares evaluators to conduct accurate assessments of professional practice relative to the South Dakota Framework for Teaching. *Teachscape Focus* promotes accurate, consistent and evidence-based evaluations that limit evaluator bias. In-depth evaluator training takes approximately 30 hours to complete and concludes with a rigorous evaluator proficiency assessment.

Teacher and Evaluator Training through Teachscape Reflect (4 hours)

Teachscape Reflect is 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.

Required: Training to Support Evaluations of Student Growth

Evidence of student growth will play a significant role in the overall teacher evaluation process. It will be essential that evaluators and administrators are able to guide teachers through the process of setting meaningful, rigorous, and achievable student growth goals for their students.

While guidance and training will be available to support the implementation of student growth measures, teachers and administrators will need to work carefully and collaboratively to implement student growth measures.

Training: Evaluating Student Growth

School-level teams, which may include both administrators and teachers, will receive training on how to incorporate student growth into professional evaluations. Building-level instructional leaders will then work to ensure teachers understand how to set student learning objectives, how to assess student learning between two points in time, and how the student growth rating will influence the final teacher effectiveness rating.

Evaluating Professional Practice

The process of improving teacher performance begins with a clear definition of effective teaching. The South Dakota Framework for Teaching 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 teacher's effectiveness rating and serve as a basis for developing individual professional growth plans focused on improving instructional practice.

The South Dakota Framework for Teaching

South Dakota's Framework for Teaching is divided into four *domains* of teaching practice. Nested underneath the four domains are 22 *components* and 76 *elements* that identify the skills and knowledge associated with that domain. Figure 2 provides an overview of the full framework down to the component level, and an outline including all 76 elements is provided in ***Appendix E.***

State Requirements for Evaluating Professional Practice

State law and administrative rule require that districts base professional practice evaluations on the South Dakota Framework for Teaching. School districts have freedom to examine and select the components most critical to advancing district and school goals, provided that each evaluation contains at least one component from each domain.

The Beresford School District will focus evaluations on the "Integrated 8" components – four observable and four non-observable – (1c, 1e, 1f, 2b, 3b, 3c, 3d, and 4a) and two additional components that the teacher and principal agree on. See Figure 2 below.

Figure 2: South Dakota Framework for Teaching –

Domain 1 (non-observable) PLANNING AND PREPARATION	Domain 2 (observable) THE CLASSROOM ENVIRONMENT
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***	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 3 (observable) INSTRUCTION	**Domain 4 (non-observable) PROFESSIONAL RESPONSIBILITIES**
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	***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

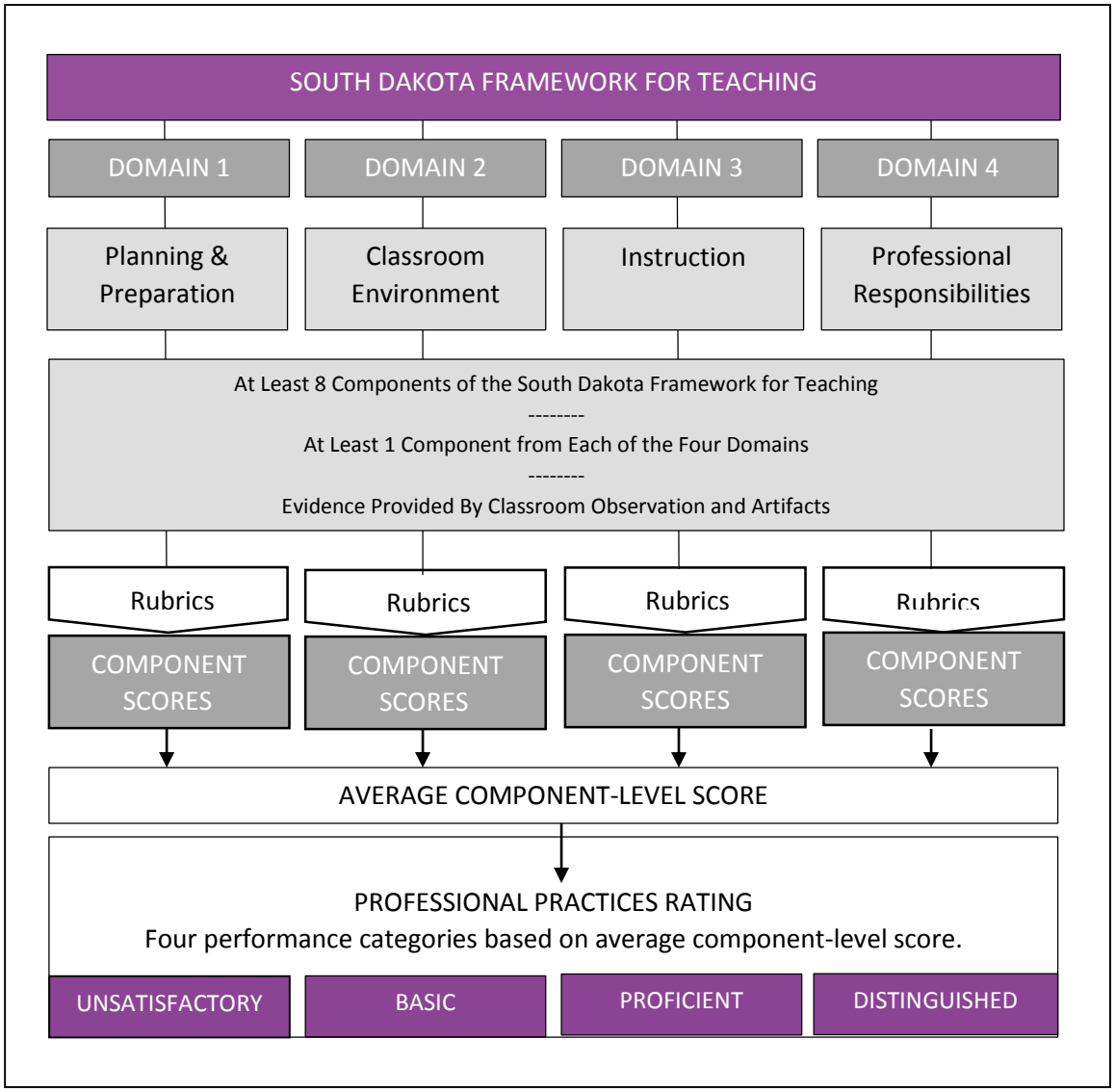
Domains and Components Overview, 2011

Method to Determine the Professional Practice Rating

A teacher's overall Professional Practice Rating represents aggregate performance on all evaluated components. Evaluations 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 scores to component-level performance and calculates the average component-level score. The average component-level score translates into one of four levels of performance: Unsatisfactory, Basic, Proficient and Distinguished.

The process of determining a teacher's overall professional Practice Rating is presented in Figure 3 and described in greater detail in the following sections.

Figure 3: Determining the Professional Practice Rating



Using Standards-Based Rubrics to Evaluate Performance

A collection of standards-based rubrics aligned to the South Dakota Framework for Teaching guide evaluators in making accurate and consistent judgments about 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. Evaluators compare evidence collected to the established performance expectations to determine a teacher's performance relative to each component evaluated.

All rubrics necessary to conduct professional practice evaluations are available through *Teachscape Reflect* or are available for download on the South Dakota Department of Education's website.

Evaluating Practice using Evidence Provided by Classroom Observation

Evaluating professional practice relative to the Classroom Environment (Domain 2) and Instruction (Domain 3) domains of South Dakota Framework for Teaching is supported primarily by evidence collected through formal and informal observations of practice.

A ***formal observation*** is at least 15 minutes in length, is conducted by the teacher's evaluator, and may include structured conversations – or conferences – before and/or after the observation takes place. A ***pre-observation conference*** may be held and provides the evaluator and teacher time to discuss the upcoming formal observation, including any lesson standards, assessment tools, instructional strategies or differentiation needed. A ***post-observation conference***, which may occur following a formal observation, is an opportunity for reflection and analysis, giving the evaluator and teacher time to engage in a professional dialogue about effective strategies that support teaching and learning. An ***informal observation***, commonly referred to as a drop-in, is an observation that is at least 5 minutes in length and results in feedback to the teacher. Informal observations may or may not be announced.

Observation Schedule for Probationary (non-Continuing Contract) Teachers

For a teacher in years one through three of continuous employment, the Beresford School District requires as a minimum:

- One (1) formal observation of professional practice per year; and
- Two (2) informal observations per year.

Observation Schedule for Non-Probationary (Continuing Contract) Teachers

For a teacher in his or her fourth contract and beyond, the Beresford School District requires as a minimum:

- One (1) formal observation of professional practice every year; and
- Two (2) informal observations per 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 standard of professional teaching practice. To ensure expectations are established and artifact collection is focused, evaluators and teachers should discuss which artifacts will support the evaluation. Please refer to **Appendix A** for examples of artifacts aligned to domains of professional practice.

Assembling Artifacts in a Teacher Portfolio

All evidence collected to support non-observable components of professional practice should be collected in a comprehensive teacher portfolio. Assembling artifacts for the portfolio is the responsibility of the teacher, but evidence collection should be focused and based upon a common understanding of appropriate evidence sources. To start the year, a teacher's portfolio should include items that help the teacher and evaluator establish goals and trajectory for the year. A teacher should add artifacts to his or her portfolio throughout the evaluation period to ensure a smoother summative process at the end of the evaluation period.

Teachscape Reflect allows artifacts to be uploaded and housed within the online management system, but some teachers or evaluators may be more comfortable with assembling traditional, paper-based portfolios.

Determining the Overall Professional Practices Rating

After using standards-based rubrics to determine teacher performance for each component evaluated, the evaluator must determine an overall Professional Practice Rating of Unsatisfactory, Basic, Proficient, or Distinguished. The Beresford School District will use a three-step process to score, calculate, and determine a teacher's summative performance relative to the South Dakota Framework for Teaching. Each of the three steps is described below.

Step 1: Score Component-Level Performance

Point values are assigned to 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 component-level score 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. Using the recommended method, 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. Figure 4 presents recommended scoring ranges aligned to the four performance categories.

Figure 4: Overall Professional Practice Rating Scoring Ranges

Score Range	1.0 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.0
Rating	Unsatisfactory	Basic	Proficient	Distinguished

Please refer to **Appendix B** for an example of how to determine the Professional Practice Rating.

Professional Practice Rating Descriptions

The summative Professional Practice Rating reflects a teacher's demonstrated level of experience and expertise across all components evaluated. 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 standards 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 South Dakota Framework for Teaching. 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 have mastered the work of teaching while working to 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 generally considered difficult to attain consistently.

Evaluating Student Growth

Efforts to improve instructional practice are driven by the common goal of improving student learning. Many teachers regularly use assessment data to drive instructional decisions, modify practice, intervene when students struggle and differentiate instruction. However, using assessment data as one component of the evaluation process is a new practice for many teachers.

A teacher's final effectiveness rating must be based in part upon evidence of student growth. ***Student growth*** is defined as a positive change in student achievement between two or more points in time. Using a measure of student growth – as opposed to using student achievement results from a single test delivered at a single point in time – is more reflective of the impact an individual teacher has on student learning.

State Requirements for Measuring Student Growth

According to the requirements stipulated in the ESEA Flexibility Waiver, quantitative measures of student growth must be one "significant factor" in determining teacher effectiveness. For grade levels and subjects in which it is available, the statewide summative assessment must be used as one measure of student growth, but districts are encouraged to use multiple assessments to measure student growth. For grades and subjects in which no statewide assessment is available, districts must determine student growth using assessments matched to the teacher's instructional assignment.

Recommended Growth Measure: Student Learning Objectives

Beresford School District teachers will engage in a collaborative goal-setting process and the establishment of Student Learning Objectives, or SLOs, to serve as the foundation for evaluating a teacher's impact on student growth. The teacher's final student growth rating is determined by the degree to which his or her goal(s) is/are attained.

Student Learning Objectives: Definition and Purpose

A ***Student Learning Objective*** is a teacher-driven goal or set of goals that establish expectations for student academic growth over a period of time. The specific, measurable goals must be based on baseline data and represent the most important learning that needs to occur during the instructional period. SLOs are aligned to applicable Common Core, state or national standards, and typically also reflect school or district priorities.

Using SLOs to Measure Student Growth

Developing SLOs promotes reflective teaching practice by embedding best practices into a formal, common, collaborative and transparent process. Educators, or teams of educators, review standards, identify core concepts and student needs, analyze baseline data to establish

learning objectives, monitor student progress and, at the end of the process, examine and reflect on outcomes. Evaluators support the work by guiding and approving SLOs, providing structured feedback, and scoring the final results.

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 evaluation 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 the extent to which the SLOs have been attained.

The Beresford School District will utilize the following scoring method that classifies a teacher's impact on student growth into three performance categories: Low, Expected or High. Each category is described in Figure 5.

Figure 5: Student Growth Performance Categories

PERFORMANCE CATEGORY	DESCRIPTION
Low	The teacher's SLO(s) was/were less than 65 percent attained.
Expected	The teacher's SLO(s) was/were 65 to 85 percent attained.
High	The teacher's SLO(s) was/were 86 to 100 percent attained.

Teacher Effectiveness Ratings

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

Teacher Effectiveness Rating Requirements

Measures of professional practice and student growth must be combined to form a summative teacher effectiveness rating aligned to the three established performance categories. Student growth must be one significant factor in determining the final teacher effectiveness rating.

Method to Determine Teacher Effectiveness Ratings

To combine the Professional Practice Rating and Student Growth Rating to form the teacher effectiveness rating, the Beresford School District will make use of a summative rating matrix (Figure 6) that differentiates teacher effectiveness into one of the three required performance categories.

Figure 6: Summative Teacher Effectiveness Rating Matrix and Performance Categories

STUDENT GROWTH RAITNG	PROFESSIONAL PRACTICE RATING			
	UNSATISFACTORY 1.00 – 1.49	BASIC 1.50 – 2.49	PROFICIENT 2.50 – 3.49	DISTINGUISHED 3.50 – 4.00
HIGH .86 – 1.00	!			
EXPECTED .65 - .85	!			
LOW less than .65	!	!		

SUMMATIVE EFFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
!	BELOW EXPECTATIONS (Requires Plan of Assistance)

Using a Matrix Model to Determine Teacher Effectiveness Ratings

The summative matrix model does not rely on uniform, prescriptive formulas to calculate a teacher's summative effectiveness rating. By default, evaluations of professional practice account for two-thirds of the final rating, and the final one-third of the rating is influenced by evaluations of student growth. However, the matrix design also provides opportunity for professional judgment to be used in cases where the professional practice and student growth ratings appear to conflict.

Possible professional practice and student growth ratings are represented in the columns and rows of the matrix. The final rating, determined by the intersection of the two individual ratings, translates into one of three required performance categories.

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.

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 Student Learning Objectives that will serve as the basis for evaluation 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 5 minutes in length, and results in feedback to the teacher.

Observer
A qualified person who conducts a classroom observation to provide feedback or support.

Post-observation Conference
A 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.

Pre-observation Conference
A 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.

Professional Practice Rating
A rating of either 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.

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.

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

Student Growth Rating
A rating of either Low, Expected, or High that reflects the degree to which goals for student growth, as documented in a Student Learning Objective, are attained.

Student Learning Objective (SLO)
A teacher-driven goal or set of goals that establish expectations for student academic 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 teacher's 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 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.

Appendix

Appendix A: Examples of Artifacts Aligned to Domains of Professional Practice

ARTIFACT	DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
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 Lesson 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	

Appendix B: Determining the Professional Practice Rating

Appendix B presents an example of how the Professional Practice rating is calculated for an evaluation based on 8 components. The recommended method can be applied to evaluations based on any number of components.

		COMPONENT LEVEL PERFORMANCE				
		Unsatisfactory	Basic	Proficient	Distinguished	Points
		(1 point)	(2 points)	(3 points)	(4 points)	
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**

Appendix C: State Laws Related to Teacher Effectiveness

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 a 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 of 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.

Appendix D: Administrative Rules Related to Teacher Effectiveness

24:08:06:01. 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 twenty-two components, clustered into domains one through four, inclusive, in The Framework for Teaching Evaluation Instrument (2011 edition) by Charlotte Danielson.

Source: 38 SDR 58, effective October 17, 2011; 39 SDR 32, effective September 3, 20112.
General Authority: SDCL 1-3-69(7), 13-42-33, 13-42-34.
Law Implemented: SDCL 13-3-69(7) 13-42-33, 13-42-34.
Reference: Charlotte Danielson, The Framework for Teaching Evaluation Instrument, published by the Danielson Group, 2011 edition.

24:55:01:04. Public school accountability system defined.
For purposes of this article, the term, accountability system, means a system established by the state to ensure that all public schools make yearly progress in continuously and substantially improving the performance of their students and make yearly progress in increasing the quality of instruction and leadership. The accountability system shall:

(1) Be implemented and administered for all public schools through department policies and procedures consistent with SDCL 13-3-62 to 13-3-69, inclusive, and the requirements of this article;
(2) Be based upon the content standards in reading and mathematics approved by the state board of education;
(3) Include measurements of student achievement in reading and mathematics based on the state academic assessment;
(4) Include four levels of student achievement for reading and mathematics: advanced, proficient, basic, and below basic, as referenced in SDCL 13-3-66, that are based on mastery of the content standards as measured by academic achievement tests, with cut scores for each level established by the department;
(5) Include multiple indicators of public school performance;
(6) Include a process for evaluating and supporting teachers and principals that is designed to improve their effectiveness in maximizing student learning, with the process being based on professional performance standards and multiple measures, and that informs professional growth and development of teachers and principals.
(7) Include a six-year cycle that is coordinated with the school accreditation requirements of article 24:43;
(8) Include annual measurements and public reporting based on the data collected pursuant to SDCL 13-3-51;

(9) Include a system of classification, sanctions, rewards, and recognition.

Source: 39 SDR 51, effective October 3, 2012.
General Authority: SDCL 13-3-69.
Law Implemented: SDCL 13-3-62, 13-3-69.

Appendix E: The South Dakota Framework for Teaching

The South Dakota Framework for Teaching provides a comprehensive definition of effective teaching practice. An overview of the entire framework, including all four domains, 22 components, and 76 elements, is provided below. The South Dakota Framework for Teaching is aligned to the Charlotte Danielson Framework for Teaching. For more information and resources related to the framework, visit www.danielsongroup.org.

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content and 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

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 Non-Instructional Duties

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

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

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
- 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 Content
- Service to Students
- Advocacy
- Decision Making
- Compliance with School and District Regulations