

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

<b>COMPARISON OF STATE TEACHER EFFECTIVENESS REQUIREMENTS TO MODEL</b>		
<b>TEACHER EFFECTIVENESS</b>	<b>MINIMUM REQUIREMENTS</b>	<b>MODEL RECOMMENDATIONS</b>
<b>Professional Practice Standards</b>	<ul style="list-style-type: none"> <li>* <i>South Dakota Framework for Teaching</i> (Charlotte Danielson Framework for Teaching)</li> <li>* Must use a minimum of one component from each of the four domains</li> <li>* School districts wanting to use other teaching performance standards have the flexibility to crosswalk their standards to the <i>South Dakota Framework for Teaching</i> using forms provided by the SD DOE.</li> </ul>	<ul style="list-style-type: none"> <li>* <i>South Dakota Framework for Teaching</i> (Charlotte Danielson Framework for Teaching)</li> <li>* 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.</li> <li>Integrated Eight Components                             <ul style="list-style-type: none"> <li>* 1c: Setting Instructional Outcomes</li> <li>* 1e: Designing Coherent Instruction</li> <li>* 1f: Designing Student Assessments</li> <li>* 2b: Establishing a Culture for Learning</li> <li>* 3b: Using Questioning and Discussion Techniques</li> <li>* 3c: Engaging Students in Learning</li> <li>* 3d: Using Assessment in Instruction</li> <li>* 4a: Reflecting on Teaching</li> </ul> </li> </ul>
<b>Professional Practice Rating</b>	<ul style="list-style-type: none"> <li>* Assign a rating to a teacher using at least one component from each of the four domains of the <i>South Dakota Framework for Teaching</i></li> </ul>	<ul style="list-style-type: none"> <li>* Use standards-based rubrics to evaluate performance</li> <li>* Identify procedures to assess teacher performance relative to non-observable and observable teaching standards</li> <li>* Assign point values to component-level performance to determine domain level performance</li> <li>* Calculate an average score for all components evaluated</li> <li>* Determine a method to assign a Professional Practice Rating (<i>Unsatisfactory, Basic, Proficient, Distinguished</i>)</li> </ul>

TEACHER EFFECTIVENESS	MINIMUM REQUIREMENTS	MODEL RECOMMENDATIONS
<p><b>Evaluation of Student Growth</b></p>	<p>* Student Growth is a change in student achievement between two or more points in time</p> <p>SLOs are the chosen process for measuring student growth</p> <p>* SLOs target goals of student growth which:</p> <ol style="list-style-type: none"> <li>1) reflect a rigorous yet realistic expectation of student growth that can be achieved during the instructional period</li> <li>2) written by a teacher and approved by an evaluator</li> <li>3) include district, school, or teacher developed assessments.</li> </ol> <p>* Assign a Student Growth Rating based on attainment of SLOs</p> <p>*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</p>	<p>* Student Growth is a change in student achievement between two or more points in time</p> <p>SLOs are the chosen process for measuring student growth</p> <p>* SLOs target goals of student growth which:</p> <ol style="list-style-type: none"> <li>1) reflect a rigorous yet realistic expectation of student growth that can be achieved during the instructional period</li> <li>2) are written by a teacher and approved by an evaluator</li> <li>3) include district, school, or teacher developed assessments. Teachers assigned to tested grades and subjects should use data from state assessments as part of the SLO Process.</li> </ol> <p>* Teachers assigned to tested grades and subjects should use data from state assessments as part of the SLO process to prioritize the learning content and analyze data to develop the baseline</p> <p>* Utilize the SLO Process Guide to:</p> <ol style="list-style-type: none"> <li>1) develop the SLO</li> <li>2) obtain SLO approval from the evaluator</li> <li>3) monitor the SLO</li> <li>4) determine Student Growth Rating</li> </ol> <p>* Assign a Student Growth Rating based on attainment of SLOs. The performance categories are:</p> <ul style="list-style-type: none"> <li>- low (&lt;65% attained)</li> <li>- expected (65-85% attained) and</li> <li>- high (86-100% attained)</li> </ul> <p>* One SLO per teacher for the purpose of evaluation</p>
<p><b>Summative Teacher Effectiveness Rating</b></p>	<p>The Professional Practice Rating and the Student Growth Rating <b>may</b> be combined into a Summative Effectiveness Rating.</p> <p>The ratings include:</p> <ul style="list-style-type: none"> <li>* <i>Below Expectations</i></li> <li>* <i>Meets Expectations</i></li> <li>* <i>Exceeds Expectations</i></li> </ul>	<p>Use the Summative Rating Matrix to combine the Professional Practice Rating and Student Growth Rating into one Summative Teacher Effectiveness Rating.</p> <p>The ratings include:</p> <ul style="list-style-type: none"> <li>* <i>Below Expectations</i></li> <li>* <i>Meets Expectations</i></li> <li>* <i>Exceeds Expectations</i></li> </ul>

TEACHER EFFECTIVENESS	MINIMUM REQUIREMENTS	MODEL RECOMMENDATIONS
<b>Evaluation Requirements</b>	<ul style="list-style-type: none"> <li>* Assigns a Professional Practice Rating</li> <li>* Assigns a Student Growth Rating</li> <li>* Will be used to guide professional growth</li> <li>* Provides clear, timely, and useful feedback which identifies needs and guides professional development</li> </ul> <p>The Professional Practice Rating and the Student Growth Rating <b>may</b> be combined into a Summative Effectiveness Rating.</p>	<ul style="list-style-type: none"> <li>* Assigns a Professional Practice Rating</li> <li>* Assigns a Student Growth Rating</li> <li>* Combines the Professional Practice Rating and Student Growth Rating into one Summative Teacher Effectiveness Rating</li> <li>* Will be used to guide professional growth</li> <li>* Provides clear, timely, and useful feedback which identifies needs and guides professional development</li> </ul>
<b>Evaluation Timeline</b>	<p><b>First three years of employment</b></p> <ul style="list-style-type: none"> <li>* Once per school year</li> </ul> <p><b>Four or more years of employment</b></p> <ul style="list-style-type: none"> <li>* At least once every two school years</li> </ul>	<p><b>First three years of employment</b></p> <ul style="list-style-type: none"> <li>* Two formal observations per school year</li> <li>* Four informal observations per school year</li> </ul> <p><b>Four or more years of employment</b></p> <ul style="list-style-type: none"> <li>* One formal observation per school year</li> <li>* Four informal observations per school year</li> </ul>
<b>Plan of Assistance</b>	<p>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.</p>	<p>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.</p> <p>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.</p>
<b>Employment Decisions</b>	<p>Must be used to inform employment decisions</p>	<p>Must be used to inform employment decisions</p>