

# 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.
  
- **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 31<sup>st</sup> prior to the school year they will be in effect. They should be sent to:**

**Hope Paulson  
South Dakota Department of Education**

## **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
<b>Domain 1 Planning and Preparation</b>			
<b>1a Demonstrating Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"> <li>* Knowledge of content and the structure of the discipline</li> <li>* Knowledge of prerequisite relationships</li> <li>* Knowledge of content-related pedagogy</li> </ul>			
<b>1b Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"> <li>* Knowledge of child and adolescent development</li> <li>* Knowledge of the learning process</li> <li>* Knowledge of students' skills, knowledge, and language proficiency</li> <li>* Knowledge of students' interests and cultural heritage</li> <li>* Knowledge of students' special needs</li> </ul>			
<b>1c Setting Instructional Outcomes</b> <ul style="list-style-type: none"> <li>* Value, sequence, and alignment</li> <li>* Clarity</li> <li>* Balance</li> <li>* Suitability for diverse students</li> </ul>			
<b>1d Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"> <li>* Resources for classroom use</li> <li>* Resources to extend content knowledge and pedagogy</li> <li>* Resources for students</li> </ul>			
<b>1e Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>* Learning activities</li> <li>* Instructional materials and resources</li> <li>* Instructional groups</li> <li>* Lesson and unit structure</li> </ul>			
<b>1f Designing Student Assessments</b> <ul style="list-style-type: none"> <li>* Congruence with instructional outcomes</li> <li>* Criteria and standards</li> <li>* Design of formative assessments</li> <li>* Use for planning</li> </ul>			

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

<b>South Dakota Framework for Teaching</b>	<b>Rubric Text or Descriptors Aligned to Components</b>	<b>Identify Gaps</b>	<b>Address Gaps</b>
<b>Domain 3 Instruction</b>			
<b>3a Communicating with Students</b> <ul style="list-style-type: none"> <li>* Expectations for learning</li> <li>* Directions for activities</li> <li>* Explanations of content</li> <li>* Use of oral and written language</li> </ul>			
<b>3b Using Questioning and Discussion Techniques</b> <ul style="list-style-type: none"> <li>* Quality of questions/prompts</li> <li>* Discussion techniques</li> <li>* Student participation</li> </ul>			
<b>3c Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>* Activities and assignments</li> <li>* Grouping of students</li> <li>* Instructional materials and resources</li> <li>* Structure and pacing</li> </ul>			
<b>3d Using Assessment in Instruction</b> <ul style="list-style-type: none"> <li>* Assessment criteria</li> <li>* Monitoring of student learning</li> <li>* Feedback to students</li> <li>* Student self-assessment and monitoring of progress</li> </ul>			
<b>3e Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>* Lesson adjustment</li> <li>* Response to students</li> <li>* Persistence</li> </ul>			



South Dakota Framework for Teaching	Rubric Text or Descriptors Aligned to Components	Identify Gaps	Address Gaps
<b>Domain 4 Professional Responsibilities</b>			
<b>4a Reflecting on Teaching</b> <ul style="list-style-type: none"> <li>* Accuracy</li> <li>* Use in future teaching</li> </ul>			
<b>4b Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>* Student completion of assignments</li> <li>* Student progress in learning</li> <li>* Noninstructional records</li> </ul>			
<b>4c Communicating with Families</b> <ul style="list-style-type: none"> <li>* Information about the instructional program</li> <li>* Information about individual students</li> <li>* Engagement of families in the instructional program</li> </ul>			
<b>4d Participating in a Professional Community</b> <ul style="list-style-type: none"> <li>* Relationships with colleagues</li> <li>* Involvement in a culture of professional inquiry</li> <li>* Service to the school</li> <li>* Participation in school and district projects</li> </ul>			
<b>4e Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>* Enhancement of content knowledge and pedagogical skill</li> <li>* Receptivity to feedback from colleagues</li> <li>* Service to the profession</li> </ul>			
<b>4f Showing Professionalism</b> <ul style="list-style-type: none"> <li>* Integrity and ethical conduct</li> <li>* Service to students</li> <li>* Advocacy</li> <li>* Decision making</li> <li>* Compliance with school and district regulations</li> </ul>			

## **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.**