Teacher Evaluation

Accreditation Requirements

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

SDCL 13:42:334 Teacher Evaluation Timelines

- 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.**

South Dakota Framework for Effective Teaching

► 4 Domains

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

Teacher Effectiveness

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

The rest of this document is found on the Teacher Effectiveness site under Additional Resources then Teacher Effectiveness Resources:

Minimum Requirements vs. Model Recommendations

Online Reporting Tool

Districts will be asked to upload the following to the Online Accreditation Reporting Tool:

- **A completed Teacher Evaluation Pre-Accreditation Narrative**
  1. Is your district using the South Dakota Framework for Teaching to evaluate your teachers?
  2. Which SD Framework for Teaching components did your district choose?
  3. How does your district assess the non-observable components (Domains 1 and 4)?
  4. How does your district assess the observable components (Domains 2 and 3)?
  5. How does your district determine a teacher's Professional Practice Rating?
  6. Does every evaluated teacher write an SLO that reflects student growth as well as the teacher's contribution to student learning?
  7. How do teachers determine the priority learning content for their SLOs? What data are teachers reviewing to determine the priority learning content for their SLOs?
  8. Which assessments are the teachers using to measure their SLOs?
  9. How is your district making sure that SLOs are rigorous, yet realistic?
  10. How does your district determine a teacher's Student Growth Rating?
  11. How does your district use the evaluation process to provide teachers with clear, timely, and useful performance feedback?
  12. How does your district use the evaluation process to guide professional growth for teachers?
  13. Does your district provide a plan of assistance to non-probationary teachers who do not meet the district's minimum performance standards? If yes, describe the process.
  14. How often are probationary teachers evaluated?
  15. How often are non-probationary teachers evaluated?

# Additional Required Uploads from District

Teacher Effectiveness:
State-Recommended Model

South Dakota's Commission on Teaching and Learning has developed a model system for teacher evaluation that includes a focus on **professional practices** and a focus on **student growth** as measured by student learning objectives, or SLOs. The resources at the bottom provide an overview of that recommended system.
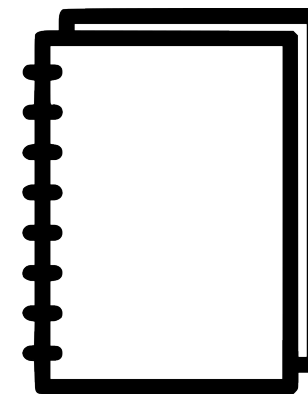
+ Requirements

+ Frontline Education

– Additional Resources

https://doe.sd.gov/Effectiveness/Teacher.aspx
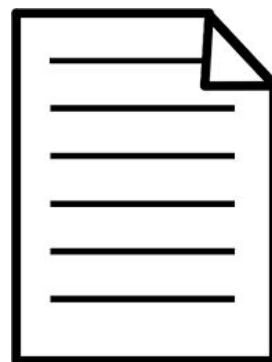
SLO

- A completed, **<u>anonymous</u>** SLO – and any other SLO documentation you may have from the previous school year
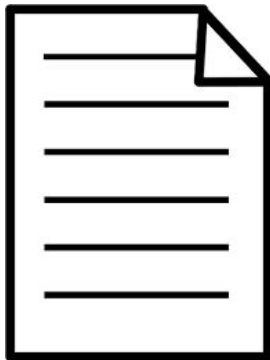
Evaluation Policy

- District's Evaluation Policy from negotiated agreement and/or handbook which includes how often the district evaluates teachers

As part of the review, administration and teacher interviews may be scheduled between the pre-review evidence upload date and the review date.

Additional Required Uploads from District (continued)

Teacher Evaluation

- A completed, **anonymous** Teacher Evaluation from the previous school year

SLO Calculating Spreadsheet

	A	B	C	D	E	F	G
1	Teacher's Name and Class Name						
2	2022-23 School Year						
3							
4	Priority Content:	Any					
5	Assessment:	Teacher created Pre/Post Test(100 points possible)					

- Aggregate Student Growth (SLO) Ratings (how many students had low growth, expected growth, and high growth) from the previous school year ***found in the listing of SLO Resources**

Professional Practice Rating Form

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.

- Aggregate Professional Practice Ratings (how many teachers were unsatisfactory, basic, proficient, and distinguished) from the previous school year ***found in the listing of Professional Practices Resources**

Frontline Employee Evaluation Management

► Supports the evaluation process by

- defining evaluation roles
- encouraging dialogue
- housing evaluation rubrics and forms
- providing an electronic platform to gather and store evidence

► Frontline is configured to match the state recommended Teacher Effectiveness Model and the recommended Evaluation and Professional Growth Process. **All South Dakota public school districts have the option to receive state-paid licenses to use Frontline.**

► Access to Frontline Education must be initiated at the local district level. To gain access, email the Frontline Eduation support team at **pgsupport@frontlineed.com**

► **Maria Flores**, Senior Client Success Manager, of Frontline provides amazing support to all SD public schools. She is willing to help you in a timely manner with any problem or question you have concerning the Frontline tool.

Contact Information

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