

South Dakota Framework for Teaching (SD FfT) Implementation System

Guidelines for ALL Districts

These guidelines are intended to serve as strong recommendations to districts as they implement and integrate the SD FfT. The guidelines are a road map to successful understanding and integration. Integrating a system is not easy work. It is not simply creating a new tool. It is about how districts do business on a daily basis that allows for accountability while improving teaching and ultimately affecting student achievement. In order to be certain that the SD FfT is implemented with fidelity, we invite you to pay close attention to the guidelines.

Phase 1: Growing Knowledge. Develop a working knowledge of the Framework for Teaching as a system for improving teaching practice.

- The district conducts a thorough study of the book: Enhancing Professional Practice: A Framework for Teaching, 2nd Edition by Charlotte Danielson. It is recommended that each person in the district has access to a copy.
- Establish a Representative Committee (Team). The Team are those leading the process -- presumably from the central office of the district and the teacher's association. The Team's job will be to make recommendations to the rest of the professional staff regarding all the elements of the system. Typically, the Team will include teachers from each school (and representing different groups within each school, such as primary and intermediate, or different departments in a high school), site administrators, central office administrators (such as curriculum supervisors), and representatives of other groups (such as librarians, school nurses, etc.)
- The Team conducts a thorough study of the book: The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School by Charlotte Danielson.
 - Online book studies are available through TIE and EDEC. You may register for the book studies at www.tie.net and www.edec.org.
- The district staff or Team attends *Introduction to the Framework for Teaching* training.
 - The following websites will have a schedule of available trainings throughout the life of the project. www.tie.net and www.edec.org.
- When available, participate in informational seminars (eg., Area Superintendent and Area Principal Meetings, webinars, System Change Conference, TIE Conference)

Growing Knowledge Opportunities

| Activity | Fall 2011 | Spring 2012 | Summer 2012 |
|---|--------------------|--------------------|--------------------|
| Online book studies (1 graduate credit) | Session 1 (ALL) | Session 2 (ALL) | Session 3 (ALL) |
| Online book studies specific to administrator needs (1 graduate credit) | Session 1 (ALL) | Session 2 (ALL) | Session 3 (ALL) |
| Face to face/online course: Introduction to Framework for Teaching (3 graduate credits) | Session 1 (ALL) | Session 1 (ALL) | Session 2 (ALL) |
| Informational seminars for administrators and teacher leaders, ex: Area Supt./Prin. Meetings, webinars, Systems Change Conference, TIE Conference | Session 1 (ALL) | Session 2 (ALL) | Session 3 (ALL) |
| Districts may request any of the above for their staff only. | | | |

Phase 2: Growing Skill. Design an evaluation system specific to the needs of the district that aligns with the Framework for Teaching as a system for improving teaching practice.

- The Team conducts a cross-walk of the Framework for Teaching and the district's existing standards for teaching performance, to ensure that district standards are in line with new state requirements for: 1) minimum professional performance standards for teachers (the Danielson Framework) and 2) annual evaluations for teachers in years 1-3 and every other year for teachers in years 4 and beyond (SDCL 13-42-33 and SDCL 13-42-34).
 - See Crosswalk Process and Guiding Questions. (COMING SOON)
- The Team creates a draft evaluation system and presents to district staff.
 - See Important Eight Components
 - See Evaluation Schedules
- The following variables should be embedded in the new teacher evaluation system:
 1. Centering instruction on high expectations for student achievement
 2. Demonstrating effective teaching practices
 3. Recognizing individual student learning needs and developing strategies to address those needs
 4. Providing clear and intentional focus on subject matter content and curriculum
 5. Fostering and managing a safe, positive learning environment
 6. Using multiple student data elements to modify instruction and improve student learning
 7. Communicating and collaborating with parents and school community
 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

- It is **highly recommended** that evaluators learn how to collect evidence against the FFT so that they do reliable and valid observations.
- Attend two-day training sponsored by Department of Education, TIE and EDEC (dates to be announced or contact TIE or EDEC)
- By late fall, an online course and certification may be available.
- Gain approval by local Board of Education if necessary under district policy
- Begin implementation
- Districts may replicate the PILOT Program using the Train the Trainer Track or Consultant Track. Districts may contract with TIE or EDEC for consultant services as they implement the FFT system.
 - See Pilot Program

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