

# TEACHER EFFECTIVENESS: DISTRICT SELF-ASSESSMENT TOOL

The Teacher Effectiveness District Self-Assessment Tool identifies steps a district may take to plan and build district capacity to implement high quality teacher effectiveness systems.

PLAN PHASE GOALS:	Have Not Started	In Progress	Completed
<ul style="list-style-type: none"> <li>✓ District leaders and teachers understand new teacher effectiveness state requirements and engage in a collaborative process to identify and address gaps.</li> <li>✓ School district staff impacted by the new teacher effectiveness system receive training and coaching.</li> </ul>			
STEPS FOR PLAN PHASE			
1. The district has formed a district-level steering committee, including district leaders and teachers, to guide decision-making and implementation planning.			
2. The district has completed the Teacher Effectiveness State Requirements Checklist and determined which teacher effectiveness system components must be addressed.			
3. The district has completed the Teacher Effectiveness Gap Analysis and Planning Tool, determined necessary implementation steps, and identified dates for professional development or coaching.			
4. The school district has shared the district's implementation plan with district staff.			
5. Teachers have completed training on the district's selected teacher performance standards and understand how the standards will be used for evaluation purposes.			
6. Evaluators have completed training on conducting fair, accurate classroom observations and teacher performance evaluations.			
7. Teachers and administrators have completed training on Student Learning Objectives (SLOs) and how SLOs they are used to evaluate a teacher's impact on student growth.			
8. The school district has determined the number of teachers that will participate in a pilot of the district's new evaluation system during the 2014-15 school year.			
9. If the school district has a negotiated evaluation instrument or process, the district has identified changes to be negotiated or incorporated into a short-term memorandum of understanding.			
10. The school district has examined current school board policy and identified changes to district policy that must be made prior to implementation.			
RESOURCES FOR PLAN PHASE			
a. South Dakota Educator Effectiveness Implementation Timeline: <a href="http://doe.sd.gov/secretary/documents/Timeline1.pdf">http://doe.sd.gov/secretary/documents/Timeline1.pdf</a>			
b. Coaching Document: Teacher Effectiveness State Requirements Checklist			
c. Coaching Document: Teacher Effectiveness Gap Analysis and Planning Guide			
d. Coaching Document: State-Supported Professional Development Opportunities			
e. South Dakota Teacher Effectiveness Handbook: <a href="http://doe.sd.gov/secretary/TE.aspx">http://doe.sd.gov/secretary/TE.aspx</a>			
f. South Dakota Student Learning Objectives Guidebook: <a href="http://doe.sd.gov/secretary/TE.aspx">http://doe.sd.gov/secretary/TE.aspx</a>			
g. South Dakota Teacher Effectiveness Awareness Webinar Series: <a href="http://doe.sd.gov/secretary/TE.aspx">http://doe.sd.gov/secretary/TE.aspx</a>			
h. South Dakota Teachscape Promotional Website: <a href="http://www.teachscape.com/states/south-dakota.html">http://www.teachscape.com/states/south-dakota.html</a>			
i. South Dakota Teachscape Set-Up Website: <a href="http://marketing.teachscape.com/SDCustomerSetup.html">http://marketing.teachscape.com/SDCustomerSetup.html</a>			

<b>IMPLEMENTATION PHASE GOALS:</b>  <ul style="list-style-type: none"> <li>✓ The school district has aligned the local teacher effectiveness system to address state minimum teacher evaluation requirements.</li> <li>✓ The district is providing ongoing training and support to district staff and monitoring the progress of the district's revised teacher effectiveness system.</li> </ul>	Have Not Started	In Progress	Completed
<b>STEPS FOR IMPLEMENTATION PHASE</b>			
1. Using the Teacher Effectiveness Gap Analysis and Planning Tool, the district has identified a local evaluation system that addresses all minimum state teacher evaluation requirements.			
2. The district has adopted policy and approved evaluation procedures that reflect the district's revised teacher evaluation system.			
3. If the district has a negotiated evaluation process, the negotiated agreement reflects the district's revised teacher evaluation system.			
4. The district has developed procedures to make all teachers aware of the district's revised teacher evaluation system.			
5. District staff are provided ongoing training and support on the district's revised teacher evaluation system.			
6. The district is prepared to report aggregated effectiveness ratings to the South Dakota Department of Education (2015-16).			
7. The school district has determined how the district's new teacher evaluation system will be used to inform personnel decisions (2016-17).			