

TEACHER EFFECTIVENESS: STATE REQUIREMENTS CHECKLIST

The Teacher Effectiveness State Requirements Checklist identifies components of evaluation systems that conform to state and federal requirements. Use the checklist to determine which requirements must still be addressed in your local school district.

Does your current evaluation system address the following teacher effectiveness system components?

	Yes	No
1. EVALUATIONS OF PROFESSIONAL PRACTICE (SOUTH DAKOTA FRAMEWORK FOR TEACHING)		
A. The district has selected professional teaching standards aligned to the South Dakota Framework for Teaching (Danielson Model).		
B. The district has identified the number of teaching standards that will serve as the basis of professional practice evaluations.		
C. The district has identified procedures to assess teacher performance relative to non-observable teaching standards.		
D. The district has identified procedures to assess teacher performance relative to observable performance standards.		
E. The district has determined a method to assign a professional practice rating.		
2. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)		
A. The district has adopted Student Learning Objectives as one measure of teacher performance, or has adopted an alternate measure to assess teacher impact on student growth.		
B. The district has identified procedures to guide teachers through analyzing student needs and establishing priorities for student learning.		
C. The district has identified procedures to guide teachers through the selection or development of assessments to measure student learning between two or more points in time.		
D. The district has identified procedures by which teachers develop and document rigorous, realistic student growth goals.		
E. The school district has determined a method to assign a student growth rating.		
3. SUMMATIVE TEACHER EFFECTIVENESS RATINGS		
A. The district has determined a method to combine a professional practice rating and student growth rating into a summative teacher effectiveness rating.		
4. RESULTS AND OUTCOMES		
A. The school district has identified an evaluation process that provides teachers with clear, timely and useful performance feedback.		
B. The school district has identified procedures to use performance evaluation results as a basis to guide professional growth for all teachers.		
C. The school district has identified procedures to provide a plan of assistance to non-probationary teachers that do not meet the school district's minimum performance standards.		
5. EVALUATION CYCLE		
A. The school district has established an evaluation cycle in which probationary teachers receive a summative evaluation at least once per year and non-probationary teachers receive a summative evaluation at least once every two years.		