South Dakota
Teacher Effectiveness Handbook

Teacher Effectiveness Pilot Project

Information and recommendations contained in this document were developed to support the 2013-14 Teacher Effectiveness Pilot Project.

This version was created August 26, 2013.

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Table of Contents

Introduction **1**
The Timeline of Teacher Evaluation Reform in South Dakota .....
2010: Evaluations and Teaching Standards Required .....
2011: South Dakota Framework for Teaching Adopted .....
2012: Student Growth and Differentiated Effectiveness Categories Required .....
Developing Recommended Teacher Effectiveness Procedures .....
2013-14: The Teacher Effectiveness Pilot Project .....
Statewide Implementation .....
Requirements versus Recommendations .....

Evaluation System Requirements **4**
Objectives of Teacher Evaluation .....
State and Federal Requirements .....
Consistent Evaluation Cycle .....
Multiple Measures of Teacher Effectiveness, Including Student Growth .....
Summative Teacher Effectiveness Ratings and Performance Categories .....
Professional Growth Plans and Plans of Assistance .....

Overview: Teacher Effectiveness Model **6**
Training to Support the Teacher Effectiveness Model .....
Required: Training to Support Evaluations of Professional Practice .....
Required: Training to Support Evaluations of Student Growth .....
Recommended: Peer Observation Programs .....

Evaluating Professional Practice **9**
The South Dakota Framework for Teaching .....
State Requirements for Evaluating Professional Practice .....
Teachscape: Training and Support for Evaluations of Professional Practice .....
Recommended Minimum Measures of Professional Practice .....
Recommended Method to Determine the Professional Practice Rating .....
Using Standards-based Rubrics to Evaluate Performance .....
Evaluating Practice using Evidence Provided by Classroom Observation .....
Evaluating Practice using Evidence Provided by Artifacts .....
Determining the Overall Professional Practices Rating .....
Professional Practice Rating Descriptions .....

Evaluating Student Growth **17**
State Requirements for Measuring Student Growth .....
Recommended Growth Measure: Student Learning Targets .....
Guidance and Training for Using SLTs to Evaluate Student Growth .....
Student Learning Targets: Definition and Purpose .....
Using SLTs to Measure Student Growth: A Four-Step Process .....
Step 1: Developing Student Learning Targets .....
Step 2: SLT Approval by the Evaluator .....
Step 3: Ongoing Communication During the Instructional Period .....
Step 4: Preparing for the Summative Conference .....
Recommended Method to Determine the Student Growth Rating .....

Teacher Effectiveness Ratings **22**
Teacher Effectiveness Rating Requirements .....
Recommended Method to Determine Teacher Effectiveness Ratings .....
Using a Matrix Model to Determine Teacher Effectiveness Ratings .....
Prioritizing Evaluations of Professional Practice .....
Student Growth as One Significant Factor .....
Exercising Professional Judgment to Adjust Teacher Effectiveness Ratings .....
Embedded Review of the Overall Evaluation System .....

Annual Evaluation Cycle **25**
Recommended Evaluation Cycle .....
Phase 1: Preparing .....
Phase 2: Planning .....
Phase 3: Performing .....
Phase 4: Progressing .....

Glossary of Terms **28**

Appendix .....
Appendix A: State Laws Related to Teacher Effectiveness **30**
Appendix B: Administrative Rules Related to Teacher Effectiveness **32**
Appendix C: The South Dakota Framework for Teaching **33**
Appendix D: Guidance on Minimum Measures of Professional Practice **36**
Appendix E: Teacher Standards Workgroup and Pilot Districts **38**
Appendix F: Teacher Evaluation Work Group **40**

Introduction

This Teacher Effectiveness Handbook provides guidance and recommendations to assist school districts with the implementation of evaluation systems that determine and differentiate teacher effectiveness. The important work of providing teachers with meaningful performance feedback and the professional support necessary to continually improve instruction will be an ongoing effort. Practices and procedures outlined in this reference represent a progression in South Dakota's efforts to ensure that every student benefits from access to highly effective teachers.

The Timeline of Teacher Evaluation Reform in South Dakota

South Dakota, like many states around the country, is advancing toward establishing teacher evaluation and support systems that provide teachers with meaningful feedback focused on improving instructional practice. The most significant benchmarks in the ongoing process are outlined briefly in the following sections.

2010: Evaluations and Teaching Standards Required

In 2010, the South Dakota Legislature passed Senate Bill 24, legislation that provided a foundation for South Dakota to engage in the important work of improving teacher effectiveness. The bill, now codified as SDCL 13-42-34, required school districts to adopt professional teaching standards and conduct regular teacher evaluations. The same legislation charged the South Dakota Department of Education with the development of a model evaluation tool.

2011: South Dakota Framework for Teaching Adopted

Following passage of SB 24, a workgroup comprised of education stakeholders recommended the adoption of the Charlotte Danielson Framework for Teaching to serve as performance standards for South Dakota teachers. With the adoption of ARSD 24:08:06, the South Dakota Board of Education provided educators with a collection of succinct, research-based descriptions of professional teaching practice. South Dakota's teaching standards are collectively referred to as the ***South Dakota Framework for Teaching***. The standards were piloted in South Dakota school districts during the 2011-12 school year.

2012: Student Growth and Differentiated Effectiveness Categories Required

Additional evaluation reform requirements were introduced as a part of the state's application for flexibility from the federal Elementary and Secondary Education Act (ESEA), commonly referred to as No Child Left Behind. As a part of the waiver application, South Dakota agreed to expand the scope of the state's educator evaluation and professional support systems to incorporate quantitative measures of student growth as one factor in determining and differentiating teacher effectiveness.

Developing Recommended Teacher Effectiveness Procedures

The process of incorporating student growth into the state's evaluation procedures began in 2012, when a Teacher Evaluation Workgroup created a draft handbook that forwarded evaluation best practices and created a framework for future work. In 2013, the newly formed South Dakota Commission on Teaching and Learning was tasked with building upon the work of the Teacher Evaluation Workgroup and providing districts with recommended procedures and processes that satisfy both federal and state requirements. This handbook is the result of their work.

The South Dakota Commission on Teaching and Learning is a partnership between the South Dakota Education Association, Associated School Boards of South Dakota, the School Administrators of South Dakota and the South Dakota Department of Education. To arrive at recommendations conforming to state and federal requirements, The Commission on Teaching and Learning relied on input from teachers, school administrators, school board members, education stakeholders and officials from the South Dakota Department of Education.

THE SOUTH DAKOTA COMMISSION ON TEACHING AND LEARNING			
TEACHERS	**Sue Podoll** *Rapid City*	**ADMINISTRATORS**	**EDUCATION STAKEHOLDERS**
Donna DeKraai *Brookings*	**Pam Oberembt** *Sioux Falls*	**Melinda Jensen** *Principal, Brookings*	**Wade Pogany** *ASBSD*
Sami Peil *Duebrook*	**Jared Baumann** *Sioux Falls*	**Jeremy Hurd** *Principal, Custer*	**Alan Neville** *Northern State University*
Lou Ann Jensen *Estelline*	**Tammy Meyer** *Sisseton*	**Kyley Cumbow** *Principal, Pierre*	**Sandy Arseneault** *SDEA*
Kathy Meyer *Huron*	**Linda Mallory** *Spearfish*	**Don Kirkegaard** *Superintendent, Meade*	**Sharla Steever** *TIE*
Pat Moller *Mitchell*	**Amy Engel** *Todd County*	**SCHOOL BOARD MEMBERS**	**DEPARTMENT OF EDUCATION**
Mary McCorkle *Mobridge*	**Steve O'Brien** *Watertown*	**Pam Haukaas** *Colome*	**Abby Javurek-Humig** *SD DOE*
Katie Anderson *Rapid City*	**Darlene Dulitz** *Webster*		**Carla Leingang** *SD DOE*
Nicole Keegan *Rapid City*	**Robin Curtis** *Winner*		**Lanette Johnston** *SD DOE*

2013-14: The Teacher Effectiveness Pilot Project

As South Dakota progresses toward implementing more meaningful evaluation and professional growth systems, it is important to continue to experiment and learn as districts work to implement new practices and procedures. Recommendations presented in

the Teacher Effectiveness Handbook will be piloted in South Dakota schools as part of the 2013-14 Teacher Effectiveness Pilot. Pilot schools representing school districts of various sizes, geographic location and school administration structures will be asked to implement and experiment with evaluation systems that use measures of professional practice and student growth to differentiate teacher performance. A formal research effort, led by researchers from the University of South Dakota, will gather feedback and insight from pilot districts to inform any changes to the recommendations set forth by the South Dakota Commission on Teaching and Learning.

Statewide Implementation

South Dakota school districts must implement evaluation systems conforming to state and federal requirements during the 2014-15 school year, the same year in which the South Dakota Department of Education will be required to report teacher effectiveness data to the U.S. Department of Education.

Feedback from the pilot districts will inform any necessary revisions to the practices outlined in the Teacher Effectiveness Handbook prior to the 2014-15 school year.

Requirements versus Recommendations

The recommendations contained in the Teacher Effectiveness Handbook represent one path toward complying with the range requirements that apply to evaluation and professional growth systems. South Dakota school districts have the option to implement evaluation and processional support systems that differ from recommendations outlined in this reference, provided the district complies with state and federal requirements. Throughout this reference, state and federal requirements are presented first to establish a foundation for recommendations.

A collection of state laws and administrative rules related to the requirements outlined in this manual is available in ***Appendix A*** and ***Appendix B.***

Evaluation System Requirements

By implementing professional evaluation systems and providing teachers with evidence-based feedback on a regular basis, school districts can expect to improve student learning, generate data to assist in the development of professional support systems and create shared accountability for student learning.

Objectives of Teacher Evaluation

A clear set of objectives establishes a foundation for implementing meaningful evaluations that provide regular opportunities for educators to engage in professional conversations focused on improving instructional practice.

1. The purpose of the teacher evaluation is to continually improve instruction and student learning.
2. The evaluation process encourages professional teacher-administrator relationships as a basis for structuring meaningful, in-depth dialogue focused on student learning.
3. The evaluation process uses multiple measures of teaching practice and student growth to meaningfully differentiate teacher performance.
4. The evaluation process communicates clearly defined expectations and provides regular, timely and useful feedback that guides professional growth for teachers.
5. The evaluation process is a fair, flexible, and research-based mechanism to create a culture in which data drives instructional decisions.
6. The evaluation process will be used to inform personnel decisions.

State and Federal Requirements

The statewide model evaluation system, or any teacher evaluation system developed and implemented by a local school district, must conform to broad state and federal requirements. To provide a foundation for the minimum requirements that must apply to any evaluation system, this section of the Teacher Effectiveness Handbook briefly describes state and federal requirements.

Consistent Evaluation Cycle

All South Dakota school districts must regularly evaluate teachers, but the frequency varies based on the amount of time a teacher has been employed with a district. The minimum requirements, set forth in SDCL 13-42-34, are:

- Teachers in years one to three of employment, commonly referred to as probationary teachers, must be evaluated each year.
- Teachers in or beyond their fourth year of employment, commonly referred to as continuing contract teachers, must be evaluated at least once every two years.

Multiple Measures of Teacher Effectiveness, Including Student Growth

All South Dakota school districts must use multiple measures to determine and differentiate teacher effectiveness. The evaluation process must rely on qualitative and quantitative evidence and be based on measures of both professional teaching practice and student growth.

MEASURES OF PROFESSIONAL PRACTICE

In accordance with state law and administrative rule, professional practice evaluations must be based on professional teaching standards outlined by the South Dakota Framework for Teaching (Danielson Model). Evaluations are supported by evidence gathered through formal observation and by other evidence demonstrating performance relative to teaching standards.

QUANTITATIVE MEASURES OF STUDENT GROWTH

To comply with requirements of the ESEA Flexibility Waiver, quantitative measures of student growth must be one significant factor in determining and differentiating teacher effectiveness. Data from state standardized testing must be one of the quantitative measures used to evaluate the performance of teachers providing instruction in tested grades and subjects.

Summative Teacher Effectiveness Ratings and Performance Categories

To comply with requirements of South Dakota's ESEA Flexibility Waiver, local evaluation systems must meaningfully differentiate teacher performance using at least three performance levels. Evaluations of professional teaching practice and student growth must be combined to form a summative teacher effectiveness rating that differentiates teacher performance into one of three performance categories: *Below Expectations, Meets Expectations* or *Exceeds Expectations*.

Professional Growth Plans and Plans of Assistance

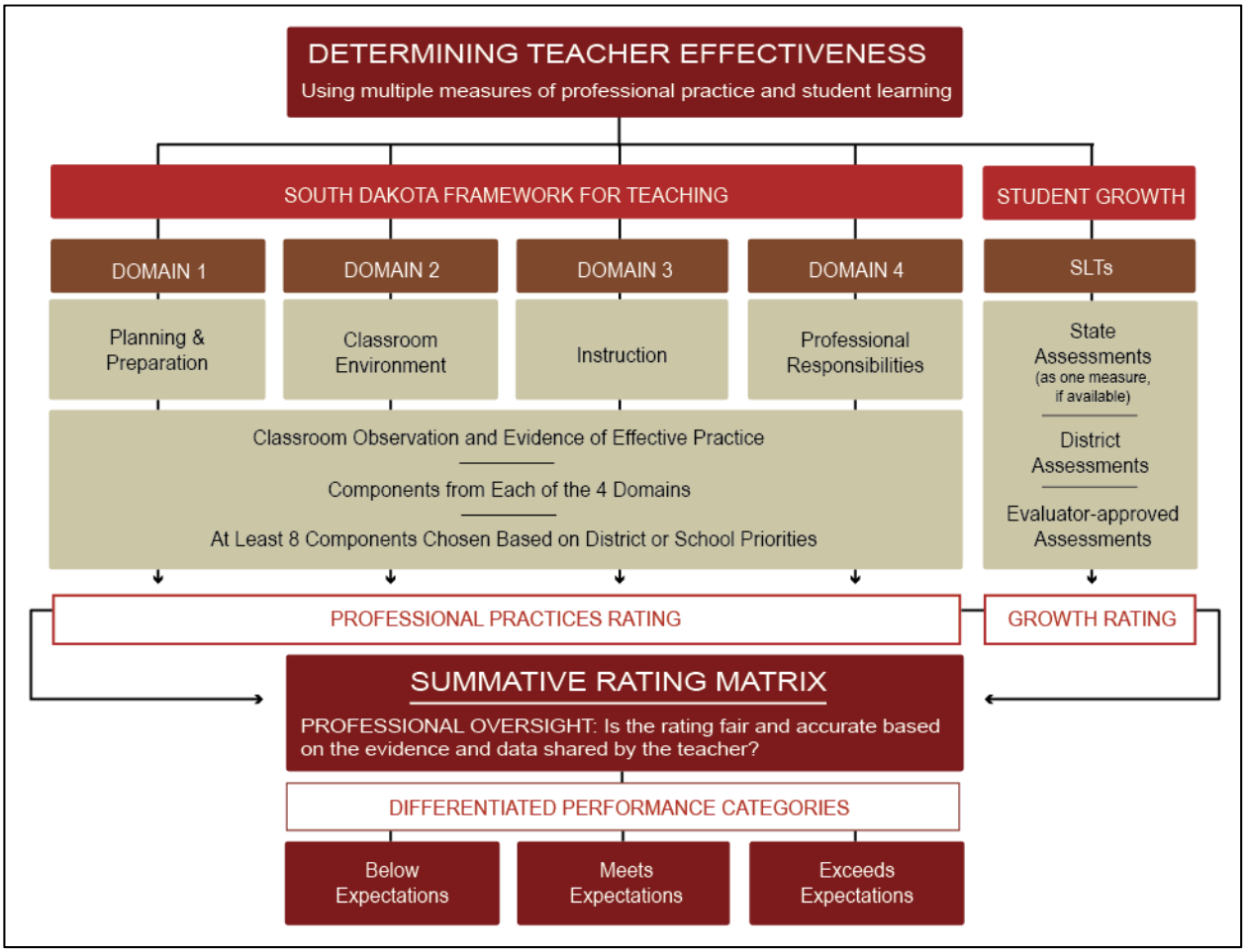
State law requires schools districts to use teacher evaluations as a foundation for professional support systems focused on improving teaching performance. According to SDCL 13-42-34, districts must adopt evaluation procedures that:

1. Serve as the basis for programs to increase professional growth and development of certified teachers; and
2. Include a plan of assistance for any certified teacher, who is in or beyond the fourth year of teaching, and whose performance does not meet school district performance standards.

Overview: Teacher Effectiveness Model

To guide the 2013-14 Teacher Effectiveness Pilot Project, the South Dakota Commission on Teaching and Learning has developed a recommended method of determining teacher effectiveness (Figure 1) that conforms to both state and federal requirements.

Figure 1: Overview of Recommended Method to Determine Teacher Effectiveness



Using the recommended method, pilot schools will separately determine a ***Professional Practice Rating*** and a ***Student Growth Rating***. The two separate ratings are combined through the use of a summative rating matrix, a mechanism that allows for professional judgment to be exercised in the process of classifying teacher performance into one of three performance categories. The recommended method does not rely on a uniform formula to calculate effectiveness ratings. Instead, the method prioritizes evaluations relative to the South Dakota Framework for Teaching while incorporating evaluations of student growth as one significant factor in determining final teacher effectiveness ratings.

Determining teacher effectiveness based on the recommended method is described in detail in the remaining portions of the Teacher Effectiveness Handbook.

Training to Support the Teacher Effectiveness Model

Training teachers and administrators on how to conduct evaluations using the recommended teacher effectiveness model is critical to successful implementation. Schools participating in the 2013-14 Teacher Effectiveness Pilot Project will be provided guidance and training to support evaluations of professional practice and student growth.

Required: Training to Support Evaluations of Professional Practice

Training to support professional practice evaluations will be delivered through ***Teachscape Focus***, a comprehensive web-based training program aligned to the South Dakota Framework for Teaching (Danielson Model). *Teachscape Focus* provides in-depth training for both teachers and evaluators.

Teacher Training through *Teachscape Focus (15-20 hours)*

Teachscape Focus includes approximately 15-20 hours of training to help teachers develop a deeper understanding of South Dakota's professional teaching standards and standards-based evaluations of professional practice. The training also helps teachers apply the South Dakota Framework for Teaching to improve instructional practice. The software allows training to be deployed as self-guided learning or structured as part of a facilitated learning group.

Evaluator Training through *Teachscape Focus* (30 hours)

An ***evaluator*** is a person charged with conducting teacher evaluations. In most districts principals will serve as evaluators, though other individuals may be assigned responsibility for conducting evaluations. All individuals charged with conducting evaluations must complete evaluator training through *Teachscape Focus*. This training prepares evaluators to conduct accurate assessments of professional practice relative to the South Dakota Framework for Teaching. *Teachscape Focus* promotes accurate, consistent and evidence-based evaluations that limit evaluator bias. In-depth evaluator training takes approximately 30 hours to complete and concludes with a rigorous evaluator proficiency assessment.

Required: Training to Support Evaluations of Student Growth

Evidence of student growth will play a significant role in the overall teacher evaluation process. As schools work to create a meaningful system of professional evaluation, it will be essential that evaluators and administrators are able to guide teachers through the process of setting meaningful, rigorous, and achievable student growth goals for their students. Pilot schools will build their capacity to support this work, and will be expected to send both teachers and administrators to participate in training surrounding Student Learning Targets in the late summer and early fall.

While guidance and training will be available to support the implementation of student growth measures, teachers and administrators will need to work carefully and collaboratively to implement student growth measures.

Training: Evaluating Student Growth

School-level teams, which may include both administrators and teachers, will receive training on how to incorporate student growth into professional evaluations. Building-level instructional leaders will then work to ensure teachers understand how to set student learning targets, how to assess student learning between two points in time, and how the student growth rating will influence the final teacher effectiveness rating.

Recommended: Peer Observation Programs

An ***observer*** is any person who conducts a classroom observation to provide feedback outside of the formal evaluation process. Schools participating in the pilot are encouraged to implement a peer observation program that asks teachers to volunteer to both be observed by a peer and agree to observe a fellow teacher.

Evaluating Professional Practice

The process of improving teacher performance begins with a clear definition of effective teaching. The South Dakota Framework for Teaching offers a description of professional practices that, based on research and empirical evidence, have been shown to promote student learning. Evaluations of professional practice relative to the framework contribute to the teacher's effectiveness rating and serve as a basis for developing individual professional growth plans focused on improving instructional practice.

The South Dakota Framework for Teaching

South Dakota's Framework for Teaching is divided into four *domains* of teaching practice. Nested underneath the four domains are 22 *components* and 76 *elements* that identify the skills and knowledge associated with that domain. Figure 2 provides an overview of the full framework down to the component level, and an outline including all 76 elements is provided in ***Appendix C.***

Figure 2: South Dakota Framework for Teaching - Domains and Components Overview, 2011

Domain 1
PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2
THE CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4
PROFESSIONAL RESPONSIBILITIES

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3
INSTRUCTION

a. Communicating with Students
b. Using Questioning and Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

State Requirements for Evaluating Professional Practice

State law and administrative rule require that districts base professional practice evaluations on the South Dakota Framework for Teaching. School districts have freedom to examine and select the components most critical to advancing district and school goals, provided that each evaluation contains at least one component from each domain.

Teachscape: Training and Support for Evaluations of Professional Practice

Essential training based on the South Dakota Framework for Teaching, including thorough training for both teachers and evaluators, is available through ***Teachscape Focus***, a web-based software program aligned to South Dakota's professional teaching standards. Additional support for professional practice evaluations is provided through ***Teachscape Reflect***, a web-based evaluation management system. *Teachscape Reflect* functions as a workflow management system, houses essential supporting documents, allows evidence to be stored online and supports the calculation of the overall Professional Practices Rating.

The South Dakota Department of Education has secured funding to purchase software licenses for pilot schools and for non-pilot schools electing to use the software. Additional resources, including a number of books that further explain standards-based evaluations and South Dakota's professional teaching standards, are available for purchase from www.danielsongroup.org.

Recommended Minimum Measures of Professional Practice

The South Dakota Commission on Teaching and Learning recognizes and appreciates the holistic view of teaching represented by the research-based South Dakota Framework for Teaching. Evaluations based on the full framework, including all 22 components and 76 elements, result in high levels of professional feedback and dialogue, setting the stage for all teachers to continually improve instruction. Ideally, districts working to implement professional evaluation and support systems will embrace the entire framework as the foundation for evaluations of professional practice.

For districts in which consideration of the full framework is not immediately achievable, the South Dakota Commission on Teaching and Learning recommends basing professional practice evaluations on a minimum of eight components, including at least one component from each of the four domains.

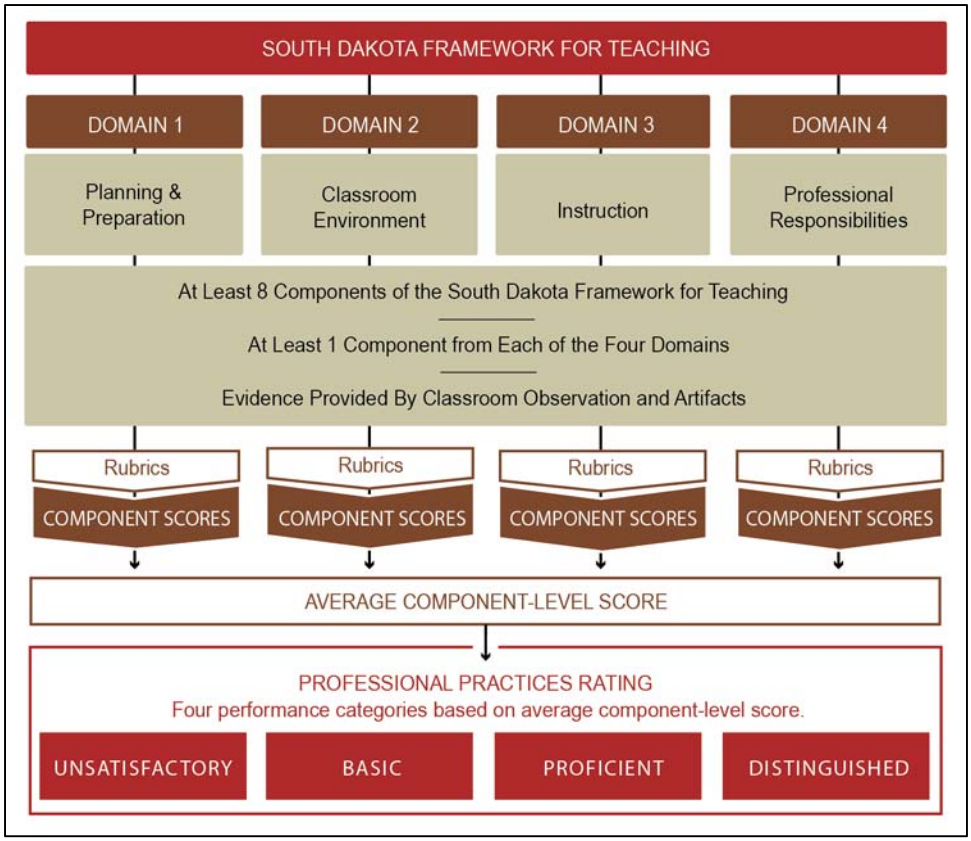
When considering less than the full framework, schools may choose a common set of components to serve as the foundation for all teacher evaluations. Districts seeking guidance on which 8 components to select can refer to ***Appendix D***. Alternatively, teachers and evaluators may be charged with selecting which 8 components are most important to the teacher's professional growth.

Recommended Method to Determine the Professional Practice Rating

A teacher's overall Professional Practice Rating represents aggregate performance on all evaluated components. Evaluations are guided by standards-based rubrics and supported by evidence gathered by the evaluator and teacher. Once component-level performance is determined, the evaluator assigns scores to component-level performance and calculates the average component-level score. The average component-level score translates into one of four levels of performance: Unsatisfactory, Basic, Proficient and Distinguished.

The process of determining a teacher's overall Professional Practice Rating is presented in Figure 3 and described in greater detail in the following sections.

Figure 3: Determining the Professional Practice Rating



Using Standards-based Rubrics to Evaluate Performance

A collection of standards-based rubrics aligned to the South Dakota Framework for Teaching guide evaluators in making accurate and consistent judgments about teaching performance. Each rubric contains performance indicators and critical attributes that differentiate performance across a four-tiered continuum of performance: Unsatisfactory, Basic, Proficient and Distinguished. Evaluators compare evidence collected to the established performance expectations to determine a teacher's performance relative to each component evaluated.

All rubrics necessary to conduct professional practice evaluations are available through *Teachscape Reflect* or are available for download on the Department of Education's website.

Evaluating Practice using Evidence Provided by Classroom Observation

Evaluating professional practice relative to the Classroom Environment (Domain 2) and Instruction (Domain 3) domains of South Dakota Framework for Teaching is supported primarily by evidence collected through formal and informal observations of practice.

A ***formal observation*** is at least 15 minutes in length, is conducted by the teacher's evaluator, and includes structured conversations – or conferences - before and after the observation takes place. A ***pre-observation conference*** provides the evaluator and teacher time to discuss the upcoming formal observation, including any lesson standards, assessment tools, instructional strategies or differentiation needed. A ***post-observation conference,*** which occurs following a formal observation***,*** is an opportunity for reflection and analysis, giving the evaluator and teacher time to engage in a professional dialogue about effective strategies that support teaching and learning. An ***informal observation***, commonly referred to as a drop-in, is an observation that is at least 5 minutes in length and results in feedback to the teacher. Informal observations may or may not be announced.

The South Dakota Commission on Teaching and Learning recommends an observation schedule to support professional evaluations relative to the South Dakota Framework for Teaching.

Recommended Observation Schedule for Probationary Teachers

For teachers in years one through three of continuous employment, the Commission on Teaching and Learning recommends:

- Two (2) formal observations of professional practice per year; One completed prior to Oct. 31 and a second completed prior to Jan. 31.
- Four (4) informal observations per year; One prior to the first formal observation, then the remainder delivered throughout the year.

Recommended Observation Schedule for Non-Probationary Teachers

For teachers in his or her fourth contract and beyond, the Commission on Teaching and Learning recommends:

- One (1) formal observations of professional practice per year.
- Four (4) informal observations per year.

Evaluating Practice using Evidence Provided by Artifacts

Professional practice evaluations also require the consideration of evidence that cannot be collected through classroom observation. Components that are not observable are supported by the collection of artifacts.

Artifacts are documents, materials, processes, strategies, and other information that demonstrate performance relative to a standard of professional teaching practice. To ensure expectations are established and artifact collection is focused, evaluators and teachers should discuss which artifacts will support the evaluation. In many cases, artifacts stem from a teacher's day-to-day work and teachers do not need to create documentation specifically to support the evaluation process. Figure 4 displays a list of artifacts and how each could support domains of professional practice as outlined in the South Dakota Framework for Teaching.

Figure 4: Examples of Artifacts Aligned to Domains of Professional Practice

ARTIFACT	DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
Stakeholder surveys	X	X	X	X
Teacher lesson plans	X			
Discipline referrals		X		
Parent newsletters				X
Class website			X	X
School improvement goals	X			
Professional growth plan	X	X	X	X
Student enrollment (electives)		X		
Community partnerships				X
Teacher journal	X	X	X	X
Safety report		X		
Positive feedback portfolio	X	X	X	X
Parental contact log				X
Transcript	X			X
Demonstration of professional behavior (dress, punctuality, attendance)				X
Community involvement				X
Demonstration of high expectations		X		
Discipline plans or contracts		X		
Substitute teacher folder	X			X
Leadership opportunities				X
Curriculum maps	X		X	
Committee assignments				X
Grade book				X
Video lesson	X	X	X	X
Professional organizations				X
Individual Education Plans (students)	X	X	X	
Differentiated lesson plans	X		X	
Mentoring	X	X	X	X
Action research	X	X	X	X
Professional development activities	X	X	X	X
Performance rubrics	X	X	X	

Assembling Artifacts in a Teacher Portfolio

All evidence collected to support non-observable components of professional practice should be collected in a comprehensive teacher portfolio. Assembling artifacts for the portfolio is the responsibility of the teacher, but evidence collection should be focused and based upon a common understanding of appropriate evidence sources. To start the year, a teacher's portfolio should include items that help the teacher and evaluator establish goals and trajectory for the year. A teacher should add artifacts to his or her portfolio throughout the evaluation period to ensure a smoother summative process at the end of the evaluation period.

Teachscape Reflect allows artifacts to be uploaded and housed within the online management system, but some teachers or evaluators may be more comfortable with assembling traditional, paper-based portfolios.

Determining the Overall Professional Practices Rating

After using standards-based rubrics to determine teacher performance for each component evaluated, the evaluator must determine an overall Professional Practice Rating of Unsatisfactory, Basic, Proficient or Advanced. The South Dakota Commission on Teaching and Learning recommends a three-step process to score, calculate, and determine a teacher's summative performance relative to the South Dakota Framework for Teaching. Each of the three steps is described below.

Step 1: Score Component-Level Performance

Point values are assigned to performance for each component evaluated: A Distinguished rating is assigned 4 points; a Proficient rating is assigned 3 points; a Basic rating is assigned 2 points; and an Unsatisfactory rating is assigned 1 point.

Step 2: Calculate an Average Score for All Components Evaluated

An average component-level score is calculated by dividing the total of all points earned by the number of components evaluated. The average will range from 1 to 4, and is rounded to the nearest hundredth of a point. Using the recommended method, all components are given equal weight.

Step 3: Determine the Overall Professional Practice Rating

The average component-level score is used to assign a Professional Practice Rating of Unsatisfactory, Basic, Proficient or Distinguished. Figure 5 presents recommended scoring ranges aligned to the four performance categories.

Figure 5: Overall Professional Practice Rating Scoring Ranges

Score Range	1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00
Rating	Unsatisfactory	Basic	Proficient	Distinguished

Example: Determining the Professional Practice Rating

Figure 6 presents an example of how the Professional Practice rating is calculated for an evaluation based on 8 components. The recommended method can be applied to evaluations based on any number of components.

Figure 6: Example, Determining the Professional Practice Rating (8 Components)

		COMPONENT LEVEL PERFORMANCE				
		Unsatisfactory	Basic	Proficient	Distinguished	Points
		(1 point)	(2 points)	(3 points)	(4 points)	
COMPONENTS SELECTED	1c: Setting Instructional Outcomes			✔		3
	1e: Designing Coherent Instruction				✔	4
	2b: Establishing a Culture for Learning		✔			2
	2d: Managing Student Behavior		✔			2
	3b: Using Questioning & Discussion Techniques			✔		3
	3c: Engaging Students in Learning			✔		3
	4a: Reflecting on Teaching			✔		3
	4c: Communicating with Families				✔	4

Total Points	24
Average Component-Level Score	3.00

OVERALL PROFESSIONAL PRACTICE SCORING RANGES				OVERALL PROFESSIONAL PRACTICE RATING
1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00	**PROFICIENT**
Unsatisfactory	Basic	Proficient	Distinguished	

Professional Practice Rating Descriptions

The summative Professional Practice Rating reflects a teacher's demonstrated level of experience and expertise across all components evaluated. Each of the four final Professional Practice Ratings – Unsatisfactory, Basic, Proficient and Distinguished – is defined in general terms to illustrate the continuum of possible performance relative to the rigorous professional teaching standards outlined in the South Dakota Framework for Teaching.

- ***Unsatisfactory***: A teacher performing at the Unsatisfactory level does not appear to understand the underlying concepts represented by the South Dakota Framework for Teaching. Performance at this level requires significant intervention and coaching to improve the teacher's performance.
- ***Basic***: A teacher performing at the Basic level appears to understand the framework conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for teachers early in their careers and improvement is expected to occur with experience.
- ***Proficient***: A teacher performing at the Proficient level clearly understands the concepts represented by the framework and implements them well. Teachers performing at this level have mastered the work of teaching while working to improve practice.
- ***Distinguished***: A teacher performing at the Distinguished level is a master teacher and makes a contribution to the field, both inside and outside the classroom. While all teachers strive to attain Distinguished-level performance, this level is generally considered difficult to attain consistently.

Evaluating Student Growth

Efforts to improve instructional practice are driven by the common goal of improving student learning. Many South Dakota teachers regularly use assessment data to drive instructional decisions, modify practice, intervene when students struggle and differentiate instruction. However, using assessment data as one component of the evaluation process is a new practice for many South Dakota teachers.

A teacher's final effectiveness rating must be based in part upon evidence of student growth. ***Student growth*** is defined as a positive change in student achievement between two or more points in time. Using a measure of student growth – as opposed to using student achievement results from a single test delivered at a single point in time – is more reflective of the impact an individual teacher has on student learning.

State Requirements for Measuring Student Growth

According to the requirements stipulated in the ESEA Flexibility Waiver, quantitative measures of student growth must be one "significant factor" in determining teacher effectiveness. For grade levels and subjects in which it is available, the statewide summative assessment must be used as one measure of student growth, but districts are encouraged to use multiple assessments to measure student growth. For grades and subjects in which no statewide assessment is available, districts must determine student growth using assessments matched to the teacher's instructional assignment.

Recommended Growth Measure: Student Learning Targets

Given the limited grade and subject scope of current and forthcoming state assessments, it is necessary to identify a common process for evaluating student growth for the broad range of teachers. Within that context, the South Dakota Commission on Teaching and Learning recommends a collaborative goal-setting process and the establishment Student Learning Targets, or SLTs, to serve as the foundation for evaluating a teacher's impact on student growth. The teacher's final student growth rating is determined by the degree to which his or her goal(s) are attained.

Guidance and Training for Using SLTs to Evaluate Student Growth

The Teacher Effectiveness Handbook provides an overview of how Student Learning Targets (SLTs) are used as one measure of teacher effectiveness. The South Dakota Department of Education will provide pilot schools with a separate Student Learning Targets Guidebook prior to the 2013-14 school year. In addition, training specific to establishing SLTs will be provided in the summer of 2013.

Efforts to construct rigorous, achievable SLTs are expected to evolve over time as teachers and instructional leaders work to implement the student growth measure.

Student Learning Targets: Definition and Purpose

A ***Student Learning Target*** is a teacher-driven goal or set of goals that establish expectations for student academic growth over a period of time. The specific, measurable goals must be based on baseline data and represent the most important learning that needs to occur during the instructional period. SLTs are aligned to applicable Common Core, state or national standards, and typically also reflect school or district priorities.

The development of SLTs provides teachers and evaluators a flexible framework to establish ambitious, yet achievable student growth goals. Assessments used to measure student learning can vary widely, and may include common assessments - such as state standardized tests, purchased assessments, end-of-course exams, or teacher-specific measures - such as performance demonstrations and portfolios of student work. When establishing SLTs, teachers may opt to set uniform growth targets for an entire class or may choose to establish multiple, differentiated targets based on students' initial understanding of the content standard. SLTs can be individualized to a specific teaching assignment, established collaboratively by professional learning communities or structured to conform to school or district goals.

States and districts that have employed processes similar to SLTs as a measure of student growth have found that the process, when done well, provides teachers with the opportunity to take ownership in establishing student growth goals that are authentic and relevant to daily classroom instruction.

Though many South Dakota teachers may be familiar with the process of setting academic growth goals for students, implementing SLTs for evaluation purposes will require ongoing commitment as the process is embedded into the district's culture. Districts will also have to ensure that educators are provided with the planning time and resources necessary to engage in the important work of using data to inform instructional decisions.

Using SLTs to Measure Student Growth: A Four-Step Process

Developing SLTs promotes reflective teaching practice by embedding best practices into a formal, common, collaborative and transparent process. Educators, or teams of educators, review standards, identify core concepts and student needs, analyze baseline data to establish learning targets, monitor student progress and, at the end of the process, examine and reflect on outcomes. Evaluators support the work by guiding and approving SLTs, providing structured feedback, and scoring the final results.

Step 1: Developing Student Learning Targets

The process of using SLTs to measure student growth begins with the important task of attaching structure to student learning expectations. Teachers, either individually or in teams, are encouraged to assume much of the responsibility for SLT development, but the principal's guidance throughout the process is valuable to ensuring that SLTs are both meaningful and rigorous. Developing SLTs is a process by which four key questions are

addressed and officially documented to serve as the basis of evaluations of student growth. The four questions are outlined in the sections below to promote a general understanding of SLT development. Additional guidance on the development of rigorous, yet achievable SLTs will be provided.

Question 1: What do I most want my students to know and be able to do?

Answering this question helps the teacher identify the core concepts and standards that will be addressed by the SLT. Establishing student learning priorities may be influenced by district or school goals and should be aligned to learning standards. To guide the process, educators may also rely on student performance descriptors, performance assessments or goals established collaboratively by teams of teachers. When appropriate, the concepts may be matched to social, emotional or behavioral learning when teaching such skills is an explicit and central component of the curriculum for which an educator bears instructional responsibility.

Question 2: Where Are My Students Starting?

Answering this question involves gathering and analyzing data to understand how well prepared students are to learn core concepts and standards. The process leads to the establishment of baselines from which student growth goals will be set. When available, past educational records and end-of-year data from the previous year may be used. Baselines can also be developed using data from other measures, including common district assessments, pretests, student work samples, benchmark or unit tests, or teacher-developed assessments.

Once data is collected, the information is analyzed to identify student learning needs, which will help determine which knowledge or skills the SLT should target. When analyzing data, it may be helpful to group students in three categories: students who are prepared, those who are not prepared (in need of remediation), and those are very well prepared (in need of enrichment).

Question 3: What assessments are available? Select or Develop an Assessment

Answering this question leads to the selection or development of an appropriate assessment to measure student learning and growth.

The selection of one or more assessments to measure student growth is an important decision and is necessary to ensure all teachers are developing rigorous, yet achievable targets. Credible assessments are:

- Aligned to course content standards and to the core concepts that will be the focus of the SLT.
- Reliable and capable of producing accurate and consistent results.
- Valid because the assessment measures what it is designed to measure.
- Realistic both in the context of the overall SLT development process and in terms of the time required for administration.

When possible, teachers should determine both the summative assessment used at the end of the instructional period and the formative assessments that will help the teacher chart progress and inform mid-course adjustments. Educators may choose from available state or district assessments, or, if necessary, may select an alternate assessment approved by the evaluator.

State Assessments. To comply with the ESEA Flexibility waiver, teachers assigned to subjects and grades in which statewide assessments are available must use the state assessment as one measure of student growth. The South Dakota Department of Education will provide data reports for teachers in tested grades and subjects. Teachers in state-tested subjects and grades may opt to select additional assessments aligned to the concepts and standards reflected by the SLT.

District Assessments. Educators may also rely on guidance from the school or district to select appropriate assessments. District-determined assessments should be comparable across grades and subject levels, and may include commercially available assessments, district-developed pre- and post-tests or course-level assessments. District-determined assessments could also take the form of rubric-scored performance-based assessments or student portfolios.

Evaluator-approved Assessments. When no common state or district assessment exists for a given course or grade level, the teacher and evaluator can agree to use a school- or classroom-level assessment. To reduce the number of different assessments that must be approved by evaluators, teachers should, whenever possible, collaborate on identifying, developing, and endorsing assessments. Teacher leaders, curriculum leaders or instructional coaches should support the process of assessment selection and approval.

Question 4: What Can I Expect My Students to Achieve?

Answering this question leads to the development of student growth targets and a strong rationale supporting why the targets are appropriate.

Using baseline data, the educator writes specific student growth targets for his or her students. Targets may expect all students demonstrate a certain level of proficiency relative to the standard. Alternatively, targets may be differentiated, expecting all students to demonstrate growth relative to their individual starting point. Targets should reflect a rigorous, yet realistic expectation of growth that can be achieved during the instructional period.

Once the target has been set, the teacher should draft strong rationale for why the growth target is appropriate. Rationale statements can unify the SLT development process by describing how baseline and trend data were used to inform the development of the SLT.

Step 2: SLT Approval by the Evaluator

Once the SLT is developed, it needs to be approved as the official measure of student growth for the evaluation period. The SLT should be approved and documented early in the school year through a goal-setting process embedded into the broader evaluation cycle. Submitting the SLT in advance of any early-stage face-to-face meeting will provide the evaluator time to review the goal and provide feedback to drive any needed revisions prior to approval.

Step 3: Ongoing Communication During the Instructional Period

The principal and teacher should be in contact periodically throughout the year to determine how the teacher is progressing toward goals and whether any accommodations are necessary. Regular communication will be particularly important during early stages of SLT implementation, and feedback may be conducted electronically or as part of other evaluation-related meetings, such as post-observation conferences.

Step 4: Preparing for the Summative Conference

The final evaluation of student growth is just one component of determining teacher effectiveness. A discussion of the teacher's student growth rating and final teacher effectiveness rating will take place during a summative conference at the end of the evaluation period. To prepare for the summative conference, teachers should assemble, organize and deliver to the evaluator all evidence of student growth. To provide sufficient time to prepare the evaluation, evaluators may establish deadlines for submission of the student growth evidence.

Recommended Method to Determine the Student Growth Rating

A teacher's Student Growth Rating quantifies the impact a teacher has on student learning during the evaluation period. Once SLTs have been established and student growth has been measured between two points in time, the teacher's student growth rating is assigned based on the extent to which the SLTs have been attained.

The South Dakota Commission on Teaching and Learning recommends a scoring method that classifies a teacher's impact on student growth into three performance categories: Low, Expected or High. Each category is described in Figure 7.

Figure 7: Student Growth Performance Categories

PERFORMANCE CATEGORY	DESCRIPTION
Low	The teacher's SLT(s) were less than 65 percent attained.
Expected	The teacher's SLT(s) were 65 to 85 percent attained.
High	The teacher's SLT(s) were 86 to 100 percent attained.

Teacher Effectiveness Ratings

The ***Summative Teacher Effectiveness Rating*** differentiates teacher effectiveness into one of three performance categories: *Below Expectations*, *Meets Expectations* and *Exceeds Expectations*.

Teacher Effectiveness Rating Requirements

Beginning in the 2014-15 school year, measures of professional practice and student growth must be combined to form a summative teacher effectiveness rating aligned to the three established performance categories. Student growth must be one significant factor in determining the final teacher effectiveness rating.

Recommended Method to Determine Teacher Effectiveness Ratings

To combine the Professional Practice Rating and Student Growth Rating to form the teacher effectiveness rating, the South Dakota Commission on Teaching and Learning recommends the use of a summative rating matrix (Figure 8) that differentiates teacher effectiveness into one of the three required performance categories.

Figure 8: Summative Teacher Effectiveness Rating Matrix and Performance Categories

STUDENT GROWTH RATING	PROFESSIONAL PRACTICE RATING: UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
HIGH	☐	☐		
EXPECTED				
LOW			☐	☐

SUMMATIVE EFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
	BELOW EXPECTATIONS
☐	PROFESSIONAL JUDGMENT AND POLICY REVIEW

Using a Matrix Model to Determine Teacher Effectiveness Ratings

The recommended summative matrix model does not rely on uniform, prescriptive formulas to calculate a teacher's summative effectiveness rating. By default, evaluations of professional practice account for two-thirds of the final rating, and the final one-third of the rating is influenced by evaluations of student growth. However, the matrix design also provides opportunity for professional judgment to be used in cases where the professional practice and student growth ratings appear to conflict.

Possible professional practice and student growth ratings are represented in the columns and rows of the matrix. The final rating, determined by the intersection of the two individual ratings, translates into one of three required performance categories.

Prioritizing Evaluations of Professional Practice

Given the body of research and empirical evidence supporting the rigorous professional standards outlined in the South Dakota Framework for Teaching, the summative rating matrix prioritizes professional practices evaluations as the measure most likely to promote advancements in instructional practices and improved student learning.

The physical construction of the recommended summative rating matrix reflects the emphasis placed on professional practice evaluations. By design, the fact that there are four Professional Practice Rating categories – compared to three possible Student Growth Rating categories – assigns greater weight to evaluations of professional practice. A closer examination of all 12 areas of intersection further reinforces the priority placed on professional practice evaluations. For example, a teacher earning a Professional Practice Rating of Proficient or Distinguished is, by default, assigned a final teacher effectiveness rating of at least Meets Expectations, regardless of the teacher's performance on measures of student growth.

Student Growth as One Significant Factor

The design of the recommended summative rating matrix assigns significance to student growth measures while maintaining focus on evaluations relative to the South Dakota Framework for Teaching. For example, a teacher earning a Student Growth Rating of Expected can be assigned any of the three final teacher effectiveness ratings depending upon his or her performance on the professional practice evaluation.

Exercising Professional Judgment to Adjust Teacher Effectiveness Ratings

The recommended summative matrix embeds opportunities for professional judgment to play a role in the assignment of final teacher effectiveness rating. In the four areas in which one rating is very high and another rating is very low (denoted by the □ symbol in Figure 8), individual ratings are reviewed to ensure that rating is fair and accurate based on all evidence collected. The teacher and evaluator may agree that additional evidence may be

required and summative teacher effectiveness ratings can be adjusted if it is determined that the summative rating misrepresents teacher performance.

Embedded Review of the Overall Evaluation System

The same instances that trigger a review of a teacher's final effectiveness rating (denoted by the □ symbol in Figure 8) also provide opportunity to review evaluation policies and procedures outside the context of an individual teacher evaluation. The focused policy review is triggered to determine why a large gap between professional practice and student growth performance exists and what, if anything, needs to be corrected within the evaluation system.

Annual Evaluation Cycle

With an understanding of the various components used to determine teacher effectiveness, all evaluation components are unified by an annual process that engages teachers and principals in thoughtful, deliberate discussions designed to improve instructional practice.

Recommended Evaluation Cycle

An evaluation cycle ensures expectations are established and that professional communication occurs at regular intervals. The recommended evaluation cycle has four phases – Preparing, Planning, Performing and Progressing – and eight individual steps.

Phase 1: Preparing

In the Preparing phase (Figure 9) of the evaluation cycle, teachers and evaluators are trained and oriented to the evaluation system. The steps in the Preparing phase are crucial to ensuring all teachers employed by a district understand the evaluation system. The two steps should be completed prior to the implementation of the teacher evaluation system.

Figure 9: The Preparing Phase of the Evaluation Cycle

PREPARING	STEP ONE TRAINING	1. Teachers and evaluators are trained in South Dakota Framework for Teaching and how teaching standards are used as the basis for professional practice evaluation. 2. Evaluators are trained and certified on how to conduct observations that support the professional practice portions of the evaluation. 3. Teachers and evaluators are trained on how to develop Student Learning objectives and how student growth factors into the evaluation.
	STEP TWO ORIENTATION	1. All staff impacted by the evaluation system collectively review the evaluation system to ensure all staff has the knowledge to actively participate in the evaluation process.

Phase 2: Planning

The Planning phase (Figure 10) of the evaluation cycle asks teachers, through ***self-assessment***, to take the lead in establishing professional growth goals and establishing Student Learning Targets. The teacher and evaluator meet for a face-to-face ***goal setting conference*** to finalize professional trajectory for the year and approve Student Learning Targets that will be used to determine the student growth rating. The planning phase should be completed by early in the school year, to allow sufficient time for evidence collection.

Figure 10: The Planning Phase of the Evaluation Cycle

PLANNING	STEP THREE SELF-ASSESSMENT	1. Each teacher assesses his or her professional practice and analyzes the learning, growth, and achievement of his or her students. 2. Teacher prepares both professional practice and Student Learning Targets for the year. At this point, teachers examine prior assessment data, including available state assessment data, to establish baselines from which student growth with be measured.
	STEP FOUR GOAL-SETTING CONFERENCE	1. Teachers meet with evaluators to review self-assessment and jointly analyze student learning. 2. Teachers and evaluators agree on goals for both professional practice and student learning. 3. Teachers and evaluators discuss the evidence necessary to support the professional practice and student growth goals. 4. Student Learning Targets are approved.

Phase 3: Performing

The Performing phase (Figure 11), the lengthiest of the four phases, involves the collection of evidence that supports both professional practice and student growth. Formal observations of professional practice, including pre- and post-observation conferences, are conducted and informal observations are interspersed throughout the evidence collection period. Artifacts that demonstrate performance on non-observable components of professional practice are collected and teachers gather quantitative data that demonstrates performance relative to approved Student Learning Targets. Evidence collection also includes opportunities for evaluators and teachers to discuss instructional practice and student performance. Evidence collection concludes when all applicable evidence is submitted to the evaluator.

The Performing phase should be completed early enough to provide evaluators with sufficient time to complete evaluations. The delivery of all evidence may be impacted by the availability of student assessment data, particularly for teachers required to use the state summative assessment as one measure of student growth.

Figure 11: The Performing Phase of the Evaluation Cycle

PERFORMING	STEP FIVE EVIDENCE COLLECTION	1. Formal and informal classroom observations occur to collect evidence of professional teaching practice. 2. Evidence from multiple sources compiled to support non-observable elements of professional practice. 3. Quantitative data demonstrating progress on Student Learning Targets is collected. 4. Evidence is documented and teachers are provided structured feedback on performance throughout the evidence collection period.

Phase 4: Progressing

The Progressing phase (Figure 12) brings the annual evaluation cycle to a close. In this phase, the evaluator reviews all evidence to determine ratings both a Professional Practice Rating and a Student Growth Rating, which are combined using the summative rating matrix matrix to create a preliminary summative teacher effectiveness rating. Results of the summative evaluation are provided in advance of any face-to-face meeting, allowing the teacher an opportunity to prepare any evidence to support adjustments to the evaluation or summative rating. The ***summative conference*** provides an opportunity for in-depth discussion regarding the teacher's performance prior to assigning a final summative rating. The Progressing phase concludes with teacher-self reflection and the adoption of plans to improve performance. The Progressing phase should conclude prior to the final day of school.

Figure 12: The Performing Phase of the Evaluation Cycle

PROGRESSING	STEP SIX EVALUATION	1. Using all documented evidence collected, evaluator completes a summative evaluation including measures both professional practice and student growth. 2. Evaluator considers previously established professional practice and Student Learning Targets in assigning ratings to each performance measure. 3. Evaluator calculates preliminary summative effectives rating. 4. Evaluator sends results of the evaluation to the teacher ahead of the summative conference.
	STEP SEVEN SUMMATIVE CONFERENCE	1. Evaluator and teacher being evaluated meet to discuss the teacher's summative effectiveness rating. 2. Comprehensive feedback provided on full range of evidence collected to support the evaluation. 3. Summative rating finalized.
	STEP EIGHT IMPROVEMENT PLANNING	1. Teacher reflects on feedback from the summative conference to determine the focus of professional practice growth plan. 2. If a plan of assistance is necessary, the evaluator works with the teacher to prioritize areas of improvement. 3. Teacher and principal review professional practice growth plan or plan of assistance and identify professional development opportunities. 4. Professional growth plan or plan of assistance is approved and put into action.

Glossary of Terms

Artifacts
Documents, materials, processes, strategies and other information that demonstrate performance relative to a standard of professional teaching practice.

Evaluator
Any person charged with conducting formal teacher evaluations.

Formal Observation
A scheduled observation of teaching practice conducted by an evaluator that is at least 15 minutes in length and includes structured conversations before and after the observation takes place.

Goal-setting Conference
A step in the annual evaluation cycle in which the teacher and evaluator agree upon professional practice goals, discuss appropriate sources of evidence to support professional practice evaluations, and agree upon Student Learning Targets that will serve as the basis for evaluations of student growth.

Informal Observation
An observation of teaching practice, which may or may not be announced, that is conducted by an evaluator, is at least 5 minutes in length, and results in feedback to the teacher.

Observer
Any person who conducts a classroom observation to provide feedback or support outside of the formal evaluation process.

Post-observation Conference
A face-to-face meeting held after a formal observation that enables the teacher and evaluator to reflect upon the observation and engage in dialogue about effective strategies that support teaching and learning.

Pre-observation Conference
A face-to-face meeting held prior to a formal observation that enables the teacher and evaluator to discuss the formal observation, including any lesson standards, assessment tools and instructional strategies that will be used during the lesson.

Professional Practice Rating
A rating of either Unsatisfactory, Basic, Proficient or Distinguished that is calculated and assigned following an evaluation of professional practice relative to the South Dakota Framework for Teaching.

Self-Assessment
A step in the annual evaluation cycle in which the teacher assesses his or her professional practice and analyzes student achievement data for the purpose of establishing professional practice and student growth goals for the evaluation period.

South Dakota Framework for Teaching
A comprehensive, research-based definition of effective teaching practice that serves as the foundation of professional practice evaluations. The full framework, also known as the Charlotte Danielson Framework for Teaching, is organized into four domains of practice. The four domains contain 22 components and 76 elements that collectively describe the complex teaching profession.

Student Growth
A positive change in student achievement between two or more points in time.

Student Growth Rating
A rating of either Low, Expected, or High that reflects the degree to which goals for student growth, as documented in a Student Learning Target, are attained.

Student Learning Target (SLT)
A teacher-driven goal or set of goals that establish expectations for student academic growth over a specifiedperiod of time.

Summative Conference
A step in the evaluation cycle in which the teacher and evaluator meet face-to-face to reflect upon all evidence collected to support the evaluation and discuss the teacher's summative teacher effectiveness rating.

Summative Teacher Effectiveness Rating
A single rating that combines multiple measures of professional practice and student growth to differentiate teacher performance into one of three performance categories: Below Expectations, Meets Expectations or Exceeds Expectations.

Teachscape Focus
A web-based software package that provides in-depth training for teachers and evaluators to support evaluations of professional practice relative to the South Dakota Framework for Teaching.

Teachscape Reflect
A web-based evaluation management system that supports evaluations of professional practice relative to the South Dakota Framework for Teaching. The software program contains necessary rubrics, supports evidence collection and assists with the calculation of the Professional Practice Rating.

Appendix

Appendix A: State Laws Related to Teacher Effectiveness

SDCL 13-42-33. Promulgation of rules on performance standards.

The Board of Education shall, no later than July 1, 2011, promulgate rules pursuant to chapter 1-26 to establish minimum professional performance standards for certified teachers in South Dakota public schools, and to establish best practices for the evaluation of the performance of certified teachers that may be used by individual school districts.

SDCL 13-42-34. Teacher evaluations.

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.

Each school district shall adopt procedures for evaluating the performance of certified teachers employed by the school district that:

(1) Are based on the minimum professional performance standards established by the Board of Education pursuant to 13-42-33;
(2) Require multiple measures;
(3) Serve as the basis for programs to increase professional growth and development of certified teachers; and
(4) Include a plan of assistance for any certified teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the school district's performance standards.

SDCL 13-42-35. Work group to develop model evaluation instrument.

A work group appointed by the secretary of education shall provide input in developing the standards and shall develop a model evaluation instrument that may be used by school districts. The work group shall consist of the following:

(1) Six teachers: two from an elementary school, two from a middle school, and two from a high school;
(2) Three principals: one from an elementary school, one from a middle school, and one from high school;
(3) Two superintendents;
(4) Two school board members;
(5) Four parents who have students in various levels of the K-12 system:
(6) One representative of the South Dakota Education Association;
(7) One representative of the School Administrators of South Dakota; and
(8) One representative of the Associated School Boards of South Dakota.

SDCL 13-3-62. State accountability system established.

A single, statewide state accountability system is established. The system shall hold public schools accountable for the academic achievement of their students and shall ensure that all public schools make yearly progress in continuously and substantially improving the academic achievement of their students.

SDCL 13-3-69. Promulgation of rules to establish state accountability system.

The South Dakota Board of Education may promulgate administrative rules pursuant to chapter 1-26 to establish the state accountability system based on achievement and other indicators including:

(1) A definition of academic progress;
(2) The method of calculating yearly progress in mathematics and reading for all public schools, including methods for determining both the status and growth;
(3) A definition off our levels of student achievement, including a proficient level;
(4) Determination of cut scores in mathematics and reading for each level of student achievement;
(5) Establishment of the measurable objectives for academic progress;
(6) Establishment of a system of sanctions, rewards, and recognition;
(7) Establishment of the process for teacher and principal evaluation;
(8) Determination of the criteria to demonstrate student preparedness for college and career for each public high school;
(9) Determination of the method for calculating the attendance rate for each public elementary and middle school;
(10) Establishment of an appeal process for public schools; and
(11) Establishment of a process whereby the state accountability system will be periodically reviewed.

Appendix B: Administrative Rules Related to Teacher Effectiveness

24:08:06:01. Teacher performance standards.

Beginning in the 2014 - 2015 school year, the minimum professional performance standards to be used as a basis for evaluating teacher performance shall be aligned with the twenty-two components, clustered into domains one through four, inclusive, in The Framework for Teaching Evaluation Instrument (2011 edition) by Charlotte Danielson.

Source: 38 SDR 58, effective October 17, 2011; 39 SDR 32, effective September 3, 2012.
General Authority: SDCL 1-3-69(7), 13-42-33, 13-42-34.
Law Implemented: SDCL 13-3-69(7), 13-42-33, 13-42-34.
Reference: Charlotte Danielson, The Framework for Teaching Evaluation Instrument, published by the Danielson Group, 2011 edition.

24:55:01:04. Public school accountability system defined.

For purposes of this article, the term, accountability system, means a system established by the state to ensure that all public schools make yearly progress in continuously and substantially improving the performance of their students and make yearly progress in increasing the quality of instruction and leadership. The accountability system shall:

(1) Be implemented and administered for all public schools through department policies and procedures consistent with SDCL 13-3-62 to 13-3-69, inclusive, and the requirements of this article;
(2) Be based upon the content standards in reading and mathematics approved by the state board of education;
(3) Include measurements of student achievement in reading and mathematics based on the state academic assessment;
(4) Include four levels of student achievement for reading and mathematics: advanced, proficient, basic, and below basic, as referenced in SDCL 13-3-66,that are based on mastery of the content standards as measured by academic achievement tests, with cut scores for each level established by the department;
(5) Include multiple indicators of public school performance;
(6) Include a process for evaluating and supporting teachers and principals that is designed to improve their effectiveness in maximizing student learning, with the process being based on professional performance standards andmultiple measures, and that informs professional growth and development of teachers and principals;
(7) Include a six-year cycle that is coordinated with the school accreditation requirements of article 24:43;
(8) Include annual measurements and public reporting based on the data collected pursuant to SDCL 13-3-51;
(9) Include a system of classification, sanctions, rewards, and recognition;

Source: 39 SDR 51, effective October 3, 2012.
General Authority: SDCL 13-3-69.
Law Implemented: SDCL 13-3-62, 13-3-69.

Appendix C: The South Dakota Framework for Teaching

The South Dakota Framework for Teaching provides a comprehensive definition of effective teaching practice. An overview of the entire framework, including all four domains, 22 components and 76 elements, is provided below. The South Dakota Framework for Teaching is aligned to the Charlotte Danielson Framework for Teaching. For more information and resources related to the framework, visit www.danielsongroup.org.

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content and Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-related Pedagogy

1b. Demonstrating Knowledge of Students
- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

1c. Setting Instructional Outcomes
- Value, Sequence and Alignment
- Clarity
- Balance
- Suitability for Diverse Students

1d. Demonstrating Knowledge of Resources
- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

1e. Designing Coherent Instruction
- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

1f. Designing Student Assessments
- Congruence with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments
- Use for Planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a. Creating an Environment of Respect and Rapport
- Teacher Interactions with Students Including Both Words and
- Actions
- Student Interactions with Other Students, Including Both
- Words and Actions

2b. Establishing a Culture for Learning
- Importance of the Content and of Learning
- Expectations for Learning and Achievement
- Student Pride in Work

2c. Managing Classroom Procedures
- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-Instructional Duties

2d. Managing Student Behavior
- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

2e. Organizing Physical Space
- Safety and Accessibility
- Arrangement of Furniture and Use of Physical Resources

DOMAIN 3: INSTRUCTION

3a. Communicating with Students
- Expectations for Learning
- Directions for Activities
- Explanations of Content
- Use of Oral and Written Language

3b. Using Questioning and Discussion Techniques
- Quality of Questions/Prompts
- Discussion Techniques
- Student Participation

3c. Engaging Students in Learning
- Activities and Assignments
- Grouping of Students
- 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 of Progress

3e. Demonstrating Flexibility and Responsiveness
- Lesson Adjustment
- Response to Students
- Persistence

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
- Information about the Instructional Program
- Information about Individual Students
- Engagement of Families in the Instructional Program

4d. Participating in a Professional Community
- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

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 and Ethical Conduct
- Service to Students
- Advocacy
- Decision Making
- Compliance with School and District Regulations

Appendix D: Guidance on Minimum Measures of Professional Practice

Pilot schools seeking guidance to determine which 8 components of the South Dakota Framework for Teaching to use as minimum measures of professional practice can consider a collection of 8 components that has been used by other states and school districts to prioritize key standards and establish balance across all four domains.

The selection of eight components is provided in two formats. The chart below provides a quick-reference down to the component level. A more detailed presentation, including the associated elements, is also provided.

Domain 1 **PLANNING AND PREPARATION**	Domain 2 **THE CLASSROOM ENVIRONMENT**
c. Setting Instructional Outcomes e. Designing Coherent Instruction	b. Establishing a Culture for Learning d. Managing Student Behavior
Domain 4 **PROFESSIONAL RESPONSIBILITIES**	Domain 3 **INSTRUCTION**
a. Reflecting on Teaching c. Communicating with Families	b. Using Questioning and Discussion Techniques c. Engaging Students in Learning

DOMAIN 1: PLANNING AND PREPARATION

1c. Setting Instructional Outcomes
- Value, Sequence and Alignment
- Clarity
- Balance
- Suitability for Diverse Students

1e. Designing Coherent Instruction
- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2b. Establishing a Culture for Learning
- Importance of the Content and of Learning
- Expectations for Learning and Achievement
- Student Pride in Work

2d. Managing Student Behavior
- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

DOMAIN 3: INSTRUCTION

3b. Using Questioning and Discussion Techniques

- Quality of Questions/Prompts
- Discussion Techniques
- Student Participation

3c. Engaging Students in Learning

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a. Reflecting on Teaching

- Accuracy
- Use in Future Teaching

4c. Communicating with Families

- Information about the Instructional Program
- Information about Individual Students
- Engagement of Families in the Instructional Program

Appendix E: Teacher Standards Workgroup and Pilot Districts

The Teacher Effectiveness Handbook builds on previous work of the Teacher Standards Workgroup, which was established in 2010. In recognition of their work to establish the South Dakota Framework for Teaching, the members of the Teacher Standards Workgroup are listed below.

TEACHERS

- Lisa Handcock, Agar/Blunt/Onida
- Tom Mead, Spearfish
- Kira Christensen, Sioux Falls
- Darlene Dulitz, Webster
- Alayna Siemonsma, Rapid City
- Amelia Rose, Rapid City
- Sue Podoll, Rapid City
- Lynn Lagner, Watertown

PRINCIPALS

- Kevin Lein, Harrisburg
- Susan Patrick, Watertown
- Anne Williams, Sioux Falls
- Mike Taplett, Huron

SUPERINTENDENTS

- Margo Heinert, Todd County
- Dave Pappone, Brandon

SCHOOL BOARD MEMBERS

- Duane Alm, Aberdeen
- Bev Banks, Belle Fourche

PARENTS

- Jill Kruger, Pierre
- Jill Dean, Pierre
- Stacy Kolbeck, Pierre
- Melissa Whipple, Todd County
- Mary Stadick Smith, Pierre

EDUCATIONAL ORGANIZATIONS

- Wayne Lueders, Associated School Boards of South Dakota
- Sandy Arsenault, South Dakota Education Association
- John Pedersen,School Administrators of South Dakota

HIGHER EDUCATION

- Dr. Rick Melmer

The South Dakota Framework for Teaching was piloted by 11 school districts during the 2011-12 school year. In recognition of the leadership and contributions made to the state's understanding of the adopted professional teaching standards, the districts are listed below.

2011-12 Teacher Standards Pilot Districts

Aberdeen
Brookings
Custer
Deuel(middle school only)
Harrisburg
Kimball
McCook Central
Stanley County
Todd County
Wagner
White River

Appendix F: Teacher Evaluation Work Group

The Teacher Effectiveness Handbook builds on previous work of the Teacher Evaluation Workgroup, which was established in 2012. In recognition of their work to advance the structure of the state's model evaluation and professional support system, the members of the Teacher Evaluation Workgroup are listed below.

TEACHERS

- Sharla Steever, Hill City
- Kristin Skogstad, Sioux Falls
- Pat Moller, Mitchell
- Nicole Keegan, Rapid City
- Paul Kuhlman, Avon
- Candy Ballard, Lead-Deadwood

PRINCIPALS

- Kym Johnston, Lennox
- Kyley Cumbow, Pierre
- Kevin Lein, Harrisburg

SUPERINTENDENTS

- Don Kirkegaard , Meade
- Shayne McIntosh, Parkston

SCHOOL BOARD MEMBERS

- Pam Haukaas, Colome
- Rebecca Reimer, Chamberlain

PARENTS

- Amy Blum, Chamberlain
- Stacy Bauer-Jones, Brandon Valley
- Shauna Hoglund, Dell Rapids

EDUCATION ASSOCIATIONS

- Steve O'Brien, SDEA
- Wade Pogany, ASBSD
- Rob Monson, SASD

Special thanks should be given to Dr. Rick Melmer, Dean of Education at the University of South Dakota and Dr. Fred Aderhold, Lecturer in the Division of Educational Administration at the University of South Dakota for leading this workgroup. Their support and guidance during this process has been instrumental to the success of the Teacher Evaluation Workgroup.