

4.1 Philosophy

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.

4.2 Purpose

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 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.

4.3 Process

Consistent Evaluation Cycle:

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

Multiple Measures of Teacher Effectiveness:

- Professional practice evaluations are based on professional teaching standards outlined by the South Dakota Framework for Teaching (Danielson Model).
 - o Minimum Measures of Professional Practice

Plans of Assistance

- 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.

PREPARING

STEP ONE	
TRAINING	<ol style="list-style-type: none">1. Teachers and evaluators will be trained in South Dakota Framework for Teaching and how teaching standards are used as the basis for professional practice evaluation prior to the first formal2. All evaluators will be trained on how to conduct observations that support the professional practice portions of the evaluation (Teaching).3. All staff will be trained on how to develop Student Learning Objectives and how student growth factors into the evaluation.
STEP TWO	
ORIENTATION	<ol style="list-style-type: none">1. All staff impacted by the evaluation system will review the evaluation system yearly.

PLANNING

STEP THREE	
SELF-ASSESSMENT	<ol style="list-style-type: none">1. Teacher prepares Student Learning Objective and Individual Professional Development Plan by October 15.<ul style="list-style-type: none"><input type="checkbox"/> Student Learning Objective Process Guide and Individual Professional
STEP FOUR	
GOAL-SETTING CONFERENCE	<ol style="list-style-type: none">1. Teachers and evaluators discuss and agree on Student Learning Objective and Individual Professional Development Plan by October 15.<ul style="list-style-type: none"><input type="checkbox"/> SLO Quality Checklist

PERFORMING

STEP-FIVE THREE

EVIDENCE

COLLECTION

To collect evidence of professional teaching practice of Probationary

- Formal classroom observations will occur **at least twice per year by December 1 and April 1.**
Informal classroom observations will occur at least twice per year followed by feedback.

*** Informal observations, walk-throughs and drop-ins are all the same**

To collect evidence of professional teaching practice of Continuing Teachers:

- Formal classroom observations will occur **at least once in the teacher's evaluation cycle year by April 1.**
- Informal classroom observations will occur at least twice per year followed by feedback.

*** Informal observations, walk-throughs and drop-ins are all the same**

For both Probationary and Continuing Contract Teachers:

1. All formal classroom observations will be preceded by notification of the observation date by the evaluator and a
 - Pre-Conference Planning Conversation.
2. All formal classroom observations will be followed by a post-conference conversation.
 - Post-Conference Reflecting Conversation.
3. During the Post-Conference, teachers will receive formative professional feedback.
 - Formative Professional Practice Rating
4. Teachers will be required to submit artifacts upon request.

PROGRESSING

STEP SIX	
EVALUATION	<ol style="list-style-type: none">1. Using all documented evidence collected, the evaluator completes a summative evaluation including measures of both professional practice and student growth.<ul style="list-style-type: none"><input type="checkbox"/> Formative Professional Practice Ratings<input type="checkbox"/> Determine Student Growth Rating for SLOs<input type="checkbox"/> Summative Professional Practice RatingEvaluator Calculates preliminary summative2. effectiveness rating.<ul style="list-style-type: none"><input type="checkbox"/> See Summative Teacher Effectiveness Rating Matrix and Performance Categories
STEP SEVEN	
SUMMATIVE CONFERENCE	<ol style="list-style-type: none">1. Evaluator and teacher hold a conference to discuss summative effectiveness rating finalized by April 1.<ul style="list-style-type: none"><input type="checkbox"/> Summative Professional Practice Rating
STEP EIGHT FOUR	
IMPROVEMENT PLANNING	<ol style="list-style-type: none">1. Teacher and evaluator may review professional practice growth plan or plan of assistance any time throughout the evaluation process.<ul style="list-style-type: none"><input type="checkbox"/> Individual Professional Development Plan2. <input type="checkbox"/> Plan of Assistance Form Professional growth plan or plan of assistance will be approved and put into action.