

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 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.

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, Including Student Growth

- 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
- Student Learning Objectives will be used as a measure of a teacher's impact on student growth.

Summative Teacher Effectiveness Ratings and Performance Categories

- Evaluations of professional teaching practice and student growth are 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*.
 - o Determining Teacher Effectiveness

Professional Growth Plans and Plans of Assistance

- Serve as a basis for programs to increase professional growth and development of certified teachers.
- 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	<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 formal observation. 2. All evaluators will be trained on how to conduct observations that support the professional practice portions of the evaluation (Framework for Teaching). 3. All staff will be trained on how to develop Student Learning Objectives and how student growth factors into the evaluation.
TRAINING	
STEP TWO	<ol style="list-style-type: none"> 1. All staff impacted by the evaluation system will review the evaluation system yearly.
ORIENTATION	

PLANNING	
STEP THREE	<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"> • Student Learning Objective Process Guide and Individual Professional Development Plan form
SELF-ASSESSMENT	
STEP FOUR	<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"> • SLO Quality Checklist
GOAL-SETTING CONFERENCE	

PERFORMING

STEP FIVE

EVIDENCE
COLLECTION

To collect evidence of professional teaching practice of Probationary Teachers:

- 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 Contract 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.
 - 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">• Formative Professional Practice Ratings• Determine Student Growth Rating for SLOs• Summative Professional Practice Rating Evaluator2. Calculates preliminary summative effectiveness rating.<ul style="list-style-type: none">• See Summative Teacher Effectiveness Rating Matrix and Performance Categories3. Evaluator sends results of the evaluation to the teacher prior to the summative conference.
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">• Summative Professional Practice Rating
STEP EIGHT	
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">• Individual Professional Development Plan• Plan of Assistance Form2. Professional growth plan or plan of assistance will be approved and put into action.