

## 1. Purpose

The primary purpose and role of an evaluation program is to strengthen and improve the educational program of the district by assisting the individual teacher in becoming a better and more effective teacher.

Other purposes are:

- A. To provide structured and informal opportunities for administrators and teachers to objectively consider and evaluate the effectiveness and the contribution of the teacher to the total school program. It is the belief of the Board, Administration, and BEA that these evaluations provide the best opportunity for a teacher's growth to include strengths and possible weaknesses and to improve in the effectiveness as a teacher.
- B. To aid in planning programs of in-service training for all teachers and to identify areas in which teachers need individual assistance and support.
- C. To encourage teachers to constantly self-evaluate their teaching effectiveness in accordance with evaluation criteria.
- D. To provide an objective means by which recommendations may be made to the Board regarding the employment status of teachers and to provide data for reports, studies, and recommendations as needed.

## 2. Training

All certified staff members shall be evaluated by a designated evaluator who is currently in an administrative role for the district. Each evaluator shall become certified in the South Dakota Department of Education approved evaluation process. Furthermore, teachers will be trained in the approved process during pre-service or in-service training time, or other contracted time. The building principal or other administrator is charged with the responsibility of keeping the building staff informed as to the teacher evaluation objectives and procedures.

## 3. Teacher Effectiveness

### A. Domains and Components

Charlotte Danielson's Domains 1, 2, 3, and 4 from the 2011 *A Framework for Teaching* will be used for observation/evaluation purposes. All components in Domain 2 (The Classroom Environment) and Domain 3 (Instruction) will be used. Components not observable during formal or informal observations will not be used in the final calculation for the evaluation. Two components in Domain 1 (Planning and Preparation) and in Domain 4 (Professional Responsibilities) will be selected by the evaluator and teacher. One component will be selected by the individual teacher and one will be selected by the evaluator, for a total of two components in Domain 1 and two components in Domain

4. The components selected by the teacher and evaluator will be identified by the first working day in October. The selected components will be used for the entire evaluation cycle. *Refer to Appendix H - A Framework for Teaching.*

B. Counselor Domains and Components

Counselors will be evaluated using the process explained in the South Dakota Counselor Evaluation Supporting Document. *Refer to Appendix F – Counselor Performance Evaluation and Appendix K – South Dakota Evaluation Supporting Document.*

C. Speech Language Therapist Domains and Components

Speech therapy staff will be evaluated using all three domains of the speech therapy evaluation rubric and the components designated under each domain. *Refer Appendix G Speech Therapist Performance Evaluations.*

Observations conducted will consist of formal observations and informal observations which align with the criteria for teachers under Section 9 of this article.

1. 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 will discuss artifacts which support the evaluation. Representative artifacts consistent with the selected domains and components, shall be presented and utilized as an element of the summative evaluation process. 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. *Refer to Appendix I – Examples of Artifacts Aligned to Domains of Professional Practice.*

2. Student Learning Objective

A **Student Learning Objective (SLO)** 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. *Refer to Appendix D - SLO Process Guide.*

Teachers and evaluators are encouraged to use an online tool such as the SDEA SLO Attainment Calculator.

Student Growth Performance Categories:

Performance Category	Description
Low	The teacher's SLO was less than 65 percent attained.
Expected	The teacher's SLO was greater than or equal to 65 and less than 85 percent attained.
High	The teacher's SLO was greater than or equal to 85 percent attained.

**A. Dates for SLO Completion**

All teachers will submit their SLO for review and approval by the first working day in October of each school year. The SLO will be finalized by the last working day in October of each school year. *Refer to Appendix E – Professional Practices Rating & Documentation.*

**B. Exemptions to SLO requirements**

Counselors and speech language therapists are exempted from the requirement to develop SLOs. (Reference ARSD 24:57:01:01)

**3. Overall Professional Practices Rating**

After using standards-based rubrics to determine teaching performance for each component evaluated, the evaluator will use a three-step process to determine a professional practice rating of Unsatisfactory, Basic, Proficient or Distinguished.

*Step 1: Determine Component-Level Performance*

Point values are assigned to teaching performance for each component evaluated as follows: 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. 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. The chart below presents the scoring ranges aligned to the four performance categories.

Overall Professional Practice Rating				
Scoring Ranges	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

**4. Descriptions**

Each of the four final Professional Practice Ratings – Unsatisfactory, Basic, Proficient and Distinguished – are 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 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 are qualified in the craft of teaching and work to continually 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 considered difficult to attain consistently.

## 5. Professional Practice Rating and Student Growth Rating

The recommended summative rating matrix model does not rely on uniform, prescriptive formulas to calculate the 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. *Refer to Appendix E – Professional Practices Rating & Documentation.*

## 6. Observation Procedures

A. Observation procedures, according to SDCL 13-42-34, will be as follows:

i. For teachers in years one through three of continuous employment:

- A minimum of two (2) informal observations per year; one prior to the first formal observation, the remainder delivered throughout the year.
- A minimum of two (2) formal observations of professional practice per year; one completed each semester.

ii. For teacher who are new to the district but have five or more years of experience:

- A minimum of two (2) informal observations in the first year of employment; one prior to the first formal observation, the remainder delivered throughout the year.
- A minimum of two (2) formal observations of professional practice in the first year of employment; one completed each semester.
- A minimum of one (1) informal observation in each of the second and third years of employment.
- A minimum of one (1) formal observation of professional practice in each of the second and third years of employment.

iii. For teachers in their fourth continuous year of employment and beyond:

- A minimum of two (2) informal observations in the year of evaluation

- A minimum of one (1) formal observation of professional practice in the year of evaluation.
- B. A **formal observation** must be at least 15 minutes long conducted by the evaluator. It is encouraged that the evaluation may exceed 15 minutes. The process of formal observation includes structured pre- and post-observation conferences. The formal observation will not take place the first two weeks (10 days) or final week (5 days) of a course unless mutually agreed upon by the teacher and building administrator. A notice of five school days, unless other timelines are mutually agreed upon by the evaluator and teacher, will be given to the teacher to prepare for the pre-observation conference. A **pre-observation conference** provides the evaluator and teacher a time to discuss the upcoming observation, including any lesson standards, assessment tools, instructional strategies, or differentiation needed. First year teachers will have a face to face meeting for their first semester pre-conference meeting in the first semester. 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. The post-observation conference should occur within five school days of the formal observation unless other timelines are mutually agreed-upon by the evaluator and teacher.
- C. An **informal observation**, or drop-in, is not necessarily announced, but could be. It is at least five (5) minutes in length and is followed by feedback to the teacher. Feedback will be provided within (5) five school days of the informal observation unless other timelines are mutually agreed upon by the evaluator and teacher.
- D. It is the expectation that frequent conferences of a more informal nature will take place concerning improving the quality of teaching performance. These conferences may result from a variety of circumstances such as (1) observation by the evaluator in the routine performance of the evaluator's duties with respect to any aspects of job performance in need of immediate improvements, (2) concerns expressed by the teacher concerning any problem area(s) in which the teacher feels the need for assistance in order to improve teaching performance.

## 7. Records

The formal evaluation documentation, which includes at a minimum the formal observation(s), Student Learning Objective (SLO) results and summative evaluation shall be filed in the teacher's personnel file in the Brookings School Administration office.

By signing, the teacher and evaluator acknowledge that (a) a conference was held and (b) the teacher is aware of the contents of the evaluation report and (c) the report has been thoroughly discussed with the teacher.

A copy of the above is also to be given to the teacher. *Refer to Appendix E – Professional Practices Rating*

*& Documentation.*

In the event the teacher is dissatisfied with an evaluation, the teacher may respond to the evaluation in writing, stating reasons why it is felt the evaluation is unfair, inaccurate, or incomplete. This statement will then become a permanent part of the teacher's evaluation folder and personnel file.

8. Appeal Process

The teacher may appeal the evaluation by presenting the case to an evaluation committee composed of the superintendent, two teachers selected by the BEA, and one administrator selected by the superintendent. The appeal request must be received in writing by the superintendent no later than five (5) days following the evaluation conference. The appeal meeting must be held no later than twenty (20) days following the receipt of the appeal request.

The committee shall review the appeal and render a decision to the teacher no later than five (5) days following the committee meeting. If the committee finds merit in the teacher's appeal, it may choose to throw out the disputed evaluation and/or have the teacher re-evaluated by another administrator.

If this appeal procedure is used, the grievance procedure shall not be applicable or used as it relates to the issue raised in the appeal or prohibit the Board of Education from initiating the non-renewal or termination process.

9. Plan of Assistance

If, as a result of informal or formal observation and ensuing conferences, specific guidelines and directives are determined to improve teaching performance, these are to be filed in the same manner as the formal evaluation reports. In no way will this language affect the district's ability to non-renew a probationary teacher with no cause given.

A. Criteria/Elements should include:

- a. A statement of the observed deficiency(ies) with examples given to demonstrate deficiency. This description should also include which domain(s) and component(s) of the Danielson Model are in question.
- b. Specific directives to address the deficiency(ies)
  - i. Each directive must be measurable.
  - ii. Each directive must be achievable in the time frame given.
  - iii. Each directive must be objective.
- c. A timeline for the plan of assistance to be completed.
- d. A description of the district's offer of assistance in completing the plan.
- e. Provision for periodic meetings to ascertain progress.
- f. Signature of evaluator and employee, noting it has been reviewed and discussed.

10. Nonrenewal

It sometimes happens, however, that a teacher does not grow in skill as anticipated. In such cases, after a

genuine effort has been made by the administrative and supervisory personnel in assisting the teacher to

grow, the Board, upon recommendation of the Superintendent, shall nonrenew the teacher's contract. Nonrenewal of the teacher's contract (reference SDCL 13-43-6.3) provides that the superintendent shall give written notice of the nonrenewal by April 15<sup>th</sup> for teachers in years one through three of their continuous teaching in the district and on or before April 15<sup>th</sup> for teachers who are in or beyond their fourth year of continuous teaching in the district.