# HILL CITY SCHOOL DISTRICT 51-2

# NEGOTIATED AGREEMENT

# 2026-2027

# CONTENTS


ARTICLE I. RECOGNITION 3
ARTICLE II. EMPLOYMENT SECURITY 4
ARTICLE III. EMPLOYMENT CONDITIONS 6
ARTICLE IV. EMPLOYEE COMPENSATION 7
ARTICLE V. FRINGE BENEFITS 9
ARTICLE VI. LEAVE 10
ARTICLE VII. GRIEVANCE PROCEDURE 11
ARTICLE VIII. STAFF REDUCTION POLICY 13
ARTICLE IX. EFFECT OF AGREEMENT 14

APPENDIX A, CALENDAR ..... 17
APPENDIX B, EXTRA DUTY SCHEDULE ..... 18
APPENDIX C, TEACHERS' CONTRACT ..... 19
APPENDIX D, TEACHER EVALUATION DOCUMENTS ..... 20
APPENDIX E-F, EVALUATION OF HEAD COACHES AND ASSISTANS ..... 57
APPENDIX G, GUIDANCE COUNSELOR & ADVISORS CONTRACT ..... 60
APPENDIX H, EARLY RETIRMENT NOTIFICATION FORM ..... 61

## ARTICLE I. RECOGNITION

1.1 RECOGNITION - Pursuant to the provisions of SDCL 3-18, the School Board of School District 51-2, Pennington County, Hill City, South Dakota, hereinafter referred to as the "Board" recognizes the Hill City Education Association, hereinafter referred to as the "Association", as the sole and exclusive representative for all regularly employed Department of Education certified personnel, hereinafter referred to as "Employee", except for the administrators and aides.

1.2 RECOGNITION CONTINUOUS - This recognition shall be continuous until questioned by the Board, labor or employee association or employees.

## ARTICLE II. EMPLOYMENT SECURITY

2.1 PERSONAL FREEDOM - The private life of teachers is not within the appropriate concern of the Board except as it might prevent teachers from performing their assigned duties. The Board agrees not to engage in any act which is judged to be in violation of any state or federal laws dealing with discrimination.

2.3 TEACHER RESPONSIBILITY - Teachers are expected to comply with reasonable rules, regulations, and directions adopted by the Board and the administration which are not inconsistent with the provisions of this Agreement. Any question as to the consistency with this Agreement may be the subject of a grievance.

2.4 PERFORMANCE EVALUATION -

A. The performance of teachers who are in their fourth year of employment and beyond shall be evaluated in writing at least once per year, and an additional evaluation may be requested by the teacher at a time and date which is mutually agreeable to the teacher and administrator.

B. The performance of teachers who are in their first, second, and third year of employment shall be evaluated in writing at least once per semester, and an additional evaluation may be requested by the teacher at a time which is mutually agreeable to the teacher and administrator.

C. For items A and B above, each evaluation must be preceded by at least one classroom visitation.

D. Evaluation instrument documents attached to and incorporated into this Agreement as Appendix D.

E. Each Head Coach or Activity Advisor will evaluate their subordinates. Principals, in conjunction with the Athletic Director, will evaluate Head Coaches and Activity Advisors using the forms attached as Appendix E and F

2.5 RIGHT OF REPRESENTATION- When a teacher appears before the Board concerning any matter which could adversely affect the teacher's employment, the teacher's position, or the teacher's salary, the teacher shall be entitled to have a representative of the Association present. Such representative shall be for consultation only and not be the spokesperson for the teacher. The Administration or designee shall be given the name of the representative at least twenty-four hours before the meeting.

2.6 PERSONNEL FILE - Each teacher shall have the right, upon request, to review

the contents of said teacher's personnel file and to place therein written reactions to any of its contents. The teacher shall have the right to make copies of any items in the file at his/her expense, not to exceed actual district cost, and to be accompanied by a representative of the Association, or designee, during the review of the file. No file review will occur unless a member of the Administration or designee is present during the review.

2.7 ACADEMIC FREEDOM -Teachers are allowed academic freedom to conduct, study, and perform investigations, make presentations and interpret fact and ideas concerning subject matter when concerned with curriculum approved by the Board and in its accordance with board policy, rules, and regulations as carried out by the administration.

## ARTICLE III. EMPLOYMENT CONDITIONS

3.1 SCHOOL YEAR-
The Board of Education shall set the school calendar each year. The calendar will include 176 contracted days for this agreement.

3.2 TEACHER WORKDAY -

1. The teacher workday shall be 8 hours, including a duty-free lunch. Teachers will be required to be on duty one-half hour before and one-half hour after the end of the school day. It is understood that occasionally some meetings and other duties may extend beyond the normal school workday.

2. Teachers may be assigned noon duty or additional student supervision. Such supervision will be assigned equitably according to a schedule set by building-level administration.

3.3 NOTIFICATION OF ASSIGNMENT - The Superintendent will provide written notification to any staff member within 10 days of any contractual changes after May 1.

3.4 NOTIFICATION OF TEACHING VACANCY TO CERTIFIED STAFF

1. "Vacancy": A teaching position opening which results from (1) a resignation, a retirement, or other termination; (2) the adding of a teaching position due to added enrollment and/or adding to existing programs; (3) a teacher transferring to another position, either voluntarily or involuntarily.

2. The superintendent is responsible for posting all vacancies. For notification to teaching staff, vacancies will be posted on the school website.

3.5 If a teacher is required by the superintendent or principal to attend a meeting or work on a day that is not a work day as per Appendix A (school calendar), that teacher will be paid a per diem rate. The per diem rate will be established by dividing the teacher's regular salary by 176. To establish an hourly rate for a portion of a day, the daily rate will be divided by 8. If the additional work is for less than a full day, per diem payment will be prorated as to the hours actually worked.

## ARTICLE IV. EMPLOYEE COMPENSATION

4.1 EXPERIENCE CREDIT - The superintendent will determine previous teaching experience of a teacher entering the system for placement on the Hiring Guide. Years of experience brought into the system shall not exceed fourteen (14). The superintendent of schools has the discretion to allow more than fourteen (14) years of teaching experience on the Hiring Guide of a teacher entering the system. The allowable number of years brought into the system will be multiplied by $455.00.

4.11 All members of the bargaining unit, as defined in section 1.1, who were employed during the 2025-2026 school year, shall be awarded a 3% increase to their 2025-2026 salary for the 2026-2027 school year.

4.2 The Hiring Guide shall be as follows:

A. The base salary for 2026-2027 will be $47,955.00 for zero years' experience.
B. Year(s) of Experience at $455 per year allowed.
C. Graduate Credit Hours at $70.00 to a maximum of 35 graduate hours.
D. Master's Degree at $1,000.

The board reserves the right to hire above the Hiring Guide if deemed necessary for high need or unfilled positions.

No existing certified teacher shall make less than a new hire based on years of experience.

4.3 SALARY FORMULA CREDIT HOURS

1. It will be the duty of each member of the bargaining unit upon completion of graduate course work to inform the administration in writing by the September board meeting of the number of completed graduate credits. Verification of credits shall be in the form of an official transcript submitted to administration. In order to promote master level educators, all graduate credits are limited to counseling/guidance, special education, health and physical education, curriculum and instruction, educational administration, the member of the bargaining unit's field of study, or are related to an endorsement awarded by the South Dakota Department of Education. Graduate credits completed and verified after the September Board of Education meeting but before the January Board of Education meeting may be submitted for 50% of the compensation value for that year. The maximum number of graduate credits may be submitted during the effective term of this agreement shall be 15 per member.

2. Earned credit hours must be submitted to the superintendent for verification within one year of course/workshop completion. All hours are subject to final

approval of the superintendent.

Each graduate hour of additional education up to a maximum number of 35 graduate hours shall be compensated at the rate of $70.00 per hour.

An additional $1,000.00 shall be paid for a Master's Degree.

National Board Certification - Any teacher achieving National Board Certification will be compensated. $1,000.00 will be added to the teacher's salary and remain there as long as the teacher is employed within the school system. This consideration satisfies the requirements of State Statute 13-42-26.

4.4 PAY DAY - SCHOOL NOT IN SESSION - Payday shall be the 5th and 20th day of each month with equal deductions from each payday. If a regular payday during the school term falls on a day when school is not in session, employees shall receive their checks on the last business day prior thereto.

4.5 PAYROLL INSTALLMENTS - Each employee shall be paid on a twelve (12) month basis. All members of the bargaining unit will participate in the direct deposit payroll method.

4.6 EXTRA DUTIES - The extra duty pay schedule shall be as set forth in Appendix B which is attached to and incorporated into this Agreement.

4.7 EXTRA DUTIES - PAYROLL PROCEDURES - Extra duty pay will be paid on the 5th and 20th day of each month, incorporated into the salary check. For those who are only employed through the extra duty schedule, payment will be made on the 20th day of the month after the event or activity is finished for the year.

4.8 TEACHER'S CONTRACTS - Individual teacher's contracts shall be in the form as provided in Appendix C.

4.9 NEW TEACHER MENTORING PROGRAM-An additional $1,000.00 will be paid to the mentor teacher and $500.00 will be paid to the new teacher participating in the New Teacher Mentoring Program during the first year of the mentoring program cycle. An additional $500.00 will be paid to the mentoring teacher during the 2nd year of the mentoring program cycle.

## ARTICLE V. FRINGE BENEFITS

5.1 HEALTH BENEFITS- The Hill City School District will pay-an amount up to $768.00 for the school's hospitalization plan for each Member of the Bargaining Unit. The health plan must be the school insurance plan. This benefit is for full time equivalency employees only.

The Association, in its discretion, may appoint a committee to make recommendations to the Board of Education regarding the health insurance plan. However, notwithstanding any recommendation from this committee, the Board of Education, in its sole discretion, will have absolute authority to select not only the carrier, but the health insurance plan or plans.

Health benefits will be in place until August 30 of the year the employee leaves. The employee has the right to terminate health insurance before August 30.

Employees may participate in the school district's Flex Spending Account (FSA) program.

## ARTICLE VI. LEAVE

6.1 LEAVE - Each instructor shall receive leave at the beginning of each contract year according to the following schedule.

| | | |
|---|---|---|
| A. | 0-5 years local experience | 10.0 days leave |
| | 6-10 years local experience | 12.5 days leave |
| | 11 years local experience and beyond | 15.0 days leave |

These days are without loss of pay, and in whole or part, may be carried over to the succeeding years, but may not accumulate more than 70 days prior to starting the new contract. At the beginning of each new contract year teachers shall receive leave according to the local experience schedule listed in Article VI leave 6.1 and this will be added to accumulated prior year days. Teachers accumulated above 70 days at the end of the school calendar year will be compensated $55 per day for each day above 70. The leave payout will take place during the June payroll. Leave for more than 4 days in a month will be granted if approved by superintendent based upon recommendation by administrator.

When a teacher ceases employment from the Hill City School District, he/she will be paid $55.00 per day for unused leave up to seventy (70) days.

6.2 BEREAVEMENT LEAVE - Five (5) days of leave shall be allowed for absence due to the death of an employee's spouse, child, father (in-law), mother (in-law), sister (in-law), brother (in-law), grandparents, and grandchildren. The superintendent is empowered at his/her discretion to allow bereavement leave for the death of other persons not previously mentioned within the confines of the five days. These days are without loss of pay. These days will be charged to the employee's leave account. If no days are available in employee's leave account, days can be granted with loss of pay for a total of 5 days of bereavement.

6.3 MATERNITY LEAVE - Maternity leave will be treated in accordance with the Family Medical Leave Act. Paid leave in the employee's account may be used for maternity leave.

ARTICLE VII. GRIEVANCE PROCEDURE

7.1 DEFINITION - The word "grievance" as used in this agreement shall mean a complaint by an employee, group of employees, or the Association, based on an alleged violation, misinterpretation, or inequitable application of this Negotiated Agreement. Negotiations for, or a disagreement over, a non-existing agreement, contract, policy or rule, is not a grievance and is not subject to this policy.

7.2 IMMEDIATE SUPERVISOR- Whenever any employee or group of employees have a grievance, he/she or they shall meet on an informal basis with the immediate supervisor of the employee within thirty (30) days after the incident which brought about the grievance. The immediate supervisor shall set a meeting date as soon as possible, but in any event no later than seven (7) days after the grievance has been filed. Within seven (7) days after the meeting, the immediate supervisor shall serve a written disposition of the matter upon the party or parties involved.

7.3 SUPERINTENDENT OF SCHOOLS - If the grievance is not resolved by the immediate supervisor, the Grievant may refer the grievance to the superintendent or the superintendent's official designee within seven (7) days of the immediate supervisor's written disposition of the grievance. The superintendent shall arrange with the Grievant for a meeting to take place as soon as possible, but not later than seven (7) days of the filing of the grievance. Within seven (7) days of the meeting, the Grievant shall be provided with the superintendent's written response, including the reasons for the decision.

7.4 SCHOOL BOARD - Within seven (7) days after the receipt of the above disposition, the Grievant may if the grievance remains unresolved, appeal to the School Board. The board shall hold a formal hearing within ten (10) days or at its next regularly scheduled meeting, whichever comes sooner, and serve a written disposition of the matter on the party or parties within seven (7) days after the hearing.

7.5 DIVISION OF LABOR AND MANAGEMENT RELATIONS - The Grievant may, if the grievance remains unresolved after the board hearing, appeal in writing on forms prescribed by the division, and the division shall conduct a formal hearing and issue a binding order covering the points raised.

7.6 TIME LIMITS - If the employees fail to appeal within the time limits established, the grievance shall be considered void. Likewise, if the employer fails to respond within the time limits, the grievance shall be advanced to the next level.

7.7 CLASS GRIEVANCE - Class grievances involving one or more employees or one or more supervisors, and grievances involving an administrator above the

building level may be initially filed by the Grievant as provided in 7.3 of this Article.

7.8 ORGANIZATION PARTICIPATION - EMPLOYEE REPRESENTED - The Board recognizes the right of the Grievant to have their representative present at the processing of the grievance. However, participation in processing the grievance by the association is at the discretion of the Grievant.

7.9 ORGANIZATION REPRESENTATION - EMPLOYEE NOT REPRESENTED- When an employee is not represented by the association, the association shall reserve the right to have its representative present and shall receive copies of the decision.

7.11 FILING OF MATERIALS - All records related to a grievance shall be filed separately from the personnel files of the employee.

7.12 GRIEVANCE WITHDRAWAL - A grievance may be withdrawn at any level without establishing precedent.

7.13 DAYS DEFINED - "Days" as used in this article shall mean calendar days.

7.14 WAIVER OF STEPS - In the event the requested remedy is beyond the power of the immediate supervisor to grant, the grievance may be filed initially with the superintendent as provided in 7.3 of this Article. If the superintendent does not have the power to grant the requested remedy, the grievance may be filed initially with the Board as provided in 7.4 of this Article. However, the superintendent will recommend where and at what level the grievance is to be filed.

## ARTICLE VIII. STAFF REDUCTION POLICY

Staff reduction occurs when the Board eliminates all or part of an existing position. In the event the Board determines that a staff reduction is necessary, the following guidelines will be considered.

1. An effort will be made to effect the staff reduction through normal attrition.

2. Positions held by persons with less than full certification for their current teaching assignments will be open to properly certified teachers who have been notified that their positions have been eliminated due to staff reduction.

3. If a position of a teacher is eliminated due to staff reduction, the Board will determine which teacher or teachers are to be released, considering the following criteria and not necessarily in order of preference;
    a. Recommendations of administrative staff.
    b. Certification endorsements.
    c. Experience in the position.
    d. Educational training.
    e. Employee evaluation.
    f. Years of employment with the district.
    g. State and federal mandates, educational program needs.
    h. Extracurricular activities.
    i. Other relevant considerations.

4. Any Member of the Bargaining Unit laid off pursuant to this policy shall have recall rights to any position for which s/he is certified and qualified, for a period of one (1) calendar year from the effective date of such layoffs. Members of the Bargaining Unit laid off shall be recalled to available positions in reverse order of their layoff. Those on layoff shall be notified by registered mail and sent to the address on file with the Board in positions for which they are qualified and certified. It is the Member of the Bargaining Unit's responsibility to maintain a current address with the Board of Education. Failure to respond to such notification within 10 days from the date of mailing shall result in the termination of the Member of the Bargaining Unit's right to recall.

5. Members of the Bargaining Unit who have been laid off shall not lose their accumulated benefits or position on the salary formula. Increment credit for the time spent on layoff will be allowed only if the Member of the Bargaining Unit was employed by another school district as a Member of the Bargaining Unit during the period of lay off. Lay off time will not count toward filling of continuing contract status.

## ARTICLE IX. EFFECT OF AGREEMENT

9.1 COMPLETE UNDERSTANDING - The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties, and may be modified during the effective dates of this Agreement only through the written mutual consent of the parties.

9.2 INDIVIDUAL CONTRACTS - The terms and conditions of this Agreement shall be reflected in individual teacher contracts. The individual contracts shall be in the form provided in Appendix C.

9.3 SAVING CLAUSE - Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, then that article, section, or clause shall be deleted from this agreement to the extent that it violates the law. The remaining articles, sections, and clauses shall remain in full force and effect.

9.4 TERM OF AGREEMENT-The agreement will be a one (1) year contract. The provisions of the Agreement shall be effective as of the-15th day of August 2026, and shall continue and remain in full force and effect as binding on the parties until the 15th day of August 2027.

If a new and substitute agreement has not been duly entered into prior to August 15, 2027, or if the impasse procedure has not been completed, the terms of this agreement shall continue in full force and effect until such substitute agreement is adopted, or the impasse procedures, as set forth in statutory law, are completed.

9.5 COPIES OF THIS AGREEMENT - It shall be the responsibility of the district to prepare one (1) copy of this Agreement and place it on the school district website.

This agreement is signed this 17th day of April 2026.

In witness thereof:

For the Association

Date:

For the District

Date: 4/17/26

# Hill City School District 51-2
## 2026 -2027

| | |
|---|---|
| August 18 | Teacher In-Service |
| August 19 | Teacher In-Service |
| August 20 | Teacher In-Service-Open House |
| August 24 | First Day of School for Students |
| Sept 4&5 | No School - Vacation Days-Labor Day |
| October 8 | Parent Teacher Conferences 4 PM-7 PM |
| October 9 | No School - Parent-Teacher Conferences 10 AM - 3 PM |
| October 12 | No School - Vacation Days-Native American Day |
| November 25-26-27 | No School - Vacation Days-Thanksgiving |
| December 21 thru Jan 1 | No School - Vacation Days-Christmas/New Year |
| January 15 | No School Teacher In-Service |
| January 18 | No School - Vacation Days - MLK Day |
| February 15 | No School - Vacation Days -President's Day |
| March 26-29 | No School - Vacation Days- Easter |
| April 15-16 | No School - Vacation Days- Spring Break |
| May 16 | Graduation |
| May 21 | Last Day of School |

Early Dismiss
Parent-Teacher Conferences
Staff In-Service
No School
First Day & Last Day
Graduation
First Semester Ends

| END OF QUARTER | |
|---|---|
| 1st | October 23, 2026 |
| 2nd | December 18, 2026 |
| 3rd | March 19, 2027 |
| 4th | May 21, 2027 |

**AUGUST**

| | | | | | |
|---|---|---|---|---|---|
| | | | | | 7 |
| 3 | 4 | 5 | 6 | | |
| 10 | 11 | 12 | 13 | 14 | |
| 17 | 18 | 19 | 20 | 21 | |
| 24 | 25 | 26 | 27 | 28 | |
| 31 | 0 | 0 | 0 | 0 | |

Days 6

**SEPTEMBER**

| | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

Days Days 20 26

**OCTOBER**

| | | | | | |
|---|---|---|---|---|---|
| | | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 | |
| 12 | 13 | 14 | 15 | 16 | |
| 19 | 20 | 21 | 22 | 23 | |
| 26 | 27 | 28 | 29 | 30 | |

Days 20 46

**NOVEMBER**

| | | | | | |
|---|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 | |
| 9 | 10 | 11 | 12 | 13 | |
| 16 | 17 | 18 | 19 | 20 | |
| 23 | 24 | 25 | 26 | 27 | |
| 30 | | | | | |

Days 18 64

**DECEMBER**

| | | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | |
| 7 | 8 | 9 | 10 | 11 | |
| 14 | 15 | 16 | 17 | 18 | |
| 21 | 22 | 23 | 24 | 25 | |
| 28 | 29 | 30 | 31 | | |

Days Days 14 78

**JANUARY**

| | | | | | |
|---|---|---|---|---|---|
| | | | | | 1 |
| 4 | 5 | 6 | 7 | 8 | |
| 11 | 12 | 13 | 14 | 15 | |
| 18 | 19 | 20 | 21 | 22 | |
| 25 | 26 | 27 | 28 | 29 | |

Days 18 96

**FEBRUARY**

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | |
| 8 | 9 | 10 | 11 | 12 | |
| 15 | 16 | 17 | 18 | 19 | |
| 22 | 23 | 24 | 25 | 26 | |

Days 19 115

**MARCH**

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | |
| 8 | 9 | 10 | 11 | 12 | |
| 15 | 16 | 17 | 18 | 19 | |
| 22 | 23 | 24 | 25 | 26 | |
| 29 | 30 | 31 | | | |

Days Days 21 136

**APRIL**

| | | | | | |
|---|---|---|---|---|---|
| | | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 | |
| 12 | 13 | 14 | 15 | 16 | |
| 19 | 20 | 21 | 22 | 23 | |
| 26 | 27 | 28 | 29 | 30 | |

Days 20 156

**MAY**

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 4 | 5 | 6 | 7 | |
| 10 | 11 | 12 | 13 | 14 | |
| 16 | 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 | |

Days 15 171

| | |
|---|---|
| Student Contact Days | 171.0 |
| In-service Days (4) | 4.0 |
| Parent-Teacher Conferences (1) | 1.0 |
| | 176.0 |

Approved October 2025
Published February 2026

| EVENT: | SALARY |
|---|---|
| HEAD FOOTBALL | $5,170 |
| ASSISTANT FOOTBALL | $3,300 |
| MIDDLE SCHOOL FOOTBALL (2) | $2,475 |
| HEAD VOLLEYBALL | $5,170 |
| ASSISTANT VOLLEYBALL | $3,300 |
| HEAD BOYS BASKETBALL | $5,170 |
| ASSISTANT BOYS BASKETBALL | $3,300 |
| HEAD GIRLS BASKETBALL | $5,170 |
| ASSISTANT GIRLS BASKETBALL | $3,300 |
| MIDDLE SCHOOL BOYS BASKETBALL (2) | $2,475 |
| MIDDLE SCHOOL GIRLS BASKETBALL (2) | $2,475 |
| HEAD TRACK (1) | $5,170 |
| ASSISTANT TRACK (2) | $3,300 |
| HEAD CROSS-COUNTRY | $5,170 |
| ASSISTANT CROSS-COUNTRY | $3,300 |
| MIDDLE SCHOOL TRACK (3) | $2,475 |
| MIDDLE SCHOOL VOLLEYBALL (2) | $2,475 |
| HEAD HS WRESTLING | $5,100 |
| ASSISTANT HS WRESTLING | $3,300 |
| MIDDLE SCHOOL WRESTLING | $2,475 |
| JUNIOR CLASS (PROM) ADVISOR (2) | $1,980 |
| SCHOOL PLAY ADVISOR (2) | $3,080 |
| ONE ACT PLAY ADVISOR (2) | $3,080 |
| MUSIC VOCAL | $2,530 |
| MUSIC INSTRUMENTAL | $5,170 |
| STUDENT SENATE | $1,980 |
| HS LEO CLUB ADVISOR | $770 |
| KNOWLEDGE BOWL ADVISOR (1) | $1,980 |
| NATIONAL HONOR SOCIETY ADVISOR | $1,375 |
| HS CHEERLEADER/FOOTBALL | $1,870 |
| BASKETBALL CHEERLEADER ADVISOR | $1,870 |
| HEAD GOLF (1) | $5,100 |
| ELEM/MIDDLE SCHOOL STUDENT COUNCIL ADVISOR (2) | $1,855 |
| SKILLS USA – TECHNICAL ADVISOR | $1,980 |
| YEARBOOK & ART CLUB ADVISOR | $2,750 |

New coaches will be paid according to the stipend agreed upon in appendix B. Existing Coaches will continue to earn stipends paid to them during the 2019-2020 school year with no additional experience pay.

## HILL CITY SCHOOL DISTRICT 51-2 TEACHERS' CONTRACT

**STATE OF SOUTH DAKOTA**
**PENNINGTON COUNTY**

THIS AGREEMENT offered this day of_____, 2024, shall become a binding contract when signed by the teacher and the authorized officials of the School District. This contract is entered into by and between Hill City School District 51-2 of Pennington County, South Dakota and_____.

**WITNESSETH:** That the party of the first part certifies that he/she is the holder of the South Dakota teacher's certificate #_____issued_____, and valid from_____to_____, which covers the period of time specified in this contract; that such certificate was presented to the school board at the time this contract was drawn as required by law; and that such certificate duly qualifies party of the first part to teach the subjects and grades and to fill the position covered by this contract.

That said teacher hereby contracts and agrees to act as_____; in a qualified area, with emergency clause assignments with DESE approval, in the schools of said district for the 2024-2025 school term beginning on or about August 23rd, 2024.

That the said teacher hereby agrees to perform the duties as assigned according to the terms of this contract and according to the rules of the state board of education, the statutes of the state of South Dakota and the rules, regulations and policies adopted by the district.

It is hereby agreed that this contract may be terminated only by mutual consent of the contracting parties or by statutory provisions of the laws of South Dakota.

*If the teacher initiates the termination of this contract prior to its terminal date, the school district may withhold from any monies due the teacher or collect from the teacher the sum of one hundred dollars ($100.00) as liquidated damages if such termination occurs on or before May 31; two hundred fifty dollars ($250.00) if between June 1 and June 30; seven hundred fifty dollars ($750.00) if between July 1 and July 31; one thousand dollars ($1,000.00) if after August 1 and prior to the start of school; five thousand dollars ($5,000) if the teacher initiates the termination of this contract after school has convened.* The amounts specified above are established since it is impractical and difficult to determine the exact liquidation damages involved. See SDCL 53-9-5.

If an activity or season is cancelled before it has begun, due to reasons out of control of the district or lack of student participation, the district will not pay the salary for the activity. If the activity or season has begun and is at least half completed at the point of cancellation—defined as being from the first practice to the halfway point of the projected regular season—the coach or advisor will receive full pay for the season. If the activity or season is cancelled before it is half over, the salary will be pro-rated to match the truncated length of the season.

In consideration of the services performed by the teacher, the school district hereby agrees to pay the gross sum of $_____for such services as herein set forth, to be paid in two (2) monthly payments of_____each minus such withholdings as is provided by law, to be paid on 5th and 20th day of each month.

It is further agreed the assignment of curricular and extra-curricular duties be assigned by superintendent. The Hill City School District will pay an amount up to $600.00 for the school's hospitalization plan for each Member of the Bargaining Unit. The health plan must be the school insurance plan. This benefit is for full time equivalency employees only.

This contract shall be subject to the official school calendar adopted by school board.

LEAVE: 0-5 years local experience, 10.0 days leave; 6-10 years local experience, 12.5 days leave; 11 years local experience and beyond, 15.0 days leave, to accumulate to not more than seventy (70) days.

This contract must be signed by the teacher and returned to the office of school superintendent on or before .

Date returned _____ _____
(Teacher, Party of the First Part)

_____ _____
(Business Manager) (President of the Board)

# Teacher Evaluation Documents: South Dakota Model Teacher Evaluation System

## INTRODUCTION

The Hill City Board of Education has the responsibility for establishing the professional duties and responsibilities of employees. The Board receives guidance in this responsibility from South Dakota law, rules and regulations of the SD State Department of Education, teacher training institutions, educational administrators, and professional literature. However it is the Board's sole responsibility and prerogative, with the legal limits established by State law, to determine the duties and responsibilities of employees.

It can be expected that the professional duties and responsibilities of employees, for which they are held accountable through an identified process of supervision and evaluation, will change over time. Such changes may result from changes in law, changes in rules and regulations established by the State Board of Education, development of new educational techniques, development of new instructional equipment, or changes in the educational philosophy adapted by the Board. This implies that changes in knowledge, skills, and attitudes of employees will be necessary over time. This is called professional growth of employees. The Hill City School District Board of Education has adopted the professional teaching standards and evaluation requirements set forth by SDCL 13-42-34. See Appendix A for an overview of South Dakota's Teacher Effectiveness Model.

The South Dakota Model Teacher Evaluation system, adopted by the Hill City School District, promotes the opportunity to improve student learning, generate data to assist in the development of professional support systems, and create shared accountability for student learning. This evaluation tool utilizes qualitative and quantitative evidence and incorporates measures of both professional teaching practice and student growth.

## PHILOSOPHY OF TEACHER EVALUATIONS

Teacher evaluation is a key element in improving the quality of education within the school system. It is the goal of the Hill City School District 51-2 to have an open systematic and effective evaluation tool. The evaluation process should be periodically updated and improved. The Hill City School District 51-2 recognizes the following basic purposes of teacher evaluation:

We believe that the evaluation process should:

1. Recognize there is no single model educator;
2. Focus on improvement, self-discipline, personal and professional growth;
3. Identify individual in-service needs;
4. Deal effectively with marginal and unsatisfactory performance;
5. Be a collaborative effort between teacher and evaluator;
6. Provide due process; and
7. Recognize contributions and excellence.

## Hill City School District 51-2: Performance Evaluation Schedule

The Hill City School District has adopted the following performance evaluation schedule.

Formal Summative Evaluation Schedule for Probationary Teachers

The performance of teachers who are in their first, second, and third year of employment shall be:

- Evaluated in writing once (1) per semester
- An additional evaluation may be requested by the teacher at a time which is mutually agreeable to the teacher and administrator

Formal Summative Evaluation Schedule for Non-Probationary Teachers

The performance of teachers who are in their fourth year of employment and beyond shall be:

- Evaluated in writing at least once (1) per year
- An additional evaluation may be requested by the teacher at a time which is mutually agreeable to the teacher and administrator

## Evaluating Professional Practice

### *Evaluating Professional Practice through Classroom Observation*

Hill City School District has adopted the following components from each Domain of the South Dakota Framework for Teaching – Appendix B: **Domain 1-e, Domain 2-c, Domain 3-b and c, Domain 4-a and c**. 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. The Hill City School District has adopted the following methods for evaluating employee professional practice.

Formal Observation

Each observation must be preceded by at least one classroom visitation. A formal observation is at least 30 minutes in length, is conducted by the teacher's evaluator, and includes structured conversations before and after the observation takes place.

- A ***pre-observation conference*** provides the evaluator and teacher time to discuss the upcoming observation, including any lesson standards, assessment tools, instructional strategies or differentiation needed. Documenting the pre-observation conference discussion can function as evidence to support the Planning and Preparation (Domain 1) domain.

- The ***observation*** provides an opportunity for the evaluator to come and observe the teacher in action and collect evidence in Classroom Environment (Domain 2) and Instruction (Domain 3). The evaluator will align the evidence collected with the relative components, determining critical attributes, and providing a summary of the observation. Observers also have the opportunity to provide feedback to teachers in the observation summary documenting areas of strength, areas for growth, recommendations, and other comments as a means of professional growth that will allow for effective feedback to the teacher on areas that may not be a focus of the formal observation.

- A ***post-observation conference*** 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. Documenting the post-observation conference can serve as evidence to support portions of the Professional Responsibilities (Domain 4) domain.

Informal Observation

An informal observation is at least 15 minutes in length and is commonly referred to as a drop-in. Informal Observations result in feedback to the teacher. Informal observations may or may not be announced.

### *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. Appendix C displays a list of artifacts and how each could support domains of professional practice as outlined in the South Dakota Framework for Teaching.

### *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 Distinguished. The Hill City School District will follow 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. 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 table below presents the scoring ranges aligned to the four performance categories.

| Score Range<br>Rating | 1.00 to 1.49<br>*Unsatisfactory* | 1.50 to 2.49<br>*Basic* | 2.50 to 3.49<br>*Proficient* | 3.50 to 4.00<br>*Distinguished* |
|---|---|---|---|---|

Appendix D presents an example of how the Professional Practice rating is calculated for an evaluation based on 6 components.

### *Professional Practice Rating Descriptions*

The summative Professional Practice Rating reflects a teacher's demonstrated level of experience and expertise across all components evaluated.

**Distinguished**: A teacher performing at the Distinguished level is a master teacher and makes contributions to the field both inside and outside the classroom.

**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.

**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 considered minimally competent.

**Unsatisfactory:** A teacher performing at the Unsatisfactory level does not appear to understand the underlying concepts represented by the South Dakota Framework for Teaching.

## Evaluating Student Growth: Student Learning Objective (SLO)

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. In order to determine the student growth rating, teachers will complete the South Dakota Learning Process Guide. The teacher and evaluator shall complete each of the four sections.

According to the requirements stipulated in the South Dakota 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 a measure of 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.

The Hill City School District believes that statewide summative assessments give priority to Student Learning Objectives (SLO) as the measure of student growth. When data is available from state assessments, that data must be used in the development of a teacher's SLO for the next school year. Statewide assessments are given once per school year in the spring. Statewide assessment measures will follow a teacher's effectiveness rating in the following school year if statewide assessment data is not available before the end of each school year to be applied to the summative rating.

### *Determining the Student Growth Rating*

Once the SLO has been developed and the evidence has been collected to support growth, the teacher's student growth rating is determined based on the extent to which goals have been accomplished.

The Hill City School District adopted the South Dakota model that recommends a scoring method that classifies a teacher's impact on student growth into three growth categories: **Low, Expected, or High**. The recommended scoring process is outlined in the table below. Additionally, an example of an SLO target and expectations of growth are displayed in Appendix E.

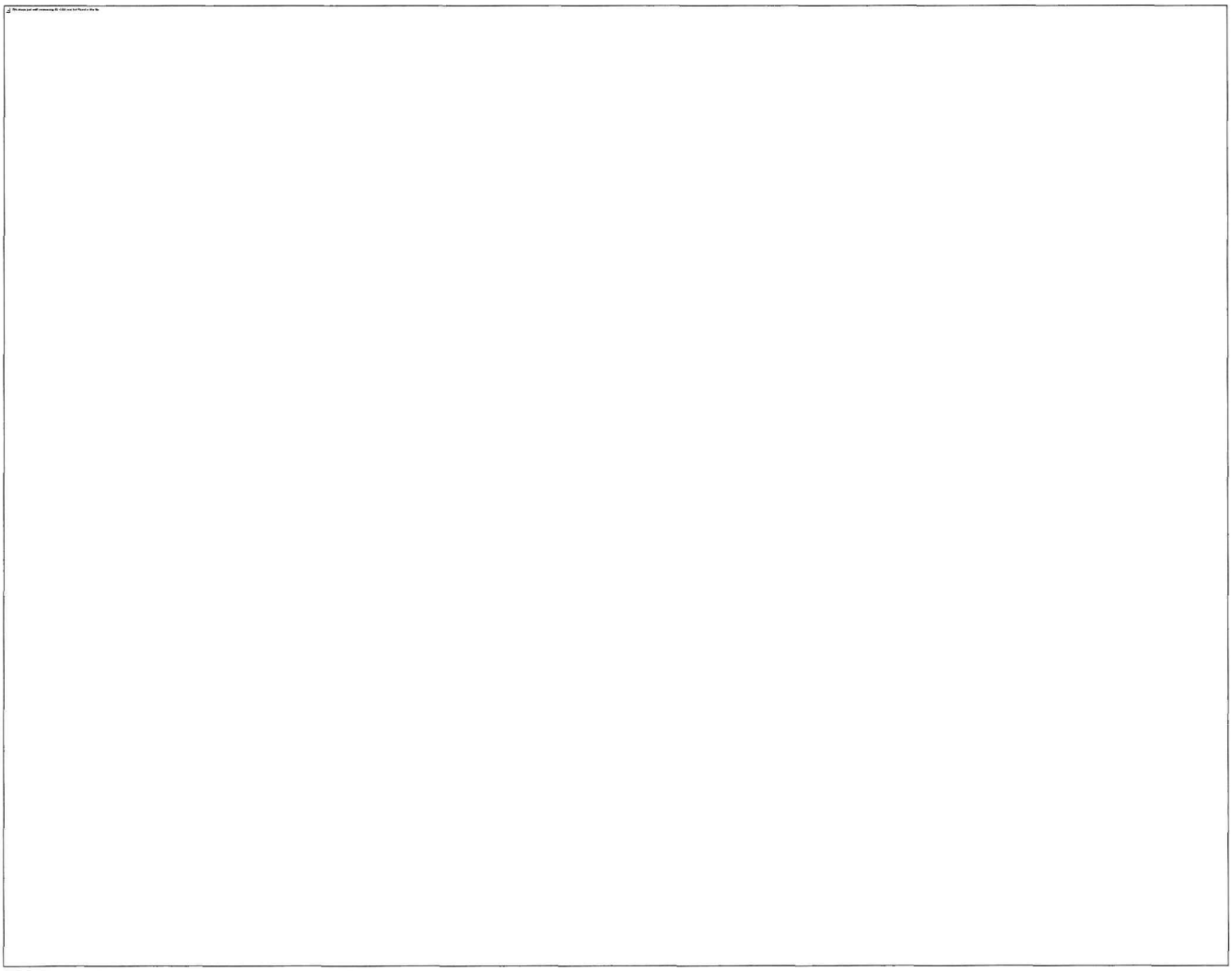
Student Growth Performance Categories

| GROWTH CATEGORY | DESCRIPTION |
|---|---|
| Low (1) | The teacher's student growth goals were less than 65 percent attained. |
| Expected (2) | The teacher's student growth goals were 65 to 85 percent attained. |
| High (3) | The teacher's student growth goals were 86 to 100 percent attained. |

## The Summative Teacher Effectiveness Rating

South Dakota School Districts are required to combine measures of professional practice and student growth to differentiate teacher performance into one of three categories: Below Expectations, Meets Expectations and Exceeds Expectations. Teacher performance data will be reported to the South Dakota Department of Education using the Personnel Record Form database.

To combine the Professional Practice Rating and Student Growth Rating to form the Summative Teacher Effectiveness Rating, a summative rating matrix will be used that differentiates teacher effectiveness into one of the three required performance categories. Possible professional practice and student growth ratings are represented in the column and rows of the matrix in the table noted below. The final rating, determined by the intersection of the two individual ratings, translates into one of the three required performance categories. An example of determining the final rating is shown in the table below.



# Pre-Observation Form

Hill City School District 51-2

Name

Assignment

Building

School Year

Please complete this form prior to your scheduled observation.

1. To which part of your curriculum does this lesson relate?

2. How does this learning "fit" in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any artifacts or other materials the students will be using.

6. How will you accommodate the different levels of student learning in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

_____ _____

Teacher's Signature Evaluator's Signature

_____ _____

Date Date

# Post-Observation Form

Hill City School District 51-2

Name

Assignment

Building

School Year

The following Post Observation Form is based on administrative observations, feedback to the teacher, conferences, and related professional interactions. It is understood that the above constitute the formative/supervisory process and this report is the summative process.

## Domain 1: Planning and Preparation
## Component 1 e. - Designing Coherent Instruction

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| The teacher does not demonstrate effective planning skills | The teacher needs to demonstrate effective planning skills | The teacher demonstrates effective planning skills | The teacher demonstrates excellent planning skills |

Observed Actions/Artifacts:

## Domain 2: The Classroom Environment
## Component 2c. - Managing Classroom Procedures

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| The teacher permits an inappropriate amount of off task time | The teacher needs to improve techniques that ensures time on task | The teacher ensures students time on task | The teacher maximizes student time on task |

Observed Actions/ Artifacts:

## Domain 3- Instruction
## Component 3b. - Using Questioning and Discussion Techniques

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| The teacher does not use appropriate instructional strategies with students | The teacher needs improvement in using appropriate instructional strategies with students | The teacher uses appropriate instructional strategies with students | The teacher excels in using appropriate instructional strategies with students |

## Component 3c. - Engaging Students in Learning

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| The teacher does not use appropriate instructional strategies with students | The teacher needs improvement in using appropriate instructional strategies with students | The teacher uses appropriate instructional strategies with students | The teacher excels in using appropriate instructional strategies with students |

Observed Actions/Artifacts:

**Domain 4- Professional Responsibilities**
**Component – 4a. Reflecting on Teaching**

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| The teacher does not fulfill professional responsibilities | The teacher needs to become more professional in fulfilling responsibilities | The teacher fulfills professional responsibilities | The teacher exhibits extremely high professionalism |

**Component - 4c. Communicating with Families**

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| The teacher does not fulfill professional responsibilities | The teacher needs to become more professional in fulfilling responsibilities | The teacher fulfills professional responsibilities | The teacher exhibits extremely high professionalism |

Observed Actions/ Artifacts:

**Administrator's Statement of Strengths and Weaknesses**:

**Comments By Teacher (Optional-See attached sheet)**

Signatures below indicates a conference between teacher and evaluator was held. The signature indicates the teacher has read the post-observation. It does not necessarily indicate concurrence. A refusal to sign will require a third party signature.

| | |
|---|---|
| Teacher's Signature | Evaluator's Signature |
| Date | Date |

# SOUTH DAKOTA STUDENT LEARNING OBJECTIVE (SLO) PROCESS GUIDE

| | |
|---|---|
| Teacher: | |
| School: | |
| Evaluator: | |
| **STEP ONE: SLO DEVELOPMENT** | |
| ***Prioritize Learning Content:*** *Identify standards and content.* | *What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and identify the specific data source or trend data used.* |
| ***Identify the Student Population:*** *Describe the context of the class.* | *How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es).* |
| ***Interval of Instruction:*** *Specify the time frame in which growth with be measured.* | *What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for a time period that is less than the full length of the course.* |
| ***Analyze Data and Develop Baseline:*** *Detail student understanding of the content at the beginning of the instructional period.* | *Where are my students starting? Summarize student baseline performance and attach additional data if necessary.* |

| | |
|---|---|
| ***Select or Develop an Assessment:*** *Describe how the goal attainment will be measured.* | *What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards.* |
| | |
| ***Growth Goal:*** *Establish expectations for student growth.* | *What can I expect my students to achieve? Establish rigorous expectations for student performance.* |
| | |
| ***Provide Rationale:*** *Describe how your SLO benefits student learning.* | *How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)* |
| | |
| ***Learning Strategies:*** *Describe your plan to meet student needs.* | *How will you help students attain the goal? Provide any specific actions that will lead to goal attainment.* |
| | |

## STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

| Teacher's Signature | Evaluator's Signature |
|---|---|
| Date | Date |

## STEP THREE: ONGOING COMMUNICATION

| | |
|---|---|
| ***Progress Update:*** *Describe student progress toward the growth goal.* | *Are your students on track toward meeting the growth goal? Specify the assessment used to track progress.* |
| | |
| ***Strategy Modification:*** *If necessary, document changes in strategy.* | *Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal.* |
| | |
| ***SLO Adjustment:*** *If justified, describe changes to the SLO.* | *Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO.* |
| | |

| Teacher's Signature | Evaluator's Signature |
|---|---|
| Date | Date |

## STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

### SCORING

| | |
|---|---|
| ***High Growth:*** *The growth goal was 86% to 100% attained.* | *What does high growth mean? Detail end-of-course achievement levels that equate to high growth.* |
| | |
| ***Expected Growth:*** *The growth goal was 65% to 85% attained.* | *What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth.* |
| | |
| ***Low Growth:*** *The growth goal was less than 65% attained?* | *What does low growth mean? Detail end-of-course achievement levels that equate to low growth.* |
| | |

| **PRELIMINARY STUDENT GROWTH RATING**<br>Based on final assessment data, the student growth rating is: | | |
|---|---|---|
| LOW | EXPECTED | HIGH |
| ☐ | ☐ | ☐ |

### REFLECTION

| | |
|---|---|
| ***Professional Growth:*** *Detail what you learned.* | *What worked? What should be refined? Describe the support you need to improve instruction and student learning.* |
| | |

# Formal Summative Teacher Evaluation

Hill City School District 51-2

Name

Assignment

Building

School Year

The following Teacher Summative Evaluation is based on administrative observations, feedback to the teacher, conferences, and related professional interactions. It is understood that the above constitute the formative/supervisory process and this report is the summative process.

**Observations:**

| Date | Time | Length | Lesson Topic(s) | Follow-Up |
|---|---|---|---|---|
| | | | | |

**The Hill City School District 51-2 requires that a copy of the Post-Observation Form for each observation listed above be attached to this summative evaluation report.**

## Domain 1: Planning and Preparation
## Component 1 e. - Designing Coherent Instruction

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient 3 pt. | Distinguished-4pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not demonstrate effective planning skills | The teacher needs to demonstrate effective planning skills | The teacher demonstrates effective planning skills | The teacher demonstrates excellent planning skills |

Observed Actions/Artifacts:

## Domain 2: The Classroom Environment
## Component 2c. - Managing Classroom Procedures

| Unsatisfactory-1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher permits an inappropriate amount of off task time | The teacher needs to improve techniques that ensures time on task | The teacher ensures students time on task | The teacher maximizes student time on task |

Observed Actions/ Artifacts:

## Domain 3- Instruction

### Component 3b. - Using Questioning and Discussion Techniques

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not use appropriate instructional strategies with students | The teacher needs improvement in using appropriate instructional strategies with students | The teacher uses appropriate instructional strategies with students | The teacher excels in using appropriate instructional strategies with students |

### Component 3c. - Engaging Students in Learning

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not use appropriate instructional strategies with students | The teacher needs improvement in using appropriate instructional strategies with students | The teacher uses appropriate instructional strategies with students | The teacher excels in using appropriate instructional strategies with students |

Observed Actions/Artifacts:

## Domain 4- Professional Responsibilities

### Component – 4a. Reflecting on Teaching

| Unsatisfactory- 1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not fulfill professional responsibilities | The teacher needs to become more profession professional in fulfilling responsibilities | The teacher fulfills professional responsibilities | The teacher exhibits extremely high professionalism |

### Component - 4c. Communicating with Families

| Unsatisfactory- 1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not fulfill professional responsibilities | The teacher needs to become more professional in fulfilling responsibilities | The teacher fulfills professional responsibilities | The teacher exhibits extremely high professionalism |

Observed Actions/ Artifacts:

| South Dakota Framework for Teaching | | COMPONENT LEVEL PERFORMANCE | | | | Points |
|---|---|---|---|---|---|---|
| | | Unsatisfactory (1 point) | Basic (2 points) | Proficient (3 points) | Distinguished (4 points) | |
| COMPONENTS | 1e Designing Coherent Instruction | | | | | |
| | 2c: Managing Classroom Procedures | | | | | |
| | 3b: Using Questioning & Discussion Techniques | | | | | |
| | 3c: Engaging Students in Learning | | | | | |
| | 4a: Reflecting on Teaching | | | | | |
| | 4c: Communicating with Families | | | | | |
| **Total Points** | | | | | | |
| **Average Component-Level Score** | | | | | | |

| 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* | |
| *Unsatisfactory* | *Basic* | *Proficient* | *Distinguished* | |

## Student Growth Rating (SLO)

**Administrator's Summative Statement of Strengths and Weaknesses**:

**Summative Teacher Effectiveness Rating**: Based on the formative supervisory process that includes the summative Professional Practice Rating and the Student Growth Rating, the performance of _____, a teacher in the Hill City School District 51-2, is determined to be at this time and at this assignment:

- ☐ Exceeds Expectations
- ☐ Meets Expectations
- ☐ Below Expectations: A plan of improvement **will be** implemented for a teacher whose Summative Teacher Effectiveness Rating is determined as **Below Expectations**. Continuation of contract is dependent upon successful completion of the plan.

**Contract Status**:

- ☐ Non-tenured status. No recommendation.
- ☐ Recommended for Continuing Contract
- ☐ Not Recommended for Continuing Contract

**Comments By Teacher (Optional)**

Signatures below indicate a conference between teacher and evaluator was held. The signature indicates the teacher has read the evaluation. It does not necessarily indicate concurrence. A refusal to sign will require a third party signature.

| | |
|---|---|
| _____ | _____ |
| Teacher's Signature | Evaluator's Signature |
| _____ | _____ |
| Date | Date |

# Formal Summative Evaluation

## Special Education Teacher

Hill City School District 51-2

Name

Assignment

Building

School Year

The following Teacher Summative Evaluation is based on administrative observations, feedback to the teacher, conferences, and related professional interactions. It is understood that the above constitute the formative/supervisory process and this report is the summative process.

**Observations:**

| Date | Time | Length | Lesson Topic(s) | Follow-Up |
|---|---|---|---|---|
| | | | | |

**The Hill City School District 51-2 requires that a copy of the Post-Observation Form for each observation listed above be attached to this summative evaluation report.**

### Domain 1: Planning and Preparation
### Component 1 e. - Designing Coherent Instruction

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient 3 pt. | Distinguished-4pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not demonstrate effective planning skills | The teacher needs to demonstrate effective planning skills | The teacher demonstrates effective planning skills | The teacher demonstrates excellent planning skills |

Observed Actions/Artifacts:

### Domain 2: The Classroom Environment
### Component 2c. - Managing Classroom Procedures

| Unsatisfactory-1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher permits an inappropriate amount of off task time | The teacher needs to improve techniques that ensures time on task | The teacher ensures students time on task | The teacher maximizes student time on task |

Observed Actions/ Artifacts:

## Domain 3- Instruction

### Component 3b. - Using Questioning and Discussion Techniques

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not use appropriate instructional strategies with students | The teacher needs improvement in using appropriate instructional strategies with students | The teacher uses appropriate instructional strategies with students | The teacher excels in using appropriate instructional strategies with students |

### Component 3c. - Engaging Students in Learning

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not use appropriate instructional strategies with students | The teacher needs improvement in using appropriate instructional strategies with students | The teacher uses appropriate instructional strategies with students | The teacher excels in using appropriate instructional strategies with students |

Observed Actions/Artifacts:

## Domain 4- Professional Responsibilities

### Component – 4a. Reflecting on Teaching

| Unsatisfactory- 1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not fulfill professional responsibilities | The teacher needs to become more profession professional in fulfilling responsibilities | The teacher fulfills professional responsibilities | The teacher exhibits extremely high professionalism |

### Component - 4c. Communicating with Families

| Unsatisfactory- 1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| The teacher does not fulfill professional responsibilities | The teacher needs to become more professional in fulfilling responsibilities | The teacher fulfills professional responsibilities | The teacher exhibits extremely high professionalism |

Observed Actions/ Artifacts:

## Domain 5- Special Education

### Component – 5a. Due process and Parent Involvement

| Unsatisfactory- 1 pt. ☐ | Basic- 2 pt. ☐ | Proficient- 3 pt. ☐ | Distinguished- 4 pt. ☐ |
|---|---|---|---|
| Teacher's time lines are consistently not met and parents are minimally included in the decision making process. | Teacher time lines are usually met and parents are on a need to know basis | Teacher has a system in place to ensure timelines are consistently met, notices are on file and include all team members as well as consistently seeking input from parents. | Time lines are notices are complete, accurate and well organized in file. Teacher serves as a resource to others as well as working at a system level to increase parent involvement. |

### Component – 5b. Evaluation Process

| Unsatisfactory- 1 pt. ☐ | Basic- 2 pt. ☐ | Proficient- 3 pt. ☐ | Distinguished- 4 pt. ☐ |
|---|---|---|---|
| Teacher does not demonstrate an understanding of evaluation results or the impact of results on the educational planning or the student's individual or general education needs. | The teacher demonstrates a basic understanding of evaluation results and presents information to parents, students and staff with basic accuracy and usually reflects student's needs and/or appropriate involvement in the general education. | Teacher models best practices and utilizes a wide base of experience to interpret results and consistently reflects evaluation, student needs and/or appropriate involvement in general education and schedules are flexible to meet varying needs. | Teacher provides support to others and assimilates results from a variety of sources and synthesizes information as well as collaborating with the team to create programs that support students, parents, and staff. |

### Component – 5c. IEP

| Unsatisfactory- 1 pt. ☐ | Basic- 2 pt. ☐ | Proficient- 3 pt. ☐ | Distinguished- 4 pt. ☐ |
|---|---|---|---|
| IEP does not include the required components and does not flow from present level to needs to goals/ objectives | IEP is complete and flows from present levels to needs to goals/objectives. | IEP is strengths-based and needs are individualized. It is internally consistent and reflects student progress. | IEP reflects creative approaches and appropriate expectations to meet student needs. My provide support/training to others. |

### Component – 5d. Teaming

| Unsatisfactory- 1 pt. ☐ | Basic- 2 pt. ☐ | Proficient- 3 pt. ☐ | Distinguished- 4 pt. ☐ |
|---|---|---|---|
| Teacher collaborates minimally with general education or related | Teacher usually collaborates with general education or related | Teacher collaboration is respectful, student centered, ongoing and | Special education and general education are integrated to maximize |

| | | | |
|---|---|---|---|
| service providers. Student participation in general education curriculum is minimal. | service providers on an as needed basis. Students participate in general education curriculum at an appropriate level. | proactive to meet student needs in a variety of environments. A system is in place for consistent, two way communications. | involvement in the general education curriculum and/or environment. The special educator used a variety of creative approaches and supports to collaborate with general education or related service providers. |

**Component – 5e. Behavior management specific to students with disabilities.**

| Unsatisfactory- 1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| There is little or no evidence of a classroom behavior management system and or it is punitive in nature. | A positive, strength-based classroom behavior management system is usually evident. | Students, parents, and staff are able to follow and describe the classroom system on a consistent basis. | Others may replicate the classroom behavior management system. |

**Component – 5f. Transition**

| Unsatisfactory- 1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| Transition is not appropriately addressed for students at or above grade 9 or age 14. Plans do not address the five areas of transition or contain the components. Student is not part of the transition planning process. | Transition Plans contain information on all five areas and the necessary components. Teacher has minimal knowledge of transition resources. Student input is utilized in developing the plans. | Teacher develops creative, comprehensive transition plans designed to assist students in achieving future goals. Student input is solicited and valued. Involves outside agencies/ support. | Teacher serves as a resources for others. Provides leadership in the areas of transition. Engages with outside agencies and programs to share resources. Continually seeks training and contributes to the planning efforts for the student. |

Observed Actions/ Artifacts:

| South Dakota Framework for Teaching | | COMPONENT LEVEL PERFORMANCE | | | | Points |
|---|---|---|---|---|---|---|
| | | Unsatisfactory | Basic | Proficient | Distinguished | |
| | | (1 point) | (2 points) | (3 points) | (4 points) | |
| COMPONENTS | 1e Designing Coherent Instruction | | | | | |
| | 2c: Managing Classroom Procedures | | | | | |
| | 3b: Using Questioning & Discussion Techniques | | | | | |
| | 3c: Engaging Students in Learning | | | | | |
| | 4a: Reflecting on Teaching | | | | | |
| | 4c: Communicating with Families | | | | | |
| | 5a: Due Process & Parent Involvement | | | | | |
| | 5b: Evaluation Process | | | | | |
| | 5c: IEP | | | | | |
| | 5d: Teaming | | | | | |
| | 5e: Behavior management specific to special needs students | | | | | |
| | 5f: Transition (Beginning at age 14) | | | | | |
| **Total Points** | | | | | | |
| **Average Component-Level Score** | | | | | | |

| 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* | |
| *Unsatisfactory* | *Basic* | *Proficient* | *Distinguished* | |

## Student Growth Rating (SLO)

**Administrator's Summative Statement of Strengths and Weaknesses**:

**Summative Teacher Effectiveness Rating**: Based on the formative supervisory process that includes the summative Professional Practice Rating and the Student Growth Rating, the performance of _____, a teacher in the Hill City School District 51-2, is determined to be at this time and at this assignment:

- ☐ Exceeds Expectations
- ☐ Meets Expectations
- ☐ Below Expectations: A plan of improvement **will be** implemented for a teacher whose Summative Teacher Effectiveness Rating is determined as **Below Expectations**. Continuation of contract is dependent upon successful completion of the plan.

**Contract Status**:

- ☐ Non-tenured status. No recommendation.
- ☐ Recommended for Continuing Contract
- ☐ Not Recommended for Continuing Contract

**Comments By Teacher (Optional)**

Signatures below indicate a conference between teacher and evaluator was held. The signature indicates the teacher has read the evaluation. It does not necessarily indicate concurrence. A refusal to sign will require a third party signature.

| | |
|---|---|
| _____ | _____ |
| Teacher's Signature | Evaluator's Signature |
| _____ | _____ |
| Date | Date |

# Formal Summative Evaluation

## School Counselor

Hill City School District 51-2

Name

Assignment

Building

School Year

The following Teacher Summative Evaluation is based on administrative observations, feedback to the teacher, conferences, and related professional interactions. It is understood that the above constitute the formative/supervisory process and this report is the summative process.

**Observations:**

| Date | Time | Length | Lesson Topic(s) | Follow-Up |
|---|---|---|---|---|
| | | | | |

**The Hill City School District 51-2 requires that a copy of the Post-Observation Form for each observation listed above be attached to this summative evaluation report.**

### Domain 1: Planning and Preparation

### Component 1 e. - Planning the counseling program, integrated with the regular school program

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient 3 pt. | Distinguished-4pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Counselor has developed a plan that includes the important aspects of counseling in the setting. | Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. |

Observed Actions/Artifacts:

### Domain 2: The Environment

### Component 2c. - Managing routines and procedures

| Unsatisfactory-1 pt. | Basic- 2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. | Counselor has rudimentary and partially successful routines for the counseling center or classroom. | Counselor's routines for the counseling center or classroom work effectively. | Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. |

Observed Actions/ Artifacts:

**Domain 3- Delivery of Service**

**Component 3b. - Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs**

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| Counselor's program is independent of student needs. | Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. | Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. | Counselor helps individual students and teachers formulate academic, personal/social, and career plans. |

**Component 3c. - Using counseling techniques in individual and classroom programs**

| Unsatisfactory-1 pt. | Basic-2 pt. | Proficient- 3 pt. | Distinguished- 4 pt. |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |
| Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. |

Observed Actions/Artifacts:

## Domain 4- Professional Responsibilities

### Component – 4a. Reflecting on Practice

| Unsatisfactory- 1 pt. ☐ | Basic- 2 pt. ☐ | Proficient- 3 pt. ☐ | Distinguished- 4 pt. ☐ |
|---|---|---|---|
| Counselor does not reflect on practice, or the reflections are inaccurate or self-serving. | Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved. | Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies. |

### Component - 4c. Communicating with Families

| Unsatisfactory- 1 pt. ☐ | Basic- 2 pt. ☐ | Proficient- 3 pt. ☐ | Distinguished- 4 pt. ☐ |
|---|---|---|---|
| Counselor provides no information to families, either about the counseling program as a whole or about individual students. | Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students. | Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. | Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. |

Observed Actions/ Artifacts:

| South Dakota Framework for Teaching | | COMPONENT LEVEL PERFORMANCE | | | | Points |
|---|---|---|---|---|---|---|
| | | Unsatisfactory (1 point) | Basic (2 points) | Proficient (3 points) | Distinguished (4 points) | |
| COMPONENTS | 1e: Planning the counseling program, integrated with the regular school program | | | | | |
| | 2c: Managing Routines and Procedures | | | | | |
| | 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs | | | | | |
| | 3c: Using counseling techniques in individual and classroom programs | | | | | |
| | 4a: Reflecting on Practice | | | | | |
| | 4c: Communicating with Families | | | | | |
| **Total Points** | | | | | | |
| **Average Component-Level Score** | | | | | | |

| 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* | |
| *Unsatisfactory* | *Basic* | *Proficient* | *Distinguished* | |

**Administrator's Summative Statement of Strengths and Weaknesses**:

**Summative Teacher Effectiveness Rating**: Based on the formative supervisory process that includes the summative Professional Practice Rating, the performance of_____, a counselor in the Hill City School District 51-2, is determined to be at this time and at this assignment:

- ☐ Exceeds Expectations
- ☐ Meets Expectations
- ☐ Below Expectations: A plan of improvement **will be** implemented for a counselor whose Summative Effectiveness Rating is determined as **Below Expectations**. Continuation of contract is dependent upon successful completion of the plan.

**Contract Status**:

- ☐ Non-tenured status. No recommendation.
- ☐ Recommended for Continuing Contract
- ☐ Not Recommended for Continuing Contract

**Comments By Counselor (Optional)**

Signatures below indicate a conference between teacher and evaluator was held. The signature indicates the counselor has read the evaluation. It does not necessarily indicate concurrence. A refusal to sign will require a third party signature.

| | |
|---|---|
| _____ | _____ |
| Teacher's Signature | Evaluator's Signature |
| _____ | _____ |
| Date | Date |

# Plan of Improvement

Hill City School District 51-2

Name

Assignment

Building

School Year

**I. Statement of Deficiency**

**II. The Plan of Improvement**

The plan should outline (in table form as per below, or in open narrative) a program of Improvement which will coordinate all available resources to assist the staff member in correcting the above stated deficiencies.

| Deficiencies | Corrective Action | Resources Needed | Timeline to Accomplish | Evaluation Plan |
|---|---|---|---|---|
| | | | | |
| | | | | |

**III.** Successful completion of the plan results in a reinstatement to meet district standards for the teacher. Unsuccessful completion results in termination proceedings.

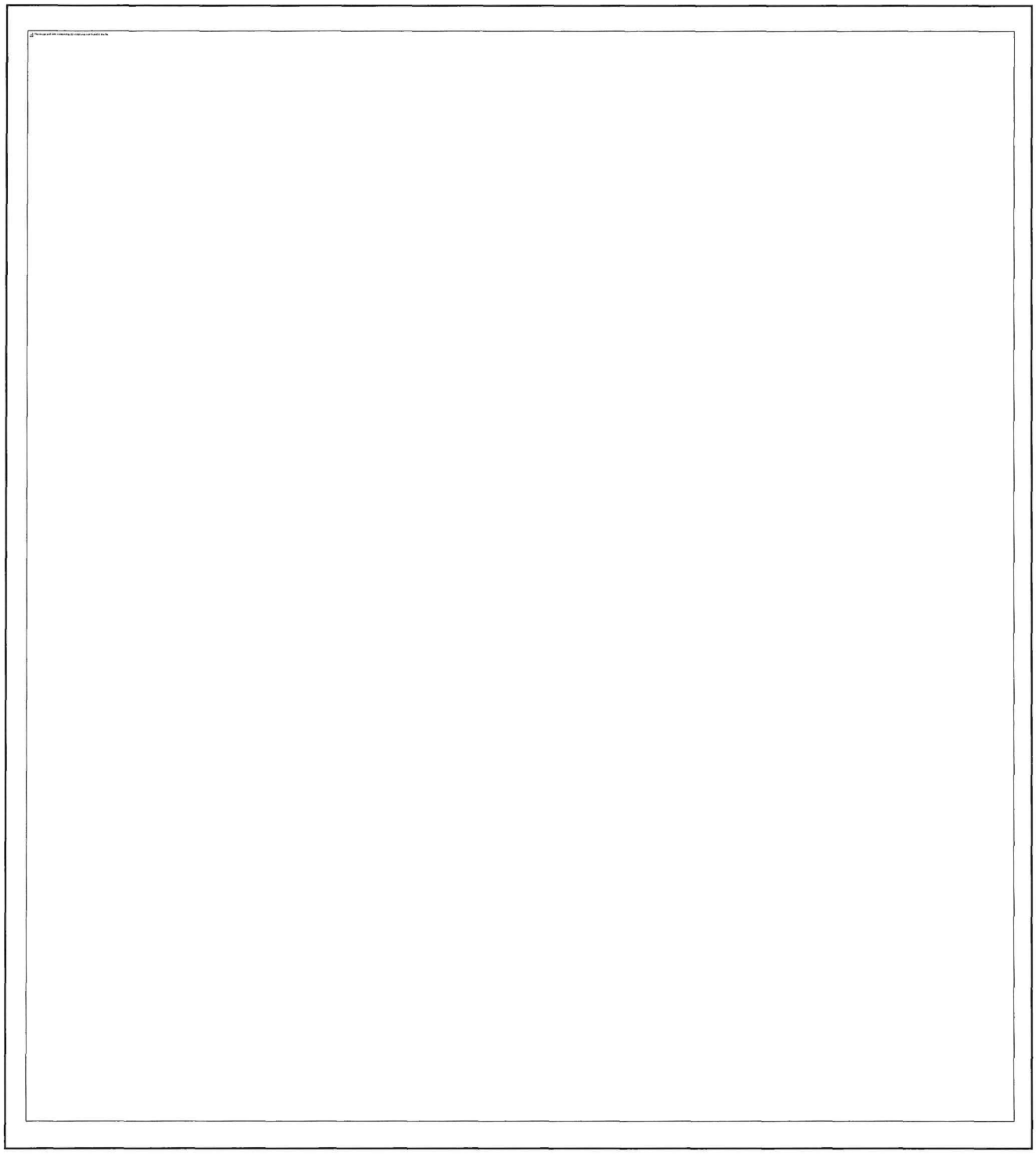
Teacher's Signature

Evaluator's Signature

Date

Date

**Diagram A**
**Overview: South Dakota Teacher Effectiveness Model**



## Diagram B

## Overview: South Dakota Framework for Teaching- Domains and Components

| Domain 1<br>**PLANNING AND PREPARATION** | Domain 2<br>**THE CLASSROOM ENVIRONMENT** |
|---|---|
| a. Demonstrating Knowledge of Content and Pedagogy<br>b. Demonstrating Knowledge of Students<br>c. Setting Instructional Outcomes<br>d. Demonstrating Knowledge of Resources<br>e. Designing Coherent Instruction<br>f. Designing Student Assessments | a. Creating an Environment of Respect and Rapport<br>b. Establishing a Culture for Learning<br>c. Managing Classroom Procedures<br>d. Managing Student Behavior<br>e. Organizing Physical Space |
| Domain 4<br>**PROFESSIONAL RESPONSIBILITIES** | Domain 3<br>**INSTRUCTION** |
| b. Reflecting on Teaching<br>c. Maintaining Accurate Records<br>d. Communicating with Families<br>e. Participating in a Professional Community<br>f. Growing and Developing Professionally<br>g. Showing Professionalism | a. Communicating with Students<br>b. Using Questioning and Discussion Techniques<br>c. Engaging Students in Learning<br>d. Using Assessment in Instruction<br>e. Demonstrating Flexibility and Responsiveness |

## Overview Charlotte Danielson Framework Outline

| **Domain 1: Planning and Preparation** | **Domain 2: Classroom Environment** |
|---|---|
| 1a. Demonstrating Knowledge of Content and Pedagogy<br>▪ *knowledge of content and the structure of the discipline*<br>▪ *knowledge of prerequisite relationships*<br>▪ *knowledge of content-related pedagogy*<br>1b. Demonstrating Knowledge of Students<br>▪ *knowledge of child and adolescent development*<br>▪ *knowledge of the learning process*<br>▪ *knowledge of students' skills, knowledge and language proficiency*<br>▪ *knowledge of students' interests and cultural heritage*<br>▪ *knowledge of students' special needs*<br>1c. Setting Instructional Outcomes<br>▪ *value, sequence and alignment*<br>▪ *clarity*<br>▪ *balance*<br>▪ *suitability for diverse learners*<br>1d. Demonstrating Knowledge of Resources<br>▪ *resources for classroom use*<br>▪ *resources to extend content knowledge and pedagogy*<br>▪ *resources for students*<br>1e. Designing Coherent Instruction<br>▪ *learning activities*<br>▪ *instructional materials and resources*<br>▪ *instructional groups*<br>▪ *lesson and unit structure*<br>1f. Designing Student Assessments<br>▪ *congruence with instructional outcomes*<br>▪ *criteria and standards*<br>▪ *design of formative assessments*<br>▪ *use for planning* | 2a. Creating an Environment of Respect and Rapport<br>▪ *teacher interaction with students*<br>▪ *student interactions with one another*<br>2b. Establishing a Culture for Learning<br>▪ *importance of the content*<br>▪ *expectations for learning and achievement*<br>▪ *student pride in work*<br>2c. Managing Classroom Procedures<br>▪ *management of instructional groups*<br>▪ *management of transitions*<br>▪ *management of materials and supplies*<br>▪ *performance of non-instructional duties*<br>▪ *supervision of volunteers and paraprofessionals*<br>2d. Managing Student Behavior<br>▪ *expectations*<br>▪ *monitoring of student behavior*<br>▪ *responses to student misbehavior*<br>2e. Organizing Physical Space<br>▪ *safety and accessibility*<br>▪ *arrangement of furniture and use of physical resources* |

| Domain 4: Professional Responsibilities | Domain 3: Instruction |
|---|---|
| 4a. Reflecting on Teaching<br>▪ *accuracy*<br>▪ *use in future teaching*<br>4b. Maintaining Accurate Records<br>▪ *student completion of assignments*<br>▪ *student progress in learning*<br>▪ *non-instructional records*<br>4c. Communicating with Families<br>▪ *information about the instructional program*<br>▪ *information about individual students*<br>▪ *engagement of families in the instructional program*<br>4d. Participating in a Professional Community<br>▪ *relationships with colleagues*<br>▪ *involvement in a culture of professional inquiry*<br>▪ *service to school*<br>▪ *participation in school and district projects*<br>4e. Growing and Developing Professionally<br>▪ *enhancement of content knowledge and pedagogical skill*<br>▪ *receptivity to feedback from colleagues*<br>▪ *service to profession*<br>4f. Showing Professionalism<br>▪ *integrity and ethical conduct*<br>▪ *service to students*<br>▪ *advocacy*<br>▪ *decision-making*<br>▪ *compliance with school and district regulations* | 3a. Communicating with Students<br>▪ *expectations for learning*<br>▪ *directions and procedures*<br>▪ *explanations of content*<br>▪ *use of oral and written language*<br>3b. Using Questioning and Discussion Techniques<br>▪ *quality of questions*<br>▪ *discussion techniques*<br>▪ *student participation*<br>3c. Engaging Students in Learning<br>▪ *activities and assignments*<br>▪ *grouping of students*<br>▪ *instructional materials and resources*<br>▪ *structure and pacing*<br>3d. Using Assessment in Instruction<br>▪ *assessment criteria*<br>▪ *monitoring of student learning*<br>▪ *feedback to students*<br>▪ *student self-assessment and monitoring of progress*<br>3e. Demonstrating Flexibility and Responsiveness<br>▪ *lesson adjustment*<br>▪ *response to students*<br>▪ *persistence* |

**Diagram C**
***Example:* Artifacts Aligned to the South Dakota Framework for Teaching**

| 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 | |

**Diagram D**

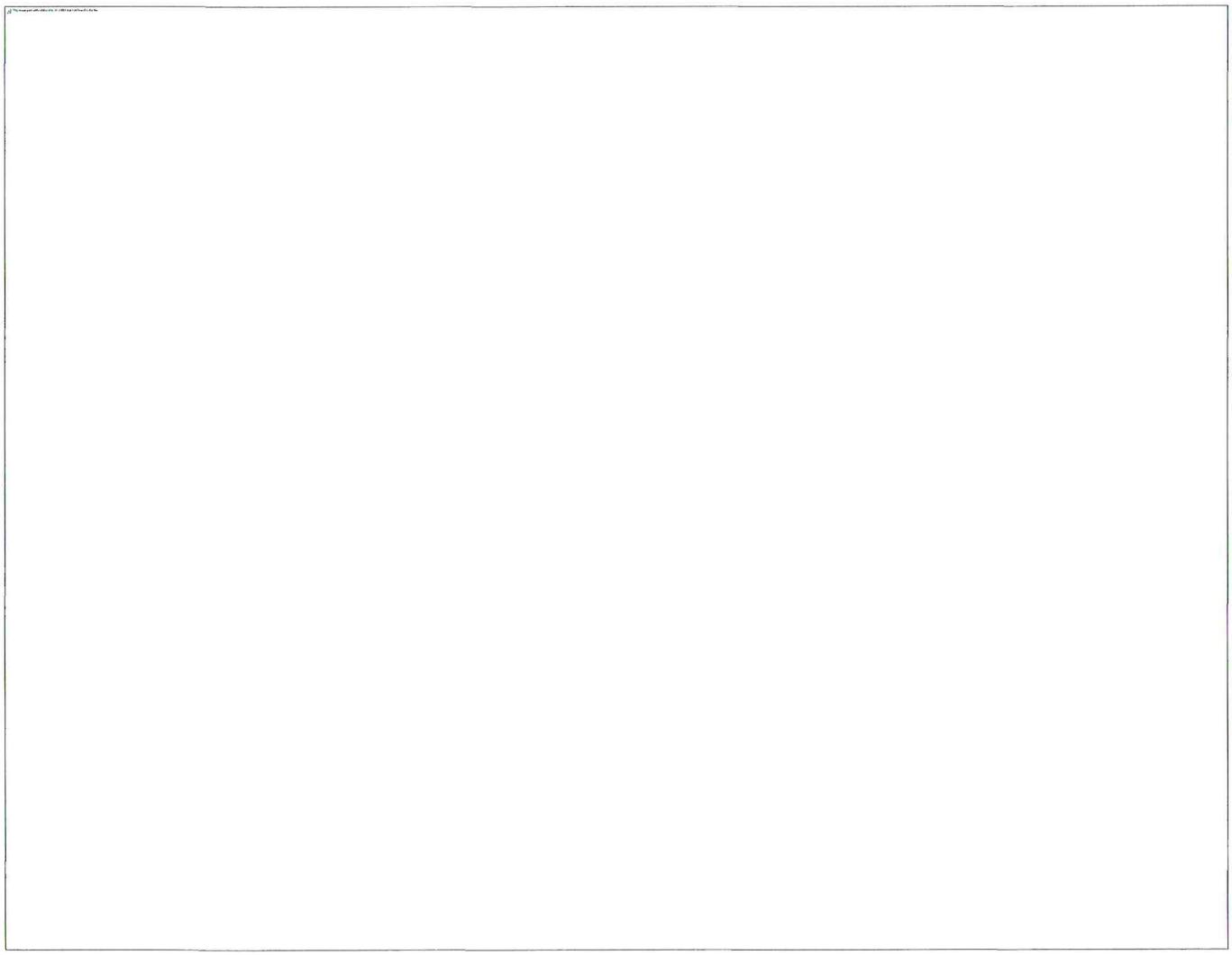
***Example:*** **Determining the Professional Practice Rating (6 Components)**

| South Dakota Framework for Teaching | | COMPONENT LEVEL PERFORMANCE | | | | Points |
|---|---|---|---|---|---|---|
| | | Unsatisfactory (1 point) | Basic (2 points) | Proficient (3 points) | Distinguished (4 points) | |
| COMPONENTS | 1e Designing Coherent Instruction | | | ✓ | | 3 |
| | 2c: Managing Classroom Procedures | | | | ✓ | 4 |
| | 3b: Using Questioning & Discussion Techniques | | ✓ | | | 2 |
| | 3c: Engaging Students in Learning | | | ✓ | | 3 |
| | 4a: Reflecting on Teaching | | | | ✓ | 4 |
| | 4c: Communicating with Families | ✓ | | | | 1 |
| **Total Points** | | | | | | 17 |
| **Average Component-Level Score** | | | | | | **2.83** |

| 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* | |

**Diagram E**

***Example:*** **SLO Goal Attainment and Determination of Student Growth Rating**



# Glossary of Terms

To clarify and aid in the understanding of the teacher performance and professional growth process, the following terms are presented:

**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.

**Informal Observation**
An observation of teaching practice, which may or may not be announced, that is conducted by an evaluator, is at least 15 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.

**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 specified period 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.

Appendix E
Hill City School District 51-2
Evaluation of Head Coaches and Activity Advisors

Coach_____Assignment_____

Season & Date_____School_____

Rating Interpretations: 1-- Meets Standard 2-- Needs Improvement 3-- Not Observed

1. Planning and organization:

| | | | | |
|---|---|---|---|---|
| a. | Is punctual in submitting participant lists, parents' permission slips, physical slips, and year-end reports. | 1 | 2 | 3 |
| b. | Completes administrative work, i.e., insurance forms, rules and regulations, eligibility lists, and program information in a professional manner. | 1 | 2 | 3 |
| c. | Provides for care of equipment including issue, Inventory, repair, and storage. | 1 | 2 | 3 |
| d. | Maintains communication with Activities Director regarding events within the sport including practice schedules and discipline problems. | 1 | 2 | 3 |
| e. | Informs principals in advance when a substitute is needed. | 1 | 2 | 3 |
| f. | Works cooperatively to submit budget requests and related items. | 1 | 2 | 3 |
| g. | Advises athletes of training rules, codes, lettering policy and expectations with consequences in writing at onset of season and files the same with the Activities office. | 1 | 2 | 3 |

2. Interpersonal Relationship Skills:

| | | | | |
|---|---|---|---|---|
| a. | Maintains open and professional relationship with the Activities Director. | 1 | 2 | 3 |
| b. | Develops rapport with the athletic coaching staff. | 1 | 2 | 3 |
| c. | Develops rapport with athletes and students. | 1 | 2 | 3 |
| d. | Develops and maintains positive relationships newspaper staff, radio and television announcers, booster clubs, parents, and spectators. | 1 | 2 | 3 |
| e. | Demonstrates an interest in athletes in classroom activities and off-season activities. | 1 | 2 | 3 |
| f. | Respects and supports other coaches and athletes during their seasonal sports | 1 | 2 | 3 |

3. Knowledge of Instructional Skill and Technique, Knowledge of Students, Athletes and Learning

| | | | | |
|---|---|---|---|---|
| a. | Prepares for daily practices with staff to plan maximum instruction and time use. | 1 | 2 | 3 |
| b. | Demonstrates individual and team discipline and control. | 1 | 2 | 3 |
| c. | Provides for individual and group instruction to fit the needs of student athletes. | 1 | 2 | 3 |
| d. | Demonstrates fairness, understanding, and empathy toward student athletes. | 1 | 2 | 3 |
| e. | Is innovative in using new coaching techniques and ideas. | 1 | 2 | 3 |
| f. | Uses accepted and proven coaching techniques to coach and instruct student athletes. | 1 | 2 | 3 |
| g. | Demonstrates ability to provide acceptable administration of locker room. | 1 | 2 | 3 |
| h. | Shows good judgment in coaching responsibilities and decisions. | 1 | 2 | 3 |

4. Personal and Professional Qualities:

| | | | | |
|---|---|---|---|---|
| a. | Participates in classes and workshops to improve professional knowledge and skills. | 1 | 2 | 3 |
| b. | Demonstrates support for all school rules regarding student athletes and programs. | 1 | 2 | 3 |

| | | |
|---|---|---|
| c. | Demonstrates support for the school philosophy regarding student athletes and programs. | 1 2 3 |
| d. | Uses modeling to convey acceptable appearance, manners, behavior, speech, and interest. | 1 2 3 |
| e. | Is punctual in meeting with team for practices and games. | 1 2 3 |
| f. | Cooperates in plans and use of facilities for practice and contests. | 1 2 3 |
| | Demonstrates enthusiasm and vitality in coaching assignment. | 1 2 3 |
| h. | Uses proper sequence and accepted line of communication when dealing with subordinates and superiors. | 1 2 3 |
| i. | Respects the different roles of the assistants and appreciates their contributions to the total team effort. | 1 2 3 |
| j. | Demonstrates self-control and poise in all areas relating to coaching responsibilities including sideline conduct at contests toward players and officials. | 1 2 3 |

NARRATIVE SUMMARY (strengths, areas of improvement, and/or goals):

Signing shall not imply agreement by the coach to the evaluation, but merely indicates a conference was held and the above discussed.

_____ _____

Staff Member's Signature Date

_____ _____

Evaluator's Signature Date

Appendix F

Hill City School District 51-2
Evaluation of Assistant Coaches

Coach_____Assignment_____Date_____

Rating Interpretations: 1-- Meets Standard 2-- Needs Improvement 3—NotObserved

| | | | | |
|---|---|---|---|---|
| 1. | Demonstrates loyalty to the head coach. | 1 | 2 | 3 |
| 2. | Demonstrates care for equipment and materials. | 1 | 2 | 3 |
| 3. | Demonstrates knowledge and understanding of the assigned sport. | 1 | 2 | 3 |
| 4. | Demonstrates instructional coaching skill. | 1 | 2 | 3 |
| 5. | Demonstrates ability to motivate players within the philosophy of the District | 1 | 2 | 3 |
| 6. | Develops rapport with and among athletes. | 1 | 2 | 3 |
| 7. | Demonstrates intensity and interest in coaching the assigned sport | 1 | 2 | 3 |
| 8. | Supervises athletes within the philosophy of the District. | 1 | 2 | 3 |
| 9. | Develops rapport with and among the coaching staff. | 1 | 2 | 3 |
| 10. | Demonstrates willingness to assume extra duties that assist the head coach. | 1 | 2 | 3 |
| 11. | Seeks opportunities to grow professionally. | 1 | 2 | 3 |
| 12. | Demonstrates proficiency in first aid and safety procedures. | 1 | 2 | 3 |
| 13. | Attends appropriate rules interpretation meeting(s) dealing with the sport | 1 | 2 | 3 |
| 14. | Files with the Activities Director a physical examination and a parental permission slip for each squad member prior to that squad member's participation. | 1 | 2 | 3 |
| 15. | Submits rosters to the Activity office, keeps office informed of roster updates, and checks eligibility certification of athletes prior to their participation. | 1 | 2 | 3 |

NARRATIVE SUMMARY (strengths, areas of improvement, and/or goals):

Signing shall not imply agreement by the assistant coach to the evaluation, but merely indicates a conference was held and the above discussed.

_____ _____

Activities Director Date

_____ _____

Head Coach Date

_____ _____

Coach/Advisor Date

## HILL CITY SCHOOL DISTRICT 51-2 GUIDANCE COUNSELOR & STUDENT ACADEMIC ADVISOR' CONTRACT

**STATE OF SOUTH DAKOTA**
**PENNINGTON COUNTY**

THIS AGREEMENT offered this day of_____, 2021, shall become a binding contract when signed by the Guidance Counselor/Advisor and the authorized officials of the School District. This contract is entered into by and between Hill City School District 51-2 of Pennington County, South Dakota and_____.

**WITNESSETH:** That the party of the first part certifies that he/she is the holder of the South Dakota teacher's certificate #_____issued_____, and valid from_____to_____, which covers the period of time specified in this contract; that such certificate was presented to the school board at the time this contract was drawn as required by law; and that such certificate duly qualifies party of the first part to teach the subjects and grades and to fill the position covered by this contract.

That said Guidance Counselor/Advisor hereby contracts and agrees to act as____; in a qualified area, with emergency clause assignments with DESE approval, in the schools of said district for the 2022-2023 school term beginning on or about August 29th, 2022.

That the said Guidance Counselor/Advisor hereby agrees to perform the duties as assigned according to the terms of this contract and according to the rules of the state board of education, the statutes of the state of South Dakota and the rules, regulations and policies adopted by the district.

It is hereby agreed that this contract may be terminated only by mutual consent of the contracting parties or by statutory provisions of the laws of South Dakota.

*If the Guidance Counselor/Advisor initiates the termination of this contract prior to its terminal date, the school district may withhold from any monies due the Guidance Counselor/Advisor or collect from the Guidance Counselor/Advisor the sum of one hundred dollars ($100.00) as liquidated damages if such termination occurs on or before May 31; two hundred fifty dollars ($250.00) if between June 1 and June 30; seven hundred fifty dollars ($750.00) if between July 1 and July 31; one thousand dollars ($1,000.00) if after August 1 and prior to the start of school; five thousand dollars ($5,000) if the teacher initiates the termination of this contract after school has convened.* The amounts specified above are established since it is impractical and difficult to determine the exact liquidation damages involved. See SDCL 53-9-5.

If an activity or season is cancelled before it has begun, due to reasons out of control of the district or lack of student participation, the district will not pay the salary for the activity. If the activity or season has begun and is at least half completed at the point of cancellation—defined as being from the first practice to the halfway point of the projected regular season—the coach or advisor will receive full pay for the season. If the activity or season is cancelled before it is half over, the salary will be pro-rated to match the truncated length of the season.

In consideration of the services performed by the teacher, the school district hereby agrees to pay the gross sum of $_____for such services as herein set forth, to be paid in two (2) monthly payments of_____each minus such withholdings as is provided by law, to be paid on 5th and 20th day of each month.

It is further agreed the assignment of curricular and extra-curricular duties be assigned by superintendent. The Hill City School District will pay an amount up to $600.00 for the school's hospitalization plan for each Member of the Bargaining Unit. The health plan must be the school insurance plan. This benefit is for full time equivalency employees only.

This contract shall be subject to the official school calendar adopted by school board.

LEAVE: 0-5 years local experience, 10.0 days leave; 6-10 years local experience, 12.5 days leave; 11 years local experience and beyond, 15.0 days leave, to accumulate to not more than seventy (70) days.

This contract must be signed by the Guidance Counselor/Advisor and returned to the office of school superintendent on or before.

Date returned _____ _____
(Guidance Counselor/Student Academic Advisor, Party of the First Part)

_____ _____
(Business Manager) (President of the Board)

APPENDIX H

**EARLY RESIGNATION AGREEMENT**

WHEREAS, (Teacher)_____ is employed as a continuing contract teacher with a minimum of 3 years of teaching experience employed by Hill City School District 51-2 (School District)

NOW, THEREFORE, IT IS AGREED by and between the School District and (Teacher)_____

1. That "teacher" hereby resigns from employment effective at the end of the school year.
2. Written notice of resignation was given to the administration prior to January 1st.
3. That in consideration for "Teacher's" early resignation notice, the School District will pay the gross amount of $1,000 to the "teacher". This payment will be made on or before June 20th.
4. This agreement constitutes the full and completed agreement between the teacher and the School District regardi this payment. No agreements, promises, or representations exist outside of the express terms of this Agreement.
5. If "teacher" returns to work in a full or part-time certified teacher's capacity to the School District within 12 months of separation, "teacher" will repay the district in full including any payroll taxes.
    a. Employees may return as a short- or long-term substitute or seasonal employee with no penalty or repayment of $1000.
6. This Agreement shall not become effective until it is approved by the School Board at a lawfully called and conducted meeting.

By signing below, each party represents that it has read, understands, and agrees to be bound by the terms of this agreement.

TEACHER:_____DATE:_____

BOARD CHAIR:_____DATE:_____

BUSINESS MANAGER:_____DATE:_____