

Winner School District 59-2



Teacher Evaluation System

Philosophy

The parents, school board members and staff of Winner School District 59-2 are committed to the continuation of the district's strong educational program. An effective teacher evaluation system that focuses on the improvement of instruction is an important component of this educational program.

While the primary focus of evaluation is to improve instruction, teacher evaluation requires teachers to meet the established performance indicators. This process must be continuous and constructive and must take place in an atmosphere of mutual trust and respect. The process is a cooperative effort on the part of the evaluator and teacher. It is designed to encourage productive dialogue between teachers and evaluators and to promote professional growth and development.

Beginning in the 2014-15 school year, school districts are mandated to implement one of two options regarding of teacher effectiveness systems: (Full implementation of the state-recommended teacher evaluation system OR Implementation of an alternative system aligned to the state model.) Starting in the 2015-16 school year, the Winner School District 59-2 has selected to do a full implementation of the state-recommended teacher evaluation system. This system is comprised of a professional practice rating based upon the Danielson Framework as well as a student growth measure, known as the Student Learning Objective (SLO). Both of these measures will be used to arrive at a Teacher Effectiveness Rating as the ratings from both areas are applied to the Teacher Effectiveness Rating matrix. This Teacher Effectiveness Rating will be reported to the DOE on personnel records forms as required. Details of the state recommended plan can be found on the DOE website at: <http://doe.sd.gov>

Definition of a Teacher:

- (1) Provides instruction to any grade, kindergarten through grade twelve, or ungraded class or who teaches in an environment other than a classroom setting;
- (2) Maintains daily student records;
- (3) Has completed an approved teacher education program at an accredited institution or completed an alternative certification program ;
- (4) Has been issued a South Dakota certificate; and
- (5) is not serving as a principal, assistant principal, superintendent, or assistant superintendent

Pre-Conference Meeting

Principals will discuss the evaluation guidelines with all teachers during a pre-school in-service. The Pre-Conference Meeting will include but not be limited to:

- A general overview of the process including timelines and forms to be used
- An opportunity for questions and answers
- The process for goal setting

Professional Practice Observation (Appendix A)

- A) Teacher Observations regardless of continuing contract status of the teacher will include:
- A minimum of one (1) formal observation of at least 30 minutes in length
 - A minimum of four (4) informal/drop-in observations
- B) A written evaluation report will be completed for each teacher using the district approved evaluation instrument no later than April 1st of each school year.
- a. The written professional practice rating will be reviewed and signed by the teacher and evaluator within 10 working days of the formal observation date.
 - b. One copy of the written final professional practice rating will be provided to the teacher at the time of the review, the original copy will be retained by the evaluator, and the third copy will be sent to the administrative office to be maintained in the teacher's personnel file.
 - c. The teacher may make a demurral statement concerning any part of the observation outcome with which the teacher disagrees. This demurral statement will be attached to and remain with the rating form.

Student Growth Rating (Appendix B)

Student Learning Objective (SLO) Development is a four step process that will be completed using the approved form to measure the student growth rating as follows:

- A) SLO Development by the teacher using the approved SLO form
- a. The teacher must develop the plan for growth using the process guide on this form.
- B) SLO Approval by principal
- a. The teacher must schedule a time to have the SLO approved by the evaluator no later than October 15th of the current school year.
- C) Ongoing SLO Communication
- a. The teacher will have a conference with the evaluator mid-year regarding SLO progress, strategy modification, and SLO revision.
- D) Preparation for Summative Conference
- a. The teacher will provide artifacts and data necessary to assess the success of the student growth in accordance with the SLO.
 - b. The SLO will be completed and the Student Growth Rating will be determined in a conference between the teacher and the evaluator.

Overall Teacher Effectiveness Rating (Appendix C)

An overall teacher effectiveness rating will be assigned to each teacher using the Overall Teacher Effectiveness Rating Form and reported as required by the DOE.

- A) The professional practice rating will be entered onto the form from the professional practice rating completed during the current school year.
- B) The Student Growth Rating will be entered onto the form from the SLO form completed during the current school year.
- C) An overall teacher effectiveness rating will be determined using the teacher effectiveness matrix located on the form.
 - a. The overall teacher effectiveness rating form will be signed by both the teacher and evaluator at the time of review.
 - b. A copy of the completed overall teacher rating form will be provided to the teacher at the time of the review and the original copy will be retained by the evaluator.
 - c. The teacher may make a demurral statement concerning any part of the overall teacher rating with which the teacher disagrees. This demurral statement will be attached to and remain with the rating form.

Counselors, Librarians and other Certified Non-Teaching Staff

- A) Non-Teaching certified staff will be evaluated on the same indicators of professional practice rating noted above.
- B) Non-Teaching certified staff will not be evaluated on a student growth rating
- C) A modified rubric will be used for the professional practice evaluation when available from the DOE website. <http://doe.sd.gov/> or from the Danielson Framework.

Plans of Assistance (Appendix D)

- A) When a professional practice evaluation places a teacher's continued employment in question, an additional observation will be completed. If the deficiency continues to be noted, a written plan of assistance will be developed by the evaluator and teacher with final approval being made by the evaluator.
- B) The plan of assistance will include a statement of the shortcoming, the consequences of not correcting the shortcoming, a recommended program for the teacher to follow, the assistance which the supervisor will provide, the monitoring system, and a timeline and the evaluation provision for the plan.
- C) The evaluator will provide positive, supportive assistance, and provide resources reasonably available to the teacher.
- D) Plans of assistance must be completed no later than April 1st of the current school year if employment in the coming school year is in question.

Appendix A – Teacher Professional Practice Rating Form



Winner School District 59-2 Teacher Rating Professional Practice Rating



Staff Name: Testing Teacher

Evaluation Date: 12/1/14

1E - Designing Coherent Instruction

Rating:

3

Comments:

Comments related to this domain can be entered here.

2A - Creating and Environment of Respect and Rapport

Rating:

3

Comments:

Comments related to this domain can be entered here.

2B - Establishing a Culture For Learning

Rating:

3

Comments:

Comments related to this domain can be entered here.

2C - Managing Classroom Procedures

Rating:

3

Comments:

Comments related to this domain can be entered here.

3A - Communicating with Students

Rating:

3

Comments:

Comments related to this domain can be entered here.

3B - Using Questioning and Discussion Techniques

Rating:

3

Comments:

Comments related to this domain can be entered here.

3C - Engaging Students in Learning

Rating:

3

Comments:

Comments related to this domain can be entered here.

3D - Using Assessment in Instruction

Rating:

3

Comments:

Comments related to this domain can be entered here.

4B - Maintaining Accurate Records

Rating:

3

Comments:

Comments related to this domain can be entered here.

Overall Professional Practice Rating: **3.00***Unsatisfactory 1.00-1.49 ~ Basic 1.50-2.49 ~ Proficient 2.50-3.49 ~ Distinguished 3.50-4.00*

Areas of Strength:

Comments related to strengths can be entered here.

Areas of Desired Growth:

Comments related to growth can be entered here.

Recommendations:

Recommendations can be entered here.

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Appendix B – SLO Process Form

<http://doe.sd.gov/secretary/documents/SLO-blank.docx>

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	<input type="text"/>
School:	<input type="text"/>
Evaluator:	<input type="text"/>

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. (1a) <input type="text"/>
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). (1b, 1c) <input type="text"/>
Interval of Instruction: Specify the time frame in which growth will 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 an time period that is less than the full length of the course. <input type="text"/>
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. (1b, 1f) <input type="text"/>
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. (1c, 1d, 1f, 3d) <input type="text"/>
Growth Goal: Establish expectations for student growth.	What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c) <input type="text"/>
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) <input type="text"/>
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. (1b, 1e, 1f, 4a) <input type="text"/>

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 Signature: Date:
Evaluator Signature: 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. (1f, 3d, 4b) <input type="text"/>
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. (1e, 4a) <input type="text"/>
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. (1b, 4a) <input type="text"/>

Teacher Signature: Date:
Evaluator Signature: 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. (4b) <input type="text"/>
Expected Growth: The growth goal was 69% to 85% attained.	What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth. (4b) <input type="text"/>
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. (4b) <input type="text"/>

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING		
Based on final assessment data, the student growth rating is:		
LOW	EXPECTED	HIGH
<input type="text"/>	<input type="text"/>	<input type="text"/>

REFLECTION

Professional Growth: Detail what you learned.	What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a) <input type="text"/>
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Appendix C – Overall Teacher Effectiveness Rating Form



Winner School District 59-2 Overall Teacher Rating Professional Practice Rating & Student Growth Rating



Staff Name: Testing Teacher

Evaluation Date: 4/1/15

Professional Practice Rating: (From Professional Practice Rating Form)			
			3.20
Unsatisfactory 1.00-1.49 – Basic 1.50-2.49 – Proficient 2.50-3.49 – Distinguished 3.50-4.00			
Unsatisfactory	Basic	Proficient	Distinguished
		X	

Student Growth Rating: From SLO		
85% Attained		
Low - Less than 85% Attained – Expected - 85%-95% Attained – High - 96%-100% Attained		
Low	Expected	High
	X	

Teacher Effectiveness Matrix					
Student Growth Rating	Professional Practice Rating				
		Unsatisfactory	Basic	Proficient	Distinguished
	High	*	*		
	Expected				
	Low			*	*

Teacher Effectiveness Rating Key	
	Below Expectations
	Meets Expectations
	Exceeds Expectations
*	Expected Rating Subject To Review

Overall Teacher Effectiveness Rating:		
Below Expectations	Meets Expectations	Exceeds Expectations
	X	

Comments:

Comments can be entered here.

Evaluator's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Appendix D – Plan of Assistance Form



Winner School District 59-2 Plan of Assistance



Staff Name: Testing Teacher

Plan Start Date: 12/1/15

Evaluator Name: Principal

Plan End Date: 3/1/16

Objective:

State specific shortcomings and desired outcome.

Action Plan:

State steps or activities that will be conducted to achieve the objective. Also, indicate approximate date when each will be completed and how each will be measured.

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Assessment of Results:

To be completed by the evaluator and reviewed with the evaluatee at the end of the plan time frame.

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____