

# AN ORIENTATION TO SOUTH DAKOTA'S **TEACHER EFFECTIVENESS MODEL**

Understanding State Minimum Requirements and the State Teacher Effectiveness Model  
*Featuring Recommendations of the South Dakota Commission on Teaching and Learning*

South Dakota Department of Education  
East Dakota Educational Cooperative  
Updated: 08.06.2014



**south dakota**  
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

# TODAY'S OBJECTIVES



Understand timelines, requirements, and recommendations.



Discuss and reflect upon key teacher effectiveness concepts.



Understand the district's plan for teacher effectiveness implementation

# CONTENT OVERVIEW

## **ABOUT**

Background, purpose and overview

## **PRACTICE**

Evaluations of professional practice

## **GROWTH**

Evaluations of student growth

## **SUMMATIVE**

Combining multiple measures

## THE STAKEHOLDERS: INVESTED IN TEACHING AND LEARNING

# Acknowledgements

**South Dakota's Teacher Effectiveness Model is the product of a multi-year, collaborative effort with local, state and national partners.**

- South Dakota Department of Education
- 2010 Teacher Standards Workgroup
- 2011-12 Teacher Standards Pilot Districts
- 2012 Teacher Evaluation Work Group
- **South Dakota Commission on Teaching and Learning**
- 2013-14 Teacher Effectiveness Pilot Schools
- University of South Dakota
- American Institutes for Research (AIR)

# THE ASPIRATION: IMPROVE INSTRUCTION AND STUDENT LEARNING

## PURPOSE: Evaluation and professional growth systems

**Encourage meaningful, in-depth dialogue focused on improving instruction**

**Provide regular, timely, useful feedback that guides professional growth**

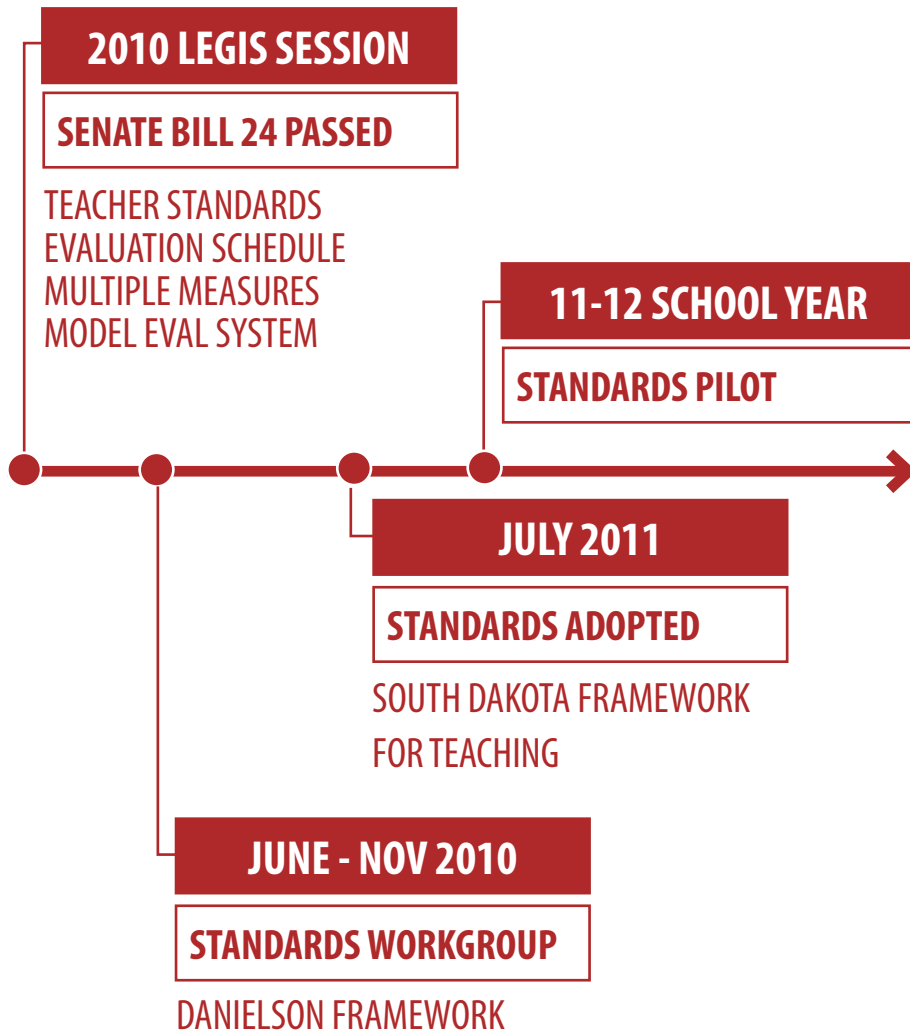
**Support a culture in which data drives instructional decisions**

**Establish clear expectations for teacher performance**

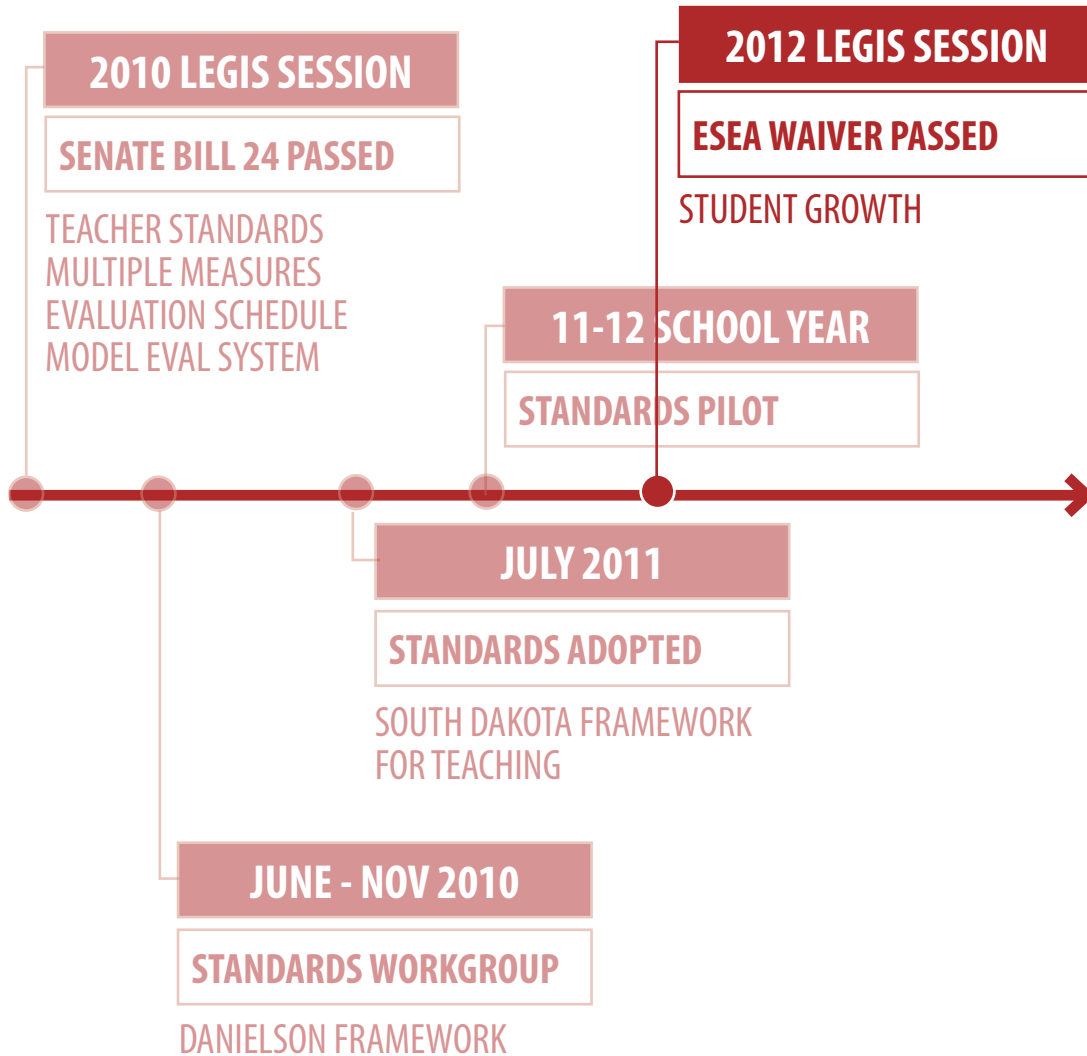
**Use multiple measures to meaningfully determine and differentiate teacher performance**

**Provide a fair, flexible, research-based model that informs personnel decisions**

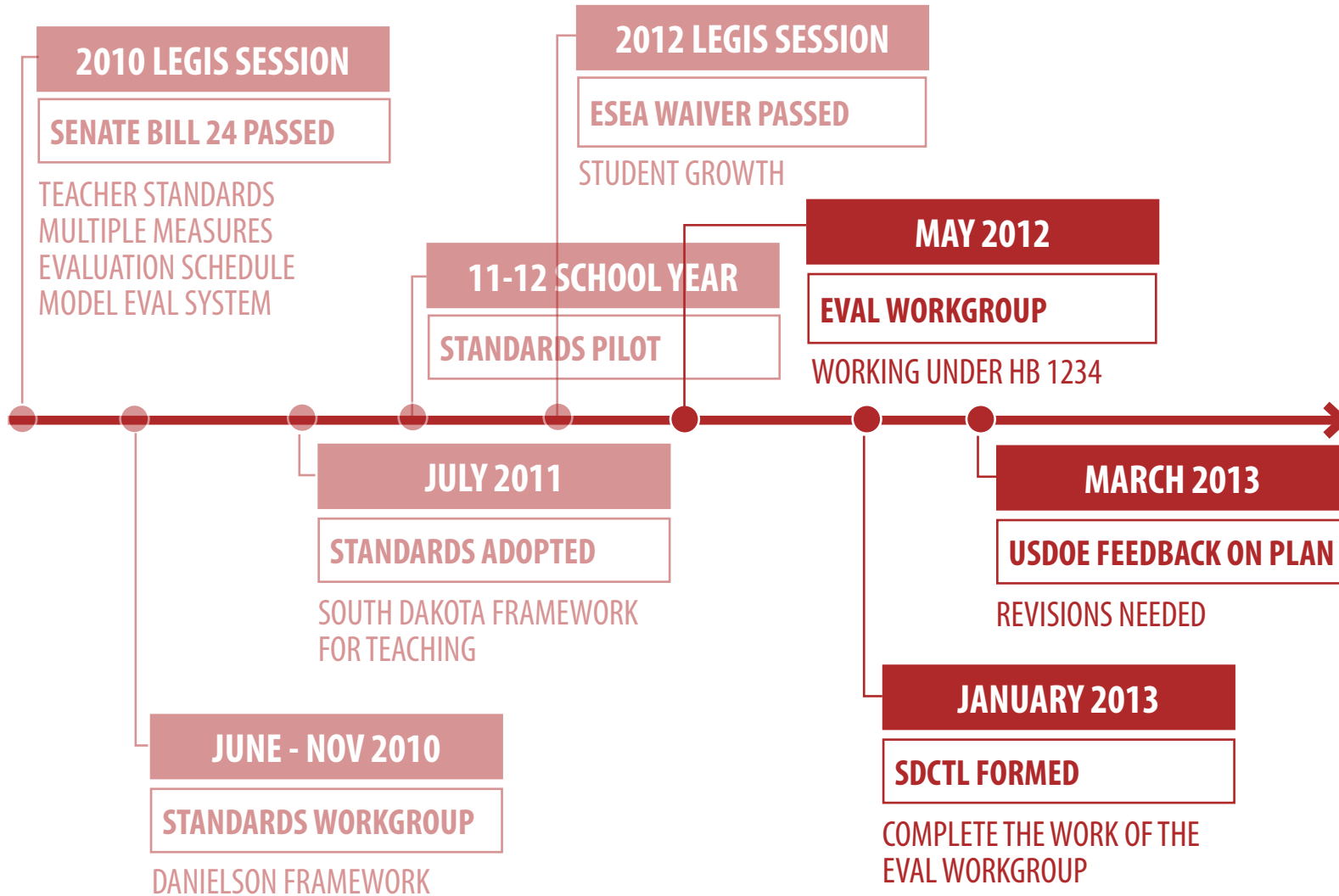
# THE TIME LINE: **TEACHER EFFECTIVENESS IMPLEMENTATION**



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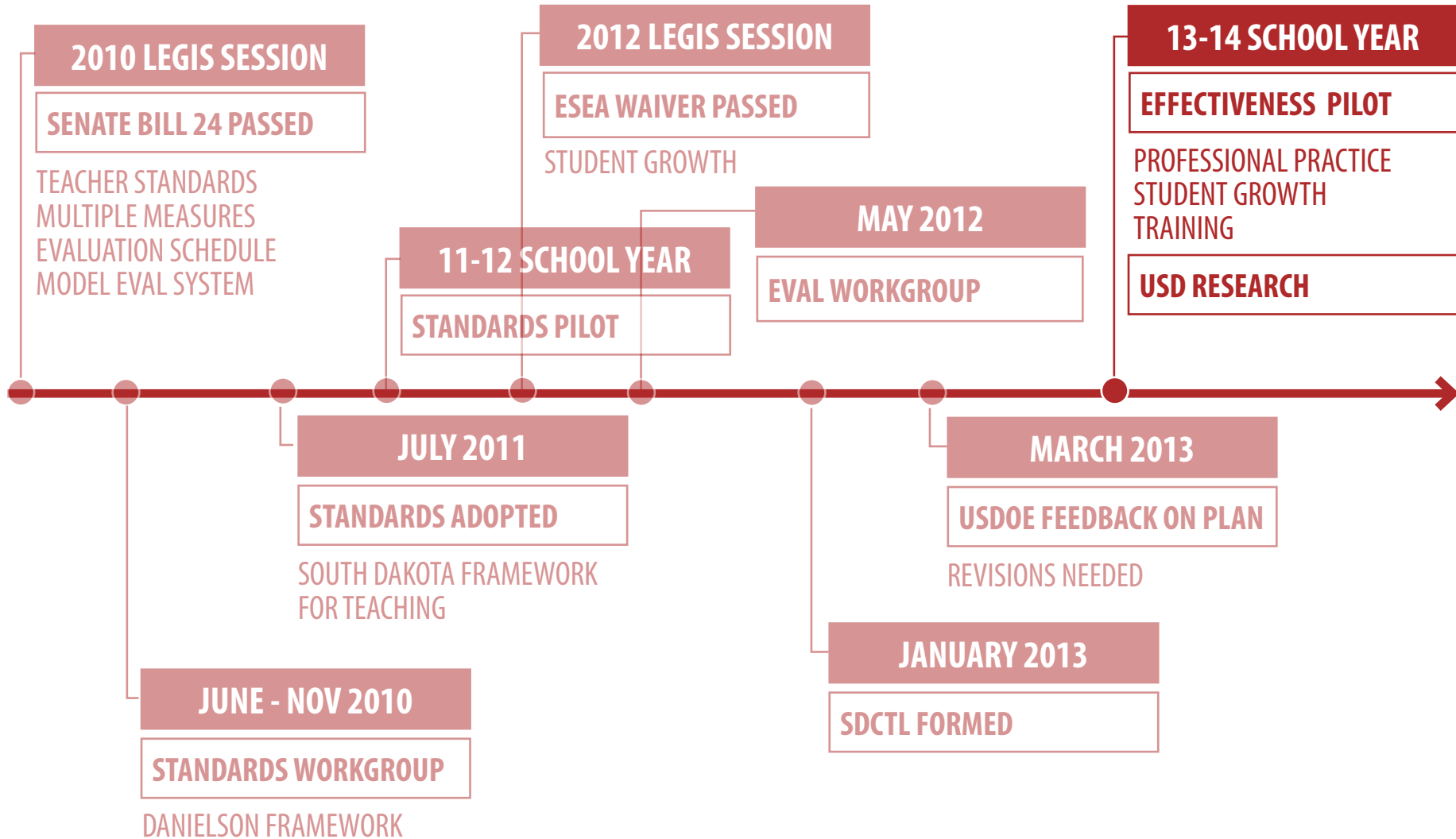


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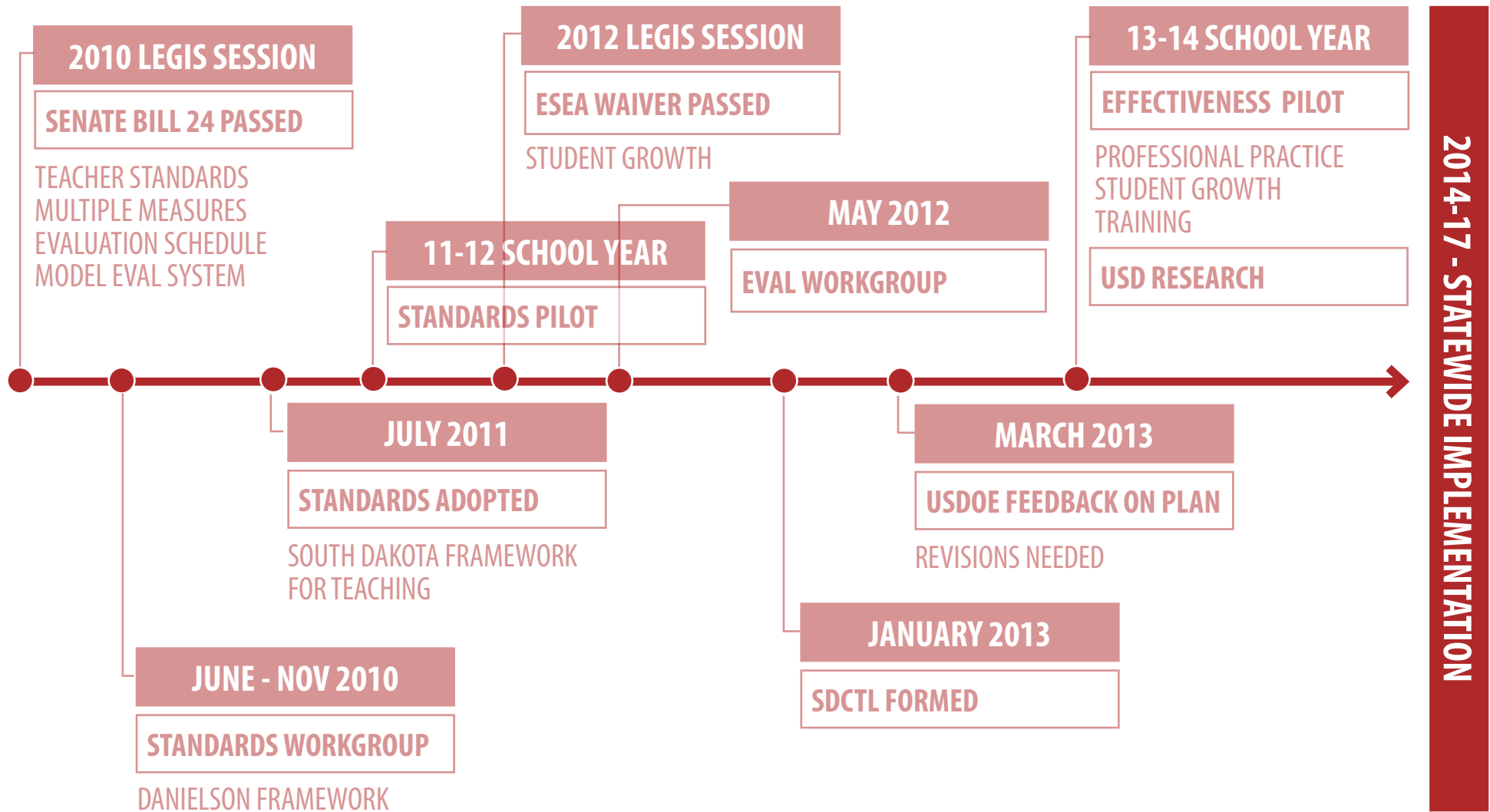




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IMPLEMENT

PLAN OPTION

13-14

14-15

15-16

16-17

PILOT YEAR

TEACHER EVALUATIONS

DISTRICT REPORTING

PERSONNEL DECISIONS



## THE FLEXIBILITY: REQUIREMENTS VS. RECOMMENDATIONS

*“South Dakota school districts have the option to implement evaluation and professional growth systems that differ from these recommendations, provided the district complies with state and federal requirements.”*

*- South Dakota Teacher Effectiveness Handbook, Pilot Project Draft*

## THE BOTTOM LINE: **MINIMUM EVALUATION REQUIREMENTS**

### **PROFESSIONAL PRACTICE**

Professional Practice Rating: Based on performance relative to the South Dakota Framework for Teaching (Danielson Model).

### **STUDENT GROWTH**

Student Growth Rating: Based on the development and attainment of Student Learning Objectives.

### **SUMMATIVE RATING**

Three categories - Below, Meets, or Exceeds Expectations - based on multiple measures, student growth a "significant factor".

### **RESULTS & OUTCOMES**

Useful performance feedback that guides professional growth and improvement plans for those not meeting district expectations.

### **EVALUATION CYCLE**

Probationary teachers summatively evaluated every year, non-probationary teachers at least every other year.

## THE BOTTOM LINE: **MINIMUM EVALUATION REQUIREMENTS**

### DEFINITION OF TEACHER

An individual who:

- (a) Provides instruction to any grade, K-12, or ungraded class or who teaches in an environment other than a classroom setting;
- (b) Maintains daily student records;
- (c) Has completed an approved teacher education program or completed an alternate certification program;
- (d) Has been issued a South Dakota certificate; and
- (e) Is not serving as a principal, assistant principal, superintendent, or assistant superintendent.

### DISTRICT OPTION

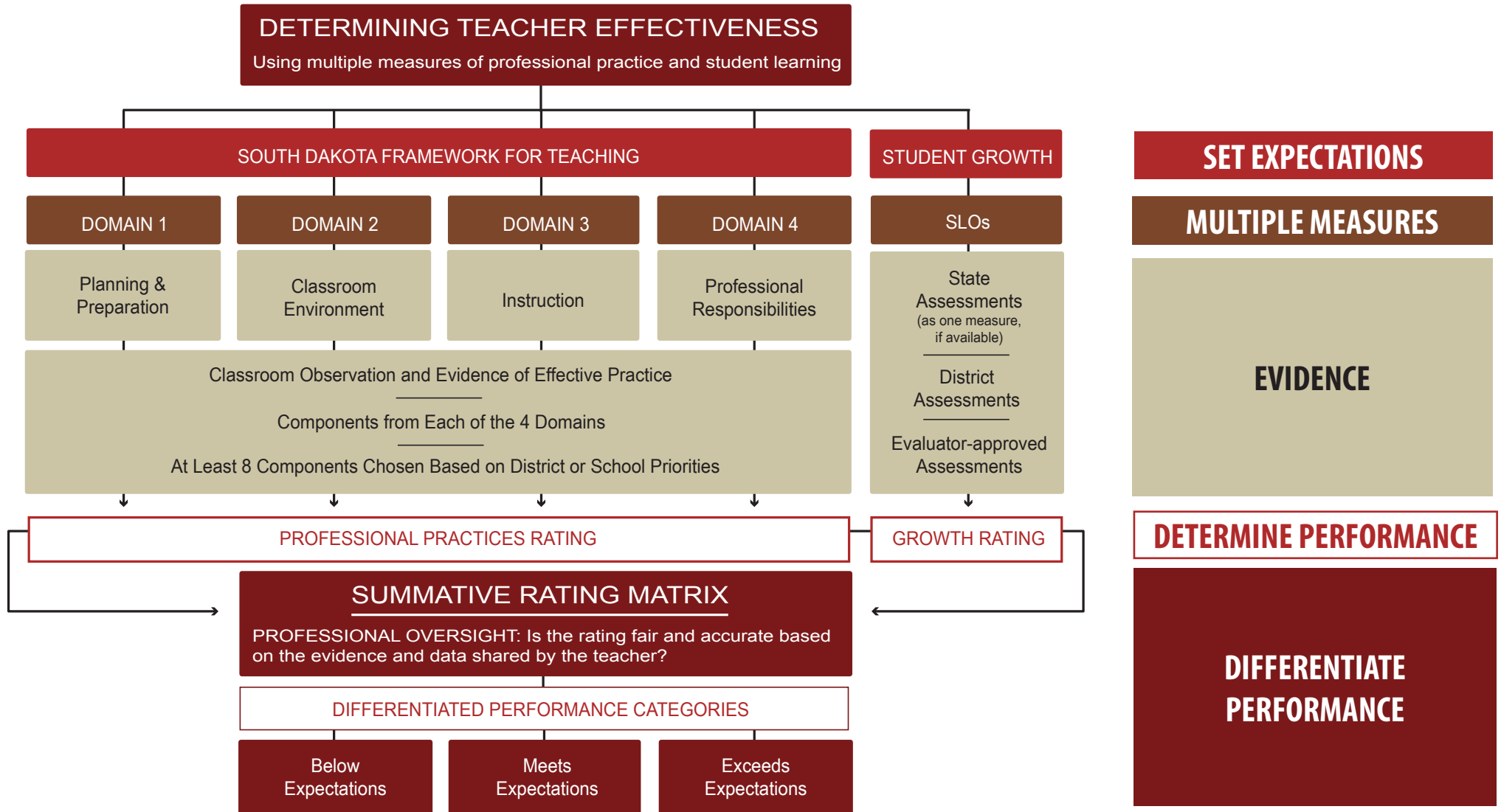
Districts determine how to evaluate individuals not defined as teachers.



**Who will be evaluated using multiple measures?**

Only evaluations for teachers are required and reported.

# THE MODEL: RECOMMENDED TEACHER EFFECTIVENESS MODEL





## *REFLECT & DISCUSS*

What is your district plan?



District Gap Analysis and Planning Guide: 5 Minutes



**ABOUT**

**PRACTICE**

**GROWTH**

**SUMMATIVE**

**REQUIREMENTS**

EVIDENCE

SCORING

TEACHSCAPE

# Evaluations of Professional Practice

## STATE MINIMUM REQUIREMENTS

# Standards-based Performance Assessment

School districts may either adopt the South Dakota Framework for Teaching (Danielson Model) or crosswalk to state teaching standards.

**1**

**MINIMUM: 4 PERFORMANCE STANDARDS INCLUDING 1 FROM EACH DOMAIN**

Local school districts may select components relevant to school or district goals.

**2**

**ASSIGN A PROFESSIONAL PRACTICE RATING**

Defined: The rating assigned to a teacher using at least one component from each domain.

# The South Dakota Framework for Teaching

A proven, comprehensive definition of effective teaching (Danielson Model).

*State Model Recommendation: 8 components, including 1 from each domain.*

## Domain 1

### PLANNING AND PREPARATION

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

## Domain 2

### THE CLASSROOM ENVIRONMENT

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

## Domain 4

### PROFESSIONAL RESPONSIBILITIES

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

## Domain 3

### INSTRUCTION

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

# The South Dakota Framework for Teaching

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**Domain 4****PROFESSIONAL RESPONSIBILITIES**

- 4a. Reflecting on Teaching
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**NOT OBSERVABLE****Domain 2****THE CLASSROOM ENVIRONMENT**

- 2a. Creating an Environment of Respect and Rapport
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**Domain 3****INSTRUCTION**

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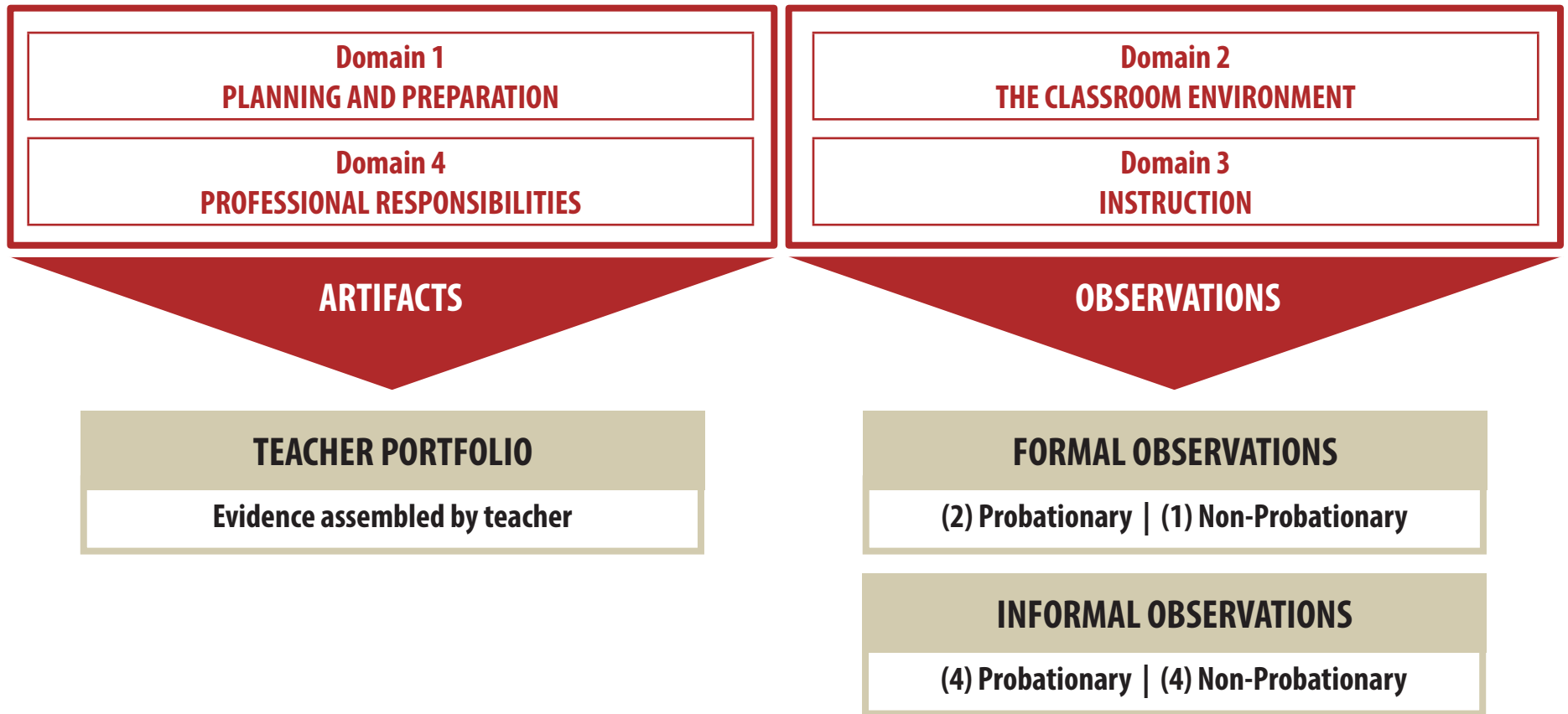
TEACHSCAPE

# Evaluations of Professional Practice

**RECOMMENDATIONS OF THE COMMISSION ON TEACHING AND LEARNING**

# Evidence Sources: Artifacts & Observations

Evidence gathered through classroom observation and by the collection of artifacts.



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Evidence gathered through classroom observation and by the collection of artifacts.

## FORMAL OBSERVATION

Is announced, lasts at least 15 minutes, and includes conversations before and after the observation (pre- and post-observation conferences).

## INFORMAL OBSERVATION

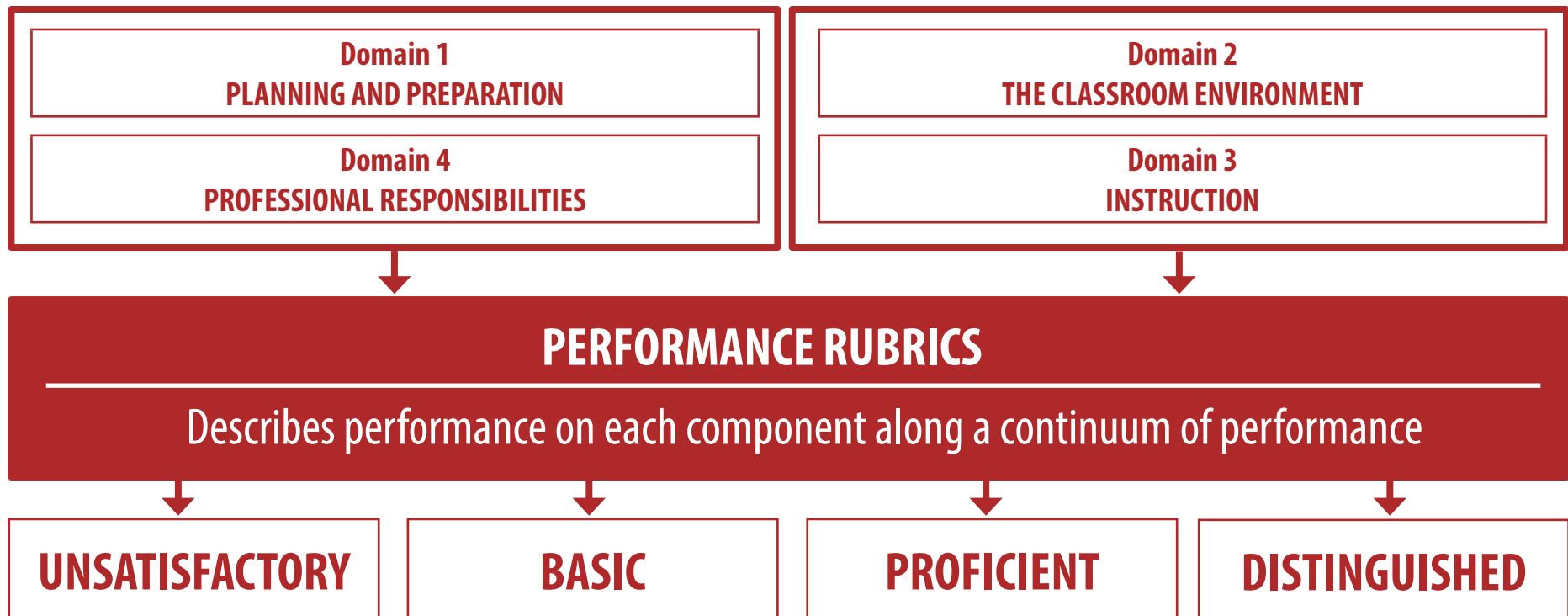
May or may not be announced, lasts at least 5 minutes, and results in some form of feedback to the teacher.

## ARTIFACTS

Documents and other information that stem from the daily work of teaching that demonstrate performance relative to non-observable standards.

# Rubric-based Evaluation

All supporting evidence is evaluated against clear, common rubrics.





# The Professional Practice Rating

Determined by calculating average component-level performance

1

## ASSIGN POINT VALUES TO COMPONENT-LEVEL PERFORMANCE

Distinguished = 4; Proficient = 3; Basic = 2; Unsatisfactory = 1

2

## CALCULATE AN AVERAGE SCORE FOR ALL COMPONENTS EVALUATED

Total points divided by number of components evaluated; all components equally weighted

3

## ASSIGN THE OVERALL PROFESSIONAL PRACTICE RATING

The average component-level score translates into one of four Professional Practice Ratings.

1.00 to 1.49

**Unsatisfactory**

1.50 to 2.49

**Basic**

2.50 to 3.49

**Proficient**

3.50 to 4.00

**Distinguished**

# Teachscape Training

The state's delivery mechanism for in-depth training for teachers and principals.

## Focus for Teachers (Learn)

Teacher training (20 hrs)

In-depth training on standards

Integrating standards into practice

## Focus for Observers

Evaluator (principal) training (30 hours)

Proficiency assessment

Ongoing calibration



**Where and how does training take place?**

Self-paced, blended, group setting? Will you start with selected components only?

# Teachscape Reflect

Workflow management software that encourages professional dialogue.

## Evaluation Workflow

Evaluations of Professional Practice

Evaluations of Student Growth (SLOs)

Summative Teacher Effectiveness Rating

## Forms and Scoring

Live Observations

Sorting, Aligning, Scoring Evidence

SLO Process Guide



**Is your district using Teachscape Reflect?**  
Your evaluations can be off-line or on-line.

# Evaluating Student Growth

## STATE MINIMUM REQUIREMENTS



**FIND IT ONLINE:** Download the SLO Guidebook at: <http://bit.ly/1bJ4XVz>

# Student Learning Objectives (SLOs)

Student growth goals used to determine a teacher's impact on student learning between two or more points in time. Districts may request to use an alternate measure.

**1**

**SLOs REFLECT A RIGOROUS, REALISTIC EXPECTATION OF STUDENT GROWTH**

Student Learning Objectives are written by teachers and approved by evaluators.

**2**

**INCLUDE DISTRICT, SCHOOL, OR TEACHER-DEVELOPED ASSESSMENTS**

For evaluation purposes, student growth is formally assessed at the end the instructional period.

**3**

**FOR STATE-TESTED GRADES AND SUBJECTS, STATE ASSESSMENT DATA MUST BE USED**

May be used during the goal-setting process, and is not required to assess end-of-year student learning.

**4**

**ASSIGN A STUDENT GROWTH RATING**

Defined: The rating assigned based on attainment of SLOs

# Evaluating Student Growth

RECOMMENDATIONS OF THE COMMISSION ON TEACHING AND LEARNING

# What are Student Learning Objectives?

A teacher-driven goal or set of goals that establish expectations for student academic growth during a specified period of time.

## SLOs ASK EDUCATORS TO ANSWER 4 MAIN QUESTIONS



**What do I want my students to be able to know and do?**

Setting priorities for learning; aligned to standards and appropriate school goals.



**Where are my students starting?**

Data-driven establishment of student starting points by which growth is measured.



**How will growth be measured?**

Select an available assessment, or develop one.



**What can I expect my students to achieve?**

Setting rigorous, achievable student growth goals that are backed by rationale.

# Why Use SLOs as a Measure of Growth?

Four benefits associated with SLO implementation.

## REFLECT BEST PRACTICE

SLOs formalize teaching best practices - setting goals for students, using data to drive instruction - while promoting reflection and professional dialogue.

## COLLABORATIVE

Teachers or teams of teachers take ownership in establishing SLOs, and the process encourages support and ongoing communication with principals.

## FLEXIBLE

All teachers participate in a common goal-setting process that empowers teachers to develop goals that are relevant and authentic.

## FOCUSED

Teachers on develop a single SLO based on the most important learning that needs to occur.



# What does an SLO look like?

An SLO is a written document that encourages data-driven instructional strategies.

**1**

## THE STUDENT POPULATION

Defines the number of students addressed, includes all students (less agreed upon accommodations).

**2**

## LEARNING CONTENT

Includes the specific standard(s) being addressed, aligned to school priorities when appropriate

**3**

## ASSESSMENT USED TO MEASURE GROWTH

What assessment will be used? District, school or teacher-developed assessments.

**4**

## INTERVAL OF INSTRUCTION

The instructional period - a school year, semester, quarter - in which the content will be taught.

# What does an SLO look like?

An SLO is a written document that encourages data-driven instructional strategies.

**5****BASELINE**

Students understanding of the learning content at the beginning of the instructional period.

**6****GROWTH GOAL STATEMENT**

Identifies a rigorous, realistic expectation of student growth.

**7****RATIONALE**

Ties all elements together in a statement supporting student progress and future growth.



**FIND IT ONLINE:** SLO Process Guide (<http://bit.ly/16711G2>) and Example (<http://bit.ly/18sBU3z>)

# Types of Growth Goals

**High-quality SLOs include the most appropriate type of goal for a given teacher, and teachers and evaluators are empowered to select the most appropriate goal type.**

## CLASS MASTERY

Based on quality baseline data and an educator-determined definition of mastery. Goal is structured based on percent of students attaining mastery.

## DIFFERENTIATED GROWTH

Establishes tiered expectations for student growth for groups of students. A teacher defines what growth looks like for each group of students.

## SHARED PERFORMANCE

Teams of teachers agree to work collaboratively and share responsibility for student learning for a content area, grade level or school.

# Teachers: Student Growth Rating

A teacher's student growth rating is determined by the percentage of goal attainment and is classified into one of three performance categories.

**LOW GROWTH**

Less than 65% goal attainment

**EXPECTED GROWTH**

Between 65% and 85% goal attainment

**HIGH GROWTH**

Between 86% and 100% goal attainment

# Scoring Based on Goal Attainment

Empowering teachers to develop rigorous expectations for student growth.

## A VERY BASIC EXAMPLE

An elementary teacher's SLO sets an expectation that 90% of a 20-student class will master the learning content.

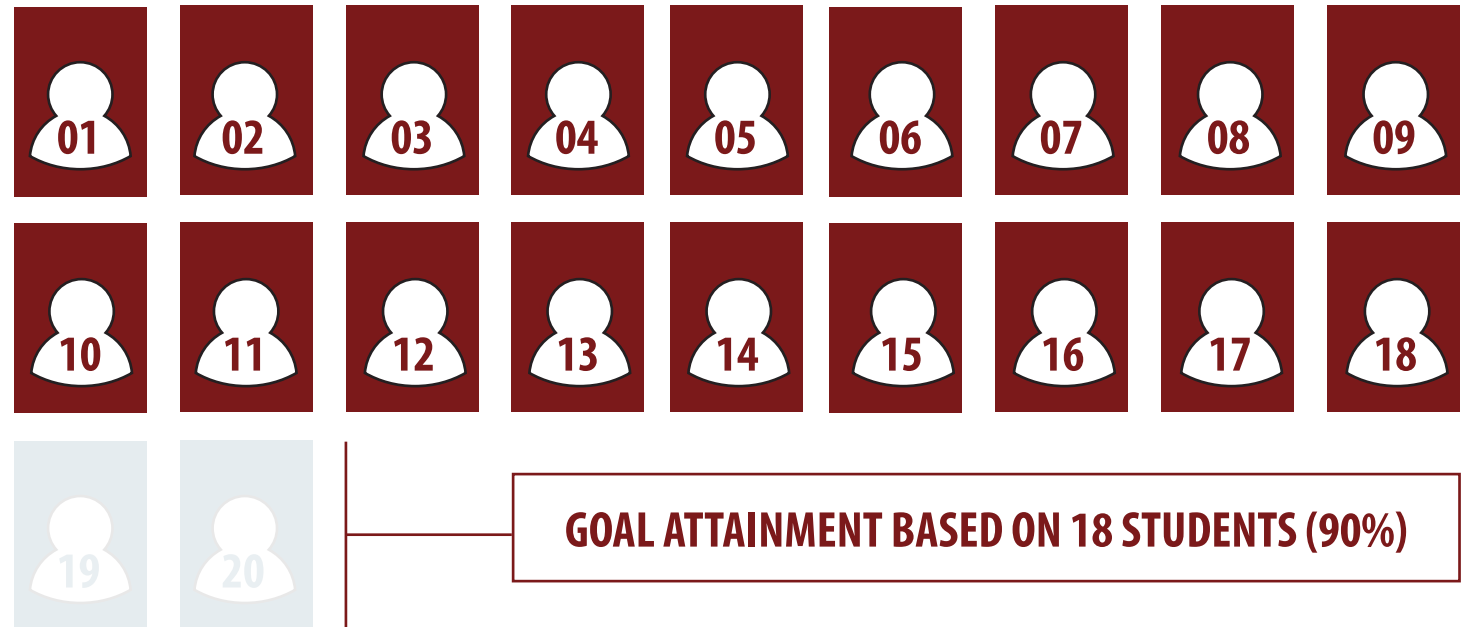


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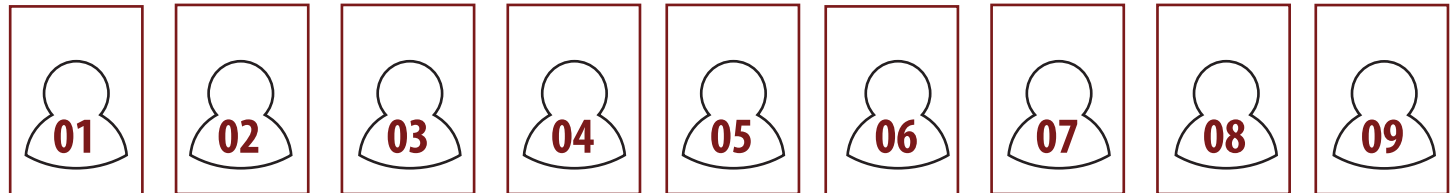
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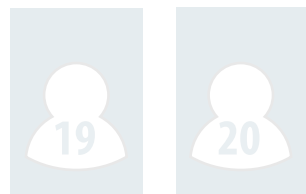
**LOW GROWTH**

An elementary teacher's SLO sets an expectation that 90% of a 20-student class will master the learning content.

**EXPECTED GROWTH**



**HIGH GROWTH**



**GOAL ATTAINMENT BASED ON 18 STUDENTS (90%)**

# Training and Support

Additional guidance and training is planned to support implementation of SLOs.

## Guidance

**SLO Handbook (2014-15)**

## Training

**Administrator SLO (March-April 2014)**

**Teacher SLO Training (Summer 2014)**

**In-District Coaching (14-15)**

**South Dakota Education Association**

**South Dakota DOE (TBD)**



# Summative Teacher Effectiveness Ratings

**COMBINING PROFESSIONAL PRACTICE AND STUDENT GROWTH INTO ONE RATING**

# Teacher Effectiveness Rating Requirements

The ESEA Waiver requires South Dakota to report data on teacher effectiveness beginning in the 2014-15 school year.

**1****COMBINE PROFESSIONAL PRACTICE AND STUDENT GROWTH RATINGS**

Student growth must be “a significant factor” in differentiating teacher performance.

**2****MUST DIFFERENTIATE PERFORMANCE IN 3 CATEGORIES**

Below Expectations, Meets Expectations, Exceeds Expectations

**3****AGGREGATED EFFECTIVENESS RATINGS MUST BE REPORTED**

SD DOE to provide detailed reporting requirements as reporting becomes required.

# Summative Rating Matrix

**RECOMMENDATIONS OF THE COMMISSION ON TEACHING AND LEARNING**

**ABOUT**

**PRACTICE**

**GROWTH**

**SUMMATIVE**

REQUIREMENTS

**SUMMATIVE MATRIX**

**KEY CONCEPTS**

**NOT FORMULA  
BASED**

**PRIORITIZES  
PRACTICE**

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**SUMMATIVE SCORING MATRIX**

**PROFESSIONAL PRACTICE RATING**

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	↑	↑	↑	↑
	EXPECTED	↑	↑	↑	↑
	LOW	↓	↓	↓	↓

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**SUMMATIVE TEACHER EFFECTIVENESS RATING CATEGORIES**

BELOW  
EXPECTATIONS

MEETS  
EXPECTATIONS

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JUDGMENT



RATING SUBJECT  
TO REVIEW

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SUMMATIVE TEACHER EFFECTIVENESS RATING CATEGORIES

BELOW EXPECTATIONS      MEETS EXPECTATIONS      EXCEEDS EXPECTATIONS

JUDGMENT

 RATING SUBJECT TO REVIEW

# TODAY'S OBJECTIVES



Understand time lines, requirements, and recommendations.



Discuss and reflect upon key teacher effectiveness concepts.



Determine the district's next steps toward implementation.





## *REFLECT & DISCUSS*



**What questions do you have about your district's plan?**  
Review and discuss in groups, and ask any questions.