

# **The South Dakota Teacher Evaluation Process & The South Dakota Framework for Teaching**

*(2013 Charlotte Danielson Framework)*

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# Framework Overview

## South Dakota Framework for Teaching (2013 Charlotte Danielson Framework)

The South Dakota Framework for Teaching is divided into four domains of teaching practice. Within the four domains are 22 components and 76 elements that identify the skills and knowledge associated with that domain. The table below (Figure 1) provides an overview of the full Framework down to the component level.

**Figure 1: South Dakota Framework for Teaching (2013 Charlotte Danielson Framework) – Domains and Components Overview**

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>            • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b>            • Child development • Learning process • Special needs            • Student skills, knowledge, and proficiency            • Interests and cultural heritage</p> <p><b>1c Setting Instructional Outcomes</b>            • Value, sequence, and alignment • Clarity • Balance            • Suitability for diverse learners</p> <p><b>1d Demonstrating Knowledge of Resources</b>            • For classroom • To extend content knowledge • For students</p> <p><b>1e Designing Coherent Instruction</b>            • Learning activities • Instructional materials and resources            • Instructional groups • Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b>            • Congruence with outcomes • Criteria and standards            • Formative assessments • Use for planning</p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>            • Teacher interaction with students • Student interaction with students</p> <p><b>2b Establishing a Culture for Learning</b>            • Importance of content • Expectations for learning and achievement            • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b>            • Instructional groups • Transitions            • Materials and supplies • Non-instructional duties            • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b>            • Expectations • Monitoring behavior • Response to misbehavior</p> <p><b>2e Organizing Physical Space</b>            • Safety and accessibility • Arrangement of furniture and resources</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b>            • Accuracy • Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b>            • Student completion of assignments            • Student progress in learning • Non-instructional records</p> <p><b>4c Communicating with Families</b>            • About instructional program • About individual students            • Engagement of families in instructional program</p> <p><b>4d Participating in a Professional Community</b>            • Relationships with colleagues • Participation in school projects            • Involvement in culture of professional inquiry • Service to school</p> <p><b>4e Growing and Developing Professionally</b>            • Enhancement of content knowledge and pedagogical skill            • Receptivity to feedback from colleagues • Service to the profession</p> <p><b>4f Showing Professionalism</b>            • Integrity/ethical conduct • Service to students • Advocacy            • Decision-making • Compliance with school/district regulations</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b>            • Expectations for learning • Directions and procedures            • Explanations of content • Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b>            • Quality of questions • Discussion techniques • Student participation</p> <p><b>3c Engaging Students in Learning</b>            • Activities and assignments • Student groups            • Instructional materials and resources • Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b>            • Assessment criteria • Monitoring of student learning            • Feedback to students • Student self-assessment and monitoring</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>            • Lesson adjustment • Response to students • Persistence</p>

# Minimum Requirements vs. Model Recommendations for Teacher Effectiveness

## Model Recommendation: Minimum of Eight Components, One from Each Domain

Teacher evaluations based on the full Framework should result in high levels of professional feedback and dialogue, setting the stage for all teachers to continually improve their instruction. For South Dakota public school districts where consideration of the full Framework is not immediately feasible, the model recommendation is to base Professional Practice Ratings on a minimum of eight components, including at least one component from each of the four domains. However, districts are required to evaluate a minimum of four components, including at least one component from each of the four domains. The table below (Figure 2) outlines the Minimum Requirements in comparison to the Model Recommendations for Teacher Effectiveness.

**Figure 2: Comparison of State Teacher Effectiveness Requirements Model**

COMPARISON OF STATE TEACHER EFFECTIVENESS REQUIREMENTS TO MODEL		
TEACHER EFFECTIVENESS	MINIMUM REQUIREMENTS	MODEL RECOMMENDATIONS
<b>Professional Practice Standards</b>	<ul style="list-style-type: none"> <li>* <i>South Dakota Framework for Teaching</i> (Charlotte Danielson Framework for Teaching)</li> <li>* Must use a minimum of one component from each of the four domains</li> <li>* School districts wanting to use other teaching performance standards have the flexibility to crosswalk their standards to the <i>South Dakota Framework for Teaching</i> using forms provided by the SD DOE.</li> </ul>	<ul style="list-style-type: none"> <li>* <i>South Dakota Framework for Teaching</i> (Charlotte Danielson Framework for Teaching)</li> <li>* Evaluating teachers based on all 22 components is the goal. However the recommendation is to begin with a minimum of eight components, including at least one from each domain.</li> <li>Integrated Eight Components               <ul style="list-style-type: none"> <li>* 1c: Setting Instructional Outcomes</li> <li>* 1e: Designing Coherent Instruction</li> <li>* 1f: Designing Student Assessments</li> <li>* 2b: Establishing a Culture for Learning</li> <li>* 3b: Using Questioning and Discussion Techniques</li> <li>* 3c: Engaging Students in Learning</li> <li>* 3d: Using Assessment in Instruction</li> <li>* 4a: Reflecting on Teaching</li> </ul> </li> </ul>

# Using Standards-Based Rubrics to Evaluate Teaching Performance

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A collection of standards-based performance rubrics aligned to the South Dakota Framework for Teaching support transparent, accurate, and consistent assessments of teaching performance. Each rubric contains performance indicators and critical attributes that differentiate performance across a four-tiered continuum of performance: Unsatisfactory, Basic, Proficient, and Distinguished. Pages 6 – 28 of this document includes example rubrics districts may use.

# Example Standards-Based Rubrics

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## Domain 1: Planning and Preparation

### 1a – Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher makes content errors.</li> <li><input type="checkbox"/> The teacher does not consider prerequisite relationships when planning.</li> <li><input type="checkbox"/> The teacher's plans use inappropriate strategies for the discipline.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher's understanding of the discipline is rudimentary.</li> <li><input type="checkbox"/> The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li><input type="checkbox"/> Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher can identify important concepts of the discipline and their relationships to one another.</li> <li><input type="checkbox"/> The teacher provides clear explanations of the content.</li> <li><input type="checkbox"/> The teacher answers students' questions accurately and provides feedback that furthers their learning.</li> <li><input type="checkbox"/> Instructional strategies in unit and lesson plans are entirely suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher cites intra- and interdisciplinary content relationships.</li> <li><input type="checkbox"/> The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.</li> <li><input type="checkbox"/> The teacher's plans reflect recent developments in content-related pedagogy.</li> </ul>
<b>Comments:</b>			

## 1b – Demonstrating Knowledge of Students

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher does not understand child development characteristics and has unrealistic expectations for students.</li> <li><input type="checkbox"/> The teacher does not try to ascertain varied ability levels among students in the class.</li> <li><input type="checkbox"/> The teacher is not aware of students' interests or cultural heritages.</li> <li><input type="checkbox"/> The teacher takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher cites developmental theory but does not seek to integrate it into lesson planning.</li> <li><input type="checkbox"/> The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</li> <li><input type="checkbox"/> The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li><input type="checkbox"/> The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher knows, for groups of students, their levels of cognitive development.</li> <li><input type="checkbox"/> The teacher is aware of the different cultural groups in the class.</li> <li><input type="checkbox"/> The teacher has a good idea of the range of interests of students in the class.</li> <li><input type="checkbox"/> The teacher has identified "high," "medium," and "low" groups of students within the class.</li> <li><input type="checkbox"/> The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.</li> <li><input type="checkbox"/> The teacher is aware of the special needs represented by students in the class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li><input type="checkbox"/> The teacher seeks out information from all students about their cultural heritages.</li> <li><input type="checkbox"/> The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul>
<p><b>Comments:</b></p>			

## 1c – Setting Instructional Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> Outcomes lack rigor.</li> <li><input type="checkbox"/> Outcomes do not represent important learning in the discipline.</li> <li><input type="checkbox"/> Outcomes are not clear or are stated as activities.</li> <li><input type="checkbox"/> Outcomes are not suitable for many students in the class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outcomes represent a mixture of low expectations and rigor.</li> <li><input type="checkbox"/> Some outcomes reflect important learning in the discipline.</li> <li><input type="checkbox"/> Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outcomes represent high expectations and rigor.</li> <li><input type="checkbox"/> Outcomes are related to "big ideas" of the discipline.</li> <li><input type="checkbox"/> Outcomes are written in terms of what students will learn rather than do.</li> <li><input type="checkbox"/> Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</li> <li><input type="checkbox"/> Outcomes, differentiated where necessary, are suitable to groups of students in the class.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li><input type="checkbox"/> The teacher connects outcomes to previous and future learning.</li> <li><input type="checkbox"/> Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>
<p><b>Comments:</b></p>			



## 1d – Demonstrating Knowledge of Resources

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher uses only district-provided materials, even when more variety would assist some students.</li> <li><input type="checkbox"/> The teacher does not seek out resources available to expand her own skill.</li> <li><input type="checkbox"/> Although the teacher is aware of some student needs, he does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher uses materials in the school library but does not search beyond the school for resources.</li> <li><input type="checkbox"/> The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</li> <li><input type="checkbox"/> The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Texts are at varied levels.</li> <li><input type="checkbox"/> Texts are supplemented by guest speakers and field experiences.</li> <li><input type="checkbox"/> The teacher facilitates the use of Internet resources.</li> <li><input type="checkbox"/> Resources are multidisciplinary.</li> <li><input type="checkbox"/> The teacher expands her knowledge through professional learning groups and organizations.</li> <li><input type="checkbox"/> The teacher pursues options offered by universities.</li> <li><input type="checkbox"/> The teacher provides lists of resources outside the classroom for students to draw on.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Texts are matched to student skill level.</li> <li><input type="checkbox"/> The teacher has ongoing relationships with colleges and universities that support student learning.</li> <li><input type="checkbox"/> The teacher maintains a log of resources for student reference.</li> <li><input type="checkbox"/> The teacher pursues apprenticeships to increase discipline knowledge.</li> <li><input type="checkbox"/> The teacher facilitates student contact with resources outside the classroom.</li> </ul>
<b>Comments:</b>			

## 1e – Designing Coherent Instruction

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning activities are boring and/or not well aligned to the instructional goals.</li> <li><input type="checkbox"/> Materials are not engaging or do not meet instructional outcomes.</li> <li><input type="checkbox"/> Instructional groups do not support learning.</li> <li><input type="checkbox"/> Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning activities are moderately challenging.</li> <li><input type="checkbox"/> Learning resources are suitable, but there is limited variety.</li> <li><input type="checkbox"/> Instructional groups are random, or they only partially support objectives.</li> <li><input type="checkbox"/> Lesson structure is uneven or may be unrealistic about time expectations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning activities are matched to instructional outcomes.</li> <li><input type="checkbox"/> Activities provide opportunity for higher-level thinking.</li> <li><input type="checkbox"/> The teacher provides a variety of appropriately challenging materials and resources.</li> <li><input type="checkbox"/> Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</li> <li><input type="checkbox"/> The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activities permit student choice.</li> <li><input type="checkbox"/> Learning experiences connect to other disciplines.</li> <li><input type="checkbox"/> The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li><input type="checkbox"/> Lesson plans differentiate for individual student needs.</li> </ul>
<p><b>Comments:</b></p>			

## 1f – Designing Student Assessments

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessments do not match instructional outcomes.</li> <li><input type="checkbox"/> Assessments lack criteria.</li> <li><input type="checkbox"/> No formative assessments have been designed.</li> <li><input type="checkbox"/> Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Only some of the instructional outcomes are addressed in the planned assessments.</li> <li><input type="checkbox"/> Assessment criteria are vague.</li> <li><input type="checkbox"/> Plans refer to the use of formative assessments, but they are not fully developed.</li> <li><input type="checkbox"/> Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All the learning outcomes have a method for assessment.</li> <li><input type="checkbox"/> Assessment types match learning expectations.</li> <li><input type="checkbox"/> Plans indicate modified assessments when they are necessary for some students.</li> <li><input type="checkbox"/> Assessment criteria are clearly written.</li> <li><input type="checkbox"/> Plans include formative assessments to use during instruction.</li> <li><input type="checkbox"/> Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessments provide opportunities for student choice.</li> <li><input type="checkbox"/> Students participate in designing assessments for their own work.</li> <li><input type="checkbox"/> Teacher-designed assessments are authentic, with real-world application as appropriate.</li> <li><input type="checkbox"/> Students develop rubrics according to teacher-specified learning objectives.</li> <li><input type="checkbox"/> Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>
<p><b>Comments:</b></p>			

## Domain 2: The Classroom Environment

### 2a – Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li><input type="checkbox"/> Students' body language indicates feelings of hurt, discomfort, or insecurity.</li> <li><input type="checkbox"/> The teacher displays no familiarity with, or caring about, individual students.</li> <li><input type="checkbox"/> The teacher disregards disrespectful interactions among students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.</li> <li><input type="checkbox"/> The teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li><input type="checkbox"/> The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk between the teacher and students and among students is uniformly respectful.</li> <li><input type="checkbox"/> The teacher successfully responds to disrespectful behavior among students.</li> <li><input type="checkbox"/> Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.</li> <li><input type="checkbox"/> The teacher makes general connections with individual students.</li> <li><input type="checkbox"/> Students exhibit respect for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li><input type="checkbox"/> There is no disrespectful behavior among students.</li> <li><input type="checkbox"/> When necessary, students respectfully correct one another.</li> <li><input type="checkbox"/> Students participate without fear of put-downs or ridicule from either the teacher or other students.</li> <li><input type="checkbox"/> The teacher respects and encourages students' efforts.</li> </ul>
<p><b>Comments:</b></p>			

## 2b – Establishing a Culture for Learning

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</li> <li><input type="checkbox"/> The teacher conveys to at least some students that the work is too challenging for them.</li> <li><input type="checkbox"/> Students exhibit little or no pride in their work.</li> <li><input type="checkbox"/> Students use language incorrectly; the teacher does not correct them.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.</li> <li><input type="checkbox"/> The teacher conveys high expectations for only some students.</li> <li><input type="checkbox"/> Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."</li> <li><input type="checkbox"/> The teacher's primary concern appears to be to complete the task at hand.</li> <li><input type="checkbox"/> The teacher urges, but does not insist, that students use precise language.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</li> <li><input type="checkbox"/> The teacher demonstrates a high regard for students' abilities.</li> <li><input type="checkbox"/> The teacher conveys an expectation of high levels of student effort.</li> <li><input type="checkbox"/> Students expend good effort to complete work of high quality.</li> <li><input type="checkbox"/> The teacher insists on precise use of language by students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher communicates passion for the subject.</li> <li><input type="checkbox"/> The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</li> <li><input type="checkbox"/> Students indicate through their questions and comments a desire to understand the content.</li> <li><input type="checkbox"/> Students assist their classmates in understanding the content.</li> <li><input type="checkbox"/> Students take initiative in improving the quality of their work.</li> <li><input type="checkbox"/> Students correct one another in their use of language.</li> </ul>
<p><b>Comments:</b></p>			

## 2c – Managing Classroom Procedures

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students not working with the teacher are not productively engaged.</li> <li><input type="checkbox"/> Transitions are disorganized, with much loss of instructional time.</li> <li><input type="checkbox"/> There do not appear to be any established procedures for distributing and collecting materials.</li> <li><input type="checkbox"/> A considerable amount of time is spent off task because of unclear procedures.</li> <li><input type="checkbox"/> Volunteers and paraprofessionals have no defined role and/or are idle much of the time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students not working directly with the teacher are only partially engaged.</li> <li><input type="checkbox"/> Procedures for transitions seem to have been established, but their operation is not smooth.</li> <li><input type="checkbox"/> There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</li> <li><input type="checkbox"/> Classroom routines function unevenly.</li> <li><input type="checkbox"/> Volunteers and paraprofessionals require frequent supervision.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are productively engaged during small-group or independent work.</li> <li><input type="checkbox"/> Transitions between large- and small-group activities are smooth.</li> <li><input type="checkbox"/> Routines for distribution and collection of materials and supplies work efficiently.</li> <li><input type="checkbox"/> Classroom routines function smoothly.</li> <li><input type="checkbox"/> Volunteers and paraprofessionals work with minimal supervision.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> With minimal prompting by the teacher, students ensure that their time is used productively.</li> <li><input type="checkbox"/> Students take initiative in distributing and collecting materials efficiently.</li> <li><input type="checkbox"/> Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li><input type="checkbox"/> Volunteers and paraprofessionals take initiative in their work in the class.</li> </ul>
<p><b>Comments:</b></p>			

## 2d – Managing Student Behavior

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The classroom environment is chaotic, with no standards of conduct evident.</li> <li><input type="checkbox"/> The teacher does not monitor student behavior.</li> <li><input type="checkbox"/> Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li><input type="checkbox"/> The teacher attempts to keep track of student behavior, but with no apparent system.</li> <li><input type="checkbox"/> The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Standards of conduct appear to have been established and implemented successfully.</li> <li><input type="checkbox"/> Overall, student behavior is generally appropriate.</li> <li><input type="checkbox"/> The teacher frequently monitors student behavior.</li> <li><input type="checkbox"/> The teacher's response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</li> <li><input type="checkbox"/> The teacher silently and subtly monitors student behavior.</li> <li><input type="checkbox"/> Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> </ul>
<p><b>Comments:</b></p>			

## 2e – Organizing Physical Space

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> There are physical hazards in the classroom, endangering student safety.</li> <li><input type="checkbox"/> Many students can't see or hear the teacher or see the board.</li> <li><input type="checkbox"/> Available technology is not being used even if it is available and its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The physical environment is safe, and most students can see and hear the teacher or see the board.</li> <li><input type="checkbox"/> The physical environment is not an impediment to learning but does not enhance it.</li> <li><input type="checkbox"/> The teacher makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The classroom is safe, and all students are able to see and hear the teacher or see the board.</li> <li><input type="checkbox"/> The classroom is arranged to support the instructional goals and learning activities.</li> <li><input type="checkbox"/> The teacher makes appropriate use of available technology.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modifications are made to the physical environment to accommodate students with special needs.</li> <li><input type="checkbox"/> There is total alignment between the learning activities and the physical environment.</li> <li><input type="checkbox"/> Students take the initiative to adjust the physical environment.</li> <li><input type="checkbox"/> The teacher and students make extensive and imaginative use of available technology.</li> </ul>
<p><b>Comments:</b></p>			



## Domain 3: Instruction

### 3a – Communicating with Students

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> At no time during the lesson does the teacher convey to students what they will be learning.</li> <li><input type="checkbox"/> Students indicate through body language or questions that they don't understand the content being presented.</li> <li><input type="checkbox"/> The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li><input type="checkbox"/> Students indicate through their questions that they are confused about the learning task.</li> <li><input type="checkbox"/> The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.</li> <li><input type="checkbox"/> The teacher's vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher provides little elaboration or explanation about what the students will be learning.</li> <li><input type="checkbox"/> The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</li> <li><input type="checkbox"/> The teacher makes no serious content errors but may make minor ones.</li> <li><input type="checkbox"/> The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.</li> <li><input type="checkbox"/> The teacher must clarify the learning task so students can complete it.</li> <li><input type="checkbox"/> The teacher's vocabulary and usage are correct but unimaginative.</li> <li><input type="checkbox"/> When the teacher attempts to explain academic vocabulary, it is only partially successful.</li> <li><input type="checkbox"/> The teacher's vocabulary is too advanced, or too juvenile, for students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li><input type="checkbox"/> The teacher's explanation of content is clear and invites student participation and thinking.</li> <li><input type="checkbox"/> The teacher makes no content errors.</li> <li><input type="checkbox"/> The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.</li> <li><input type="checkbox"/> Students engage with the learning task, indicating that they understand what they are to do.</li> <li><input type="checkbox"/> If appropriate, the teacher models the process to be followed in the task.</li> <li><input type="checkbox"/> The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.</li> <li><input type="checkbox"/> The teacher's vocabulary is appropriate to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</li> <li><input checked="" type="checkbox"/> The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li><input type="checkbox"/> The teacher points out possible areas for misunderstanding.</li> <li><input type="checkbox"/> The teacher invites students to explain the content to their classmates.</li> <li><input type="checkbox"/> Students suggest other strategies they might use in approaching a challenge or analysis.</li> <li><input type="checkbox"/> The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</li> <li><input type="checkbox"/> Students use academic language correctly.</li> </ul>

		students' ages and levels of development.	
<b>Comments:</b>			

### 3b – Using Questioning and Discussion Techniques

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> Questions are rapid-fire and convergent, with a single correct answer.</li> <li><input type="checkbox"/> Questions do not invite student thinking.</li> <li><input type="checkbox"/> All discussion is between the teacher and students; students are not invited to speak directly to one another.</li> <li><input type="checkbox"/> The teacher does not ask students to explain their thinking.</li> <li><input type="checkbox"/> Only a few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.</li> <li><input type="checkbox"/> The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li><input type="checkbox"/> The teacher calls on many students, but only a small number actually participate in the discussion.</li> <li><input type="checkbox"/> The teacher asks students to explain their reasoning, but only some students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li><input type="checkbox"/> The teacher makes effective use of wait time.</li> <li><input type="checkbox"/> Discussions enable students to talk to one another without ongoing mediation by the teacher.</li> <li><input type="checkbox"/> The teacher calls on most students, even those who don't initially volunteer.</li> <li><input type="checkbox"/> Many students actively engage in the discussion.</li> <li><input type="checkbox"/> The teacher asks students to justify their reasoning, and most students attempt to do so.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students initiate higher-order questions.</li> <li><input type="checkbox"/> The teacher builds on and uses student responses to questions in order to deepen student understanding.</li> <li><input type="checkbox"/> Students extend the discussion, enriching it.</li> <li><input type="checkbox"/> Students invite comments from their classmates during a discussion and challenge one another's thinking.</li> <li><input type="checkbox"/> Virtually all students are engaged in the discussion.</li> </ul>
<p><b>Comments:</b></p>			

### 3c – Engaging Students in Learning

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> Few students are intellectually engaged in the lesson.</li> <li><input type="checkbox"/> Learning tasks/activities and materials require only recall or have a single correct response or method.</li> <li><input type="checkbox"/> Instructional materials used are unsuitable to the lesson and/or the students.</li> <li><input type="checkbox"/> The lesson drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some students are intellectually engaged in the lesson.</li> <li><input type="checkbox"/> Learning tasks are a mix of those requiring thinking and those requiring recall.</li> <li><input type="checkbox"/> Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</li> <li><input type="checkbox"/> Few of the materials and resources require student thinking or ask students to explain their thinking.</li> <li><input type="checkbox"/> The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most students are intellectually engaged in the lesson.</li> <li><input type="checkbox"/> Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</li> <li><input type="checkbox"/> Students are invited to explain their thinking as part of completing tasks.</li> <li><input type="checkbox"/> Materials and resources require intellectual engagement, as appropriate.</li> <li><input type="checkbox"/> The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Virtually all students are intellectually engaged in the lesson.</li> <li><input type="checkbox"/> Lesson activities require high-level student thinking and explanations of their thinking.</li> <li><input type="checkbox"/> Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.</li> <li><input type="checkbox"/> Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>
<p><b>Comments:</b></p>			

### 3d – Using Assessment in Instruction

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher gives no indication of what high-quality work looks like.</li> <li><input type="checkbox"/> The teacher makes no effort to determine whether students understand the lesson.</li> <li><input type="checkbox"/> Students receive no feedback, or feedback is global or directed to only one student.</li> <li><input type="checkbox"/> The teacher does not ask students to evaluate their own or classmates' work.</li> <li><input type="checkbox"/> The teacher makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is little evidence that the students understand how their work will be evaluated.</li> <li><input type="checkbox"/> The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</li> <li><input type="checkbox"/> Feedback to students is vague and not oriented toward future improvement of work.</li> <li><input type="checkbox"/> The teacher makes only minor attempts to engage students in self- or peer assessment.</li> <li><input type="checkbox"/> The teacher's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher makes the standards of high-quality work clear to students.</li> <li><input type="checkbox"/> The teacher elicits evidence of student understanding.</li> <li><input type="checkbox"/> Students are invited to assess their own work and make improvements; most of them do so.</li> <li><input type="checkbox"/> Feedback includes specific and timely guidance, at least for groups of students.</li> <li><input type="checkbox"/> When improvising becomes necessary, the teacher makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.</li> <li><input type="checkbox"/> The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.</li> <li><input type="checkbox"/> Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li><input type="checkbox"/> High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</li> <li><input type="checkbox"/> The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>
<p><b>Comments:</b></p>			

### 3e – Demonstrating Flexibility and Responsiveness

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher ignores indications of student boredom or lack of understanding.</li> <li><input type="checkbox"/> The teacher brushes aside students' questions.</li> <li><input type="checkbox"/> The teacher conveys to students that when they have difficulty learning, it is their fault.</li> <li><input type="checkbox"/> In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> <li><input type="checkbox"/> The teacher makes no attempt to adjust the lesson in response to student confusion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.</li> <li><input type="checkbox"/> The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.</li> <li><input type="checkbox"/> In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.</li> <li><input type="checkbox"/> The teacher's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher incorporates students' interests and questions into the heart of the lesson.</li> <li><input type="checkbox"/> The teacher conveys to students that she has other approaches to try when the students experience difficulty.</li> <li><input type="checkbox"/> In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</li> <li><input type="checkbox"/> When improvising becomes necessary, the teacher makes adjustments to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher seizes on a teachable moment to enhance a lesson.</li> <li><input type="checkbox"/> The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.</li> <li><input type="checkbox"/> In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.</li> <li><input type="checkbox"/> The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</li> </ul>
<p><b>Comments:</b></p>			

## Domain 4: Professional Responsibilities

### 4a – Reflecting on Teaching

Unsatisfactory	Basic	Proficient	Distinguished
<input type="checkbox"/> The teacher considers the lesson but draws incorrect conclusions about its effectiveness.  <input type="checkbox"/> The teacher makes no suggestions for improvement.	<input type="checkbox"/> The teacher has a general sense of whether or not instructional practices were effective.  <input type="checkbox"/> The teacher offers general modifications for future instruction.	<input type="checkbox"/> The teacher accurately assesses the effectiveness of instructional activities used.  <input type="checkbox"/> The teacher identifies specific ways in which a lesson might be improved.	<input type="checkbox"/> The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.  <input type="checkbox"/> The teacher's suggestions for improvement draw on an extensive repertoire.
<b>Comments:</b>			

#### 4b – Maintaining Accurate Records

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> There is no system for either instructional or non-instructional records.</li> <li><input type="checkbox"/> Record-keeping systems are in disarray and provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</li> <li><input type="checkbox"/> The teacher's process for tracking student progress is cumbersome to use.</li> <li><input type="checkbox"/> The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li><input type="checkbox"/> The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li><input type="checkbox"/> The teacher's process for recording non-instructional information is both efficient and effective.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li><input type="checkbox"/> Students contribute to and maintain data files indicating their own progress in learning.</li> <li><input type="checkbox"/> Students contribute to maintaining non-instructional records for the class.</li> </ul>
<p><b>Comments:</b></p>			



#### 4c – Communicating with Families

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> Little or no information regarding the instructional program is available to parents.</li> <li><input type="checkbox"/> Families are unaware of their children's progress.</li> <li><input type="checkbox"/> Family engagement activities are lacking.</li> <li><input type="checkbox"/> There is some culturally inappropriate communication.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School- or district-created materials about the instructional program are sent home.</li> <li><input type="checkbox"/> The teacher sends home infrequent or incomplete information about the instructional program.</li> <li><input type="checkbox"/> The teacher maintains a school-required gradebook but does little else to inform families about student progress.</li> <li><input type="checkbox"/> Some of the teacher's communications are inappropriate to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher regularly makes information about the instructional program available.</li> <li><input type="checkbox"/> The teacher regularly sends home information about student progress.</li> <li><input type="checkbox"/> The teacher develops activities designed to engage families successfully and appropriately in their children's learning.</li> <li><input type="checkbox"/> Most of the teacher's communications are appropriate to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students regularly develop materials to inform their families about the instructional program.</li> <li><input type="checkbox"/> Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li><input type="checkbox"/> Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> <li><input type="checkbox"/> All of the teacher's communications are highly sensitive to families' cultural norms.</li> </ul>
<p><b>Comments:</b></p>			

#### 4d – Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher's relationships with colleagues are characterized by negativity or combativeness.</li> <li><input type="checkbox"/> The teacher purposefully avoids contributing to activities promoting professional inquiry.</li> <li><input type="checkbox"/> The teacher avoids involvement in school activities and district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher has cordial relationships with colleagues.</li> <li><input type="checkbox"/> When invited, the teacher participates in activities related to professional inquiry.</li> <li><input type="checkbox"/> When asked, the teacher participates in school activities, as well as district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher has supportive and collaborative relationships with colleagues.</li> <li><input type="checkbox"/> The teacher regularly participates in activities related to professional inquiry.</li> <li><input type="checkbox"/> The teacher frequently volunteers to participate in school events and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li><input type="checkbox"/> The teacher regularly contributes to and leads events that positively impact school life.</li> <li><input type="checkbox"/> The teacher regularly contributes to and leads significant district and community projects.</li> </ul>
<p><b>Comments:</b></p>			

#### 4e – Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
<p><input type="checkbox"/> The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p><input type="checkbox"/> The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p><input type="checkbox"/> The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p><input type="checkbox"/> The teacher participates in professional activities when they are required or provided by the district.</p> <p><input type="checkbox"/> The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p><input type="checkbox"/> The teacher contributes in a limited fashion to professional organizations.</p>	<p><input type="checkbox"/> The teacher seeks regular opportunities for continued professional development.</p> <p><input type="checkbox"/> The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</p> <p><input type="checkbox"/> The teacher actively participates in organizations designed to contribute to the profession.</p>	<p><input type="checkbox"/> The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p><input type="checkbox"/> The teacher actively seeks feedback from supervisors and colleagues.</p> <p><input type="checkbox"/> The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</p>
<p><b>Comments:</b></p>			

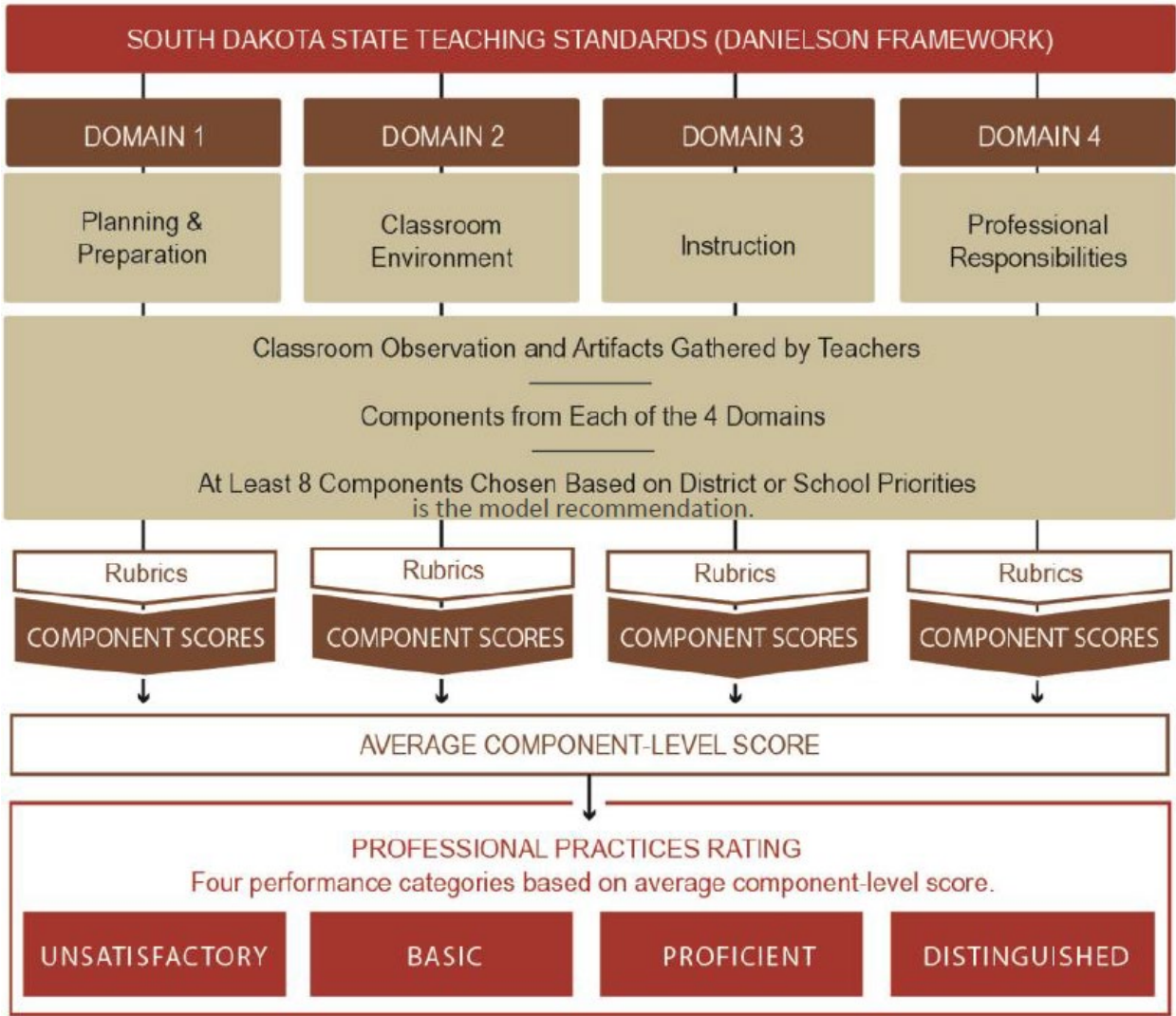
#### 4f – Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher is dishonest.</li> <li><input type="checkbox"/> The teacher does not notice the needs of students.</li> <li><input type="checkbox"/> The teacher engages in practices that are self-serving.</li> <li><input type="checkbox"/> The teacher willfully rejects district regulations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher is honest.</li> <li><input type="checkbox"/> The teacher notices the needs of students but is inconsistent in addressing them.</li> <li><input type="checkbox"/> The teacher does not notice that some school practices result in poor conditions for students.</li> <li><input type="checkbox"/> The teacher makes decisions professionally but on a limited basis.</li> <li><input type="checkbox"/> The teacher complies with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher is honest and known for having high standards of integrity.</li> <li><input type="checkbox"/> The teacher actively addresses student needs.</li> <li><input type="checkbox"/> The teacher actively works to provide opportunities for student success.</li> <li><input type="checkbox"/> The teacher willingly participates in team and departmental decision making.</li> <li><input type="checkbox"/> The teacher complies completely with district regulations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li><input type="checkbox"/> The teacher is highly proactive in serving students.</li> <li><input type="checkbox"/> The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li><input type="checkbox"/> The teacher takes a leadership role in team and departmental decision making.</li> <li><input type="checkbox"/> The teacher takes a leadership role regarding district regulations.</li> </ul>
<p><b>Comments:</b></p>			

# Determining the Professional Practice Rating

The Professional Practice Rating represents aggregate performance on all evaluated components. Evaluations of professional practice are guided by standards-based rubrics and supported by evidence gathered by the evaluator and teacher. Once component-level performance is determined, the evaluator assigns a numerical value to component-level performance and calculates an average score across the evaluated components. This average score translates into one of four levels of performance: Unsatisfactory, Basic, Proficient, or Distinguished. Figure 3 depicts this process.

**Figure 3: Determining the Professional Practice Rating**



## PROFESSIONAL PRACTICE RATING DESCRIPTIONS

Each of the four final Professional Practice Ratings – Unsatisfactory, Basic, Proficient and Distinguished – is defined in general terms to illustrate the continuum of possible performance relative to the rigorous professional teaching components outlined in the South Dakota Framework for Teaching.

- **Unsatisfactory:** A teacher performing at the Unsatisfactory level does not appear to understand the underlying concepts represented by the Framework. Performance at this level requires significant intervention and coaching to improve the teacher's performance.
- **Basic:** A teacher performing at the Basic level appears to understand the Framework conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for teachers early in their careers and improvement is expected to occur with experience.
- **Proficient:** A teacher performing at the Proficient level clearly understands the concepts represented by the Framework and implements them well. Teachers performing at this level are qualified in the craft of teaching and work to continually improve practice.
- **Distinguished:** A teacher performing at the Distinguished level is a master teacher and makes a contribution to the field, both inside and outside the classroom. While all teachers strive to attain Distinguished-level performance, this level is considered difficult to attain consistently.

## DETERMINING THE OVERALL PROFESSIONAL PRACTICE RATING

After using standards-based rubrics to determine teaching performance for each component evaluated, the evaluator uses a three-step process to determine a Professional Practice Rating of Unsatisfactory, Basic, Proficient, or Distinguished.

### Step 1: Determine Component-Level Performance

Numerical values are assigned to teaching 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 score across all components 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 (Figure 4) presents the score ranges aligned to the four performance categories. This example district chose to evaluate teachers on 1c, 1e, 2b, 2d, 3b, 3c, 4a, and 4c. The minimum requirement is to select at least one component from each of the four domains.

**Figure 4: Example of Determining the Professional Practice Rating for Eight Components**

		COMPONENT LEVEL PERFORMANCE				Points Earned
		Unsatisfactory	Basic	Proficient	Distinguished	
		(1 point)	(2 points)	(3 points)	(4 points)	
<b>COMPONENTS SELECTED</b>	1c: Setting Instructional Outcomes			✓		3
	1e: Designing Coherent Instruction				✓	4
	2b: Establishing a Culture for Learning		✓			2
	2d: Managing Student Behavior		✓			2
	3b: Using Questioning & Discussion Techniques			✓		3
	3c: Engaging Students in Learning			✓		3
	4a: Reflecting on Teaching			✓		3
	4c: Communicating with Families				✓	4
<b>Total Points</b>						<b>24</b>
<b>Average Component-Level Score</b>						<b>3.00</b>

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	<b>PROFICIENT</b>

# Observations and Artifacts for Teacher Evaluations

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## **EVALUATING PRACTICE USING EVIDENCE PROVIDED BY CLASSROOM OBSERVATION**

Evaluations of professional practice relative to Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the South Dakota Framework for Teaching are supported primarily by evidence collected through classroom observation. Domains 2 and 3 are the observable components.

### **Formal Observations**

A formal observation is at least 15 minutes in length, is conducted by the teacher's evaluator, and includes structured conversations before and after the observation. A pre-observation conference provides the evaluator and teacher time to discuss the upcoming formal observation, including any lesson plans, assessments, or differentiation strategies that will be used. A post-observation conference is an opportunity for feedback, reflection, and analysis, giving the evaluator and teacher time to engage in a professional dialogue.

### **Informal Observations**

An informal observation, commonly referred to as a drop-in, is an observation that is at least five minutes in length and results in feedback to the teacher. Informal observations may or may not be announced.

### **Recommended Observation Schedule for Probationary Teachers**

For teachers in years one through three of continuous employment:

- Two formal observations per school year, with sufficient time between the formal observations to allow for teacher reflection and professional growth
- Four informal observations per school year

### **Recommended Observation Schedule for Non-Probationary Teachers For teachers in the fourth contract and beyond:**

- One formal observation per school year
- Four informal observations per school year

## **EVALUATING PRACTICE USING EVIDENCE PROVIDED BY ARTIFACTS**

Professional practice evaluations also require the consideration of evidence that cannot be collected through classroom observation. Domains 1 and 4 are considered the unobservable domains. Therefore, artifacts must be used to demonstrate proficiency in the components selected from these two domains. Artifacts are documents, materials, processes, strategies, and other information that demonstrate



performance relative to a component of professional teaching practice. It is up to the teacher and his or her evaluator to determine how artifacts will be collected. To ensure expectations are established and artifact collection is focused, evaluators and teachers should discuss which artifacts 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. The table (figure 5) provides examples of artifacts aligned to each domain.

**Figure 5: Examples of Artifacts Aligned to Domains of Professional Practice**

ARTIFACT	DOMAIN 1 Planning and Preparation	DOMAIN 2 Classroom Environment	DOMAIN 3 Instruction	DOMAIN 4 Professional Responsibilities
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	

# Teacher Evaluations Codified Law 13-42-34

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## Teacher Evaluations Codified Law

### 13-42-34. Teacher evaluations.

Any public school district seeking state accreditation shall evaluate the performance of each certified teacher in years one through three not less than annually, and each certified teacher in the fourth contract year or beyond, not less than every other year.

Each school district shall adopt procedures for evaluating the performance of certified teachers employed by the school district that:

- (1) Are based on the minimum professional performance standards established by the Board of Education Standards pursuant to § [13-42-33](#);
- (2) Require multiple measures;
- (3) Serve as the basis for programs to increase professional growth and development of certified teachers; and
- (4) Include a plan of assistance for any certified teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the school district's performance standards.

**Source:** SL 2010, ch 94, § 2; SL 2017, ch 81, § 57.

# Optional Summative Effectiveness Rating

A teacher's Professional Practice Rating (determined by the teacher's average 2013 Charlotte Danielson Framework component-level score) and a teacher's Student Growth Rating (the result of the teacher's Student Learning Objective) **may** be combined into a Summative Effectiveness Rating. Assigning Summative Effectiveness Ratings is a district-level decision. Summative Evaluation Forms can be completed at the end of the school year. Figure 6 depicts an example Summative Evaluation Form.

**Figure 6: Example Summative Evaluation Form**

SUMMATIVE EVALUATION FORM	
Teacher:	
School:	
Evaluator:	
Date for Form Submission to Teacher:	

**Purpose:** This summative evaluation form combines multiple measures of teacher performance to determine and document a teacher's overall performance rating for the evaluation cycle. The summative rating is used to guide professional growth and improvement recommendations. The summative document is based upon information previously documented through the Professional Practice Rating Form and the Student Learning Objectives Process Guide.

SUMMATIVE TEACHER PERFORMANCE AND NARRATIVE	
<b>Directions:</b> Using the scoring matrix below, classify overall teacher performance by combining the professional practice rating and student growth rating into an overall performance rating of Exceeds Expectations, Meets Expectations or Below Expectations.	

PROFESSIONAL JUDGEMENT (ONLY IF APPLICABLE)		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	☒	☒		
	EXPECTED				
	LOW			☒	☒

SUMMATIVE EFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
	BELOW EXPECTATIONS
☒	PROFESSIONAL JUDGMENT MAY BE EXERCISED

**PROFESSIONAL JUDGEMENT - EVALUATOR NARRATIVE REQUIRED**  
If applicable, provide a narrative explaining justification for adjustments made to the teacher's final summative effectiveness rating.

Figure 6: Example Summative Evaluation Form (cont.)

**SUMMATIVE EVALUATION FORM**

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**RECOMMENDATIONS AND ACKNOWLEDGEMENT**

**EVALUATOR RECOMMENDATION**  
Based on the evidence gathered throughout the evaluation cycle, the teacher's performance will result in the development of a:

PROFESSIONAL GROWTH PLAN	PLAN OF ASSISTANCE
<input type="checkbox"/>	<input type="checkbox"/>

**SIGNATURES**  
The signature of the employee shall not imply that the employee agrees with evaluation, but merely indicates that the evaluation has been discussed.

We have discussed the evaluation.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Employee: \_\_\_\_\_ Date: \_\_\_\_\_