



Spearfish Public Schools

Classroom Teacher Evaluation



Teacher Name:	Date:
Subject:	Time:
Room:	Grade:
Tenure/Non Tenure: Non Tenure	Observer:

Domain 1: PLANNING AND PREPARATION

Component	Notes/Rating
1a Demonstrating knowledge of content & pedagogy	
1b Demonstrating knowledge of students	
1c Setting instructional outcomes	
1d Demonstrating knowledge of resources	
1e Designing coherent instruction	
1f Designing student assessments	

Domain 1 Evidence:
See items on pre observation form

DOMAIN 1 PERFORMANCE LEVEL

Unsatisfactory

Basic

Proficient

Distinguished



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Domain 2: The CLASSROOM ENVIRONMENT

Component	Notes/Rating
2a Creating an environment of respect and rapport	
2b Establishing a culture of learning	
2c Managing classroom procedures	
2d Managing student behavior	
2e Organizing physical space	

Domain 2 Evidence:

Unsatisfactory

DOMAIN 2 PERFORMANCE LEVEL

Basic

Proficient

Distinguished



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Domain 3: INSTRUCTION

Component	Notes/Rating
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	

Domain 3 Evidence:

Large empty rectangular box for providing evidence for Domain 3.

DOMAIN 3 PERFORMANCE LEVEL

Unsatisfactory

Basic

Proficient

Distinguished



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Domain 4: PROFESSIONAL RESPONSIBILITIES

Component	Notes/Rating
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 4 Evidence:
Question 1 on post observation form will be discussed once received

Unsatisfactory

DOMAIN 4 PERFORMANCE LEVEL

Basic

Proficient

Distinguished



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The following key will be used to evaluate the level of teacher performance for each component within each domain listed on the prior four pages.

U = UNSATISFACTORY (INEFFECTIVE) – The teacher performing at the unsatisfactory level does not appear to understand the concepts underlying the component. The level of performance for this component is substandard and ineffective and only minimally contributes to student learning.

B = BASIC (PARTLY EFFECTIVE) – The teacher performing at the basic level appears to understand the concepts underlying the component and attempts to put it elements into practice. Implementation of the component may be sporadic, intermittent, or otherwise not entirely successful.

P = PROFICIENT (EFFECTIVE) – The teacher performing at the proficient level clearly understands the concepts underlying the component and puts it into practice successfully and on a consistent basis. Teacher directed success is the hallmark of this performance level. Teachers rated as proficient have students who are cognitively engaged.

D = DISTINGUISHED (HIGHLY EFFECTIVE) – The teacher performing at the distinguished level, in addition to clearly understanding the concepts underlying the component and putting it into practice in a highly successful manner and on a consistent basis, could model this component for other teachers. Student directed success is the hallmark of this performance level. Teachers rated as distinguished have students who are actively engaged and take ownership over their learning.

The purpose of this evaluation is to provide the teacher with high quality feedback that informs and strengthens their practice; improves the learning of all students; encourages personal reflection; supports initiative and creativity that is relevant and content based; and identifies professional development needs. This evaluation instrument is based on the work of Charlotte Danielson's *Framework for Teaching*. Each of the four domains (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) refers to a direct aspect of teaching and together they serve the primary purpose of engaging students in the pursuit of learning



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Evaluator Comments: (Attach additional sheets if needed)

Any items you would like to discuss?

We will discuss the attached questions (last page) during our follow up. Please write answers out before the conference.

What would you consider your most pressing need or problem?? How can I help you solve that?

Teacher Comments:

Recommended for employment

Recommended for employment with qualifications

Not recommended for employment

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

The above signatures certify we have read and discussed the above report.

Staff member's signature does not necessarily denote agreement but only that the summative evaluation has been read and discussed with the evaluator.



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SUMMATIVE SCORING MATRIX

Professional Practice Rating

		Unsatisfactory	Basic	Proficient	Distinguished
Student	High	★	★		
Growth	Expected				
Rating	Low			★	★

SUMMATIVE TEACHER EFFECTIVENESS RATING CATAGORIES		
Below Expectations	Meets Expectations	Exceeds Expectations

★ = Judgment (Rating Subject to Review)



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Pre-Observation Form

It is required that the educator completes and submits this form at least one day prior to the scheduled classroom observation. If so requested by the evaluator, the teacher should be prepared to discuss the questions at a pre-observation conference.

Name of Educator:	
School:	Spearfish High School
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Submittal:	
Date of Scheduled Classroom Observation:	
Type of Lesson:	
Learning Outcomes: (1c)	

Questions for discussion: *(Please type answers to each) (Domain/Component follows each question)*

1. To which part of your curriculum and standards does this lesson relate? (1e) •
2. What are the goals of this lesson? (1e) •
3. What key items do you want the students to achieve during this lesson? (1b) •
4. How does this learning "fit" in the sequence of learning for this class? (1a,1b,1e) •
5. Briefly describe the students in this class, including those with special needs. (1b) •



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<p>6. What do you want the students to understand? (1c, 1f)</p> <ul style="list-style-type: none">•
<p>7. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any supplemental materials the students will be using. (1d,1e,1a)</p> <ul style="list-style-type: none">•
<p>8. How will you differentiate instruction for different individuals or groups of students in the class? (1d,1c)</p> <ul style="list-style-type: none">•
<p>9. How and when will you know whether the students have learned what you intend? (1f)</p> <ul style="list-style-type: none">•
<p>10. How do you plan to assess student achievement of goals? What procedures will you use? (1f)</p> <ul style="list-style-type: none">•

(Attach supplemental material that will be used during the class. Attach any tests, performance tasks, rubrics, scoring guides, etc.)



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Post Observation Form Reflective Questions

The teacher is required to complete this form and turn it in prior to or at the post observation conference.

Date of Classroom Observation:	
Date/Time of Post Observation Conference:	

Questions for discussion: *(Please type or write answers to each) (Domain/Component follows each question)*

1. In general how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)
2. What did the samples of student work reveal about the students' levels of engagement and understanding? Do the samples suggest modifications in how you might teach this lesson in the future? (3d, 3c)
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)
4. Did you depart from your plan? If so, how and why? (3c)
5. Comment on different aspects of your instructional delivery (activities, grouping of students, materials, resources used, etc.) To what extent were they effective? (1d, 1e, 2a, 2b, 3c, 3e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently (if anything), from planning through execution? (3e, 4a)