



# SPECIAL EDUCATION PERFORMANCE EVALUATION FORM

Teacher's Name: \_\_\_\_\_ Position: \_\_\_\_\_ School/Department: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Position: \_\_\_\_\_ School/Department: \_\_\_\_\_

School Year: \_\_\_\_\_ Date: \_\_\_\_\_

**EVALUATION KEY:** **UL:** Unsatisfactory and lack of satisfactory progress over time; **U** = Unsatisfactory; **1,2,3** – Low to high satisfactory performance range; **NA** = Not applicable or not observed

**CURRICULUM & INSTRUCTION** **UL U 1 2 3 NA**

1. Communicates high standards and achievement expectations for all students.
2. Is current in specific knowledge and expertise in the areas of special education theories, practices and policies.
3. Draws on content standards in the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advances students' level of content knowledge.
4. Draws on results of formal and informal assessments and knowledge of human development to identify learning activities appropriate to the specific discipline, age and range of cognitive levels being taught.
5. Identifies appropriate reading materials, other resources and writing activities for promoting further learning by the full range of students in a variety of settings.
6. Identifies prerequisite skills, concepts and vocabulary needed for the learning activities.
7. Plans lessons with clear objectives and relevant measurable outcomes.
8. Draws on resources from colleagues, families, and the community to enhance learning.
9. Makes learning objectives clear to students.
10. Incorporates appropriate technology and media in lesson planning.
11. Uses information in Individualized Education Programs (IEP's) to plan strategies for integrating students with disabilities into regular education classes.
12. Effectively delivers instruction. Demonstrates adequate knowledge of and approach to the academic content of lessons.

<b>CURRICULUM &amp; INSTRUCTION, continued</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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- 13. Actively measures student achievement of, and progress toward, the learning objectives with a variety of formal and assessments.
- 14. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

Comments:

<b>Learning Environment</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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- 1. Maintains appropriate standards of behavior, mutual respect, and safety.
- 2. Creates a learning environment that is conducive to learning, and a physical environment appropriate to a range of learning activities.
- 3. Promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the curriculum.
- 4. Manages classroom routines and procedures without loss of significant instructional time.
- 5. Demonstrates appreciation for, and sensitivity to the diversity among individuals especially in regards to race, gender, ethnicity, class and student learning style/physical needs.

Comments:

<b>Parent Interactions</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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- 1. Is constructive and cooperative in interactions with parents and receptive to their contributions.
- 2. Communicates with parents regarding curriculum and instruction and student progress towards meeting learning goals.

Comments:

<b>Contributing Member of Staff</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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1. Shares responsibility for accomplishing the goals and priorities of the school, team, and department and for achieving school and district improvement plan objectives.

Comments:

<b>Professional Learning and Growth</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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1. Is a reflective and continuous learner.
2. Engages in school and district based professional development activities.

Comments:

<b>Performance of Routine Professional Obligations</b>	<b>UL</b>	<b>U</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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1. Responsibly meets professional obligations as regards punctuality, attendance, assigned routine duties, policies and guidelines in performing professional responsibilities.

Comments:

**SUMMARY:**

Teacher successfully completed Administrative Assessment and is recommended for continued employment.

Teacher recommended to engage in professional improvement plan.

Teacher not recommended for continued employment.

**ADDITIONAL COMMENTS:**

**TEACHER COMMENTS:**

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(Teacher's signature does not necessarily indicate agreement with evaluation, only that evaluator has reviewed with teacher.)*