

ZACHARY COMMUNITY SCHOOL DISTRICT

SPECIAL EDUCATION TEACHER EVALUATION

Name: _____	Evaluator: _____
Employee ID Number: _____	Position: _____
Position Assigned: _____	Date: _____
Years in Position: 0-3 _____ 4+ _____	Location: _____

DIRECTIONS: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the **S**, **NI**, or **U**. The evaluator shall then mark each item under the major headings using (**S**) to denote satisfactory performance, (**NI**) to denote needs improvement, and (**U**) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

A. PLANNING

- Conducts initial and / or review IEP conferences as appropriate
- Develops appropriate short-term objectives as indicated by annual goals and continuous assessment
- Plans effectively for instruction by designing daily lesson plans which incorporate short-term objectives

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B. MANAGEMENT

- Insures appropriate scheduling of students into regular classes as indicated on IEP
- Manages learner behavior to provide productive learning opportunities.
- Conducts periodic conferences concerning student progress with parents and regular education teachers where indicated.
- Completes and maintains in a timely manner all required records such as monthly class rolls, IEP forms, confidential records, re-questions, progress reports, etc.
- Completes re-evaluation forms in a timely manner according to Pupil Appraisal requirements
- Creates a classroom environment conducive to learning and appropriate to the functioning levels of students.
- Maximizes the amount of time available for instruction.

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C. INSTRUCTION

- Implements short-term objectives as indicated by the IEP
- Delivers instruction effectively
- Presents appropriate content
- Provides opportunities for student involvement in the learning process
- Assesses student progress on an on-going basis
- Integrates technology into instruction
- Produces evidence of student academic growth under his / her instruction.

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D. SCHOOL IMPROVEMENT

- Takes an active role in building-level decision making
- Participates in grade-level / subject area curriculum planning and evaluation.
- Serves on task forces and decision making committees, when appropriate
- Implements school improvement plan
- Creates partnerships with parents / caregivers and colleagues
- Provides clear and timely information to parents / caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.
- Encourages parents / caregivers to become active partners in their children's education and to become involved in school and classroom
- Seeks community involvement in the instructional program

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E. PROFESSIONAL GROWTH AND DEVELOPMENT

- Displays evidence of professional growth and participation in Special Education in-service sessions
- Demonstrates an awareness of current trends in Special Education
- Provides in-service on Special Education Services to school staff upon request
- Plans for professional self-development

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