

**Perris Elementary School District  
CERTIFICATED SPECIAL EDUCATION SPECIALIST  
EVALUATION**

<b>Employee:</b>			<b>School Year:</b>		
<b>School:</b>			<b>Evaluator:</b>		
Date of Planning Conference:	Date of Observation(s):	Date of Preliminary Evaluation Conference:	Date of Final Conference:		
<b>Status:</b> Pre-Intern   Intern   Temporary   Probationary   Probationary II   Permanent			<b>Referred to PAR:</b> Yes   No		
<b>In-depth Standards:</b> (Circle)                  I                  II                  III                  IV                  V                  VI					

**Rating:** **M** = Meets or Exceeds Standards   **P** = Partially Meets Standards   U= Unsatisfactory  
*(P and/or U requires justification)*

Evaluator Comments	Employee Comments:
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Evaluator Signature:	Date:
Employee Signature:	Date:

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<b>STANDARD I - <i>Engaging and supporting all students in learning</i></b>	<b>Overall Rating</b>	<b>EVIDENCE/ RECOMMENDATIONS/ COMMENDATIONS</b>
1.1 Connects students' prior knowledge, life experiences and interest with learning goals		
1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs		
1.3 Facilitates learning experiences that promote autonomy, interaction and choice		
1.4 Engages and redirects students in problem solving, critical thinking and other activities that make subject matter meaningful		
1.5 Promotes self-directed, reflective learning for all students, as per IEP accommodations		

<b>STANDARD II - <i>Creating and maintaining effective environment for student learning</i></b>	<b>Overall Rating</b>	<b>EVIDENCE/ RECOMMENDATIONS/ COMMENDATIONS</b>
2.1 Creates a physical environment which promotes learning (applicable to self-contained special education classroom)		
2.2 Establishes a climate that promotes fairness and respect		
2.3 Promotes social development and/or group responsibility		
2.4 Establishes and maintains standards for student behavior		
2.5 Plans and implements classroom or session procedures and routines that support student learning		
2.6 Uses instructional time effectively		

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<b>STANDARD III - <i>Understanding and organizing subject matter for student learning</i></b>	<b>Overall Rating</b>	<b>EVIDENCE/ RECOMMENDATIONS/ COMMENDATIONS</b>
3.1 Demonstrates knowledge of subject matter content and student development		
3.2 Organizes curriculum to support student understanding of subject matter		
3.3 Interrelates ideas and information within and across subject matter areas		
3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter and/or student needs, per IEP		
3.5 Uses materials, resources and technologies to make subject matter accessible to students		

<b>STANDARD IV - <i>Planning instruction, designing learning experiences, and assessing student learning</i></b>	<b>Overall Rating</b>	<b>EVIDENCE/ RECOMMENDATIONS/ COMMENDATIONS</b>
4.1 Draws on and values students' backgrounds, interests, and developmental learning needs		
4.2 Develops and sequences instruction, activities and materials for student learning		
4.3 Modifies instructional plans to adjust for student needs		
4.4 Plans instruction around the adopted content standards and the frameworks		
4.5 Collects and uses multiple sources of information appropriate to the subject matter to assess and design student learning		
4.6 Involves and guides students in assessing their own learning		

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<b>Continued STANDARD IV - Planning instruction, designing learning experiences, and assessing student learning</b>	<b>Overall Rating</b>	<b>EVIDENCE/ RECOMMENDATIONS/ COMMENDATIONS</b>
4.7 Uses the results of assessments to re-think, re-teach, and reconstruct lessons		
4.8 Communicates with students, families and other audiences about student progress		
4.9 Shows evidence of student progress towards meeting IEP goals		

<b>STANDARD V – Case Management and Supporting Learning Environment for Students with Special Needs</b>	<b>Overall Rating</b>	<b>EVIDENCE/ RECOMMENDATIONS/ COMMENDATIONS</b>
5.1 Demonstrates knowledge of basic concepts, available materials, strategies, and instructional techniques		
5.2 Maintains records of the specialized academic instruction program, and prepares written documentation as required by law		
5.3 Plans and facilitates IEP meetings within required timelines		
5.4 Provides information, as appropriate, for use in IEP meetings		
5.5 Develops appropriate IEP goals and objectives for special education students		
5.6 Comply with all school District policies and regulations, as well as, state/federal laws applicable to special education specialists		

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<b>Continued STANDARD V - Case Management and Supporting Learning Environment for Students with Special Needs</b>	<b>Overall Rating</b>	<b>EVIDENCE/ RECOMMENDATIONS/ COMMENDATIONS</b>
5.7 Assisting in providing support services for students with disabilities in the Least Restrictive Environment		
5.8 Providing strategies to general and special education staff, as appropriate, for curriculum modification to meet the needs of students in the Least Restrictive Environment		
5.9 Demonstrating professional communication with staff, school site personnel, and parents		
5.10 Demonstrating knowledge of programs and services in the district to support students, staff, and parents		

<b>STANDARD VI - Developing as a professional educator</b>	<b>Overall Rating</b>	<b>EVIDENCE/ RECOMMENDATIONS/ COMMENDATIONS</b>
6.1 Reflects on teaching practice and planning professional development		
6.2 Establishes professional goals and pursues opportunities to grow professionally		
6.3 Works with communities to improve professional practice		
6.4 Works with families to impact the school improvement process		
6.5 Works with colleagues and administrators to improve professional practice		