



Special Education Teacher Summative Evaluation

Year: _____

Employee _____ Date of Hire _____

Length of Service in Title _____

Supervisor _____ Date _____

Date of Observation #1 _____ Date of Observation #2 _____

Select the appropriate number (rating) and indicate your opinions of how well this employee meets the job requirements. This is an inventory of the employee's standing in fulfilling the job's expectations. Remember to (1) base opinions on the entire period covered and not upon isolated incidents; (2) be specific, be sure what is written is meaningful and helps describe the individual; and (3) consider each quality separately. Above all, this performance appraisal should be as accurate a portrayal of the individual as possible.

5 = Outstanding: Functions at or near the highest level of expected performance.

4 = High: Functions at a generally high level of expected performance.

3 = Satisfactory: Functions at a generally satisfactory level of expected performance.

2 = Marginal: Functions at a minimally acceptable level of expected performance. Requires follow-up review in three months to assess.

1 = Unsatisfactory: Fails to fulfill the function at a minimum level of expected performance. Requires an established date for termination or a change in position.

Section 1: Lesson Planning, Instruction, & Curriculum Implementation	5	4	3	2	1
Selects and plans learning content relevant to SCPA classical curriculum, at appropriate college preparatory rigor, and/or IEP goals.					
Plans include clear and written goals and objectives that identify student learning.					
Plans include activities, materials and resources appropriate for ability level of students. Draws on student culture and backgrounds to shape goals as appropriate.					
Mastery of the content is demonstrated.					
Informs students of objective of the lesson.					
Builds background knowledge by linking concepts to students personal experience, background, past learning and key vocabulary. The experiences of every student are valued in the classroom.					
Presents learning content clearly in a logical, sequential order. Gives clear and concise directions that acknowledge different learning styles and linguistic backgrounds.					
Models or demonstrates with effective examples and illustrations, drawing on student knowledge as appropriate.					
Monitors student learning progress continuously and effectively.					
Makes effective use of academic learning time. The pacing of lessons reflects high expectations for student learning. Differentiation is thoughtfully aligned to student needs.					
Provides students with feedback on learning progress and re-teaches when necessary.					

Checks for Understanding by using questions and guided tasks to determine that students understand the concept, skill, process or procedure correctly.					
Provides opportunities for students to practice under direct guidance of the teacher and independently. In addition, students are given a chance for their own voice to be heard in discussion, partner, and group work.					
Subtotal: (65 points possible)					

Section 2: Classroom Management	5	4	3	2	1
Classical approaches to management and learning evidenced and achieved, and school-wide behavior expectations are demonstrated and achieved. Teacher sets high, equitable expectations for achievement for all students.					
Established and implemented effective routines and procedures that promote learning and time on-task. Effectively transitions between activities. A variety of activities provides opportunities for individual student needs, voices, and leadership styles to flourish.					
Organizes materials, supplies and equipment prior to the lesson. Classroom is orderly and effective for learning.					
Establishes and clearly communicates parameters for student classroom behavior.					
Manages disruptive behavior effectively and consistently, treating all students with care and respect.					
Warm and approachable. Interactions are professional and respectful.					
Subtotal: (30 points possible)					

Section 3: Special Education	5	4	3	2	1
Creates IEPs that are compliant with state and federal regulations within mandated timelines.					
Coordinates and attends Child Study meetings to discuss students of concern and assist in identifying the next step/pre-referral interventions. Assists in determining timeline for students needing an educational assessment.					
Schedules additional IEP meetings when necessary if lack of sufficient progress has occurred or when a student has achieved their goals ahead of the annual IEP meeting.					
Designs instruction, both individual and small group, to address the goals and objectives of each student's IEP. Designs these goals and objectives with respect for linguistic and/or cultural specifics as appropriate.					
Assists teachers in making curriculum modifications and adaptations as requested or develop an alternative plan/IEP.					
Ensures testing coordinator(s) are aware of which students need special accommodations and what those accommodations are in a timely manner. Assists in the implementation of state accommodations.					
Explores technology resources and implements those addressing students' needs.					
Writes progress reports on a quarterly basis within appropriate timelines.					
Addresses parent inquiries about the special education process and acts as a resource in parental understanding of the program and how student needs are met. Uses multiple					

tools to engage with parents, considering the language needs of parents and guardians. Teacher is responsive to parent insight.					
Confident participation in evaluation/IEP meetings is direct and informative without overwhelming parents. Creates and follows agendas for meetings. Meetings are timely.					
Subtotal (50 points possible)					

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy	5	4	3	2	1
Cooperates and proactively communicates with other teachers, the administration, and other educational personnel.					
Communicates honestly and directly with parents in the best interest of the students.					
Attends professional meetings as required. Participation is timely, engaged and positive.					
PLC participation includes sharing ideas and methods with other teachers. Requirements for PLC meetings are completed on-time and effectively. Collaborates and engages in inquiry and self-reflection with peers and administrators in an effort to grow.					
Actively engages in professional development and seeks out opportunities to build individual teaching skills and build content knowledge and mastery.					
Understands the classical and college preparatory mission of the school.					
Strives to model the mission of the school in day-to-day interactions.					
Evidence of the mission implementation exists within the classroom.					
Subtotal (40 points possible)					

Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:

- A) Year-End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 75% in each category on the annual year-end performance evaluation.
- B) Completion of Annual Q Comp Requirements
- C) SCPA Administration Recommendation to move placement levels

Section 1: Lesson Planning, Instruction, & Curriculum Implementation (75% - 48/65)

Section 2: Classroom Management (75% - 22/30)

Section 3: Special Education (75% - 37/50)

Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy (75% - 30/40)

Total of 185 General Performance Appraisal Points Earned: _____

Teacher met 75% or more in each category: Yes or No

Employee Response:

Please take this opportunity to discuss this appraisal of your performance. You may wish to comment on specific elements of the rating as well as its overall accuracy.

Acknowledged:

Prepared by:

Updated 7/15/26

Date:
