

NAME: _____

| LEGENDS | | Not Met | Developing | Proficient | Exceeds |
|------------|---|---------|------------|------------|---------|
| Indicators | Indicator Description | | | | |
| 1.1 | Demonstrates a complete and thorough knowledge of District, State and Federal guidelines related to the special education process from evaluation to provision of services. | | | | |
| 1.2 | Demonstrates knowledge of district special education tools to implement provision of special education services. | | | | |
| 1.3 | Communicates District, State and Federal special education guidelines and procedures with service providers and school staff. | | | | |
| 2.1 | Demonstrates an understanding of how children/adolescents learn and develop and how they may be impacted by a disability. | | | | |
| 2.2 | Designs and supports implementation of developmentally appropriate Individualized Education Plans. | | | | |
| 3.1 | Demonstrates knowledge of all special education eligibility criteria. | | | | |
| 3.2 | Demonstrates knowledge of disability impact on educational programming and recommendations for instruction. | | | | |
| 3.3 | Facilitates discussion and determination of language and cultural impact on student learning especially as it relates to special education service provision. | | | | |
| 4.1 | Collaborates with building teams to identify, organize, and access building and district resources to create effective learning environments. | | | | |
| 4.2 | Supports elements of safe and productive learning environments, including norms, expectations, routines and organizational structures. | | | | |
| 4.3 | Demonstrates knowledge of district adopted policies and procedures related for behavior management. | | | | |
| 5.1 | Uses reflective and facilitative communication skills to engage the teacher in collaborative problem solving and reflective thinking to promote self-directed learning. | | | | |
| 5.2 | Selects from a variety of strategies and resources, including available technology, to respond to the teacher's professional needs and to address the learning needs of all students. | | | | |
| 5.3 | Builds on and values prior knowledge, background, interests, experiences and needs of the teacher. | | | | |
| 5.4 | Uses a variety of research-based instructional strategies to differentiate professional development for teachers. | | | | |
| 6.1 | Engages in ongoing learning opportunities to develop and apply knowledge and skills. | | | | |
| 6.2 | Uses multiple sources of evidence (e.g. self-reflection tools, classroom observations, class lists, video) to self-assess professional practice. | | | | |
| 6.3 | Demonstrates knowledge of legal and ethical rights and responsibilities. | | | | |
| 6.4 | Collects data for maintenance of departmental documentation including monthly data, self-contained class lists, web based IEPs and transportation requests. | | | | |
| 7.1 | Takes an active role on a variety of building and district teams. | | | | |
| 7.2 | Works collaboratively with students, families and related service providers to support learner development and achievement. | | | | |
| 7.3 | Models effective practice and demonstrates shared leadership (either formally or informally) in support of program, school and district goals. | | | | |
| 7.4 | Responds to a variety of district-wide needs; such as requests for information, support, and crisis management in a timely manner. | | | | |

| Observation | Date | Comments | Program Assistant SpEd - 2015-16 |
|-------------|------|----------|----------------------------------|
| #1 | | | |
| #2 | | | |
| #3 | | | |
| #4 | | | |
| #5 | | | |
| #6 | | | |