

# THE TEACHER EVALUATION CONUNDRUM: EXAMINING THE PERCEPTIONS OF SPECIAL EDUCATION TEACHER

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## Abstract

For more than a decade, the special education system has been considered in response to "federal accountability mandates". The study aims to follow the steps of "special education teacher evaluation" to recognize the real state of the Indian disabled education system and how the way special education teachers work. All the crucial perspectives have been associated with the research topic to identify the special education teacher properties. Conducting the research further forward the researcher has adopted the help of secondary data that already exist in the valuable resources. All the learning outcomes along with the risk of disabilities are mentioned in this study to inform the readers.

**Keywords:** Teacher, disabled students, education system, evaluation, conundrum.

## 1. Introduction

The teaching profession is an old profession and the efforts of the teachers in order to increase the productivity of the teachers are also an old activity. The history of teacher assessment highlighted that the concentration of assessment has transferred over time. In this regard, it can be mentioned that in the 1940s and 1950s, "*teacher evaluation*" has highlighted teacher properties such as enthusiasm, warmth, and trustworthiness that are identified as guidelines for teacher effectiveness. In the field of educational research, to improve teachers as well as their classroom practice, "*teacher supervision and evaluation*" has a great impact. Based on this modern decade, especially in inclusive classrooms inventing special education is becoming rapidly intertwined.

Under the relation to "special education teacher evaluation", this study has assumed three remarkable issues. *At first*, it includes the determining issue of special education teacher harassment along with the situation of "high-stake teacher evaluations". *Secondly*, the scarcity of research registered special education teacher perspectives, voices, approaches, and

experiences under "existing evaluations systems". *Thirdly*, the provocations surrounding judgment are associated with special education teacher power. As stated by Billingsley *et al.* (2020), in the general education system, the teacher assessment method has exposed crucial perspectives concerning teacher power. Students with disabilities can experience positive long-term results with boundary-crossing collaboration among educators.

Recommended by the state, nearly **33.3%** of the schools adopted the evaluation systems in their education process. Depending on the instruction, only **16%** of class time has been spent by the special educator (Brobby, 2019). According to the report, it has been identified that 48 states in India still lack a special education system. Following the reporting of teacher shortage areas, it has become recognized that in India special education ranked fourth. In addition, it also came to be known that there are nearly **8.32%** of "special education courses" that have been taught by "uncertified special education teachers" (Brobby, 2019). This study will investigate the advantages along with the disadvantages of the teacher evaluation system.

This study focuses on illustration regarding the impact of teacher evaluation conundrum by examining the perceptions of special education teachers. The research objectives will help the researcher to find out the relevant outcomes. For this purpose the research objectives are as follows:

- To understand the teacher evaluation system rating process with special education teachers.
- To identify the perceptions of special education teachers regarding assessment methods to increase professional development.
- To analyse the ways special education teachers manage multiple roles, contexts, and responsibilities.

## 2. Literature review

### 2.1 Role of Effective Special Education Teaching

In the field of educational approach and learning outcomes, an individual having disabilities always remains as restricted compared to an individual without disabilities. Special teachers are appointed in the education system where children who remain possess physical, mental, and social disabilities. The "Effective Special Education Teaching" process is able to provide potential modifications according to their needs. As opined by Ko *et al.* (2021), special education teachers are always engaged in the work with a vast range of mental, physical, emotional, and learning disabilities. Naturally, the special education teachers work in public schools and are required to have a valid license or certificate of bachelor's degree to serve students with better education.

The teachers are capable of identifying the problems of the students and providing specialised instruction designed to fulfill the basic needs of disabled children. As opposed by Reno *et al.* (2017), to develop day-to-day knowledge among disabled children, there is no superior resource compared to a special education teacher. In a special education classroom, a teacher is self-contained as managing parent conferences, curriculum development, Pre-and post-testing using group standardised tests remain the responsibilities of the teacher. In addition, engaging in a "triennial

evaluation process" is another required criterion that can modify the condition of disabled children.

### 2.2 Features of Effective Special Education Teaching

An effective framework to prepare a perfect special education teaching process focusing on valid tools is identified as crucial. Teaching quality is highly significant in the area of teaching disabled students to improve their lives. As stated by Miranda *et al.* (2019), the quality of the teaching process has been depending on the "context within which instruction occurs". Thus there are six types of features that need to be adopted in the "effective special education teaching process". It includes *intensive, cohesive, explicit, and responsive to student needs, engaging, and concentrating on vital strategies, factors, and skills.*

Being explicit means that a teacher should be able to identify the rationale for learning and provide clear justification and implement a suitable model to do practice with students. As proposed by Scott *et al.* (2019), utilising student evaluation data capability to arrange, improve, and balance instructional procedure is considered as doing response to their students' needs. During instruction, the capability to connect big ideas in the case of most at-risk students can support the educational process to rectify the entire cognitive engagement. In addition, teachers need to have the patience that could handle the empowerment of disabled students.

### 2.3 Current Evaluation Procedures and Related Challenges

In the limited special education system, current methods utilisation to assess special education teachers and their corresponding challenges is considered as one of the most effective themes. As per the view of Mariz *et al.* (2017), it has been identified that nearly 30% of students with disabilities (SWD) nationally are capable of meeting the requirement of performance standards. In this regard, "designing the observation system" is another key tool that can help this issue. In addition, providing feedback to the students as per their performance also can improve the instruction system.

According to the "Rehabilitation Council of India (RCI)" in India, there are only **1,20,781**

special educators appointed to teach disabled students. Based on the total population of India, nearly **2.21%** are remaining as disabled. There are existing children with intellectual disabilities and the available teacher ratio is **5:1** indicating the limited educational system (Indiatoday.in, 2022). In this regard, the available teachers are not enough to serve and improve the education system. Adopting a training process along with involving more special teachers in the evaluation process will be identified as the best approach.

## 2.4 Problems in Practice

From the Indian perspective, in the effective special education teaching process, there is a lack of support that has been identified as a major issue in these criteria. Thus salaries are also being cut based on individual districts that also create a negative impact on the practice process. As opined by Love and Horn (2021), non-instructional responsibility is identified as a common key tool among the special education teachers that limited them to meet, conduct, and load with required improvement in the teaching procedure. As an individual special education teacher has students with various disabilities, the maintenance of them becomes difficult.

The working process of an individual special teacher is quite different from a traditional teacher and the risk of getting professional stigma while working with disabled students, the chances are getting high. As per the view of La Salle *et al.* (2020), maintaining discipline has also become difficult with disabled students as they could not understand the appropriate disciplinary measures. Apart from this, decreasing budgets and increasing enrolment is considered a vital challenge to improve the prospects of disabled students. It causes a rapidly increasing number of turnovers and affects the education system.

## 3. Methodology

The methodology is a remarkable area of any research procedure as it is the part where all the beneficial justification has been inspected related to the topic. As observed by Henderson *et al.* (2020), due to conducting the research topic, the researcher has utilised various types of research methods and all the relevant and valid methods are analysed in this part to explain the

justification. Leading this research topic the researcher has adopted a **"secondary research method"** where the researcher has selected a journal where primary quantitative data has been presented (Alias and Salleh, 2017). The reason behind choosing this data collection method is that all the clarifications have been provided below in this section.

In the context of this article, the researcher has embraced a **"primary quantitative survey design"** for assembling data regarding the usefulness of the "effective special education teaching process". Thus the main origin of the primary data collection is an interview, survey, and other. In leading the research topic, the researcher has selected the process of a survey to identify the attitude, behaviour, opinion, and characteristics of the population. According to Lazar (2018), in fulfilling the meet of the research purpose, implementation of this research method has been provided as suitable. In addition, identifying the issues while teaching multiple disabilities students have been faced by special education teachers has been focused. The search result was also collected through existing 32 articles based on children with multiple disabilities. Among all of them, only 13 articles were selected to conduct this study to make this valuable.

The researcher has made a set of questionnaires for doing a survey and it has been focused that all the questions have been based on the research topic. The entire survey has been made to answer ten relevant questions. The researcher has set a questionnaire of **10 close-ended questions**. There were a total of "total 126 respondents as participants in the survey" and they have delivered their judgment on the special education evaluation system that is assembled as the features of this research subject. Among all of them, 12 teachers were voluntary participants. As opined by Ravi (2020), due to the COVID-19 pandemic situation, the process of the interview can be proved as risky and difficult to manage. Following these obstacles, the researcher has decided to make an online survey procedure to collect valid information. The primary quantitative data have been collected through survey questionnaires for leading this research method. The survey is identified as one of the better approaches to gather relevant data and information.

Due to preceding the survey process in a flexible way the researcher has organised a few areas for assembling the species from the process of the survey. As observed by Giangreco (2021), the questionnaire was produced on several kinds of Google drive platforms such as Google form due to following the restrictions delivered by the government because of the pandemic. The set of questionnaires has been set under two sections such as demographic and segmentation. There are only 2 questions under demographic questions and the remaining 8 questions under segmentation related to the research topic. It has been noticed that all the participants will be above 18 years that can make the survey process valid and reliable. Moreover, the selected research method has helped the researcher to gather the most relevant and reliable data sources to make this study further better.

#### 4. Result and Discussion

Following the collected data and information it can be assumed that boundary-crossing collaborations are an essential element in the criteria of the special education teaching process. Thus in India, there is several policies have been introduced by the government to evaluate special qualities among the special teachers. It includes “*India’s National Education Policy 2020 (NEP)*”, “*Right to Education Act (RTE)*”. These policies are helping the special education system based on the social and cultural psychology level of the disabled students. In the educational reform process, these policies have been hailed as a new era by providing required action against the existing issues. As proposed by Nzembe (2018), in these policies subdivisions have been made based on special disability categories to help the teachers to identify the current state and be able to provide the required modification.

CATEGORY	TOTAL
Hearing and Visually impaired	01
Hearing and learning impairment	04
Visual and learning impairment	07
Physical Impairment and learning impairment	21
Severe disabilities/Mental Retardation	35
<b>OVER ALL TOTAL</b>	<b>68</b>

**Figure 4.1: Number of students with multiple disabilities**

(Source: Influenced by Nzembe, 2018)

This underlying feature of the special education system, “constructivist philosophy underpinning”, is the most important evaluation system to incorporate the core elements of the special education system. In the words of Karami *et al.* (2020), there are found several problems under the special education teaching process. Following the limited criteria, effective special education teaching explores that “special education teaching” can be flourished based on being of repeated, explicit, and direct instruction coupled with guided practice. In addition, it also has been marked as important that providing equity and fairness is quite essential for special education teachers. It also has been proved that the special education teaching process is helpful

for improving disabled students. Teacher evaluation is secure and accessible for multiple disabled students. This can help and support the special education process in a better way.

No	Item	Percentage of Respondents Approval	Priority level
1	Emotional disturbance and lack of concentration.	39%	High
2	Non-conducive environment in the classroom.	33%	High
3	Communication problems.	28%	High
4	Low cognitive level.	28%	High
5	Lack of specific teaching aids.	22%	High
6	The absence of teaching module.	17%	Moderate
7	Incompatibility of curriculum.	17%	Moderate
8	Lack of support from parents.	11%	Moderate
9	Discipline problems.	11%	Moderate
10	Lack of aids support.	11%	Moderate
11	Low mobility skills.	6%	Low
12	The absence of intervention programs and therapies.	6%	Low
13	Emotional instability among teachers.	6%	Low
14	Unassertive among teachers.	6%	Low
15	Low understanding about students with multiple disabilities.	6%	Low

N = 18

**Figure 4.2: Increase of emotion disturbance level and decrease of emotional instability among teachers**

(Source: Alias and Salleh, 2017)

Based on the above table 39% of teachers have been facing emotional disturbance while 6% of teachers have been encountering emotional instability, multiple disabilities to understand needs of students in the workplace and others (Alias and Salleh, 2017). The percentage of respondents indicate issues faced by teachers for offering special education where these teachers are facing issues such as emotional disturbances to cater needs of students. Along with this, the guidelines that have been mentioned in the above areas need to be followed by the teachers while teaching disabled students. As per the view of Boonmoh *et al.* (2022), the special education teaching process is the best process for disabled students. In India, due to the lack of

special teachers, the education system among disabled students is getting affected and harmed. Hence, the researcher has stated that there are requirements to close the achievement gap among teachers and students with disabilities. In order to label the requirements of special education teachers, evaluation systems need to include multiple measurements to mitigate the identified issues in the special education system. Due to lack of experience, various special teachers are limited to retain in the work process. Although the Indian government has implemented policies regarding supporting the special education system, the schools do not follow the rules. Thus the on-going research method helped the researcher to find out the relevant data to support the entire research process.

School Size	Number of Students
Small	1-499
Medium	500-1,499
Large	1,500-2,499
Extra-large	More than 2,500

**Figure 4.2: Disable school types in India**

(Source: Boonmoh *et al.* 2022)

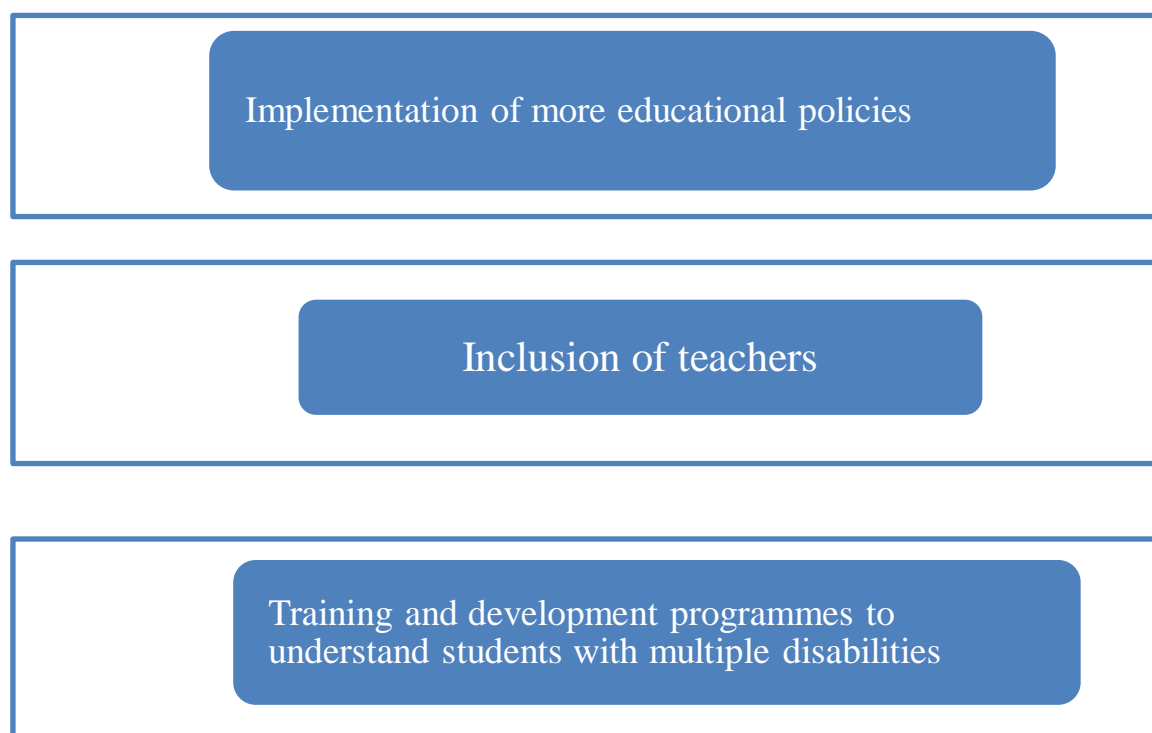
Along with this, the survey process has helped the researcher to find out the authentic and reliable data resources by collecting the real experiences. Since it is first-hand data, it has made the research more reliable and valuable. In order to obtain the enrolment of multiple disabled students, the researcher has focused on involving participants from different districts of India.

## 5. Recommendations

There has been a lot of research about teachers' perceptions in special education (special educators) towards ICT use in mainstream schools demonstrating positive standpoints. As the main aim of the present research is to explore the deep beliefs and perceptions of special educators, qualitative method may be used. Survey regarding advanced ICT tools and softwares are – Dot; Talkitt; Sesame Phone and UNI are recommended for future research work regarding the same. This tools will further evaluate the efficiency of a special education teacher in the long run.

## 6. Conclusion

Depending on the above section and research method, the researcher has offered a few recommendations on "special education teacher evaluation". In regular education classrooms, with disabled students, the special education teachers are required to include programs that can draw the attention of the children. In addition, governmental involvement in this education system is also required to balance the huge number of disabled students in a better way. According to Billingsley and Nassaji (2021), there is a need to make a strong legal arrangement to implement the educational policies in the special education field also. In terms of typical development of social, physical, emotional, and mental development, proper training sessions are essential in improving the teaching system. Thus compared to the traditional teachers, the salaries of disabled education teachers need to be increased hence the layoff incident can be reduced. It needs different types of intervention that can assure the improvement of the skills of individual disabled children.



**Figure 5.1: Recommendations on improving teacher's skills and knowledge**

(Source: Self-developed)

The intention of this study is to investigate the ability of special education teachers to handle the multiple disabled students. The challenges connected with assessing special education teachers with present assessment methods are well known by analysing this research topic. Identifying the several issues in the "special education teacher evaluation" process, step-by-step solutions also have been provided in this above section to overcome the negative situation. Examining the perceptions of special education teachers can support the education system. In addition, "special education teacher evaluation" has crucial perspectives concerning teacher power. Moreover, this entire study can help the readers to understand both advantages and disadvantages of the "special education teacher evaluation".

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