****Employee's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check one: [ ] Probationary Year 1 [ ] Probationary Year 2 [ ] Permanent

| **PERFORMANCE AREA** | **[U] Unsatisfactory** | **[N] Needs improvement** | **[M] Meets Expectations** | **[E] Exceeds Expectations** | **1st Rating** | **Final Rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **1 - Attendance** | Speech Language Pathologist (SLP) misses more than 15% of each work month which results in missing timelines and noncompliance. Limits communication with necessary staff for collaboration, IEPs, and other supports. | Speech Language Pathologist (SLP) misses more than 10% of each work month which results in missing timelines and noncompliance. Limits communication with necessary staff for collaboration, IEPs, and other supports. | Speech Language Pathologist (SLP) misses less than 10% of each work month. Timelines are met. Communication with staff supports completion of IEPs and other supportive actions for the school community. | Speech Language Pathologist (SLP) misses no more than 5% of each work month. Timelines are met. Communication with staff supports completion of IEPs and other supportive actions for the school community. |  |  |
| **2- Work relationships** | SLP’s interactions with students, staff, parents, and community are negative or inappropriate. SLPs violates confidentiality. SLP fails to communicate or communicates in an insensitive manner with families and staff. | SLP’s interactions with students, staff, parents, and community are sometimes negative or inappropriate. SLP’s communication with families and staff is partially successful: there are occasional gaps in cultural competence. | SLP’s interactions with students, staff, parents, and community are consistently positive and respectful. SLP displays high standards of integrity, and confidentiality in interactions with colleagues, students, and the public. SLP communicates with families and staff securing necessary permission for evaluations and does so through a lens of cultural competence. | Students, staff, parents, and community seek out the SLP, reflecting a high degree of comfort and trust in the relationship. SLP consistently holds the highest standards of honesty, integrity, and confidentiality.  SLP communicates with families and families securing necessary permission for evaluations and does so through a lens of cultural competence. SLP reaches out to families and staff to enhance trust. |  |  |
| **3 - Interpretation of Assessment and/or Implementation of Services** | Assessment: SLP demonstrates little or no knowledge and skill in selecting and using appropriate assessments to evaluate students.  Services: SLP lacks knowledge and skill in selecting and using therapeutic techniques to meet the individual needs of each student. | Assessment: SLP demonstrates limited knowledge and skill in selecting and using appropriate assessments to evaluate students. i.e., uses the same assessments regardless of individual needs.  Services: SLP uses limited knowledge and skill in selecting and using therapeutic techniques to meet the individual needs of each student. | Assessment: SLP uses appropriate assessments based on the referral question(s) and student record review (taking into consideration cultural and language background) to evaluate level of student functioning, disability and to help determine eligibility decisions.  Services: SLP uses a breadth of knowledge and skill in selecting and using therapeutic techniques to meet the individual needs of each student and does so through a lens of cultural competence. | Assessment: SLP uses a wide range of assessments that are appropriate for, and based on, the referral question(s) and student record review (taking into consideration cultural and language background) to evaluate level of student functioning, disability and to help determine eligibility decisions. SLP demonstrates comprehensive use of selected assessment battery to evaluate all areas of suspected disability.  Services: SLP uses a breadth and depth of knowledge and skill in selecting and using therapeutic techniques to meet the individual needs of each student and does so through a lens of cultural competence. |  |  |
| **4 - Monitors Compliance for Special Education (e.g., timelines and federal and state regulations)** | SLP demonstrates little or no knowledge of governmental regulations. Does not maintain timelines or document all communication for compliance purposes. | SLP displays awareness of governmental regulations. Does not consistently maintain timelines or document all communication for compliance purposes. | SLP demonstrates knowledge of governmental regulations. Maintains timelines and documents all communication for compliance purposes. | SLP’s knowledge of governmental regulations for students is extensive and works with families’ needs in order to meet compliance. SLP follows all established safeguards, maintains timelines, and documents all communication for compliance purposes; and collaborates with assessment team members to do so as well. |  |  |
| **5 - Record Keeping (protocols and cases)** | SLP’s records are in disarray; they are missing, incomplete and insecure. | SLP’s records are inconsistent and not stored in a secure location. | SLP’s records are accurate, organized, and stored in a secure location. Records are provided in a timely manner upon request. | SLP’s records are accurate, organized, and stored in a secure location. Records are provided in a timely manner upon request. They are written in a detailed manner in complaint with FERPA and ASHA guidelines to be understandable to another qualified professional. |  |  |
| **6 - Initiative/Dependability** | SLP resists engaging in professional development and following through on administrative directives associated with the role of the SLP. | SLP inconsistently participates in professional development when asked. SLP follows through with some administrative directives associated with the role of the SLP. | SLP willingly participates and seeks out professional development opportunities. SLP follows through with all administrative directives associated with the role of the SLP. | SLP willingly participates and seeks out professional development opportunities; brining back information to teach others at site or District level. SLP follows through with all administrative directives associated with the role of the SLP. |  |  |
| **7 - Professional Collaboration** | SLP fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. | SLP consults on a limited basis with colleagues, making minimal attempts to tailor evaluations to the questions raised in the referral. | SLP consults consistently with colleagues, tailoring evaluations to the questions raised in the referral, and seeks feedback that supports therapeutic services and tiered interventions of support. | SLP consults frequently with colleagues, contributing specific insights and tailoring evaluations to the questions raised in the referral seeks ongoing feedback that supports therapeutic services and tiered interventions of support. |  |  |
| **8 - Community Engagement** | SLP declines to maintain contact with community agencies that support an awareness and understanding of the student’s strengths and challenges. | SLP is not familiar with community agencies that support an awareness and understanding of the student’s strengths and challenges and how to connect with these agencies within governmental guidelines as applicable. | SLP is familiar with community agencies that support an awareness and understanding of the student’s strengths and challenges and how to connect with these agencies within governmental guidelines as applicable. | SLP is familiar with community agencies that support an awareness and understanding of the student’s strengths and challenges and how to connect with these agencies within governmental guidelines as applicable. SLP initiates contact and seeks supports or training when needed for the school community. |  |  |
| **9 - Participates in department/staff meetings** | SLP avoids being involved in school and department and staff meetings. | SLP sometimes participates in school and district events and staff meetings when requested. | SLP participates actively in school and district events and staff meetings as demonstrated by verbal and or written participation and /or involvement. | SLP makes a substantial contribution to school and district events as demonstrated by verbal and or written participation and /or involvement. SLP seeks opportunities to educate staff/peers at department/school staff meetings. |  |  |

**Rev. Dec 2023 DJ**

**Any combination of the following performance measures may be used:**

* **Observation(s)**
* **Peer feedback**
* **Parent or guardian feedback**
* **Site administrator feedback**
* **Immediate supervising special education administrator feedback**
* **Student support documentation**

**First Meeting Date:**

**Comments:**

**Final Meeting Date:**

**Comments:**

**I acknowledge that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. I also understand that I have the right to respond to this report in writing within three (3) working days, and such response will be attached to and become a permanent part thereof.**

**Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator’s Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator’s Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Employee’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**