Travis Unified School District

Certificated Speech & Language Pathologist Evaluation Instrument SUMMATIVE

(Reference: Collective Bargaining Agreement, Article 12)

Employee:_____ School Year:_____

Grade/Subject Area:_____ Site/Location:_____

Employee Status: Temporary Intern Probationary-1 Probationary-2 Permanent
(circle one)

Evaluator:_____ Title:_____ Date:_____

The purpose of the performance evaluation is to help professional educators realize their potential by implementing an assessment process which will:

- **Inform, instruct, and improve teaching and learning.**
- **Provide educators with meaningful feedback on strengths and opportunities for growth.**
- **Ensure fair, evidence-based employment decisions.**

Evaluation Guidelines:

For Permanent unit members:

12.4.4.9 After the final observation, the evaluator shall complete the Summative Form and make a final evaluation recommendation.

12.4.4.10 The Summative evaluation shall be completed no later than 30 days prior to the last calendar day of the school year.

For Probationary/Intern/Temporary unit members:

12.4.5.10 The Summative evaluation shall be completed no later than March 10th.

Circle unit member's two (2) focus standards below:

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPEECH LANGUAGE PATHOLOGISTS)

Final Rating on Standard 1:			STANDARD I – Engaging and Supporting All Students
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Creates a physical environment that engages all students			
* Promotes social development and responsibility			
* Plans and implements procedures and routines that support student learning			
* Establishes and articulates IEP goals and session activities for student learning based on individual student needs			
* Designs short-term and long-term plans to foster student learning			
Final Rating on Standard 2:			STANDARD II – Creating and Maintaining Effective Environments for Student Learning
Meets/ Exceeds	Needs Improvement	Does Not Meet	
			Comments:
* Creates student speech/language schedule appropriate to support IEP goals			
*Establishes and maintains learning environments that are physically, intellectually, and emotionally safe			

*Develops, communicates, and maintains high standards for individual and group behavior *Uses time to optimize learning	
Final Rating on Standard 3: Meets/ Exceeds | Needs Improvement | Does Not Meet * Develops and sequences instructional activities and materials for student progress on IEP goals * Collects and uses multiple sources of information to assess students learning * Uses results of assessments to guide services * Uses age appropriate materials * Utilizes materials that are appropriate for students with specific disabilities	STANDARD III – Providing Appropriate Speech Language Services for Students Comments:
Final Rating on Standard 4: Meets/ Exceeds | Needs Improvement | Does Not Meet * Establishes and maintains standards for student behavior * Develops activities that promote progress on student IEP goals * Uses material, resources, and technologies to make sessions engaging for students *Works with others to develop IEPs that are legally compliant and accurately reflect the needs of students, including developing goals that are appropriate and measurable	STANDARD IV – Planning Services & Designing Learning Experiences for Students Comments:
Final Rating on Standard 5: Meets/ Exceeds | Needs Improvement | Does Not Meet * Establishes and communicates learning goals for students * Communicates with students/families/staff about student progress * Reviews assessment results with appropriate team members * Works with staff to coordinate development and implementation of student goals and services * Provides input to team members at IEP meetings, including writing legally defensible reports	STANDARD V – Assessing Student Progress Comments:
Final Rating on Standard 6: Meets/ Exceeds | Needs Improvement | Does Not Meet * Analyzes professional practice and plans for professional development * Establishes professional goals and pursues opportunities to grow professionally * Works with colleagues to improve professional practice * Compliance with mandated IEP timelines * Attends meetings and participates in professional development or in-service activities as appropriate *Demonstrates professional responsibility, integrity, and ethical conduct	STANDARD VI – Developing as a Professional Educator Comments:

Attach additional pages if needed for additional comments.

Additional Comments – Evaluator	Additional Comments – Unit Member

OVERALL RATING:

☐	Satisfactory	Two or more "Meets/Exceeds" and no more than one "Does not Meet"
☐	Needs Improvement	Fewer than two "Meets/Exceed" or two "Does not Meet" (Improvement Plan Required)
☐	Unsatisfactory	Three or more "Does not Meet" (Improvement Plan Required)

(If Unsatisfactory or Needs Improvement is selected, Evaluator must attach evidence of support offered or given to teacher during evaluation period. For Permanent unit members, before an overall rating of "Unsatisfactory" or "Needs Improvement" is given on the Summative evaluation, documented remediation and support is required no later than the one-hundred twenty-fifth (125th) TUSD school calendar workday.)

RECOMMENDATION (Check all that apply)

Probationary 1, Temps, Interns	**Probationary 2**	**Permanent**
☐ Continue Probationary Status	☐ Non-reemployment (or non-reelect)	☐ Continue Permanent Status; Next Evaluation Year: _____
☐ Develop Improvement Plan	☐ Move to Permanent Status	☐ Develop Improvement Plan
☐ Non-reemployment (or non-reelect)		

Evaluator's Signature Date Unit Member's Signature Date

(Unit member's signature does not necessarily indicate agreement.)

☐ Additional comments by evaluator are attached

☐ Additional comments by unit member are attached