Travis Unified School District

Certificated Speech Language Pathologist Evaluation Instrument GOALS

(Reference: Collective Bargaining Agreement, Article 12)

Unit Member:_____ School Year: _____

Site/Location:_____

Unit Member 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.**

Goals shall be developed by the 30th workday for temporary, intern, and probationary unit members and by the 45th workday for permanent unit members.

Administrators shall evaluate unit members on all six standards but will focus on 2 standards as indicated below.

Temporary, Intern, and Probationary One unit members will focus on Standards One and Two only.

Probationary Two unit members will focus on two standards and may choose from Standards Two, Three, Four, and Five only.

Permanent status unit members will focus on two Standards agreed upon by the unit member and evaluator. If mutual goals cannot be reached, the evaluator shall select one standard and corresponding goal and the unit member shall select one standard and corresponding goal.

ADAPTED FROM THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (FOR SPEECH LANGUAGE PATHOLOGISTS)
STANDARD I – Engaging and Supporting All Students in Learning
* 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
STANDARD II – Creating and Maintaining Effective Environments for Student Learning
* 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
STANDARD III – Providing Appropriate Speech Language Services for Students
* 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 IV – Planning Services & Designing Learning Experiences for Students
* 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 V – Assessing Student Progress
* 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 VI – Developing as a Professional Educator
* 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 #_____
Goal:

Standard #_____
Goal:

_____ _____

Evaluator's Signature Date Unit Member's Signature Date