

Central Unified School District

(Article 11.5)

EVALUATION OF DISTRICT SPEECH THERAPIST PERFORMANCE

Name: _____ Date: _____

School: _____ Assignment: Preschool K-6 7-8 9-12 District

Status: _____ Permanent _____ Probationary 2 _____ Probationary 1 _____ Temporary

STANDARD 1 – Managing and Conducting Therapy

Emerging/Exploring	Applying	Integrating/Innovating	
			1.1 Maintains an environment that is positive and conducive to learning.
			1.2 Chooses diagnostic tools, instruments, and procedures for assessment and diagnosis as appropriate.
			1.3 Plans appropriate therapy lessons that address IEP goals of students using research based best practice approaches.
			1.4 Uses a variety of strategies and techniques appropriate to stated objectives.
			1.5 Manages material and equipment necessary for the delivery of services.
			1.6 Assists students in developing compensatory skills and self-monitoring skills.
			1.7 Adjusts intervention strategies based upon student performance.
			1.8 Gives prompt and appropriate feedback to students.
			1.9 Manages time efficiently (includes scheduling students for therapy, attending SST team meetings, scheduling IEP meetings)
			1.10 Provides pull-out, collaborative, in-class, and consultative therapy approaches to meet the student's speech/language needs.

STANDARD 2 – Testing, Diagnosing and Reporting

Emerging/Exploring	Applying	Integrating/Innovating	
			2.1 Uses a variety of assessment and case management strategies to meet student needs.
			2.2 Administers formal and informal tests for Speech/language purposes
			2.3 Obtains additional or supplementary diagnostic information from appropriate persons and available records.
			2.4 Analyzes and interprets information to make recommendations regarding the needs for speech/language services.
			2.5 Communicates assessment results and student progress effectively to parents and educators.
			2.6 Maintains appropriate standards of confidentiality and privacy.

STANDARD 3 – Planning, Compliance and Oversight

Emerging/Exploring	Applying	Integrating/Innovating	
			3.1 Works cooperatively with school personnel to accomplish speech/language goals and objectives of the District/site/individual student.
			3.2 Coordinates speech/language services with student services provided by other school personnel.
			3.3 Maintains records of speech/language program and prepares reports as required.

			3.4 Plans and facilitates IEP meetings within the required timelines (including notification to all parties) for all unduplicated speech/language students. Attends and completes required IEP for duplicated IEP students.
			3.5 Develops appropriate speech language goals and objectives for all speech language students on an IEP.
			3.6 Provides formal and informal reports to parents about their student’s progress in the speech/language program.

STANDARD 4 – Engaging and Supporting All Students in Learning

Emerging/Exploring	Applying	Integrating/Innovating	
			4.1 Provides consultation and/or in-servicing to parents, teachers, and other appropriate school personnel.
			4.2 Seeks the assistance of teachers, parents and others to meet the communication needs of students.
			4.3 Intervenes early with general education students who need support.

STANDARD 5 – Professional Growth and Responsibilities

Emerging/Exploring	Applying	Integrating/Innovating	
			5.1 Establishes professional goals and pursues opportunities to grow professionally in speech therapy practice.
			5.2 Works with colleagues to improve professional practice.
			5.3 Work with families and communities to improve professional practice.
			5.4 Balances professional responsibilities to maintain motivation in professional role.
			5.5 Demonstrates professional image in appearance and attitude.
			5.6 Meets assigned district responsibilities and completes mandated reports within deadlines.
			5.7 Uses clinical-educational research and development for analyzing and interpreting test data, and for the design and implementation of appropriate services.

COMMENTS TO THE FOLLOWING MAY BE ANSWERED ON A SEPARATE SHEET OF PAPER IF NECESSARY.

Adjunct Duties and/or Additional Activities that supports student progress:

Commendations:

Professional Growth Activities:

Suggestion(s) to enhance professional development:

- 1.
- 2.
- 3.
- 4.

Acknowledgement

In accordance with Article 11.6: Within ten (10) working days subsequent to the observation, an evaluation conference shall be scheduled between the unit member and the evaluator. At the conference the evaluator will present a copy of the written evaluation to the unit member and discuss it. The unit member shall sign the evaluation signifying only that he/she has read the document, and has been provided the opportunity of attaching a written response which shall become a part of the permanent record. If deficiencies are noted by the evaluator, he/she shall provide specific recommendations to remedy the noted deficiencies. Any employee who received a negative evaluation may request another observation and subsequent evaluation to be conducted at a mutually acceptable time: however, the teacher may request a second evaluation by another administrator determined by the District. Nothing in this section or paragraph shall invalidate the evaluation from the employee's immediate supervisor.

Initial (Employee)

Initial (Evaluator)

<u>Permanent</u>	<u>Probationary/Temporary</u>
<input type="checkbox"/> Employee to be placed on Support Plan, as per Article 11.11 <input type="checkbox"/> Employee to be placed in PAR per Article 11.11	<input type="checkbox"/> I recommend this employee be granted permanent status <input type="checkbox"/> I recommend this employee be retained in probationary status subject to final probationary evaluation <input type="checkbox"/> I do not recommend this employee for permanent status

Evaluator Print Name

Date

*Evaluator's Signature

Date

Employee Print Name

Date

*Employee Signature

Date

A copy of this evaluation will be placed in your personnel file. You have the right to respond and your response will be attached to your evaluation.

**Signature does not necessarily indicate agreement with the contents of this evaluation. Reaction or written response may be attached.*