

# PSD Evaluation

## ESA and Support Personnel Evaluation: Speech Language Pathologist Comprehensive

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### Employee information:

Employee #	Employee Name	Employee Positions(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>

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### Evaluator information:

Evaluator Name
<input type="text"/>

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### Evaluation information:

School Year	Location	Record Observation Date 1 (2 required annually)
<input type="text"/>	<input type="text" value="Please, select location"/>	<input type="text" value="mm/dd/yyyy"/>
Record Observation Date 2 (2 required annually)		Record Observation Date 3 (if required)
<input type="text" value="mm/dd/yyyy"/>		<input type="text" value="mm/dd/yyyy"/>

## Criterion 1: Knowledge of Scholarship in Special Field

Each support person demonstrates a depth and breadth of knowledge of theory and content in the special field. The employee demonstrates an understanding of, and knowledge about, common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of specialty into the total school milieu.

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
<b>1.1:</b> Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Demonstrates little or no knowledge and skill in the therapy area; has not made progress toward necessary certificate or license.  <input type="checkbox"/>	Demonstrates basic knowledge and skill in the therapy area; is making progress towards obtaining necessary certificate or license.  <input type="checkbox"/>	Demonstrates adequate knowledge and skill in the therapy area; holds the necessary certificate or license.  <input type="checkbox"/>	Demonstrates exceptional knowledge and skill in the therapy area; holds an advanced certificate or license.  <input type="checkbox"/>
<b>1.2:</b> Demonstrating knowledge of programs and resources, within the school and district	Demonstrates little or no knowledge of programs and resources for students within the school and district.  <input type="checkbox"/>	Demonstrates basic knowledge of programs and resources for students within the school and district.  <input type="checkbox"/>	Demonstrates sufficient knowledge of programs and resources for students within the school and district.  <input type="checkbox"/>	Demonstrates extensive knowledge of programs and resources for students within the school and district.  <input type="checkbox"/>
<b>1.3:</b> Demonstrating knowledge of resources, in the school and district and within the greater community.	Demonstrates little or no knowledge of resources for students available within the community and seeks no opportunities to gain this information.  <input type="checkbox"/>	Demonstrates basic knowledge of some resources for students within the greater community.  <input type="checkbox"/>	Demonstrates sufficient knowledge of resources for students available and has some familiarity with resources outside the district. Engages in activities to seek this information.  <input type="checkbox"/>	Demonstrates extensive knowledge of resources for students available in the larger community and shares this knowledge with others to support student(s).  <input type="checkbox"/>
<b>Criterion 1: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 2: Specialized Skills

Each support person demonstrates in their performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
<b>2.1:</b> Establishing goals for the therapy program appropriate to the setting and the students served	Has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. <input type="checkbox"/>	Goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. <input type="checkbox"/>	Goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. <input type="checkbox"/>	Goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. <input type="checkbox"/>
<b>2.2:</b> Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. <input type="checkbox"/>	Plans have a guiding principle and include a number of worthwhile activities, but some of them do not fit with the broader goals. <input type="checkbox"/>	Developed plans include the important aspects of work in the educational setting. <input type="checkbox"/>	Plans are highly coherent and preventive and serve to support students individually, within the broader educational program. <input type="checkbox"/>
<b>2.3:</b> Developing a plan to evaluate the therapy program	Has no plan to evaluate the program and/or resists suggestions that such an evaluation is important. <input type="checkbox"/>	Has a rudimentary plan to evaluate the therapy program. <input type="checkbox"/>	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. <input type="checkbox"/>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. <input type="checkbox"/>
<b>2.4:</b> Responding to referrals and evaluating student needs	Fails to respond to referrals or makes hasty assessments of student needs. <input type="checkbox"/>	Responds to referrals when pressed and makes adequate assessments of student needs. <input type="checkbox"/>	Responds to referrals and makes thorough assessments of student needs. <input type="checkbox"/>	Proactively responds to referrals and makes highly competent assessments of student needs. <input type="checkbox"/>
<b>2.5:</b> Developing and implementing treatment plans to maximize students' success	Fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. <input type="checkbox"/>	Plans for students are partially suitable for them or sporadically aligned with identified needs. <input type="checkbox"/>	Plans for students are suitable for them and are aligned with identified needs. <input type="checkbox"/>	Develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. <input type="checkbox"/>
<b>Criterion 2: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

### Criterion 3: Management of Special & Technical Environment

Each support person demonstrates an acceptable performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
3.1: Organizing time effectively	Exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.  <input type="checkbox"/>	Time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.  <input type="checkbox"/>	Exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.  <input type="checkbox"/>	Demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.  <input type="checkbox"/>
3.2: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.  <input type="checkbox"/>	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.  <input type="checkbox"/>	The testing and treatment center is well organized; materials are available when needed.  <input type="checkbox"/>	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.  <input type="checkbox"/>
3.3: Maintaining an effective data-management system	Data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.  <input type="checkbox"/>	Developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.  <input type="checkbox"/>	Developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.  <input type="checkbox"/>	Developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Utilizes the system to communicate with teachers and parents.  <input type="checkbox"/>
<b>Criterion 3: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 4: The Support Person as a Professional

Each support person demonstrates awareness of their limitations and strengths and demonstrates continued professional growth.

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
<b>4.1:</b> Demonstrating knowledge of district, state, and federal regulations and guidelines	Demonstrates little or no knowledge of special education laws and procedures. <input type="checkbox"/>	Demonstrates basic knowledge of special education laws and procedures. <input type="checkbox"/>	Demonstrates thorough knowledge of special education laws and procedures. <input type="checkbox"/>	Knowledge of special education laws and procedures is extensive; takes a leadership role in reviewing and revising district policies. <input type="checkbox"/>
<b>4.2:</b> Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving. <input type="checkbox"/>	Reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. <input type="checkbox"/>	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. <input type="checkbox"/>	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Draws on an extensive repertoire to suggest alternative strategies. <input type="checkbox"/>
<b>4.3:</b> Participating in a professional community	Relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. <input type="checkbox"/>	Relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. <input type="checkbox"/>	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. <input type="checkbox"/>	Makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. <input type="checkbox"/>
<b>4.4:</b> Engaging in professional development	Does not participate in professional development activities, even when such activities are clearly needed for the development of skills. <input type="checkbox"/>	Participation in professional development activities is limited to those that are convenient or are required. <input type="checkbox"/>	Seeks out opportunities for professional development based on an individual assessment of need. <input type="checkbox"/>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. <input type="checkbox"/>
<b>4.5:</b> Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. <input type="checkbox"/>	Is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. <input type="checkbox"/>	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. <input type="checkbox"/>	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. <input type="checkbox"/>
<b>Criterion 4: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel

Each support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
<b>5.1:</b> Establishing a standard of conduct in the treatment center while building a positive rapport with students	Interactions with students are negative or inappropriate, making them feel uncomfortable in the testing and treatment center. Additionally, no standards of conduct have been established, and the specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center and makes some effort to monitor and correct negative student behavior, though with partial success. Similarly, the interactions with students are a mix of positive and negative, resulting in only partially successful rapport-building.	Standards of conduct have been established for the testing and treatment center and appropriately monitors student behavior with respectful responses. Interactions with students are positive and respectful, fostering a comfortable environment in the testing and treatment center.	Standards of conduct have been established for the testing and treatment center, employs subtle and preventive monitoring that encourages students to self-monitor their behavior. As a result, students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>5.2:</b> Communicating with families	Fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Reaches out to families of students to enhance trust.
<b>5.3:</b> Collecting information; writing reports	Neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
<b>5.4:</b> Collaborating with teachers and administrators	Not available to staff for questions and planning and declines to provide background material when requested.	Available to staff for questions and planning and provides background material when requested.	Initiates contact with teachers and administrators to confer regarding individual cases.	Seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>5.5:</b> Demonstrating flexibility and Responsiveness	Adheres to the plan or program, despite evidence of its inadequacy. Inflexible in supporting students, staff and family needs.	Makes modest changes in the treatment program when confronted with evidence of the need for change. Responds inconsistently to support students, staff and family needs.	Makes revisions in the treatment program when they are needed. Puts forth efforts to meet student, staff and family needs in a way that demonstrates responsiveness to overall needs.	Continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. Proactive in seeking out ways to meet needs of students, staff and family.
<b>Criterion 5: Overall Score</b>				

Comments and/or Evidence **(REQUIRED)**

## Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Knowledge of Scholarship in Special Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Specialized Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Management of Special & Technical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: The Support Person as a Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Evaluation Score</b>	_____			
	Score Range: 5 to 7	Score Range: 8 to 12	Score Range: 13 to 17	Score Range: 18 to 20

## Summary Comments:

This evaluation has been reviewed with employee.

Date reviewed with employee

## Signatures:

Evaluator Signature

Employee Signature

Not signed yet