



SWCCCASE SPECIAL EDUCATION SPEECH LANGUAGE PATHOLOGIST PERFORMANCE EVALUATION SYSTEM

*Opening the world through education to
children and young adults
with diverse abilities*

Name: _____

Assignment: _____

Program: _____

Evaluator: _____

Completion Date: _____



SPECIAL EDUCATION SPEECH LANGUAGE PATHOLOGIST PERFORMANCE STANDARDS

Four Domains of Teaching with 14 components and 38 elements

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none">a. Demonstrating Knowledge of Studentsb. Developing IEP Goals and Objectives	<p>Domain 2: The Environment</p> <ul style="list-style-type: none">a. Creating an Environment of Respect and Rapportb. Managing Therapeutic Proceduresc. Managing Student Behaviord. Organizing Physical Space
<p>Domain 3: Delivery of Service</p> <ul style="list-style-type: none">a. Demonstrating Knowledge of Contentb. Communicationc. Therapy Sessiond. Assessing Student Performance	<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none">a. Maintaining Accurate Records & Organizationb. Communicating with Families and Staffc. Contributing to the School and Districtd. Professional Growth

Adapted From: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, ASCD Publications, 1996

SWCCCASE

SPEECH LANGUAGE PATHOLOGIST PRE-OBSERVATION PLANNING RECORD

Name: _____ Date: _____

Program/School: _____ Subject /Area: _____

<p>1. Briefly describe the student(s) in this session, including any difficulties you anticipate. <i>(Component 1a and 2c)</i></p>	<p>4. How do you plan to engage students in the content? What will you do? What will the students do? <i>(Component 2a, 2b, 2d, 3a, 3b and 3c)</i></p>
<p>2. What are your goals and objectives for students for this session? Why are these goals suitable for this group of students? <i>(Component 1b)</i></p>	<p>5. What instructional materials or other resources will you use? <i>(Component 1c and 2b)</i></p>
<p>3. How does this lesson support student's classroom performance? <i>(Component 1a, 3a, 3c and 4b)</i></p>	<p>6. How do you plan to gather data and assess student achievement of the goals? How do you plan to make use of the results of the assessment? <i>(Component 3d and 4a)</i></p>

DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating Knowledge of Students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Knowledge of Developmental Characteristics and Disability Impact	SLP displays minimal knowledge of developmental characteristics of age group and the impact of the disability on student performance. <input type="checkbox"/>	SLP displays generally accurate knowledge of developmental characteristics of age group and the impact of the disability on student performance. <input type="checkbox"/>	SLP displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns and the impact of the disability on student performance. <input type="checkbox"/>	SLP displays knowledge of typical developmental characteristics of age group, the impact of the disability on student performance, exceptions to the patterns, and the extent to which each student follows patterns. <input type="checkbox"/>
Knowledge of Students' Interests & Cultural Heritage	SLP displays no knowledge of students' interests or cultural heritage. <input type="checkbox"/>	SLP displays little knowledge of the interests or cultural heritage of each student. <input type="checkbox"/>	SLP displays knowledge of the interests or cultural heritage of each student and respects diversity. <input type="checkbox"/>	SLP displays knowledge of the interests or cultural heritage of each student, respects diversity and infuses cultural awareness in the therapy session. <input type="checkbox"/>
Knowledge of Students' Goals and Objectives	SLP is unaware of students' goals and objectives. <input type="checkbox"/>	SLP has a general understanding of students' goals and objectives. <input type="checkbox"/>	SLP has a solid understanding of students' goals and objectives and how to incorporate them into instruction. <input type="checkbox"/>	SLP has a solid understanding of students' goals and objectives as they apply to the therapy session and sought to correct any deficiencies. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Developing IEP Goals and Objectives and Therapy Programs

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Individual	Goals are not individualized and represent low expectations or no conceptual understanding of the students. Goals do not reflect the importance of learning, and are not grounded in common core standards. <input type="checkbox"/>	Goals are moderately individualized in either their expectations or conceptual understanding of the student and in the importance of learning. Common core standards are minimally reflected in the goals. <input type="checkbox"/>	Goals are individualized in their level of expectations, conceptual understanding, and the importance of learning. Common core standards are embedded in the goals. <input type="checkbox"/>	Not only are the goals individualized but SLP can also clearly articulate how goals establish high expectations and relate to common core standards. <input type="checkbox"/>
Specific and Measurable	Goals are either not specific or reasonable. Goals do not permit viable methods of assessment. <input type="checkbox"/>	Goals are only moderately specific/measurable. Some goals do not permit viable methods of assessment. <input type="checkbox"/>	All the goals are clear, written in the form of student learning, and include viable methods of assessment. <input type="checkbox"/>	All the goals are clear, written in the form of student learning, and include viable methods of assessment, with data collection systems developed prior to implementation. <input type="checkbox"/>

<p>Attainable</p>	<p>Goals are not attainable for the diversity, age, developmental level, disability, prior knowledge, or background of the student. <input type="checkbox"/></p>	<p>Most of the goals are attainable for the student. <input type="checkbox"/></p>	<p>All goals take into account the varying learning needs of the student and are attainable. <input type="checkbox"/></p>	<p>Goals take into account the varying learning needs of the student, reflect collaboration across disciplines and are attainable. <input type="checkbox"/></p>
<p>Using Present Levels of Performance (PLOP)</p>	<p>No PLOPs are available or present levels are determined by unsubstantiated methods of measurement. <input type="checkbox"/></p>	<p>Annual PLOPs are assessed using standardized assessments only. There is no discussion regarding progress on current goals and objectives. <input type="checkbox"/></p>	<p>Annual PLOPs are documented based on progress on current measureable goals and objectives. Standardized assessments may be provided. There is discussion on how these levels impact the student's performance in the learning environment. <input type="checkbox"/></p>	<p>Annual PLOPs are documented in relation to measureable goals and objectives and reflect collaboration across disciplines and/or related services. Discussion is provided on how these levels impact the student's performance in the learning environment. <input type="checkbox"/></p>
<p>Establishing goals for the therapy program appropriate to the students served</p>	<p>SLP has not established clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. The SLP does not confer with instructional teams as a part of establishing goals for the program. <input type="checkbox"/></p>	<p>SLP goals for the therapy program are limited, and are only partially suitable to the situation and the age of the students. The SLP inconsistently confers with instructional teams as a part of establishing goals for the program. <input type="checkbox"/></p>	<p>SLP goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. The SLP purposefully seeks knowledge from teams as a part of establishing goals for the program. <input type="checkbox"/></p>	<p>SLP goals for the therapy program are diagnostically aligned to the situation in the learning environment and to the age of the students, and have been developed collaboratively with all relevant school stakeholders, including instructional teachers, special education staff, related service personnel, and administration. <input type="checkbox"/></p>

<p>Developing a plan to appraise therapy services to meet the needs of students within a school-based program</p>	<p>SLP lacks a recognition that the provision of service delivery may need to change based on eligibility and student enrollment. SLP resists suggestions that such revisions may be indicated.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP anticipates the needs for revision. The SLP requires assistance in making adjustments and guidance in revising the plan.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP anticipates the needs for revision and makes those adjustments. The SLP's plan is organized around clear goals, is evidence-based, and correlates to the goals of the students being served.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP plans to appraise the therapeutic services of the school-based program is diagnostically aligned to the students being served. The SLP utilizes multiple sources of evidence, and establishes a clear path toward improving the service delivery on an ongoing basis based upon the needs of the student in the learning environment.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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<p>DOMAIN 2: THE ENVIRONMENT Component 2a: Creating an Environment of Respect & Rapport</p>
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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<p>Establishing rapport with students</p>	<p>Interactions between the SLP and the students are negative or inappropriate; students' affect and participation in therapy indicate discomfort with the therapist. SLP is insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interactions between the SLP and the students are generally appropriate, but include occasional inconsistencies and disregard for students' ages, cultures, and developmental levels. Students appear to be moderately comfortable in the therapy setting.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interactions between the SLP and the students are positive and respectful, and reflect genuine caring and empathy for the needs of the students. Students' affect and participation indicate their receptivity to the provision of therapy.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interactions between the SLP and the students are positive, respectful, and incorporate individual needs as appropriate. Students demonstrate behavior aligned with the expectations that have been established within the therapeutic setting. The students are fully engaged in the evaluation and therapy activities as evidenced by at least one of the following behaviors: coming to scheduled therapy sessions independently, cooperating during expected tasks, and/or implementing acquired skills.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Comments (if applicable):

<p>DOMAIN 2: THE ENVIRONMENT Component 2b: Managing Therapeutic Procedures</p>

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Management of Therapeutic Group(s)*	Therapy activities and groupings of students are inappropriate to meet the goals set for the students involved in therapeutic services resulting in little to no student engagement. <input type="checkbox"/>	Therapy activities and groupings of students are moderately appropriate to achieve the goals set for the students involved in therapeutic services resulting in moderate student engagement. <input type="checkbox"/>	Therapy activities and groupings of students are fully appropriate to achieve the goals set for the student(s) involved in therapy. Students are fully engaged and the therapy sessions illustrate a level of challenge to achieve the intended performance from the students. <input type="checkbox"/>	Therapy activities and grouping of students are highly engaging and effective in achieving the goals set for the students involved in therapy. As applicable, the students are able to demonstrate independence in the execution of the therapeutic activities resulting in improved performance from students. <input type="checkbox"/>
Management of Transitions*	Much time is lost during transitions. <input type="checkbox"/>	Transitions are sporadically efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Transitions occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Transitions are seamless, students assuming some responsibility for efficient operation. <input type="checkbox"/>
Management of Materials, Supplies and Equipment*	Materials are handled inefficiently, resulting in loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies function moderately well. <input type="checkbox"/>	Routines for handling materials and supplies occur smoothly, with little loss of instructional time. <input type="checkbox"/>	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation. <input type="checkbox"/>

*Differences in disability must be taken into consideration.

**This element does not apply to certified staff who do not have a paraeducator(s).

Comments (if applicable):

<p>DOMAIN 2: THE ENVIRONMENT Component 2c: Managing Student Behavior</p>

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Establishing Expectations	No standards of conduct appear to have been established and/or students are unaware of the expectations. <input type="checkbox"/>	Standards of conduct appear to have been established for most situations, and most students seem to understand them. <input type="checkbox"/>	Standards of conduct are clear to students and staff. <input type="checkbox"/>	Standards of conduct are clear to all students and staff and are clearly evidenced through multiple mediums. <input type="checkbox"/>
Monitoring of Student Behavior	Student behavior is not monitored, and the SLP is unaware of what students are doing. <input type="checkbox"/>	SLP is generally aware of student behavior but may miss the behavior of some students. <input type="checkbox"/>	Monitoring by SLP is subtle and proactive. <input type="checkbox"/>	SLP is alert to student behavior at all times and employ strategies that maintain student attention or momentum. <input type="checkbox"/>
Response to Student Behavior	SLP does not respond to behavior. <input type="checkbox"/>	SLP responds inconsistently to student behavior. <input type="checkbox"/>	SLP responds to behavior appropriately. <input type="checkbox"/>	SLP responds to behavior appropriately, respects the students' dignity and is sensitive to students' individual needs. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 2: THE ENVIRONMENT Component 2d: Organizing Physical Space
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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Organization and Use of Space	<p>The available therapy space is disorganized and/or unsafe. The SLP makes no attempt to modify available space or to find alternative space.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The available space is fairly organized. The SLP makes some attempt to modify the available space or to find an alternative space.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The available space is organized. The SLP adapts or modifies the available space to meet the need of the students receiving therapeutic services or finds an alternative space.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The available space is very well organized and well suited to the planned therapeutic activities. The SLP effectively adapts/modifies the available space to meet the needs of students or find alternative space.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Comments (if applicable):

DOMAIN 3: DELIVERY OF SERVICE
Component 3a: Demonstrating Knowledge of Content

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Demonstrating knowledge and skill in school-based therapy	<p>SLP’s plan and practice demonstrates little or no knowledge and skill in the application of speech pathology within a school-based program. Plans reflect a narrow range of therapeutic approaches suitable to address the development of appropriate communication skills.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP’s plan and practice demonstrates basic knowledge and skill in the application of speech therapy within a school-based program. The plans display limited understanding of the range of therapeutic approaches suitable to address the development of appropriate communication skills.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP’s plan and practice demonstrates thorough knowledge and skill in the application of speech therapy within a school-based program. The therapist’s plans reflect familiarity within a wide range of therapeutic approaches suitable to address the development of communication skills. The plans are specific to the identified needs of the student(s) receiving services.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP’s plan and practice demonstrates extensive knowledge and skill in the application of therapeutic services within a school-based program. The therapeutic practices/interventions build upon knowledge of best practices. The therapist’s plans and practice illustrates familiarity with a wide range of therapeutic approaches and anticipating student difficulty, and proactively incorporates supports to address those difficulties.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Comments (if applicable):

<p>DOMAIN 3: DELIVERY OF SERVICE Component 3b: Communication</p>

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Directions and Procedures	SLP directions and procedures are confusing to students or are presented at an inappropriate level. <input type="checkbox"/>	SLP directions and procedures are clarified after initial student confusion or are excessively detailed. <input type="checkbox"/>	SLP directions and procedures are clear and concise to students and contain an appropriate level of detail. <input type="checkbox"/>	SLP directions and procedures are clear and concise to students and anticipate possible student misunderstandings. <input type="checkbox"/>
Language Usage	SLP language is unclear. Language contains grammar and syntax errors. Vocabulary is inappropriate, vague, or used incorrectly. <input type="checkbox"/>	SLP language is clear. Vocabulary is correct but limited or is not appropriate to students' age/instructional level. <input type="checkbox"/>	SLP language is clear and correct. Vocabulary is appropriate to student age/instructional level. <input type="checkbox"/>	SLP language is correct and expressive, with well-chosen vocabulary that enriches the lesson and is appropriate to student age/instructional level. <input type="checkbox"/>
Feedback	Feedback to students is not provided in a timely manner or is of poor quality. <input type="checkbox"/>	Feedback to students is inconsistent in quality, timeliness and does not take into account age/instructional level. <input type="checkbox"/>	Feedback is consistently provided in a timely manner and takes into account age/instructional level. <input type="checkbox"/>	Feedback to students is consistently high quality, timely and takes into account age/instructional level. <input type="checkbox"/>
Use of Adaptations	The SLP adaptations are not appropriate for student's functioning levels, resulting in limited or no student participation.	The SLP adaptations are basic and do not target all students. Minimal student participation.	The SLP adaptations have been targeted to extend student performance. Student participation in the session has been extended to attain educational	The SLP adaptations have been targeted to extend student performance and allow time for student's differentiated response. Student participation in the

			<p>objectives and encourage independent performance as appropriate.</p>	<p>session has been extended to attain educational objectives and encourage independent performance as appropriate. Adaptations are culturally and developmentally appropriate.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (if applicable):

DOMAIN 3: DELIVERY OF SERVICE

Component 3c: Therapy Session

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Maintaining student equipment	<p>Student equipment is lacking or inappropriate. SLP does not respond to staff requests to service equipment. SLP fails to train staff on use of equipment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP occasionally recommends equipment but it is sometimes inappropriate or does not support student needs. SLP is able to identify when equipment needs service, but cannot make appropriate repairs or adjustments. SLP provides some rudimentary training for staff on equipment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP consistently recommends equipment that supports student's needs. SLP consistently responds to staff requests to service equipment and can make minor repairs and adjustments as needed. SLP provides thorough training for staff on equipment use. SLP works with outside vendor(s) to evaluate student needs.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP has an extensive knowledge of a variety of equipment. SLP consistently recommends equipment that supports student needs. SLP consistently responds to staff requests to service equipment and make all repairs/adjustments as needed. SLP anticipates future needs for equipment and advocates for student by leading the team (including outside vendors) on equipment selection.</p> <p style="text-align: right;"><input type="checkbox"/></p>
Planning therapy services to meet the needs of students in their learning environment	<p>The plans for therapy services consist of a random collection of unrelated activities. The plans lack relevant clinical rationale, coherence, and are unrelated to the students' curriculum and/or demands of the learning environment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The plan for therapy services is based on relevant clinical rationale, but does not fully address the students' needs to participate in the curriculum and/or access the learning environment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The plans for coherent therapy services are based on relevant clinical rationale, include diagnostically relevant activities, and are related to the students' ability to access the curriculum across learning environments.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP plans are coherent, allow for student choice, and serve to support students' skill acquisition. The plans facilitate generalization across settings.</p> <p style="text-align: right;"><input type="checkbox"/></p>

<p>Structure and Pacing</p>	<p>The therapy has no clearly defined structure, or the pacing of the session is inappropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The therapy has a recognizable structure, although it is not uniformly maintained throughout the session. Pacing of the session is inappropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The therapy has a clearly defined structure around which the activities are organized. Pacing of the session is appropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The therapy's structure is highly coherent, allowing for reflection and closure. Pacing of the session is appropriate and adapted, if needed, for students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Demonstrating Flexibility and Responsiveness</p>	<p>SLP adheres to the therapy in spite of evidence of poor student understanding or lack of interest.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP makes minimal adjustments to the therapy session. The flow of the session is interrupted.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP makes adjustments to the therapy session. The flow of the therapy is not interrupted.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP is highly responsive to students' interests and questions, making adjustments to the therapy session, and persists in ensuring the success of all students.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Comments (if applicable):

<p>DOMAIN 3: DELIVERY OF SERVICE Component 3d: Assessing Student Performance</p>

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Criteria and Standards	<p>The SLP’s proposed assessment does not consider the progress as per IEP goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Assessment criteria minimally take into account progress on IEP goals and are not clear or have not been communicated to students/staff, if appropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Assessment criteria are clear, reflect progress as stated in the IEP goals and have been communicated to students/staff.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Assessment criteria are clear, reflect progress as stated in the IEP goals and have been clearly communicated to students/staff. Students may contribute to assessment through self-monitoring or self-assessment.*</p> <p style="text-align: right;"><input type="checkbox"/></p>
Use for Planning	<p>The assessment results only minimally affect planning for these students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP uses assessment results to plan for therapy /activity.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP uses assessment results to plan for individuals and groups of students to work towards therapeutic and IEP goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SLP uses assessment results to plan for individuals and groups of students and reflects collaboration across discipline and/or related services. Students are aware of how they are meeting the established therapeutic and IEP goals and participate in planning the next steps, when appropriate.*</p> <p style="text-align: right;"><input type="checkbox"/></p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Maintaining Accurate Records and Organization

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Data Collection	SLP has no system for maintaining information on student progress, the system is in disarray, or is inaccurate. <input type="checkbox"/>	SLP system for maintaining information on student progress is rudimentary and partially effective. <input type="checkbox"/>	SLP system for maintaining information on student progress is effective, and can be easily and accurately reported to students and parents. <input type="checkbox"/>	SLP system for maintaining information on student progress is effective and can be easily and accurately reported to students and parents. Support personnel are able to access and utilize the system. <input type="checkbox"/>
Timelines*	SLP does not meet deadlines. <input type="checkbox"/>	SLP is often unaware of approaching deadlines and takes excessive time from instruction for task completion. SLP meets some deadlines. <input type="checkbox"/>	SLP meets all deadlines. <input type="checkbox"/>	SLP meets all deadlines in advance of due date. <input type="checkbox"/>
Organizing Time Effectively	SLP lacks time-management skills. This results in confusion, missed deadlines for evaluations and meetings, an inconsistent therapy	SLP time-management skills are moderately well developed. The SLP meets deadlines for evaluations and meetings, sees some students for therapy based on the set schedule, and	SLP time-management skills are effective. The SLP has clearly defined schedules for student therapy, meets deadlines for paperwork and completes	SLP demonstrates excellent time-management skills. The SLP completes all timelines for evaluating students, prepares effectively for student

	<p>schedule, or not completing paperwork in a timely manner. SLP does not communicate with teachers regarding deliberate schedule changes.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>completes some paperwork in a timely manner. SLP is inconsistent in communicating with teachers regarding deliberate schedule changes.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>the preparations necessary for student meetings in an effective manner. SLP communicates with teachers regarding deliberate schedule changes as necessary.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>meetings, provides therapy for students on his/her caseload, and establishes a cohesive schedule that is executed in both an efficient and dependable manner. SLP utilizes time for consultations with staff and/or preparation of adaptive materials that will assist in fulfilling the needs of students. SLP is proactive in communicating with teachers regarding all schedule changes.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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*For example IEP, medical and attendance responsibilities.

Comments (if applicable):

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Communicating with Families and Staff

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Parent Communication	SLP provides no information to parents and does not respond or responds insensitively to parent concerns about students. <input type="checkbox"/>	SLP provides minimal information to parents and does not respond or responds insensitively to parent concerns about students. <input type="checkbox"/>	SLP frequently provides information to parents on both positive and negative aspects of student information. <input type="checkbox"/>	SLP frequently provides information to parents on both positive and negative aspects of student information. Response to parent concerns is handled with great sensitivity. <input type="checkbox"/>
Communication during the IEP Process	SLP does not provide information in the IEP of current levels of function that apply to educational concerns. The educational relevance is unclear from the written IEP and the discussions during the IEP process. <input type="checkbox"/>	SLP communicates oral and written information in the IEP process but it is unclear to IEP team members. <input type="checkbox"/>	SLP communicates oral and written information effectively in the IEP process. Abbreviations and jargon are avoided or explained. <input type="checkbox"/>	SLP effectively communicates oral and written information during the IEP process. SLP provides the IEP team members with information regarding student performance from a variety of sources. <input type="checkbox"/>
Response to General Education Teachers and/or Other Professionals	SLP fails to respond to concerns and questions of general education teachers and/or other professionals. SLP does not provide information or training to other team members. <input type="checkbox"/>	SLP responds to concerns and questions, but fails to respond promptly or to address all issues. SLP only informs or trains team members upon request. <input type="checkbox"/>	SLP responds to concerns and questions in a timely fashion, seeking answers when not readily available. SLP provides team members with appropriate information and training. <input type="checkbox"/>	SLP anticipates concerns and questions from team members and initiates contact. <input type="checkbox"/>

Comments (if applicable):

<p>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Contributing to the School and District</p>

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Relationships with Colleagues	SLP relationships with colleagues are negative or self-serving. <input type="checkbox"/>	SLP maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. <input type="checkbox"/>	Support and cooperation characterize relationships with colleagues. <input type="checkbox"/>	Support and cooperation characterize relationships with colleagues. SLP takes initiative in assuming leadership among the faculty. <input type="checkbox"/>
Participation in School and Cooperative Projects	SLP avoids becoming involved in school and cooperative activities. <input type="checkbox"/>	SLP participates in school and cooperative activities when specifically asked. <input type="checkbox"/>	SLP volunteers to participate in school and cooperative activities, making a contribution. <input type="checkbox"/>	SLP volunteers to participate in school and cooperative activities making a substantial contribution, and/or assumes a leadership role in a major school or cooperative activity. <input type="checkbox"/>

Comments (if applicable):

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Professional Growth
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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
Enhancing Professional Knowledge and Skills	SLP does not participate in professional development activities to enhance knowledge or skills. <input type="checkbox"/>	SLP participates in some professional development activities to enhance knowledge and skills. <input type="checkbox"/>	SLP seeks out opportunities for professional development to enhance knowledge and skills. <input type="checkbox"/>	SLP seeks out opportunities for professional development and shares information with others. <input type="checkbox"/>

Comments (if applicable):

PROFESSIONALISM

Attendance/Punctuality

Number of Sick Days Used to Date: _____

Personal Days Used to Date: _____

Number of Learning Links Credits Completed to Date: _____

Professional Appearance

Professional Demeanor

RATING

Domain 1: Planning and Preparation

a.	_____	_____	_____	
b.	_____	_____	_____	_____
c.	_____	_____	_____	

Domain 2: The Classroom Environment

a.	_____	_____		
b.	_____	_____	_____	_____
c.	_____	_____	_____	
d.	_____			

Domain 3: Instruction

a.	_____	_____		
b.	_____	_____	_____	
c.	_____	_____	_____	_____
d.	_____	_____	_____	_____

Domain 4: Professional Responsibilities

a.	_____	_____	
b.	_____	_____	_____
c.	_____	_____	
d.	_____		

TOTALS: _____ _____ _____ _____ _____

TOTAL POINTS: _____

NUMBER OF ITEMS RATED: _____

Overall Performance Rating: _____

Excellent	3.51 – 4.0
Proficient	2.50 – 3.50
Needs Improvement	2.0 – 2.49
Unsatisfactory	1.0 – 1.99

Evaluator Recommendations

The evaluator recommends re-employment for this employee.

The evaluator does not recommend re-employment.

Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Employee's Signature: _____ Date: _____

Professional Data Record

Please share additional information since your last evaluation.

Name: _____

Date: _____

Please record all significant accomplishments. Your comments should serve to clarify and give specific meaning to each item.

Contributions to Program, District and/or Cooperative beyond the regular assignment
(committees, co-curricular, etc.):

Academic Preparation (academic courses, workshops, conferences, etc.):

Professional Contributions:

Memberships:

Presentations:

Published Work:

Other:

Awards and Recognition:

Self Assessment

Strengths:

Areas for Professional Growth:

Employee Signature/Date