

NAME _____
(Please Print) Last Name First Name Employee ID # Contract Type

ASSIGNMENT _____ SCHOOL _____ SCHOOL YEAR _____

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

Speech-Language Pathologist Evaluation

Philosophy

The purpose of performance evaluation for any category of employee is to document strengths and weaknesses and to pinpoint areas for improved performance. Although professional growth is of primary importance, evaluation may also be used to document performance problems and deficiencies.

The Boise School District is committed to the notion of self-evaluation and self-reflection as a way to ensure professional growth. Self-reflection, combined with the fair and objective observation and feedback of a supervisor is the best way to assist professional teachers in advancing in the profession.

The availability of the Boise School District Peer Assistance Program, Professional Development Core and other Professional Development opportunities, coupled with the evaluation process, provides the infrastructure necessary for sustained professional growth. It is the philosophy of the District that evaluation is the tool to document that sustained growth.

Evaluation Procedure

The recommended administrative observation cycle for professional employees will include at least one administrative observation per year with each observation lasting a minimum of 10 minutes.

All professional employees will have a minimum of one formal evaluation with a qualified evaluator per year, on or before February 1. The post-evaluation conference shall be held within seven (7) school days of the formal observation. A copy of each written evaluation shall be submitted to the employee within five (5) school days after the formal evaluation. The professional employee shall have the opportunity to attach a response to his/her evaluation within twenty-one (21) calendar days.

Professional employees with 2 (two) or more years of continuous service in the district shall be placed on intensive staff development or probation if needed.

Domain I: Planning and Preparation

Unsatisfactory		Basic		Proficient		N/E
a. Knowledge of disorders and appropriate methods and remediation						
<input type="checkbox"/> SLP displays minimal understanding of disorders and remediation techniques.		<input type="checkbox"/> SLP displays basic understanding of disorders and remediation techniques.		<input type="checkbox"/> SLP displays solid understanding of disorders and methods and techniques used in the remediation of those disorders with evidence of continuing pursuit to expand this knowledge.		<input type="checkbox"/>
b. Knowledge of students' varied approaches to learning						
<input type="checkbox"/> SLP is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".		<input type="checkbox"/> SLP displays general knowledge of the different approaches to learning that student's exhibit.		<input type="checkbox"/> SLP displays solid knowledge and applies varied approaches to learning in instructional planning.		<input type="checkbox"/>
c. Suitability for Diverse Students						
<input type="checkbox"/> Goals are not suitable for the student(s).		<input type="checkbox"/> Most of the goals are suitable for student(s).		<input type="checkbox"/> Goals written for student's take into account the varying learning needs of individual student(s).		<input type="checkbox"/>
d. Resources for Teaching						
<input type="checkbox"/> SLP is unaware of resources available through the school or district.		<input type="checkbox"/> SLP displays limited awareness of resources available through the school or district.		<input type="checkbox"/> SLP is fully aware of all resources available through the school, district and organizations in the community.		<input type="checkbox"/>
e. Learning Activities						
<input type="checkbox"/> Learning activities are not suitable to students and their individual goals. They do not follow an organized progression and do not reflect professional research.		<input type="checkbox"/> Most of the learning activities are suitable to students and their individual goals. Progression of activities is uneven, and only some activities reflect recent professional research.		<input type="checkbox"/> Learning activities are highly relevant to students and their individual goals. They progress coherently, and reflect recent professional research.		<input type="checkbox"/>
f. Use for Planning						
<input type="checkbox"/> SLP does not use assessment results to plan for the individual student.		<input type="checkbox"/> SLP uses assessment results minimally to plan for the individual student.		<input type="checkbox"/> SLP uses assessment results to plan for the individual student.		<input type="checkbox"/>
Additional Comments Domain I: Planning and Preparation (Optional)						

Domain II: The Therapy/Classroom Environment

Unsatisfactory	Basic	Proficient	N/E
a. SLP Interaction with Students			
<input type="checkbox"/> SLP interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for SLP.	<input type="checkbox"/> SLP-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for SLP.	<input type="checkbox"/> SLP-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to development and cultural norms.	<input type="checkbox"/>
b. Expectations for Learning and Achievement			
<input type="checkbox"/> Individual goals, activities, interactions, and the learning environment convey inconsistent expectations for student achievement.	<input type="checkbox"/> Individual goals, activities, interactions, and the learning environment convey minimal expectations for student achievement.	<input type="checkbox"/> Individual goals, activities, interactions, and the learning environment convey high expectations for student achievement.	<input type="checkbox"/>
c. Management of Materials and Supplies			
<input type="checkbox"/> 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"/>
d. Response to Student Misbehavior			
<input type="checkbox"/> SLP does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	<input type="checkbox"/> SLP attempts to respond to student misbehavior with inconsistent results, or there is minimal regard for student's dignity.	<input type="checkbox"/> SLP response to misbehavior is appropriate, successful, and respects the student's dignity.	<input type="checkbox"/>
e. Accessibility to Learning and Use of Physical Resources			
<input type="checkbox"/> SLP uses physical resources poorly, or learning is not accessible to some students.	<input type="checkbox"/> SLP uses physical resources adequately, and at least essential learning is accessible to all students served by the SLP.	<input type="checkbox"/> SLP uses physical resources skillfully, and learning is equally accessible to all students served by the SLP.	<input type="checkbox"/>
Additional Comments Domain II: The Therapy/Classroom Environment (Optional)			

Domain III: Instruction			
Unsatisfactory	Basic	Proficient	N/E
a. Directions and Procedures			
<input type="checkbox"/> SLP directions and procedures are confusing to students.	<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 to students and contain an appropriate level of detail.	<input type="checkbox"/>
b. Oral and Written Language			
<input type="checkbox"/> SLP's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	<input type="checkbox"/> SLP's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' age or backgrounds.	<input type="checkbox"/> SLP's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	<input type="checkbox"/>
c. Quality of Questions			
<input type="checkbox"/> SLP's questions are of poor quality.	<input type="checkbox"/> SLP's questions are a combination of low and high quality. Only some invite a response.	<input type="checkbox"/> SLP's questions are of high quality, with adequate time for students to respond.	<input type="checkbox"/>
d. Student Participation			
<input type="checkbox"/> Only a few students participate in the discussion.	<input type="checkbox"/> SLP attempts to engage all students in the discussion, but with only limited success.	<input type="checkbox"/> SLP successfully engages all students in the discussion.	<input type="checkbox"/>
e. Instructional Materials and Resources			
<input type="checkbox"/> Instructional materials and resources are unsuitable to the individual goals or do not engage students cognitively.	<input type="checkbox"/> Instructional materials and resources are partially suitable to the individual goals, or student's level of cognitive engagement is minimal.	<input type="checkbox"/> Instructional materials and resources are suitable to the instructional goals and engage students cognitively.	<input type="checkbox"/>
f. Response to Students			
<input type="checkbox"/> SLP ignores or brushes aside students' questions or interests.	<input type="checkbox"/> SLP attempts to accommodate students' questions or interests.	<input type="checkbox"/> SLP successfully accommodates students' questions or interests.	<input type="checkbox"/>
Additional Comments Domain III: Instruction (Optional)			

Domain IV: Professional Responsibilities

Unsatisfactory	Basic	Proficient	N/E
a. Accuracy			
<input type="checkbox"/> SLP does not know if a lesson was effective or achieved its goal(s), or profoundly misjudges the success of a lesson.	<input type="checkbox"/> SLP has a generally accurate impression of a lesson's effectiveness and the extent to which individual goal(s) was met.	<input type="checkbox"/> SLP makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goal(s) and can cite references to support the judgment.	<input type="checkbox"/>
b. Compliance with Federal, State and District Regulations			
<input type="checkbox"/> SLP does not complete paperwork according to Federal, State and District regulations.	<input type="checkbox"/> SLP generally completes paperwork in accordance to Federal, State and District regulations.	<input type="checkbox"/> Paperwork completed by the SLP is in accordance to Federal, State and District regulations.	<input type="checkbox"/>
c. Information About Individual 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 adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	<input type="checkbox"/> SLP communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	<input type="checkbox"/>
d. Relationships with Colleagues			
<input type="checkbox"/> SLP's 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 the SLP's relationships with colleagues.	<input type="checkbox"/>
e. Participating in Professional Growth Communities			
<input type="checkbox"/> SLP engages in no professional development activities to enhance knowledge or skill.	<input type="checkbox"/> SLP participates in professional activities to a limited extent.	<input type="checkbox"/> SLP seeks out opportunities for professional development to enhance content knowledge and therapeutic skill.	<input type="checkbox"/>
f. Service to Students			
<input type="checkbox"/> SLP is not alert to students' needs.	<input type="checkbox"/> SLP attempts to serve students are inconsistent.	<input type="checkbox"/> SLP is moderately active in serving students, seeking out resources when necessary	<input type="checkbox"/>
g. Service to the School			
<input type="checkbox"/> SLP avoids becoming involved in school and/or department events or activities.	<input type="checkbox"/> SLP participates in school and/or department events when specifically asked.	<input type="checkbox"/> SLP volunteers to participate in school and/or department events, making a substantial contribution, and assumes a leadership role in at least some aspect of their assigned position.	<input type="checkbox"/>
Additional Comments Domain IV: Professional Responsibilities (Optional)			

Areas of Distinction:
Additional Comments:

SLP Evaluated Signature: _____ **Date:** _____

(Signing this evaluation does not necessarily constitute agreement with its contents, but indicates that the evaluation has been shared with the employee.)

Evaluator Signature: _____ **Date:** _____

<i>Definitions</i>	
Unsatisfactory:	Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comment and/or documentation.
Basic:	Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.
Proficient:	Highly competent in the art, skills or field of knowledge of the SLP profession.

Revised 11/2/2011