



## Amphitheater Speech Language Pathologist Evaluation System

Name: \_\_\_\_\_

Date(s) of Observation: \_\_\_\_\_

School: \_\_\_\_\_

### Rating Scale:

**4 – A specialist at Level 4 exceeds the best practices of Level 3 through innovation, flexibility, and creativity for an indicator. The specialist at Level 4 is recognized as a leader in this area and could be called upon to model skills/competencies or assist in the development of this skill with colleagues.**

**3 – A specialist at Level 3 demonstrates appropriate best practice for an indicator, engages and guides students, differentiates practice and monitors the results. A specialist at this level is student-centered and focuses on the skills and strategies which result in increased student progress. The Level 3 specialist demonstrates mastery of this indicator.**

**2 – A specialist at Level 2 demonstrates strategies for an indicator but does not yet monitor its effectiveness on student learning. A specialist at this level is progressing toward applying effective practices leading to the accomplishment of the indicator, but needs some assistance in mastering the skills necessary to positively effect student progress.**

**1 – A specialist at Level 1 may demonstrate a strategy for an indicator but it is incorrect or ineffective. A specialist at this level must improve his/her understanding and application of strategies for this indicator to correct or avoid negative effects on student progress.**

	Indicators	Rating	Rating	Rating	Rating	Total Points
		1	2	3	4	
<b>DOMAIN 1:</b>  <b>Designing and Planning Therapy</b>	1.1 Establishes appropriate goals and objectives aligned to State Standards: • Long-term planning in place					
	1.2 Makes instructional planning decisions based on qualitative and quantitative assessment data					
	1.3 Therapy sessions are: • Aligned with standards and IEP goals. • Built on prior student performance					
	1.4 Adapts instructional opportunities for diverse learners: • Includes a variety of materials, methods and resources • Includes learning experiences for students which address a variety of cognitive levels					

	<ul style="list-style-type: none"> <li>Plans accommodations or modifications for individual student success</li> </ul>					
	1.5 Speech Language Pathologist is prepared: <ul style="list-style-type: none"> <li>Daily planning evident</li> <li>Materials prepared and accessible</li> </ul>					
	1.6 Engages in on-going reflection to promote student achievement					
<b>DOMAIN 2: Assessment and Evaluation</b>	2.1 Uses a variety of formative and summative assessments to determine eligibility and drive therapy					
	2.2 Effectively communicates evaluation results					
	2.3 Effectively uses a variety of instruments, procedures and techniques when conducting student evaluations					
	2.4 Feedback from students is regularly used to assess progress and modify therapy					
<b>DOMAIN 3: Creating and Sustaining the Therapy Environment</b>	3.1 Creates an environment based on respect and effective relationships with students					
	3.2 Establishes and maintains classroom procedures and rules					
	3.3 Responses to student behavior are appropriate and consistent					
	3.4 Encourages the student to demonstrate self-discipline and responsibility to self and others					
	3.5 Strategies are in place for effective scheduling of sessions					
<b>DOMAIN 4: Implementing Therapy</b>	4.1 Demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy)					
	4.2 Clearly communicates goals to students					
	4.3 Provides clear written and/or oral communication to students					
	4.4 Uses evidence-based practices					
	4.5 Engages students in the session's activities					
	4.6 Provides on-going feedback to students during therapy					
	4.7 Uses a variety of instructional resources including technology					
	4.8 Models the skills, concepts, attributes, or thinking processes to be learned					
<b>DOMAIN 5:</b>	5.1 Supports school and district vision, mission, beliefs and policies while abiding by the ethics of the profession					

<b>Professional Responsibilities</b>	5.2 Collaborates, plans, supports and interacts with colleagues in a professional manner					
	5.3 Reviews and evaluates overall performance and responds to employer feedback in order to plan for and engage in high-quality professional development					
	5.4 Performs non-instructional duties: <ul style="list-style-type: none"> <li>• Maintains accurate, confidential and timely student records</li> <li>• Participates in required meetings</li> <li>• Is punctual</li> <li>• Maintains a professional day</li> <li>• Completes assigned tasks by established deadlines</li> </ul>					
	5.5 Communicates student achievement and progress to students, their parents, and others as appropriate					
	5.6 Partners with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs: <ul style="list-style-type: none"> <li>• Prepares adequately for meetings</li> <li>• Explains contents of the IEP clearly using language that parents and other team members understand</li> <li>• Explains how speech and language goals relate to student success with the curriculum</li> <li>• Responds appropriately to questions and comments of other team members</li> <li>• Deals appropriately with conflicts that may occur during the meeting</li> <li>• Provides evidence that parent(s) and other team members have been involved in creating IEP content</li> </ul>					

Speech Language Pathologist Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Speech Language Pathologist Comments  
(optional): \_\_\_\_\_

\_\_\_\_\_

**Administrator Comments: See Attached Narrative**

**PROFESSIONAL DEVELOPMENT PLAN INFORMATION**

\_\_\_\_\_ Results of evaluation require Needs Improvement Plan \*

\_\_\_\_\_ Professional Growth Plan attached

Speech Language Pathologist Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EMPLOYMENT RECOMMENDATION**

***(To be initialed by PRINCIPAL at final evaluation of the year)***

\_\_\_\_\_ I RECOMMEND that this employee be offered a contract for the ensuing year.

\_\_\_\_\_ I RECOMMEND this employee for continuing status. (Use for third year probationary speech language pathologist only.)

\_\_\_\_\_ NOT APPLICABLE (specify reason): \_\_\_\_\_

\_\_\_\_\_ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

Date: \_\_\_\_\_

***Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.***

Copies to: Human Resources – School – Employee