



Task: Speech & Language Pathologist Final Appraisal

Speech & Language Pathologist Evaluation Form

Formal Observation Date *

Ratings:

Ineffective - Staff member has not demonstrated adequate growth toward achieving WBSD standards during the period of performance.

Minimally Effective- Staff member has demonstrated growth but the level of achievement has not yet achieved WBSD standards during the period of performance.

Effective - Staff member has demonstrated essential competence on identified WBSD standards during the period of performance.

Highly Effective - Staff member has consistently and significantly exceeded competence on standards of WBSD performance during the period of performance.

DOMAIN 1: PLANNING AND PREPARATION

	Ineffective	Minimally-Effective	Effective	Highly-Effective
1a: Demonstrates knowledge/skill of the IEP process, including planning, facilitating & follow-up	<input type="radio"/> SLP demonstrates little understanding of the IEP process	<input type="radio"/> SLP demonstrates basic understanding of the IEP process	<input type="radio"/> SLP demonstrates good understanding of the IEP process, SLP plans meetings ahead of time, appropriately facilitates and follows-up as required	<input type="radio"/> SLP demonstrates comprehensive and thorough understanding of the IEP process, planning is efficient and timely, exemplary facilitation skills are used and follow-up is initiated by SLP
1b: Demonstrates knowledge of child and adolescent development	<input type="radio"/> SLP displays little or no knowledge of child and adolescent development.	<input type="radio"/> SLP displays partial knowledge of child and adolescent development.	<input type="radio"/> SLP displays accurate understanding of typical developmental characteristics of the age group, as well as exceptions to the general patterns.	<input type="radio"/> In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishes goals & objectives in accordance with MDE guidelines for	<input type="radio"/> SLP has no clear goals & objectives for services, or they are inappropriate	<input type="radio"/> SLP's goals & objectives for services are rudimentary, and are partially suitable to the situation and the	<input type="radio"/> SLP's goals & objectives for services are clear, measurable and in accordance with MDE guidelines. Goals are	<input type="radio"/> SLP's goals & objectives for services are clear, measurable and in accordance with MDE guidelines. Goals are age appropriate, written in way that can be generalized to all



appropriate to students and settings

age of the students.

and to the age of the students.

students, parents and colleagues.

1d:
Demonstrates knowledge of resources, both within and beyond the school and district

SLP demonstrates little or no knowledge of governmental regulations and resources for students available through the school/district.

SLP displays awareness of governmental regulations and resources for students available through the school/district, but no knowledge of more broadly-available resources.

SLP displays awareness of government regulations and resources for students available through school/district, some familiarity w/ external resources.

SLP's knowledge of governmental regulations and resources for students is extensive, including those available through the school/district and in the community.

1e:
Plans and integrates services within the overall school program

SLP services consist of a random collection of unrelated activities, lacking coherence or an overall structure.

SLP's plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals

SLP has developed a plan that includes important aspects of SLP in the school setting.

SLP's plan is thorough; in consultation with administrators and teachers. serves to support not only students individually/in groups, but the broader educational program.

1f:
Develops a plan to collect and analyze data to evaluate effectiveness of the services

SLP has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important.

SLP has a rudimentary plan to evaluate services.

SLP's plan to evaluate services is organized around clear goals and the collection of data to indicate degree to which goals have been met.

SLP's evaluation plan is organized around clear goals, w/ multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis.

1g:
Demonstrates knowledge of students' interests and cultural heritage

SLP demonstrates little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.

SLP recognizes the value of understanding students' interests or cultural heritage but demonstrates this knowledge for the class only as a whole.

SLP demonstrates acceptance and knowledge of the interests or cultural heritage of each student.

SLP demonstrates a high degree of acceptance and knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.

1h:
Accommodates for individual learning styles, abilities, behaviors, and populations

SLP is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities.

SLP displays general understanding of the varied learning styles that students exhibit and generally accommodates.

SLP displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately.

SLP is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS: *

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DOMAIN 1 OVERALL RATING: *

Ineffective

Minimally-Effective

Effective

Highly-Effective



DOMAIN 2: THE LEARNING ENVIRONMENT

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Ineffective

Minimally-Effective

Effective

Highly-Effective

2a:

Creates an environment of trust and respect



SLP's interactions with students are negative or inappropriate and the SLP does not promote positive interactions among students.



SLP's interactions are a mix of positive and negative; the SLP's efforts at encouraging positive interactions among students are partially successful.



SLP's interactions with students are positive and respectful and the SLP actively promotes positive student- to-student interactions.



Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship; SLP teaches students how to engage in positive interactions.

2b:

Promotes/supports a culture of productive communication



SLP makes no attempt to promote/support communication between and among staff on behalf of students.



SLP's attempts to promote/support communication throughout the school between and among staff on behalf of students' needs are partially successful.



SLP promotes/supports open communication throughout the school for productive and respectful communication between and among staff on behalf of students.



SLP establishes and maintains ongoing lines of productive and respectful communication between and among staff on behalf of students.

2c:

Participates with team in implementing special education referral process



SLP has no understanding of and makes no attempt to participate with team in implementing clear procedures for the referral process.



SLP has basic understanding of and minimally participates with team in implementing clear procedures for the referral process.



SLP actively participates with team in implementing clear procedures for the referral process; procedures are mostly clear to all staff members.



In consultation with staff at all levels, SLP actively participates with team in implementing and communicating to everyone clear procedures for all aspects of referrals, meetings and evaluations.

2d:

Establishes standards of conduct and contributes to school culture for student behavior



SLP has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the school.



SLP's efforts to establish standards of conduct for sessions are partially successful. SLP attempts, with limited success, to contribute to the level of civility in the school as a whole.



SLP has established clear standards of conduct for sessions, and makes a significant contribution to the positive behavior support environment in the school.



SLP has established clear standards of conduct for sessions and students contribute to maintaining them. SLP takes a leadership role in maintaining the positive behavior support environment in the school.

2e:

Organizes physical



SLP office/classroom is



SLP office/classroom is



SLP office/ classroom



SLP office/classroom

space(s) for services that is conducive to planned activities

in disarray and inappropriate for the planned activity.

somewhat inviting and organized for the planned activity.

arrangements are inviting, and conducive to the planned activities.

arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS: *

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DOMAIN 2 OVERALL RATING: *



DOMAIN 3: SERVICE DELIVERY

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	Ineffective	Minimally-Effective	Effective	Highly-Effective
3a: Assesses student needs.	<input type="radio"/> SLP does not assess student needs, or the assessments result in inaccurate conclusions.	<input type="radio"/> SLP's assessments of student needs are perfunctory.	<input type="radio"/> SLP assesses student needs, and knows the range of student needs in the school.	<input type="radio"/> SLP conducts detailed and individualized assessment of student needs to individualize student plans.
3b: Assists staff in learning new skills and collaborates with them to implement individualized education plans based on student needs	<input type="radio"/> SLP declines opportunities to share professional knowledge with fellow staff members.	<input type="radio"/> SLP's efforts to engage staff in professional learning are partially successful, with some staff participating.	<input type="radio"/> SLP is engaged in helping staff acquire new skills.	<input type="radio"/> SLP is highly engaged in helping staff acquire new skills and initiating suggested areas for growth.
3c: Assists students to learn new skills, integrating and applying them in the educational setting	<input type="radio"/> SLP does not attempt to assist students and staff to formulate and implement educational plans for students.	<input type="radio"/> SLP's attempts to assist students and staff to formulate and implement educational plans for students are partially successful.	<input type="radio"/> SLP assists students and staff to formulate and implement educational plans for students.	<input type="radio"/> SLP demonstrates a variety of approaches in assisting individual students and staff to formulate and implement educational plans for students.
3d: Uses evidence-based research	<input type="radio"/> SLP has few techniques to help students	<input type="radio"/> SLP displays a narrow range of techniques to help students	<input type="radio"/> SLP uses a range of evidence-based research and strategies to help	<input type="radio"/> SLP uses an extensive range of evidence-based research and strategies to help students

and strategies for service delivery	acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.	acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.	students acquire/recoup skills as identified in the RtI or special education process	acquire/recoup skills as identified in the RtI or special education process
3e: Seeks or acquires information and/or resources to meet needs	<input type="radio"/> SLP does not make connections with other programs in order to meet student needs.	<input type="radio"/> SLP's efforts to allocate services with other programs in school are partially successful.	<input type="radio"/> SLP seeks or acquires information and/or resources with other programs within the school or district to meet student needs.	<input type="radio"/> SLP seeks or acquires information and/or resources with other programs both within and beyond the school or district to meet student needs.
3f: Demonstrates flexibility and responsiveness	<input type="radio"/> SLP adheres to his or her plan, in spite of evidence of its inadequacy or when a change will clearly improve the intervention or situation.	<input type="radio"/> SLP makes minimal changes in the delivery of services when confronted with evidence of the need for change.	<input type="radio"/> SLP makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly.	<input type="radio"/> SLP anticipates and continually seeks ways to improve the delivery of services, successfully making changes as needed in response to student, parent, or teacher input or circumstances.
3g: Accepts and provides feedback with students, parents and colleagues at all levels	<input type="radio"/> SLP does not provide feedback or provides feedback that is uniformly poor or sarcastic/demeaning in nature.	<input type="radio"/> SLP generally provides appropriate feedback; some insightful elements are present, others are not.	<input type="radio"/> SLP provides insightful feedback for; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change.	<input type="radio"/> SLP provides consistently insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change; provisions are made for students to utilize feedback when applicable

OBSERVATIONS AND COMMENTS LEADING TO RATINGS: *

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DOMAIN 3 OVERALL RATING: *

Ineffective	Minimally-Effective	Effective	Highly-Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

*	Ineffective	Minimally-Effective	Effective	Highly-Effective
4a: Reflects on practice	<input type="radio"/> SLP does not reflect on	<input type="radio"/> SLP's reflection on practice is	<input type="radio"/> SLP's reflection provides an accurate and objective	<input type="radio"/> SLP's reflection provides a highly accurate and objective

	practice or the reflections are inaccurate or self-serving.	moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	description of practice, citing specific areas of strengths and weaknesses; SLP makes some specific suggestions as to how better to improve their practice.	description of practice, correctly identifying strengths and weaknesses. SLP draws on an extensive repertoire to suggest alternative strategies to better improve their practice.
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4b: Prepares and submits IEP paperwork and meets timelines	○ SLP's IEP paperwork is missing, inaccurate or late, resulting in confusion.	○ SLP's IEP paperwork is generally accurate but occasionally late.	○ SLP's IEP paperwork is accurate, and submitted to meet timelines.	○ SLP's IEP paperwork is accurate, submitted ahead of time and written in a manner that allows a layperson/ parent to understand the contents and implications and serve as a model for colleagues.
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4c: Maintains accurate records and data for compliance	○ SLP's records and data are in disarray and unsecured.	○ SLP's records and data are generally accurate and stored in a secure location but occasionally late.	○ SLP's records and data are accurate, well- organized and securely stored.	○ SLP's records and data are accurate, his/her approach to record-keeping and data is highly systematic and efficient, stored in a secure location, and serve as a model for colleagues.
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4d: Communicates with families in a professional manner	○ SLP provides no information to families either about the service or about their student(s).	○ SLP provides limited, though accurate, information to families about the service and about their student(s).	○ SLP provides thorough and accurate information to families about the service and about their student(s).	○ SLP secures necessary permissions, is proactive in providing information to families about service and about their student(s) through a variety of means and communicates with families in a manner highly sensitive to cultural and linguistic traditions, reaching out to student families to enhance trust.
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4e: Communicates with colleagues at all levels in a professional manner	○ SLP fails to communicate with colleagues or communicates in an insensitive manner. Communication is uniformly poor, sarcastic or demeaning in nature	○ SLP's communication with colleagues is partially successful; but there are occasional insensitivities to differing opinions, cultural and linguistic traditions.	○ SLP communicates with colleagues at all levels and does so in a manner that is sensitive to differing opinions, cultural and linguistic traditions.	○ SLP communicates with colleagues at all levels in a highly professional manner, builds trust, is sensitive to differing opinions and is able to stay professional even when colleague is inappropriate and/or nonresponsive.
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4f: Participates in the professional/educational community	○ SLP's relationships with colleagues are negative or self-serving and SLP avoids being involved in school and district events and projects.	○ SLP's relationships with colleagues are cordial and SLP participates in school and district events and projects when specifically requested.	○ SLP participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	○ SLP makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
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4g: Engages in professional development	<p>○</p> <p>SLP does not participate in professional development activities, even when such activities are clearly needed for the development of skills.</p>	<p>○</p> <p>SLP participation in professional development activities is limited to those that are convenient or are required.</p>	<p>○</p> <p>SLP seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>○</p> <p>SLP actively pursues PD opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
4h: Shows professionalism, including integrity, advocacy, and confidentiality	<p>○</p> <p>SLP displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality, and does not advocate for students.</p>	<p>○</p> <p>SLP is honest in interactions with colleagues, students, and the public, does not violate confidentiality, and advocates minimally for students when needed.</p>	<p>○</p> <p>SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, advocating for students when needed.</p>	<p>○</p> <p>SLP can be counted on to hold the highest standards of honesty, integrity and confidentiality when advocating for students and takes a leadership role with colleagues.</p>
4i: Presents and disseminates information	<p>○</p> <p>SLP's presentation and/or dissemination of information is unclear and confusing and does not seek to clarify.</p>	<p>○</p> <p>SLP clarifies information as needed after initial presentation and/or dissemination or when information is confusing.</p>	<p>○</p> <p>SLP presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed.</p>	<p>○</p> <p>SLP anticipates possible misunderstanding in information that is presented and/or disseminated, reacts appropriately and enriches the understanding.</p>
4j: Utilizes conflict resolution and negotiating techniques as appropriate	<p>○</p> <p>SLP is unable to identify problem(s) and/or explore solutions and is not adaptable or flexible; utilizes rigid, subjective, and/or uncompromising negotiating techniques.</p>	<p>○</p> <p>SLP is generally able to identify/explore problem(s)/solution(s) and is usually open to opinions of others; is typically flexible, objective and adaptable when implementing negotiating techniques.</p>	<p>○</p> <p>SLP appropriately assists in problem identification, is open to ideas and opinions of others, maintains flexibility, objectivity and adaptability in exploring alternative solutions, involves concerned individuals, and provides feedback that respects the dignity of others.</p>	<p>○</p> <p>SLP is highly-skilled and sensitive to individual needs when identifying problems and exploring solutions, encourages and models appropriate negotiating techniques, is highly sensitive and respectful of others' opinions and ideas, and assists the participants to monitor own behavior.</p>
4k: Utilizes technology as a tool to accomplish job duties and to communicate with others	<p>○</p> <p>SLP does not use technology as a tool to accomplish job duties and to communicate with others.</p>	<p>○</p> <p>SLP uses minimal technology to accomplish job duties and to communicate with some others.</p>	<p>○</p> <p>SLP uses a variety of technologies to accomplish job duties effectively and to communicate with parents, students and staff.</p>	<p>○</p> <p>SLP enhances communication with parents, students and staff through resourceful use of technology and is proactive in utilizing technological devices to accomplish job duties in creative, effective, and increasingly proficient ways.</p>
4l:	○	○	○	○

Accepts strengths and limitations in self and others

SLP displays little acceptance of strengths and limitations of self and others and does not recognize the need to do so.

SLP generally displays acceptance of strengths and limitations of self and others and can occasionally see its value.

SLP displays obvious acceptance of strengths and limitations of self and others and recognizes its value.

SLP is highly perceptive, recognizing and accepting the strengths and limitations of self and others and utilizes this knowledge to make appropriate decisions.

4m: Attendance

Eleven (11) or more occurrences in a school year.

Eight to ten (8-10) occurrences in a school year.

Five to seven (5-7) occurrences in a school year.

One to Four (1-4) occurrences in a school year.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS: *

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DOMAIN 4 OVERALL RATING: *

Ineffective Minimally-Effective Effective Highly-Effective

SUMMARY

EVALUATOR'S NARRATIVE

REMARKS: *

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OVERALL PERFORMANCE RATING: *

Ineffective Minimally-Effective Effective Highly-Effective

Signatures will be handled electronically as part of the process.

Attachment #1

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Attachment #2

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Attachment #3

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If the attachment will not upload properly, [click here](#) to try the alternate version.

Attached Workflow

Std. Signature

Current Status

Draft

Workflow Steps

Forthcoming

1

Signature by Direct Report:

Disclaimer: The evaluator's signature indicates the person responsible for conducting the evaluation. The teacher's signature indicates he/she has read the evaluation and is not an indication of agreement

Forthcoming

2

Signature by Supervisor/Evaluator

Help

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