

Evaluatee:	School:	Select School	Date:		
Evaluator: Grade/Subj:					
Check one: Probationary	Probationary 2	Temporary	Permanent		
<u>Unsatisfactory</u> is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included. <u>Conditional</u> must include a supportive statement delineating conditions that must be met to produce satisfactory results.					
Professional Performance Areas					
Satisfactory/ Meets Standards Conditional Unsatisfactory/ Does Not Meet Standards 1. Standard-Engaging and Supporting ALL Students in Learning Connects students' classroom curriculum, experience and interests with communication goals using a variety of instructional strategies and resources to respond to students' diverse needs. Facilitates communication experiences that promote autonomy and school interaction.					
Comments					



0 0 0	Satisfactory/ Meets Standards Conditional Unsatisfactory/ Does Not Meet Standards	 2. Standard- Creating & Maintaining Effective Environments for Student Learning Creates a physical environment that engages students. Establishes a climate that promotes fairness and respect. Promotes speech development and group/individual responsibility. Establishes and maintains standards for student behavior. Plans and implements procedures and routines that support communication skills. Uses instructional time effectively.
-	nments	
		3. Standard- Understands & Organizes Goals and Objectives/Lessons for Student Learning.
O	Satisfactory/ Meets Standards	Creates an environment that promotes team participation, learning, and involvement.
0	Conditional	 Selects and organizes Speech Therapy materials that match students' current needs and developmental level.
O	Unsatisfactory/ Does Not Meet Standards	• Develops student understanding through instructional strategies that are appropriate to students' goals and objectives.
		 Insures timely compliance with IEP and assessment requirements.
		 Uses materials, resources and technologies to facilitate student achievement of goals and objectives.
Com	iments	



O O O	Satisfactory/ Meets Standards Conditional Unsatisfactory/ Does Not Meet Standards	4. Standard- Planning Instruction & Designing Learning Experiences for ALL Students • Draws on and values students' backgrounds, interests and developmental learning needs. • Establishes and articulates goals for student learning. • Develops and sequences instructional activities and materials for student learning. • Modifies instructional plans to adjust for student needs.
		5. Standard- Assessing Student Learning
O	Satisfactory/ Meets Standards	Assesses Speech and Language performance of students referred and develops appropriate assessment reports.
0	Conditional	Completes Individualized Education Plans with appropriate goals and objectives for qualified students.
O	Unsatisfactory/ Does Not Meet	Uses the results of assessments to guide instruction.
	Standards	 Demonstrates a knowledge and use of a wide range of appropriate assessments. Monitors and communicates student progress.
		Complies with state and federal regulations governing special education with specific attention to time lines and Individuals with Disabilities Education Act.
Com	nments	

Satisfactory/ Meets Standards Conditional Unsatisfactory/ Does Not Meet Standards	 6. Standard- Developing as a Professional Speech & Language Pathologist Reflects on therapy practice and plans professional development. Establishes professional goals and pursues opportunities to grow professionally. Works with colleagues to improve professional practice. Balances professional responsibilities and maintains motivation. Establishes professional relationships with staff, parents and students.
Comments	



Employee Name					
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\bigcirc	Satisfactory/Meets Standards				
\bigcirc	Conditional				
	Unsatisfactory/Does Not Meet Standards				
docun		file. You are entitled to review and comment upon this hed. Any such written comments should be submitted to the owing date.			
	Evaluator's Signature	Date			
I have rating		this form does not necessarily mean that I agree with the			
	Evaluatee's Signature	Date			