

Speech-Language Specialist Performance Appraisal Instrument

Instructions:

1. The evaluator is to rate the Speech-Language specialist on a six-point scale as indicated below
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The Speech-Language specialist is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the Speech-Language specialist must discuss the results of the appraisal and any recommended action pertinent to it.
5. The Speech-Language specialist's and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the Speech-Language specialist's personnel file.

Speech-Language Specialist's Name _____

Assignment _____

Rating Scale
Please Check

1 Major Function: Planning and Oversight

- 1.1 Organizes a program that addresses local school speech/language goals.
- 1.2 Works cooperatively with school personnel to accomplish the speech/language goals and objectives of the local education agency.
- 1.3 Coordinates speech/language services with student services provided by other school personnel.
- 1.4 Maintains records of the speech-language program and prepares periodic reports as required.
- 1.5 Adheres to established rules, regulations, laws, and appropriate ethical standards.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

2 Major Function: Screening, Testing, Diagnosing, and Advising

- 2.1 Conducts speech, language, and hearing screening
- 2.2 Administer formal and informal tests for speech/language purposes
- 2.3 Obtains additional or supplementary diagnostic information from appropriate persons and available records.
- 2.4 Analyzes and interprets information to make recommendations regarding the needs for speech-language services.
- 2.5 Provides appropriate information on an informal or formal basis regarding speech, language and hearing programs and services.
- 2.6 Supervises undergraduate and graduate interns, paraprofessionals, volunteers, and other professionals.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

3 Major Function: Developing IEPs
3.1 Develops individual education programs.

Rating Scale
Please Check

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

4 Major Function: Managing and Conducting Therapy
4.1 Plans therapy appropriate for individual students and groups of students
4.2 Uses methods and techniques appropriate to state objectives
4.3 Chooses diagnostic tools, instruments, and procedures for assessment and diagnosis as appropriate
4.4 Manages the facilities, materials, and equipment necessary to the delivery of services
4.5 Adjusts intervention strategies based upon student performance
4.6 Promotes effective interpersonal relations with students
4.7 Manages time efficiently
4.8 Engages in continuing education and professional growth activities related to speech-language-hearing and education.

Rating Scale
Please Check

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

5 Major Function: Liaison
5.1 Provides consultation to parents, teachers, and other appropriate school personnel
5.2 Seeks the assistance of teachers, parents, and others to meet the communication needs of students
5.3 Consults/communicates with non-school agencies to enhance services
5.4 Uses clinical-educational research and development in the design and implementation of appropriate services
5.5 Makes recommendations and referrals for audiological/medical and related services

Rating Scale
Please Check

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Rating Scale
Please Check

6 Major Function: Communication and Relationship Skills

- 6.1 Effectively communicates knowledge and ideas orally to individuals and groups
- 6.2 Effectively communicates knowledge and ideas in writing.
- 6.3 Maintains effective interpersonal relationships and communication in the professional setting.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>					

Comments: _____

Evaluator's Summary Comments: _____

School Psychologist's Reactions to Evaluation: _____

Evaluator's Signature and Date

Speech-Language Pathologist's Signature and Date
*Signature indicates that the written
Evaluation has been seen and discussed*

Speech-Language Specialist

The following are suggested as examples of performance which might be displayed by the person being evaluated as evidence that each of the various functions are being performed. Because each work situation is different, it is not likely that all of these will be demonstrated by the speech-language specialist being evaluated. The evaluator is urged to develop a similar list of expectations which are specific for the person being evaluated.

- 1 Major Function: Planning and Oversight**
 - 1.1 Organizes a program that addresses local school speech/language goals.
 - a. contributes to the development of program guidelines
 - b. cooperates with local education agency, community and/or state programs to effect comprehensive services
 - 1.2 Works cooperatively with school personnel to accomplish the speech/language goals and objectives of the local education agency.
 - a. attends meetings such as faculty meetings, special education meetings and parent-teacher meetings
 - b. serves on committees such as the curriculum development committee, school-based committees, and/or speech-language program development committees
 - 1.3 Coordinates speech/language services with student services provided by other school personnel
 - a. collaborates with related school personnel, such as teachers and psychologists, to determine inter-disciplinary responsibilities for a student
 - b. meets with related school personnel to coordinate specific objectives for individualized educational programs
 - 1.4 Maintains records of the speech-language program and prepares periodic reports as required.
 - a. keeps data for program planning and decision making for students
 - b. submits reports which meet with local and state requirements
 - c. maintains current files for use by authorized school personnel
 - d. safeguards confidentiality of student records
 - 1.5 Adheres to established rules, regulations, laws, and appropriate ethical standards
 - a. possesses appropriate qualifications to provide therapeutic/educational services
 - b. provides services which hold the well-being of each student paramount
 - c. guards against conflicts of professional interest
 - d. demonstrates knowledge of federal, state, and local rules, regulations and laws
 - e. complies with established lines of authority within the parameters of professional standards and ethics

- 2 Major Function: Screening, Testing, Diagnosing, and Advising**
 - 2.1 Conducts speech, language, and hearing screening
 - a. Keeps records of numbers of students screened
 - b. Keeps records of screening results
 - c. Conveys results of screening to staff
 - d. Serves on school-base/school administrative committee
 - e. Works with other professionals to carry out the screening process
 - f. Trains and makes use of others to aid in screening process
 - g. Uses appropriate screening instruments
 - 2.2 Administer formal and informal tests for speech/language purposes
 - a. Administers tests according to acceptable procedures
 - b. Maintains records of test administration

- 2.3 Obtains additional or supplementary diagnostic information from appropriate persons and available records
 - a. Obtains pertinent case history
 - b. Obtains data from other professionals
- 2.4 Analyzes and interpret information to make recommendations regarding the needs for speech-language services
 - a. Integrates data from a variety of assessment techniques and sources
 - b. Determines the effect of the impairment of the individual student
 - c. Presents data to school-based committee
 - d. Communicates findings to parents
 - e. Prepares a written diagnostic report
- 2.5 Provides appropriate information on an informal or formal basis regarding speech, language and hearing programs and services
 - a. Discusses communication disorders on an ongoing basis with other school personnel
 - b. Provides information to parents and teachers about speech, language, and hearing development
 - c. Provides information to school personnel, parents and non-school agencies about current procedures and program guidelines
 - d. Speaks to community organizations and allied professionals, conducts workshops and provides public information when appropriate
- 2.6 Supervises undergraduate and graduate interns, paraprofessionals, volunteers and other professionals.
 - a. evaluates effectiveness of personnel assigned to the, speech-language specialist
 - b. makes constructive suggestions regarding format and delivery of services
 - c. maintains records regarding personnel supervised
 - d. cooperates with college/university training programs e. sponsors professionals during Clinical Fellowship Year

3 Major Function: Developing IEP's

- 3.1 Develops individual education programs.
 - a. provides opportunities for parent and teacher involvement
 - b. documents attempts to involve parents
 - c. states present level of education and communicative performance
 - d. formulates annual goals
 - e. formulates short-term objectives
 - f. identifies specific educational and supportive services to be provided
 - g. projects the frequency and duration of services
 - h. states objective criteria, evaluation procedures and estimates schedule for determining whether the short-term objectives are being achieved

4 Major Function: Managing And Conducting Therapy

- 4.1 Plans therapy appropriate for individual students and groups of students.
 - a. implements the service delivery model most appropriate to the students' degree of severity
 - b. provides activities commensurate with students' interests and aptitudes

- 4.2 Uses methods and techniques appropriate to stated objectives.
 - a. designs, selects and/or modifies special curricula/therapy content
 - b. uses a variety of equipment, materials, devices and aids
 - c. uses systematic and sound intervention strategies to foster communicative competence
 - d. encourages success by reducing task to simplest form
 - e. provides feedback and reinforcement
- 4.3 Chooses diagnostic tools, instruments and procedures for assessment and diagnosis as appropriate.
 - a. observes students
 - b. obtains information from cumulative and/or special records
 - c. seeks teacher and parent input/information
 - d. selects appropriate and designated number and types of tests
- 4.4 Manages the facilities, materials, and equipment necessary to the delivery of services.
 - a. requests adequate facilities, materials and equipment
 - b. uses and maintains facilities, materials and equipment
 - c. reports repairs needed for building and equipment
 - d. arranges therapy environment to create optimum learning conditions
 - e. chooses therapy materials to meet the needs, age, cultural differences and interests of individual students
- 4.5 Adjusts intervention strategies based upon student performance.
 - a. uses systematic procedures for review of student progress
 - b. changes activities on basis of student progress
- 4.6 Promotes effective interpersonal relations with students...
 - a. uses language appropriate to the listener
 - b. maintains confidentiality of information received
 - c. promotes respect for cultural differences
 - d. provides activities which promote feelings of self-worth
 - e. encourages others to understand and respect those with handicaps
- 4.7 Manages time efficiently.
 - a. submits to the appropriate person(s) a proposed schedule for speech-language screening, hearing screening, diagnostic assessments, therapy/instructional services and other activities
 - b. provides and follows schedules for assigned schools and informs appropriate personnel of departures from the schedule
 - c. keeps an updated schedule of each students therapy sessions
 - d. arranges travel time to maximize contact with students and to accomplish other duties
- 4.8 Engages in continuing education and professional growth activities related to speech-language-hearing and education.
 - a. participates in professional meetings, symposia and workshops directly related to the speech-language-hearing profession
 - b. reviews speech, language and hearing literature and makes use of new information in therapy and instructional procedures
 - c. applies knowledge gained from continuing education activities
 - d. explores and disseminates information about new and/or improved methods for serving students

5 Major Function: Liaison

- 5.1 Provides consultation to parents, teachers and other appropriate school personnel.
 - a. consults with parents and teachers relative to placed and non-placed students
 - b. consults with other personnel such as the principal, nurse, occupational therapist, physical therapist, psychologist, director of exceptional children, social worker, home-school coordinator, guidance counselor, other speech-language specialists and special educators
- 5.2 Seeks the assistance of teachers, parents and others to meet the communication needs of students.
 - a. gives written information to teachers, parents and others on ways to foster speech-language growth
 - b. talks with teachers formally and informally about individual students needs and progress
 - c. invites others to observe therapy sessions
- 5.3 Consults/communicates with non-school agencies to enhance services.
 - a. Requests specific information on individual children receiving services from non-school agencies (i.e. clinics, hospitals, physicians, health departments, day care centers, etc.)
 - b. gathers general information about services offered by non-school agencies
 - c. coordinates a student's therapeutic service with those provided by non-school agencies by telephone, written communication and/or formal meetings
- 5.4 Uses clinical-educational research and development in the design and implementation of appropriate services.
 - a. modifies therapeutic instructional approaches and other functions from data gathered during therapy
 - b. select/implements research activities which complement the goals and objectives of, the speech, language and hearing program
- 5.5 Makes recommendations and referrals for audiological/medical and related services.
 - a. analyzes hearing screening information
 - b. determines need for referrals
 - c. makes referrals for hearing services
 - d. follows up on referrals
 - e. explores alternatives to aid in achieving objectives and goals with other
 - f. explains purposes of recommendations with parents
 - g. documents all related contacts