



Coronado Unified School District

SPEECH-LANGUAGE PATHOLOGIST EVALUATION AND REFLECTION FORM - PROB/TEMP/IP

Evaluatee Name:	School Year:	Educator Status: (Mark all that apply)
Site/Assignment:	Course/Subject/Grade Level:	<input type="checkbox"/> Temporary <input type="checkbox"/> Improvement Plan <input type="checkbox"/> Probationary (Year 1) <input type="checkbox"/> Probationary (Year 2)

Evaluator Name & Position:

PART 1: EVALUATION PLAN

Coronado Unified School District Governing Board Goals

<u>Learning:</u> Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.	<u>Communication:</u> Communicate openly, freely, and accurately to engage and involve all shareholders.	<u>Support:</u> Maintain safe and supportive schools where students and staff thrive.
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School Site(s)' Focus

Domain:	Focus Statement:
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Goals

- Temporary/Probationary (Years 1-2 in the district)** develop three (3) goals – Written goals and conference due September 30th. Will be evaluated every year.
- Improvement Plan** develop three (3) goals that pertain to areas of improvement needed - Written goals and conference due September 30th.

* Please note that staff members who work at multiple sites will collaborate with department members to develop goals related to the site(s)' focus
 * For reference, SMART Goal(s) = **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-Bound; not necessarily based upon student achievement data

Goal 1 Related to Site Focus	Goal 2 Personal Learning Goal	Goal 3 Domain 4:1 Collaborates with teachers, administrators, and other service providers (Prob/Temp)
Domain: Sub-Area:	Domain: Sub-Area:	Sub Area(s):
SMART Goal:	SMART Goal:	SMART Goal:
Baseline: <i>Where are you now?</i>	Baseline: <i>Where are you now?</i>	Baseline: <i>Where are you now?</i>

Action Plan: <i>What steps will you take to reach this goal?</i>	Action Plan: <i>What steps will you take to reach this goal?</i>	Action Plan: <i>What steps will you take to reach this goal?</i>
Evidence: <i>What evidence will you use to show growth?</i>	Evidence: <i>What evidence will you use to show growth?</i>	Evidence: <i>What evidence will you use to show growth?</i>

Observation Cycle

Temporary/Probationary (Years 1-2): 1st Observation due October 30th, 2nd Observation due 2nd Friday in December, 3rd Observation due April 15th, Final Evaluation Summary and Conference due March 1st (3rd Observation of evaluatee can be Formal or Informal).
Improvement Plan: 1st Observation due October 30th, 2nd Observation due 2nd Friday in December, 3rd Observation due February 15th, Final Evaluation Summary and Conference due March 1st.

Agreement

Signatures below indicate evaluator and evaluatee have both agreed upon the goals

Evaluator's Signature:	Position:	Date:
Evaluatee's Signature:	Position:	Date:

PART 2: PRE-OBSERVATION / OBSERVATION / POST-OBSERVATION FORM

PRE-OBSERVATION

Evaluattee will complete at least 3 duty days prior to the scheduled observation for all formal observations

Observation #1: Goal Focus:	Learning/Activity Objective: Student Success Criteria: <i>What am I learning?</i> <i>Why am I learning this?</i> <i>How will I know that I have learned it?</i>	Do you have any special requests/look fors?
Observation #2: Goal Focus:	Learning/Activity Objective: Student Success Criteria: <i>What am I learning?</i> <i>Why am I learning this?</i> <i>How will I know that I have learned it?</i>	Do you have any special requests/look fors?
Observation #3 (if formal): Goal Focus:	Learning/Activity Objective: Student Success Criteria: <i>What am I learning?</i> <i>Why am I learning this?</i> <i>How will I know that I have learned it?</i>	Do you have any special requests/look fors?

OBSERVATION

Observation #1

Date:

Descriptive Evidence During Observation:

Observation #2

Date:

Descriptive Evidence During Observation:

Observation #3

Date:

Descriptive Evidence During Observation:

OBSERVATION EVALUATION OF SET GOALS

U = Unsatisfactory, D = Developing, P = Proficient, E = Exemplary

(Indicate the date observed in the corresponding letter box)

Standards Based Evidence of Practice	U	D	P	E
Domain 1: PLANNING AND PREPARATION				
1. Demonstrates knowledge and skills in the speech-language pathology therapy areas				
2. Establishes goals and plans for the therapy program appropriate to the setting and the students served				
3. Demonstrates knowledge of district, state, and federal regulations and guidelines for speech-language pathology				
4. Demonstrates knowledge of resources both within and beyond the school and district				
Domain 2: ENVIRONMENT				
1. Establishes rapport with students				
2. Organizes time for learning				
3. Establishes effective instructional guidance of conduct in therapy sessions				
4. Organizes therapy setting to effectively evaluate and provide therapy				
5. Manages therapy procedures: transitions between sessions, routines within sessions, and readily available materials				
Domain 3: DELIVERY OF SERVICE				
1. Responds to referrals and evaluates students needs within state and federal timelines				
2. Develops and implements goals/benchmarks to meet the individual needs of each student				
3. Collects information and writes reports within federal timelines and according to district, state, and federal guidelines				
4. Collaborates with team members to provide services in the least restrictive environment and most appropriate for addressing the individual needs of the student (in classroom or speech therapy room)				
Domain 4: PROFESSIONAL RESPONSIBILITIES				
1. Collaborates with teachers, administrators, and other service providers				

Observation #1:	Observation #1 Steps:	
Evaluator's Signature:	Position:	Date:
Evaluatee's Signature:	Position:	Date:
Observation #2:	Observation #2 Steps:	
Evaluator's Signature:	Position:	Date:
Evaluatee's Signature:	Position:	Date:
Observation #3:	Observation #3 Steps:	
Evaluator's Signature:	Position:	Date:
Evaluatee's Signature:	Position:	Date:
<p>All written summaries and observations shall be delivered to the evaluatee within three (3) duty days following the observation so that the evaluatee has time for self-reflection within (2) duty days. The post-observation conference will be held within six (6) duty days following the evaluatee's observation. The evaluatee has the right to respond to the post-observation conference in writing, and the response shall be attached to the Evaluation and Reflection Form.</p>		

PART 3: FINAL EVALUATION SUMMARY AND CONFERENCE

Evaluatee Reflection Completion Date (3 duty days prior to meeting):

Meeting Date:

Evaluatee:

1. Reflect on your progress from this school year toward implementing your action plans and meeting your goals. Include your evidence below.

Goal 1:

Goal 2:

Goal 3:

2. Using specific examples, reflect on two highlights from this school year. What are you looking forward to next year? What are a couple of next steps?

Evaluator Narrative Summary (Commendations & Recommendations):

Evaluator's Signature:

Date:

Evaluatee's Comments: After the summary conference concludes, the evaluatee shall have a right to respond to the evaluation in writing. This response shall be attached to the evaluation prior to it being placed in the evaluatee's personnel file. The evaluatee has ten (10) duty days after the receipt of the evaluation to provide a written response.

I acknowledge being apprised of the above evaluation on a personal conference.

I have attached a statement:

Yes

No

Evaluatee's Signature:

Date: