



**SAN MARINO UNIFIED SCHOOL DISTRICT
SPEECH AND LANGUAGE PATHOLOGIST
PLAN FOR PROFESSIONAL GROWTH PART I**

Standards

- | | |
|-----------------------------------|--|
| I. Plans and provides oversight | IV. Serves as a liaison |
| II. Tests, diagnoses and reports | V. Develops as a professional |
| III. Manages and conducts therapy | VI. Fulfills professional responsibilities |

NAME _____

SITE _____

POSITION _____

DATE _____

SCHOOL YEAR _____

GOAL(S) _____
(speech pathologist and administrator shall mutually agree upon 1 or 2 goals that specifically relate to student success)

Goals: Based upon standards/curriculum/course content

Strategies:

I will use the following techniques, strategies, and procedures to help in my student's success:

Assessment:

How will I assess and measure my student's success?

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

Signature of evaluatee does not constitute endorsement of the above comments by the evaluator. The Evaluatee has the right to append this evaluation with a written statement.



**SAN MARINO UNIFIED SCHOOL DISTRICT
SPEECH AND LANGUAGE PATHOLOGIST
PLAN FOR PROFESSIONAL GROWTH PART II**

Standards

- | | |
|------------------------------------|---|
| VII. Plans and provides oversight | X. Serves as a liaison |
| VIII. Tests, diagnoses and reports | XI. Develops as a professional |
| IX. Manages and conducts therapy | XII. Fulfills professional responsibilities |

Actual Results: Explain data, achievement, or progress made toward intended outcome(s)

In my pursuit of continued professional growth, I . . .

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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1/24/2006



**SAN MARINO UNIFIED SCHOOL DISTRICT
SPEECH AND LANGUAGE PATHOLOGIST OBSERVATION RECORD**

Name: _____

Date: _____

School: _____

Evaluator: _____

Evaluator shall mark a "1" or "2" in each box. (1) meets standards (2) does not meet standards. An unmarked box indicates it was not observed.

Part I- SPEECH AND LANGUAGE PATHOLOGIST OBSERVATION STANDARDS

<p>I. Planning and Oversight</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes a program that addresses District speech/language goals. <input type="checkbox"/> Works cooperatively with school personnel to accomplish the speech/language goals and objectives of the district/site/individual student. <input type="checkbox"/> Coordinates speech/language services with student services provided by other school personnel. <input type="checkbox"/> Maintains records of the speech/language program and prepares reports as required. <input type="checkbox"/> Plans and facilitates IEP meetings within required timelines (to include notification of all necessary parties) for all unduplicated LSH students. Attends IEP meetings for duplicated LSH students. <input type="checkbox"/> Develops appropriate speech/language goals and objectives for unduplicated and duplicated LSH students. <input type="checkbox"/> Other (see additional observation record notes) 	<p>Commendations/Suggestions</p>
<p>II. Testing, Diagnosing and Reporting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administers formal and informal tests for speech/language purposes. <input type="checkbox"/> Obtains additional or supplementary diagnostic information from appropriate persons and available records. <input type="checkbox"/> Analyzes and interprets information to make recommendations regarding the needs for speech/language services. <input type="checkbox"/> Uses clinical-educational research and development for analyzing and interpreting test data, and for the design and implementation of appropriate services. <input type="checkbox"/> Other (see additional observation record notes) 	<p>Commendations/Suggestions</p>

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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1/24/2006



Part I- SPEECH AND LANGUAGE PATHOLOGIST OBSERVATION STANDARDS, CONTINUED

III. Managing and Conducting Therapy

- Maintains an environment that is positive and conducive to learning.
- Chooses diagnostic tools, instruments, and procedures for assessment and diagnosis as appropriate.
- Plans appropriate therapy lessons that address IEP goals of students.
Uses a variety of strategies and techniques appropriate to stated objectives.
- Manages materials and equipment necessary for the delivery of services.
Assists students in developing compensatory skills and self monitoring skills.
- Adjusts intervention strategies based upon student performance.
- Gives prompt and appropriate feedback to students.
- Manages time efficiently (includes scheduling students for therapy, attending SST meetings, scheduling IEP meetings, etc.)
- Provides pullout, collaborative, in-class, and consultative therapy approaches to meet students' speech/language needs.
- Other (see additional observation notes)

Commendations/Suggestions

IV. Liaison

- Provides consultation and/or in-servicing to parents, teachers and other appropriate school personnel.
- seeks the assistance of teachers, parents ad others to meet the communication needs of students.
- Provides formal or informal reports to parents about their students' progress in the speech/language program.
- Makes recommendations and referrals for audiological/medical and related services.
- Other (see additional observation notes)

Commendations/Suggestions

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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SAN MARINO UNIFIED SCHOOL DISTRICT

Name: _____

Date: _____

School: _____

Evaluator: _____

Part II-PROFESSIONAL GOALS AND RESPONSIBILITIES

VIII. DEVELOPS AS A PROFESSIONAL

- Engages in continuing education and professional growth activities related to the speech/language/hearing profession
- Works with colleagues to improve professional practice.
- Other (see additional observation record notes)

Commendations/Suggestions

IX. FULFILLS PROFESSIONAL RESPONSIBILITIES

- Maintains records and/or reports
- Adheres to timelines in all areas of responsibility
- Supervises students outside of classroom, as assigned
- Attends required meetings
- Works effectively and cooperatively with others
- Utilizes effective communication
- Adheres to assigned work schedule
- Maintains professional demeanor and appearance
- Fulfills duties as assigned, and as noted in the collective bargaining agreement
- Other (see additional observation record notes)

Commendations/Suggestions

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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**SAN MARINO UNIFIED SCHOOL DISTRICT
ADDITIONAL OBSERVATION RECORD NOTES**

NAME: _____ SCHOOL: _____

POSITION: _____ DATE OF OBSERVATION: _____

I. Plans and provides oversight II. Tests, diagnoses and reports III. Manages and conducts therapy	IV. Serves as a liaison V. Develops as a professional VI. Fulfills professional responsibilities
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Classroom Observation Notes

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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**San Marino Unified School District
Informal Observation Notes**

Standards

- | | |
|------------------------------------|---|
| VII. Plans and provides oversight | X. Serves as a liaison |
| VIII. Tests, diagnoses and reports | XI. Develops as a professional |
| IX. Manages and conducts therapy | XII. Fulfills professional responsibilities |

EVALUATEE'S NAME: _____

EVALUATOR: _____

DATE: _____

[Large empty rectangular box for observation notes]

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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**SAN MARINO UNIFIED SCHOOL DISTRICT
SLP Summary Evaluation**

NAME _____ DATE _____ POSITION _____
 SITE _____ STATUS _____

Evaluation Scale: (1) Meets Standards (2) Does Not Meet Standards

	1	2
<p>I. Plans and Provides Oversight Organizes a program that addresses District speech/language goals; works cooperatively with school personnel to accomplish the speech/language goals and objectives of the district/site/individual student; Coordinates speech/language services with student services provided by other school personnel; Maintains records of the speech/language program and prepares reports as required; Plans and facilitates IEP meetings within required timelines (to include notification of all necessary parties) for all unduplicated LSH students; Attends IEP meetings for duplicated LSH students; develops appropriate speech/language goals and objectives for unduplicated and duplicated LSH students.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>II. Testing, Diagnosing and Reporting Administers formal and informal tests for speech/language purposes; obtains additional or supplementary diagnostic information from appropriate persons and available records; Analyzes and interprets information to make recommendations regarding the needs for speech/language services; Uses clinical-educational research and development for analyzing and interpreting test data, and for the design and implementation of appropriate services.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III. Managing and Conducting Therapy Maintains an environment that is positive and conducive to learning; Chooses diagnostic tools, instruments, and procedures for assessment and diagnosis as appropriate; plans appropriate therapy lessons that address IEP goals of students; Uses a variety of strategies and techniques appropriate to stated objectives; Manages materials and equipment necessary for the delivery of services; Assists students in developing compensatory skills and self monitoring skills; adjusts intervention strategies based upon student performance; Gives prompt and appropriate feedback to students; manages time efficiently (includes scheduling students for therapy, attending SST meetings, scheduling IEP meetings, etc.); Provides pullout, collaborative, in-class, and consultative therapy approaches to meet students' speech/language needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IV. Serving as a Liaison Provides consultation and/or in-servicing to parents, teachers, and other appropriate school personnel; Seeks the assistance of teachers, parents and others to meet the communication needs of students; Provides formal or informal reports to parents about their students' progress in the speech/language program; Makes recommendations and referrals for audiological/medical and related services.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>V. Develops as a Professional Engages in continuing education and professional growth activities related to the speech/language/hearing profession; Works with colleagues to improve professional practice; involves families and community members in student learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI. Fulfills Professional Responsibilities Maintains records and/or reports; adheres to timelines in all areas of responsibility; Supervises students outside of classroom, as assigned; attends required meetings; Works effectively and cooperatively with others; Utilizes effective communication; adheres to assigned work schedule; maintains professional demeanor and appearance; Fulfills duties as assigned, and as noted in the collective bargaining agreement.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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San Marino Unified School District
Summary Evaluation

Name _____

Overall Assessment:

Meets Standards

Does Not Meet Standards

Commendations:

Recommendations for continued professional growth and development:

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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