



## Independent School District Speech-Language Pathologist Evaluation Report

Name of Speech-Language Pathologist \_\_\_\_\_

Place a ( ✓ ) in the appropriate column that best describes the indicator.

EE Exceeds Expectations (Almost all of the time: 90-100%)

P Proficient (Most of the time: 80-89%)

BE Below Expectations (Some of the time: 50-79%)

U Unsatisfactory (Less than half of the time: 0-49%)

A comment or comments must be given for Below Expectations and Unsatisfactory ratings.

### I. Interpersonal Skills (10 items)

	EE	P	BE	U
a. Establishes and maintains a positive rapport with student.				
b. Demonstrates appropriate level of self-confidence.				
c. Encourages plans for improved student behaviors that reflect enhanced student opportunities for learning.				
d. Maintains professional image in clinical/classroom setting.				
e. Demonstrates sensitivity to individual and cultural differences.				
f. Interacts appropriately with other professionals.				
g. Conveys therapy goals and progress to other professionals and to parents.				
h. Works cooperatively with supervisor/administrator.				
i. Demonstrates a professional attitude toward students, parents, staff, community members and other professionals.				
j. Respects time schedules of others. Works collaboratively in scheduling student services.				
COMMENTS:				

**Independent School District  
Speech-Language Pathologist Evaluation Report**

Name of Speech-Language Pathologist \_\_\_\_\_

**II. Learner Centered Therapy Planning and Implementation (18 items)**

	EE	P	BE	U
a. Uses speech and language assessment data for planning and evaluating IEP's.				
b. Communicates progress to students, teachers and parents.				
c. Collaborates with other professionals in planning to maximize student success and enhance TAKS performance.				
d. Communicates therapy objectives and importance of task (functional implications) to the student.				
e. Uses appropriate language for student's mental and language abilities.				
f. Identifies target behaviors based on IEP objectives.				
g. Allows sufficient time for student to respond.				
h. Uses appropriate learner centered techniques in therapy.				
i. Gives students concise and concrete feedback regarding approximations toward mastery of objectives.				
j. Uses appropriate reinforcement techniques.				
k. Uses appropriate motivational techniques. Stresses importance of intrinsic motivation when appropriate.				
l. Uses a system for recording student responses.				
m. Has incorporated the effective use of available technology as part of the instructional process (i.e. communication boards, COMTEK, tape-recorder, language master, etc.) if appropriate during the academic year.				
n. Uses therapy time effectively.				
o. Maximizes use of incidental learning.				
p. Presents information in a variety of ways.				
q. Structures the environment in order to facilitate optimal behaviors.				
r. Manages student behavior in an equitable manner.				
COMMENTS:				