

_____ **Independent School District**
Professional Development and Appraisal System
Self-Evaluation

Name _____ SS# _____

Campus _____ Appraiser _____

Check All that Apply:

Current Roles

_____ Case Manager _____ IEP Team Member _____ Mentor/Supervisor

_____ Member on Speech Committee _____

_____ Member on Campus Intervention Committee

Continuum of Services

_____ RtI Intervention _____ Pullout _____ Classroom-Based (Collaboration)

_____ Consultation _____ Self-contained classes _____ Monitor

Communication disorders and variations composing your current caseload/workload

_____ Phonology _____ Fluency _____ Voice

_____ Rec./Exp. Language _____ Hearing _____ Augmentative Comm.

_____ Signature of Speech Pathologist/Assistant	_____ Date
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Mark out the activities and responsibilities in which you do NOT participate.

During a grading period, what percentage of your time is spent in each Workload Cluster?

Workload Activity Clusters

_____ % time per grading period

_____ % time per grading period

Direct services to students

- Counsel students
- Evaluate students for eligibility for special education
- Identify students with speech and language impairment
- Implement IEPs and IFSPs
- Provide direct intervention to students using a continuum of service-delivery options
- Re-evaluate students

Indirect activities that support Students in the least restrictive Environment and general education curriculum

- Engage in dynamic assessment of students
- Connect standards for the learner to the IEP
- Consult with teachers to match students learning style and teaching style
- Design and engage in pre-referral intervention activities
- Design/recommend adaptations to curriculum and delivery of instruction
- Design/recommend modifications to the curriculum to benefit students with special needs
- Participate in activities designed to help prevent academic and literacy problems
- Observe students in classrooms
- Screen students for suspected problems with communication, learning, and literacy

Indirect services that support students' educational programs

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|--|---|--|
| <ul style="list-style-type: none"> ▪ Analyze and engineer environments to increase opportunity for communication ▪ Analyze demands of the curriculum and effects on students ▪ Attend student planning teams to solve specific problems ▪ Attend teacher/service provider meetings (planning, progress monitoring, modifications to program) | <ul style="list-style-type: none"> ▪ Communicate and coordinate with outside agencies ▪ Contribute to the development of IEPs, IFSPs ▪ Coordinate with private, nonpublic school teachers and staff ▪ Design and implement transition evaluations and transition goals ▪ Design and program high, medium, and low-tech augmentative communication systems ▪ Engage in special preparation to provide services to student (e.g. low incidence population, research basis for intervention, best practices) | <ul style="list-style-type: none"> ▪ Interview teachers ▪ Make referrals to other professionals ▪ Monitor implementation of IEP modifications ▪ Observe students in classrooms ▪ Plan and prepare lessons ▪ Plan for student transitions ▪ Provide staff development to school staff, parents, and others ▪ Program and maintain assistive technology/augmentative communication systems (AT/AC) and equipment ▪ Train teachers and staff for AT/AC system use. |
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Activities that support compliance with federal, state, and local mandates

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| <ul style="list-style-type: none"> ▪ Attend staff/faculty meetings ▪ Collect and report student performance data ▪ Complete compliance paperwork ▪ Complete daily logs of student services ▪ Complete parent contact logs ▪ Document services to students and other activities ▪ Participate in parent/teacher conferences ▪ Participate in professional association activities ▪ Participate in professional development | <ul style="list-style-type: none"> ▪ Participate on school improvement teams ▪ Participate on school or district committees ▪ Serve multiple schools and sites ▪ Supervise paraprofessionals, teacher aides, interns, CFYs, assistants ▪ Travel between buildings ▪ Write funding reports for assistive technology and augmentative communication ▪ Write periodic student progress reports ▪ Write student evaluation reports |
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_____ % time per grading period

_____ % time per grading period

Adapted from: American Speech-Language-Hearing Association. (2002). A Workload Analysis Approach for Establishing Case-Load Standards in the Schools. Guidelines. *ASHA Desk Reference (vol.3)*. Rockville, MD: Author.