

Independent School District

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Name: _____ Campus: _____ Appraiser: _____

Beginning Time: _____ Date: _____ Observation Summary

Ending Time: _____ Summative Annual Appraisal

Domain I: Active, Successful Student Participation In Learner-Centered Instruction

	Exceeds (x5)	Proficient (x3)	Below (x1)	Unsatisfactory (x0)	
1. Engaged in learning	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	
2. Develops strategies for successful learning	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	
3. Critical thinking/problem-solving	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	
4. Establishes curriculum-based IEP goals and objectives (n/a for Sp-Lang Pathology Assistants)	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	
5. Learner-centered	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	
6. Prepares for treatment sessions	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	
7. Motivational strategies	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>	
8. Instructional strategies	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>	
9. Pacing/sequencing	9. <input type="checkbox"/>	9. <input type="checkbox"/>	9. <input type="checkbox"/>	9. <input type="checkbox"/>	
10. Uses a continuum of service delivery options appropriately to meet the individual needs of the students	10. <input type="checkbox"/>	10. <input type="checkbox"/>	10. <input type="checkbox"/>	10. <input type="checkbox"/>	
11. Appropriate questioning/inquiry	11. <input type="checkbox"/>	11. <input type="checkbox"/>	11. <input type="checkbox"/>	11. <input type="checkbox"/>	
12. Use of technology	12. <input type="checkbox"/>	12. <input type="checkbox"/>	12. <input type="checkbox"/>	12. <input type="checkbox"/>	
SUBTOTAL					TOTAL

Use for Speech-Language Pathologists

Total: 49 to 60 Exceeds Expectations
 30 to 48 Proficient
 9 to 29 Below Expectations
 0 to 8 Unsatisfactory

Use for Speech-Language Pathology Assistants

45 to 55 Exceeds Expectations
 27 to 44 Proficient
 8 to 26 Below Expectations
 0 to 7 Unsatisfactory

Comments: _____

Strengths: _____

Areas to Address: _____

Domain II: Evaluation and Feedback on Student Progress

	Exceeds (x5)	Proficient (x3)	Below (x1)	Unsatisfactory (x0)	
1. Documents student responses and progress	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	
2. Assessment and instruction aligned	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	
3. Appropriate assessment of progress	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	
4. Learning reinforced	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	
5. Constructive feedback	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	
6. Relearning and re-evaluation	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	
SUBTOTAL					TOTAL

Total: 25 to 30 Exceeds Expectations
 15 to 24 Proficient
 5 to 14 Below Expectations
 0 to 4 Unsatisfactory

Comments: _____

Strengths: _____

Areas to Address: _____

Domain III: Management of Student Discipline, Instructional Strategies, Time and Materials

	Exceeds (x5)	Proficient (x3)	Below (x1)	Unsatisfactory (x0)	
1. Discipline procedures	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	
2. Self-discipline/self-directed learning	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	
3. Equitable teacher-student interaction	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	
4. Expectations for behavior	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	
5. Redirects disruptive behavior	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	
6. Reinforces desired behavior	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	
7. Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of a speech pathologist/ assistant	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>	
8. Manages time and materials	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>	
SUBTOTAL					TOTAL

Total: 34 to 40 Exceeds Expectations
 20 to 33 Proficient
 6 to 19 Below Expectations
 0 to 5 Unsatisfactory

Comments: _____

Strengths: _____

Areas to Address: _____

Domain IV: Professional Communication

	Exceeds (x5)	Proficient (x3)	Below (x1)	Unsatisfactory (x0)	
1. Written with students	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	
2. Verbal/nonverbal with students	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	
3. Reluctant students	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	
4. Written with parents, staff, community members and other professionals	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	
5. Verbal/nonverbal with parents, staff, community members and other professionals	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	
6. Supportive, courteous	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	
SUBTOTAL					TOTAL

Total: 25 to 30 Exceeds Expectations
 15 to 24 Proficient
 5 to 14 Below Expectations
 0 to 4 Unsatisfactory

Comments: _____

Strengths: _____

Areas to Address: _____

Domain V: Professional Development

	Exceeds (x5)	Proficient (x3)	Below (x1)	Unsatisfactory (x0)	
1. Campus/district goals	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	
2. Student needs	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	
3. Pursues ongoing staff development	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	
4. Improvement of student performance	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	
SUBTOTAL					TOTAL

Total: 16 to 20 Exceeds Expectations
 9 to 15 Proficient
 3 to 8 Below Expectations
 0 to 2 Unsatisfactory

Comments: _____

Strengths: _____

Areas to Address: _____

Domain VI: Compliance With Policies, Operating Procedures, and Requirements

	Exceeds (x5)	Proficient (x3)	Below (x1)	Unsatisfactory (x0)	
1. Policies, procedures, legal, ethical requirements	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	
2. Verbal/written directives	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	
3. Maintains eligibility (n/a for speech pathology assistants)	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	
4. Consults with staff regarding procedures	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	
5. ARD meeting participation	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	
6. Meets school district requirements for timely record keeping	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	
SUBTOTAL					TOTAL

Use for Speech-Language Pathologists

Total: 25 to 30 Exceeds Expectations
 15 to 24 Proficient
 5 to 14 Below Expectations
 0 to 4 Unsatisfactory

Use for Speech-Language Pathology Assistants

21 to 25 Exceeds Expectations
 12 to 20 Proficient
 4 to 11 Below Expectations
 0 to 3 Unsatisfactory

Comments: _____

Strengths: _____

Areas to Address: _____

Domain VII: Assessment and Intervention of Students

	Exceeds (x5)	Proficient (x3)	Below (x1)	Unsatisfactory (x0)
1. Participates in intervention process & provides intervention	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>
2. Administers tests	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>
3. Uses appropriate testing techniques	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>
4. Writes integrated evaluation reports	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>
5. Utilizes eligibility determination criteria	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>
6. Makes appropriate eligibility recommendations (n/a for speech pathology assistants)	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>

7. Conducts 3-year re-evaluation	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>
8. Meets federal time-lines for evaluation and re-evaluation	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>
9. Appropriate materials	9. <input type="checkbox"/>	9. <input type="checkbox"/>	9. <input type="checkbox"/>	9. <input type="checkbox"/>
10. Provides feedback	10. <input type="checkbox"/>	10. <input type="checkbox"/>	10. <input type="checkbox"/>	10. <input type="checkbox"/>
11. Monitors attendance and maintains attendance records	11. <input type="checkbox"/>	11. <input type="checkbox"/>	11. <input type="checkbox"/>	11. <input type="checkbox"/>
12. Modifies and adapts	12. <input type="checkbox"/>	12. <input type="checkbox"/>	12. <input type="checkbox"/>	12. <input type="checkbox"/>
SUBTOTAL				TOTAL

Use for Speech-Language Pathologists
Total: 49 to 60 Exceeds Expectations
30 to 48 Proficient
9 to 29 Below Expectations
0 to 8 Unsatisfactory

Use for Speech-Language Pathology Assistants
45 to 55 Exceeds Expectations
27 to 44 Proficient
8 to 26 Below Expectations
0 to 7 Unsatisfactory

Comments: _____

Strengths: _____

Areas to Address: _____

Signature of Appraiser Date

My appraiser has given me a copy of his Observation Summary Report

Signature of SLP/SLP-A Date

Signature of Appraiser Date

My appraiser and I have discussed this Summative Annual Appraisal Report

Signature of SLP/SLP-A Date

_____ Independent School District

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM INTERVENTION PLAN FOR SLP/SLP-A IN NEED OF ASSISTANCE

Name: _____ Appraiser: _____

Campus: _____ Assignment/Grade: _____

Period of Intervention: From _____ To _____

1. Domain(s) in which the SLP/SLP-A is in need of assistance.
2. Professional-improvement activities and dates for completion.
3. Evidence that will be used to determine that professional-improvement activities have been completed.
4. Directives for changes in SLP/SLP-A behavior and time lines.
5. Evidence that will be used to determine if SLP/SLP-A's behavior has changed.

_____ Signature of Appraiser	_____ Date
_____ Signature of Principal	_____ Date
My appraiser and I have discussed the evaluation of the completion of this plan. My signature does not indicate whether I agree or disagree with the evaluation of this plan.	
_____ Signature of SLP/SLP-A	_____ Date

_____ Independent School District

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM INTERVENTION PLAN FOR SLP/SLP-A IN NEED OF ASSISTANCE

Name: _____ Appraiser: _____

Campus: _____ Assignment/Grade: _____

Period of Intervention: From ___ To ___

- This plan has been successfully completed
 This plan has not been successfully completed
This plan was not successfully completed for the following reason(s): _____
Further action to be taken: _____

Signature of Appraiser

Date

Signature of Principal

Date

My appraiser and I have discussed the evaluation of the completion of this plan. My signature does not indicate whether I agree or disagree with the evaluation of this plan.

Signature of SLP/SLP-A

Date

_____ Independent School District
Professional Development and Appraisal System
Observation/Scripting/Documentation Form

To: _____

Date: _____

From: _____

Cc: _____

Beginning Time: _____

Ending Time: _____

Domain I: Active, Successful Student Participation in Learner-Center Instruction		
1. Engaged in learning		
2. Develops strategies for successful learning		
3. Critical thinking/problem/solving		
4. Establishes curriculum-based IEP goals and objectives		
5. Learner-centered		
6. Prepares for treatment sessions		
7. Motivational strategies		
8. Instructional strategies		
9. Pacing/sequencing		
10. Uses a continuum of service delivery options appropriately to meet the individual needs of the students		
11. Appropriate questioning/inquiry		
12. Use of technology		
Domain II: Evaluation and Feedback on Student Progress		
1. Documents student responses and progress		
2. Assessment and instruction aligned		
3. Appropriate assessment of progress		
4. Learning reinforced		
5. Constructive feedback		
6. Relearning and re-evaluation		
Domain III: Management of Student Discipline, Instructional Strategies, Time and Materials		
1. Discipline procedures		
2. Self-discipline/self-directed learning		
3. Equitable teacher-student interaction		
4. Expectations for behavior		
5. Redirects disruptive behavior		
6. Reinforces desired behavior		
7. Devises and maintains an efficient and effective schedule for meeting roles and responsibilities of a speech pathologist/assistant		
8. Manages time and materials		
Domain IV: Professional Communication		
1. Written with students		
2. Verbal/nonverbal with students		
3. Reluctant students		
4. Written with parents, staff, community members and other professionals		
5. Verbal/nonverbal with parents, staff, community members and other professionals		
6. Supportive, courteous		
Domain V: Professional Development		
1. Campus/district goals		
2. Student needs		

3. Pursues ongoing staff development		
4. Improvement of student performance		
Domain VI: Compliance with Policies, Operating Procedures, and Requirements		
1. Policies, procedures, legal ethical requirements		
2. Verbal/written directives		
3. Maintains eligibility		
4. Consults with staff regarding procedures		
5. ARD meeting participation		
6. Meets school district requirements for timely record keeping		
Domain VII: Assessment and Intervention of Students		
1. Participates in intervention process and provides intervention		
2. Administers test		
3. Uses appropriate testing techniques		
4. Writes integrated evaluation reports		
5. Utilizes eligibility determination		
6. Makes appropriate eligibility recommendations (n/a for speech pathology assistants)		
7. Conducts 3-year re-evaluation		
8. Meets federal time-lines for evaluation and re-evaluation		
9. Appropriate materials		
10. Provides feedback		
11. Monitors attendance and maintains attendance records		
12. Modifies and adapts		

QUALITY: Strength, Variety, Impact, Alignment

QUANTITY: All/almost All (90%-100%), Most (80%-89%), Some (50%-79%), Less Than Half (0-49%)