

YOUR CITY/COUNTY PUBLIC SCHOOLS

CENTRAL JUNIOR HIGH SCHOOL

PERFORMANCE APPRAISAL INSTRUMENT
SPEECH-LANGUAGE SPECIALIST

NAME: Mr. John Williams

SS#: ____-____-____

DATE: January 14, 2007

SCHOOL YEAR: 2007/2008

INSTRUCTIONS:

1. The evaluator is to rate the Speech-Language Specialist on a six-point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The Speech-Language Specialist is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the Speech-Language Specialist must discuss the results of the appraisal and any recommended action pertinent to it.
5. The Speech-Language Specialist and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the Speech-Language Specialist's personnel folder.

RATING SCALE

- | | | |
|-------------------|------------------------|----------------|
| 1. Unsatisfactory | 2. Below Standard | 3. At Standard |
| 4. Above Standard | 5. Well Above Standard | 6. Superior |

MAJOR FUNCTIONS:

- | | | | | | | | |
|----|------------------------|---|---|---|---|---|---|
| A. | PLANNING AND OVERSIGHT | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | | X |
1. Organizes a program that addresses local school speech/language goals.
 2. Works cooperatively with school personnel to accomplish the speech/language goals and objectives of the local education agency.
 3. Coordinates speech/language services with student services provided by other school personnel.
 4. Maintains records of the speech/language program and prepares periodic reports as required.
 5. Adheres to established rules, regulations, laws, and appropriate ethical standards.

COMMENTS:

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B. SCREENING 1 2 3 4 5 6

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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1. Conducts speech, language, and hearing screening.
2. Administers formal and informal test for speech/language purposes.
3. Obtains additional or supplementary diagnostic information from appropriate persons and available records.
4. Analyzes and interprets information to make recommendations regarding the needs for speech/language services.
5. Provides appropriate information on an informal or formal basis regarding speech, language and hearing programs and services.
6. Supervises undergraduate and graduate interns, para-professionals, volunteers and other professionals.

COMMENTS:

TESTING 1 2 3 4 5 6

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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1. Develops individual education programs.

COMMENTS:

DIAGNOSING AND ADVISING 1 2 3 4 5 6

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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1. Plans therapy appropriate for individual students and groups of students.
2. Uses methods and techniques appropriate to stated objectives.
3. Chooses diagnostic tools, instruments and procedures for assessment and diagnosis as appropriate.
4. Manages the facilities, materials and equipment necessary to the delivery of services.
5. Adjusts intervention strategies based upon student performance.
6. Promotes effective interpersonal relations with students.
7. Manages time efficiently.
8. Engages in continuing education and professional growth activities related to speech-language-hearing and education.

COMMENTS:

C. DEVELOPING IEP'S 1 2 3 4 5 6

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S U M M A R Y C O M M E N T S

Evaluator's Summary Comments:

SPEECH-LANGUAGE SPECIALIST'S REACTIONS TO EVALUATION:

The Speech-Language Specialist may respond in writing in a reasonable period of time to the evaluator's ratings and comments. A copy of the response is to be forwarded by the Speech-Language Specialist to the Personnel Office to be placed in the Speech-Language Specialist's personnel file, and the Speech-Language Specialist is to give the evaluator a copy of the response.

Signed _____	____/____/____
S/L Specialist	Date
Signed _____	____/____/____
Evaluator	Date

Signature indicates that the written evaluation has been seen and discussed.

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Levels of Performance

6. SUPERIOR

Performance within this function area is consistently outstanding. Practices are demonstrated at the highest level of performance. Speech-Language Specialist continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

5. WELL ABOVE STANDARD

Performance within this function area is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. Speech-Language Specialist frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

4. ABOVE STANDARD

Performance within this function area is frequently high. Some practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. Speech-Language Specialist sometimes seeks to expand scope of competencies and performs additional responsibilities as assigned.

3. AT STANDARD

Performance within this function area is consistently adequate/acceptable. Practices fully meet all performance expectations at an acceptable level. Speech-Language Specialist maintains an adequate scope of competencies, and performs additional responsibilities as assigned.

2. BELOW STANDARD

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Speech-Language Specialist requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

1. UNSATISFACTORY

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Speech-Language Specialist requires close and frequent supervision in the performance of all responsibilities.