

**HORIZON SCHOOL DIVISION**

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**Employee Evaluation: Speech Language  
Pathologist**

**SECTION ONE**

**Introduction**

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Name \_\_\_\_\_  
Start Date for Current Position \_\_\_\_\_  
Evaluator \_\_\_\_\_  
Date \_\_\_\_\_

**Reason for evaluation:**

- Employee request
- To determine if newly promoted employee meets standards
- Employee has not developed and implemented a Growth Plan
- Employee may not be meeting the Speech Language Pathologist Performance Areas
- 90 Days Probationary evaluation process for employees new to the division (90 Days Worked)
- Other (Please Indicate) \_\_\_\_\_

**SECTION TWO**

**Speech Language Pathologist – Quality Standards**

**The Speech Language Pathologist will be evaluated within four performance areas:**

**Organization and Preparation, Interpersonal Skills and Professional Attributes, Program Delivery, Service Delivery of Students, and.**

- All areas should be marked as proficient, needs improvement, or not applicable. For the purposes of this form, “proficient” describes job performance that meets the minimum standard of performance in each area. “needs improvement” describes job performance that does not meet the acceptable standard in an area
- All marked “needs improvement” must be accompanied by supporting documentation.

This document sets out four performance areas. The key indicators for each performance area identify the activities that Speech Language Pathologist undertake as they go through their day-to-day work. The descriptors support the key indicators, though evidence of all descriptors would not be expected at all times.

**PERFORMANCE AREA: ORGANIZATION AND PREPARATION**

**KEY INDICATOR: The Speech Language Pathologist demonstrates evidence of effective organization and preparation**

**DESCRIPTORS:**

	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
• Arrives on time and is prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models and utilizes time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses time effectively (includes attendance, punctuality, setting of priorities, keeping to schedules).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plan daily activities to meet the interests and developmental needs of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintain an organized work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Gather and prepare materials prior to meetings and assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE AREA: INTERPERSONAL AND PROFESSIONAL ATTRIBUTES**

**KEY INDICATOR: The Speech Language Pathologist demonstrates effective interpersonal skills and professional attributes.**

**DESCRIPTORS:**

	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
• Respects the dignity and rights of students, parents/guardians, staff and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Creates a welcoming environment for parents, fostering positive relationships and conversations regarding their child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Takes initiative and demonstrates confidence in role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains a high standard of confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Maintains appropriate personal hygiene and appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Models appropriate behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works as a TEAM under the direction of their supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicates effectively and through the proper channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Participates in staff professional development days, training or seminars as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Is self-motivated and requires limited supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishes and maintains open communications between school and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Portrays an approachable and optimistic demeanour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops a positive working relationship with student(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops a positive working relationship with Teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develops a positive working relationship with Administrators(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carries out directions and duties as assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE AREA: SERVICE DELIVERY OF STUDENTS**

**KEY INDICATOR: The Speech Language Pathologist demonstrates evidence of effective service delivery of students.**

**DESCRIPTORS**

	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
• Maintain Hanen certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Provides Hanen training to Early Learning Educators, Kindergarten teachers, and LST's as needed
- Completes assessments for designated school sites for Pre-K to grade 12 students to determine speech and language needs and/or PUF funding
- Scoring assessments
- Write initial assessment reports including test results and goal areas
- Provide copies of assessment report to parents, Early Learning educators, teachers, and learning support team
- Suggest strategies, recommendations, considerations and goals for students
- Share year-end summaries with parents, educators, and school learning team.
- Collaborate with school learning team to establish speech and language programming for students
- Attend ECSP/ISP meetings as necessary
- Develop speech and language centers in division classrooms to ensure that program goals are being targeted
- Consult with school learning teams regarding speech and language centers in the classrooms in order to provide professional guidance to ensure that program goals are being targeted.
- Provide direct service to children as required
- Provide regular updates (electronically or in person) on goal progress to parents, educators and learning support team
- Provide year-end summary of goals and progress to family, educators and school learning team at the end of each school year
- Provide on-going training and support to assistants who support speech language and PUF assistants
- Participate in staff professional development days as required
- Participate in developmental check-ups throughout the division by administering the Speech and Language Center.
- Participate in meetings related to speech and language services (e.g. screening, LST meetings, Early Learning meeting, etc).

**DECISION**

- Completed probationary process. Overall is meeting the expected performance areas.
- Recommendation for termination

**EVALUATOR'S COMMENTS**

\_\_\_\_\_  
 Support Staff Signature  
**(acknowledging receipt of report)**

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Support Staff Supervisor Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 School Administrator/Facility Supervisor Signature

\_\_\_\_\_  
 Date

- Original copy goes to Human Resources for employee's file
- Copy to Employee
- Copy to Principal/Designate or Supervisor