



Cobb Keys Speech Language Pathologist (SLP) Evaluation System Guidelines and Instructions

Evaluating Certified Staff Who Are Not Classroom Teachers

1. Specific certified positions are not evaluated with the Cobb Keys Classroom Teacher Evaluation System as the Cobb Key Teacher Standards do not correspond to the responsibilities of those positions. These positions have their own evaluation instruments, each developed to assess the applicable standards and expectations:
 - a. School Counselor – Cobb Keys School Counselor PAI
 - b. Library Media Specialist – Cobb Keys Library Media Specialist PAI
 - c. School Social Worker – Cobb Keys School Social Worker PAI
 - d. Speech Language Pathologists – Cobb Keys Speech Language Pathologists PAI

Performance Assessment Evaluators

1. At the beginning of the school year, the Principal must appoint all evaluators in writing and ensure SLPs know who their evaluators are. Evaluatees do not have to “approve” of their evaluator, but they do have to be informed.
2. As instructional leader, the Principal should serve as the model of exemplary evaluation practices. The Principal should evaluate a representative proportion of the faculty, giving special consideration to the evaluation of SLPs with limited or no experience.
3. The Principal must ensure that all individuals who are assigned to perform any facet of the performance evaluation process are trained prior to beginning any evaluative functions.

Speech Language Pathologists Evaluation Process

1. The performance evaluation process for SLPs consists of two components: instructional observations by school-based evaluator and Lead SLP. Lead SLPs will also complete the SLP Performance Survey and provide it to the Principal.

Speech Language Pathologists Orientation

1. The Principal must ensure that all SLPs participate in local and central office evaluation system orientations.
2. SLPs who are hired after the school year begins must be provided with the orientation, as well, regardless of the time of year when he/she begins employment.
3. Documentation shall be maintained at the local school to confirm all SLPs’ participation in the orientation process.

Classroom Observations

1. Evaluators are encouraged to conduct pre-observation conferences with their evaluatees prior to the classroom observation. If an evaluatee requests a pre-observation conference, it must be held. Pre- observation conferences are not recorded on Section V of the Annual Report.
2. Evaluators will observe SLPs in the classroom at least once during the school year using the CCSD SLP Observation Form; if only one observation is planned for an evaluatee, it should be announced. **Performance assessment observations must occur prior to May 15th, 2019.**
3. SLPs with three years or less teaching SLP experience will be observed at least twice during the school year, the second of which may be an unannounced observation. All formal classroom observation date(s) will be entered on the SLP Performance Report form, Section V.
4. Each observation must last for at least thirty minutes; the evaluator must document the observation on the computerized SLP Instructional Observation Form.
5. The Lead SLP will provide an additional observation to building administration.

Observation Feedback Conferences

1. Following each observation, the evaluator will provide formal feedback to the SLP on what was observed. Individual feedback conferences between the evaluator and the SLP should occur within 10 school days of the observation.
2. The date(s) of the feedback conference will be entered on the SLP Performance Report Form, Section V. Feedback conferences must occur **prior to May 15th**. Observation Forms will be attached to the back of the Annual report and submitted to HR.

SLP Performance Report

1. All SLPs will be evaluated at least annually using the CCSD SLP Performance Report Form. Any SLP who works for thirty or more days in a school year must have an annual evaluation. This includes SLPs on a limited contract and any SLP who may resign or be terminated prior to May 15th. Annual Reports should be completed on the computerized form.
2. The Lead SLP will provide the SLP Performance Survey to Principal, giving feedback on each SLP's performance in the each of the areas of the rubric.
3. Evaluators will use the SLP Performance Report Rubric to assess whether the SLP earns "Proficient", "Emerging", or "Unsatisfactory" ratings on each of the four Performance Factors (Section II, A-D).
 - a. Not Evident: Not easy to see; not obvious
 - b. Emerging: Evolving; showing new or improved development
 - c. Proficient: Highly competent; skilled; adept; an expert
4. Personalized commentary is required for each Performance Standard. The commentary should specifically relate to the Performance Factor Standard Elements and should support the assigned rating. Exemplary performance should be acknowledged with unique commentary, clearly identifying behaviors that distinguish the SLP's performance.
5. SLPs' performance on twelve Professional Duties and Responsibilities is recorded in Section II, E (page 2). Select the appropriate box for each of the descriptors. Commentary is required to address any "Needs Improvement" or "Unsatisfactory" ratings assigned to any

Duties/Responsibilities.

6. The Duties/Responsibilities Summary Rating of “Needs Improvement”, “Satisfactory” or “Unsatisfactory” is assigned based upon the legend on the Annual Report Form.
 - a. Satisfactory (S) – no more than 2 “N’s” and no “U’s”
 - b. Needs Improvement (N) – 3 “N’s” or one “U”
 - c. Unsatisfactory (U) - More than 3 “N’s” or 2 or more “U’s”
7. The Overall Performance Rating of “Unsatisfactory”, “Emerging”, or “Proficient” is assigned based upon the legend in Section III of the Annual Report Form.
 - a. Proficient – 4 “Proficient” Standards ratings and a “Satisfactory” Summary Rating on Professional Duties and Responsibilities
 - b. Emerging – Fewer than 4 “Proficient” Standards ratings (no more than 1 “Not Evident”) and “Satisfactory” or “Needs Improvement” Summary Rating on Duties/Responsibilities.
 - c. Unsatisfactory – 2 or more “Not Evident” Standards ratings OR “Unsatisfactory” Summary Rating on Duties/Responsibilities.
8. SLPs earning an Overall Performance Rating of “Unsatisfactory” must be placed on a PLP to support remediation of performance deficiencies. Please consult with the Speech Language Program Supervisor if a Remediation Plan is being considered.
9. The date(s) of all observation(s) and observation feedback conference(s) are entered in Section III below the Overall Performance Rating. Pre-observation conferences and other types of conferences that occur throughout the year, including the Annual Conference, are not recorded in this section of the Annual Report.
10. Primary sources of information used to assess overall SLP performance will be the classroom observation(s), feedback conference(s), and the SLP Performance Rubric. Other evidence (required or requested) such as non-classroom observations, SLP Performance Survey, caseload/workload schedules, etc. may also be considered by the Evaluator. Elaborate portfolios, videotapes, or other unusual, time/labor intensive forms of evidence are prohibited.
11. Reports must be completed, signed, and dated by the evaluator. Principals (if Principal is not the evaluator) will review and sign all SLP Performance Reports. Principals will take into consideration their personal observations of the SLP during the delivery of SLP services and at other times, as appropriate, when reviewing and signing the SLP Performance Report. Principals, remember, your “Reviewer” on an annual report is an indication that you are assuring that information recorded on the evaluation form is complete and accurate and that you are fully supportive of the information contained therein, including the ratings assigned.

Annual Evaluation Conference

1. Annual performance report results must be shared with the SLP in a private annual evaluation conference. **The annual evaluation conference must occur prior to May 15th, 2019.**
2. If the SLP refuses, the Principal/Supervisor should so note with a brief comment such as “SLP chose not to sign”. Evaluator, Principal/Supervisor, and SLP should personally date his/her signature when the signature is recorded.
3. The original completed report, with the observation forms attached, is sent to CCSD Human Resources for the SLP’s District personnel folder. Copies of the completed report go to the SLP, evaluator, and school file.

Appeal Process

1. Performance ratings are not grievable under Cobb County Board of Education Policy GAE or O.C.G.A. 20-2-210. SLPs wishing to appeal a report or claim a procedural violation should complete a Performance Assessment Appeal form, detailing the facts that support the appeal criteria to their Principal/Supervisor within 10 working days of coming aware of the condition causing the appeal or claim of procedural violation.
2. The Principal must evaluate the facts and provide a written response to the SLP making the appeal or claim within 10 working days of receipt of the statement. The Principal will provide a copy of the original appeal correspondence, and his/her reply, to CCSD Human Resources at the same time.
3. In response to an appeal or procedural violation claim, if the Principal/Supervisor finds evidence of a procedural violation or becomes aware of new information that could materially affect the ratings in the original performance report, the Principal/Supervisor may void the original report and direct the original evaluator, or a new evaluator, to complete a replacement performance report. The CCSD Deputy Superintendent, in conjunction with the Assistant Superintendent and Director of Evaluation Systems, will decide appeals not resolved between the Principal and the appellant.