

Performance Evaluation

Supervisor: Test Supervisor;

*Student: Doe, Jane

*Site: CHLA

*Evaluation Type: Final

*Semester: 2017 Spring

*Course number: CSD 610 Observation

*Patient population:

Young Child (0-5)

Child (6-17)

Adult (18-64)

Older adult (65+)

Severity of Disorders (check all that apply)::

Within Normal Limits

Mild

Moderate

Severe

Client(s)/Patient(s) Multicultural Aspects (check all that apply): [?]

Ethnicity

Race

Culture

National origin

Socioeconomic status

Gender identity

Sexual orientation

Religion

Exceptionality

Other

Client(s)/Patient(s) Linguistic Diversity (check all that apply): [?]

English

English Language Learner

Primary English dialect

Secondary English dialect

Bilingual

Polyglot

Gender identity

Sign Language (ASL or SEE)

Cognitive / Physical Ability

Other

Save

PERFORMANCE RATING SCALE
Click to see Rating Scale

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 4, in 0.25 increments (1.25, 1.5 etc.)

1 - Performs Unsatisfactorily

2 - Needs Improvement in Performance

3 - Meets Performance Expectations

4 - Exceeds Performance Expectations

* If n/a, please leave space blank

Evaluation skills

Articulation?	Fluency?	Voice?	Language?	Hearing?	Swallowing?	Cognition?	Social Aspects?	AAC?
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		Refer to Performance Rating Scale above an										Session times out in: 1:31:23	
1.	Conducts screening and prevention procedures (std IV-D, std V-B, 1a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Collects case history information and integrates information from clients/patients/students and/or relevant others (std V-B, 1b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Selects appropriate evaluation instruments/procedures (std V-B, 1c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Administers and scores diagnostic tests correctly (std V-B, 1c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Adapts evaluation procedures to meet client/patient/student needs (std V-B, 1d)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Makes appropriate recommendations for intervention (std V-B, 1e)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Refers clients/patients/students for appropriate services (std V-B, 1g) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Score totals:		<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
		Total number of items scored:		<input type="text" value="0"/>	Total number of points:		<input type="text" value="0"/>	Section Average:		<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Comments:													

Save

Treatment skills		Articulation ²	Fluency ²	Voice ²	Language ²	Hearing ²	Swallowing ²	Cognition ²	Social Aspects ²	AAC ²
1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients/students and relevant others in the planning process (std V-B, 2a, std 3.1.1B)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Implements intervention plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b, std 3.1.1B)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sequences tasks to meet objectives		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provides appropriate introduction/explanation of tasks		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Measures and evaluates clients'/patients'/students' performance and progress (std V-B, 2d)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses appropriate models, prompts or cues. Allows time for client/patient/student response.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient/student needs (std V-B, 2e)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Session times out in: 1:31:23
10. Identifies and refers clients/patients/students for services as appropriate (std V-B, 2g) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total number of items scored: 0 Total number of points: 0 Section Average: 0										Score totals: 0 0 0 0 0 0 0
Total number of items scored: 0 Total number of points: 0 Section Average: 0										

Comments:

Professional Practice, Interaction, and Personal Qualities

1. Demonstrates knowledge of and interdependence of communication and swallowing processes (std IV-B, std 3.1.6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Score
2. Uses clinical reasoning and demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice (std IV-F, std 3.1.1B) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Adheres to federal, state, and institutional regulations and demonstrates knowledge of contemporary professional issues and advocacy (includes trends in best professional practices, privacy policies, models of delivery, and reimbursement procedures/fiduciary responsibilities) (std IV-G, std 3.1.1B, 3.1.6B, 3.8B) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, student, caregiver, and relevant others (std V-B, 3a, std 3.1.1B) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Establishes rapport and shows care, compassion, and appropriate empathy during interactions with clients/patients and relevant others (std 3.1.1B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Uses appropriate rate, pitch, and volume when interacting with clients/patients/students or others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c, std 3.1.6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Collaborates with other professionals in case management (std V-B, 3b, std 3.1.1B, 3.1.6B) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Displays effective oral communication with client/patient/student, family, or other professionals (std V-A, std 3.1.1B) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Displays effective written communication for all professional correspondence (std V-A, std 3.1.1B) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Adheres to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner (std IV-E, V-B, 3d, std 3.1.1B, 3.1.6B) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Demonstrates professionalism (std 3.1.1B, 3.1.6B) 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Demonstrates openness and responsiveness to clinical supervision and suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Personal appearance is professional and appropriate for the clinical setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Displays organization and preparedness for all clinical sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total number of items scored: 0 Total number of points: 0 Section Average: 0											
Comments:											

Improvements Since Last Evaluation:

Session times out in: 1:31:23

Strengths/Challenges:

Recommendations for Improving Identified Challenges:

Total points (all sections included): 0 Adjustment: 0.0
 divided by total number of items 0
 Evaluation score: 0
 Letter grade: F
 Quality points: N/A

By entering the student's name, I verify that this evaluation has been reviewed and discussed with the student prior to final submission.

Student name:

Date reviewed:

I verify that this evaluation is being submitted by the assigned clinical supervisor and that I have supervised the above named student.

*Supervisor name:

*Date completed:

Final submission (if this box is checked, no more changes will be allowed!)

Save

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the [ASHA Web site](#) to access the standards in their entirety.

Authored by: Laurel H. Hays, M.Ed., CCC-SLP and Satyajit P. Phanse, M.S.

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School-Based Competencies Checklist (added to Calipso performance evaluation)

Met	Not met	
		1. Demonstrates understanding and uses multiple sources of information to participate in progress monitoring and in decision making regarding eligibility and services of students.
		2. Demonstrates effective oral communication with teachers, professionals on interdisciplinary teams; including parents.
		3. Demonstrates understanding and acceptance of difference in culture, cultural heritage, ethnicity, language, age, religion, SES, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.
		4. Exhibits proficiency in a school setting in screening and evaluation, including procedures, techniques and instrumentation.
		5. Assists in preparing IEP with supervisor and reports progress of student during IEP in an effective and clear manner.
		6. Understands the variety of service delivery models for students
		7. Demonstrates the ability to participate effectively as a team member for the IFSP/IEP/transitional planning process.
		8. Plans ahead for all teaching activities, demonstrates preparation for staffing, IEP meetings with school personnel, students and parents.
		9. Demonstrates the need for student accommodations, modifications and instructional design in their documentation.
		10. Demonstrates the knowledge of required statewide assessments and local, state and federal accountability systems.
		11. Demonstrates the ability to use augmentative and assistive technology to facilitate communication, curriculum access and skill development of students with disabilities.
		12. Plans, implements and evaluates transitional life experiences as a part of interdisciplinary team.
		13. Communicates effectively with business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.
		14. Demonstrates knowledge of the development of literacy, including phonological awareness and an understanding of the relationship of speech and language skills to literacy, language arts and access to core curriculum.
		15. Demonstrates sound evidence-based practices relevant to the contemporary conditions of schools including general education.
		16. Understands behavior that promotes safe environments in school settings.

		17.	Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection analysis and management in the instructional setting.
		18.	Demonstrates proficiency in the effective use of interpreter/translators in assessment of English language learners.
		19.	Exhibits comprehension of methods in a school setting of preventing communicative disorders including but not limited to, family/caregiver and teacher in-service, consultation and collaboration.
		20.	Effectively implement behavioral intervention strategies and ability to monitor the progress of students.
Improvements since last evaluation			