



# Professional Growth and Evaluation Handbook for Speech-Language Pathologists

## A Timeline for the Evaluation Process and Improvement of Instruction Guide

	<b>Probationary SLP's</b>	<b>Contract SLP's</b>
<b>August/ September</b>	<ul style="list-style-type: none"> <li>❖ Sign Job Description</li> <li>❖ Meeting with Special Education administrator to discuss Evaluation and Supervision Process</li> <li>❖ Mini-observations and formal observations begin**</li> <li>❖ *Complete Start of Year Self-Assessment and Professional Growth Goal by <b>September 30<sup>th</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Sign Job Description</li> <li>❖ Overview of Evaluation and Supervision Process</li> <li>❖ Mini-observations begin</li> <li>❖ *Complete Start of Year Self-Assessment and Professional Growth Goal by <b>September 30<sup>th</sup></b></li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>❖ Mini- and/or formal observations**</li> <li>❖ *Goal Conference by <b>November 1<sup>st</sup></b>.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mini-observations</li> <li>❖ *Goal Conference by <b>November 1<sup>st</sup></b>.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>❖ Mini- and/or formal observations**</li> <li>❖ Meeting with building administrator to discuss goal progress</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mini-observations</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>❖ Mini- and/or formal observations**</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mini-observations</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>❖ Mini- and/or formal observations**</li> <li>❖ Mid-Year Goals Conference</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mini-observations</li> <li>❖ Mid-Year Goals Conference</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>❖ *2 formal observations by <b>February 15<sup>th</sup></b></li> <li>❖ *3 mini-observations by <b>February 15<sup>th</sup></b></li> <li>❖ Meeting with building administrator to discuss contract renewal/non-renewal</li> </ul>	<ul style="list-style-type: none"> <li>❖ *3 mini-observations by <b>February 15<sup>th</sup></b>.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>❖ Board action on renewal/extension</li> <li>❖ *Notification of Employment – <b>March 15</b></li> <li>❖ *3<sup>rd</sup> Formal Observation for 1<sup>st</sup> year teachers by <b>March 15</b></li> <li>❖ Mini-observations**</li> </ul>	<ul style="list-style-type: none"> <li>❖ Board action on renewal/extension</li> <li>❖ *Notification of Employment – <b>March 15</b></li> <li>❖ Mini-observations</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>❖ Check progress on goals</li> <li>❖ Mini- and formal observations**</li> </ul>	<ul style="list-style-type: none"> <li>❖ Check progress on goals</li> <li>❖ Mini-observations</li> </ul>
<b>May/June</b>	<ul style="list-style-type: none"> <li>❖ *5 mini-observations by <b>May 15<sup>th</sup></b></li> <li>❖ Mini- and formal observations**</li> <li>❖ Complete End of Year Self-Assessment</li> <li>❖ Final goals assessment concluded (planning new goals)</li> <li>❖ *Summative Evaluation - prior to last work day for SLP</li> </ul>	<ul style="list-style-type: none"> <li>❖ *5 mini-observations by <b>May 15<sup>th</sup></b></li> <li>❖ Complete End of Year Self-Assessment</li> <li>❖ Final goals assessment concluded (planning new goals)</li> <li>❖ *Summative Evaluation - prior to last work day for SLP</li> </ul>

A program of Assistance for Improvement may be initiated at any point of Evaluation/Supervision process.

\* Indicates deadline

\*\***Probationary SLP's should receive face to face feedback from their supervisor at least once per month.**

### PERFORMANCE EVALUATION CYCLE

All speech language pathologists in the Monroe School District will be evaluated annually. Each performance evaluation cycle will include self-assessment, observations, and a written evaluation. The written evaluation will assess teacher performance using the following scale:

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice	Implications for Professional Growth
<b>Does Not Meet</b>	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice	Program of Assistance for Improvement (PAI)
<b>Area for Growth</b>	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan	Targeted Goal Setting
<b>Effective</b>	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning	Leadership Opportunities
<b>Highly Effective</b>	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities	Leadership Opportunities

### MINI-OBSERVATION

Mini-observations will take place throughout the school year for ALL speech language pathologists. These observations will be approximately 10 minutes in length and will take place at different times of the day. They may occur by the supervisor dropping in as well as by invitation.

Feedback will be given to the SLP after each mini-observation and will be given in written form using a variety of tools. In addition, there will be a minimum of **at least three (3) face-to-face opportunities for feedback in the year.**

Mini-observations can occur during any phase of the SLP's duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, etc.

\*\*A minimum of three (3) mini-observations is required for all teachers by February 15<sup>th</sup>, with a minimum of five (5) by May 15<sup>th</sup>.

### FORMAL OBSERVATION PROCESS

- I. Pre-Conference\*  
The supervisor and teacher meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the supervisor and teacher. (\* May be waived by mutual consent of SLP and supervisor)
  
- II. Observation  
During the observation, the supervisor will collect specific data based on the 5 Domains. The length of observation will be no less than a cohesive portion of an instructional period or meeting.
  
- III. Reflection Conference  
As soon as is practical after the observation, a conference will be scheduled. The supervisor and SLP will discuss the data. From this evidence, areas of reinforcement and /or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed.
  
- IV. Frequency  
1<sup>st</sup> year SLP's – at least 2 Formal by February 15<sup>th</sup> with a total of 3 Formal by March 15<sup>th</sup>  
2<sup>nd</sup> and 3<sup>rd</sup> year SLP's – at least 2 Formal by February 15<sup>th</sup>

### **GOAL SETTING**

Speech Language Pathologists will establish one professional growth goal and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal.

### **PLAN OF ASSISTANCE FOR IMPROVEMENT**

The Plan of Assistance for Improvement is a formal process of supervision designed to focus on improvement needed because of performance below district standard(s) in one or more areas.

The conference between the staff member and the supervisor will be scheduled to discuss the Plan of Assistance for Improvement, which is to include:

1. A description of the deficiency(ies) which need(s) to be changed (in a SLP's conduct or performance), citing specific criterion of the job description and performance standards.
2. A description of the supervisor's expectations of how the SLP is to remedy the deficiency.
3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques, and resources to be used.
4. Peer assistance will be used where reasonable and practicable. The district supports the utilization of peer assistance whenever practicable and reasonable to aid SLP's to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.
5. The date by which the plan must be completed.

During the Plan of Assistance for Improvement, follow-up observations will occur within a specified time. Unless the plan has been revised and the observation schedule altered, the staff member will, when the specified time for completion is reached, be notified that one of three actions will be taken:

1. Return to the regular evaluation program because of satisfactory improvement.
2. Continuation and extension of current Plan of Assistance for Improvement.
3. Continued recommendation for contract non-extension
4. Dismissal or non-renewal

# Monroe School District Standards of Professional Practice and Scoring Rubric

**Domain 1: Identification and Evaluation**

**SLP Standard 1: Referral Process**

**Guiding Questions:**

- Is the screening relevant to the needs of the student?
- Is the referral being conducted in a timely manner?
- Are the referral results conveyed to the team/teacher?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP is proactive in responding to referrals and completes highly competent screenings of student needs.	SLP responds to referrals and completes thorough screenings of student needs.	SLP responds to referrals when pressed and completes adequate screenings of students.	SLP fails to respond to referrals or completes hasty screenings of student needs.

**Possible evidence to look for:**

- Procedures for referrals and screening results are clear and communicated to staff and key stakeholders.
- RTI and EBISS documentation.

**Domain 1: Identification and Evaluation****SLP Standard 2: Assessment****Guiding Questions:**

- Does the SLP use a variety of testing materials?
- What kind of assessment data does the SLP use to inform decision making?
- Does the SLP observe in multiple settings?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate students' strengths and needs.	SLP uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	SLP uses and interprets limited assessments to evaluate students' strengths and needs.	SLP administers inappropriate assessments to evaluate students' strengths and needs. Does not interpret results accurately.

**Possible evidence to look for:**

- The SLP selects current, culturally sensitive, and evidence-based assessment techniques and tools relevant to the identified referral questions.
- The SLP obtains information about student's strengths and needs from a variety of sources.
- The SLP observes student within multiple contexts of performance.
- Assessments are performed, scored, and interpreted with accuracy.

**Domain 1: Identification and Evaluation**

**SLP Standard 3: Documentation of Evaluation**

**Guiding Questions:**

- Are the evaluation reports clearly written and understandable?
- Is the evaluation information presented to key stakeholders in a way that is clear and tied to educational performance?
- Is the SLP able to answer questions presented by key stakeholders?

Highly Effective	Effective	Area for Growth	Does Not Meet
Evaluation results are comprehensive, well written, and show a clear understanding of student’s unique needs. Pertinent information, including specific recommendations that are relevant to evaluation findings, is provided to assist with planning program and determining eligibility.	Evaluation results show a clear understanding of student’s unique needs. Pertinent information, including general recommendations, is provided to assist with planning program and determining eligibility.	Evaluation results show adequate understanding of student’s needs. Limited information is provided to assist with planning program and determining eligibility.	Evaluation results show minimal understanding of student’s needs. Inadequate information is provided to assist with planning program and determining eligibility.

**Possible evidence to look for:**

- The SLP analyzes and interpret information gained through assessment and state guidelines to determine student eligibilities.
- The SLP integrates results of assessments and develops recommendations.
- The SLP provides clear, concise written documentation to include relevant history and overall levels of communicative functioning.
- The SLPR effectively communicates how disability adversely affects students’ educational performance.
- Content is clearly written and understandable.
- District and Federal time requirements are met.

**Domain 2: Preparation and Planning**

**SLP: Standard 4: Communication**

**Guiding Questions:**

- Does SLP collaborate with parents, school personnel, and key stakeholders when developing programs and services for student?
- Does the SLP meet and/or communicate regularly with colleagues regarding students' needs?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP engages in routine and Exemplary communication with parents, school personnel, and key stakeholders. SLOP uses and shares pertinent information to plan programs and services for students.	SLP engages in routine and effective communication with parents, school personnel, and key stakeholders. SLP uses pertinent information to plan programs and services for students.	SLP engages in some communication with parents, school personnel, and key stakeholders. SLP uses some information to plan programs and services for students.	SLP rarely engages in communication with parents, school personnel, and key stakeholders. SLP rarely uses information to plan programs and services for students.

**Possible evidence to look for:**

- The SLP is receptive to input from colleagues.
- The SLP encourages colleagues to share professional ideas, thoughts, and comments regarding students' educational needs.
- The SLP maintains documentation of communication with parents, school personnel, and key stakeholders.

**Domain 2: Preparation and Planning**

**SLP Standard 5: Goal Development**

**Guiding Questions:**

- Is the SLP familiar with the Oregon Common core State Standards and how they influence speech-language goal development?
- Is the speech-language IEP goal(s) clear and measureable and based on current and relevant data?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP develops clear and measureable goals based on a variety of assessment results and input from the IEP team that are aligned with developmental norms and Oregon Common Core State Standards.	SLP develops measureable goals based on assessment results that are aligned with developmental norms and Oregon Common Core State Standards.	SLP rarely develops measurable goals. Developed goals are based on limited information and are sometimes aligned with developmental norms and Oregon Common Core State Standards.	SLP develops non-measurable goals that are not aligned with developmental norms and Oregon Common Core State Standards.

**Possible evidence to look for:**

- The SLP is familiar with students' IEP goals and they are readily available.
- The SLP draws from Common Core State Standards when writing IEP goals.
- The SLP uses a variety of formal and informal assessment results when developing goals.

**Domain 2: Preparation and Planning**

**SLP Standard 6: Materials**

**Guiding Questions:**

- Does the SLP use a variety of materials to meet the needs of the students?
- Does the SLP connect materials to the learning objectives of the session?
- Does the SLP use developmentally appropriate materials?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP selects, organizes, creates and adapts innovative and developmentally appropriate materials for the students' individual communication goal(s)/need(s). SLP shares materials with colleagues.	SLP selects, organizes, and adapts relevant and developmentally appropriate materials for the students' individual communication goal(s)/need(s).	SLP selects materials that are somewhat relevant and developmentally appropriate for the students' individual communication goal(s)/need(s).	SLP uses limited materials that are not connected or relevant to the students' individual communication goal(s)/need(s).

**Possible evidence to look for:**

- The SLP selects/develops unique materials to meet their students' needs.
- The SLP adapts/uses classroom curriculum.
- The SLP shares materials with colleagues.
- The SLP is able to modify materials during therapy sessions, as needed.

**Domain 3: Delivery of Service**

**SLP Standard 7: Intervention**

**Guiding Questions:**

- Does the SLP implement evidence-based interventions when supporting student goals and objectives?
- Does the SLP use a variety of tools and strategies to engage and motivate students?
- Does the SLP provide timely feedback/reinforcement?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP systematically implements evidence-based interventions to foster communicative competence and provides consistent feedback and reinforcement to students.	SLP implements evidence-based interventions and provides some feedback and reinforcement to students.	SLP occasionally implements evidence-based interventions and provides inconsistent feedback and reinforcement to students.	SLP rarely implements evidence-based interventions and does not provide feedback and reinforcement to students.

**Possible evidence to look for:**

- The SLP can describe best practices when it comes to instruction and research.
- The SLP promotes generalization of therapeutic interventions.
- The SLP implements the service delivery model most appropriate to the student’s communication challenges and needs.
- The SLP expresses feedback clearly and respectfully.
- The therapy activities are appropriate for the student’s age, grade, and cognitive level as well as interest and aptitudes.

**Domain 3: Delivery of Service**

**SLP Standard 8: Knowledge of Student Need**

**Guiding Questions:**

- Does the SLP understand the educational needs of his/her student?
- Is the SLP familiar with the students' IEP goals?
- Does the SLP collaborate with school personnel to determine student needs and how to address them?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP displays robust understanding of how disabilities impact students' attitudes, behaviors and performances. Utilizes this knowledge to create meaningful and realistic opportunities and to differentiate instruction.	SLP displays solid understanding of how disabilities impact students' attitudes, behaviors and educational performances. Utilizes this knowledge to differentiate instruction.	SLP displays general understanding of how disabilities impact students' attitudes, behaviors and educational performances. Occasionally utilizes this knowledge to differentiate instruction.	SLP displays minimal understanding of how disabilities impact students' attitudes, behaviors and educational performances. Does not differentiate instruction.

**Possible evidence to look for:**

- The SLP orchestrates Exemplary strategies, materials, and groupings to involve and motivate students.
- Students are actively engaged in learning.
- The SLP capitalizes on teachable moments.
- The SLP is effectively able to communicate learning goals and objectives to students.
- The planned instruction is relevant to student learning styles and needs and to cultural differences.

**Domain 3: Delivery of Services**

**SLP Standard 9: Flexibility/Responsiveness**

**Guiding Questions:**

- Does the SLP modify therapeutic instruction based on data gathered during therapy?
- Does the SLP use a variety of scaffolding techniques?
- Does the SLP use frequent assessment techniques to monitor and adjust their instruction in a timely manner?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP is continually seeking ways to improve treatment and makes changes as appropriate in response to student, parent, and/or teacher input.	SLP makes revisions in treatment when confronted with evidence of the need for change.	SLP considers changes in treatment when confronted with evidence of the need for change.	SLP adhere to the plan or program in spite of evidence of its inadequacy.

**Possible evidence to look for:**

- Students are actively engaged in learning.
- Students understand and learn what is delivered.
- A variety of formative and summative assessments are in use.
- The SLP capitalizes on teachable moments.
- The SLP helps colleagues adapt and differentiate instruction for students.

**Domain 3: Delivery of Services**

**SLP Standard 10: Student Interactions**

**Guiding Questions:**

- Do students feel safe, respected and valued?
- How does the SLP respond to students’ treatment of each other in the therapy environment?
- Does the SLP make connections with students?

Highly Effective	Effective	Area for Growth	Does Not Meet
SLP shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns students’ respect and creates a climate in which disruption of learning is extremely rare and handled promptly and effectively.	SLP is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning environment.	SLP is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the learning environment.	SLP is sometimes unfair and disrespectful to the group; plays favorites. Is not respected by students and the learning environment is frequently chaotic.

**Possible evidence to look for:**

- The SLP communicates with students in a respectful and positive manner in all situations.
- The SLP models effective communication, empathy and respect.
- The SLP’s non-verbal cues match what he/she is assaying to the student.
- The SLP is poised and dynamic and promptly addresses virtually all discipline problems.
- Students are respectfully engaged in learning and activities?

**Domain 3: Delivery of Services**

**SLP Standard 11: Reflection**

**Guiding Questions:**

- Does the SLP take time to reflect on a lesson?
- Does the SLP modify therapy based upon reflective analysis?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire including input from colleagues to identify alternative strategies.	SLP’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.

**Possible evidence to look for:**

- When appropriate, SLP utilizes student feedback.
- The SLP is constantly pursuing professional growth opportunities and applies what he/she learns.
- The SLP can describe best practices when it comes to instruction and research.
- The SLP reviews speech, language, and hearing literature and makes use of new information during therapy.
- The SLP works with colleagues to reflect on what worked and what didn’t and continuously improves instruction.

**Domain 4: Management**

**SLP Standard 12: Service Delivery**

**Guiding Questions:**

- Does the SLP maximize the use of time and resources?
- Is the SLP able to effectively schedule within the educational setting?
- Does the SLP meet the SDI time as designated on IEP for students on their caseload?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP uses a variety of creative strategies that provide efficient service delivery models to meet student needs.	SLP uses a variety of strategies that provide efficient service delivery models to meet student needs.	SLP uses limited service delivery models to meet student needs.	SLP does not vary service delivery model to meet student needs.

**Possible evidence to look for:**

- The SLP collaborates with teachers and staff to determine what is best for students.
- The SLP applies creative strategies within the framework of the educational setting.

**Domain 4: Management**

**SLP Standard 13: Caseload**

**Guiding Questions:**

- Does the SLP serve students regularly and consistently?
- Does the SLP participate in intervention team meetings?
- Is the SLP able to manage a diverse caseload?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP continually makes decisions on eligibility, including dismissal. Provides prompt and consistent intervention to special education students. Supports general education initiatives that focus on achievement for all students.	SLP continually makes decisions on eligibility while serving a variety of special education students with speech/language services on their IEP.	SLP maintains caseload while limiting service delivery to only students who have a Communication Disorder eligibility.	SLP inefficiently manages caseload and inconsistently serves students.

**Possible evidence to look for:**

- The SLP continually evaluates caseload.
- The SLP collaborates with staff to determine needs across educational settings.
- The SLP serves on teams that promote the use of data-driven instruction, evidence-based practices and the use of problem solving models.

**Domain 5: Professional Responsibilities**

**SLP Standard 14: Professionalism**

**Guiding Questions:**

- Does the SLP respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
- What kind of recordkeeping and documentation system does the SLP use to keep track of communication with all stakeholders?  
How effective is that system?
- Does the SLP reliably perform required duties as assigned?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
SLP presents self as a consummate professional and always observes appropriate boundaries.	SLP demonstrates professional demeanor/behavior and maintains appropriate boundaries.	SLP occasionally acts and/or present self in an unprofessional manner and disrespects boundaries.	SLP frequently acts and/or presents self in an unprofessional manner and violates boundaries.

**Possible evidence to look for:**

- The SLP communicates in a professional, respectful and positive manner to district/building personnel.
- The SLP's recordkeeping system is clear, organized, up-to-date, and easy to understand.
- The SLP can be counted on to complete all required duties, reports and paperwork in a timely manner (e.g., attendance, email, etc.).
- The SLP resolves concerns and problems in an appropriate and timely manner.
- Professionalism may include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.

**Domain 5: Professional Responsibilities**

**SLP Standard 15: Collaboration**

**Guiding Questions:**

- During the evaluation and IEP process, is the SLP involved with colleagues?
- To what extent is SLP involved with collaboration?
- Does the SLP have respectful relationship with colleagues?

<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>
Collaborates with classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.	Collaborates with classroom teachers, other professionals, and peers to share therapy ideas while looking at student work.	Meets infrequently with classroom teachers, other professionals, to share therapy ideas.	Does not meet with classroom teachers, other professionals, and peers and is not open to collaboration.

**Possible evidence to look for:**

- The SLP highly values collaboration and positive relationships.
- The SLP meets frequently with collaboration teams, such as PLCs, SET, and/or EBISS.
- The SLP is receptive to input from colleagues, outside agencies, and other stakeholders to provide a system of support that enhances the student(S) learning experiences.
- The SLP encourages colleagues to share professional ideas, thoughts, and comments regarding learning?
- The SLP shares information, ideas, materials and resources with peers and others.

**Domain 5: Professional Responsibilities**

**SLP Standard 16: Self-Improvement**

**Guiding Questions:**

- Is the SLP a self-directed learner when it comes to professional growth opportunities?
- Does the SLP seek involvement in activities that will further his/her professional growth and promote student learning?
- Does the SLP earn continuing education or professional development units to meet requirements for the Oregon Board of Examiners’ licensing requirements?

Highly Effective	Effective	Area for Growth	Does Not Meet
SLP seeks out best practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve speech-language learning.	SLP listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective therapy ideas from colleagues and other sources.	SLP keeps an eye out for new ideas to improve therapy, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	SLP is not open to ideas for improving therapy and learning. Is defensive and/or resistant to changing professional practices.

**Possible evidence to look for:**

- The SLP can describe best practices when it comes to instruction, content area, and research.
- The SLP is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reviewing literature and sharing with others.
- The SLP is involved in professional activities that address possible areas for growth.
- The SLP presents to his/her peers.

**Domain 5: Professional Responsibilities**

**SLP Standard 17: Rules, Regulations, Laws, and Ethical Standards**

**Guiding Questions:**

- Does the SLP hold or is working towards an Oregon Board of Examiners for Speech Language Pathology License?
- Does the SLP adhere to federal and local policies and procedures?
- Does the SLP consult with colleagues/administrators regarding ethical/legal issues?

Highly Effective	Effective	Area for Growth	Does Not Meet
SLP demonstrates professional performance and consults with colleagues regarding ethical and/or litigious situations while upholding the ethical behavior and rules and regulations as outlines in the Oregon Board of Examiners for Speech Language Pathology.	SLP upholds the importance of ethical behavior rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP understands the importance of ethical behavior and rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP does not demonstrate ethical behavior or follow the rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.

**Possible evidence to look for:**

- The SLP maintains confidentiality of students’ records.
- The SLP communicates as needed with colleagues/administrators regarding procedural and compliance issues.
- THE SLP maintains his/her record as outlined in the Oregon Board of Examiners for Speech Language Pathology.

**Domain 5: Professional Responsibilities**

**SLP Standard 18: Supervision (*when applicable*)**

**Guiding Questions:**

- Does the SLP have a Speech-Language Pathologist – Assistant (SLP-A)? (If “no” this standard is not applicable)
- Does the SLP have positive working relationships with SLP-A?
- Does the SLP provide ongoing and supportive feedback in a timely manner?

Highly Effective	Effective	Area for Growth	Does Not Meet
SLP supervises and trains SLP-A while providing ongoing feedback and support including information regarding students’ disabilities, therapy deliver, therapy planning, and data collection while maintaining all required records on personnel they supervise.	SLP supervises and trains SLP-A while providing ongoing feedback and support, when requested, included information regarding students’ disabilities, therapy delivery, therapy planning, and data collection while maintaining all required records.	SLP supervises and trains SLP-A providing limited support while maintaining all required records.	SLP fails to provide support to SLP-A and does not maintain proper records.

**Possible evidence to look for:**

- The SLP maintains records on supervision.
- The SLP follows the guidelines for supervision as outlined by the Oregon Board of Examiners for Speech Language Pathology.?
- The SLP clearly defines expectations for the SLP-A.
- The SLP establishes a positive working relationship with their SLP-A.
- The SLP is responsible for the extent, type and quality of services provided by each SLP-A.

# Monroe School District Evaluation Forms

## Start of Year Self-Assessment Form

SLP Name	
Contract Status/Year	
Date	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 1 – Identification and Evaluation</b>	<b>1: Referral Process</b>	SLP is proactive in responding to referrals and completes highly competent screenings of student needs.	SLP responds to referrals and completes thorough screenings of student needs.	SLP responds to referrals when pressed and completes adequate screenings of students.	SLP fails to respond to referrals or completes hasty screenings of student needs.	
	<b>2: Assessment</b>	SLP uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate students' strengths and needs.	SLP uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	SLP uses and interprets limited assessments to evaluate students' strengths and needs.	SLP administers inappropriate assessments to evaluate students' strengths and needs. Does not interpret results accurately.	
	<b>3: Documentation of Evaluation</b>	Evaluation results are comprehensive, well written, and show a clear understanding of student's unique needs. Pertinent information, including specific recommendations that are relevant to evaluation findings, is provided to assist with planning program and determining eligibility.	Evaluation results show a clear understanding of student's unique needs. Pertinent information, including general recommendations, is provided to assist with planning program and determining eligibility.	Evaluation results show adequate understanding of student's needs. Limited information is provided to assist with planning program and determining eligibility.	Evaluation results show minimal understanding of student's needs. Inadequate information is provided to assist with planning program and determining eligibility.	

Standard		Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
Domain 2 – Preparation and Planning	<b>4: Communication</b>	SLP engages in routine and Exemplary communication with parents, school personnel, and key stakeholders. SLP uses and shares pertinent information to plan programs and services for students.	SLP engages in routine and effective communication with parents, school personnel, and key stakeholders. SLP uses pertinent information to plan programs and services for students.	SLP engages in some communication with parents, school personnel, and key stakeholders. SLP uses some information to plan programs and services for students.	SLP rarely engages in communication with parents, school personnel, and key stakeholders. SLP rarely uses information to plan programs and services for students.	
	<b>5: Goal Development</b>	SLP develops clear and measurable goals based on a variety of assessment results and input from the IEP team that are aligned with developmental norms and Oregon Common Core State Standards.	SLP develops measurable goals based on assessment results that are aligned with developmental norms and Oregon Common Core State Standards.	SLP rarely develops measurable goals. Developed goals are based on limited information and are sometimes aligned with developmental norms and Oregon Common Core State Standards.	SLP develops non-measurable goals that are not aligned with developmental norms and Oregon Common Core State Standards.	
	<b>6: Materials</b>	SLP selects, organizes, creates and adapts innovative and developmentally appropriate materials for the students' individual communication goal(s)/need(s). SLP shares materials with colleagues.	SLP selects, organizes, and adapts relevant and developmentally appropriate materials for the students' individual communication goal(s)/need(s).	SLP selects materials that are somewhat relevant and developmentally appropriate for the students' individual communication goal(s)/need(s).	SLP uses limited materials that are not connected or relevant to the students' individual communication goal(s)/need(s).	

	<b>Standard</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>	<b>Evaluator Rating</b>
<b>Domain 3 – Delivery of Services</b>	<b>7: Intervention</b>	SLP systematically implements evidence-based interventions to foster communicative competence and provides consistent feedback and reinforcement to students.	SLP implements evidence-based interventions and provides some feedback and reinforcement to students.	SLP occasionally implements evidence-based interventions and provides inconsistent feedback and reinforcement to students.	SLP rarely implements evidence-based interventions and does not provide feedback and reinforcement to students.	
	<b>8: Knowledge of Student Need</b>	SLP displays robust understanding of how disabilities impact students' attitudes, behaviors and performances. Utilizes this knowledge to create meaningful and realistic opportunities and to differentiate instruction.	SLP displays solid understanding of how disabilities impact students' attitudes, behaviors and educational performances. Utilizes this knowledge to differentiate instruction.	SLP displays general understanding of how disabilities impact students' attitudes, behaviors and educational performances. Occasionally utilizes this knowledge to differentiate instruction.	SLP displays minimal understanding of how disabilities impact students' attitudes, behaviors and educational performances. Does not differentiate instruction.	
	<b>9: Flexibility/ Responsiveness</b>	SLP is continually seeking ways to improve treatment and makes changes as appropriate in response to student, parent, and/or teacher input.	SLP makes revisions in treatment when confronted with evidence of the need for change.	SLP considers changes in treatment when confronted with evidence of the need for change.	SLP adhere to the plan or program in spite of evidence of its inadequacy.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
Domain 3 – Delivery of Services (continued)	<b>10: Student Interactions</b>	SLP shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns students’ respect and creates a climate in which disruption of learning is extremely rare and handled promptly and effectively.	SLP is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning environment.	SLP is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the learning environment.	SLP is sometimes unfair and disrespectful to the group; plays favorites. Is not respected by students and the learning environment is frequently chaotic.	
	<b>11: Reflection</b>	SLP’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire including input from colleagues to identify alternative strategies.	SLP’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 4 – Management</b>	<b>12: Service Delivery</b>	SLP uses a variety of creative strategies that provide efficient service delivery models to meet student needs.	SLP uses a variety of strategies that provide efficient service delivery models to meet student needs.	SLP uses limited service delivery models to meet student needs.	SLP does not vary service delivery model to meet student needs.	
	<b>13: Caseload</b>	SLP continually makes decisions on eligibility, including dismissal. Provides prompt and consistent intervention to special education students. Supports general education initiatives that focus on achievement for all students.	SLP continually makes decisions on eligibility while serving a variety of special education students with speech/language services on their IEP.	SLP maintains caseload while limiting service delivery to only students who have a Communication Disorder eligibility.	SLP inefficiently manages caseload and inconsistently serves students.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 5 – Professional Responsibilities</b>	<b>14: Professionalism</b>	SLP presents self as a consummate professional and always observes appropriate boundaries.	SLP demonstrates professional demeanor/behavior and maintains appropriate boundaries.	SLP occasionally acts and/or present self in an unprofessional manner and disrespects boundaries.	SLP frequently acts and/or presents self in an unprofessional manner and violates boundaries.	
	<b>15: Collaboration</b>	Collaborates with classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.	Collaborates with classroom teachers, other professionals, and peers to share therapy ideas while looking at student work.	Meets infrequently with classroom teachers, other professionals, to share therapy ideas.	Does not meet with classroom teachers, other professionals, and peers and is not open to collaboration.	
	<b>16: Self-Improvement</b>	SLP seeks out best practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve speech-language learning.	SLP listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective therapy ideas from colleagues and other sources.	SLP keeps an eye out for new ideas to improve therapy, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	SLP is not open to ideas for improving therapy and learning. Is defensive and/or resistant to changing professional practices.	
	<b>17: Rules, Regulations, Laws, and Ethical Standards</b>	SLP demonstrates professional performance and consults with colleagues regarding ethical and/or litigious situations while upholding the ethical behavior and rules and regulations as outlines in the Oregon Board of Examiners for Speech Language Pathology.	SLP upholds the importance of ethical behavior rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP understands the importance of ethical behavior and rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP does not demonstrate ethical behavior or follow the rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	



## End of Year Self-Assessment Form

SLP Name	
Contract Status/Year	
Date	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 1 – Identification and Evaluation</b>	<b>1: Referral Process</b>	SLP is proactive in responding to referrals and completes highly competent screenings of student needs.	SLP responds to referrals and completes thorough screenings of student needs.	SLP responds to referrals when pressed and completes adequate screenings of students.	SLP fails to respond to referrals or completes hasty screenings of student needs.	
	<b>2: Assessment</b>	SLP uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate students' strengths and needs.	SLP uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	SLP uses and interprets limited assessments to evaluate students' strengths and needs.	SLP administers inappropriate assessments to evaluate students' strengths and needs. Does not interpret results accurately.	
	<b>3: Documentation of Evaluation</b>	Evaluation results are comprehensive, well written, and show a clear understanding of student's unique needs. Pertinent information, including specific recommendations that are relevant to evaluation findings, is provided to assist with planning program and determining eligibility.	Evaluation results show a clear understanding of student's unique needs. Pertinent information, including general recommendations, is provided to assist with planning program and determining eligibility.	Evaluation results show adequate understanding of student's needs. Limited information is provided to assist with planning program and determining eligibility.	Evaluation results show minimal understanding of student's needs. Inadequate information is provided to assist with planning program and determining eligibility.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
Domain 2 – Preparation and Planning	<b>4: Communication</b>	SLP engages in routine and Exemplary communication with parents, school personnel, and key stakeholders. SLOP uses and shares pertinent information to plan programs and services for students.	SLP engages in routine and effective communication with parents, school personnel, and key stakeholders. SLP uses pertinent information to plan programs and services for students.	SLP engages in some communication with parents, school personnel, and key stakeholders. SLP uses some information to plan programs and services for students.	SLP rarely engages in communication with parents, school personnel, and key stakeholders. SLP rarely uses information to plan programs and services for students.	
	<b>5: Goal Development</b>	SLP develops clear and measurable goals based on a variety of assessment results and input from the IEP team that are aligned with developmental norms and Oregon Common Core State Standards.	SLP develops measurable goals based on assessment results that are aligned with developmental norms and Oregon Common Core State Standards.	SLP rarely develops measurable goals. Developed goals are based on limited information and are sometimes aligned with developmental norms and Oregon Common Core State Standards.	SLP develops non-measurable goals that are not aligned with developmental norms and Oregon Common Core State	
	<b>6: Materials</b>	SLP selects, organizes, creates and adapts innovative and developmentally appropriate materials for the students' individual communication goal(s)/need(s). SLP shares materials with colleagues.	SLP selects, organizes, and adapts relevant and developmentally appropriate materials for the students' individual communication goal(s)/need(s).	SLP selects materials that are somewhat relevant and developmentally appropriate for the students' individual communication goal(s)/need(s).	SLP uses limited materials that are not connected or relevant to the students' individual communication goal(s)/need(s).	

	<b>Standard</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>	<b>Evaluator Rating</b>
<b>Domain 3 – Delivery of Services</b>	<b>7: Intervention</b>	SLP systematically implements evidence-based interventions to foster communicative competence and provides consistent feedback and reinforcement to students.	SLP implements evidence-based interventions and provides some feedback and reinforcement to students.	SLP occasionally implements evidence-based interventions and provides inconsistent feedback and reinforcement to students.	SLP rarely implements evidence-based interventions and does not provide feedback and reinforcement to students.	
	<b>8: Knowledge of Student Need</b>	SLP displays robust understanding of how disabilities impact students' attitudes, behaviors and performances. Utilizes this knowledge to create meaningful and realistic opportunities and to differentiate instruction.	SLP displays solid understanding of how disabilities impact students' attitudes, behaviors and educational performances. Utilizes this knowledge to differentiate instruction.	SLP displays general understanding of how disabilities impact students' attitudes, behaviors and educational performances. Occasionally utilizes this knowledge to differentiate instruction.	SLP displays minimal understanding of how disabilities impact students' attitudes, behaviors and educational performances. Does not differentiate instruction.	
	<b>9: Flexibility/ Responsiveness</b>	SLP is continually seeking ways to improve treatment and makes changes as appropriate in response to student, parent, and/or teacher input.	SLP makes revisions in treatment when confronted with evidence of the need for change.	SLP considers changes in treatment when confronted with evidence of the need for change.	SLP adhere to the plan or program in spite of evidence of its inadequacy.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
Domain 3 – Delivery of Services (continued)	<b>10: Student Interactions</b>	SLP shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns students’ respect and creates a climate in which disruption of learning is extremely rare and handled promptly and effectively.	SLP is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning environment.	SLP is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the learning environment.	SLP is sometimes unfair and disrespectful to the group; plays favorites. Is not respected by students and the learning environment is frequently chaotic.	
	<b>11: Reflection</b>	SLP’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire including input from colleagues to identify alternative strategies.	SLP’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	

Standard		Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 4 – Management</b>	<b>12: Service Delivery</b>	SLP uses a variety of creative strategies that provide efficient service delivery models to meet student needs.	SLP uses a variety of strategies that provide efficient service delivery models to meet student needs.	SLP uses limited service delivery models to meet student needs.	SLP does not vary service delivery model to meet student needs.	
	<b>13: Caseload</b>	SLP continually makes decisions on eligibility, including dismissal. Provides prompt and consistent intervention to special education students. Supports general education initiatives that focus on achievement for all students.	SLP continually makes decisions on eligibility while serving a variety of special education students with speech/language services on their IEP.	SLP maintains caseload while limiting service delivery to only students who have a Communication Disorder eligibility.	SLP inefficiently manages caseload and inconsistently serves students.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 5 – Professional Responsibilities</b>	<b>14: Professionalism</b>	SLP presents self as a consummate professional and always observes appropriate boundaries.	SLP demonstrates professional demeanor/behavior and maintains appropriate boundaries.	SLP occasionally acts and/or present self in an unprofessional manner and disrespects boundaries.	SLP frequently acts and/or presents self in an unprofessional manner and violates boundaries.	
	<b>15: Collaboration</b>	Collaborates with classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.	Collaborates with classroom teachers, other professionals, and peers to share therapy ideas while looking at student work.	Meets infrequently with classroom teachers, other professionals, to share therapy ideas.	Does not meet with classroom teachers, other professionals, and peers and is not open to collaboration.	
	<b>16: Self-Improvement</b>	SLP seeks out best practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve speech-language learning.	SLP listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective therapy ideas from colleagues and other sources.	SLP keeps an eye out for new ideas to improve therapy, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	SLP is not open to ideas for improving therapy and learning. Is defensive and/or resistant to changing professional practices.	
	<b>17: Rules, Regulations, Laws, and Ethical Standards</b>	SLP demonstrates professional performance and consults with colleagues regarding ethical and/or litigious situations while upholding the ethical behavior and rules and regulations as outlines in the Oregon Board of Examiners for Speech Language Pathology.	SLP upholds the importance of ethical behavior rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP understands the importance of ethical behavior and rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP does not demonstrate ethical behavior or follow the rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	



## Summative Evaluation Form

SLP Name	
Contract Status/Year	
Date	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
Domain 1 – Identification and Evaluation	<b>1: Referral Process</b>	SLP is proactive in responding to referrals and completes highly competent screenings of student needs.	SLP responds to referrals and completes thorough screenings of student needs.	SLP responds to referrals when pressed and completes adequate screenings of students.	SLP fails to respond to referrals or completes hasty screenings of student needs.	
	<b>2: Assessment</b>	SLP uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate students' strengths and needs.	SLP uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	SLP uses and interprets limited assessments to evaluate students' strengths and needs.	SLP administers inappropriate assessments to evaluate students' strengths and needs. Does not interpret results accurately.	
	<b>3: Documentation of Evaluation</b>	Evaluation results are comprehensive, well written, and show a clear understanding of student's unique needs. Pertinent information, including specific recommendations that are relevant to evaluation findings, is provided to assist with planning program and determining eligibility.	Evaluation results show a clear understanding of student's unique needs. Pertinent information, including general recommendations, is provided to assist with planning program and determining eligibility.	Evaluation results show adequate understanding of student's needs. Limited information is provided to assist with planning program and determining eligibility.	Evaluation results show minimal understanding of student's needs. Inadequate information is provided to assist with planning program and determining eligibility.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
Domain 2 – Preparation and Planning	<b>4: Communication</b>	SLP engages in routine and Exemplary communication with parents, school personnel, and key stakeholders. SLOP uses and shares pertinent information to plan programs and services for students.	SLP engages in routine and effective communication with parents, school personnel, and key stakeholders. SLP uses pertinent information to plan programs and services for students.	SLP engages in some communication with parents, school personnel, and key stakeholders. SLP uses some information to plan programs and services for students.	SLP rarely engages in communication with parents, school personnel, and key stakeholders. SLP rarely uses information to plan programs and services for students.	
	<b>5: Goal Development</b>	SLP develops clear and measurable goals based on a variety of assessment results and input from the IEP team that are aligned with developmental norms and Oregon Common Core State Standards.	SLP develops measurable goals based on assessment results that are aligned with developmental norms and Oregon Common Core State Standards.	SLP rarely develops measurable goals. Developed goals are based on limited information and are sometimes aligned with developmental norms and Oregon Common Core State Standards.	SLP develops non-measurable goals that are not aligned with developmental norms and Oregon Common Core State	
	<b>6: Materials</b>	SLP selects, organizes, creates and adapts innovative and developmentally appropriate materials for the students' individual communication goal(s)/need(s). SLP shares materials with colleagues.	SLP selects, organizes, and adapts relevant and developmentally appropriate materials for the students' individual communication goal(s)/need(s).	SLP selects materials that are somewhat relevant and developmentally appropriate for the students' individual communication goal(s)/need(s).	SLP uses limited materials that are not connected or relevant to the students' individual communication goal(s)/need(s).	

	<b>Standard</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Area for Growth</b>	<b>Does Not Meet</b>	<b>Evaluator Rating</b>
<b>Domain 3 – Delivery of Services</b>	<b>7: Intervention</b>	SLP systematically implements evidence-based interventions to foster communicative competence and provides consistent feedback and reinforcement to students.	SLP implements evidence-based interventions and provides some feedback and reinforcement to students.	SLP occasionally implements evidence-based interventions and provides inconsistent feedback and reinforcement to students.	SLP rarely implements evidence-based interventions and does not provide feedback and reinforcement to students.	
	<b>8: Knowledge of Student Need</b>	SLP displays robust understanding of how disabilities impact students' attitudes, behaviors and performances. Utilizes this knowledge to create meaningful and realistic opportunities and to differentiate instruction.	SLP displays solid understanding of how disabilities impact students' attitudes, behaviors and educational performances. Utilizes this knowledge to differentiate instruction.	SLP displays general understanding of how disabilities impact students' attitudes, behaviors and educational performances. Occasionally utilizes this knowledge to differentiate instruction.	SLP displays minimal understanding of how disabilities impact students' attitudes, behaviors and educational performances. Does not differentiate instruction.	
	<b>9: Flexibility/ Responsiveness</b>	SLP is continually seeking ways to improve treatment and makes changes as appropriate in response to student, parent, and/or teacher input.	SLP makes revisions in treatment when confronted with evidence of the need for change.	SLP considers changes in treatment when confronted with evidence of the need for change.	SLP adhere to the plan or program in spite of evidence of its inadequacy.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
Domain 3 – Delivery of Services (continued)	<b>10: Student Interactions</b>	SLP shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns students’ respect and creates a climate in which disruption of learning is extremely rare and handled promptly and effectively.	SLP is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning environment.	SLP is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the learning environment.	SLP is sometimes unfair and disrespectful to the group; plays favorites. Is not respected by students and the learning environment is frequently chaotic.	
	<b>11: Reflection</b>	SLP’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire including input from colleagues to identify alternative strategies.	SLP’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 4 – Management</b>	<b>12: Service Delivery</b>	SLP uses a variety of creative strategies that provide efficient service delivery models to meet student needs.	SLP uses a variety of strategies that provide efficient service delivery models to meet student needs.	SLP uses limited service delivery models to meet student needs.	SLP does not vary service delivery model to meet student needs.	
	<b>13: Caseload</b>	SLP continually makes decisions on eligibility, including dismissal. Provides prompt and consistent intervention to special education students. Supports general education initiatives that focus on achievement for all students.	SLP continually makes decisions on eligibility while serving a variety of special education students with speech/language services on their IEP.	SLP maintains caseload while limiting service delivery to only students who have a Communication Disorder eligibility.	SLP inefficiently manages caseload and inconsistently serves students.	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 5 – Professional Responsibilities</b>	<b>14: Professionalism</b>	SLP presents self as a consummate professional and always observes appropriate boundaries.	SLP demonstrates professional demeanor/behavior and maintains appropriate boundaries.	SLP occasionally acts and/or present self in an unprofessional manner and disrespects boundaries.	SLP frequently acts and/or presents self in an unprofessional manner and violates boundaries.	
	<b>15: Collaboration</b>	Collaborates with classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.	Collaborates with classroom teachers, other professionals, and peers to share therapy ideas while looking at student work.	Meets infrequently with classroom teachers, other professionals, to share therapy ideas.	Does not meet with classroom teachers, other professionals, and peers and is not open to collaboration.	
	<b>16: Self-Improvement</b>	SLP seeks out best practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve speech-language learning.	SLP listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective therapy ideas from colleagues and other sources.	SLP keeps an eye out for new ideas to improve therapy, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	SLP is not open to ideas for improving therapy and learning. Is defensive and/or resistant to changing professional practices.	
	<b>17: Rules, Regulations, Laws, and Ethical Standards</b>	SLP demonstrates professional performance and consults with colleagues regarding ethical and/or litigious situations while upholding the ethical behavior and rules and regulations as outlines in the Oregon Board of Examiners for Speech Language Pathology.	SLP upholds the importance of ethical behavior rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP understands the importance of ethical behavior and rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	SLP does not demonstrate ethical behavior or follow the rules and regulations as outlined in the Oregon Board of Examiners for Speech Language Pathology.	

Standard		Highly Effective	Effective	Area for Growth	Does Not Meet	Evaluator Rating
<b>Domain 5 – if applicable</b>	<b>18: Supervision (if applicable)</b>	SLP supervises and trains SLP-A while providing ongoing feedback and support including information regarding students’ disabilities, therapy deliver, therapy planning, and data collection while maintaining all required records on personnel they supervise.	SLP supervises and trains SLP-A while providing ongoing feedback and support, when requested, included information regarding students’ disabilities, therapy delivery, therapy planning, and data collection while maintaining all required records.	SLP supervises and trains SLP-A providing limited support while maintaining all required records.	SLP fails to provide support to SLP-A and does not maintain proper records.	

<b>Summative Rating and Additional Comments</b>	<b>HE</b>	<b>E</b>	<b>AG</b>	<b>DNM</b>
Domain 1: Identification and Evaluation				
Domain 2: Preparation and Planning				
Domain 3: Delivery of Service				
Domain 4: Management				
Domain 5: Professional Responsibility				
<b>Summative Rating:</b>				

Speech Language Pathologist’s response:

Supervisor’s Comments:

The following attachments are part of this report:

Supervisor's Recommendation

- Continuation of Employment
- Program of Assistance for Improvement
- Termination of Employment
- Other: Hired temporarily for this school year only

This is to certify that we have read and discussed the above report:

\_\_\_\_\_  
Speech Language Pathologist      Date

\_\_\_\_\_  
Supervisor      Date