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ADOPTED: 10/10/16

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# Professional Growth and Evaluation Handbook for Speech-Language Pathologists

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

	Probationary SLP's	Contract SLP's
August/ September	<ul><li>Sign Job Description</li><li>Meeting with Special Education</li></ul>	<ul><li>Sign Job Description</li><li>Overview of Evaluation and Supervision</li></ul>
September	administrator to discuss Evaluation and	Process
	Supervision Process	<ul><li>Mini-observations begin</li></ul>
	Mini-observations and formal	* *Complete Start of Year Self-Assessment
	observations begin**	and Professional Growth Goal by
	* *Complete Start of Year Self-Assessment	September 30 <sup>th</sup>
	and Professional Growth Goal by	
Ostaban	September 30 <sup>th</sup>	. Mini alaamatiana
October	<ul> <li>Mini- and/or formal observations**</li> <li>*Goal Conference by November 1st.</li> </ul>	<ul> <li>Mini-observations</li> <li>*Goal Conference by November 1<sup>st</sup>.</li> </ul>
	Goal Comerence by November 1.	Goal Comerence by November 1 .
November	Mini- and/or formal observations**	Mini-observations
	Meeting with building administrator to	
	discuss goal progress	
December	Mini- and/or formal observations**	Mini-observations
January	Mini- and/or formal observations**	Mini-observations
	Mid-Year Goals Conference	Mid-Year Goals Conference
February	* *2 formal observations by <b>February 15</b> <sup>th</sup>	* *3 mini-observations by <b>February 15</b> <sup>th</sup> .
	*3 mini-observations by <b>February 15</b> <sup>th</sup>	
	Meeting with building administrator to	
	discuss contract renewal/non-renewal	
March	Board action on renewal/extension	Board action on renewal/extension
	* *Notification of Employment – March 15	* *Notification of Employment – March 15
	*3 <sup>rd</sup> Formal Observation for 1 <sup>st</sup> year	Mini-observations
	teachers by <b>March 15</b>	
	Mini-observations**	
April	Check progress on goals	<ul> <li>Check progress on goals</li> </ul>
	Mini- and formal observations**	Mini-observations
May/June	* *5 mini-observations by <b>May 15</b> <sup>th</sup>	*5 mini-observations by <b>May 15</b> <sup>th</sup>
	Mini- and formal observations**	Complete End of Year Self-Assessment
	<ul> <li>Complete End of Year Self-Assessment</li> </ul>	<ul> <li>Final goals assessment concluded</li> </ul>
	Final goals assessment concluded	(planning new goals)
	(planning new goals)	* *Summative Evaluation - prior to last
	*Summative Evaluation - prior to last work day for SLP	work day for SLP
	110.11 day 10. 02.	

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

<sup>\*</sup> Indicates deadline

<sup>\*\*</sup>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
Does Not	Does not meet standards; performs below the expectations for good	Program of Assistance
Meet	performance under this standard; requires direct intervention and support to improve practice	for Improvement (PAI)
Area for Growth	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
Effective	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
Highly Effective	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?

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

- 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?

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

- 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	Evaluation results show a clear	Evaluation results show	Evaluation results show minimal
comprehensive, well written,	understanding of student's	adequate understanding of	understanding of student's
and show a clear understanding	unique needs. Pertinent	student's needs. Limited	needs. Inadequate information
of student's unique needs.	information, including general	information is provided to assist	is provided to assist with
Pertinent information, including	recommendations, is provided	with planning program and	planning program and
specific recommendations that	to assist with planning program	determining eligibility.	determining eligibility.
are relevant to evaluation	and determining eligibility.		
findings, is provided to assist			
with planning program and			
determining eligibility.			

- 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?

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

- 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?

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

- 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?

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

- 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?

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

- 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.

#### **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?

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

- 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?

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

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

- 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?

Highly Effective	Effective	Area for Growth	Does Not Meet
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.

- 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.

# **SLP Standard 12: Service Delivery**

# **Domain 4: Management**

# **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?

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

- 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.

#### SLP Standard 13: Caseload

# **Domain 4: Management**

# **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?

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

- 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.

#### **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?

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

- 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.

# **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?

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

- 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.

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

- 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.

#### **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	SLP upholds the importance of	SLP understands the	SLP does not demonstrate
performance and consults with	ethical behavior rules and	importance of ethical behavior	ethical behavior or follow the
colleagues regarding ethical	regulations as outlined in the	and rules and regulations as	rules and regulations as
and/or litigious situations	Oregon Board of Examiners for	outlined in the Oregon Board	outlined in the Oregon Board
while upholding the ethical	Speech Language Pathology.	of Examiners for Speech	of Examiners for Speech
behavior and rules and		Language Pathology.	Language Pathology.
regulations as outlines in the			
Oregon Board of Examiners for			
Speech Language Pathology.			

- 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.

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

- 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	<b>Evaluator Rating</b>
	1: Referral Process	SLP is proactive in responding to referrals and completes highly	SLP responds to referrals and completes thorough screenings of student	SLP responds to referrals when pressed and completes adequate	SLP fails to respond to referrals or completes hasty screenings of	
		competent screenings of student needs.	needs.	screenings of students.	student needs.	
Identification and Evaluation	2: Assessment	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.	
Domain 1 – Ident	3: Documentation of Evaluation	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	<b>Evaluator Rating</b>
ning	4: Communication	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.	
in 2 – Preparation and Planning	5: Goal Development	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	
Domain	6: Materials	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).	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
ices	7: Intervention	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.	
Domain 3 – Delivery of Services	8: Knowledge of Student Need	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.	
	9: Flexibility/ Responsiveness	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	<b>Evaluator Rating</b>
	10: Student	SLP shows warmth,	SLP is fair and respectful	SLP is fair and respectful	SLP is sometimes unfair	
	Interactions	caring, respect, and	toward students and	toward most students	and disrespectful to the	
		fairness for all students	builds positive	and builds positive	group; plays favorites. Is	
€		and builds strong	relationships. Builds a	relationships with some.	not respected by	
ne		relationships. Earns	culture of respect within	Wins the respect of	students and the	
ţ		students' respect and	the learning	some students but there	learning environment is	
(continued)		creates a climate in	environment.	are regular disruptions in	frequently chaotic.	
		which disruption of		the learning		
ice		learning is extremely		environment.		
Services		rare and handled				
of S		promptly and effectively.				
	11: Reflection	SLP's reflection is highly	SLP's reflection provides	SLP's reflection on	SLP does not reflect on	
Delivery		accurate and perceptive,	an accurate and	practice is moderately	practice, or the	
)el		citing specific examples	objective description of	accurate and objective	reflections are	
1		that were not fully	practice, citing specific	without citing specific	inaccurate or self-	
n 3		successful for at least	positive and negative	examples, and with only	serving.	
Domain		some students. SLP	characteristics. SLP	global suggestions as to		
20		draws on an extensive	makes some specific	how it might be		
		repertoire including	suggestions as to how	improved.		
		input from colleagues to	the therapy program			
		identify alternative	might be improved.			
		strategies.				

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
nent	12: Service Delivery	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.	
	13: Caseload	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	<b>Evaluator Rating</b>
	14:	SLP presents self as a	SLP demonstrates	SLP occasionally acts	SLP frequently acts	
	Professionalism	consummate	professional	and/or present self in an	and/or presents self in	
		professional and always	demeanor/behavior and	unprofessional manner	an unprofessional	
		observes appropriate	maintains appropriate	and disrespects	manner and violates	
		boundaries.	boundaries.	boundaries.	boundaries.	
	15: Collaboration	Collaborates with	Collaborates with	Meets infrequently with	Does not meet with	
		classroom teachers,	classroom teachers,	classroom teachers,	classroom teachers,	
		other professionals, and	other professionals, and	other professionals, to	other professionals, and	
		peers when sharing	peers to share therapy	share therapy ideas.	peers and is not open to	
		ideas, looking at student	ideas while looking at		collaboration.	
ies		work, and utilizing data	student work.			
Ħ		to drive instruction.				
Professional Responsibilities	16: Self-	SLP seeks out best	SLP listens thoughtfully	SLP keeps an eye out for	SLP is not open to ideas	
por	Improvement	practices, feedback, and	to other viewpoints and	new ideas to improve	for improving therapy	
Ses		suggestions, which are	responds constructively	therapy, but	and learning. Is	
a E		integrated into practice.	to suggestions and	implementation is with	defensive and/or	
<u>io</u>		Active participant of	criticism. Seeks out	mixed results. Shows	resistant to changing	
ess		professional workshops,	effective therapy ideas	minimal interest in	professional practices.	
ģ		study groups, reading	from colleagues and	listening to feedback and		
<u>-</u>		and/or research to	other sources.	suggestions.		
Ŋ		improve speech-				
Domain		language learning.				
e o	17: Rules,	SLP demonstrates	SLP upholds the	SLP understands the	SLP does not	
Δ	Regulations, Laws,	professional	importance of ethical	importance of ethical	demonstrate ethical	
	and Ethical	performance and	behavior rules and	behavior and rules and	behavior or follow the	
	Standards	consults with colleagues	regulations as outlined in	regulations as outlined in	rules and regulations as	
		regarding ethical and/or	the Oregon Board of	the Oregon Board of	outlined in the Oregon	
		litigious situations while	Examiners for Speech	Examiners for Speech	Board of Examiners for	
		upholding the ethical	Language Pathology.	Language Pathology.	Speech Language	
		behavior and rules and			Pathology.	
		regulations as outlines in				
		the Oregon Board of				
		Examiners for Speech				
		Language Pathology.				

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
	18: Supervision	SLP supervises and trains	SLP supervises and trains	SLP supervises and trains	SLP fails to provide	
	(if applicable)	SLP-A while providing	SLP-A while providing	SLP-A providing limited	support to SLP-A and	
ple		ongoing feedback and	ongoing feedback and	support while	does not maintain	
lica		support including	support, when	maintaining all required	proper records.	
applicable		information regarding	requested, included	records.		
if a		students' disabilities,	information regarding			
5 -		therapy deliver, therapy	students' disabilities,			
		planning, and data	therapy delivery, therapy			
Domain		collection while	planning, and data			
١Ō		maintaining all required	collection while			
		records on personnel	maintaining all required			
		they supervise.	records.			

Professional Growth Goal Statement			
Churchanian and Commant			
Strategies and Support  How has my self-assessment informed my			
professional development needs?			
What professional development will help me			
accomplish my goal?			
How might I team with colleagues in professional development toward my goal?			
Supervisor Comments			
This is to certify that we have read and di	scussed the above re	port:	
Speech Language Pathologist	Date	Supervisor	Date

# **End of Year Self-Assessment Form**

SLP Name	
Contract Status/Year	
Date	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
Identification and Evaluation	1: Referral Process  2: Assessment	SLP is proactive in responding to referrals and completes highly competent screenings of student needs.  SLP uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate students' strengths and	SLP responds to referrals and completes thorough screenings of student needs.  SLP uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	SLP responds to referrals when pressed and completes adequate screenings of students.  SLP uses and interprets limited assessments to evaluate students' strengths and needs.	SLP fails to respond to referrals or completes hasty screenings of student needs.  SLP administers inappropriate assessments to evaluate students' strengths and needs. Does not interpret results accurately.	
Domain 1 – Identifi	3: Documentation of Evaluation	reeds.  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	<b>Evaluator Rating</b>
nning	4: Communication	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.	
in 2 – Preparation and Planning	5: Goal Development	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	
Domain	6: Materials	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).	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
ices	7: Intervention	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.	
Domain 3 – Delivery of Services	8: Knowledge of Student Need	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.	
	9: Flexibility/ Responsiveness	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	<b>Evaluator Rating</b>
	10: Student	SLP shows warmth,	SLP is fair and respectful	SLP is fair and respectful	SLP is sometimes unfair	
	Interactions	caring, respect, and	toward students and	toward most students	and disrespectful to the	
		fairness for all students	builds positive	and builds positive	group; plays favorites. Is	
<b>⊕</b>		and builds strong	relationships. Builds a	relationships with some.	not respected by	
nec		relationships. Earns	culture of respect within	Wins the respect of	students and the	
ţ		students' respect and	the learning	some students but there	learning environment is	
(continued)		creates a climate in	environment.	are regular disruptions in	frequently chaotic.	
		which disruption of		the learning		
ice		learning is extremely		environment.		
Services		rare and handled				
of S		promptly and effectively.				
	11: Reflection	SLP's reflection is highly	SLP's reflection provides	SLP's reflection on	SLP does not reflect on	
Delivery		accurate and perceptive,	an accurate and	practice is moderately	practice, or the	
Del		citing specific examples	objective description of	accurate and objective	reflections are	
- 1		that were not fully	practice, citing specific	without citing specific	inaccurate or self-	
n 3		successful for at least	positive and negative	examples, and with only	serving.	
Domain		some students. SLP	characteristics. SLP	global suggestions as to		
00		draws on an extensive	makes some specific	how it might be		
		repertoire including	suggestions as to how	improved.		
		input from colleagues to	the therapy program			
		identify alternative	might be improved.			
		strategies.				

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
lent	12: Service Delivery	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.	
Domain 4 – Management	13: Caseload	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	<b>Evaluator Rating</b>
ה 5 – Professional Responsibilities	14: Professionalism  15: Collaboration	SLP presents self as a consummate professional and always observes appropriate boundaries.  Collaborates with	SLP demonstrates professional demeanor/behavior and maintains appropriate boundaries.  Collaborates with	SLP occasionally acts and/or present self in an unprofessional manner and disrespects boundaries.  Meets infrequently with	SLP frequently acts and/or presents self in an unprofessional manner and violates boundaries.  Does not meet with	
		classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.	classroom teachers, other professionals, and peers to share therapy ideas while looking at student work.	classroom teachers, other professionals, to share therapy ideas.	classroom teachers, other professionals, and peers and is not open to collaboration.	
	16: Self- Improvement	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 speechlanguage 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.	
Domain	17: Rules, Regulations, Laws, and Ethical Standards	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	<b>Evaluator Rating</b>
Domain 5 – if applicable	18: Supervision (if applicable)	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.	

Professional Growth Goal Statement			
Strategies and Support What growth have I made towards my professional goal? What activities/training have I been involved in? What additional professional growth needs do I have based upon my self-assessment? Supervisor Comments			
This is to certify that we have read and di	scussed the above re	port:	
Speech Language Pathologist	Date	Supervisor	Date

# **Summative Evaluation Form**

SLP Name	
Contract Status/Year	
Date	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
on and Evaluation	1: Referral Process  2: Assessment	SLP is proactive in responding to referrals and completes highly competent screenings of student needs.  SLP uses and interprets a variety of non-discriminatory standardized and non-standardized assessments and observes in multiple contexts to evaluate	SLP responds to referrals and completes thorough screenings of student needs.  SLP uses and interprets a variety of non-discriminatory standardized assessments to evaluate students' strengths and needs.	SLP responds to referrals when pressed and completes adequate screenings of students.  SLP uses and interprets limited assessments to evaluate students' strengths and needs.	SLP fails to respond to referrals or completes hasty screenings of student needs.  SLP administers inappropriate assessments to evaluate students' strengths and needs. Does not interpret results accurately.	
Domain 1 – Identification	3: Documentation of Evaluation	students' strengths and needs.  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	<b>Evaluator Rating</b>
ning	4: Communication	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.	
in 2 – Preparation and Planning	5: Goal Development	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	
Domain	6: Materials	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).	

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
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Domain 3 – Delivery of Services	8: Knowledge of Student Need	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.	
	9: Flexibility/ Responsiveness	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	<b>Evaluator Rating</b>
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	Interactions	caring, respect, and	toward students and	toward most students	and disrespectful to the	
		fairness for all students	builds positive	and builds positive	group; plays favorites. Is	
=		and builds strong	relationships. Builds a	relationships with some.	not respected by	
hec		relationships. Earns	culture of respect within	Wins the respect of	students and the	
ţ		students' respect and	the learning	some students but there	learning environment is	
(continued)		creates a climate in	environment.	are regular disruptions in	frequently chaotic.	
		which disruption of		the learning		
Services		learning is extremely		environment.		
ē		rare and handled				
of S		promptly and effectively.				
	11: Reflection	SLP's reflection is highly	SLP's reflection provides	SLP's reflection on	SLP does not reflect on	
Delivery		accurate and perceptive,	an accurate and	practice is moderately	practice, or the	
Seli		citing specific examples	objective description of	accurate and objective	reflections are	
1		that were not fully	practice, citing specific	without citing specific	inaccurate or self-	
n 3		successful for at least	positive and negative	examples, and with only	serving.	
Domain		some students. SLP	characteristics. SLP	global suggestions as to		
o		draws on an extensive	makes some specific	how it might be		
_		repertoire including	suggestions as to how	improved.		
		input from colleagues to	the therapy program			
		identify alternative	might be improved.			
		strategies.				

	Standard	Highly Effective	Effective	Area for Growth	Does Not Meet	<b>Evaluator Rating</b>
agement	12: Service Delivery	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.	
acha – h		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	<b>Evaluator Rating</b>
	14: Professionalism  15: Collaboration	SLP presents self as a consummate professional and always observes appropriate boundaries.  Collaborates with	SLP demonstrates professional demeanor/behavior and maintains appropriate boundaries.  Collaborates with	SLP occasionally acts and/or present self in an unprofessional manner and disrespects boundaries.  Meets infrequently with	SLP frequently acts and/or presents self in an unprofessional manner and violates boundaries.  Does not meet with	
oilities		classroom teachers, other professionals, and peers when sharing ideas, looking at student work, and utilizing data to drive instruction.	classroom teachers, other professionals, and peers to share therapy ideas while looking at student work.	classroom teachers, other professionals, to share therapy ideas.	classroom teachers, other professionals, and peers and is not open to collaboration.	
in 5 – Professional Responsibilities	16: Self- Improvement	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 speechlanguage 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.	
Domain	17: Rules, Regulations, Laws, and Ethical Standards	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	<b>Evaluator Rating</b>
Domain 5 – if applicable	18: Supervision (if applicable)	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.	Evaluator Rating

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

S	peech	Language	Patho	logist's	response:
_	PCCCII	Language		iogist s	i coponisc.

Supervisor's Comments:

Speech Language Pathologist	Date	Supervisor	Date
This is to certify that we have read	d and discuss	ed the above report:	
Other: Hired temporarily f	or this schoo	l year only	
☐ Termination of Employme	nt		
Program of Assistance for	Improvemen	t	
Continuation of Employme	ent		
Supervisor's Recommendation			
The following attachments are pa	rt of this repo	ort:	