

Speech Language Pathologist (SLP)

Evaluation Process and Information FA-2015

Hillsboro R-3 School District

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Hillsboro Speech Language Pathologist Evaluation Process

Overview

The purpose of the Network for Educator Effectiveness (NEE) is to facilitate professional growth in educators. NEE has evaluation and growth systems for teachers and other education professionals (e.g., principals, library media specialists, counselors), including speech-language pathologists (SLP).

Three resources are available to assist with implementation of the SLP evaluation and growth system:

1. User Guide
2. SLP Evaluation Worksheet
3. Scoring Guide

Both the SLP Evaluation Worksheet and the Scoring Guide are available on the NEE website at <http://nee.missouri.edu/>.

As an evaluator uses the Scoring Guide, scores and feedback are recorded on the Evaluation Worksheet. These would then be entered in the online data tool.

This guide takes you through the steps for NEE's SLP evaluation and growth system. It is intended for use by administrators responsible for evaluation and growth of staff, and SLPs (or Speech Implementers working under the supervision of a credentialed SLP).

Step 1 – Initial Meeting. Review the SLP Evaluation Worksheet and SLP Scoring Guide together (i.e., the administrator and SLP).

Step 2 – Decide on an SLP Evaluation Model. There are two different models:

Simple Model – Use the SLP Evaluation Worksheet as a stand-alone measure. Also, NEE recommends that SLPs complete a Professional Development Plan (PDP) even if this model is chosen because SLPs are expected to set goals for professional growth across the school year.

Full Model – Use the SLP Evaluation Worksheet in conjunction with the teacher evaluation system. The SLP can be evaluated in the same way as teachers with only minor modifications. The SLP Evaluation Worksheet replaces the Unit of Instruction; the remaining components of the teacher model could be applied to the SLP. In this model, SLPs may receive evaluation feedback based on classroom observation, student surveys, professional development plans, and student achievement data.

The table below shows the data sources used for the teacher evaluation system, the Speech Language Pathologist full model, and the Speech Language Pathologist simple model:

Teacher Evaluation System	SLP Full Model	SLP Simple Model
1. Classroom Observation	Classroom Observation	--
2. Student Survey	Student Survey	--
3. Professional Development Plan	Professional Development Plan	Professional Development Plan
4. Unit of Instruction	SLP Evaluation Worksheet	SLP Evaluation Worksheet

	Hillsboro SLP Evaluation Model	
	Classroom Observation	
	--	
	Professional Development Plan	
	SLP Evaluation Organizer	

Step 3 – Collect Data. The Speech Language Pathologist uses the appropriate scoring guides and templates to collect data on their various responsibilities.

Step 4 – Enter Data. The Speech Language Pathologist enters all appropriate data into the evaluation worksheet and provides any necessary narrative description.

Step 5 – Provide Feedback. The evaluator should provide feedback to the Speech Language Pathologist at least twice per year. The Speech Language Pathologist evaluation system provides opportunities for feedback conversations between the Speech Language Pathologist and the evaluator at the beginning and end of the school year. The Speech Language Pathologist evaluation system includes input from the Speech Language Pathologist because school

administrators charged with evaluating and supporting a Speech Language Pathologist may not fully understand the role of a Speech Language Pathologist.

It is important to provide high-quality feedback. An evaluator's feedback has significant impact on performance. Research shows effective feedback:

- Is frequent.
- Is face to face.
- Links performance to subsequent training.
- Compares the current score with the goal, and outlines the steps needed to reach the goal. Identifies gaps between current behavior and desired behavior with clear correct solutions.
- Focuses on behavior and not the person. If feedback strays from behavior to the person, it slows growth.
- Breaks down the multiple tasks involved in teaching to specific tasks.
- Focuses on standards and describes specific observations so that evaluators and educators identify strengths and weaknesses and together decide how to improve performance.
- Includes areas needing growth. If only positive feedback is given, it actually slows or stops growth.

Step 6 – Access Professional Growth Resources. The SLP accesses resources for professional growth in areas tailored for each individual, based on data collected in Step 3.

The purpose of NEE is to promote growth and support professional development. To facilitate these activities, NEE's online database tool links to online resources at EdHub. EdHub is a system of learning modules designed to support the professional growth of educators, based on their individual needs.

ASHA, found online at <http://www.asha.org/> , may also be referenced for professional development resources.

2015-2016 Professional School Speech Language Pathologist Standards and Quality Indicators

Standard 1 –

Professional growth. Demonstrates professional knowledge in the subject area of speech-language pathology and related areas (e.g., literacy) through continuing education or participation in high-quality professional development.(PACE #1)

0 – No evidence of participation in professional development (PD). (Minimal PD, such as reading a book on one's own, would qualify as a 1.)

2 – Participates in PD that is inconsistent or moderate in quantity and quality (e.g., sitting in on building-wide PD, but not actively participating.)

4 – Participates in substantial HQPD (e.g., attending a class, supervising others, conducting a book study with others), or provides evidence of recently having passed an ASHA-approved exam in SLP.

Standard 2 –

Provides services that are compliant with state and federal regulations for children with Individualized Education Programs (IEPs). (PACE #3)

0 – Noncompliance. IEP goals and services are not appropriate or relevant to student needs and are not aligned with Missouri Learning Standards. IEPs do not pass DESE review and are not completed within legal timelines. Few or no appropriate forms are used. Information is not shared with team members.

2 – Partial compliance. Some IEPs, but not all, include goals and services appropriate or relevant to student needs and are aligned with Missouri Learning Standards. Some IEPs, but not all, pass DESE review and are completed within legal timelines. Some appropriate forms are used. Some information is shared with team members.

4 – Full compliance. All IEP goals and services are appropriate or relevant to student needs and are fully aligned with Missouri Learning Standards. IEPs pass DESE review and are completed within legal timelines and fully compliant with local, state, and federal policies. All appropriate forms are used. All information is shared with team members.

Standard 3 – Conducts comprehensive evaluations for students who may be experiencing a variety of communication disorders. (PACE #4)

0 – Does not use appropriate assessments or misinterprets results of assessments in the evaluation of students with communication disorders. Provides only one or two pieces of evaluation evidence on most students.

2 – Uses appropriate assessments or correctly interprets results of assessments in evaluations for 50% of students with communication disorders or uses half the expected forms of assessments. These include standardized tests, input from families and other school personnel, observation notes, informal assessments, and evidence of classroom performance. Provides at least a few pieces of evidence for most students.

4 – All case files include appropriate assessments. All evaluations include a full array of assessments. All recommendations are based on accurate interpretation of assessments.

Standard 4 – Provides appropriate and educationally relevant services reflecting evidenced-based practices. (PACE #5)

0 – Does not use a variety of appropriate services and activities for the stated communication disorder.

2 – Service delivery is somewhat varied for some students. Frequency and location of speech-language support services are appropriate to 50% of students' individual needs.

4 – Service delivery is appropriately varied for all students. Uses appropriate variation in frequency and location of speech-language support services relevant to all students' individual needs.

Standard 5 – Demonstrates collaboration with the school community (classroom teachers and other professionals). (PACE #6)

0 – No evidence of collaboration with teachers and other professionals.

2 – Some evidence of moderate collaboration with teachers. There is occasional collaboration, but no systematic program of collaboration.

4 – Strong evidence of ongoing, consistent collaboration with teachers and other professionals without clearly missed opportunities.

Standard 6 – Demonstrates collaboration with families. (PACE #7)

- 0 – No evidence of providing opportunities for parent involvement in services.
- 2 – Some evidence of moderate parent involvement, such as asking parents for input on IEP goals, scheduling parent meetings, developing home-based materials, and ongoing parent communication logs.
- 4 – Strong evidence of ongoing, consistent parent involvement without clearly missed opportunities.

**Standard 7 – Contributes to various building or district initiatives.
(PACE #9)**

- 0 – Does not contribute to building or district initiatives.
- 2 – Participates in building or district initiatives about half of the time. Participates, but could participate at a higher level. Misses opportunities. Evidence may include being on committees, RTI activities, materials or presentations provided to staff, etc.
- 4 – Participates strongly in building or district initiatives and is a substantive contributor to initiatives.

Standard 8 – Contributes to student learning.

- 0 – No evidence of student learning is provided.
- 2 – Some evidence of student learning is provided for some students. Evidence may include quarterly probes, benchmark data, student performance samples, etc.
- 4 – Clear evidence of student learning is provided.

This document is aligned with the Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE) produced by the American Speech-Language-Hearing Association (ASHA). See Appendix A of the PACE manual.

**The Hillsboro R-3 Speech Language Pathologist Evaluation
consist of?**

- 4-8 Classroom/Office Observations by your administrator:
- Completion of the Speech Language Pathologist PD Plan
- Completion of the Professional School Speech Language Pathologist (PSC) Evaluation Organizer. Artifacts are to be aligned to information within the organizer and a portfolio developed.

Speech Language Pathologist Observation Indicators:

The following indicators will be used for classroom evaluations by all buildings administrators:

Indicator 2.1 – The teacher supports cognitive development of all students.

Indicator 5.3b – The teacher establishes secure teacher-student relationships.

Indicator 6.1 – The teacher uses effective verbal and nonverbal communication.

Indicator 7.4 – The teacher monitors the effect of instruction on the whole class and individual learning.

Standard 2: Understands and Encourages Student Learning, Growth, and Development

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”	
Indicator 2.1 – The teacher supports cognitive development of all students.			
0 – The teacher delivers instruction inappropriate to the cognitive development level of students.	<ul style="list-style-type: none">• Uses no learning activities appropriate to the cognitive development level of students• ECE – Activities are not developmentally appropriate		
1 – The teacher seldom delivers instruction appropriate to the cognitive development level of the class, or delivers instruction appropriate to only a few students.	<ul style="list-style-type: none">• Uses learning activities that are too easy or too difficult cognitively for most students• Students either do not need any instructional support to be successful, or even with scaffolding, the tasks are too difficult• Uses one instructional strategy* with little regard to the needs of individual students• Varies instructional strategies* some to try to address diverse student needs, but not successfully• ECE – Provides activities that are developmentally appropriate for only a few learners		
3 – The teacher delivers instruction appropriate to the cognitive development level of fewer than half of the students or less than half of the time.	<ul style="list-style-type: none">• Uses learning activities within the zone of proximal development for some students• Some students must stretch cognitively, but are successful with some scaffolding; tasks are too easy or too difficult for other students• Uses minimal instructional strategies* to differentiate instruction• ECE – Provides some developmentally appropriate activities but with little tailoring to each learner’s ability		
5 – The teacher delivers instruction appropriate to the cognitive development level of more than half of the students or more than half of the time.	<ul style="list-style-type: none">• Uses learning activities within the zone of proximal development for most students• Most students must stretch cognitively, but are successful with some scaffolding• Clearly connects learning activities and needs of diverse learners• Uses instructional strategies* effectively to meet the needs of most students• ECE – Provides activities that are developmentally appropriate for most learners; Most activities are tailored to ability; Integrates developmentally delayed learners much of the time		
7 – The teacher delivers instruction appropriate to the cognitive development level of almost all students almost all of the time.	<ul style="list-style-type: none">• Almost all students must stretch cognitively, and are successful with some scaffolding• Uses learning activities within the zone of proximal development for almost all students• Seamlessly provides individualized instructional practices to advance almost all individual students’ learning• ECE – Provides developmentally appropriate activities; Almost all activities are tailored to each learner’s ability; Consistently varies instructional approach based on learners’ needs; Integrates developmentally delayed learners seamlessly		
<i>* Instructional strategies may include grouping students with similar needs and using a few instructional strategies for different groups such as teacher-led instruction, pair-share, self-reflection, flash cards, or provision of additional challenges.</i>			

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND “LOOK-FORS”
Indicator 5.3b – The teacher establishes secure teacher-student relationships.		
0 – The teacher has a neutral to negative relationship with students.		<ul style="list-style-type: none"> Students do not seem to enjoy the teacher's presence and the teacher does not seem to enjoy students
1 – The teacher seldom has positive interactions, or has a positive relationship with only a few students.		<ul style="list-style-type: none"> Has a few positive interactions with students A few students appear to enjoy interacting with the teacher Is sensitive and responsive to a few students once or twice ECE – Has a personal relationship with a few learners
3 – The teacher occasionally has positive interactions less than half of the time, or has a positive relationship with fewer than half of the students.		<ul style="list-style-type: none"> Has some positive interactions with students Several students appear to enjoy interacting with the teacher Occasionally creates an inviting atmosphere by greeting students at the door, calling students by name, and acknowledging students' perspectives Is sensitive and responsive to some students some of the time ECE – Has a personal relationship with some learners; Occasionally gives hugs, high-fives, and smiles; Occasionally uses a warm, calm voice and makes eye contact at the learner's level; Learners occasionally seek comfort and guidance from the teacher; Learners occasionally freely participate with teacher versus sit and wait for permission
5 – The teacher often has positive interactions more than half of the time, or has positive relationships with more than half of the students.		<ul style="list-style-type: none"> Has many positive interactions with students Most students appear to enjoy interacting with the teacher Most students appear eager to participate in activities with the teacher Is sensitive and responsive to most students most of the time ECE – Has a personal relationship with most learners; Often gives hugs, high-fives, and smiles
7 – The teacher almost always interacts positively with students, and conveys a strong, positive relationship with almost all students encouraging risk-taking and enjoyment of learning.		<ul style="list-style-type: none"> Constantly has positive interactions with students Almost all students appear to enjoy interacting with the teacher Almost all students appear eager to participate in activities with the teacher Constantly creates an inviting atmosphere for all students Is sensitive and responsive to almost all students almost all of the time ECE – Has a personal relationship with all learners; Creates an exceptionally warm and caring environment
Note: This indicator refers to positive emotions toward the teacher. Indicator 5.1 is about positive emotions toward the content or lesson activities.		

Standard 6: Uses Effective Communication

SCORING RUBRIC	EXAMPLES OF EVIDENCE AND "LOOK-FORS"
Indicator 6.1 – The teacher uses effective verbal and nonverbal communication.	
0 – The teacher does not use correct, effective verbal and nonverbal communication with students.	<ul style="list-style-type: none"> • Consistently uses incorrect grammar in classroom communication and materials • Students are confused or not clear about directions • Ineffective teacher communication interferes with student participation in activities • Teacher does not communicate with students
1 – The teacher seldom uses correct, effective verbal and nonverbal communication in the classroom.	<ul style="list-style-type: none"> • Frequently uses incorrect grammar in classroom communication and materials • Gives vague written and verbal directions to students • Talks too quickly
3 – The teacher uses correct, effective verbal and nonverbal communication less than half of the time.	<ul style="list-style-type: none"> • Communication is occasionally grammatically incorrect or ineffective • Gives some vague, some clear, and some precise nonverbal and verbal directions to students
5 – The teacher uses correct, effective verbal and nonverbal communication more than half of the time.	<ul style="list-style-type: none"> • Communication is consistently grammatically correct • Communication is mostly effective • Checks for student understanding and adjusts communication as necessary • Verbal and nonverbal communications are mostly precise
7 – The teacher almost always uses precise, correct, and effective verbal and nonverbal communication.	<ul style="list-style-type: none"> • Is exceptionally articulate • Communication is consistently clear • Models highly effective nonverbal and verbal forms of communication • Uses language with great precision

SCORING RUBRIC		EXAMPLES OF EVIDENCE AND "LOOK-FORS"	
Indicator 7.4 – The teacher monitors the effect of instruction on the whole class and individual learning.			
NOTE: Must take corrective action, if needed and appropriate, to score above a 2.			
0 – The teacher does not check the effect of instruction on the whole class or individual learning.	<ul style="list-style-type: none">• Does not assess whether students have achieved the lesson objective• Does not engage in on-the-spot assessment		
1 – The teacher seldom conducts formative, on-the-spot assessment of learning for the whole class or individual students and does not take needed corrective action.	<ul style="list-style-type: none">• Seldom monitors learning progress• May superficially use question and answer as assessment• Minimal follow-up or checking for understanding• Monitors learning somewhat, but does not take corrective action		
3 – The teacher occasionally conducts formative, on-the-spot assessment of learning for the whole class and individual students and takes corrective action as needed, less than half of the time, or for fewer than half of the students.	<ul style="list-style-type: none">• Occasionally quickly assesses understanding of some students before moving on to the next learning activity• Occasionally uses techniques to monitor learning progress (e.g., observing classroom interactions or student work, questioning, thumbs up, fist-to-five, white boarding, exit slips)• May monitor progress of the class as a whole• If needed and appropriate, some corrective action is taken		
5 – The teacher often conducts formative, on-the-spot assessment of learning for the whole class and individual students and takes corrective action as needed more than half of the time, or for more than half of the students.	<ul style="list-style-type: none">• Often monitors learning progress of most students• Monitors the whole class and many individuals• May use multiple checks for understanding• Often adjusts instruction using students' responses to questions and discussions, correcting misconceptions, or monitoring other feedback• Takes corrective action as needed and appropriate for the class as a whole and most individual students		
7 – The teacher almost always conducts formative, on-the-spot assessment of learning and takes corrective action as needed for both the whole class and almost all individual students.	<ul style="list-style-type: none">• Systematically monitors learning progress• Continuously monitors progress in attaining instructional objectives for the whole class and for each student• On-the-spot assessment is seamless throughout instruction• Strong, appropriate corrective action is taken to ensure learning of almost all students		
In ECE, the same look-fors are applicable, but the method of assessment may place greater reliance on informal teacher observation, portfolios, data tracking sheets, and anecdotal notes. In addition, evaluators may want to focus on percentage of time rather than percentage of students. Teachers often cannot assess all three-year-olds at once, although some activities may provide quick checks for understanding among all learners. Assessment should be developmentally appropriate, may involve scaffolding, and be tailored to individual learner's zone of proximal development.			

Indicator 7.5 – The teacher communicates student progress and maintains records.

NOTE: This is NOT observable in a mini-observation.

Indicator 7.6 – The teacher participates in the collaborative data analysis process.

NOTE: This is NOT observable in a mini-observation.

Speech Language Pathologist PD PLAN

All SLP's will complete the PD Plan within the NEE system.

EXAMPLE:

A. Goals to be Addressed by the Teacher Professional Development Plan (TPDP)

- **District Goals (CSIP Goals)**

MOST WILL USE THE FOLLOWING:

Goal #1 - Hillsboro R-3 School District will provide a healthy, safe, and effective environment conducive to learning that meets or exceeds state standards

Specific Sub Goal

TL-2. 2.6 Provide teacher training on strategies that positively impact student assessment performance.

- **Building Goals (BSIP Goals)**

REFER TO THE CSIP PLAN - WITH THE PASSING OF THE NEW CSIP, OUR BUILDING GOALS WILL BE ADDRESSED AND REEVALUATED TO ALIGN WITH THE 2015-2020 CSIP. FOR THE 2015-2016 SCHOOL YEAR, PLEASE USE PLACE THE CSIP GOAL IN THIS BOX AS WELL.

MOST WILL USE THE FOLLOWING:

Goal #1 - Hillsboro (your school building) will provide a healthy, safe, and effective environment conducive to learning that meets or exceeds state standards

Specific Sub Goal

TL-2. 2.6 Provide teacher training on strategies that positively impact student assessment performance.

- **Indicator(s) to be Addressed**

6.4 - The teachers use technology and media communication tools effectively.

- Individual Teacher Professional Development (PD) Goal(s)

Choose 2 of the PD topics you will be/have attended on the District PD days.

1 of the 2 should address an how you will implement or improve an AFL principle as it relates to classroom instruction.

Use the information in the PD guide in the Drive to Assist you. When setting goals, be sure to make a SPECIFIC and MEASURABLE GOAL as a result.

PD GOAL #1 - I will increase student use of technology to incorporate student goal setting. I will be attending the following training -

THEN USE THE COURSE WRITE_UP IN YOUR CATALOG –

(Get Going with Google) –Hillsboro R3 is going Google, Gmail, and Sharing. Working smarter not harder can be made a lot easier with a little help from Google. I will learn how to use the features provided with our hsd3 Google accounts with a focus on how this technology can assist with AFL best practices. The workshop will cover the basics of Google Drive and Google Apps like Docs, slides, forms and Sites.

THEN ADD YOUR SPECIFIC GOAL:

I WILL USE THIS INFORMATION TO CREATE A STUDENT FORM THAT THE STUDENT WILL USE TO ACCESS AND TRACK THEIR GROWTH ON A GIVEN TOPIC FROM - PRE-TEST- (THEN 3 OR 4 FORMATIVE) SCORES AND THE SUMMATIVE.

OR

I will increase the percentage of students who utilize GOOGLE drive to submit coursework and communicate with me from 0% to 95% by May 2016 by utilizing the following training provided by the district. (reference the training) as well as these specific methods within the classroom. (Mention Specific Methods) Turning in research paper or completion of a google form etc.

- **Data Used to Determine PD Goals**

Provide data (e.g., previous year's Summative Report, observation data, student survey results, self-assessment) used to determine your PD goals.

This Box will be BLANK NOW. You will fill it in at the end of the Year or when you accomplish your goal.

WHEN DEVELOPING YOUR DATA PLANS.. I HIGHLY RECOMMEND COLLABORATING WITH YOUR GRADE LEVEL OR SUBJECT TEAM. IN OCTOBER WE WILL BE INTRODUCING THE UNIT OF INSTRUCTION. IT ALSO REQUIRES USE OF DATA ETC. SO TO MAKE THINGS MUCH EASIER FROM A PAPER WORK PERSPECTIVE USE THE "ACTIVITY GOAL AND DATA" FOR BOTH YOUR PD PLAN AND YOUR UNIT OF INSTRUCTION.

These are a couple of EXAMPLES from other PD PLANS:

The data that I am using to begin my professional development is the STAR scores for my Geometry classes. I chose to use only these classes because they are my only year round courses. Students took a pretest in September that gives a grade level equivalency. The following will be used as a starting point to reach my STAR goals of increasing every student's grade equivalency by one year.

The following is the Pre-Test Data:

1st hour class average: 9.9

4th hour class average: 9.3

6th hour class average: 10.0

Total Geometry class average: 9.7

Comparison Data

School Geometry class averages 9.4

Mr. Jones class averages 9.2

Mrs. Thompson class averages 8.9

*Please note that students who were added 2nd semester or dropped after 1st semester were not included in this data. These averages only include students I affected year round.

The overall goal is to increase the Geometry class average grade equivalency to 10.7.

- **Sequence of PD Activities**

List at least three PD activities that are aligned to your PD goals. Include a time frame.

USE THE PD DATES on the Schedule and when you are going to attend. then use the summary in the PD Course Catalog to write the details of what is what about.

Sept. 25th - Attended District Google Training - -(Get Going with Google) - Hillsboro R3 is going Google, Gmail, and Sharing. Working smarter not harder can be made a lot easier with a little help from Google. I will learn how to use the features provided with our hsd3 Google accounts with a focus on how this technology can assist with AFL best practices. The workshop will cover the basics of Google Drive and Google Apps like Docs, slides, forms and Sites.

Oct.. 26th - Developed Common Learning Activity with Team Members during PLC time (write a summary of your meeting and paste in here....this is why I would collaborate)

Dec. 14 - Attended ED PLUS Training - (Be sure to write the discription about what it was about)

- **Research Base for PD Activities**

Explain the connection between cited research and PD activities to improve student learning.

USE THE **INSTRUCTIONAL COACHES WEBPAGE** TO GATHER INFORMATION FOR THIS BOX. WE WILL BE ADDING INFORMATION FOR THIS THROUGHOUT THE YEAR.

You can access this page two ways:

1. Go to Staff...Instructional Resources...this will take you to the page
2. Go to Departments...Curriculum and Instruction...District Programs...Instructional Coaches

- **Collaboration**

Describe how this PDP involves collaboration with other educators (who, where, and when).

I will be working with other 4th grade teachers on reading strategies. We will be meeting frequently to discuss methods and common summatives. Here are the specific dates. For simple terms you can use the dates of our PD days, but obviously you will meet more than that.

- **Student Engagement**

Describe how this PDP helps you improve student engagement in the learning process.

Why are you interested in this? (Why use google?) Why do you think it will help kids?

- **Diverse Learners**

Describe how this PDP improves your ability to meet the varied needs of diverse learners.

How this assist you in reaching all kids?

C. Prior Related PD

- Provide a brief description of how the PD activities build upon prior PD or whether these activities are a new venture.

AFL Trainings in 2012-2013, 13-14, 14-15, 15-16.

Other trainings that you have had prior...etc.

Speech Language Pathologist Evaluation Organizer

All SLP's will complete the Evaluation Organizer online in the NEE system.

Please keep a binder (no more than 1 inch) to include artifacts. Please create dividers and label each element. Example Tab: SLP ELEMENT 1

The following is an example of what will go in each box.

SLP Element 1 – The SLP demonstrates professional knowledge in speech-language pathology and related areas (e.g., literacy) through continuing education or participation in high-quality professional development* (HQPD).

Provide evidence (e.g., credential documentation, a recently passed ASHA-approved exam in SLP, listing of HQPD activities).

I completed 4 ASHA-approved courses for continuing education in areas related to early childhood. They were

1. Xxx completed on (date)
2. Xxx completed on (date)
3. Xxx completed on (date)
4. Xxx completed on (date)

**HQPD refers to structured research-based practices delivered by the content expert.*

SLP Element 2 – The SLP provides services compliant with state and federal regulations for children with Individualized Education Programs (IEPs).

Provide evidence, such as an agreed-upon sample of randomly selected IEP files.

My <number> evaluations and IEPs this school year have successfully gone through file review with minimal to no corrections needed. X
randomly selected IEP files are attached.

SLP Element 3 – The SLP conducts comprehensive evaluations for students who may be experiencing a variety of communication disorders.

Provide evidence, such as an agreed-upon sample of randomly selected IEP files.

My <number> evaluations and IEPs this school year have successfully gone through file review with minimal to no corrections needed. X
randomly selected IEP files are attached.

SLP Element 4 – The SLP provides appropriate and educationally relevant services that reflect evidenced-based practices.

Provide evidence (e.g., schedule showing appropriate variation in frequency and location of SLP support services relevant to individual student needs, agreed-upon sample of randomly selected IEP files that show varied SLP support service delivery, frequency, and location).

My IEPs, schedules, and tracking sheets reflect a variety of services, including distribution of minutes per child, number and type of goals, consult time, and location of therapy. Evidence is attached.

SLP Element 5 – The SLP collaborates with the school community (teachers and other professionals).

Provide evidence of linkage between therapy and classroom objectives or work on goals and activities in the classroom (i.e., outside the “speech room”). Examples of evidence includes a therapy schedule that shows classroom-based services, RTI activities done with classroom teachers, logs showing consultation with the classroom teacher, collaboration regarding literacy achievement, help with curriculum planning, service on school committees, and sharing of IEP goals and progress with teachers.

I have provided (many? Numerous? Variety?) in-services and informal child-specific trainings for school staff.

I supervise <number> local graduate clinicians weekly. (Describe)

I actively participate in PBS Tier I and Tier II meetings.

SLP Element 6 – The SLP collaborates with families.

Provide evidence that parents are involved in services (e.g., asking parents for input on IEPs, scheduling parent meetings, sending materials to families about ways to practice SLP goals in the home, using parent communication logs or parent checklist, or other indicators).

I consult with families as needed. (Describe)

I offer consult time to families during breaks to maintain fluency progress. (Describe)

I provide take-home materials and resources. (Describe)

I demonstrate therapy activities to be used at home. For example

I discussed health issues related to speech performance. (Describe)

SLP Element 7 – The SLP contributes to various school building or school district initiatives.

Provide evidence (e.g., serving on district committees, examples of RTI activities, presentations made to staff and/or parents, lists of resources and materials provided to staff, participating on a PLC team, covering student supervision while others participate in collaborative activities, etc.).

I am a member of the mentoring committee. Our goal is We meet weekly

I edited ECSE resource manual. The manual

I revised the preschool speech and language screening forms, and developed RTI protocol. See attached.

SLP Element 8 – The SLP documents contribution to student learning.

Provide evidence of student learning (e.g., quarterly probes, benchmark data, student performance samples).

I collaborate with staff weekly regarding student specific needs (e.g., auditory awareness, oral placement techniques).

I complete quarterly progress reports and tracking sheets in compliance with Medicaid.

Schedule for Speech Language Pathologist Evaluation

PD Plan- Submitted January 30

SLP Evaluation Organizer – Submitted March 1