

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**SPEECH- LANGUAGE PATHOLOGIST EVALUATION PROCESS**

**FORMAL EVALUATION CYCLE YEAR**

**If you are on a Limited Contract (including retire/rehire) or had a final overall rating of INEFFECTIVE from the previous school year, this is the FORMAL evaluation year:**

Fall Meeting (including Discussion of Growth Plan) + January Formative Evaluation Meeting/Form + May Summative Meeting/Form

*May Form is submitted to the Human Resources office*

**+**

**INFORMAL EVALUATION CYCLE YEARS**

**If you are on a Continuing Contract and had a final overall rating of SKILLED from the previous school year:**

For the following school year (2014-15), you will have one **INFORMAL** evaluation cycle year.

Fall Meeting (including Discussion of Growth Plan) + May Meeting

*No documents are submitted to the Human Resources office for the year*

**If you are on a Continuing Contract and had a final overall OTES rating of ACCOMPLISHED from the**

**previous school year:**

For the following two school years (2014-15 and 2015-16), you will have one **INFORMAL** evaluation cycle each year.

Fall Meeting (including Discussion of Growth Plan) + May Meeting

*No documents are submitted to the Human Resources office for the 2 years*

SHAKER HEIGHTS CITY SCHOOL DISTRICT

**SPEECH-LANGUAGE PATHOLOGIST EVALUATION PROCESS**

**Process for Limited Contract Speech-Language Pathologists (including retire/rehire) or those in FORMAL evaluation year**

**FALL:**

|  |  |
| --- | --- |
| **Speech-Language Pathologist** | **Evaluator** |
| 1. Meet with Evaluator to review **Annual** **Professional Growth Plan** and evidence to be collected or shared related to **January Formative Speech-Language Pathologist Evaluation Form** | 1. Meet with Speech-Language Pathologist to review **Annual** **Professional Growth Plan** and evidence to be collected or shared related to **January Formative Speech-Language Pathologist Evaluation Form** |
| 1. Meet with Evaluator to discuss and complete **January Formative Speech-Language Pathologist Evaluation Form** by early January. If Ineffective in any category, collaboratively create **Speech-Language Pathologist Improvement Plan.** | 1. Meet with Speech-Language Pathologist to discuss and complete **January Formative Speech-Language Pathologist Evaluation Form** by early January. If Ineffective in any category, collaboratively create **Improvement Plan.** Provide Speech-Language Pathologist with signed copy of the form(s). |
|  | 1. Submit a signed copy **January Formative Speech-Language Pathologist Evaluation Form (**and if created, **Speech-Language Pathologist Improvement Plan)** to the Speech-Language Pathologist and keep a copy in evaluator file. |

**WINTER/SPRING:**

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| --- | --- |
| **Speech-Language Pathologist** | **Evaluator** |
| 1. Meet with Evaluator to discuss and complete **May** **Summative Speech-Language Pathologist Evaluation Form** and Professional Growth Plan for following year by May 1. Collaboratively discuss **Annual Professional Growth Plan** for upcoming school year, or if final rating of Ineffective, collaborative create **Improvement Plan**. | 1. Meet with Speech-Language Pathologist to discuss and complete **May** **Summative Speech-Language Pathologist Evaluation Form** and **Annual Professional Growth Plan** by May 1. Collaboratively discuss **Annual Professional Growth Plan** for upcoming school year, or if final rating of Ineffective, collaborative create **Improvement Plan**. Provide Speech-Language Pathologist with signed copy of the form(s). |
| 1. Submit a signed copy of the final **May** **Summative Speech-Language Pathologist Evaluation (**and,if created**, Improvement Plan)** to Human Resources by May 30. |

SHAKER HEIGHTS CITY SCHOOL DISTRICT

**SPEECH-LANGUAGE PATHOLOGIST EVALUATION PROCESS**

**Process for CONTINUING Contract Speech-Language Pathologists in**

**INFORMAL evaluation year**

**FALL:**

|  |  |
| --- | --- |
| **Speech-Language Pathologist** | **Evaluator** |
| 1. Meet with Evaluator to review plans for the year and **Annual** **Professional Growth Plan** | 1. Meet with Speech-Language Pathologist to review plans for the year and **Annual** **Professional Growth Plan.** |

**SPRING:**

|  |  |
| --- | --- |
| **Speech-Language Pathologist** | **Evaluator** |
| 1. Meet with Evaluator to review the year and final outcome of the **Annual** **Professional Growth Plan.** | 1. Meet with Speech-Language Pathologist to review the year and final outcome of the **Annual** **Professional Growth Plan.** |



SHAKER HEIGHTS CITY SCHOOL DISTRICT

**ANNUAL PROFESSIONAL GROWTH PLAN- SPEECH-LANGUAGE PATHOLOGISTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Speech-Language Pathologist Name |  | School Year |  | | |
| Evaluator Name |  | Date Created |  | Date(s) Reviewed |  |

* As a result of the evaluation process, Speech-Language Pathologist and evaluators should focus on accelerating and continuing Speech-Language Pathologist growth.
* Please review the Speech-Language Pathologist Standards included in the Appendix as they relate to creating professional goals. Suggestions are in the appendix.
* Professional goals should be individualized to the needs of the Speech-Language Pathologist and specifically relate to his/her areas of refinement/growth as identified in the Speech-Language Pathologists’ evaluation.
* The evaluator and Speech-Language Pathologist should have collaborative and ongoing discussions related to activities aligned to the goals.

|  |  |
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| **Professional Goals**  **These are addressed by the evaluator as appropriate for this Speech-Language Pathologist**  Consider creating goals that meet **SMART** criteria  **S**- Specific (What do I want to measure?)  **M** – Measurable (How am I going to measure it?)  **A** – Attainable (Is this a reasonable goal?)  **R** – Results-oriented (What will my goal look like when I’ve reached it?)  **T** – Time-Bound (When will I reach my goal?) | **Evidence Indicators**  **What will show your progress toward the goal?**  **What will show your achievement of the goal?**  ***Include tentative deadlines*** |
| **Goal 1:**  *Goal Statement:* |  |

**Speech-Language Pathologist’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**   **Evaluator’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

Signatures above verify acknowledgement of receipt of final documented plan by both parties.

*Both parties should keep a copy of this document as a point of reference throughout the year. A final copy should be submitted to the Human Resources Office by Evaluator with the May Summative Evaluation .*

*A copy of this document should be shared with the Building Principal. (if FORMAL evaluation year)*

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

# January FORMATIVE SPEECH-LANGUAGE PATHOLOGIST EVALUATION

# (completed in FORMAL Evaluation year ONLY)

|  |  |  |  |
| --- | --- | --- | --- |
| Speech-Language Pathologist Name |  | School Year |  |
| Evaluator Name |  | Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **January Formative Rating** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  |  |  |  |  |
| ***Overall Area(s)***  ***of Strength*** |  | | | | |
| ***Recommendation(s)***  ***for Growth***  ***To be considered for next Annual Professional Growth or Improvement Plan*** |  | | | | |

If **Ineffective** in any category, a **Improvement Plan** (in Appendix) will be collaboratively created by the Speech-Language Pathologist and evaluator.

**Check here if Improvement Plan has been created.** A copy of this plan will be submitted by the evaluator with the **January Formative Evaluation Form** by winter break.

*If evaluator is a peer, the building administrator should be notified that an Improvement Plan has been created.*

**Speech-Language Pathologist’s Signature Date**

**Evaluator’s Signature Date**

Signatures above verify acknowledgement of receipt of January Formative Evaluation by both parties.

*Evaluator should send a completed copy of this form including signatures to Personnel Office by January 15.*

*While I have signed this, I also intend to submit a supplement by* . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Speech-Language Pathologist’s Initials

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

**MAY SUMMATIVE SPEECH-LANGUAGE PATHOLOGIST EVALUATION FORM**

# (completed in FORMAL Evaluation year ONLY)

|  |  |  |  |
| --- | --- | --- | --- |
| Speech-Language Pathologist Name |  | School Year |  |
| Evaluator Name |  | Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficiency of Standards:**  *Includes information from conferences and other evidence* | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **DOMAIN 1:**  **PLANNING AND PREPARATION** |  |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **DOMAIN 2:**  **THE ENVIRONMENT** |  |  |  |  |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **DOMAIN 3:**  **DELIVERY OF SERVICE** |  |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficiency of Standards:**  *Includes information from conferences and other evidence* | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **DOMAIN 4:**  **PROFESSIONAL RESPONSIBLITIES** |  |  |  |  |
| ***Areas of strength*** |  | | | |
| ***Areas for growth*** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **May Summative Rating** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  |  |  |  |

If final summative rating is Ineffective, a **Improvement Plan** (in Appendix) will be collaboratively created by the Speech-Language Pathologist and evaluator.

**Check here if Improvement Plan has been created.** A copy of the Improvement Plan will be submitted by the evaluator with the **May Summative Evaluation Form**.

**Speech-Language Pathologist’s Signature Date**

**Evaluator’s Signature Date**

**Building Administrator’s Signature Date**

*While I have signed this, I also intend to submit a supplement by* . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Speech-Language Pathologist’s Initials

*Evaluator should send a completed copy of this form including signatures to Personnel Office May 10*

SHAKER HEIGHTS CITY SCHOOL DISTRICT

**APPENDIX**

**SPEECH-LANGUAGE PATHOLOGIST STANDARDS**

This list is from the Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists from the *American Speech Language Hearing Association*

**Guideline 1: Critical Roles —** *SLPs have integral roles in education and are essential members of school faculties.*

* **Working Across All Levels** — SLPs provide appropriate speech-language services in Pre-K, elementary, middle, junior high, and high schools with no school level underserved.
* **Serving a Range of Disorders** — As delineated in the ASHA Scope of Practice in Speech-Language Pathology and federal regulations, SLPs work with students exhibiting the full range of communication disorders, including those involving language, articulation (speech sound disorders), fluency, voice/resonance, and swallowing. Myriad etiologies may be involved.
* **Ensuring Educational Relevance** — The litmus test for roles assumed by SLPs with students with disabilities is whether the disorder has an impact on the education of students. Therefore, SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals.
* **Providing Unique Contributions to Curriculum** — SLPs provide a distinct set of roles based on their focused expertise in language. They offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings.
* **Highlighting Language/Literacy** — Current research supports the interrelationships across the language processes of listening, speaking, reading, and writing. SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.
* **Providing Culturally Competent Services** — With the ever-increasing diversity in the schools, SLPs make important contributions to ensure that all students receive quality, culturally competent services. SLPs have the expertise to distinguish a language disorder from “something else.” That “something else” might include cultural and linguistic differences, socioeconomic factors, lack of adequate prior instruction, and the process of acquiring the dialect of English used in the schools. This expertise leads to more accurate and appropriate identification of student needs. SLPs can also address the impact of language differences and second language acquisition on student learning and provide assistance to teachers in promoting educational growth.

**Guideline 2: Collaboration — SLPs work in partnership with others to meet students' needs.**

* **With Other School Professionals** — SLPs provide services to support the instructional program at a school. Therefore, SLPs' unique contributions complement and augment those made by other professionals who also have unique perspectives and skills. Working collegially with general education teachers who are primarily responsible for curriculum and instruction is essential. SLPs also work closely with reading specialists, literacy coaches, special education teachers, occupational therapists, physical therapists, school psychologists, audiologists, guidance counselors, and social workers, in addition to others. Working with school and district administrators in designing and implementing programs is crucial.
* **Within the Community** — SLPs communicate with a variety of individuals and agencies (e.g., physicians, private therapy practitioners, social service agencies, private schools, and vocational rehabilitation) who may be involved in teaching or providing services to children and youth.
* **With Families** — For students of all ages it is essential that SLPs engage families in planning, decision making, and program implementation.
* **With Students** — Student involvement in the intervention process is essential to promoting personal responsibility and ownership of communication improvement goals. SLPs actively engage students in goal planning, intervention implementation, monitoring of progress, and self-advocacy appropriate to age and ability level.

**Guideline 3: Range of Responsibilities** — SLPs help students meet the performance standards of a particular school district and state.

* **Prevention** — SLPs are integrally involved in the efforts of schools to prevent academic failure in whatever form those initiatives may take; for example, in Response to Intervention (RTI). SLPs use evidence-based practice (EBP) in prevention approaches.
* **Assessment** — SLPs conduct assessments in collaboration with others that help to identify students with communication disorders as well as to inform instruction and intervention, consistent with EBP.
* **Intervention** — SLPs provide intervention that is appropriate to the age and learning needs of each individual student. Although service delivery models are typically more diverse in the school setting than in other settings, the therapy techniques are clinical in nature when dealing with students with disabilities.
* **Program Design** — It is essential that SLPs configure schoolwide programs that employ a continuum of service delivery models in the least restrictive environment for students with disabilities, and that they provide services to other students as appropriate.
* **Data Collection and Analysis** — SLPs are responsible for data collection and student progress as it relates to student’s RTI plans and IEPs in their assigned buildings. The ability to analyze data and make programming decisions based on the collected data is an essential part of their job.
* **Compliance** – SLPs are responsible for meeting federal and state mandates as well as local policies in performance of their duties. Activities may include Individualized Education Program (IEP) development, Medicaid billing, report writing, and treatment plan/therapy log development.

**Guideline 4: Leadership** — SLPs provide direction in defining their roles and responsibilities and in ensuring delivery of appropriate services to students.

* **Advocacy** — To assume productive roles, SLPs must advocate for appropriate programs and services for children and adolescents, including reasonable workloads, professional development opportunities and other program supports. Because some of the roles SLPs assume may be new or evolving and may not be clearly understood by others, SLPs have a responsibility to articulate their roles and responsibilities to teachers, other school professionals, administrators, support personnel, families, and the community. They also work to influence the development and interpretation of laws, regulations, and policies to promote best practice.
* **Supervision and Mentorship** — SLPs play a vital role in inducting new professionals. They are involved with supervising student SLPs and clinical fellows, as well as in mentoring new SLPs.
* **Professional Development** — SLPs are valuable resources in designing and conducting professional development. Given their expertise in communication and language, SLPs have much to offer other educators, including administrators, teachers, other educational specialists, and paraprofessionals in the collaborative effort to enhance the performance of students in schools.
* **Parent Training** — SLPs are in a position to provide training to parents of students of all ages with regard to communication development and disorders. They may be especially helpful to families in creating a language- and literacy-rich environment
* **Research** — Federal law requires the use of scientific, research-based practices. It is important for SLPs in the schools to stay current in regards to research and evidence- based assessment and intervention practices.

SHAKER HEIGHTS CITY SCHOOL DISTRICT

**SPEECH-LANGUAGE PATHOLOGIST RUBRIC**

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|  |  |
| | **DOMAIN 1: PLANNING AND PREPARATION** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** | | --- | --- | --- | --- | --- | | **1a:**  **Demonstrating knowledge**  **and skill in using**  **standardized and criterion based communication assessment**  **to evaluate students** | Speech-Language Pathologist demonstrates little or no knowledge and skill in using standardized and criterion based communication instruments to evaluate students. | Speech-Language Pathologist is knowledgeable  of a limited (1-2) number of  standardized and criterion based communication instruments to evaluate  students. | Speech-Language Pathologist is knowledgeable of 3-5 standardized and criterion based communication  instruments to evaluate students and  determine accurate diagnoses. | Speech-Language Pathologist is knowledgeable of a wide range of  communication instruments to evaluate  students and knows the proper  situations in which each should be used. | | **1b:**  **Demonstrating knowledge**  **of child and adolescent**  **speech and language development** | Speech-Language Pathologist demonstrates little or no knowledge of speech and language development. | Speech-Language Pathologist demonstrates basic  knowledge of speech and language development. | Speech-Language Pathologist demonstrates thorough  knowledge of child and adolescent  speech and language development. | Speech-Language Pathologist demonstrates extensive  knowledge of child and adolescent  speech and language development and  is aware of variations of typical and atypical patterns. | | **1c:**  **Establishing measurable goals for the communication program**  **appropriate to the setting and the students served** | Speech-Language Pathologist has no clear measurable goals for the communication program, or they are inappropriate to either the situation or the age of the students. | Speech-Language Pathologist’s measurable goals for the treatment  program are rudimentary and are  partially suitable to the situation and  the age of the students. | Speech-Language Pathologist’s measurable goals for the treatment  program are clear and appropriate to  the situation in the school and to the  age of the students. | Speech-Language Pathologist’s measurable goals for the treatment  program are highly appropriate to the  situation in the school and to the age of  the students and have been developed  following consultations with appropriate team members. | | **1d:**  **Demonstrating knowledge**  **of state and federal**  **regulations and of**  **resources both within and beyond the school and district** | Speech-Language Pathologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school  or district. | Speech-Language Pathologist displays awareness of  governmental regulations and of  resources for students available  through the school or district, but no  knowledge of resources available  more broadly. | Speech-Language Pathologist displays awareness of  governmental regulations and of  resources for students available  through the school or district and  some familiarity with resources  external to the district. | Speech-Language Pathologist’s knowledge of  governmental regulations and of  resources for students is extensive,  including those available through the  school or district and in the community. | | **1e:**  **Planning a communication**  **program, integrated with**  **the regular school**  **program, to meet the**  **needs of individual**  **students in order to have an impact on students attainment of RTI or IEP goals.** | Speech-Language Pathologist’s plan consists of a random collection of unrelated  activities, lacking coherence or an overall structure. | Speech-Language Pathologist’s plan has a guiding  principle and includes a number of  worthwhile activities, but some of  them don’t fit with the RTI or IEP goals. | Speech-Language Pathologist’s plan has a guiding  principle and includes a number of  worthwhile activities, but most of  them do fit with the RTI or IEP goals. | Speech-Language Pathologist’s plan is highly coherent, has a guiding  principle and includes a number of  worthwhile activities, and all of  them do fit with the RTI or IEP goals. | |  |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **DOMAIN 2:**  **THE ENVIRONMENT** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** | | **2a:**  **Establishing rapport**  **with students** | Speech-Language Pathologist’s interactions with  students are negative or  inappropriate; students appear  uncomfortable in the testing center. | Speech-Language Pathologist’s interactions are a mix  of positive and negative; the  Speech-Language Pathologist’s efforts at developing  rapport are partially successful. | Speech-Language Pathologist’s interactions with  students are positive and respectful;  students appear comfortable in the  testing center. | Students seek out the Speech-Language Pathologist,  reflecting a high degree of comfort and  trust in the relationship. | | **2b:**  **Establishing and**  **following clear**  **procedures for referrals** | No procedures for referrals have been established or are followed. For example, when teachers want to refer a student for communication services, they are not sure how to go about it. | Speech-Language Pathologist has established  procedures for referrals, but the  details are not always clear. | Procedures for referrals and for  meetings and consultations with  parents and administrators are clear  to everyone. | Procedures for all aspects of referral  and testing protocols are clear to  everyone and have been developed in  consultation with teachers and  administrators. | | **2c:**  **Organizing physical space for testing and treatment of students and storage of materials** | The SLP office is disorganized and poorly suited to student evaluations. Materials are not stored  in a secure location and are difficult to find when needed. | Materials in the SLP office are  stored securely, but the center is not  completely well organized, and  materials are difficult to find when  needed. | The SLP office is well organized;  materials are stored in a secure  location and are available when  needed. | The SLP office is highly organized  and is inviting to students. Materials are  stored in a secure location and are  convenient when needed. | |  |
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| **DOMAIN 3:**  **DELIVERY OF SERVICE** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **3a:**  **Responding to referrals;**  **consulting with colleagues**  **and parents.** | Speech-Language Pathologist fails to consult with  colleagues or to tailor evaluations and treatment to the questions raised by colleagues or parents. | Speech-Language Pathologist consults on a sporadic  basis with colleagues and parents, making  partially successful attempts to tailor  evaluations to the questions raised by colleagues or parents. | Speech-Language Pathologist consults consistently with  colleagues and parents, appropriately tailors evaluations and treatment to  the questions raised by colleagues or parents. | Speech-Language Pathologist consults consistently and effectively with  colleagues and parents, and appropriately tailors evaluations to the  questions raised by colleagues or parents. |
| **3b:**  **Planning interventions to maximize students’ likelihood of success** | Speech-Language Pathologist fails to plan  interventions suitable to students, or interventions are mismatched with the  findings of the assessments. | Speech-Language Pathologist’s plans for students are  partially suitable for them or are  sporadically aligned with identified  needs. | Speech-Language Pathologist’s plans for students are  suitable for them and are aligned with  identified needs. | Speech-Language Pathologist develops comprehensive  plans for students, finding ways to  creatively meet student needs and  incorporate many related elements. |
| **3c:**  **Implementing interventions intended to result in student progress** | Speech-Language Pathologist does not implement effective methodologies based on individual student needs intended to result in students making progress on IEP goals and objectives. | Speech-Language Pathologist rarely implements effective methodologies based on individual student needs intended to result in students making progress on IEP goals and objectives. | Speech-Language Pathologist regularly implements effective methodologies based on individual student needs intended to result in students making progress on IEP goals and objectives. | Speech-Language Pathologist consistently implements effective methodologies based on individual student needs intended to result in students making progress on IEP goals and objectives. |
| **3d: Demonstrates consistent delivery of services through out the school year.** | Speech-Language Pathologist does not adhere to schedule or schedule changes through out the school year. | Speech-Language Pathologist adheres to schedule 50% of the time. | Speech-Language Pathologist adheres to the schedule 75% of the time. | Speech-Language Pathologist adheres to the schedule 90% of the time and makes additional efforts to make up missed sessions. |
| **3e:**  **Demonstrating flexibility**  **and responsiveness** | Speech-Language Pathologist recognizes inadequacy of program or plan but makes no changes. | Speech-Language Pathologist makes modest changes  in the communication program when  confronted with evidence of the need  for change. | Speech-Language Pathologist is continually seeking ways  to improve the communication program and  makes changes as needed in response  to teacher input. | Speech-Language Pathologist is continually seeking ways  to improve the communication program and  makes changes as needed in response  to student, parent, colleague, or teacher input. |

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| --- | --- | --- | --- | --- |
| **DOMAIN 4:**  **PROFESSIONAL RESPONSIBLITIES** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **4a:**  **Communicating with**  **families** | Speech-Language Pathologist fails to communicate with families and secure necessary paperwork for evaluation and treatment.  Communicates in an insensitive  manner. | Speech-Language Pathologist is partially successful in communication with families and attainment of necessary paperwork for evaluation and treatment.  Communicates with occasional insensitivities to cultural and linguistic traditions. | Speech-Language Pathologist communicates with  families and secures necessary  permission for evaluations and does  so in a manner sensitive to cultural  and linguistic traditions. | Speech-Language Pathologist secures necessary  permissions and communicates with  families in a manner highly sensitive to  cultural and linguistic traditions.  Speech-Language Pathologist reaches out to families of  students to enhance trust. |
| **4b:**  **Maintaining accurate**  **Records (ex:ETRs, IEPs)** | Speech-Language Pathologist’s records are in  disarray; they may be missing,  illegible, or stored in an insecure location. | Speech-Language Pathologist’s records are generally accurate  and legible and are stored in a secure  location. | Speech-Language Pathologist’s records are consistently accurate  and legible, well organized, and  stored in a secure location. | Speech-Language Pathologist’s records are consistently and exceedingly accurate and  legible, well organized, and stored in a  secure location. They are written to be  understandable to another qualified  professional. |
| **4c:**  **Participating in a professional community** | Speech-Language Pathologist’s relationships with  colleagues are negative or self-serving. | Speech-Language Pathologist’s relationships with  colleagues are cordial. | Speech-Language Pathologist  maintains positive and  productive relationships with  colleagues. | Speech-Language Pathologist  maintains positive and  productive relationships with  colleagues and makes a substantial contribution to the school district colleagues and parents. |
| **4d:**  **Engaging in Professional**  **development** | Speech-Language Pathologist does not participate in professional development activities, even when such activities are clearly  needed for the ongoing development of skills. | Speech-Language Pathologist’s participation in  professional development activities is  limited to those that are convenient or  are required. | Speech-Language Pathologist seeks out opportunities  for professional development based  on an individual assessment of need. | Speech-Language Pathologist actively pursues  professional development opportunities  and makes an effort to share information with colleagues. |

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

# SPEECH-LANGUAGE PATHOLOGIST IMPROVEMENT PLAN

|  |  |  |  |
| --- | --- | --- | --- |
| Speech-Language Pathologist Name |  | School Year/Building |  |
| Evaluator Name |  | Date of Conference |  |

Written improvement plans are to be developed in circumstances when a Speech Language Pathologist receives an overall Ineffective rating or an Ineffective rating on any of the components on the January Formative Speech-Language Pathologist Evaluation. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

|  |  |  |  |
| --- | --- | --- | --- |
| **Speech-Language Pathologist Area(s)**  **Needing Improvement**  From Speech-Language Pathologist Evaluation Rubric/Evaluation Forms | **Improvement Statement**  List specific areas for improvement | **Specific Plan of Action**   * Describe in detail specific plans of action that must be taken by the Speech-Language Pathologist to improve his/her performance. * Indicate the sources of evidence that will be used to document the completion of the improvement plan. | **Assistance &**  **Professional Development**  Examples include:   * Mentoring * Observing other colleagues * PD 360 * Attend workshops |
|  |  |  |  |
|  |  |  |  |

**Speech-Language Pathologist’s Signature: Date:**

**Evaluator’s Signature: Date:**

*The evaluator’s signature above verifies that the proper procedures in the local contract have been followed.*

*A copy of this plan should be submitted to the Personnel Office with the* ***January*** *or* ***May*** *Evaluation Forms as applicable.*

*If the evaluator is a peer, the building administrator should be notified.*

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SHAKER HEIGHTS CITY SCHOOL DISTRICT

# SPEECH-LANGUAGE PATHOLOGIST IMPROVEMENT PLAN EVALUATION

|  |  |  |  |
| --- | --- | --- | --- |
| Speech-Language Pathologist Name |  | School Year/Building |  |
| Evaluator Name |  | Date of Conference |  |

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following actions have been taken:

Improvement is demonstrated and performance standards are met to a satisfactory level of performance.

The Improvement Plan should continue for time specified:

Non-renewal is recommended.

|  |
| --- |
| **Improvement Plan Evaluation Comments**: Provide justification for recommendation indicated above and attach evidence to support recommended course of action. |
|  |

*I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.*

**Speech-Language Pathologist’s Signature: Date:**

**Evaluator’s Signature: Date:**

*The evaluator’s signature above verifies that the proper procedures in the local contract have been followed.*

*Evaluator should send a completed copy of this form including signatures to Personnel Office by May 10 with the May Summative Evaluation Form.*

*If the evaluator is a peer, the building administrator should be notified.*

*Additional details being finalized.*

APPENDIX

Suggestions for Goals:

1. Research a topic that falls within the range of communication disorders (phonology, articulation, language, literacy, AAC, fluency, socialization, voice, etc. ). Based on research findings will complete any one of the following:

* Presentation of findings and how it applies to caseload. (Presentation to team or staff members, etc.)
* Written Journal review and summary of how it applies to caseload may include demonstration. (To be shared with colleagues, team members, etc.)
* Based on research and findings, creation of intervention materials to be shared with colleagues, team members, etc. )

2. Use of district resources (moodle, parent training, parent newsletters, etc.) in order to share best practice information, parent education tips, therapy strategies, etc.