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**PERFORMANCE REVIEW SYSTEM FOR
SPEECH-LANGUAGE PATHOLOGISTS IN
COLORADO PUBLIC SCHOOLS**

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**Submitted to CDE – Exceptional Student Leadership Unit
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The PRS evolved with extensive feedback by SLPs who attended conference presentations and piloted drafts. All feedback was helpful in making the PRS a flexible, yet comprehensive tool for professionals and supervisors. Those who provided feedback are listed below.

School-Based SLPs	School-Based SLPs	UNC Graduate Students	UNC Graduate Student	UNC Graduate Students	UNC Graduate Students
Jackie Castrup-Morgan RE-3	Mrie Pechous-DPS	Jill Albers	Lenay Goble	Janet Kennedy	Jodi Strawn
Judy Craig-Brighton	Carolyn Pierini-Cherry Creek	Leigh Ann Alexander	Leah Graves	Karla Krompegel	Rachel Van Wylen
Nadine Dean-Boulder Valley	Sandy Rasmussen- PoudreR1	Kate Becker	Heather Greenwood	Courtney Lackey	Jennifer Wiedemeier
Nancy Earls-Weld County 6	Georgia Magnera	Sarah Berg	Annette Coopriider	Megan Marquez	Susan Wood
Cathy Elliott- Cherry Creek	Kate Shipley-LPS	Karen Bueker	Hannah Haagenson	Alison Meighen	Michael Zimmerman
Nancy Evans-Englewood	Pat Wick-St. Vrain	Janet Card	Maureen Harper	Megan Pierce	
Jamie Givens-Morgan RE-3	Crezell Wilburn-Poudre R1	Brenda Combs	Carly Havlik	Jasmine Riley	
Carol Haworth-Weld County 6		Amanda Cook	Melody Holeman	Sara Robinson	
Mary Hauserman (Principal)		Brianna Daberkow	Dolly Hood	Patricia Sipes	
Anna Kishman-Falcon 49		Megan Davey	Devon Jones	Jessica Sirs	
Royce Kolb-Weld County 6		Aimee Foster	Laura Jordan	Kimberly Skinner	
Janet Klein-Poudre R1		Katie Gersbach	Leann Kandell	Michelle Stewart	

INTRODUCTION

The Performance Review System for SLPs in the public schools in Colorado is a flexible and comprehensive tool. It can be used for annual and triennial reviews either by itself as a complete system, or in combination with any other tools and forms required by individual districts or BOCES.

The purpose of the PRS is to provide SLPs an avenue for personal reflection on the quality of their performance across their roles and responsibilities in professional practice in public schools and to assist supervisors/administrators in interpreting the evidence in order to complete meaningful evaluations of SLPs' performance. The outcome of the PRS results in thoughtful and targeted professional development plans that focus SLPs on improvement or expansion of competencies for professional growth. It is also useful for supervisors/administrators to select, retain, and develop qualified personnel and to manage and facilitate their work.

The PRS contains an instruction page, the Self Assessment Tool, the Performance Review Summary, the Guide to SLP Observation, the Professional Growth Plan and Worksheet, and references. The instructions provide SLPs and supervisors/administrators with an explanation of each component and how to use each tool. It is highly recommended that the entire system be used to create a comprehensive review.

Technical assistance is available as needed for SLPs and supervisors/administrators. Please call Kathleen Fahey at (970) 351-1587.

SLP PERFORMANCE REVIEW SYSTEM

Instruction for Self Assessment, Performance Review Summary, Professional Growth Plan, and Guide to SLP Observation

Instructions for the SLP Self Assessment

The purpose of this self-assessment tool is to assist each school-based SLP in gathering and reflecting on responsibilities across the work load within an annual, biannual, or triennial timeframe. It can be used by the SLP as supportive evidence about job effectiveness for both formative and summative performance reviews conducted by supervisors/administrators either alone or in combination with district/BOCES assessment/evaluation tools.

Use the steps outlined below to benefit fully from this tool.

1. Share the *Self Assessment Tool* at the beginning of your next review cycle with the person responsible for conducting your performance review. Seek agreement that the tool will be used as one form of evidence for your review.
2. Create a separate file for each of the 5 main assessment categories. Consider creating sub-area files. For example, Category I - Student Services has four sub-areas: assessment and evaluation; instructional planning and preparation, intervention, and prevention. Use these files on a regular basis to document activities relative to performance indicators in the self assessment tool.
3. At least annually, select a sample of indicators (at least 25%) from each category to review your performance. After looking at the documentation, determine a self rating for each category (See example in Appendix A.) Consider using this information to focus on areas you think need improvement.
4. At your own discretion (optional), consider asking a peer to review and provide feedback on the information you collected.. Descriptive comments (not ratings) may be provided as input. (See instructions to peer.)
5. At your own discretion (optional), consider asking your supervisor/administrator to annually review and provide feedback on the information you collected. Descriptive comments and/or ratings may be used for input. (See instructions to supervisor/administrator.)
6. In preparation for your summative evaluation (biannual or triennial), complete the *Performance Review Summary* form using the ratings from the self assessment tool. Determine your overall performance level.
7. Reflect on each of the five categories and the areas and responsibilities relative to each. Determine your strengths. Use the *Professional Growth Plan* to identify professional development opportunities that will enhance your strengths.

- Determine areas where you would benefit from professional development activities to increase your knowledge and skill area. Use the Professional Growth Plan to write specific professional growth goals and a plan to reach them.
8. Compile the *Self Assessment Tool*, the *Performance Review Summary*, documentation of selected indicators, and the *Professional Growth Plan*. Give these items to your supervisor/administrator as one part of the evidence he/she will use during your performance review.
 9. Meet with your supervisor/administrator to review the contents described above and to share the *Guide to SLP Observation*. This tool may assist your reviewer in focusing on relevant and meaningful observations regarding the scope of work for SLPs.
 10. After the supervisor/administration completes all aspects of his/her review, discuss the outcome of your review with particular focus on creating and implementing the plan for professional development.
- (Note: It is not recommended that students or parents participate in professional evaluations. They have a very limited perspective of the professional roles and responsibilities.)

Instructions for Peer Feedback

An optional part of the performance review for SLPs is to obtain peer feedback. The peer may be another SLP, a related special educator/service provider, or a teacher. Peer feedback may be used as additional evidence in combination with the self assessment to document job performance. It is beneficial for the SLP to obtain peer feedback during years one and two of the performance review cycle, so that the SLP has maximum opportunities to modify aspects of performance and to receive ongoing positive support from colleagues. Peers should not “evaluate” their colleagues. Feedback should be focused on fostering dialogue and building collaborative relationships. Peer feedback can also be useful for identifying professional development needs.

Use the steps outlined below to benefit fully from this tool.

1. The SLP may specifically request feedback from a peer. Review the SLP *Self Assessment* form and determine together which categories require feedback.
2. Review the file from the SLP that documents specific indicators of performance. Provide comments about the documentation regarding the usefulness of the evidence and make suggestions as to how the documentation may be expanded, improved, or decreased.
3. Use the *Performance Review Summary* to transfer comments and engage in dialog to discuss the outcomes of the peer review.
4. Discuss the comments and create a *Professional Growth Plan* that identifies short and long term goals. This plan should be used by the SLP as a draft that can be modified during the completion of the self assessment process.

Instructions for Supervisor/Administrator

In consultation with the SLPs in your district/BOCES, the SLP Performance Review System may provide useful information and a consistent method for completing the summative review either alone or in combination with the district/BOCES review process. The SLP will use the tool to complete a self assessment that includes a compilation of materials. Refer to the Instructions for the SLP Self Assessment. The outcome of the self assessment will be provided to the supervisor/administrator as one form of evidence in the review process. Thus, supervisors/administrators may benefit from having the information as they prepare to conduct their reviews of each SLP.

Use the steps outlined below to benefit fully from this tool.

1. In collaboration with the SLPs in your district/BOCES agree to use the SLP Performance Review System either alone or in combination with the district/BOCES system already in place.
2. In preparation for the summative (biannual or triennial) evaluation (or formative annual evaluation as requested by the SLP) review the materials submitted by the SLP. Begin with the *Performance Review Summary* to become familiar with the categories, areas, and responsibilities of the SLP. The completed form will identify areas of strengths and areas that require further professional development through ratings and comments by the SLP (and optional peer feedback).
3. The summary is based on the Self Assessment and includes evidence from selected indicators (at least 25% of each category). Review the evidence to verify that performance is “competent” or above. Provide suggestions regarding the quality of the evidence and discuss whether different indicators should be targeted for the next review cycle.
4. Review the *Professional Growth Plan* to identify professional development opportunities that the SLP recommends based on the self assessment.
5. Use the *Guide to SLP Observation* to complete one or more observations of the SLP in the provision of services. This tool may assist supervisors/administrators in focusing on relevant and meaningful observations specific to the roles and responsibilities of SLPs.
6. Once the review is completed, discuss the outcome with the SLP. Use the Professional Growth Plan to write specific professional growth goals and a plan to reach them.

**SPEECH-LANGUAGE PATHOLOGY PERFORMANCE REVIEW
COLORADO PUBLIC SCHOOLS**

SELF ASSESSMENT TOOL

DISTRICT/BOCES _____ **SCHOOL(S)** _____
NAME OF SLP _____ **DATE OF REVIEW** _____
NAME OF PEER & TITLE (Optional) _____
CHECK ONE: ANNUAL FORMATIVE _____ **TWO-THREE YEAR SUMMATIVE** _____

Purposes of Rubric:

1. SLP self-evaluation for annual basis and/or two-three year comprehensive evaluation.
2. SLP peer feedback for annual and/or two-three year comprehensive evaluation (Optional).
3. Supervisor review and evaluation of documentation for annual and/or two-three year summative evaluation.

Performance Levels:

Excellent (IV)

Exhibits multiple strengths in many areas and consistently demonstrates exemplary quality across multiple areas of role expectations.

Is self-directed and has a strong, positive impact upon students and the school environment.

Any identified deficiencies are minimal in number and have minimal to no effect on job performance.

Areas for improvement can and should be pursued without formal intervention of an administrator.

Areas for professional growth can be mutually identified with administrator/supervisor and generally pursued independently.

Competent (III)

Exhibits strengths in one or more areas and demonstrates high quality in one or more areas of role expectations.

Is able to take direction and uses good judgment within the school setting.

Positively impacts students and the school environment.

Identified deficiencies are limited and easily remedied through self awareness and action.

Areas for professional growth can be mutually identified and plans worked out jointly with the administrator/supervisor.

Needs Improvement (II)

Exhibits basic knowledge and skills for completing all or most of the requirements of the job, but no strengths are identified.

Requires others to direct and guide new activities/initiatives.

Satisfactorily impacts students and school climate, but may have difficulty with one or more students, parents, or staff that affects such relationships.

Exhibits some errors of judgment within the school setting.

Identified weaknesses are not cause for dismissal, but are areas for growth that can be attained by conscientious effort through cooperative planning with the administrator/supervisor.

Unsatisfactory (I)

Substantially neglects job requirements and consistently exhibits weaknesses in performance.

Negatively impacts students and the school environment.

Requires direct and immediate intervention by an administrator/supervisor.

Identified weaknesses may be cause for dismissal according to district/BOCES policies and procedures.

*Select a minimum of 25% of the indicators within each Category Area to perform the Self Assessment
Upon completion of the Self Assessment, transfer the findings to the Performance Review Summary form.

Self Reflection:

Goals for Next Evaluation Period:

- 1.
- 2.
- 3.

Category I. Student Services

Area A: Assessment and evaluation

Responsibility 1: Assists in early identification of student’s speech-language problems.

Performance Indicators Product or Process	Standard for <u>Competent</u> Performance	Method of Documentation	Done
Aids student study teams in the selection and utilization of screening procedures to identify students at risk for communication disorders.	Provides relevant and current classroom-based screening information to teachers and others on study teams.	Self/peer review/feedback of screening information being used for their relevance and currency.	
Serves effectively on student study teams.	Collects and delivers relevant and current information about student speech-language abilities during team meetings.	Provides effective and timely information to team in written form at least 85% of time.	

Responsibility 2: Conducts valid speech-language assessments according to professional standards.

Performance Indicators Product or Process	Standard for <u>Competent</u> Performance	Method of Documentation	Done
Selects current and evidence-based assessment techniques and tools relevant to the identified referral questions.	Uses a variety of techniques and tools that identifies and describes the individual speech-language needs of students.	Evaluation reports reflect the use of variety, effective identification, and description of the speech-language disorder.	
Demonstrates assessment knowledge and skills in all areas of speech and language	Assessments are performed, scored, and interpreted with accuracy.	Self/peer review/feedback of thoroughness in random 10% of evaluations.	
Obtains information about student strengths and needs from a variety of sources.	Uses thorough data collection procedures to document student characteristics.	Self/peer review/feedback of thoroughness in random 10% of evaluations.	

Conducts thorough evaluations including standardized measures along with supplemental measures, such as student observation, authentic tasks, dynamic assessment strategies, and parent and teacher report.	Evaluation protocols are comprehensive in scope based on the referral questions.	Self/peer review/feedback of thoroughness in random 10% of evaluations.	
Analyzes and interprets information gained through assessment and state guidelines to determine student eligibility including dismissal from services.	Provides written defensible justification for eligibility and dismissal decisions.	Self/peer review/feedback of decisions based on clear justifications in 90% of cases.	
Integrates results of assessments and develops recommendations.	Recommendations are specific and relate to student needs.	Self/peer review/feedback of specificity in random 10% of evaluations.	
Communicates verbally and in written form to a variety of audiences the student's present level of functioning and educational needs.	Clearly articulates and writes student strengths and needs for educational planning.	Self/peer review/feedback of clarity in random 10% of evaluations.	
Completes assessments in an appropriate time frame.	Adheres to state and school/district time frames.	Documented completion in 90% of cases.	

Responsibility 3. Conducts nonbiased assessments sensitive to student's cultural background.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Uses nondiscriminatory assessment procedures designed to reduce bias in evaluation.	Understands and uses tools and procedures appropriate to student cultural and linguistic background.	Self/peer audit of tools and procedures used in random 10% of evaluations.	

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Reports cautions in interpretation of results based on student characteristics.	Includes written and verbal statements of caution in reports.	Statements appear in 90% of evaluation reports of students CLD.	

Area B: Instructional planning and preparation

Responsibility 1. Plans and develops intervention programs and/or services to students

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Provides relevant and useful recommendations for students based on evaluation information.	Recommendations are comprehensive and relate specifically to the nature of the speech-language disorder.	Self/peer audit of recommendations in 10% of evaluation reports.	
Plans measurable intervention objectives that are clearly related to student needs.	Goals and objectives are clearly linked to educationally relevant outcomes.	Self/peer review/feedback of goals/objectives in 10% of IEPs.	
Selects evidence-based (EB) intervention strategies.	Uses current EB intervention strategies with students.	Names and dates of EB practices being used.	
Collaborates with other staff in the planning of programs and services for students.	Engages in routine and effective communication with staff in joint planning.	Documented collaboration sessions with outcomes across one full month or semester.	
Develops and uses effective teaching materials to reach objectives.	Uses teaching materials to implement objectives and result in student learning.	Self description of at least two teaching materials and their effectiveness.	

Area C: Intervention:

Responsibility 1. Provides intervention strategies to students to support the teaching process and to assist speech and language learning.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Provides direct instruction for individuals or groups of students within a variety of service delivery models appropriate to student needs	Students are served in the delivery model(s) that best achieve the goals and objectives	Self/peer review/feedback of models used through audit of a random 10% of cases.	
Uses a variety of materials, methods, and strategies to facilitate student learning and promote active student participation.	Students are engaged in interventions and participate in at least 90% of opportunities.	Self/peer review/feedback of student intervention from raw or aggregated data through audit of a random 10% of cases.	
Adjusts intervention plans and procedures based on student progress.	Ongoing notes and data collection reflect decision-making and adjustments in lesson plans for individual students.	Self/peer review/feedback of notes and revised lesson plans through audit of a random 10% of cases.	
Accommodates intervention strategies to student's unique learning styles.	Different strategies are justified with different students.	Rationale for strategies is included in evaluation or progress reports in audit of a random 10% of cases.	
Evaluates effectiveness of interventions through data collection in relevant settings.	Data collection is systematic, ongoing, and used for decision-making.	Self/peer review/feedback of student intervention from raw or aggregated data through audit of a random 10% of cases.	

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Communicates verbally and in written form to a variety of audiences the student's present level of functioning and educational needs.	Written and verbal information is delivered in clear and complete language in 90% of opportunities.	Self/peer review/feedback of verbal and written communication in audit of a random 10% of cases.	

Responsibility 2. Works effectively with others to integrate speech and language goals within the curriculum.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Uses consultation and collaboration models to develop classroom-based speech and language goals and to implement interventions for students.	Writes goals and objectives that involve participation with classroom teachers and other service providers in the intervention plan.	Self/peer audit of random 10% of cases for which consultation or collaboration is appropriate model.	
Use data to measure progress related to the general education curriculum.	Confers with teachers on a regular basis about student achievement in relation to speech-language goals.	Self/peer audit of random 10% of cases for which consultation or collaboration is appropriate model.	
Participates in the Response to Intervention or other general education initiatives that focus on achievement for all students.	Serves on teams that promote the use of data-driven instruction, evidence-based practices, and the use of problem-solving models.	Self/peer data of participation on teams.	

Responsibility 3. Conducts nonbiased interventions that are sensitive to students' cultural and linguistic background.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Uses intervention procedures designed to reduce bias in performance.	Provides literature-based written documentation of interventions that are non-biased for students with cultural and linguistic diversity.	Self/peer review/feedback of documentation in random 10% of cases.	

Reports cautions in interpretation of intervention results based on student characteristics.	Progress reports and triennial meeting reports include an interpretation of intervention data supported by literature and provide cautions as appropriate to individual student characteristics.	Self/peer review/feedback of reports in random 10% of students who are CLD.	
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Area D: Prevention:

Responsibility 1. Provides current information and programs to decrease the occurrence of speech and language problems.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Uses inservice and curricular opportunities to teach healthy speech and language behaviors.	Collects and disseminates current and evidenced-based information on prevention through teacher inservice, classroom-based lessons, and printed information for students and parents.	Self/peer file review of materials and methods of dissemination.	
Creates and implements programs for students and parents that focus on healthy lifestyles for the prevention of conditions that result in speech and language problems.	Proposes and delivers innovative prevention programs that reach at least 50 students, teachers, or parents per year.	Description of program(s), dissemination plan and number of people reached per year.	
Communicates information to students and parents in a manner that is sensitive to their cultural and linguistic backgrounds.	Tailors materials and presentation of information to each audience with sensitivity to cultural and linguistic backgrounds.	Self/peer review/feedback of program materials and presentation plan.	

Comments regarding Prevention: _____

Category II: Managerial

A. Workload

B. Documentation

C. Time and Resource Management

Area A: Workload

Responsibility 1. Schedules student services to maximize the use of time and resources.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Applies creative strategies to scheduling within the framework of the educational setting.	Scheduling is completed to fulfill all job responsibilities.	Copy of schedule with description of how it allows for completion of all responsibilities.	
Collaborates with teachers and others to determine scheduling practices.	Seeks information and input from others to create effective schedules.	Description of methods to gain information and input and copy of written exchanges.	
Uses a variety of service delivery models to implement services and programs.	Service delivery models are selected based on student need and the efficiency and effectiveness of such models.	Self/peer review/feedback of service delivery models in relation to the caseload and settings.	

Responsibility 2. Manages caseload size

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Continually evaluates caseload size through accounting strategies. Uses accounting data to problem solve and communicate concerns to supervisor.	Keeps monthly statistics on caseload, new evaluations, dismissals, etc. Uses monthly statistics to determine caseload status, creative strategies, and communication with supervisor.	Self/peer review/feedback of statistics on a quarterly basis. Self/peer review/feedback of decision-making and communication through use of data.	

Keeps ongoing data on student progress and uses data to make eligibility decisions including dismissal.	Student progress is monitored on a weekly basis regarding goals and objectives and periodic assessment and evaluation is used to determine eligibility.	Self/peer review/feedback of student data and assessment data that leads to eligibility decisions in an audit of a random 10% of students.	
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Area B: Documentation

Responsibility 1. Keeps progress records on each student.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Submits and updates IEP goals and objectives in accordance with district policies and procedures.	IEP goals and objectives are submitted within the appropriate time frame and format in 100% of opportunities.	Dates are recorded and a summary is created annually.	
Records and stores ongoing student progress data.	Updates progress files on all students at least monthly.	Self/peer audit of at least 10% of student progress files.	
Uses documentation to report on student progress.	Quantitative and/or qualitative data is reported on the objectives for all students.	Record of progress reports.	

Responsibility 2. Completes paperwork relative to family rights, funding, attendance, etc.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Collects and documents information in a regular and systematic fashion.	Paperwork is organized and completed regularly.	Weekly log of paperwork completed.	
Communicates information to supervisor.	Implements effective system for relaying information to supervisor.	Description of system and evidence of use.	

Responsibility 3. Evaluates program effectiveness/success.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Develops goals and objectives for programs to coincide with school and district mission.	Goals and objectives for programs are aligned with school and district mission.	Written description of assessment and intervention programs including goals and objectives.	
Conducts evaluation of each program at regular intervals.	Collects and reports data about the effectiveness of each program annually.	Provides written summary of program evaluation to supervisor annually.	
Uses results from program evaluations to work cooperatively with supervisor or team to justify continuation or to make changes.	Program evaluation data is used to modify programs annually.	Written summary of program evaluation includes a recommendation for sustaining, changing, or eliminating each program.	
Communicates program evaluation outcomes to supervisor.	Documents and delivers annual report to supervisor.	Annual report to supervisor on file.	

Area C: Time and Resource Management

Responsibility 1. Demonstrates efficiency in daily job responsibilities.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Accomplishes responsibilities within reasonable time parameters.	Adheres to state and school/district time frames, team schedules, and workload schedules.	Self/peer review/feedback of accomplished responsibilities.	
Maintains an organized work space.	Accessibility to information and materials to accomplish daily job responsibilities.	Self/peer review/feedback of accessibility to information and materials.	

Creates and uses schedules and calendars.	Keeps up-to-date schedules and calendars.	Self/peer review/feedback of usefulness of schedules and calendars.
Monitors schedule and implements efficiency strategies.	Uses continuous monitoring to adjust schedules for maximum efficiency.	Self/peer review/feedback of adjustments of schedules and calendars.

Responsibility 2. Accesses resources within school, district, and state.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Abides by current local, state, and federal laws, regulations, policies, and procedures.	Is familiar with and abides by laws, regulations, policies, and procedures and seeks clarification when necessary.	Complies with laws, regulations, policies, and procedures with no reported violations in the personnel file.	
Uses technology to access current professional documents.	Acquires professional documents through technology to keep current.	Self/peer review/feedback of the use of technology to obtain resources.	
Seeks answers to questions and provides input through communication channels.	Understands and uses appropriate avenues of communication to seek information and provide input.	Self/peer review/feedback of written communication and oral communication to obtain information and provide input.	

Comments regarding Time and Resource Management:

Category III: Professionalism

A. Knowledge of and Participation in the School Culture

B. Ethics and Legal Responsibilities

C. Interpersonal Skills

Area A: Knowledge of and Participation in the School Culture

Responsibility 1. Demonstrates awareness and description of programs and services within the district and school

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Demonstrates knowledge of building level programs and services.	Uses knowledge of local programs and services to communicate effectively with professionals, parents, and students.	Self/peer review/feedback of current knowledge of local programs and services that effect communication with others.	
Demonstrates knowledge of local policies and procedures.	Uses knowledge of local policies and procedures to make appropriate decisions.	Self/peer review/feedback of decisions made based on knowledge of local policies and procedures.	
Is familiar with the roles of other disciplines.	Demonstrates knowledge of roles and responsibilities of others through effective team membership, consultation and collaboration.	Self/peer review/feedback of effective team membership, consultation, and collaboration. An audit of a random 10% of cases may be used.	
Promotes and supports the mission and vision of the department, school, and district.	Advocates for the success of the department, school, and district through active support and constructive feedback.	Self/peer review/feedback of advocacy shown in oral and written interactions with other members of the department, school, and district.	

Responsibility 2. Actively supports all student programs and services.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Works in teams to advance the programs and services offered by schools and the district.	Participates effectively in teams to complete goals related to programs and services.	Self/peer review/feedback of team participation in completing programmatic goals.	
Promotes communication between general and special education programs.	Serves as an ambassador to both special and general education programs.	Self/peer review/feedback of written and oral communication within special and general education.	
Uses multiple modes of communication to foster information exchange.	Selects communication modes that best meet the informational needs of the particular situation.	Self/peer review/feedback of written and oral communication based on the situation.	
Responds to requests for information or assistance from others.	Responds to other in a timely and appropriate manner .	Communication log or self/peer review/feedback of timely and appropriate responses to others.	

Responsibility 3. Carries out professional responsibilities.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Communicates information critical to decision making while maintaining confidentiality.	Provides complete and accurate information to others for decision-making and follows local confidentiality policies and procedures.	Self/peer audit of at least 10% of student files or other documents and/or self/peer review/feedback of verbal exchanges.	
Maintains effective interpersonal relationships and communication with other professionals/staff.	Initiates and responds to others to create open and productive exchanges.	Self/peer review/feedback of the quality of written and oral communication .	

Keeps appointments and follows up on commitments.	Honors scheduled obligations and completes assignments in a timely and thorough manner.	Self/peer review/feedback of scheduled commitments for attendance and follow up activities.	
Evaluates his/her own performance and modifies work based on outcomes.	Uses reflective practice to assess and evaluate his/her performance and uses outcome data to make changes.	Annual (formative) and two-to-three year (summative) evaluations are used to reflect on current practice and make changes to improve performance.	
Understands and works within his/her role in the system and contributes to the total educational effort.	Participates within the department, school, and district as an integral part of the system.	Self/peer review/feedback of roles and contributions at all levels.	
Carries out other duties and responsibilities mutually agreed upon by the SLP and the supervisor.	Understands and performs all duties and responsibilities as assigned.	Self/peer review/feedback of the performance of assigned duties and responsibilities.	

Area B: Ethics and Legal Responsibilities

Responsibility 1. Delivers services consistent with the American Speech-Language-Hearing Association (ASHA) and Colorado Department of Education (CDE) ethical principles and professional standards of practice.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Maintains copies of ethical principles and professional standards of practice in professional files.	Ready access to copies of documents on ethics and professional standards of practice.	Evidence of access to documents.	

Applies ethical principles and standards of practice to delivery of services in schools.	Follows ethical principles and standards of practice in assessment and intervention decisions.	Documents ethical concerns and seeks answers to questions involving ethics and standards of practice. No violations of ethics or standards of practice in personnel file.	
Limits professional practice in the school to areas of demonstrated training and competence.	Adheres to the SLP scope of practice and to areas of demonstrated training and competence; works collaboratively with others to shift responsibilities when practice decisions exceed competence.	Self/peer review/feedback of competencies in relation to practice decisions.	

Responsibility 2. Observes federal, state, and local policies and regulations in the delivery of speech and language services.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Adheres to statutes and regulations addressing civil and legal rights of students, parents, and school personnel.	Understands and follows statues and regulations regarding the civil and legal rights of self and others.	Evidence of access to civil and legal rights documents. No violations of rights in personnel file.	
Complies with established lines of authority within the parameters of professional standards of practice and ethical principles.	Understands and follows district, state, and federal laws and those administering these laws regarding professional standards of practice and ethical principles (e.g., CDE, ASHA, Federal Documents).	Evidence of access to documents. No compliance violations in personnel file.	

Area C: Interpersonal Skills

Responsibility 1. Maintains professional and ethical standards

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Abides by the professional code of ethics.	Reviews and adheres to the code of ethics.	Self/peer review/feedback of competencies in relation to practice decisions. No ethical violations.	
Seeks guidance regarding ethical issues from supervisor or peers.	Communicates with professional peers and supervisors regarding ethical issues.	Self/peer review/feedback of communication.	
Demonstrates professional demeanor including dress, communication, and conduct.	Conducts self with professionalism.	Self/peer review/feedback of professional dress, communication, and conduct.	

Responsibility 2. Builds communication within the educational community.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Develops rapport with students and parents being sensitive to cultural differences.	Understands and uses culturally appropriate communication with students and parents.	Self/peer review/feedback of culturally appropriate communication.	
Seeks to learn professional names and roles and to communicate on a regular basis.	Fosters and maintains working relationships with others.	Self/peer review/feedback of fostering and maintaining working relationships.	

Promotes information exchange with supervisors and staff.	Keeps lines of communication open and active.	Self/peer review/feedback of open and active communication.
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Comments regarding Professionalism:

Category IV: Professional Development

A. Obtaining Credentials

B. Updating and Sharing Knowledge and Skills

Area A: Obtaining Credentials

Responsibility 1. Earns professional credentials consistent with local and state requirements for speech-language pathology.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Enrolls in academic programs or earns continuing education credits to gain and maintain a minimum of a master's degree in speech-language pathology and state and national credentials.	Keeps current with educational requirements appropriate to level and job expectations.	Copy of transcripts, CEUs, or other verification methods.	

Area B: Updating and Sharing Knowledge and Skills

Responsibility 1. Updates professional skills and knowledge continually.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Participates in professional organizations.	Membership in at least one professional organization and one participation activity within the summative evaluation period.	Copy of membership card or other verification. Description of participation activities.	

Attends workshops, conferences, or completes formal course work.	Actively updates or expands professional knowledge and skills through at least one workshop, conference session, or course within the summative evaluation period.	Copy of continuing education material, (e.g., brochure, handout, course description).	
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Responsibility 2. Develops areas of expertise to effectively serve students.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Attend intensive educational sessions to increase competence in particular areas.	Expand at least one area of professional practice within the summative evaluation period.	Copy of continuing educational material.	
Apply new information directly to programs and services.	Use new information to modify existing programs and services to students.	A written paragraph as to how information was applied to the program and services.	
Guide others through sharing and demonstration in the use of new information.	Disseminate information and coach others in its use during team meetings, inservice, or other formats.	Written dissemination plan and evidence that information was shared.	

Comments regarding Professionalism:

Category V: Supervision and Leadership (After 3 years)

A. Supervision of SLP, SLPAs and Para Educators

B. Leadership

Area A: Supervision of SLP, SLPAs, and Para Educators

Responsibility 1. Manages and directs programs and other SLPs in the delivery of speech-language services.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Establishes priorities for programs and services in collaboration with appropriate school staff.	Sets realistic priorities for programs and services in accord with appropriate uses of human resources.	Written record of priorities and plan for the use of personnel.	
Works as a mentor to foster a team approach to SLP programs and services.	Meets regularly with supervisees to guide team decisions and work.	Copy of meeting schedule and agenda. Self/peer review/feedback of team mentorship.	

Responsibility 2. Supervises support personnel (e.g., school aides or speech-language pathology assistants (SLPAs))

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Follows established guidelines, policies and procedures for utilizing aides and SLPAs.	Seeks current information and follows guidelines and best practice for supervising aides and SLPAs.	Access to local, state, and national documents. Description of use of aides and SLPAs; Evidence of continuing education on supervision.	
Provides appropriate amount and type of supervision.	Follows written guidelines, policies and best practice for adequate supervision.	Documentation of amount and type of supervision, such as time log and notes to supervisee.	

Works directly with support personnel to provide SLP services to students.	Provides written and oral guidance to support personnel (e.g., lesson plans, discussion, data collection strategies) in the provision of SLP services to students.	Sample of written plans and data sheets given to support personnel and effective use of such materials.	
Maintains current information on student progress and makes decisions about intervention goals, objectives, and intervention methods.	Creates and uses a progress monitoring system in collaboration with the support personnel and makes all intervention decisions.	Sample of how progress is monitored and intervention decisions made and implemented.	
Provides continuing education to support personnel.	Uses knowledge and skills to train support personnel within their scope of work.	Evidence of training goals and materials and effectiveness of training.	

Area B: Leadership

Responsibility 1. Serves one or more professional roles in the school or district.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Acts as a team leader within the district.	Serves as the point person regarding SLP issues within the district.	Samples of written/oral communication to others regarding SLP issues; Membership on teams or committees as the SLP team leader.	
Organizes peer meetings.	Sets dates, agenda, and invites guests and members to meetings.	Copy of schedules and agendas.	
Plans continuing education activities for peers.	Works with administrators to advocate for and plan continuing education activities.	Copy of CE requests, CE plan and advocacy efforts.	

Serves as a liaison between supervisors / administrators and peers.	Acts as the intermediary between SLP peers and administrators to facilitate communication.	Samples of written/oral communications.	
Fosters community.	Seeks to develop and cultivate a sense of community with shared values and commitment to professional work.	Self/peer review/feedback of success in fostering community.	

Responsibility 2. Participates in professional organizations or committees at the local, state, or national level.

Performance Indicators Product or Process	Standard for Competent Performance	Method of Documentation	Done
Holds an office (or role) in a professional organization or committee.	One office or role in an organization or committee at school, district, or state level during the summative evaluation period.	Name of office or role, organization or committee name and description of responsibilities.	
Maintains active membership in organizations or committees and communicates the activities to others.	One membership during the summative evaluation period with dissemination of information.	Name of organization or committee, description of responsibility, example of dissemination activity.	
Works to further the goals of professional organizations or committees.	Active participation in one organization or committee with demonstrated outcomes.	Name of organization or committee, list of goals and description of outcomes of work.	

Comments regarding Supervision and Leadership:

Transfer the ratings to the Performance Review Summary form.

PROFESSIONAL GROWTH PLAN

DISTRICT/BOCES _____

SCHOOL(S) _____

NAME OF SLP _____

DATE OF REVIEW _____

EVALUATOR TITLE _____

ANNUAL FORMATIVE _____ **TWO-THREE YEAR SUMMATIVE** _____

DATE OF NEXT REVIEW _____

Professional Development Goals and Relationship to Performance Review Categories:

- 1.
- 2.
- 3.

Desired Measurement/Outcome of Goals:

- 1.
- 2.
- 3.

Action Strategies	Timelines	Resources Needed	Professional Development Opportunities

SLP GROWTH PLAN WORKSHEET

Name of SLP _____

Name of Supervisor/Administrator _____

Growth Plan Period: _____

Goal 1:

Which student/professional standards does this goal address?

Action Steps and Timelines:

Evidence of Success:

Goal 2:

Which student/professional standards does this goal address?

Action Steps and Timelines:

Evidence of Success:

Goal 3:

Which student/professional standards does this goal address?

Action Steps and Timelines:

Evidence of Success:

Professional Growth Plan - SAMPLE

Professional Development Goals and Relationship to Performance Review Categories:

1. Work with mentor to create goals & objectives that align with content standards in K-5th grade.
2. Engage in self study to identify EB strategies for phonology and language intervention.

Desired Measurement/Outcome of Goals:

1. All goals align with content standards as seen in a random sample (10% of IEPs)
2. Collection of EB strategies and evidence of use in random sample of caseload.

Goal 1. Action Strategies	Timelines	Resources Needed	Professional Development Opportunities
1. Identify mentor. 2. Create goals and objectives for several students across all language domains as examples.	1 month 2 months	List of SLPs in district. Two hours per week for mentor and SLP. Professional texts and other district resources.	NA Access to other SLPs and student files to collect models. Goal writing workshop.

**GUIDE FOR SUPERVISORS/ADMINISTRATORS
CONDUCTING SLP OBSERVATIONS**

The most effective observations are planned ahead of time and the SLP and supervisor/administrator share information about the session that will be observed. The SLP should create a written lesson plan with specific goals, objectives, teaching strategies, context, and rationale based on evidence-based practice. The observation should be scheduled in advance for maximum benefit to all participants. The supervisor/administrator can use the indicators in Category I – Student Services (Areas B and C) to rate the performance during the session.

Lesson Plan

Purpose of the session (Goal):

Desired outcomes of the session (Objective):

Techniques and procedures to obtain the outcome (Teaching Strategies):

Brief description of the setting, students, length of session, progress students made on the goal in previous sessions (Context):

Evidence that the intervention is evidence-based (EBP):

Observation Notes

Intervention Indicators

Category I: Student Services
Area B: Instructional planning and preparation Responsibility 1. Plans and develops intervention programs, and/or services to students
Area C: Intervention: Responsibility 1. Provides intervention strategies to students to support the teaching process and to assist speech and language learning. Responsibility 2. Works effectively with others to integrate speech and language goals within the curriculum. Responsibility 3. Conducts nonbiased interventions that are sensitive to students' cultural and linguistic background.

PERFORMANCE REVIEW SUMMARY

DISTRICT/BOCES _____ **SCHOOL(S)** _____
NAME OF SLP _____ **DATE OF EVALUATION** _____
EVALUATOR & TITLE _____
ANNUAL FORMATIVE _____ **TWO-THREE YEAR SUMMATIVE** _____

Purposes of Rubric:

1. SLP self-evaluation summary for annual and/or two-three year comprehensive evaluation.
2. SLP peer feedback summary for annual and/or two-three year comprehensive evaluation (Optional).
3. Supervisor review and evaluation for annual and/or two-three year comprehensive evaluation.

Performance Levels:

Excellent (IV)

Exhibits multiple strengths in many areas and consistently demonstrates exemplary quality across multiple areas of role expectations.
 Is self-directed and has a strong, positive impact upon students and the school environment.
 Any identified deficiencies are minimal in number and have minimal to no effect on job performance.
 Areas for improvement can and should be pursued without formal intervention of an administrator.
 Areas for professional growth can be mutually identified with administrator/supervisor and generally pursued independently.

Competent (III)

Exhibits strengths in one or more areas and demonstrates high quality in one or more areas of role expectations.
 Is able to take direction and uses good judgment within the school setting.
 Positively impacts students and the school environment.
 Identified deficiencies are limited and easily remedied through self awareness and action.
 Areas for professional growth can be mutually identified and plans worked out jointly with the administrator/supervisor.

Needs Improvement (II)

Exhibits basic knowledge and skills for completing all or most of the requirements of the job, but no strengths are identified.

Requires others to direct and guide new activities/initiatives.

Satisfactorily impacts students and school climate, but may have difficulty with one or more students, parents, or staff that affects such relationships.

Exhibits some errors of judgment within the school setting.

Identified weaknesses are not cause for dismissal, but are areas for growth that can be attained by conscientious effort through cooperative planning with the administrator/supervisor.

Unsatisfactory (I)

Substantially neglects job requirements and consistently exhibits weaknesses in performance.

Negatively impacts students and the school environment.

Requires direct and immediate intervention by an administrator/supervisor.

Identified weaknesses may be cause for dismissal according to district/BOCES policies and procedures.

Summary of Performance Levels:

For Self-Evaluation Process

Once the SLP completes his/her self assessment, the Performance Review Summary allows transfer of the performance level decisions. This form provides the means for considering performance level consistency and variability within and between categories. Performance levels help to isolate areas of strength and need which will assist the SLP in determining the Professional Growth Plan.

For Peer Feedback (Optional)

A trusted peer can work collaboratively with the SLP to assist him/her in reviewing and providing feedback on the performance review indicators. The SLP can use the feedback to verify or modify the self assessment and receive insight into professional growth areas. Peer review comments should not be used as part of the evaluation outcomes. Peer input should only be shared with the SLP.

For Supervisor/Administrator Review Process

Once the supervisor/administrator completes his/her self-evaluation, the summary form will allow transfer of the performance level decisions from the review tool. The form provides the means for considering performance level consistency and variability within and between categories. Performance levels help to isolate areas of strength and need which will assist the SLP and supervisor/administrator in determining professional development areas and opportunities.

Summary of Performance Categories:

The five categories of the performance review are outlined in the following table. Under each category are specific areas of focus including one or more responsibilities. The indicators for each of the responsibilities are detailed in the self assessment tool. The SLP completes the self assessment by documenting and evaluating at least 25% of the indicators under each category. The SLP uses the ratings to provide a score for the items in their self assessment. Scores are transferred to this summary form to share with the administrator/supervisor.

Performance Categories	Rating	Comments
Category I: Student Services Area A: Assessment and evaluation Responsibility 1: Assists in early identification of student's speech-language problems. Responsibility 2: Conducts valid speech-language assessments according to professional standards. Responsibility 3. Conducts nonbiased assessments sensitive to student's cultural background.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Area B: Instructional planning and preparation Responsibility 1. Plans and develops intervention programs, and/or services to students	<input type="checkbox"/>	
Area C: Intervention: Responsibility 1. Provides intervention strategies to students to support the teaching process and to assist speech and language learning. Responsibility 2. Works effectively with others to integrate speech and language goals within the curriculum. Responsibility 3. Conducts nonbiased interventions that are sensitive to students' cultural and linguistic background.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Area D: Prevention: Responsibility 1. Provides current information and programs to decrease the occurrence of speech and language problems.	<input type="checkbox"/>	
Category II: Managerial Area A: Workload Responsibility 1. Schedules student services to maximize the use of time and resources. Responsibility 2. Manages caseload size	<input type="checkbox"/> <input type="checkbox"/>	
Area B: Documentation Responsibility 1. Keeps progress records on each student. Responsibility 2. Completes paperwork relative to family rights, funding, attendance, etc. Responsibility 3. Evaluates program effectiveness/success.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<p>Area C: Time and Resource Management</p> <p>Responsibility 1. Demonstrates efficiency in daily job responsibilities.</p> <p>Responsibility 2. Accesses resources within school, district, and state.</p>	<input type="checkbox"/> <input type="checkbox"/>	
<p>Category III: Professionalism</p> <p>Area A: Knowledge of and Participation in the School Culture</p> <p>Responsibility 1. Demonstrates awareness and description of programs and services within the district and school.</p> <p>Responsibility 2. Actively supports all student programs and services.</p> <p>Responsibility 3. Carries out professional responsibilities.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Area B: Ethics and Legal Responsibilities</p> <p>Responsibility 1. Delivers services consistent with the American Speech-Language-Hearing Association (ASHA) and Colorado Department of Education (CDE) ethical principles and professional standards of practice.</p> <p>Responsibility 2. Observes federal, state, and local policies and regulations in the delivery of speech and language services.</p>	<input type="checkbox"/> <input type="checkbox"/>	
<p>Area C: Interpersonal Skills</p> <p>Responsibility 1. Maintains professional and ethical standards</p>	<input type="checkbox"/> <input type="checkbox"/>	
<p>Category IV: Professional Development</p> <p>Area A: Obtaining Credentials</p> <p>Responsibility 1. Earns professional credentials consistent with local and state requirements for speech-language pathology.</p>	<input type="checkbox"/>	
<p>Area B: Updating and Sharing Knowledge and Skills</p> <p>Responsibility 1. Updates professional skills and knowledge continually.</p> <p>Responsibility 2. Develops areas of expertise to effectively serve students.</p>	<input type="checkbox"/> <input type="checkbox"/>	
<p>Category V: Supervision and Leadership (After 3 years)</p> <p>Area A: Supervision of SLP, SLPAs, and Para Educators</p> <p>Responsibility 1. Manages and directs programs and other SLPs in the delivery of speech-language services.</p> <p>Responsibility 2. Supervises support personnel (e.g., school aides or speech-language pathology assistants (SLPAs))</p>	<input type="checkbox"/> <input type="checkbox"/>	

Area B: Leadership		
Responsibility 1. Serves one or more professional roles in the school or district.	<input type="checkbox"/>	
Responsibility 2. Participates in professional organizations or committees at the local, state, or national level.	<input type="checkbox"/>	
OVERALL PERFORMANCE LEVEL	<input type="checkbox"/>	

Summary Comments:

Use the results of this form to identify strengths and areas to focus the Professional Growth Plan.

References

Papers and Books:

- American Speech-Language-Hearing Association. (2006). Professional performance review process for the school-based speech-language pathologist. Available from www.asha.org/reference.
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- Harris, B.M. & Monk, B.J. (1992). Personnel administration in education: Leadership for instructional improvement (3rd ed.). Boston, MA: Allyn and Bacon.
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- Mayer, C.L. (1982). Educational administration and special education: A handbook for school administrators. Boston, MA: Allyn and Bacon.
- Ribas, W.B. (2005). Teacher evaluation that works! Westwood, MA: Ribas Publications.
- Stronge, J. H. & Helm, V.M. (1991). Evaluating professional support personnel in education. Newbury Park, CA: Sage Publications, Inc.

State and District Evaluation Tools:

- Adams Twelve Five Star Schools (1999). Licensed/certified performance appraisal system. Westminster, Colorado.
- Alabama (not dated). Professional education personnel evaluation program: Supervisor's review form – electronic format: Speech language pathologist system.
- Cambridge Public Schools (2004). Special education performance evaluation form, Cambridge, MA.
- Denver Public Schools (2005).
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- Mountain BOCES (2001) Licensed staff evaluation checklist, staffing/meeting activity form, observation checklist, support personnel evaluation report. Eagle, Colorado.
- Thompson School District R2-J (1999). School professional evaluation. Loveland, Colorado.
- Weld County School District 6 (not dated). Licensed personnel performance evaluation summative evaluation form and professional growth plan. Greeley, Colorado.