

Southern Will County Cooperative for Special Education (SOWIC)

Speech Language Pathologist Appraisal System

SPEECH LANGUAGE PATHOLOGIST APPRAISAL SYSTEM

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SECTION 1: APPRAISAL COMMITTEE PROCESS and MEMBERS

Roles and Responsibilities of the Teacher Appraisal Committee:

Members of the Appraisal Committee included both certified staff and administrators representing SOWIC, developed the Appraisal Plan. The development process included ongoing communication with certified staff and professional development of both certified staff and administration in order to be able to implement the plan with fidelity and transparency. The SOWIC Governing Board approved the plan on August 14, 2012.

Members of the 2012 Appraisal Committee:

Julie Bankes, Kathy Birch, Erin Cozza, Jenny Dinelli, Rebecca Erickson, Vicki Leuck, Laura Pullara, Bridget North, Kate Regis, Bill Roseland, Mary Lou Salato, Jack Skole

Members of the 2025 Appraisal Revision:

Maggi Blumberg, Grace Doyle, Jamie Erickson, Dr. Tiffany Frey, Erin Moran, Ryan Whitcomb

SECTION 2: INTRODUCTION AND OVERVIEW OF DANIELSON FRAMEWORK

Introduction

The *SOWIC Speech Language Pathologist Appraisal System* currently focuses on evidence collected on the four domains of teaching as set forth in *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition*, by Charlotte Danielson (see description below) and her discussion of appraisals of Therapeutic Specialists.

The Appraisal Committee recognizes the role student growth and teacher value added can play in the appraisal process, and reviewed recent legislation enacted in the State of Illinois calling for student growth to be included in teacher evaluation by 2016.

Currently, student growth is not part of the *SOWIC Teacher Appraisal System*.

Danielson Framework

Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, by Charlotte Danielson shall be the basis for the *SOWIC Appraisal System*. The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of performance.

The framework will serve as the foundation of SOWIC's recruitment and hiring, mentoring, coaching, professional development, and teacher appraisal processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions teachers and professional staff members can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components that further refine our understanding of what teaching is all about, with four levels of performance for each element.

The Framework for teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service, National Board for Professional Teaching Standards (NBPTS) and is compatible with INTASC standards.

SECTION 3: APPRAISAL PROCESS BELIEFS – COMMITMENTS AND COMMON THEMES

Belief	Aligned Commitments
SOWIC believes that the Professional Appraisal process must support...	In order to embed this Professional Staff Appraisal process belief into professional practice, SOWIC commits to...
A Positive Professional Learning Environment where the teaching outcome is continuous improvement.	<ul style="list-style-type: none"> ○ Developing a district and school culture that fosters trust among all staff members.
A Collaborative Culture that values honest and respectful dialogue with the ultimate goal of improving learning for students and staff members.	<ul style="list-style-type: none"> ○ Ongoing dialogue focused on improving instruction centered upon commonly defined and understood learning goals.
Self-Reflection which contributes to the continuous growth and development of a professional's ongoing practice.	<ul style="list-style-type: none"> ○ Developing professional staff self-reflection skills through collegial conversations and review of artifacts of student learning/teaching practices that will be used to guide future instruction. ○ Embed reflective practices into professional learning processes in the district.
An Ongoing Process with clear language and consistent expectations for administrators and professional staff members.	<ul style="list-style-type: none"> ○ Training for all administrators to obtain inter-rater reliability ○ Training for professional staff in order to understand the expectations of proficient teaching in correlation with their level of expertise ○ Scheduled conferences and formal/informal observations at reasonable times and frequencies throughout the year ○ Setting goals for future professional teaching growth through review of current progress ○ Create a professional growth plan to achieve agreed upon goals
Identified Teaching Behaviors and Skills needed to deliver high quality instruction.	<ul style="list-style-type: none"> ○ Facilitating opportunities for staff to become familiar with expected professional behaviors and skills focused upon in <i>The Framework for Teaching</i> ○ Assessing professional staff member's use and success with research based strategies and processes
Structured, Predictable, Supportive Procedures to meet the specific needs of tenured and non-tenured professional staff members.	<ul style="list-style-type: none"> ○ Creating and implementing appraisal procedures that differentiates between tenured and non-tenured professional staff members.
Consistency of measurement through an objective assessment that is evidence based and is implemented reliably and validly in every setting (i.e., unbiased and dependable methods in every building). The appraisal tool should be part of a connected system from recruitment and hiring, to completion of probationary status and eventual continued success as a tenured professional staff member.	<ul style="list-style-type: none"> ○ Developing a professional learning process for all stakeholders throughout the ongoing implementation of <i>The Framework for Teaching</i> priorities (i.e. focus upon the science and craft of education's professional practice; common appraisal priorities and language; consistent levels of performance expertise; and ongoing improvement based upon evidence collection and collaborative conversation) ○ Providing appropriate training for all stakeholders

SECTION 4: APPRAISAL SYSTEM DEFINITIONS

Best Practices – Research based methods that are effective in improving student achievement

Differentiated Process – An evaluation process that is responsive to different variations in job assignments, responsibilities and years of experience at SOWIC

Documentation – Evidence/information that supports or explains a position

Effective Systems – Quality assurance and continuous learning that lead to improved achievement

Effective Teaching – Instructional/Professional practices that result in increased student growth, as defined in the practices outlined at the *proficient* and *excellent* levels of the *SOWIC Framework for Teaching*

FfT – Danielson’s *Framework for Teaching*

Individual Growth Plan (IGP) - A plan jointly developed by the evaluator, teacher/professional staff member, and/or mentor (non-tenured only), which results in the continuous improvement of student learning. The evaluator and mentor shall be available to provide assistance to the teacher/professional staff in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the teacher/professional staff member. In the unlikely event that the evaluator and the teacher/professional staff member do not reach mutual agreement, the evaluator shall be responsible for establishing the goals.

Observation (Formal) – Observing classroom instruction/professional performance is one of the most powerful practices in which evaluators engage to improve teaching/professional performance and student learning. Formal observations provide valuable opportunities for the teacher/professional staff member and evaluator to discuss the planning process, collect evidence on the teacher/professional staff member’s instruction and classroom environment, and dialogue with the teacher/professional staff member after the observation is complete.

Formal observations shall be at least 30 minutes in length. Formal observations shall be preceded by a planning conversation and followed by a wrap-up conversation. 1st and 2nd year non-tenured teachers/professional staff member will be formally observed at least two times during the school year. 3rd and 4th year non-tenured teachers/professional staff members will be formally observed at least one time, with additional observations at the discretion of the evaluator or a documented request by the non-tenured teacher.

Tenured certified staff with an overall rating of Proficient or Excellent will be formally observed within a two year Individual Growth Plan cycle, with an additional formal observation at the discretion of the evaluator. One documented request by the tenured teacher will be granted.

Tenured certified staff with an overall rating of Needs Improvement will be formally observed at least one time within a one year Professional Development Plan cycle, with additional formal observations at the discretion of the evaluator. Additional observations may be granted with a documented request by the tenured teacher/professional staff member pending agreement between the evaluator and teacher/professional staff member.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a teacher/professional staff member both inside and outside of the classroom. Informal

observations may include professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extra-curricular functions or community sponsored activities.

Observing classroom instruction/professional performance and teacher/staff member's professional interactions is one of the most powerful practices in which evaluators engage to improve teaching and learning. Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher/professional staff member. Evidence of teaching, aligned with the Framework for Teaching, will be collected by the evaluator and shared in writing with the teacher/professional staff member. The informal observation and follow-up conversations are important job-embedded opportunities for individual professional development because the data collected provides fertile ground for ongoing discussions about teaching and learning, in addition to overall professional performance.

Informal observations that are included in an evaluation are to be documented and shared with the teacher/professional staff member. Examples of documentation include a written memo, e-mail or other writing that memorializes the observation and is shared with the teacher/professional staff member.

Performance Ratings (Domain) – Judgment of teacher/professional staff member job performance on each of the four domains based upon evidence collected during informal and formal observations. According to state requirements, teacher/professional staff member performance shall be rated as: *excellent, proficient, needs improvement* or *unsatisfactory*.

Performance Ratings (Summative) – Overall judgment of teacher/professional staff member job performance based on the ratings earned on each of the four domains. According to state requirements, teacher performance shall be rated as: *excellent, proficient, needs improvement* or *unsatisfactory*.

Professional Development Plan (PDP) – The Performance and Evaluation Reform Act includes the language regarding the creation of a Professional Development Plan for a teacher in contractual continued service (tenured) who is rated —needs improvement. This Professional Development Plan (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the —needs improvement rating
- is to be developed by the evaluator in consultation with the teacher/professional staff member and take into account the tenured certified staff member's on-going professional responsibilities including her/his regular teaching/performance assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher/professional staff member is evaluated in the next school year)

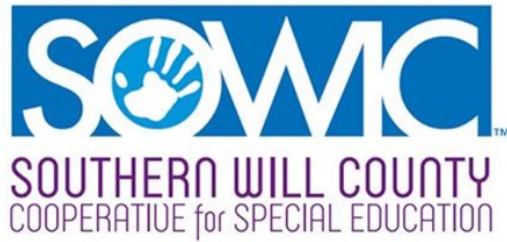
SECTION 5: ROLES OF ADMINISTRATORS AND SPEECH LANGUAGE PATHOLOGISTS IN APPRAISAL PROCESS

Evaluator's Responsibilities

- Communication with teacher including FfT aligned feedback
- Meeting to discuss expectations based on the FfT, district and school goals
- Review school improvement plan
- Provide training in administering relevant standardized testing
- Conduct informal observations and provide written feedback
- Communicate with mentor to align support for teacher
- Conduct formal observation (minimum of 30 minutes in classroom) including pre and post conferences
- Continuously provide feedback to teacher regarding FfT
- Conduct summative conference and notify teacher of continued employment

Professional Staff Member's Responsibilities

- Understand and implement the FfT
- Meet with evaluator and mentor to ensure adherence to FfT
- Take personal responsibility for attaining proficient performance



Mentoring Program

6 Key Components of Mentor Program:

1. Contact Time
2. Quality of Interaction
3. Quality of Relationship
4. Focus on Student Outcomes
5. School Culture
6. Best Practice

Overview:

Target Group: All 1st year certified employees

Length of Program: One school year

Formal Meetings with Facilitator: Introduction Meet and Greet, then one per quarter

Informal Mentor/Mentee Meetings: Every other week with required documentation

Mentor Tips of the Week: Facilitator will provide Mentors with tips and suggestions based on the phases of first-year

Mentor/Mentee Journal Activities

Self-Assessment (focused on 6 key components)

Lessons: Pre-planning, observation, and feedback of lessons observed by Mentor using evaluation tools. Also provide Mentee opportunity to observe Mentor instructing.

SECTION 6: APPRAISAL RATING SYSTEM

Operating Principles

Domain Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

Overall Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Non-Tenured Teacher/Professional Staff Member Contract Renewal - Each non-tenured teacher/professional staff member will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that non-tenured teachers/professional staff members in years 1 and 2 may receive a final summative rating of *Needs Improvement* as they are emerging towards proficiency. Non-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of *Proficient* or higher.

Tenured Teachers/Professional Staff Members are expected to maintain an overall Summative Rating of *Proficient* or higher. If a Tenured Teacher/Professional Staff Member receives an overall Summative Rating of *Needs Improvement*, a Professional Development Plan will be developed as defined in Section 13. See, Section 13 for details.

If a Tenured Teacher/Professional Staff Member exhibits evidence of *Unsatisfactory* practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law. See, Section 14 for details.

An example of how to arrive at domain and summative ratings can be found on the following page.

Examples of How to Arrive at a Domain and Final Summative Rating

Domain Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

Domain 2 for Teachers- Classroom Environment				
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
2a			X	
2b		X		
2c		X		
2d			X	
2e				X
Final Domain Rating		X		

Overall Ratings in SOWIC Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** - Any domain rated *Unsatisfactory*.

Final Summative Rating				
Domain	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
Domain 1			X	
Domain 2		X		
Domain 3			X	
Domain 4				X
Overall Rating			X	

SECTION 7: OVERVIEW OF THE APPRAISAL PROCESS

CERTIFIED STAFF	NON-TENURED	TENURED	
PURPOSE	<ul style="list-style-type: none"> -Promote student learning through the highest quality of teaching -Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth) and collective inquiry -Develop each individual's capacity for professional contribution to the team, building and district levels Induct new certified staff into the culture, mission, and vision of SOWIC -Support new certified staffs' growth through a formative process within clearly defined expectations -Build relationships between administrator(s) and new professional staff members -Validate the hiring/selection process 	<ul style="list-style-type: none"> -Promote student learning through the highest quality of performance -Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth), and collective inquiry -Develop each individual's capacity for professional contribution to the team, building and District levels -Support the SOWIC's culture, vision, and mission -Support tenured professional staff members growth through a formative process that promotes collective inquiry and examination of practice -Foster collaborative relationships among colleagues and administrators 	
WHO	<p>Non-tenured All first, second, third and fourth year non-tenured certified staff</p>	<p>Tenured – Proficient & Excellent All tenured, certified staff who receive an overall rating of Proficient or Excellent (See Section 6)</p>	<p>Tenured – Needs Improvement All tenured, certified staff who receive an overall rating of Needs Improvement (See Section 6)</p>
WHAT	<ul style="list-style-type: none"> • Formative process focused upon a collaboratively developed Individual Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities • Areas outside of the Individual Growth Plan may be addressed with the professional staff member and if necessary, a more focused plan may be developed by the administrator for the benefit of the professional staff member's professional improvement • Ongoing conversations based on evidence gathered by both professional staff members and administrator • Teacher driven progress monitoring data collection and reflection in collaboration with the administrator • Evidence of growth in professional contributions at team, building and/or district level • Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i> 	<ul style="list-style-type: none"> • Formative process focused upon a collaboratively developed Individual Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/ district goals and priorities • Areas outside of the Individual Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the administrator for the benefit of the professional staff member's professional improvement • Ongoing conversations based on evidence gathered by both professional staff member and administrator • Professional staff member driven progress monitoring data collection and reflection in collaboration with the administrator • Evidence of growth in professional contributions at team, building and/or district level • Identification of growth focus for the following year based on the Danielson <i>Framework for Teaching</i> • Individual Goal Plan may be developed in collaboration with other tenured certified staff 	<ul style="list-style-type: none"> • Formalized process focused upon improving identified areas of professional practice through a Professional Development Plan (—PDP) based upon the Danielson <i>Framework</i>. The PDP is to be created within 30 days after the completion of an evaluation resulting in the overall —Needs Improvement rating • The PDP is developed by the evaluator in consultation with the professional staff member and takes into account the tenured professional staff member's on-going professional responsibilities including her/her regular performance assignments • PDP includes evidence of progress/achievement of goal & supports that the district will provide to address the performance areas identified as needing improvement • PDP will typically run for 1 year, but does not have a required minimum or maximum length of time
SUMMATIVE EVALUATION	Annual	Triannual	Annual

SECTION 8: NON-TENURED APPRAISAL PROCESS CHART

(SEE APPENDIX FOR RELATED FORMS)

EVALUATION TIMELINE FOR YEAR 3 & 4 NON-TENURED ALL 22 COMPONENTS APPLY TO ALL SEGMENTS		
TIME OF YEAR 22 COMPONENTS	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
SEGMENT 1 August-September	<ul style="list-style-type: none"> Review of the District Expectations of FfT of Year Three & Four Informal Observation(s) 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence
SEGMENT 2 September-November	<ul style="list-style-type: none"> Informal Observation(s) Formal Observation Review Professional Progress in Segment 1 & 2; Preview Segment 3 and 4 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre-Observation All Segments Formal Observation Summary Form 2. Post-Observation Conversation
SEGMENT 3 December	<ul style="list-style-type: none"> Informal Observation(s) 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence
SEGMENT 4 January-February	<ul style="list-style-type: none"> Informal Observation(s) Optional - Formal Observation (at discretion of the administrator) Review Professional Progress in Segment 1-4 Summative Evaluation that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 6. 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre-Observation All Segments Formal Observation Summary Form 2. Post-Observation Conversation Form 3. Final Summative Evaluation
SEGMENT 5 January-June	<ul style="list-style-type: none"> Informal Observation(s) Individual Self-Reflection on Domains 1-4 with Next Steps developed by Speech Language Pathologist with support from the administration Individual Goal Plan developed by Speech Language Pathologist with support/approval of goal from an Administrator 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 4. Self-Reflection for Professional Growth Document 2. IGP SMART Goal Template Reference Document. Form 5. IGP Plan Template

SECTION 9: TENURED APPRAISAL PROCESS CHART for PROFICIENT & EXCELLENT

(SEE APPENDIX FOR RELATED FORMS)

EVALUATION TIMELINE FOR TENURED – PROFICIENT AND EXCELLENT		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
By Sept. 30 th of the first year of 3-year Individual Growth Plan (IGP)	<ul style="list-style-type: none"> Review of the Tenured District Priorities: FFT Rubrics, and Appraisal Individual Growth Plan developed, reviewed, and confirmed 	<ul style="list-style-type: none"> Document 1: FFT Rubrics Form 4. Self-Reflection for Professional Growth (optional) Document 2. IGP SMART Goal Template Reference Document Form 5. Individual Growth Plan developed in previous year; review action steps.
During Year 1 and 2 of 3-year Individual Growth Plan	<ul style="list-style-type: none"> 2 or more Informal Observation(s) Optional- Formal Observation (at discretion of the administrator) 	<ul style="list-style-type: none"> Document 1: FFT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre-Observation All Segments** Formal Observation Summary** Form 2. Post-Observation Conversation** <p>**If Formal Observation performed</p>
During Year 1 & 2 of 3-year Individual Growth Plan, Before end of each year	<ul style="list-style-type: none"> Mid-Plan Meeting to confirm Areas of Celebration and Concentration; Identify additional support if needed Optional-If continuing concerns exist in more than one domain at the end of the Year 1 of the Individual Growth Plan, a Summative Evaluation would be conducted that includes a summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 6 After a Summative Evaluation, Tenured Certified Next Steps <ul style="list-style-type: none"> Overall Rating of <i>Proficient</i> or <i>Excellent</i>- develop Individual Growth Plan, <i>see relevant parts of Section 11</i> Overall Rating of <i>Needs Improvement</i>- develop Professional Development Plan, <i>see section 12.</i> Overall Rating of <i>Unsatisfactory</i>- develop Remediation Plan, <i>see section 13</i> 	<ul style="list-style-type: none"> Form 16. Tenured Mid-Plan Meeting Form Form 9. Final Summative Evaluation, if this option is exercised
During Year 1 and Year 2 of 3-year Individual Growth Plan	<ul style="list-style-type: none"> 1 or more Informal Observation(s) Optional- Formal Observation (at discretion of the administrator) 	<ul style="list-style-type: none"> Document 1. FFT Rubrics Informal Observation Documentation Other documentation of Informal Observations Form 1. Pre-Observation All Segments** Formal Observation Summary** Form 2. Post-Observation Conversation** <p>*If Formal Observation performed</p>
30 calendar days before the end of Year 3 of 3-year Individual Growth Plan	<ul style="list-style-type: none"> Summative Evaluation that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Rating determining the Overall Rating in accordance with Section 6 Tenured Certified Next Steps: <ul style="list-style-type: none"> Overall Rating of <i>Proficient</i> or <i>Excellent</i>- develop Individual Growth Plan, <i>see relevant parts of Section 11.</i> Overall Rating of <i>Needs Improvement</i>- develop Professional Development Plan, <i>see section 12</i> Overall Rating of <i>Unsatisfactory</i>- develop Remediation Plan, <i>see Section 13</i> 	<ul style="list-style-type: none"> Form 3. Final Summative Evaluation

SECTION 10: TENURED APPRAISAL PROCESS CHART for NEEDS IMPROVEMENT

(SEE APPENDIX FOR RELATED FORMS)

EVALUATION TIMELINE FOR TENURED – NEEDS IMPROVEMENT ALL 22 COMPONENTS APPLY TO TENURED PROCESS DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT PLAN (PDP)		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
Within 30 calendar days of Teacher receiving an Overall Rating of Needs Improvement	<ul style="list-style-type: none"> Review of the Tenured District Priorities: FfT Rubrics, Appraisal Operating Principles and Summative Evaluation. Develop Professional Development Plan (PDP) with Psycholgist 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Form 7. Tenured Professional Development Goal Plan Form
By September 1st of School Year	<ul style="list-style-type: none"> Confirm implementation of Professional Development Plan with Speech Language Pathologist, Evaluator, and any Certified Staff that will be providing support for the plan 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Form 7. Tenured Professional Development Goal Plan Form
By Winter Break of the School Year	<ul style="list-style-type: none"> One (1) or more Formal Observation(s) Informal Observation(s) Mid-Plan Meeting 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre Observation All Segments Formal Observation Summary. Form 2. Post-Observation Conversation Form 6. Tenured Mid-Plan Meeting Form.
After Winter Break of School Year	<ul style="list-style-type: none"> One (1) or more Informal Observation(s) Optional - Formal Observation (at discretion of the administrator) 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre Observation All Segments** Formal Observation Summary.** Form 2. Post-Observation Conversation.** <p>**If formal observation performed</p>
30 calendar days before the end of School Year of the Professional Development Plan	<ul style="list-style-type: none"> Summative Evaluation that is the summation of informal/formal observations and ongoing conversations as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 6 Tenured Certified Next Steps <ul style="list-style-type: none"> Overall Rating of Proficient or Excellent – develop Individual Growth Plan, <i>see relevant parts of Section 11.</i> Failure to attain the overall rating of Proficient or Excellent after completion of a PDP period, will result in the rating of Unsatisfactory Overall Rating of Unsatisfactory – develop Remediation Plan, <i>see Section 13.</i> 	<ul style="list-style-type: none"> Form 3. Final Summative Evaluation

SECTION 11: TENURED APPRAISAL PROCESS CHART for UNSATISFACTORY

EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY DEVELOPMENT OF A REMEDIATION PLAN in accordance with Chapter 105ILCS 5/24A et seq.,		
TIME OF YEAR	PURPOSE	DOCUMENTS/FORMS (SEE APPENDIX)
Within 30 calendar days of Teacher receiving an Overall Rating of Unsatisfactory	<ul style="list-style-type: none"> Review of the Tenured District Priorities: FfT Rubrics, Appraisal Operating Principles and Summative Evaluation. Develop Remediation Plan with Speech Language Pathologist to address deficiencies cited, provided that the deficiencies are remediable Assign a Consulting Speech Language Pathologist to support Remediation Plan 	<ul style="list-style-type: none"> Document 1: FfT Rubrics
At the beginning of the 90 day Remediation Plan	<ul style="list-style-type: none"> Confirm implementation of Remediation Plan with Teacher, Evaluator, and Consulting Speech Language Pathologist 	<ul style="list-style-type: none"> Document 1: FfT Rubrics
By the midpoint of the Remediation Plan, and throughout the remainder of the Remediation Period	<ul style="list-style-type: none"> One (1) or more Informal Observation(s) Formal Observations (at discretion of the administrator) 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Informal Observation Documentation Other Artifacts of Evidence Form 1. Pre Observation All Segments** Formal Observation Summary. ** Form 2. Post-Observation Conversation. ** <p>**If formal observation performed</p>
At the midpoint of the Remediation Plan	<ul style="list-style-type: none"> Summative Evaluation is conducted and reviewed with the Speech Language Pathologist 	<ul style="list-style-type: none"> Form 3. Summative Evaluation
At the conclusion of the Remediation Plan period	<ul style="list-style-type: none"> Summative Evaluation that is the summation of informal/formal observations of Domain 2 & 3 and ongoing conversations of Domain 1 & 4 as well as other relevant information with Component/Domain Ratings determining the Overall Rating in accordance with Section 6 Tenured Certified Next Steps <ul style="list-style-type: none"> Overall Rating of Proficient or Excellent – Individual Growth Plan through reinstatement to the district's evaluation schedule. <i>See Section 11.</i> Overall Rating of Needs Improvement or Unsatisfactory– Recommendation for Dismissal (Section 24-12). 	<ul style="list-style-type: none"> Document 1: FfT Rubrics Form 3. Final Summative Evaluation

Note: A Remediation Plan must be created in accordance with the requirements of the Illinois School Code. Should any provision of this document contradict statutory requirements, the statute will be followed. In that event, the remaining provision of this document that continue to be consistent with law will remain in full force and effect.

Speech Language Pathologist Appraisal System

Appendix A: Standards of Professional Practice

The Framework for Teaching: Domains-Components-Elements (FfT)

<p>Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating knowledge and skill in the Speech Pathologist therapy; holds relevant certificate or license</p> <p>1b: Establishing goals for the therapy program appropriate to the setting and the students served</p> <p>1c: Demonstrating knowledge of district, state and federal regulations and guidelines</p> <p>1d: Demonstrating knowledge of resources, both within and beyond the school and district</p> <p>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</p> <p>1f: Developing a plan to evaluate the therapy program</p>	<p>Domain 2 – The Environment</p> <p>2a: Establishing rapport with students</p> <p>2b: Organizing time effectively</p> <p>2c: Establishing and maintaining clear procedures for referrals</p> <p>2d: Establishing standards of conduct in the therapy setting.</p> <p>2e: Organizing physical space for testing of students and providing therapy</p>
<p>Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Collaborating with teachers and administrators</p> <p>4c: Maintaining effective data management system</p> <p>4d: Participating in a professional community</p> <p>4e: Engaging in professional development</p> <p>4f: Showing Professionalism</p>	<p>Domain 3 – Delivery of Service</p> <p>3a: Responding to referrals, and evaluating student needs</p> <p>3b: Developing and implementing treatment plans to maximize students’ success</p> <p>3c: Communicating with families</p> <p>3d: Collecting data; writing reports</p> <p>3e: Demonstrating flexibility and responsiveness</p>

The Framework’s Common Themes:

Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students, Appropriate Use of Technology, and Student Assumption of Responsibility

Form 1: FtT Rubrics

Speech Language Pathologist Professional Practices Domain 1: Planning and Preparation.

<i>Component</i>	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>1a: Demonstrating knowledge and skill in the Speech Pathologist therapy; holds relevant certificate or license</i>	Speech Pathologist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Speech Pathologist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Speech Pathologist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Speech Pathologist demonstrates extensive knowledge and skill in the therapy area; holds the Certificate of Clinical Competence.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP does not have teaching certificate, license or Certificate of Clinical Competence • SLP makes content errors 	<ul style="list-style-type: none"> • SLP has teaching certificate • SLP cannot make connections within discipline 	<ul style="list-style-type: none"> • SLP has teaching certificate • SLP has license • SLP can make connections within their discipline 	<ul style="list-style-type: none"> • SLP has teaching certificate • SLP has license • SLP has Certificate of Clinical Competence • SLP is able to make connections between their content and other disciplines (ie. OT, classroom, social work).
<i>1b: Establishing goals for the therapy program appropriate to the setting and the students served</i>	Speech Pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Speech Pathologist's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students.	Speech Pathologist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Speech Pathologist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with administrators and teachers.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP does not develop goals OR • SLP develops goals that are not aligned to school and classroom needs 	<ul style="list-style-type: none"> • SLP develops goals that only take into consideration a select portion of the school and classroom needs 	<ul style="list-style-type: none"> • SLP develops and articulates goals for program that are consistent and aligned with school and classroom needs 	<ul style="list-style-type: none"> • After collaboration with administrators and teachers, SLP develops and articulates goals for program that are consistent and aligned with school and classroom needs

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>1c: Demonstrating knowledge of district, state and federal regulations and guidelines</i>	Speech Pathologist demonstrates little or no knowledge of special education laws and procedures.	Speech Pathologist demonstrates basic knowledge of special education laws and procedures.	Speech Pathologist demonstrates thorough knowledge of special education laws and procedures.	Speech Pathologist's knowledge of special education laws and procedures is extensive; Speech Pathologist takes a leadership role in reviewing and revising district procedures.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP demonstrates little or no understanding of special education law in relation to IEP process and related paperwork • SLP cannot explain procedures to others (i.e. parents, teachers, administrators, etc.) 	<ul style="list-style-type: none"> • SLP demonstrates limited understanding of special education law in relation to IEP process and related paperwork • SLP can explain some procedures to others (i.e. parents, teachers, administrators, etc.) 	<ul style="list-style-type: none"> • SLP demonstrates thorough understanding of special education law in relation to IEP process and related paperwork • SLP can explain procedures to others • SLP is proactive in developing their own understanding and asks for assistance when needed 	<ul style="list-style-type: none"> • SLP demonstrates thorough understanding of special education law in relation to IEP process and related paperwork • SLP is able to explain paperwork and/or procedures to others (i.e. parents, teachers, and administrators, etc.) • SLP is proactive in developing their own understanding and assists others
<i>1d: Demonstrating knowledge of resources, both within and beyond the school and district</i>	Speech Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech Pathologist demonstrates basic knowledge of resources for students available through the school or district.	Speech Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district.	Speech Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP is unaware of resources available 	<ul style="list-style-type: none"> • SLP has limited awareness of resources. • SLP inconsistently makes use of available resources. 	<ul style="list-style-type: none"> • SLP is aware of resources available within the school/district and consistently makes use of them • SLP some limited knowledge external resources • SLP shares information regarding resources with staff 	<ul style="list-style-type: none"> • SLP is aware of resources available in school/district • SLP is aware of additional resources available through community • SLP assists students, families, and staff in gaining access to outside resources

<i>Component</i>	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</i>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Speech Pathologist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Speech Pathologist has developed a plan that includes the important aspects of work in the setting.	Speech Pathologist’s plan is highly coherent and preventive, and serves to support students individually, within the broader educational program.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Does not collaborate with teachers • Make no reference to classroom materials during therapy 	<ul style="list-style-type: none"> • Inconsistently collaborate with teachers and infrequently offer suggestions for classroom reinforcement • Makes an attempt but rarely references materials from classroom during therapy 	<ul style="list-style-type: none"> • Collaborate with teachers in advance of therapy and offer suggestions for classroom reinforcement • Reference materials from classroom during therapy 	<ul style="list-style-type: none"> • Collaborate with teachers in advance of therapy and offer suggestions for classroom reinforcement and will model suggestions in classroom • Completely integrate materials from classroom throughout therapy
<i>1f: Developing a plan to evaluate the therapy program</i>	Speech Pathologist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Speech Pathologist has a rudimentary plan to evaluate the therapy program.	Speech Pathologist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Speech Pathologist’s evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP does not review data or evaluate speech program 	<ul style="list-style-type: none"> • SLP utilizes only student goal data to review speech program • SLP does not seek out additional sources of data but will respond to suggestions when presented with ideas 	<ul style="list-style-type: none"> • SLP utilizes student goal data and formal classroom data (teacher interview, survey) to review speech program • SLP seeks feedback and collaborates with classroom teacher 	<ul style="list-style-type: none"> • SLP creates and utilizes additional assessments to monitor progress • SLP seeks data/feedback from other team members (Art, OT/PT, Parents) • SLP will synthesize feedback and make changes to therapy program as necessary

Speech Language Pathologist Professional Practices for Domain 2: The Environment

<i>Component</i>	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>2a: Establishing rapport with students</i>	Speech Pathologist’s interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy setting.	Speech Pathologist’s interactions are a mix of positive and negative; the therapist’s efforts at developing rapport are partially successful.	Speech Pathologist’s interactions with students are positive and respectful; students appear comfortable in the testing and therapy setting.	Students seek out the Speech Pathologist, reflecting a high degree of comfort and trust in the relationship.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP’s interaction with some students is negative • SLP is demeaning, sarcastic or inappropriate • SLP does not provide redirection or correction when students make negative comments or demonstrate inappropriate behaviors 	<ul style="list-style-type: none"> • SLP demonstrates inconsistent redirection or correction when students make negative comments or demonstrate inappropriate behaviors • SLP effort to establish rapport is partially successful by demonstrating a mix of positive and negative interactions with students 	<ul style="list-style-type: none"> • SLP demonstrates consistent redirection or correction when students make negative comments or demonstrate inappropriate behaviors • SLP’s uses positive and consistent language in interactions with students • SLP establishes rapport by demonstrating general warmth, caring and respect for all students 	<ul style="list-style-type: none"> • SLP’s interaction demonstrate genuine caring and respect for individual students • Students will seek out SLP to share information with them • SLP establishes and maintains rapport by demonstrating knowledge of the student’s interests in and out of the school environment.

<i>Component</i>	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
2b: Organizing time effectively	Speech Pathologist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Speech pathologist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Speech Pathologist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Speech Pathologist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
Critical Attributes	<ul style="list-style-type: none"> • SLP does not establish priorities • SLP does not develop a daily schedule 	<ul style="list-style-type: none"> • SLP has difficulty establishing priorities, resulting in disruption of other workload responsibilities • SLP develops a daily schedule that is not flexible and does not allow completion of all work duties 	<ul style="list-style-type: none"> • SLP establishes priorities which are based on student needs • SLP develops and utilizes a daily schedule that is flexible to allow completion of all work duties • SLP uses time appropriately when faced with schedule conflicts (i.e. school events, absent students) 	<ul style="list-style-type: none"> • SLP establishes priorities which are based on student needs and other workload responsibilities (i.e. evaluations, IEP meetings, writing reports, team meetings/schedules) • SLP develops and utilizes a daily schedule that is flexible to allow completion of all work duties which is communicated to teachers and students in a manner that is easily understood. • SLP is able to anticipate schedule changes and makes adjustments as needed (i.e. field trips, school improvement days, school drills) • SLP goes above and beyond with creative scheduling when needed

<i>Component</i>	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>2c: Establishing and maintaining clear procedures for referrals</i>	No procedures for referrals have been established; when teachers want to refer a student for speech, they are not sure how to go about it.	Speech 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.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP does not have a procedure for referrals • SLP does not communicate with teachers and administrators 	<ul style="list-style-type: none"> • SLP has procedure for referrals • SLP does not always follow through with set procedures • SLP does not always communicate procedures with staff and administrators 	<ul style="list-style-type: none"> • SLP has establishes and maintains a consistent procedure for referrals • SLP informs staff and administrators of proper procedures. 	<ul style="list-style-type: none"> • SLP establishes and maintains a consistent procedure for referrals • SLP informs staff of proper procedures. • SLP seeks feedback from teachers and administrators • SLP utilizes feedback to review and revise procedures when necessary
<i>2d: Establishing standards of conduct in the therapy setting.</i>	No standards of conduct have been established and Speech Pathologist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established in the testing and therapy setting. Speech Pathologist attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful.	Standards of conduct have been established in the testing and therapy setting. Speech Pathologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing and therapy setting. Speech Pathologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP has not established a standard of conduct • Student behavior is not monitored • SLP does not respond to student behavior 	<ul style="list-style-type: none"> • SLP has established standards of conduct for most situations • SLP is usually aware of students behavior • SLP attempts to respond to student misbehavior but with inconsistent results 	<ul style="list-style-type: none"> • SLP has established standards of conduct that are clear to all students • SLP is aware of students behavior at all times • SLP's response to student's behavior is appropriate and successful (both positive and negative behaviors). 	<ul style="list-style-type: none"> • SLP has established standard of conduct that are clear and may have been developed with student input • SLP's monitoring of student behavior is subtle and strategies are implement to maintain positive behaviors • SLP's response to behavior is highly effective and
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				sensitive to students needs
<i>Component</i>	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>2e: Organizing physical space for testing of students and providing therapy</i>	The testing and therapy setting is disorganized, and poorly suited for working with students. Materials are usually available.	The testing and therapy setting is moderately well organized, and moderately well suited for working with students. Materials are difficult to find when needed.	The testing and therapy setting is well organized; materials are available when needed.	The testing and therapy setting is highly organized and is inviting to students. Materials are convenient when needed.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Routines for handling materials consistently results in a loss of instructional time • Materials are not prepared and ready for use with students • SLP made no attempt to arrange therapy environment 	<ul style="list-style-type: none"> • Routines for handling materials often results in a loss of instructional time • SLP attempted to arrange therapy environment but overlooked key components 	<ul style="list-style-type: none"> • Routines for handling materials occur smoothly with little loss of instructional time • SLP arranged the therapy environment to promote optimal use of time (ie. minimize distractions, based on student needs) 	<ul style="list-style-type: none"> • Routine for handling materials are seamless with no loss of instructional time • SLP arranged the therapy environment to promote optimal use of time (ie. minimize distractions, based on student needs) • SLP is able to adapt therapy environment when needed • SLP creates a therapy environment that is student friendly
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Speech Language Pathologist Professional Practices for Domain 3: Delivery of Service

<i>Component</i>	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>3a: Responding to referrals, and evaluating student needs</i>	Speech Pathologist fails to respond to referrals, or makes hasty assessments of student needs.	Speech Pathologist responds to referrals when pressed, and makes adequate assessments of student needs.	Speech Pathologist responds to referrals, and makes thorough assessments of student needs.	Speech Pathologist is highly collaborative and prompt in responding to referrals, and makes highly competent assessments of student needs.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP does not follow up on referrals OR • SLP completes screening/ assessments of students but gives no consideration to identified needs 	<ul style="list-style-type: none"> • SLP follows up on referrals after several reminders • SLP completes screening/ assessments of students but not always based on identified concerns 	<ul style="list-style-type: none"> • SLP follows up on referrals once brought to their attention in a timely manner • SLP completes thorough screening/ assessment of student based off identified concerns 	<ul style="list-style-type: none"> • SLP follows up on referrals promptly • SLP completes thorough screening/ assessment of student based off identified concerns • SLP gathers background information regarding students • SLP communicates with team regarding student needs and strengths
<i>3b: Developing and implementing treatment plans to maximize students' success</i>	Speech Pathologist fails to create treatment plans and/or treatment plan is not suitable to students, or mismatched with the findings of assessments.	Speech Pathologist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Speech Pathologist's plans for students are suitable for them, and are aligned with identified needs.	Speech Pathologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> SLP does not have a treatment plan And/or <ul style="list-style-type: none"> SLP does not gather data SLP does not use assessment information for goal development 	<ul style="list-style-type: none"> SLP inconsistently uses assessment information for goal development SLP gathers data inconsistently resulting in treatment plans that do not always address student needs 	<ul style="list-style-type: none"> SLP often uses assessment information for goal development SLP uses data from therapy sessions to guide/create future treatment plans Treatment plans follow natural developmental progression 	<ul style="list-style-type: none"> SLP always uses assessment information for goal development SLP uses data from therapy sessions to guide/create future treatment plans SLP treatment plan includes connections between their content and other disciplines (ie. classroom, other related services)
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
3c: Communicating with families	Speech Pathologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Speech Pathologist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Speech Pathologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Speech Pathologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Speech Pathologist reaches out to families of students to enhance trust.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> SLP does not get secure permission for screenings and/or evaluations SLP does not communicate with family OR SLP is not respectful and responsive to cultural and linguistic traditions 	<ul style="list-style-type: none"> SLP secures permission for screenings and/or evaluations SLP does communicate with family occasionally SLP is not always respectful and responsive to cultural and linguistic traditions 	<ul style="list-style-type: none"> SLP secures permission for screenings and/or evaluations SLP communicates with family on a regular basis SLP is respectful and responsive to cultural and linguistic traditions 	<ul style="list-style-type: none"> SLP secures permission for screenings and/or evaluations SLP communicates with family in native language if possible SLP is always respectful and responsive to cultural and linguistic traditions SLP initiates and maintains two way communication with families

3d: Collecting data; writing reports	Speech Pathologist neglects to collect important data on which to base treatment plans; reports are inaccurate or nonexistent or not appropriate to the audience.	Speech Pathologist collects most of the important data on which to base treatment plans; reports are typically accurate but lacking in clarity and not always appropriate to the audience.	Speech Pathologist collects all the important data on which to base treatment plans; reports are accurate and appropriate to the audience.	Speech Pathologists is proactive in collecting important data, interviewing teachers and parents if necessary; reports are accurate and clearly written, and are tailored for the audience.
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Critical Attributes	<ul style="list-style-type: none"> • Data collection is absent and/or not accurate during therapy sessions • Reports contain content errors or no report is written • Reports are written in a manner with no regard for the intended audience 	<ul style="list-style-type: none"> • Data collection is inconsistent and/or not always accurate during therapy sessions • Reports contain accurate content information but may contain other errors (ie. student names, grammar) • Reports are written in a manner that are not easily understood by general audiences (ie. jargon without explanation, uses abbreviations). 	<ul style="list-style-type: none"> • Data collection is consistent and accurate during therapy sessions • Data collection is relevant to identified student needs • Reports contain no errors • Reports are written in a manner that is easily understood by general audiences 	<ul style="list-style-type: none"> • Data collection is consistent and accurate during therapy sessions • SLP seeks out additional information regarding students success with goals in other environments • Reports contain no errors and are well organized • SLP demonstrates the ability to differentiate reports based on intended audience (ie. parents, doctors, teachers) •
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
3e: Demonstrating flexibility and responsiveness	Speech Pathologist adheres to his or her treatment methods, in spite of evidence of their inadequacy.	Speech Pathologist makes modest changes in treatment methods when confronted with evidence of the need for change.	Speech Pathologist makes revisions in treatment methods when they are needed.	Speech Pathologist is continually seeking way to improve his or her treatment methods, and makes changes as needed in response to student, parent, or teacher input.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • SLP does not make changes in therapeutic strategies even when data supports need for change 	<ul style="list-style-type: none"> • SLP uses data to evaluate treatment and occasionally make changes • SLP does not use immediate student feedback during session to make changes 	<ul style="list-style-type: none"> • SLP uses data to evaluate treatment and make necessary changes • SLP immediately is able to make changes to therapy during session 	<ul style="list-style-type: none"> • SLP consults with other team members to enhance treatment • SLP uses data to evaluate treatment and make necessary changes • SLP takes additional data sources into consideration and revises treatment plan as needed • SLP immediately is able to make changes to therapy during session
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Speech Language Pathologist Professional Practices for Domain 4: Professional Responsibilities

<i>Component</i>	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
<i>4a: Reflecting on practice</i>	Speech Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Speech Pathologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Speech Pathologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Speech Pathologist makes some specific suggestions as to how the therapy program might be improved.	Speech Pathologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Speech Pathologist draws on an extensive repertoire to suggest alternative strategies.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP does not offer any suggestions for improvement • SLP suggestions are not relevant or do not make any connections to specific student progress 	<ul style="list-style-type: none"> • SLP has a developing knowledge of therapeutic strategies to address the same deficit area • SLP suggestions do not take into consideration specific student progress 	<ul style="list-style-type: none"> • SLP has sufficient knowledge of therapeutic strategies that address the same deficit area • SLP is able to recognize and articulate strategies and how they contributed to student progress 	<ul style="list-style-type: none"> • SLP has vast knowledge of therapeutic strategies that address the same deficit area • SLP is able to recognize and articulate strategies and how they contributed to student progress • SLP considers individual rate of student progress
<i>4b: Collaborating with teachers and administrators</i>	Speech Pathologist is not available to staff for questions and planning, and provides insufficient background material when requested.	Speech Pathologist is available to staff for questions and planning, and provides sufficient background material when requested.	Speech Pathologist initiates contact with teachers and administrators to confer regarding individual cases.	Speech Pathologist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP does not communicate information in response to team requests • SLP does not provide sufficient therapy information on students they service 	<ul style="list-style-type: none"> • SLP communicates information only in response to team requests • SLP provides team sufficient information on students when requested 	<ul style="list-style-type: none"> • SLP contacts teachers to consult on student • SLP maintains communication with team regarding individual cases 	<ul style="list-style-type: none"> • SLP will initiate contact with team to consult about students • SLP will seek input from team regarding students strengths and weaknesses
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
4c: Maintaining effective data management system	Speech Pathologist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to treatment when needed.	Speech Pathologist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed.	Speech Pathologist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed.	Speech Pathologist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Speech Pathologist uses the system to communicate with teachers and parents.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • SLP does not use a data management system or the system is disorganized • Data management system structure does not provide necessary information for SLP to monitor student progress and/or make changes to therapy 	<ul style="list-style-type: none"> • SLP's data management system is basic and not organized in an efficient manner • Data management system structure does not always reflect the need for change in therapy 	<ul style="list-style-type: none"> • SLP's data management system is organized and easily accessible • Data management system allows the SLP to monitor student progress and implement changes when necessary 	<ul style="list-style-type: none"> • SLP's data management system is organized and easily accessible • Data management system allows the SLP to monitor student progress and implement changes when necessary • SLP data management system is structured in a way that promotes efficient communication with teachers and parents
4d: Participating in a professional community	Speech Pathologist's relationships with colleagues are negative or self-serving, and Speech Pathologist avoids being involved in school and district events and projects.	Speech Pathologist's relationships with colleagues are cordial, and Speech Pathologist participates in school and district events and projects when specifically requested.	Speech Pathologist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Speech Pathologist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> • The SLP’s relationship with colleagues is characterized by negativity or combativeness. • The SLP purposefully avoids contributing to activities promoting professional inquiry. • The SLP avoids involvement in school, district, and community events/projects. 	<ul style="list-style-type: none"> • The SLP has pleasant relationship with colleagues. • When invited, the SLP participates in activities related to professional inquiry. • When asked, the SLP participates in school, district, and community events/projects. 	<ul style="list-style-type: none"> • The SLP has supportive and collaborative relationships with colleagues. • The SLP regularly participates in activities related to professional inquiry. • The SLP frequently volunteers to participate in school, district, and community events/projects. 	<ul style="list-style-type: none"> • The SLP has supportive and collaborative relationships with colleagues. • The SLP takes a leadership role in promoting activities related to professional inquiry. • The SLP regularly contributes to and leads events that positively impact school life. • The SLP regularly contributes to and leads significant school, district, and community events/projects.
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)
4e: Engaging in professional development	Speech Pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of therapy skills.	Speech Pathologist participation in professional development activities is limited to those that are convenient or are required.	Speech Pathologist seeks out opportunities for professional development based on an individual assessment of need.	Speech Pathologist actively pursues professional development opportunities, and makes a substantial contribution to the school, district, and cooperative by implementing and/or training colleagues on learned information.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> SLP does not participate in professional development 	<ul style="list-style-type: none"> The SLP participates in professional development when required or when provided by the school district/cooperative. SLP will attend professional development only if it is convenient 	<ul style="list-style-type: none"> The SLP seeks regular opportunities for continued professional development. The SLP actively participates in professional organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> The SLP seeks regular opportunities for continued professional development. SLP utilizes information gained through individual professional development to make improvements to the current therapy program SLP takes an active leadership role and provides professional development for colleagues
Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)

4f: Showing Professionalism	Speech pathologist displays dishonesty in interactions with colleagues, students, and the public. Speech pathologist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Speech pathologist makes decisions and recommendations based	Speech pathologist is honest in interactions with colleagues, students, and the public. Speech pathologists' attempts to serve students are inconsistent and does not knowingly contribute to some students being ill served by the school. Speech pathologists' decisions and	Speech pathologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Speech pathologist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Speech pathologist maintains an open mind in	Speech pathologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Speech pathologist is highly proactive in serving students, seeking out resources when needed. Speech pathologist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Speech
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	on self-serving interests. Speech pathologist does not comply with school, district and/or cooperative regulations.	recommendations are based on limited though genuinely professional considerations. Speech pathologist complies minimally with school, district and/or cooperative regulations, doing just enough to get by.	team or departmental decision making. Speech pathologist complies fully with school, district and/or cooperative regulations.	pathologist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Speech pathologist complies fully with school, district and/or cooperative regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> • SLP is dishonest • SLP does not notice the needs of students • SLP engages in practices that are self-serving • SLP willfully rejects school, district and/or cooperative regulations 	<ul style="list-style-type: none"> • SLP is honest • SLP notices the needs of students but is inconsistent in addressing them • SLP does not notice that some school practices result in poor conditions for students • SLP makes decisions professionally, but on a limited basis • SLP minimally complies with school, district and/or cooperative regulations. 	<ul style="list-style-type: none"> • SLP is honest and known for having high standards of integrity • SLP actively addresses student needs • SLP actively works to provide opportunities for student success • SLP willingly participates in team and departmental decision making • SLP complies completely with school, district and/or cooperative regulations 	<ul style="list-style-type: none"> • SLP is considered a leader in terms of honesty, integrity and confidentiality • SLP is highly proactive in serving students • SLP makes a concerted effort to ensure opportunities are available for all students to be successful • SLP takes a leadership role in team and departmental decision making • SLP takes a leadership role regarding school, district and/or cooperative regulations

Speech Language Pathologist Appraisal System SOWIC

Appendix B: Forms and Documents

FORM 1: SOWIC Speech Language Pathologist Appraisal System

Pre-Observation Conversation

Speech Language Pathologist:
Grade Level(s):
Observer:

School:
Subject(s):
Date:

Conversation Components		Observable Components	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of Service</i>
1a: Demonstrating knowledge and skill in the Speech Pathologist therapy; holds relevant certificate or license	4a: Reflecting on practice	2a: Establishing rapport with students	3a: Responding to referrals, and evaluating student needs
1b: Establishing goals for the therapy program appropriate to the setting and the students served	4b: Collaborating with teachers and administrators	2b: Organizing time effectively	3b: Developing and implementing treatment plans to maximize students' success
1c: Demonstrating knowledge of district, state and federal regulations and guidelines	4c: Maintaining effective data management system	2c: Establishing and maintaining clear procedures for referrals	3c: Communicating with families
1d: Demonstrating knowledge of resources, both within and beyond the school and district	4d: Participating in a professional community	2d: Establishing standards of conduct in the therapy setting.	3d: Collecting data; writing reports
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	4e: Engaging in professional development	2e: Organizing physical space for testing of students and providing therapy	3e: Demonstrating flexibility and responsiveness
1f: Developing a plan to evaluate the therapy program	4f: Showing Professionalism		

Questions for Discussion between Speech Language Pathologist and Evaluator:

- Briefly describe the students in your class or small group. What have you learned about your students this year that has gone into planning for this session? (1b)
- Describe how you planned and prepared for this lesson, including how you organized the structure, pacing, and materials to engage students. How did you differentiate instruction and adjust your teaching to meet diverse needs, and how do you plan to formatively assess student progress toward the lesson's goals? (Links to 1a, 1c, 1e, 3c, 3d, 3e)
- The learning environment is key to helping students be successful learners. How have you organized the classroom to promote a respectful learning environment? How do your classroom procedures and the physical arrangement of the classroom help students be successful in your classroom? How have you changed your organizational procedures/arrangement based on previous feedback. (Links to 2a, 2d, and 2e)
- How has your professional practice been influenced by collaboration with your team? How has involvement in different professional activities helped you to develop this lesson? (Links to 4a, 4b, 4e)
- During the observation, I'll be collecting evidence related to your instructional communication such as directions, procedures, explanations, discussion techniques, and learning expectations. Is there any specific information you'd like me to focus on, or anything additional you'd like to share about the lesson that would provide helpful context? (Links to 3a, 3b)

Attach Therapy Plan

FORM 2: SOWIC Speech Language Pathologist Appraisal System

Post-Observation Conversation

Speech Language Pathologist:

School:

Grade Level(s):

Subject(s):

Observer:

Date:

Attendance:

Conversation Components		Observable Components	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Environment</i>	<i>Domain 3 Delivery of Service</i>
1a: Demonstrating knowledge and skill in the Speech Pathologist therapy; holds relevant certificate or license	4a: Reflecting on practice	2a: Establishing rapport with students	3a: Responding to referrals, and evaluating student needs
1b: Establishing goals for the therapy program appropriate to the setting and the students served	4b: Collaborating with teachers and administrators	2b: Organizing time effectively	3b: Developing and implementing treatment plans to maximize students' success
1c: Demonstrating knowledge of district, state and federal regulations and guidelines	4c: Maintaining effective data management system	2c: Establishing and maintaining clear procedures for referrals	3c: Communicating with families
1d: Demonstrating knowledge of resources, both within and beyond the school and district	4d: Participating in a professional community	2d: Establishing standards of conduct in the therapy setting.	3d: Collecting data; writing reports
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	4e: Engaging in professional development	2e: Organizing physical space for testing of students and providing therapy	3e: Demonstrating flexibility and responsiveness
1f: Developing a plan to evaluate the therapy program	4f: Showing Professionalism		

After reflecting upon the lesson, the Speech Language Pathologist will respond to the following questions and bring this form to the Post-Observation Conversation between the Speech Language Pathologist and the Evaluator.

1. In general, how successful was the session?
 - a. Describe the key components of your session that helped or hindered your students' overall engagement (i.e. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility etc)? (Domain 3: Instruction)
 - b. What evidence do you have that the student learning targets were met during small group or classroom setting? (Domain 3: Instruction)
2. How did the environment you established facilitate or hinder student learning? (Domain 2: The Classroom Environment)

3. After reflecting on this session:
 - a. What went well in this session that you will incorporate into future sessions? What did not go well that you do not plan to incorporate into future sessions? (Component 4a: Professional Responsibilities)
 - b. What did you learn from this session that will help you improve your teaching in the future? (Component 4a: Professional Responsibilities)
 - c. What do you hope to be able to share with your colleagues after this teaching session?
4. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (Component 3c: Communicating with Families)

FORM 3: Final Summative Evaluation

Speech Language Pathologist Name: _____

Location: _____

School Year: _____

Evaluator: _____

Years of Service in SOWIC: _____

Observation dates included in the basis of this summative evaluation:	
Formal Observation Dates:	_____
Informal Observation Dates:	_____
Teacher's Attendance:	_____

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 2 –Environment	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 3 – Delivery of Service	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>
Overall Rating	<input type="checkbox"/> Unsatisfactory <i>(Unsatisfactory)</i>	<input type="checkbox"/> Needs Improvement <i>(Basic)</i>	<input type="checkbox"/> Proficient <i>(Proficient)</i>	<input type="checkbox"/> Excellent <i>(Distinguished)</i>

We have conducted a conversation on the rubrics. The Speech Language Pathologist has the right to attach written comments within (10) school days of completion of this form for inclusion in their personnel file maintained in the Human Resources Department.

Speech Language Pathologist Signature: _____

Date: _____

Signature indicates only that the teacher has read and understands the evaluation.

Evaluator Signature: _____

Date: _____

FORM 4: Self-Reflection for Professional Growth: Domains 1-4

Name:

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 1 Planning and Preparation</p> <p>1a: Demonstrating knowledge and skill in the Speech Pathologist therapy; holds relevant certificate or license</p> <p>1b: Establishing goals for the therapy program appropriate to the setting and the students served</p> <p>1c: Demonstrating knowledge of district, state and federal regulations and guidelines</p> <p>1d: Demonstrating knowledge of resources, both within and beyond the school and district</p> <p>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</p> <p>1f: Developing a plan to evaluate the therapy program</p>	
Next Steps:		
	<p>Domain 2: Environment</p> <p>2a: Establishing rapport with students</p> <p>2b: Organizing time effectively</p> <p>2c: Establishing and maintaining clear procedures for referrals</p> <p>2d: Establishing standards of conduct in the therapy setting.</p> <p>2e: Organizing physical space for testing of students and providing therapy</p>	
Next Steps:		

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 3: Delivery of Service</p> <p>3a: Responding to referrals, and evaluating student needs</p> <p>3b: Developing and implementing treatment plans to maximize students' success</p> <p>3c: Communicating with families</p> <p>3d: Collecting data; writing reports</p> <p>3e: Demonstrating flexibility and responsiveness</p>	
<p>Next Steps:</p>		
	<p>Domain 4: Professional Responsibilities</p> <p>4a: Reflecting on practice</p> <p>4b: Collaborating with teachers and administrators</p> <p>4c: Maintaining effective data management system</p> <p>4d: Participating in a professional community</p> <p>4e: Engaging in professional development</p> <p>4f: Showing Professionalism</p>	
<p>Next Steps:</p>		

*FORM 5: Individual Growth Plan (IGP)	Year:	School:
Speech Language Pathologist Name:		Certified Position:
SMART Individual Growth Goal Statement (refer to IGP Document 2):		What Framework for Teaching Domains/ Component(s) are addressed in this IGP:
How does the IGP support the Program's Mission or District Strategic Plan?		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?):		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be Completed, Across 2 years)	Resources (Staff, Professional Development, or Materials)

I have reviewed the above Individual Growth Plan:

Speech Language Pathologist's Name: _____

Speech Language Pathologist's Signature: _____

Administrator's Signature: _____ **Date:** _____

**If Tenured, mark if this is a Collaborative Plan:* Yes No *If yes, list colleagues*

FORM 6: Tenured Mid-Plan Meeting Conversation Record

Certified Staff Member(s):

School Year:

Building:

Administrator:

Conversation Date:

Topics from Certified Staff Member(s):

Topics from Administrator:

Notes from meeting:

What's working:

Identified areas for growth:

Challenges/Concerns (if any):

Follow-up (if any):

Certified Staff Signature:

Date:

Administrator Signature:

Date:

FORM **7**: Professional Development Plan

Name: _____ Supervisor/Evaluator: _____

Date of PDP: Within 30 Days of above rating

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Expectations for Effective Teaching:			
Limit to 3 components	Taken from a review of the <i>Framework for Teaching</i> and District Indicators of effective practice			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date:	Date of Completion:
Specific and directed actions taken to address the areas identified as needing improvement		<i>Human/Material/ Time/Prof Development/other</i>		

*Note: This plan does not have a minimum or maximum length of time. The plan can last until the speech language pathologist is evaluated in the next school year.

Domain/Component:	Indicator of Progress:
Taken and repeated from above	Data/artifacts/observation records/other sources appropriate to the improvement area

Evaluator:		Teacher:	
Date:		Date:	

*Signatures above indicate the plan above was developed by the evaluator in consultation with the speech language pathologist.

Speech Language Pathologist completion of Professional Development Plan: Yes No

Evaluator:		Teacher:	
Date:		Date:	

*The Speech Language Pathologist's signature does not necessarily indicate agreement with the contents but does acknowledge that the evaluation meeting occurred and that I received a copy of this professional development plan.

Document 2 : Guidelines for Developing an Individual Growth Plan (IGP)

Individual Growth Plans should be developed to address an identified need related to student learning and teacher skill improvement. Professional goals should represent new learning for the teacher and go beyond implementation of district curriculum or initiatives. Each form in the Individual Growth Plan (IGP) represents a critical component for developing new learning skills and supporting student learning improvement.

To develop a SMART professional goal, certified staff are encouraged to **reflect on data regarding past professional skills and student needs**, i.e., past evaluations, self-assessment based on Framework for Teacher, SIP goals, District Goals, grade level data wall, classroom assessments (both formative and summative) and feedback from others. Using the FFT Rubrics Document 1 will support certified staff to determine an area of new learning to be used in Document 3 IGP SMART Goal Template.

Document 2: Based upon the Document 1 FFT Rubrics, develop a **SMART Professional Growth Goal** using the following word formula:

- o **When:** Provide time frame for goal process.
- o **Who:** List the students or staff that will be involved in the goal.
- o **What:** List specific area of teaching/learning that needs to be improved
- o **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check-sheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 (**WHEN**), the 6th Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) —high interest|| Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

FORM 4:

Based upon Self Reflection FORM 4 & Document 3, develop IGP SMART Action Plan for implementing the SMART goal. Complete the following parts of the action plan:

- o **SMART Professional Goal:** Transfer from Document 5 IGP SMART Goal Template
- o **District or School Improvement Goal:** List any district and/or school goal that links to your Individual Growth Plan goal in —District/School Improvement Goal Box.
- o **Indicators of Success:** Please describe or list what will change in your professional practice because of this goal. Describe how this goal will improve student learning. **Example:** Student's Monitoring other student's transition behaviors; shifts in Individual Classroom and Professional Team Monthly Reflections of What Works/What Needs to Improve with Transitions, Teacher Records of Bell Work Completed
- o **Action Steps/Activities:** Describe specific, aligned action steps that will be implemented to support the Goal; **Example:** Complete Rules in School book study as a professional development team. Draft 6th Grade Transitions *Rules of the 6th Grade Transition Highway*, share with individual classrooms to get student input, finalize Transition rules at team meeting, determine transition training drills each Monday during the first 6 weeks of school and on a monthly basis starting in October.
- o **Timelines:** Align timelines to the specific actions listed in Action Steps
- o **Resources:** Brainstorm resources that align to the activities; **Example:** Rules in School book; 6th Grade Team *Rules of the 6th Grade Transition Highway* Student Made Hall Posters; 6th Grade Yellow Tardy Slip Tally Sheet
- o **Signatures:** An Administrator should review and sign IGP to confirm that they have read and have conferenced with the individual teacher about the plan. If Tenured, please mark yes or no if this is a Collaborative plan. If it is a Collaborative Plan, please list the names of the colleagues.

Document 3: Developing Components of a SMART Professional Growth Goal

SMART Goal Template

Directions: Based upon the FFT Rubrics-Document 1, use Form 4 Self Reflection form, to determine and develop a SMART Goal Individual Professional Growth Plan (IGP) Goal by using SMART Goal Criteria and the Word Formula.

SMART Goal Template SMART Professional Growth Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> o Clearly focused on what is to be accomplished and why this is important o Based on the <i>Framework for Teaching</i> (or <i>Framework for Specialist Practice</i>)
M	Measurable	<ul style="list-style-type: none"> o Can this goal be measured? o Will I be able to collect evidence of achievement? o Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> o Is this goal aligned to district and school improvement goals? o Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> o How will this goal enhance teaching/professional practice/craft? o How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> o Can this goal be attained within the required timeframe?

Use the SMART Professional Growth Goal criteria to guide the development of your Individual Professional Growth goal using the following word formula:

- o **When:** Provide time frame for goal process.
- o **Who:** List the students or staff that will be involved in the goal.
- o **What:** List specific area of teaching/student learning that needs to be improved
- o **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 (WHEN), the 6th Grade Cross-Disciplinary Team (WHO) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) —high interest|| Core Content bell work (WHAT), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (DATA SOURCE).

My Individual Growth Plan’s SMART Goal (include when, what, who, data source):

Document **4**: Speech Language Pathologist Sample of Self Reflection

FORM **4**: Self-Reflection for Professional Growth: Domains 1-4

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	Domains/Components	Growth Opportunities
<p><i>Basic Knowledge of writing process</i></p> <p><i>Exploration of Daily 5 and Café</i></p> <p><i>Realistic and student friendly learning targets</i></p>	<p>Domain 1: Planning and Preparation</p> <p>1a. Knowledge of content/ pedagogy</p> <p>1b. Knowledge of students</p> <p>1c. Setting instructional outcomes</p> <p>1d. Knowledge of resources</p> <p>1e. Designing coherent instruction</p> <p>1f. Designing student assessments</p>	<p><i>Identify essential grade level outcomes for writing process</i></p> <p><i>Become more aware of students' instructional levels</i></p>
<p>Next Steps:</p> <p><i>Develop formative assessments to guide instruction and determine mastery level of writing outcomes</i></p> <p><i>Use MAP data to guide differentiated instruction</i></p>		
<p><i>Implement morning meeting</i></p> <p><i>Collaborate with students to formulate class rules and procedures</i></p> <p><i>Manage transitions</i></p>	<p>Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect/ rapport</p> <p>2b. Establishing a culture for learning</p> <p>2c. Managing classroom procedures</p> <p>2d. Managing student behavior</p> <p>2e. Arrangement of furniture and use of physical space</p>	<p><i>Improve the management and content of center activities</i></p>
<p>Next Steps:</p> <p><i>Partner with the DI Coaches to improve center activities</i></p> <p><i>Observe a teacher who facilitates the Daily 5 efficiently and effectively</i></p>		

Strengths	Domains/Components	Growth Opportunities
<p><i>technology for student engagement</i></p> <p><i>Web-based parent & student communication to enhance instruction and access resources</i></p>	<p>Domain 3: Instruction</p> <p>3a. Communication with students</p> <p>3b. Using questioning and discussion techniques</p> <p>3c. Engaging students in learning</p> <p>3d. Using assessment in instruction</p> <p>3e. Demonstrating flexibility and responsiveness</p>	<p><i>Use questioning techniques that promote higher level thinking</i></p> <p><i>Create and implement assessments that are aligned to instructional targets</i></p>
<p>Next Steps:</p> <p><i>Use Bloom's Taxonomy Question chart on a daily basis to promote deeper student thinking.</i></p> <p><i>Develop aligned formative assessments that guide instruction.</i></p> <p><i>Utilize MAP data for targeted and specific instruction.</i></p>		
<p><i>Participate in PLC and ongoing professional development</i></p> <p><i>Reflective tools for improving teaching and learning</i></p>	<p>Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on teaching</p> <p>4b. Maintaining accurate records</p> <p>4c. Communicating with families</p> <p>4d. Participating in a professional community</p> <p>4e. Growing and developing professionally</p> <p>4f. Showing professionalism</p>	<p><i>How do I track student writing progress (e.g. record keeping in addition to a portfolio)?</i></p> <p><i>Teach parent volunteers how to coach student thinking-instead of providing the answers</i></p>
<p>Next Steps:</p> <p><i>Research different models of student portfolios</i></p> <p><i>Work with BLT to design and organize parent volunteer training</i></p>		

I have reviewed the above Individual Growth Plan:

Speech Language Pathologist's Name: _____

*FORM 5: Individual Growth Plan (IGP)	Year: 2010-11	School: SAMPLE: SOWIC GRADE SCHOOL
Teacher Name: SAM SAMPLE		Certified Position: 3 RD Grade Teacher
SMART Professional Growth Goal Statement (refer to IGP Form 2): During 2010-11, I will improve my classroom procedures by reducing transitional times by 2 minutes, as measured by a 5% increase in Instructional minutes.		What Framework for Teaching Domains/ Component(s) are addressed in this IGP: 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior
How does this IGP support the Program Mission or District Strategic Plan? There is a climate of high academic and social expectations for student success.		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?): Student scores will increase by 5% due to increase of instruction time. Documentation from peer observer who records transition times by using the Observational Tool Kit.		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Timelines (Timeframe that Action Steps/Activities will be completed)	Resources (Staff, Professional Development, or Materials)
Pre-observation to record current transition times. Brainstorm strategies to reduce transition times with peer observer Implement 1 strategy Follow up observation If strategy worked, goal met. If strategy did not decrease transitional times, try strategy 2 and repeat.	Within first 6 weeks of school Within a week of the observation Within a week of brainstorming session Within 3-4 weeks of implementation of strategy 1	Observation Book Staff member/mentor/peer observer who conducted observation and Observation Tool Kit Tools associated with strategy Staff member/mentor/peer observer who conducted observation and Observation Tool Kit

Speech Language Pathologist's Signature: _____

Administrator's Signature: _____ **Date:** _____

**If Tenured, mark if this is a Collaborative Plan:* Yes No *If yes, list colleagues*

5

Document 5: Guide Sheet for Creating a Professional Development Plan for a Tenured Speech Language Pathologist Rated “Needs Improvement”

The Performance and Evaluation Reform Act includes the language regarding the creation of a **Professional Development Plan** for a Speech Language Pathologist in contractual continued service (tenured) who is rated —“needs improvement”.

This **Professional Development Plan** (PDP):

- is to be created within 30 days after the completion of an evaluation resulting in the —needs improvement|| rating
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s on-going professional responsibilities including her/her regular teaching assignments
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement
- does not have a required minimum or maximum length of time (the plan can last until the teacher is evaluated in the next school year)

Tenured Speech Language Pathologist must be evaluated at least once in the school year following the Professional Development Plan. Tenured Speech Language Pathologist who are evaluated equal to or better than “satisfactory” or “proficient” must be reinstated to the regular tenured teacher evaluation cycle. For tenured Speech Language Pathologists who are evaluated less than “satisfactory” or “proficient”, the school district may rate the Speech Language Pathologist’s performance as “unsatisfactory” and start a remediation plan period.