

Augusta School Department Speech-Language Pathologist Evaluation System

Mission

The mission of the Augusta Schools is to provide all students with challenging, high quality educational programs in academic skills, life skills, career preparation, and citizenship.

Core Beliefs

- We believe that each individual has special worth and should be honored.
- We believe that all children are gifted and can learn.
- We believe that learning is fun.
- We believe that learning is a partnership involving children, parents, teachers and the community.
- We believe that schools must provide a safe environment where civility is practiced and individuality respected.
- We believe that teachers nurture and challenge all students.
- We believe that teachers use multiple approaches to engage students to learn.
- We believe that communication among students, parents, teachers and the community promotes positive change.

Primary Beliefs of Speech-Language Pathologist Evaluation

1. All students can and will learn, and they will learn in various ways and timeframes.
2. Educator performance impacts student learning.
3. Reflective thinking about SLP practice facilitates professional growth, which improves educator performance.

The Augusta School Department Speech-Language Pathologist Evaluation System is based on twenty-one performance criteria. They provide a clear rubric for speech-language pathologist growth and improvement in all areas that are most important in affecting student learning.

The Augusta School Department Speech-Language Pathologist Evaluation System

Probationary Cycle:

The Probationary Cycle is used for the first three years of employment of any speech-language pathologist (SLP). Goal Setting will occur by October 1 of each year of the Probationary Cycle. Each year requires at least two formal observations and at least one informal observation by the administrator (Director of Special Education). The SLP is eligible to make an approved program visit to a program that is similar in nature to the program the SLP implements each year of this cycle. These visits must be pre-approved by the administrator. The portfolio, with evidence of progress to date, is due on March 1 of each year of this cycle. A summative evaluation must be written by the administrator by November 15 and by March 15 of years one, two, and three. The SLP must write a reflective narrative by March 1 of each year. A copy of the reflective narrative is placed in the portfolio and the original is given to the administrator.

Continuing Contract Cycle:

The Continuing Contract Cycle is a three-year cycle for SLPs after they have completed their Probationary years. In this cycle, SLPs will have the option to have one three-year goal or to work on a new goal annually. The first year of the cycle requires goal setting with the administrator by October 15. The three-year cycle includes a minimum of one formal and two informal observations by the administrator. SLPs are required to continually update their portfolio and to give the original reflective narrative to the administrator by May 1 of each year of the cycle, as well as keep a copy in their portfolio. A summative evaluation is written by the administrator by June 15 of the third year.

Assistance Plan:

An Assistance Plan may be implemented by administration at any time. It is to be used only with SLPs who have continuing contract status and have been identified by administration as falling short of meeting an acceptable level of proficiency in the Performance Criteria. The plan, which lasts for a minimum of four months, remains in effect until the area(s) of need are met. Lack of progress may result in non-renewal of the SLP's contract. The Assistance Plan is collaboratively created by the administrator and the SLP, and answers who, what, where, when, why and how much.

Speech-Language Pathologist Evaluation Process Important Dates:

October

- October 1 Goal (Probationary Contract SLPs)
- October 15 Goal (Continuing Contract SLPs)

November

- November 15 Summative Evaluation due for Probationary SLPs

March

- March 1 Portfolios due for Probationary SLPs
- March 15 Summative Evaluation due for Probationary SLPs

May

- May 1 Portfolios Due (Continuing Contract SLPs year 3)
- May 1 Reflective Narrative due each year for Continuing Contract SLPs.

June

- June 15 Summative Evaluation due for third year Continuing Contract SLPs

Probationary SLPs will have two summative evaluations each year, one by November 15 and the other by March 15.

Continuing Contract SLPs will receive a minimum of one informal observation in years 1 & 2 of their cycle. They will have a minimum of 1 formal observation in year 3.

Due to the Superintendent by the completion of each cycle:

- Copies of Informal (if applicable) and Formal Observations
- Copies of Reflective Narratives
- Summative Evaluation

How to Write Your Goal:

1. Using the Performance Criteria Self-Assessment, rate where you feel you fall in **each** of the twenty-one criteria.
2. Determine which criteria you feel would most benefit your professional development and student learning. Using the information in the self-assessment, write one (1) goal that moves you up one level, (from ineffective to developing; from developing to effective; from effective to distinguished).
3. Write one substantive goal for the school year. Each year you will be given the opportunity to revisit your goal choice and revise as needed or to write a different one.
4. Remember goals will state the way in which student learning will be improved as a result of professional effort. Your action plan will be stated in observable terms and include:
 - Objectives
 - Activities
 - Strategies
 - A timeline
 - There must be a means of measurement used to assess the attainment of improved student learning that is more than anecdotal, it needs to include data gathering, interpretation of the data, and how this data impacted what you do in your therapy sessions. Examples of all this work will be kept in your portfolio (See Product Descriptor).

You will write a Reflective Narrative (See Product Descriptor) for the year, submit it to the administrator by May 1 (March 1 for Probationary SLPs) and include a copy in your portfolio. Portfolios are also due to your administrator by May 1 of the third Continuing Contract year and by March 1 of the Probationary year.

Guiding Questions to Help with Goal Setting:

- Goal statement: “How will students improve as a result of your work?”
- Action Plan: What is your plan to make this happen? How will you do it? How will you know when it is working? What data will you be collecting in your portfolio? What do you need to make it happen? Will you be working with any peers?
- Time Line: Design a timeline to assure the completion of your work.
- Means of Measurement: What concrete data will you be collecting to prove that you are meeting this goal? How will you collect it?

Goal Meetings:

All probationary SLPs will meet with their administrator by October 1 of each school year to share their goal. All continuing contract SLPs will submit their goal to their administrator by Oct. 15 of each school year.

Speech Language Pathologist Self-Assessment

Name:

School Year:

School:

Date:

Assessment Key:

4 – Distinguished (clear, consistent, and convincing evidence)

3 – Effective (clear evidence)

2 – Developing (limited evidence)

1 – Ineffective (little or no evidence)

Performance criteria	Key
1. Collaborates/communicates with school staff, parents and community service providers.	
2. Maintains confidentiality according to law.	
3. Demonstrates knowledge of special education regulations.	
4. Processes new referrals to special education.	
5. Completes speech-language evaluations.	
6. Attends and/or chairs IEP team meetings.	
7. Presents findings of speech-language evaluations to the IEP team.	
8. Uses evaluation results and/or data to develop appropriate student speech-language therapy goals.	
9. Accurately completes required IEP documentation that meets local, state, and federal requirements.	
10. Acts as an informal mentor as needed to new staff members.	
11. Develops and adheres to weekly speech-language therapy schedule of services.	
12. Provides IEP team-determined speech-language therapy services.	
13. Maintains thorough documentation of speech-language therapy sessions (including MaineCare).	
14. Completes IEP progress reports for each student.	
15. Attends parent/teacher conferences according to school department expectations.	
16. Participates in staff meetings according to school department	

expectations.	
17. Participates in Child Find screenings (e.g transfer record review/kindergarten screening).	
18. Performs duties as assigned by building administrators .	
19. Maintains inventory of program supplies and resources and determines needs for budget requisition.	
20. Keeps current with developments in the field by participating in professional opportunities (e.g. organizations, research, conferences and webinars).	
21. Maintains professional certification/licensure.	

Speech-Language Pathologist Goal Plan

SLP:

Date:

School:

Completion date:

Performance Criteria:

Goal:

Objective:

Activities:	Data to be collected/Measure	Timeline:
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Objective:

Activities:	Data to be collected/Measure	Timeline:
Activities:	Data to be collected/ Measure:	Timeline:

Product Descriptors:

Reflective Narrative:

The reflective narrative is a summary of the work on each goal. It speaks to the depth and breadth of professional development and to its impact on student learning.

The report will document the SLP's work on his/her goal and it MUST include:

1. the goal,
2. the activities,
3. data study and results,
4. a summation of the results of the work,
5. failures, concerns, and surprises, as well as successes

It must be shared directly with the evaluating administrator by May 1 each year for Continuing Contract SLPs and by March 1 for Probationary SLPs.

SLP Portfolio:

This is a purposeful collection of SLP and student materials and artifacts that show evidence of your professional growth. It should document your performance in the targeted performance criteria and measure progress. It is used by you and the administrator as a basis for evaluating the attainment of goals.

Examples of things that might be included: lesson plans, samples of materials used in therapy sessions, samples of student work, and summaries of data and action plans created in response to that data. The yearly Reflective Narrative will be housed in the portfolio and a copy is due to the administrator on or before May 1 for Continuing Contract SLPs and by March 1 for Probationary SLPs.

The portfolio is due to the administrator on March 1 of probationary years, and by May 1 of the third year for continuing contract SLPs.

Glossary of Terms

Approved Program Visits:

During each evaluation cycle, SLPs may visit a program that is similar in nature to the program that the SLP implements. These visits must be pre-approved by the Director of Special Education. Release time will be allowed for these important opportunities.

Formal Observations:

Formal Observations include a pre-conference to determine what objective the students are working toward in the therapy session and where this lesson fits into the student's IEP and the goals of the SLP. It will include a visit to the classroom by the administrator and a post conference to discuss what happened during the visit.

Informal Observations:

Informal Observations are unannounced observations by administration. The administrator is required to follow up with the SLP on any significant issue identified or provide appropriate constructive feedback within five (5) workdays.

Summative Evaluation:

A Summative Evaluation is written by the Director of Special Education either at the end of the evaluation cycle, or in the case of Probationary SLPs, by November 15 and March 15 of each year. It summarizes the goal work, the portfolio documentation, and the observations that have been done over the cycle. It is formally written and signed by both parties, reviewed by the superintendent, and placed in the SLP's personnel file. A copy is also given to the SLP.

New Speech-Language Pathologist Orientation Plan

The Director of Special Education will meet with those newly-hired SLPs monthly during their first year of employment. Following is a breakdown of suggested monthly agendas.

August

Critical elements of the orientation are:

- A.) Review of Faculty Handbook
- B.) Review of Student Handbook
- C.) Preview of Mentor Meetings in September
- D.) Disciplinary Procedures
- Building tour
- Distribute IEPs, schedules, and supplies to SLPs

September

- Open discussion to answer questions and to talk about concerns
- In-depth review of performance criteria (Relate to goal setting by Oct. 1)
- Reflect on what has gone right
- Discuss MaineCare billing
- The SLP will be offered a mentor through the Certification Committee

October

- Open discussion to answer questions and to talk about concerns (with a specific focus on conferencing with parents)
- Discuss forms - Formal Observation
- Reflection on current practices

November

- Open discussion to answer questions and to talk about concerns
- Discuss IEP Progress Reports
- Reflection on current practices

December

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices

January

- Open discussion to answer questions and to talk about concerns
- Reminder that portfolio-in-progress due 3/1
- Reflection on current practices

February

- Open discussion to answer questions and to talk about concerns
- Reflection and Portfolio due on March 1

March

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices

April

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices

May

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices
- End of Year Procedures
- Evaluation of this program. What more could we do to support new SLPs?

Assistance Plan Guidelines

- The Director of Special Education, with SLP input, develops the assistance plan and timeline to address deficient performance criteria. The assistance plan will identify resources, mentors, professional development, and activities to assist and support the SLP.
- The assistance plan will be reviewed and given final approval by the Superintendent of Schools.
- The administrator and the SLP will meet at least once a month to review collection of evidence, observations and any other pertinent information relating to the SLP's performance.
- The SLP will collect evidence that demonstrates progress in meeting the goals of the assistance plan.
- The administrator will document for all parties the discussion and recommendations from each meeting including expectations and date of next scheduled meeting.
- The administrator will conduct at least two formal observations that are a minimum of 30 days apart. The SLP may request that a formal observation be completed by another district administrator.
- The administrator will conduct at least one informal observation.
- The SLP may request additional formal and informal observations.
- The administrator will write a summative evaluation at the end of the assistance plan that summarizes the SLP's performance and makes recommendations for either the conclusion of the assistance plan, continuation of an assistance plan, or non-renewal of the SLP's contract.
- All documentation, assistance plan, observations, and evaluations will become part of the SLP's personnel file and will be forwarded to the Superintendent of Schools. The SLP will be given copies of all these items.

Assistance Team Plan

Team Members:

SLP	Teacher Representative	Director of Special Education	Mentor Teacher	Principal

Date:

Performance Criteria:

Area of Concern:

Performance Goals	Strategies/Activities And Timetable	Support Structures	Data Collection Method & Sources	Evidence for Progress

Signature of SLP: _____

Date: _____

Signature of Director of Special Education: _____

Date: _____

**Augusta School Department Performance Evaluation
Speech-Language Pathologists**

Due 11/15 & 3/15 for Probationary SLPs and 6/15 for Third Year Continuing Contract SLPs

Name:

School Year:

School:

Date:

Assessment Key:

4 – Distinguished (clear, consistent, and convincing evidence)

3 – Effective (clear evidence)

2 – Developing (limited evidence)

1 – Ineffective (little or no evidence)

Performance criteria	Key	Comments
1. Collaborates/communicates with school staff, parents and community service providers.		
2. Maintains confidentiality according to law.		
3. Demonstrates knowledge of special education regulations.		
4. Processes new referrals to special education.		
5. Completes speech-language evaluations.		
6. Attends and/or chairs IEP team meetings.		
7. Presents findings of speech-language evaluations to the IEP team.		
8. Uses evaluation results and/or data to develop appropriate student speech-language therapy goals.		
9. Accurately completes required IEP documentation that meets local, state, and federal requirements.		
10. Acts as an informal mentor as needed to new staff members.		

11. Develops and adheres to weekly speech-language therapy schedule of services.		
12. Provides IEP team-determined speech-language therapy services.		
13. Maintains thorough documentation of speech-language therapy sessions (including MaineCare).		
14. Completes IEP progress reports for each student.		
15. Attends parent/teacher conferences according to school department expectations.		
16. Participates in staff meetings according to school department expectations.		
17. Participates in Child Find screenings (e.g transfer record review/kindergarten screening).		
18. Performs duties as assigned by building administrators.		
19. Maintains inventory of program supplies and resources and determines needs for budget requisition.		
20. Keeps current with developments in the field by participating in professional opportunities (e.g. organizations, research, conferences and webinars).		
21. Maintains professional certification/licensure.		

Comments:

Employee's signature _____ Date: _____

Evaluator signature _____ Date: _____

Signature does not necessarily indicate agreement, only that these points have been discussed. The employee reserves the right to attach written comments to this document.

