



North Clackamas School District Prioritized Standards/Clusters Speech/Language Pathologist

DOMAIN 1: Planning and Preparation 1a Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license 1b Establishing goals for the speech/language program appropriate to the setting and the students serviced 1c Demonstrating knowledge of district, state, and federal regulations and guidelines 1d Demonstrating knowledge of resources, both within and beyond the school district 1e Planning the speech/language program, integrated with the regular school program, to meet the needs of individual students 1f Developing a plan to evaluate the speech/language program	DOMAIN 2: The Classroom Environment 2a Establishing rapport with students 2b Organizing time effectively 2c Understanding and communicating clear procedures for referrals 2d Managing student behavior 2e Organizing physical space for testing students and providing therapy
DOMAIN 4: Professional Responsibilities 4a Specialist self-reflection on practice 4b Collaborating with teachers and administrators 4c Maintaining an effective data management system 4d Participating in a school/district community 4e Engage in professional development 4f Showing professionalism, including integrity, advocacy, and maintaining confidentiality 4g Contributing to school and district goals	DOMAIN 3: Instruction 3a Responding to referrals and evaluating student needs 3b Developing and implementing intervention plans to maximize student's success 3c Communicating with families 3d Collecting information, writing reports, sharing reports 3e Demonstrating flexibility and responsiveness to intervention plan 3f Understanding and communicating clear procedures for referrals

NCSD Cluster 1: 1a, 2b, 4c, 4f, 4e

NCSD Cluster 2: 1c, 2c, 3b, 3d

NCSD Cluster 3: 1e, 2d, 3a, 4b

The evaluation process will require the probationary educator to develop a set of goals and objectives in the fall of each school year. The probationary teacher will be observed at least four times before their summative evaluation, of which at least two will be formal. The evaluator will prioritize the appropriate prioritized probationary standards for observation, artifact review and feedback purposes. Prior to all formal observations, the teacher will provide the evaluator with an overview of the lesson, which includes learning targets and a lesson plan. Not everything will be observable in the classroom observation. Therefore, the teacher may provide and the evaluator may request artifacts related to the priority standards to fill in the gaps for the evaluator.

The evaluator uses the four observations, professional goals, conferences, and artifacts to complete the probationary teacher evaluation. This evaluation is completed and reviewed with the teacher prior to the contract renewal decision timeline. This date falls in mid-February to early March.

Probationary Year One (minimum standard):

- If the teacher is not demonstrating consistent performance at the level of Proficient in professional growth (as measured by indicator 4e) and the Basic level in all remaining indicators, the evaluator may recommend non-renewal.

Probationary Year Two (minimum standard):

- If the teacher is not demonstrating consistent performance at least at the Proficient level in cluster one and Basic in all other indicators, the evaluator may recommend non-renewal.

Probationary Year Three (minimum standard):

- If the teacher is not demonstrating consistent performance at least at the Proficient level in clusters one and two and Basic in all other indicators, the evaluator may recommend non-renewal.