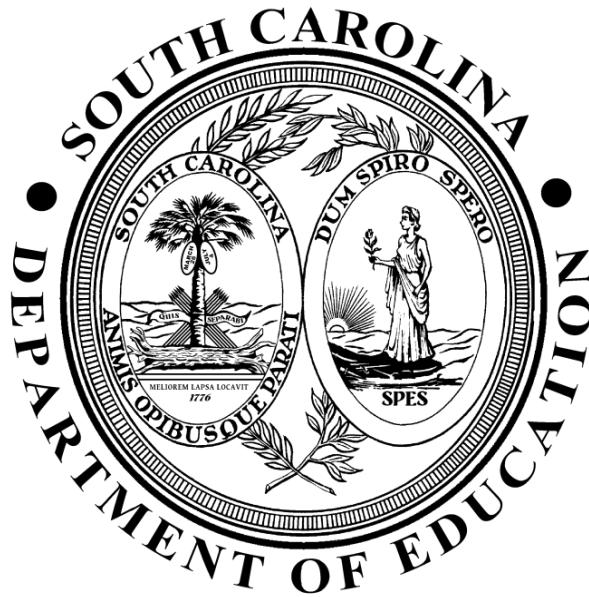**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

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STATE SUPERINTENDENT OF EDUCATION
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ADEPT Support and Evaluation System Guidelines
for Speech-Language Professionals

South Carolina State Board of Education

June 8, 2021

Contents

The Legislative Mandate

SC Code Ann. § 59-26-30(B)(1), (3), and (5)

> (B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education acting through the State Department of Education shall:
> (1) Adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts; . . .
>
> (3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts, . . . (4) for evaluating and assisting teachers employed under annual contracts, [and]. . . (5) for conducting evaluations of teachers employed under continuing contracts. . . .

Background

Starting in spring 1999, work groups from districts and educator preparation programs convened to develop performance dimensions for speech-language therapists. In April 2004, performance dimensions and formal evaluation models were approved for school counselors, school librarians, and speech-language professionals. In 2005, State Board of Education Regulation 43-205.1 was updated to align with amendments to the ADEPT statute. In 2006, the speech-language evaluation tool was republished with language aligned to those changes.

Following the full implementation of the South Carolina Teaching Standards for teacher evaluation in 2018–19, work groups from districts and educator preparation programs were again convened to update the evaluation instrument for speech-language therapists to align with current national standards and the state evaluation process for teachers.

In 2020–2021 districts piloted the ADEPT for Special Areas guidelines and rubrics. Revisions to composite scoring and forms were made based on data and feedback from advisory groups, district effectiveness staff, evaluators, and educators within pilot districts.

Purpose

These guidelines are intended to supplement South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system by providing appropriate standards and procedures for the performance evaluation of speech-language therapists/pathologists at all contract levels, consistent with the State Board of Education ADEPT regulation (R 43-205.1). Specifically, speech-language professionals and purchased service speech-language professionals employed under an Induction, Annual, or Continuing contract must be evaluated or assisted with procedures developed in accordance with the State Board of Education's ADEPT implementation guidelines. Speech-language professionals employed under a Letter of Agreement do not fall under ADEPT.

For the purpose of this document, the term speech-language professional (SLP) refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification as a speech-language therapist or pathologist, (2) has a Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association (ASHA), and/or (3) is licensed by the South Carolina Board of Examiners in speech-language pathology.

The Performance Assessment of Contributions and Effectiveness (PACE) for SLPs was developed by ASHA to be used as an accountability measure of the instructional contributions of school based SLPs. ADEPT for Speech-Language Professionals (ADEPT SLP) is based on the PACE performance objectives:

1. Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implement services in an ethical manner.
2. Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practice.
3. In partnership with the team, determine eligibility and recommend services that are compliant with state and federal regulations for children with Individualized Education Programs (IEPs).
4. Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders.
5. Use appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs.
6. Collaborate with classroom teachers and other professionals to serve the needs of students in both general and special education.
7. Collaborate with families and provide opportunities for them to be involved in their student's speech-language pathology services.
8. Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements.
9. Contribute to various building and/or district initiatives.

South Carolina Speech-Language Rubric

Within ADEPT SLP, the South Carolina Speech-Language Rubric for SLPs serves as the observation instrument and establishes the expectations for what SLPs are to know, be able to do, and carry out as an integral part of their practice. These expectations, called Indicators, are the foundation of good practice and serving students who qualify for these services and are designed to grow SLPs throughout their career continuum, beginning with preparation, and continuing through Induction, high-stakes performance evaluations, and ongoing professional growth and development. An SLP's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of the career.

There are eighteen Indicators and they are grouped into four broad categories, or Domains:

Planning	*Instruction*	*Collaboration*	*Professionalism*
• Demonstrating Knowledge & Skills • Planning Program & Services • Developing the IEP • Conducting IEP Meetings • Assessing Student Needs	• Creating a Positive Learning Environment • Scheduling Flexible & Responsive Services • Delivering Instruction • Communicating Responsively • Using Feedback	• Collaborating with Professionals • Collaborating with Families	• Demonstrating Compliance • Demonstrating Confidentiality • Demonstrating Ethical Communication • Growing & Developing Professionally • School Responsibilities • Leadership

Each of these Indicators contains a set of Descriptors – the critical components of the Indicator. Together, the Indicators and Descriptors establish the proficiency expectations for each Domain. The Descriptors are not intended to be used as a checklist. Appropriate and effective service takes different forms, depending on the students, the nature of the disability, and the intended outcomes. Oftentimes, a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used for gauging educator effectiveness.

All SLPs must be evaluated on a continuous basis (i.e., every year). The South Carolina Speech-Language Rubric will be used to evaluate SLPs at the Induction, Annual, and Continuing contract levels.

Sources of Evidence

All ADEPT formative and summative evaluation systems must include multiple sources of evidence that reflect the typical performance of the SLP relative to each of the Indicators. Evidence must be collected from the following sources, at a minimum. Evaluation teams may also request other sources of evidence to support the Indicator ratings.

1. Review of Records
   The evaluator will review these records, at a minimum, to collect evidence of the Descriptors within the rubric. As an option, the SLP may bring the following to the IEP meeting pre-conference or IEP meeting post-conference as suggested by the evaluator:
   - Therapy Schedule,
   - Communication Logs with Teachers, and
   - Communication Logs with Parents.
   Samplings:
   - Evaluation Reports
   - Eligibility Documentation
   - Medicaid Documentation
   - IEPs
   - Progress Reports
   - Materials Shared with Parents

2. IEP Meeting Pre-Conference Questions and a Required Sampling of Therapy Logs brought by the SLP

3. IEP Meeting Observation(s)

4. IEP Meeting Post-Conference Questions

5. Therapy Session Pre-Conference Questions

6. Therapy Session Observation(s)

7. Therapy Session Post-Conference Questions

Administrative Support

In order for the SLPs to successfully implement their roles and responsibilities as described in the assessment rubric, support by the school building administration is vital. Below are some suggestions for ways administrators can support each Domain of the South Carolina Speech-Language Rubric.

Domain: Planning
- There is a wide range of communication disorders addressed within the school community, but an SLP may not have expertise in all areas. Additional training opportunities are often necessary.
- The SLP must have all resources necessary to be compliant with state and federal regulations for children with disabilities. Districts and schools must provide the SLP with adequate funding for purchasing current standardized speech and language materials and assessments as well as time to collect the wide range of data produced by these tools.

Domain: Instruction
- The workload/caseload must be manageable so that the SLP has the opportunity to collaborate with other staff to ensure strong ties between the SLP's therapy and students' educational success. It is important to allow the SLP to develop a schedule that allows him/her to complete the full range of roles and responsibilities, including collaboration, consultation, documentation, and direct services.
- The SLP should be provided with an appropriate workload that allows for flexibility in scheduling based on student need. Please see Appendix K for ASHA's explanation of the difference between caseload vs. workload.

Domain: Collaboration
- It is important to provide the SLP with a balanced workload/caseload, time, and opportunities to effectively collaborate with other professions to ensure student progress.
- It is important to provide the SLP with time to collaborate with families to ensure the opportunity for family support and active participation in the therapy process.

Domain: Professionalism
- It is important to provide the SLP with time to comply with district and state regulations, guidelines, and resources to ensure accuracy of required documentation and confidentiality.
- The SLP must have access to professional development training specific to his/her unique roles and responsibilities.
- The SLP should be invited to provide information to staff, families, and community about links between communication skills and educational success (e.g., May is Better Speech and Hearing Month).

Evaluation Process Overview

Therapy Session and IEP Meeting Observation Pre-Conferences

SLPs receiving full therapy session and IEP meeting observations during formative and summative evaluations will receive pre- and post-conferences. These conferences are designed to promote reflection and encourage professional growth and development.

The purpose of the pre-conference is to collect evidence related to planning and to give the SLP the opportunity to provide context for the therapy session. Pre-conferences are implemented before announced observations.

- It is best practice for SLPs to be notified of the date and time for the pre-conference at least three school days in advance.
- During the pre-conference, the evaluator can ask questions and collect evidence prior to the upcoming observation. Additionally, SLPs can ask their evaluators clarifying questions about the South Carolina Speech-Language Rubric and/or specific Indicators within the Rubric.

Observations of Therapy Sessions and IEP Meetings

The purpose of therapy session and IEP meeting observations is to gather information about the SLP's typical performance. All fall observations must be announced, and all spring observations must be unannounced. Each observation must cover a complete session or IEP meeting and must address all Indicators identified in the Planning, Instruction, and Collaboration Domains as appropriate. In addition to the required observations, evaluators may conduct optional walk-through observations as often as needed.

Reflections on Therapy Sessions and IEP Meetings

- Following each required observation, the SLP must complete the Self-Reflection to reflect on the observed therapy session and/or IEP meeting and provide self-scores for Indicators in the Planning, Instruction, and Collaboration Domains.
- All reflections are to be submitted to the evaluation team within two school days following the observation, unless an extension is approved by the evaluation team.
- The SLP's Self-Reflection will be used for discussion during the post-conference.

Therapy Sessions and IEP Meeting Post-Conferences

The purpose of the post-conference is to provide SLPs the opportunity to reflect on their session. The post-conference must occur within five school days of the observation. Prior to the post-conference, the evaluator will identify an Area of Reinforcement (i.e., area of strength) and an Area of Refinement (i.e., an area for improvement). These areas will be relative to the Rubric Indicators and will be discussed with the SLP during the post-conference.

Preliminary Evaluation Conference

When there are two or more evaluators on the evaluation team, the evaluators must reach consensus on all Indicator scores for the preliminary cycle and hold a Preliminary Evaluation Conference with the SLP. The evaluation chair will share the preliminary cycle scores with the SLP.

Professional Review

- During the evaluation period, the building principal (or designated school- or district-level administrator as appropriate) must complete the Professionalism Scoring Rubric. The purpose of this review is to generate evaluation ratings for Indicators in the Professionalism Domain of the South Carolina Speech-Language Rubric.
- During the evaluation period, the SLP must complete the Professional Self-Review. The purpose of this review is for the SLP to reflect on his or her professional performance.

Final Evaluation Conference

When there are two or more evaluators on the evaluation team, the evaluators must reach consensus on all Indicator scores for the final cycle and hold a Final Evaluation Conference with the SLP. The evaluation chair will share the final cycle scores with the SLP.

SLPs Serving in Multiple Schools

For the benefit of SLPs and the evaluation team, when the SLP is assigned to multiple schools, it is recommended that the evaluation process occur on one school campus, preferably the assigned home school.

ADEPT for SLPs: Induction Formative

Purpose

The purpose of induction is to facilitate beginning SLPs' successful transition into the profession. The primary emphasis during this time is on the "assisting" component of the ADEPT System. Detailed information regarding this assistance process is contained in the SCDE document [South Carolina Induction and Mentoring Guidelines (2017).](#)

As a part of the ADEPT assistance process, school districts must make certain that beginning SLPs are knowledgeable about ADEPT SLP. However, the assistance process is not limited to providing these SLPs with instruction on the South Carolina Speech-Language Rubric. The ultimate goal of the assistance process is, of course, to help the SLP meet or exceed these performance expectations as part of their everyday practice.

Evaluation Team

- For the Induction contract level, evaluation team members must include a principal or administrative designee and a trained mentor. The principal or administrative designee will serve as the chair.
- The assigned mentor must meet all certification requirements as outlined in the Induction and Mentoring Guidelines. The mentor will not evaluate the SLP's performance and should be specifically matched to the SLP to provide more intensive and individualized support, beyond the level of support provided to other educators. Employing districts *may* assign qualified mentors to Induction 2 and Induction 3 SLPs, but such support is not required.

Orientation

- All SLPs on an Induction Formative contract must receive a comprehensive orientation to the formative evaluation process. The orientation must include, at minimum, written and oral explanations of the South Carolina Speech-Language Rubric or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.
- Additionally, prior to the beginning of the preliminary evaluation period, each SLP must be informed of the name of his or her evaluator.

Induction Formative Evaluation Process
*Note: Mentor must be assigned

Preliminary Cycle

Process	Description	Related Forms
Observation Cycle	IEP Meetings: Principal or Trained Administrative Designee Reviews Records Prior to Pre-Conference Principal or Trained Administrative Designee Conducts≥1 Observation of IEP Meeting Therapy Sessions: Principal or Trained Administrative Designee Conducts ≥1 Observation of Therapy Session Observations include: • Announced observation with Pre-Conference • Post-Conference with Scores and Areas of Refinement and Reinforcement	• IEP Records Review: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports • IEP Observations: IEP Meeting Pre- and Post-Conference Forms, IEP, Self-Reflection, Therapy Logs • Therapy Observation: Therapy Session Pre-and Post-Conference Forms, Therapy Session Self-Reflection, Therapy Logs

Final Cycle

Process	Description	Related Forms
Observation Cycle **Observation of IEP Meeting can be waived at evaluator's discretion if all observation scores for preliminary cycle are scored proficient or above.	IEP Meetings: Principal or Trained Administrative Designee Conducts ≥1 Observation of IEP Meeting Therapy Sessions: Principal or Trained Administrative Designee Conducts ≥1 Observation of Therapy Session Observations include: • Unannounced observation • Post-Conference with Scores and Areas of Refinement and Reinforcement	• IEP Records Review: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports • IEP Observations: IEP Meeting Post-Conference Forms, IEP, Self-Reflection, Therapy Logs • Therapy Observation: Therapy Session Post-Conference Forms, Therapy Session Self-Reflection, Therapy Logs
Final Evaluation Conference	SLP and evaluation chair meet for discussion and reflection. Overall results are shared.	• Professionalism Review and Self-Review • Final Evaluation Conference Summary

Optional samplings SLP can bring to IEP Meeting Post-Conferences:
• Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports

ADEPT for SLPs: Annual and Continuing Summative

Summative Evaluation Policy

- SLPs on a Continuing contract who are being recommended for summative evaluation the following school year must be notified in writing on or before the date the school district issues the written offer of employment or reemployment. The written notification must include the reason(s) that a summative evaluation is recommended, as well as a description of the summative evaluation process. SLPs on Continuing contracts who are new to the district must be advised at the time of their hiring if they are to receive a summative evaluation.
- Regulation 43-205.1 specifies that educators employed from out of state who receive a professional teaching certificate based on reciprocity are eligible for employment under an annual contract. If those educators meet the summative evaluation criteria in the preliminary evaluation period, they may have the final portion of the evaluation waived at the discretion of the school district. Educators must successfully complete the summative evaluation at the annual-contract level before they are eligible to receive a continuing contract.

Evaluation Teams

- For the Annual and Continuing Summative evaluations, the evaluation team must consist of a minimum of two members. One evaluator must be a principal or administrative designee and another evaluator must be a trained content expert, preferably a certified SLP. If a SLP is not available, a trained, certified special education educator should be appointed.
- A minimum of three evaluators is required for the two groups of SLPs scheduled to undergo *highly consequential* formal evaluations (i.e., Annual contract SLPs who are undergoing their second Summative evaluations and Annual contract SLPs who are returning to the field following ADEPT-related state sanctions and are undergoing their required Summative evaluation). One of the three members of the evaluation team must be a certified SLP. All three evaluators must review all evidence collected and participate in the evaluation.

Orientation

All SLPs scheduled for Summative evaluation must receive a comprehensive orientation to the evaluation process prior to beginning the evaluation. The orientation must include, at minimum, written and oral explanations of the South Carolina Speech-Language Rubric or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

Annual and Continuing Summative Evaluation Process

Preliminary Cycle

Process	Description	Related Forms
Observation Cycles	IEP Meetings: Evaluator Reviews Records Prior to Pre-Conference One Team Member Conducts ≥1 Observation of IEP Meeting Therapy Sessions: Other Team Member Conducts ≥1 Observation of Therapy Session Observations include: - Announced observation with Pre-Conference - Post-Conference with Areas of Refinement and Reinforcement	- IEP Records Review: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports - IEP Observations: IEP Meeting Pre- and Post-Conference Forms, IEP, Self-Reflection, Therapy Logs - Therapy Observation: Therapy Session Pre-and Post-Conference Forms, Therapy Session Self-Reflection, Therapy Logs
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on shared Indicators.	Consensus Scoring Form
Preliminary Evaluation Conference	SLP and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	Consensus Scoring Form

Final Cycle

Process	Description	Related Forms
Observation Cycles	IEP Meetings: Evaluator Reviews Records One Team Member Conducts ≥1 Observation of IEP Meeting Therapy Sessions: Other Team Member Conducts ≥1 Observation of Therapy Session Observations include: - Unannounced observation - Post-Conference with Areas of Refinement & Reinforcement	- IEP Records Review: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports - IEP Observations: IEP Meeting Post-Conference Form, IEP, Self-Reflection, Therapy Logs - Therapy Observation: Therapy Session Post-Conference Form, Therapy Session Self-Reflection, Therapy Logs
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on shared Indicators.	Consensus Scoring Form
Final Evaluation Conference	SLP and evaluation chair meet for discussion and reflection. Overall results are shared.	- Professionalism Review and Self-Review - Final Evaluation Conference Summary

Optional samplings SLP can bring to IEP Meeting Post-Conferences:
Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports

ADEPT for SLPs: Annual Formative (Diagnostic Assistance)

Purpose

The purpose of diagnostic assistance is to allow districts to provide individualized support to SLPs on an Annual contract who have demonstrated potential but who are not yet ready to complete a summative evaluation. Diagnostic assistance may be provided either during the SLP's first Annual contract year or following the SLP's first unsuccessful formative evaluation.

Districts may consider results from Diagnostic Assistance evaluations when making subsequent employment decisions. Once the Diagnostic Assistance year is complete, the school district, at its discretion, may either employ the SLP under another Annual contract or terminate the SLP's employment. If employment is terminated, the SLP may seek employment in another school district at the Annual contract level.

Mentoring

- The school district must assign a mentor to each Annual contract SLP who is receiving diagnostic assistance.
- All mentors must be trained and assigned in accordance with the South Carolina Induction and Mentoring Guidelines.
- The school district must ensure that the mentor has regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the SLP. The mentor should keep a log to document the assistance he/ or she has provided to the SLP throughout the year.
- The mentor must *not* serve as an evaluator for the SLP.

Evaluation Team

- The team members for the Annual contract SLPs undergoing Diagnostic Assistance must include a principal or administrative designee, a trained content expert, and a mentor. The trained content expert should be an SLP. If an SLP is not available, a trained, certified special education educator should be appointed.
- The assigned mentor must meet all certification requirements as outlined in the Induction and Mentoring Guidelines. The mentor will not evaluate the SLP's performance and should be specifically matched to the SLP to provide more intensive and individualized support, beyond the level of support provided to other educators.

Orientation

- All SLPs on an Annual Formative (Diagnostic Assistance) contract must receive a comprehensive orientation to the formative evaluation process. The orientation must include, at minimum, written and oral explanations of the South Carolina Speech-Language Rubric or SCDE-approved alternative instrument, the evaluation process, the

evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

- Additionally, prior to the beginning of the preliminary evaluation period, each SLP must be informed of the names of the members of his or her evaluation team.

Program Feedback and Improvement

- School districts must obtain feedback on an annual basis from participating educators, mentors, and supervisors regarding the implementation of the Diagnostic Assistance process.
- School districts must analyze this feedback and use the results to continuously improve the Diagnostic Assistance process.

Annual Formative (Diagnostic Assistance) Evaluation Process
*Note: Mentor must be assigned
Preliminary Cycle

Process	Description	Related Forms
Observation Cycles	IEP Meetings: Evaluator Reviews Records Prior to Pre-Conference One Team Member Conducts ≥1 Observation of IEP Meeting Therapy Sessions: Other Team Member Conducts ≥1 Observation of Therapy Session Observations include: • Announced observation with Pre-Conference • Post-Conference with Areas of Refinement and Reinforcement	• IEP Records Review: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports • IEP Observations: IEP Meeting Pre- and Post-Conference Forms, IEP, Self-Reflection, Therapy Logs • Therapy Observation: Therapy Session Pre-and Post-Conference Forms, Therapy Session Self-Reflection, Therapy Logs
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on shared Indicators.	• Consensus Scoring Form
Preliminary Evaluation Conference	SLP and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	• Consensus Scoring Form

Final Cycle

Process	Description	Related Forms
Observation Cycles	IEP Meetings: Evaluator Reviews Records One Team Member Conducts ≥1 Observation of IEP Meeting Therapy Sessions: Other Team Member Conducts ≥1 Observation of Therapy Session Observations include: • Unannounced observation • Post-Conference with Areas of Refinement & Reinforcement	• IEP Records Review: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports • IEP Observations: IEP Meeting Post-Conference Form, IEP, Self-Reflection, Therapy Logs • Therapy Observation: Therapy Session Post-Conference Form, Therapy Session Self-Reflection, Therapy Logs
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on shared Indicators.	• Consensus Scoring Form
Final Evaluation Conference	SLP and evaluation chair meet for discussion and reflection. Overall results are shared.	• Professionalism Review and Self-Review • Final Evaluation Conference Summary

Optional samplings SLP can bring to IEP Meeting Post-Conferences: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports

ADEPT for SLPs: Continuing Formative (Comprehensive)

Purpose

South Carolina SLPs on Continuing Contract who maintain ASHA Certificates of Clinical Competence are not required to undergo ADEPT SLP Continuing formative evaluation. Districts may choose to evaluate SLPs using the Continuing formative model at their discretion. Formative evaluations are not to be confused with summative evaluations. These evaluations are *formative* and are designed to provide SLPs with comprehensive feedback related to their practice for professional growth and development purposes.

SLPs on a Continuing formative contract will receive two or more observations with conferences to evaluate and score the Indicators for the Planning, Instruction, and Collaboration Domains. All SLPs on a Continuing formative contract will receive at least two full observations (therapy session and IEP meeting) during the preliminary cycle (i.e., fall semester). These observations will be announced and accompanied by a pre- and post-conference. If all Indicators for the IEP meeting observation are scored Proficient or higher during the preliminary cycle, IEP meeting observations scheduled for the final cycle (i.e., spring semester) can be waived at the evaluator's discretion. If all Indicators for the therapy session observation are scored Proficient or higher during the preliminary cycle, therapy session observations scheduled for the final cycle (i.e., spring semester) can be waived at the evaluator's discretion.

Evaluation Team

The Principal or administrative designee will serve as the evaluator. Districts may elect to appoint a certified, trained content expert if they wish to do so.

Continuing Formative (Comprehensive) Evaluation Process

Preliminary Cycle

Process	Description	Related Forms
Observation Cycle	IEP Meetings: Principal or Trained Administrative Designee Reviews Records Prior to Pre-Conference Principal or Trained Administrative Designee Conducts ≥1 Observation of IEP Meeting Therapy Sessions: Principal or Trained Administrative Designee Conducts ≥1 Observation of Therapy Session Observations include: - Announced observation with Pre-Conference - Post-Conference with Scores and Areas of Refinement and Reinforcement	- IEP Records Review: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports - IEP Observations: IEP Meeting Pre- and Post-Conference Forms, IEP, Self-Reflection, Therapy Logs - Therapy Observation: Therapy Session Pre-and Post-Conference Forms, Therapy Session Self-Reflection, Therapy Logs

Final Cycle

Process	Description	Related Forms
Observation Cycle **Observation of IEP Meeting can be waived at evaluator's discretion if all observation scores for preliminary cycle are scored proficient or above. **Observation of Therapy Session can be waived at evaluator's discretion if all observation scores for preliminary cycle are scored proficient or above.	IEP Meetings: Principal or Trained Administrative Designee Conducts ≥1 Observation of IEP Meeting Therapy Sessions: Principal or Trained Administrative Designee Conducts ≥1 Observation of Therapy Session Observations include: - Unannounced observation - Post-Conference with Scores and Areas of Refinement and Reinforcement	- IEP Records Review: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, Progress Reports - IEP Observations: IEP Meeting Post-Conference Form, IEP, Self-Reflection, Therapy Logs - Therapy Observation: Therapy Session Post-Conference Form, Therapy Session Self-Reflection, Therapy Logs
Final Evaluation Conference	SLP and evaluation chair meet for discussion and reflection. Overall results are shared.	- Professionalism Review and Self-Review - Final Evaluation Conference Summary

Optional samplings SLP can bring to IEP Meeting Post-Conferences: Evaluation Reports, Eligibility Documents, Medicaid Documents, IEPs, and Progress Reports

ADEPT for SLPs: Continuing and Annual Goals-Based Evaluation

The primary purpose of the Goals-Based Evaluation (GBE) is to promote continuous, self-directed professional development. Through the GBE process, experienced, successful SLPs are encouraged to stretch themselves professionally by engaging in meaningful learning experiences connected with the SC Speech-Language Rubric. The primary role of supervisors is to facilitate, not control, the GBE process.

- SLPs must be evaluated on a continuous basis (i.e., every year). For SLPs on a Continuing contract, the evaluation may be summative, formative, or goals-based, at the discretion of the local school district. Continuing Formative evaluation is not required for SLPs maintaining their ASHA Certificate of Clinical Competence.
- SLPs employed under Annual contracts who have successfully completed the formal evaluation process during the previous Annual contract year are eligible to participate in GBE, at the discretion of their respective school districts.

Goals-Based Evaluation Requirements

All SLPs participating in the GBE process must write at least one professional growth and development goal. At the discretion of the employing school district, one or more professional growth and development goals can be assigned. These goals should adhere to the following requirements:

- Each goal should be Specific, Measurable, Attainable, Results-oriented, and Timebound (SMART).
- Each goal must be aligned with one or more of the Indicators. If performance weaknesses are identified, one or more goals must address the Indicators where weaknesses are identified.
- The SLP must indicate how at least one goal will impact student growth.
- The professional growth and development goals will be approved by the supervisor during the Preliminary Approval Conference.

Yearly Goals-Based Evaluation Reviews

- The SLP must prepare the agreed-upon evidence of his or her progress toward meeting each goal for the year and must submit the evidence to the appropriate supervisor prior to May 1 of that year.
- The supervisor must review the evidence, prepare a written evaluation summary and recommendations, and meet with the SLP for an annual review of performance and progress prior to May 1 of each school year. At this meeting, the supervisor and SLP will review the evidence for the targeted goal(s) and discuss the recommendations.
- If performance weaknesses are identified but Summative evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any one year.
- If performance weaknesses are identified and Summative evaluation is recommended, the SLP must be notified in writing on or before May 1. The written notification must include a clear reason that relates to weaknesses in one or more of the South Carolina Speech-Language Rubric Indicators.

Scoring Procedures

Scoring procedures will vary slightly, depending upon the contract level of the SLP.

Scoring for Induction and Continuing Formative Contract

- Scores and evidence from each individual observation are used by the principal or administrative designee to determine scores for each Indicator and Domain.
- Therapy sessions and IEP meeting observations are used as part of the scoring of the Planning, Instruction, and Collaboration Domains.
- The Professionalism Domain is scored in the spring, at the very end of the formative evaluation period.
- During post-conferences, SLPs receive an area of reinforcement and refinement.
- Following each therapy session and IEP meeting observation, the evaluator will score each Indicator using the scoring forms. Once scores have been recorded, the evaluator will store the evidence electronically or in hard copy.
- At the Induction contract level, if the SLP receives all 3s and/or 4s on the IEP meeting observation in the preliminary cycle, the evaluator can waive the IEP meeting observation for the final cycle. In the event the IEP meeting and/or the therapy session are evaluated during the final cycle, the final cycle scores will supersede the preliminary cycle scores.
- At the Continuing Formative contact level, if the SLP receives all 3s and/or 4s on the IEP meeting observation, the evaluator can waive the IEP meeting observation during the final cycle. If the SLP receives all 3s and/or 4s on the therapy session observation in the preliminary cycle, the evaluator can waive the therapy session observation during the final cycle. In the event the IEP meeting and/or the therapy session are evaluated during the final cycle, the final cycle scores will supersede the preliminary cycle scores.
- At the conclusion of the final evaluation cycle, the principal or administrative designee must complete the Professional Review of the SLP. The Professional Review is used to determine the SLP's Professionalism score.
- During the final scoring meeting, the evaluator will share and discuss the SLP's final evaluation rating.
- Final scoring meetings must occur prior to the May 1st contract deadline.

Consensus Scoring for Annual and Continuing Summative Contract

- Scores and evidence from each individual observation are used by the evaluation team to reach consensus for each Indicator and Domain.
- Therapy sessions and IEP meeting observations are used as part of the scoring of the Planning, Instruction, and Collaboration Domains.
- The Professionalism Domain is scored in the spring, at the very end of the summative evaluation period.
- With the consensus approach, SLPs receive consensus scores following the preliminary and final evaluation cycles. The preliminary conference does not need to include an overall composite score as the Professionalism Domain is not required until spring.
- During post-conferences, SLPs receive an Area of reinforcement and refinement.

- Following each therapy session and IEP meeting observation, the evaluator will score each Indicator and Domain using the scoring forms. Once scores have been recorded, the evaluator will store the evidence electronically or in hard copy. Evaluation evidence is maintained by the evaluation team chair.
- Following the preliminary cycle, after which each certified evaluator has conducted at least one observation, a consensus meeting will occur. Consensus meetings must be held with all evaluators present.
- During the consensus meeting, the evaluation team will discuss scores for each Indicator. Consensus must be reached on the scores for each Indicator. If the evaluation team cannot reach consensus, an additional team member, who must be evaluator certified, can be brought in to resolve the scoring disagreement(s).
- Once consensus scores have been established, the evaluator will schedule a meeting with the SLP to discuss the scores. The meeting must occur no later than five school days following the consensus meeting.
- Two scoring meetings must occur during the evaluation period, one for the preliminary cycle (fall semester) and one for the final cycle (spring semester).
- Prior to the consensus meeting for the final evaluation cycle, the evaluation chair must have the scored Professional Review from the building principal or administrative designee. The building principal or administrative designee must complete one Professional Review of the SLP being evaluated at the conclusion of the final evaluation cycle. The scored Professional Review is used to determine the SLP's Professionalism score.
- During the final scoring meeting, the evaluation team chair will share and discuss the SLP's final evaluation rating.
- Final scoring meetings must occur prior to the May 1st contract deadline.

Domain Weightings

The following weightings will be applied to each domain:

- Planning = 25 percent
- Instruction = 40 percent
- Collaboration = 10 percent
- Professionalism = 25 percent

Overall Evaluation Ratings

The table below can be used to determine the appropriate ratings associated with each composite domain score. These ranges are also used to program the forms and calculations inside the educator effectiveness data management system, SCLead.org.

Composite Score Range	ADEPT for SLP Rating	Overall Effectiveness Rating
1.00–1.50	Unsatisfactory	Not Met
1.51–2.50	Needs Improvement	Not Met
2.51–3.50	Proficient	Met
3.51–4.00	Exemplary	Met

In the event an SLP receives an Unsatisfactory rating on any one Domain, the overall effectiveness rating is Unsatisfactory and reported as "Not Met." Annually, districts will report evaluation data to the SBE SCDE including, but not limited to, overall effectiveness ratings and indicator-level scores. Per Section 59-18-1960, "[E]ducator effectiveness data must be exempt from public disclosure pursuant to Section 30-4-30 and may not be subject to the South Carolina Freedom of Information Act."

Alternative, Aligned District-Developed Systems for Evaluation

Districts have flexibility to develop an alternative, aligned approach to evaluation of professional practice. Any school district, school-based program, or SLP education program that proposes using an alternative to the SCDE (state model) rubric for evaluating and supporting SLPs must present, as part of the annual ADEPT plan, a description that verifies rubric alignment to the four South Carolina Speech-Language Domains and related indicators and evidence that the proposed alternative standards and/or models meet expectations outlined within these guidelines.

Additionally, alternative models must yield educator effectiveness ratings that are aligned with the state's reporting system and can be reported annually to the SCDE in the standard statewide reporting format. All alternative educator support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

South Carolina Teaching Standards Training Requirements

Those educators who are responsible for implementing ADEPT SLP must successfully complete one or more of the two levels of training:

Speech-Language trainer training is required for all educators who seek to train other educators to become ADEPT SLP evaluators.
- The primary purpose of this training is to ensure *fidelity of implementation* of ADEPT SLP.
- To be eligible to provide face-to-face ADEPT SLP evaluator training, an educator must:
    o Have completed ADEPT SLP evaluator training, and
    o Be recommended for the training by a school district administrator or a faculty member at an educator preparation program.
- The Speech-Language trainer tutorial is designed to acquaint the trainer-in-training with the requirements for evaluator training, including the agenda, materials, and evaluation rubric.

Speech-Language evaluator training is required for all educators who serve on ADEPT evaluation teams for SLPs employed at the Induction, Annual, and Continuing contract levels.
- The primary purpose of evaluator training is to ensure *reliability*.
- To be eligible to participate in the Speech-Language evaluator training, an educator must:
    o Be recommended for the training by a school district administrator or a faculty member at an educator preparation program.
- The Speech-Language evaluator training must be conducted by a certified ADEPT SLP trainer and must include the entire module provided by the SCDE.

Appendix A: Speech-Language Evaluation Rubric

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

The South Carolina Speech-Language Professional Evaluation Rubric brings a comprehensive focus on four key domains: Planning, Instruction, Collaboration, and Professionalism.

Planning	Instruction	Collaboration	Professionalism
• **Demonstrating Knowledge and Skills** • **Planning Program & Services** • **Developing the IEP** • **Conducting the IEP Meeting** • **Assessing Student Needs**	• **Creating a Positive Learning Environment** • **Scheduling Flexible & Responsive Services** • **Delivering Instruction** • **Communicating Responsively** • **Using Feedback**	• **Collaborating with Professionals** • **Collaborating with Families**	• **Demonstrating Compliance** • **Demonstrating Confidentiality** • **Demonstrating Ethical Communication** • **Growing and Developing Professionally** • **School Responsibilities** • **Leadership**

Performance definitions are provided at levels *Exemplary (4)*, *Proficient (3)*, *Needs Improvement (2)*, and *Unsatisfactory (1)*.

PLANNING

Performance Objective: Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Demonstration & Knowledge of Skills *Sources of Evidence:* • *Observation of Therapy Session* • *Observation of IEP Meeting* • *Evaluation Report* • *IEPs* • *Therapy Session Pre-Conference #1*	The speech-language professional consistently: • Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders. • Demonstrates knowledge of the needs and characteristics of all students, including their individual approaches to learning, knowledge skills and interests. • Demonstrates an extensive understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making relevant connections between language and literacy when appropriate.	The speech-language professional often: • Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders. • Demonstrates knowledge of the needs and characteristics of most students, including their approaches to learning, knowledge, skills, and interests. • Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making the connection between language and literacy when appropriate.	The speech-language professional sometimes: • Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders. • Demonstrates knowledge of the needs and characteristics of students, including their approaches to learning, knowledge skills and interests. • Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making moderate connections between language and literacy when appropriate.	The speech-language professional rarely: • Demonstrates the knowledge and skills to assess and treat a range of communication disorders. • Demonstrates knowledge of the needs and characteristics of students, including their approaches to learning, knowledge skills and interests. • Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, rarely making connections between language and literacy when appropriate.
Planning Program & Services *Sources of Evidence* • *Observation of Therapy Session* • *Observation of IEP Meeting* • *Therapy Session Pre-Conference #2* • *Therapy Session Pre-Conference #3*	The speech-language professional consistently: • Selects and utilizes appropriate resources which support the individual needs of each student. • Designs engaging activities and plans for services that support individual student needs and prompts student thinking.	The speech-language professional often: • Selects and utilizes appropriate resources which support the needs of students. • Designs activities and plans for services that support most student needs.	The speech-language professional sometimes: • Selects and utilizes resources which support the needs of students. • Designs activities and plans for services that support student needs.	The speech-language professional rarely: • Selects and utilizes resources which support the needs of students. • Designs activities and/or plans for services that support student needs.

| Demonstration & Knowledge of Skills

Sources of Evidence:
- *Observation of Therapy Session*
- *Observation of IEP Meeting*
- *Evaluation Report*
- *IEPs*
- *Therapy Session Pre-Conference #1* | The speech-language professional consistently:
- Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders.
- Demonstrates knowledge of the needs and characteristics of all students, including their individual approaches to learning, knowledge skills and interests.
- Demonstrates an extensive understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making relevant connections between language and literacy when appropriate. | The speech-language professional often:
- Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders.
- Demonstrates knowledge of the needs and characteristics of most students, including their approaches to learning, knowledge, skills, and interests.
- Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making the connection between language and literacy when appropriate. | The speech-language professional sometimes:
- Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders.
- Demonstrates knowledge of the needs and characteristics of students, including their approaches to learning, knowledge skills and interests.
- Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making moderate connections between language and literacy when appropriate. | The speech-language professional rarely:
- Demonstrates the knowledge and skills to assess and treat a range of communication disorders.
- Demonstrates knowledge of the needs and characteristics of students, including their approaches to learning, knowledge skills and interests.
- Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, rarely making connections between language and literacy when appropriate. |
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PLANNING, *continued*

Performance Objective: In partnership with the team, determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)

Developing the IEP *Sources of Evidence* • *Evaluation Reports* • *Eligibility Documentation* • *Observation of IEP Meeting* • *IEP Meeting Pre-Conference #1* • *IEP Meeting Pre-Conference #5* • *IEP Meeting Pre-Conference #6* • *IEPs*	The speech-language professional consistently: • Analyzes and interprets data from multiple sources to engage in significant decision making for managing and providing exemplary student services and support. • Develops challenging student goals and benchmarks that are understandable, observable, measurable, and achievable within one year. • Develops challenging student goals that are directly related to the data reported in the present levels of performance and challenges students to meet and surpass their goals. • Creates thorough IEPs that contain all required elements. • Provides opportunities for students to be engaged in the goal setting process and articulate their goals.	The speech-language professional often: • Analyzes and interprets most data from multiple sources to engage in adequate decision making for managing and providing student services and support. • Develops most student goals and benchmarks that are understandable, observable, measurable, and achievable within one year. • Develops most student goals that are related to the data reported in the present levels of performance. • Creates IEPs that contain all required elements.	The speech-language professional sometimes: • Analyzes and interprets data from sources to engage in decision making for managing and providing some student services and support. • Develops student goals and benchmarks that are understandable, observable, measurable, and achievable within one year. • Develops student goals that are related to the data reported in the present levels of performance. • Creates IEPs that contain some required elements.	The speech-language professional rarely: • Analyzes and interprets data from sources to engage in decision making for managing and providing student services and support. • Develops student goals and/or benchmarks that are understandable, observable, measurable, and achievable within one year. • Develops student goals that are related to the data reported in the present levels of performance. • Creates IEPs that contain all required elements.

PLANNING, *continued*

Performance Objective: In partnership with the team, determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs.

	Exemplary (4)	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**

Conducting the IEP Meeting *Sources of Evidence* • *Observation of the IEP Meeting* • *IEP Meeting Pre-Conference #2*	The speech-language professional consistently: • Prepares extensively for IEP meetings. • Explains content of the IEP clearly, using language that parent(s) and other team members understand. • Explains how speech and language goals relate to each student's success with the curriculum and contributes appropriate information to transition plans. • Is responsive to cultural and linguistic backgrounds when speaking and communicating with parent(s) and students regarding IEP content.	The speech-language professional often: • Prepares adequately for IEP meetings. • Explains content of the IEP clearly, using language that parent(s) and other team members understand. • Explains how speech and language goals relate to student success with the curriculum and contributes appropriate information to transition plans. • Is responsive to cultural and linguistic backgrounds when speaking with parent(s) regarding IEP content.	The speech-language professional sometimes: • Prepares for IEP meetings. • Explains content of the IEP, occasionally using language that parent(s) and other team members understand. • Explains how speech and language goals relate to student success with the curriculum and/or contributes information to transition plans. • Is responsive to cultural and linguistic backgrounds when speaking with parent(s) regarding IEP content.	The speech-language professional rarely: • Prepares for IEP meetings. • Explains content of the IEP, using language that parent(s) and other team members understand. • Explains how speech and language goals relate to student success with the curriculum and/or contributes information to transition plans. • Is responsive to cultural and linguistic backgrounds when speaking with parent(s) regarding IEP content.
Assessing Student Needs *Sources of Evidence* • *Observation of IEP Meeting* • *IEP Meeting Pre-Conference #3* • *Evaluation Reports* • *IEPs* • *IEP Meeting Post-Conference #4*	The speech-language professional consistently: • Collects extensive information from high-quality sources, including all: case history data, performance on classroom and standardized testing, student work samples, observations of the students in the classroom, and input from teachers, parents and the student. • Creates or selects high-quality formal and informal assessment tools that are consistently aligned to student goals and criteria. • Develops high-quality evaluation reports. • Makes exemplary recommendations for dismissing students from speech-language therapy. • Provides opportunities for students to self-assess their own progress and articulate their progress with others.	The speech-language professional often: • Collects information from a variety of sources, including case history data, performance on classroom and standardized testing, observation of the students in the classroom, and input from teachers and parents. • Creates or selects appropriate formal and informal assessment tools that are aligned to student goals and criteria. • Develops appropriate evaluation reports. • Makes appropriate recommendations for dismissing students from speech-language therapy.	The speech-language professional sometimes: • Collects information from a variety of sources, including case history data, performance on classroom and standardized testing, observations of the students in the classroom, and input from teachers and parents. • Creates or selects formal and informal assessment tools that are consistently aligned to student goals and criteria. • Develops evaluation reports. • Makes recommendations for dismissing students from speech-language therapy.	The speech-language professional rarely: • Collects information from a variety of sources. • Creates or selects formal and informal assessment tools that are aligned to student goals and criteria. • Develops evaluation reports. • Makes recommendations for dismissing students from speech-language therapy.

INSTRUCTION

Performance Objective: Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)

Creating a Positive Learning Environment	The speech-language professional consistently:	The speech-language professional often:	The speech-language professional sometimes:	The speech-language professional rarely:
Sources of Evidence • *Observation of Therapy Session*	• Demonstrates extensive knowledge and skills necessary for providing or facilitating treatment of all students from culturally and linguistically different backgrounds. • Uses effective strategies to intentionally motive, engage and empower students in the learning process. • Is confident, positive, enthusiastic and patient when working with each student. • Demonstrates exemplary behavior management skills that foster positive and respectful interactions with among students. • Communicates high expectations and encourages each student to gain independence and ownership in applying their target communication skills.	• Demonstrates knowledge and skills necessary for providing or facilitating treatment of most students from culturally and linguistically different backgrounds. • Uses effective strategies to motivate and engage students in the learning process. • Is confident, positive, enthusiastic, and patient when working with most students. • Demonstrates effective behavior management skills that foster positive interactions with and among students. • Communicates expectations and encourages students to gain independence in applying their target communication skills.	• Demonstrates knowledge and skills necessary for providing or facilitating treatment of some students from culturally and linguistically different backgrounds. • Uses strategies to motivate students often engaging students in the learning process. • Is confident, positive, enthusiastic, and patient when working with some students. • Demonstrates effective behavior management skills that foster positive interactions with and among students. • Communicates expectations and inconsistently encourages students to gain independence in applying their target communications skills.	• Demonstrates knowledge and skills necessary for providing or facilitating treatment of students from culturally and linguistically different backgrounds. • Uses strategies to motivate students and engage students in the learning process. • Is confident, enthusiastic, and patient when working with students. • Demonstrates effective behavior management skills that foster positive interactions with and among students. • Communicates expectations and encourages students to gain independence in applying their target communications skills.

INSTRUCTION, *continued*

Performance Objective: Use appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Scheduling Flexible & Responsive Services *Sources of Evidence* • *Copy of Schedule* • *Observation of Therapy Session* • *Therapy Session Post-Conference #2*	The speech-language professional consistently: • Ensures that high-quality services are delivered for the amount of time (length of session), in the appropriate setting (in or outside of the general education classroom), and frequency (number of times seen per week/month/quarter) necessary to facilitate consistent progress based on individual student needs as indicated in the IEP. • Uses an extensive repertoire of research based instructional or professional strategies and makes timely modifications to services based on individual student needs.	The speech-language professional often: • Ensures that most services are delivered for the amount of time (length of session), in the appropriate setting (in or outside of the general education classroom), and frequency (number of times seen per week/month/quarter) necessary to facilitate progress based on individual student needs as indicated in the IEP. • Uses a repertoire of instructional or professional strategies and makes modifications to services based on individual student needs.	The speech-language professional sometimes: • Ensures that services are delivered for the amount of time (length of session), in the appropriate setting (in or outside of the general education classroom), and frequency (number of times seen per week/month/quarter) necessary to facilitate progress based on individual student needs as indicated in the IEP. • Uses a repertoire of instructional or professional strategies and occasionally makes modifications to services based on student needs.	The speech-language professional rarely: • Ensures that services are delivered for the amount of time (length of session), in the appropriate setting (in or outside of the general education classroom), and frequency (number of times seen per week/month/quarter) necessary to facilitate progress based on individual student needs as indicated in the IEP. • Uses a repertoire of instructional or professional strategies and occasionally makes modifications to services based on student needs.
Delivering Instruction *Sources of Evidence* • *Observation of Therapy Session* • *Therapy Logs* • *Therapy Session Pre-Conference #5* • *Therapy Session Pre-Conference #6* • *Therapy Session Pre-Conference #7* • *Therapy Session Post-Conference #3* • *Therapy Session Post-Conference #4*	The speech-language professional consistently: • Includes and communicates curricular objectives, expectations for success and a variety of aligned materials in the session. • Uses current data from all therapy sessions to create a variety of impactful activities that promote measurable progress on students' specific IEP goals. • Designs varied impactful therapy delivery models based on individual student needs and skills. • Provides opportunities and scaffolds for students to self-direct their own learning.	The speech-language professional often: • Includes curricular objectives and a variety of appropriate materials in the session. • Uses data from most therapy sessions to create a variety of activities that promote progress on students' specific IEP goals. • Designs varied therapy delivery models based on individual student needs and skills.	The speech-language professional sometimes: • Includes curricular objectives and a variety of materials in the session. • Uses data from therapy sessions to create activities that promote progress on students' IEP goals. • Designs varied therapy delivery models based on student needs and skills.	The speech-language professional rarely: • Includes curricular objectives and a variety of materials in the session. • Uses data from therapy sessions to create activities that promote progress on students' IEP goals. • Designs varied therapy delivery models based on student needs and skills.

INSTRUCTION, *continued*

Performance Objective: Use appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Communicating Responsively *Sources of Evidence* • *Observation of Therapy Session*	The speech-language professional consistently: • Uses clear, appropriate verbal and written communication for the students' ages, backgrounds, needs and/or levels of understanding. • Provides opportunities for students to communicate their own needs in order to promote student ownership of learning.	The speech-language professional consistently: • Uses clear and appropriate verbal and written communication for the students' ages, backgrounds, needs, and/or levels of understanding.	The speech-language professional sometimes: • Uses appropriate verbal and written communication for the students' ages, backgrounds, needs, and/or levels of understanding.	The speech-language professional rarely: • Uses appropriate verbal and written communication for the students' ages, backgrounds, needs, and/or levels of understanding.
Using Feedback *Sources of Evidence* • *Observation of Therapy Session* • *Therapy Session Post-Conference #1* • *Therapy Session Post-Conference #5* • *Therapy Logs* • *Progress Reports* • *Therapy Session Pre-Conference #4*	The speech-language professional consistently: • Provides accurate and high-quality feedback to students individually. • Uses a variety of cues and prompts to promote significant student success. • Requires frequent number of responses for each student to make significant progress towards their goals. • Monitors and assesses each student's progress by documenting the nature of the services and evidence of significant progress during therapy session. • Provides opportunities for students to monitor, self-assess and set personal goals for their own learning.	The speech-language professional mostly: • Provides accurate and appropriate feedback to students individually. • Uses a variety of cues and prompts to promote student success. • Requires sufficient number of responses for most students to make progress towards their goals. • Monitors students' progress by documenting the nature of the services and evidence of progress during therapy session.	The speech-language professional sometimes: • Provides accurate and appropriate feedback to students. • Uses a variety of cues and prompts to promote student success. • Requires sufficient number of responses for students to make progress towards their goals. • Monitors students' progress by documenting the nature of the services and evidence of progress during therapy session.	The speech-language professional rarely: • Provides students with accurate and appropriate feedback. • Uses a variety of cues and prompts impacting student success. • Requires sufficient number of responses of students impacting progress towards their goals. • Monitors students' progress by documenting the nature of the services and evidence of progress during therapy session.
Description of Qualifying Measures	• Consistent evidence of student-centered learning/student ownership of learning • Teacher facilitates the learning	• Some evidence of student-centered learning/student ownership of learning • Teacher facilitates the learning	• Moving toward student-centered learning/student ownership of learning • Consistent reliance on teacher direction	• Heavy emphasis on teacher direction • Minimal evidence of student ownership of learning

COLLABORATION

Performance Objective: Demonstrate collaboration with the classroom teachers and other professionals for students in both general and special education.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)

| Collaborating with Professionals

Sources of Evidence
- *IEP Meeting Post-Conference #2*
- *Communication Logs with Teachers*
- *Observation of IEP Meeting*
- *IEP Meeting Pre-Conference #4*
- *Observation of IEP Meeting*
- *IEP Meeting Post-Conference #3* | The speech-language professional consistently:
- Collaborates and plan interventions for all students on SLP's caseloads and provides guidance for students not on caseload.
- Initiates contact and communicates with other professionals on a frequent basis to (a) be knowledgeable about the classroom objectives, expectations for success and the impact of the communication disorder on classroom performance, and (b) offer suggestions and support for classroom reinforcement.
- Demonstrates active listening and responding professionally to feedback from teachers, team members and building administrators.
- Demonstrates collaboration with teachers, team members and building administrators during IEP and other meetings. | The speech-language professional often:
- Adequately collaborates and plans interventions for students on SLP's caseload.
- Initiates contact and communicates with other professionals in the school on a regular basis to (a) be knowledgeable about the classroom objectives and the impact of the communication disorder on classroom performance, and (b) offer suggestions for classroom reinforcement.
- Demonstrates active listening and responding professionally to feedback from teachers and other team members.
- Demonstrates collaboration with teachers and other team members during IEP and other meetings. | The speech-language professional sometimes:
- Collaborates and plans interventions for students on SLP's caseload.
- Initiates contact and communicates with other professionals in the school to (a) be knowledgeable about the classroom objectives and the impact of the communication disorder on classroom performance, and (b) offer suggestions for classroom reinforcement.
- Demonstrates active listening and responding professionally to feedback from teachers and other team members.
- Collaborates with teachers and other team members during IEP and other meetings. | The speech-language professional rarely:
- Collaborates and plans interventions for students on SLP's caseload.
- Initiates contact and communicates with other professionals in the school to (a) be knowledgeable about the classroom objectives and the impact of the communication disorder on classroom performance, and (b) offer suggestions for classroom reinforcement.
- Listens and responds professionally to feedback from teachers and other team members.
- Collaborates with teachers and other team members during IEP and other meetings. |
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COLLABORATION, *continued*

Performance Objective: Collaborate with families and provide opportunities for families to be involved in the students' SLP services

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)

| Collaborating with Families

Sources of Evidence
- *Evaluation Reports*
- *Progress Reports*
- *Materials shared with parents about ways to practice SLP goals in the home setting*
- *Communication Logs with Parents*
- *IEP Meeting Post-Conference #1*
- *Observation of IEP Meeting*	The speech-language professional consistently: • Provides detailed reports on student progress to families as often as general education provides progress reports/report cards, as required by law. • Communicates with families to provide them with information about facilitating communication in the home setting and community/social environments. • Solicits input from families during the student assessment process, the drafting of the IEP, and the IEP meeting. • Demonstrates active listening and responds professionally to feedback from parent(s). • Plans and provides parent in-service training that benefits students in special education and regular education.	The speech-language professional often: • Reports on student progress to families as often as general education provides progress reports/report cards, as required by law. • Communicates with families to provide them with information about facilitating communication in the home setting. • Solicits input from most families during the student assessment process, the drafting of the IEP, and the IEP meeting. • Demonstrates active listening and responds professionally to feedback from parent(s).	The speech-language professional sometimes: • Reports on student progress to families as often as general education provides progress reports/report cards, as required by law. • Communicates with families to provide them with information about facilitating communication in the home setting. • Solicits input from families during the student assessment process, the drafting of the IEP, and the IEP meeting. • Demonstrates active listening and responds professionally to feedback from parent(s).	The speech-language professional rarely: • Reports on student progress to families as often as general education provides progress reports/report cards, as required by law. • Communicates with families to provide information about facilitating communication in the home setting. • Solicits input from families during the student assessment process, the drafting of the IEP, and the IEP meeting. • Demonstrates active listening and responds professionally to feedback from parent(s).

PROFESSIONALISM					
Performance Objective: Implement services in an ethnical manner.					
Indicator	**Performance Standard**	**Exemplary (4)**	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**

34

Indicator	Performance Standard				
Demonstrating Compliance *Sources of Evidence* • *Evaluation Report* • *Eligibility Documentation* • *Medicaid Documentation* • *IEPs*	• Completes all documentation, including Medicaid, within identified timelines and adheres to all district, state, and federal compliance guidelines	Always	Often	Sometimes	Rarely
Demonstrating Confidentiality *Sources of Evidence* • *Observation*	• Maintains confidentiality and adheres to the IDEA, Section 504, FERPA, HIPAA, local, state, and federal regulations related to documentation and compliance	Always	Often	Sometimes	Rarely
Demonstrating Ethical Communications *Sources of Evidence* • *Observation*	• Demonstrates respect to students, families, teachers, and other professionals	Always	Often	Sometimes	Rarely
	• Presents and communicates with a professional demeanor	Always	Often	Sometimes	Rarely

PROFESSIONALISM, *continued*

Performance Objective: Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements.

Indicator	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)

| Growing and Developing Professionally

Sources of Evidence
• Records of participation in professional development
• Records of membership or attendance	• Actively seeks diverse opportunities for relevant professional development with a focus on needs of caseload population, professional growth interests, or professional best practices	Always	Often	Sometimes	Rarely
	• Participates in professional associations; meetings and conferences; and/or professional learning communities	Always	Often	Sometimes	Rarely

		PROFESSIONALISM, *continued*			

Performance Objective: Contribute to various building and/or district initiatives.

Indicator	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
School Responsibilities *Sources of Evidence* • *Observations* • *Samples of presentations made to staff and/or parents* • *Copies of resources and materials provided to staff*	• Participates in building and district activities and initiatives, such as intervention teams, school assessment planning, curriculum teams, and/or positive behavioral support initiatives	Always	Often	Sometimes	Rarely
Leadership *Sources of Evidence* • *Observations*	• Takes a leadership role in school or district initiatives	Always	Often	Sometimes	Rarely

Appendix B: Pre-Conference Planning Sheet for IEP Meeting

The purpose of the pre-conference is to collect evidence related to planning and to give the speech-language professional the opportunity to provide context for the IEP Meeting.
- It is best practice for SLPs to be notified of the date and time for the pre-conference at least three school days in advance.
- Absent unusual circumstances (e.g., weather, absences, illness, etc.), announced observations should occur no later than two school days following the pre-conference.
- If the evaluator is unable to observe the intended IEP meeting, a new pre-conference must be scheduled and conducted.
- During the pre-conference, the evaluator should ask all required questions and collect evidence prior to the upcoming observation. Evaluators may ask additional questions as needed. Additionally, SLPs can ask their evaluators clarifying questions about the SC Speech-Language Rubric and/or specific Indicators within the rubric.

Pre-Conference Date

Date _____
The date of the pre-conference (before the observation takes place)

Introduction & Greeting
- Greeting/Set the tone
- Establish the length of the conference (10-20 minutes)
- Review the process
- Ask a general question

Required Questions about the IEP Meeting
1. How do you use data to develop IEPs? How did you determine your recommended service time for the students to be included in the IEPs? (PLANNING DOMAIN: Developing the IEP)
2. What process did you follow to prepare for the IEP meeting? (PLANNING DOMAIN: Conducting the IEP)
3. What formal and informal assessment tools have you used to assist you in progress monitoring and determining appropriate goals? (PLANNING DOMAIN: Assessing Student Needs)
4. What questions or concerns did your team address in preparation of the IEP meeting? (COLLABORATION DOMAIN: Collaborating with Professionals)
5. Is parent-friendly language used in the IEP and evaluation report (if appropriate)? (PLANNING DOMAIN: Developing the IEP)
6. How will you clearly articulate the goals to the parents? (PLANNING DOMAIN: Developing the IEP)
7. *How can administration support you in preparation of this IEP meeting?

Closing
- Summary of next steps (if needed)
- Confirm logistics for observation (when, where)

Appendix C: Post-Conference Forms for IEP Meeting

Observation Summary

Planning	Observer Score	Self Score
Demonstrating Knowledge & Skills	1 2 3 4	1 2 3 4
Planning Program & Services	1 2 3 4	1 2 3 4
Developing the IEP	1 2 3 4	1 2 3 4
Conducting the IEP Meeting	1 2 3 4	1 2 3 4
Assessing Student Needs	1 2 3 4	1 2 3 4

Instruction	Observer Score	Self Score
Creating a Positive Learning Environment		
Scheduling Flexible & Responsive Services		
Delivering Instruction		
Communicating Responsively		
Using Feedback		

Collaboration	Observer Score	Self Score
Collaborating with Professionals	1 2 3 4	1 2 3 4
Collaborating with Families	1 2 3 4	1 2 3 4

SLP Reflection & Refinement

Reinforcement Indicator   Refinement Indicator

_____   _____

Reinforcement Objective   Refinement Objective

_____   _____

Reflection

_____
_____

Observer Reflection & Refinement

Reinforcement Indicator   Refinement Indicator

_____   _____

Reinforcement Objective   Refinement Objective

_____   _____

Reflection

_____
_____

Signatures

_____   _____   _____
SLP   Evaluation Chair   Evaluator

Post-Conference Planning Sheet

Conference Introduction & Greeting
- Greeting/Set the tone
- Establish the length of the Conference
- Review the process
  - The purpose is to reflect on the IEP meeting observed and to focus on best practice professional development.
  - We will reflect on a strength of the IEP meeting (Area of Reinforcement).
  - We will then identify an Area of Refinement that we want to strengthen.
- Ask general question

Required Questions
The purpose of the post-conference is to allow the SLP an opportunity to reflect on his or her performance. The following questions are required, as they will provide the evaluator with evidence for Descriptors within the South Carolina Speech-Language Rubric. The evaluator may ask additional questions as needed.

1. How do you consult, collaborate, and communicate with family members in delivering services and in the IEP process? (COLLABORATION DOMAIN: Collaborating with Families)
2. How do you consult, collaborate, and communicate with classroom teachers, other stakeholders, and special education teachers in delivering services and the IEP process? (COLLABORATION DOMAIN: Collaborating with Professionals)
3. How will your rapport with administration and team members affect the outcomes of the student goals? (COLLABORATION DOMAIN: Collaborating with Professionals)
4. How will you determine when speech-language therapy is no longer necessary for the student(s)? (PLANNING DOMAIN: Assessing Student Needs)

Reinforcement Plan
_____
_____

Questions
_____
_____

Evidence
_____
_____

Refinement Plan

_____

_____

Questions

_____

_____

Evidence

_____

_____

Support Plan

_____

_____

Closing
- Restate Area of Refinement and Reinforcement
- Share scores
- Sign documentation
- Closing statement

Appendix D: Pre-Conference Planning Sheet for Therapy Session

The purpose of the pre-conference is to collect evidence related to planning and to give the speech-language professional the opportunity to provide context for the observed therapy session.

- It is best practice for SLPs to be notified of the date and time for the pre-conference at least three school days in advance.
- Absent unusual circumstances (e.g., weather, absences, illness, etc.), announced observations should occur no later than two school days following the pre-conference.
- If the evaluator is unable to observe the intended therapy session, a new pre-conference must be scheduled and conducted.
- During the pre-conference, the evaluator should ask all required questions and collect evidence prior to the upcoming observation. Evaluators may ask additional questions as needed. Additionally, SLPs can ask their evaluators clarifying questions about the SC Speech-Language Rubric and/or specific Indicators within the rubric.

Date   _____

Introduction & Greeting

- Greeting/Set the tone
- Establish the length of the conference (10-20 minutes)
- Review the process
- Ask a general question

Required Questions about the Therapy Session

1. How will this session relate to:
   a. what is being taught in the general education curriculum?
   b. what is developmentally appropriate?
   c. the regular classroom setting? (PLANNING DOMAIN: Demonstrating Knowledge and Skills)
2. How did you select the materials you are using for this session? (PLANNING DOMAIN: Planning Program & Services)
3. How do you evaluate the effectiveness of the materials and activities that you choose to use in your sessions? (PLANNING DOMAIN: Planning Program & Services)
4. How do you plan to measure student progress on IEP goals? (INSTRUCTION DOMAIN: Using Feedback)
5. How will this session help your students make progress toward the IEP goal(s)? (INSTRUCTION DOMAIN: Delivering Instruction)
6. How are you using prior knowledge in your therapy session? (INSTRUCTION DOMAIN: Delivering Instruction)
7. How do you ensure that therapy sessions or assessment tasks address the individual needs and/or IEP goals of students, and, if applicable, how do you do so within a heterogeneous group? (INSTRUCTION DOMAIN: Delivering Instruction)
8. What is your Professional SMART Goal for this year and how is it connected to the Indicators of the Speech Language Professionals Rubric?

Closing

- Summary of next steps (if needed)
- Confirm logistics for observation (when, where, where evaluator can sit)

Appendix E: Post-Conference Forms for Therapy Session

ADEPT SLP Therapy Session Observation Post-Conference Summary

Planning	Observer Score	Self Score
Demonstrating Knowledge & Skills	1 2 3 4	1 2 3 4
Planning Program & Services	1 2 3 4	1 2 3 4
Developing the IEP		
Conducting the IEP Meeting		
Assessing Student Needs		

Instruction	Observer Score	Self Score
Creating a Positive Learning Environment	1 2 3 4	1 2 3 4
Scheduling Flexible & Responsive Services	1 2 3 4	1 2 3 4
Delivering Instruction	1 2 3 4	1 2 3 4
Communicating Responsively	1 2 3 4	1 2 3 4
Using Feedback	1 2 3 4	1 2 3 4

Collaboration	Observer Score	Self Score
Collaborating with Professionals		
Collaborating with Families		

SLP Reflection & Refinement

Reinforcement Indicator   Refinement Indicator

_____   _____

Reinforcement Objective   Refinement Objective

_____   _____

Reflection

_____

_____

Observer Reflection & Refinement

Reinforcement Indicator   Refinement Indicator

_____   _____

Reinforcement Objective   Refinement Objective

_____   _____

Reflection

_____

_____

Signatures

_____   _____   _____
SLP   Evaluation Chair   Evaluator

ADEPT SLP Therapy Session Observation Post-Conference Planning Sheet

Conference Introduction & Greeting
- Greeting/Set the tone
- Establish the length of the Conference
- Review the process
  - The purpose is to reflect on the therapy session observed and to focus on best practice professional development.
  - We will reflect on a strength of the observed therapy session (Area of Reinforcement).
  - We will then identify an Area of Refinement that we want to strengthen.
- Ask general question

Required Questions
The purpose of the post-conference is to allow the SLP an opportunity to reflect on his or her performance. The following questions are required, as they will provide the evaluator with evidence for Descriptors within the South Carolina Speech-Language Rubric. The evaluator may ask additional questions as needed.

1. How did you document IEP progress during the session? (INSTRUCTION DOMAIN: Using Feedback)
2. What adjustments, if any, have you had to make to ensure services are being delivered based on IEP requirements? (INSTRUCTION DOMAIN: Scheduling Flexible & Responsive Services)
3. To what extent did the student(s) make progress toward achieving the goal(s) and how did you make this determination? (INSTRUCTION DOMAIN: Delivering Instruction)
4. If you had the opportunity to conduct this session again with this/these student(s), what adjustments would you make, if any, and why? (INSTRUCTION DOMAIN: Delivering Instruction)
5. What plans do you have for subsequent therapy sessions and/or follow up with the student(s)? (INSTRUCTION DOMAIN: Using Feedback)

Reinforcement Plan
_____
_____

Questions
_____
_____

Evidence
_____
_____

Refinement Plan

_____

_____

Questions

_____

_____

Evidence

_____

_____

Support Plan

_____

_____

Closing
- Restate Area of Refinement and Reinforcement
- Share scores
- Sign documentation
- Closing statement

Appendix F: Consensus Form

Consensus Meeting Post-Conference Observation Summary

Planning

	Consensus Score
Demonstrating Knowledge & Skills	1 2 3 4
Planning Program & Services	1 2 3 4

Observer Reflection & Refinement
Reflection

_____

_____

_____

Signatures

_____   _____   _____
SLP   Evaluation Chair   Evaluator

Appendix G: Professionalism Final Self-Review Form

Demonstrating Compliance
_____
1. The SLP completes all documentation, including Medicaid, within identified timelines and adheres to all district, state, and federal compliance guidelines.
   □ Always   □ Often   □ Sometimes   □ Rarely

Demonstrating Confidentiality
_____
2. The SLP maintains confidentiality and adheres to the IDEA, Section 504, FERPA, HIPAA, local, state, and federal regulations related to documentation and compliance.
   □ Always □ Often   □ Sometimes   □ Rarely

Demonstrating Ethical Communication
_____
3. The SLP demonstrates respect to students, families, teachers, and other professionals.
   □ Always   □ Often   □ Sometimes   □ Rarely
4. The SLP presents and communicates with a professional demeanor.
   ᴑ Always   ᴑ Often   ᴑ Sometimes   ᴑ Rarely

Growing and Developing Professionally
_____
5. The SLP actively seeks diverse opportunities for relevant professional development with a focus on needs of caseload population, professional growth interests, or professional best practices.
   □ Always   □ Often   □ Sometimes   □ Rarely

6. The SLP participates in state, local, and school associations; meetings and conferences; and/or professional learning communities.
   ᴑ Always   ᴑ Often   ᴑ Sometimes   ᴑ Rarely

School Responsibilities
_____
7. The SLP participates in building and district activities and initiatives, such as intervention teams, school assessment planning, curriculum teams, and/or positive behavioral support initiatives.
   □ Always   □ Often   □ Sometimes   □ Rarely

Leadership
_____
8. The SLP takes a leadership role in school or district initiatives.
   □ Always   □ Often   □ Sometimes   □ Rarely

Comments
_____
_____

Signatures
_____
_____
SLP

Appendix H: Professionalism Final Review Form

Demonstrating Compliance
___

1. The SLP completes all documentation, including Medicaid, within identified timelines and adheres to all district, state, and federal compliance guidelines.
    □ Always   □ Often   □ Sometimes   □ Rarely

Demonstrating Confidentiality
___

2. The SLP maintains confidentiality and adheres to the IDEA, Section 504, FERPA, HIPAA, local, state, and federal regulations related to documentation and compliance.
    □ Always □ Often   □ Sometimes   □ Rarely

Demonstrating Ethical Communication
___

3. The SLP demonstrates respect to students, families, teachers, and other professionals.
    □ Always   □ Often   □ Sometimes   □ Rarely
4. The SLP presents and communicates with a professional demeanor.
    ○ Always   ○ Often   ○ Sometimes   ○ Rarely

Growing and Developing Professionally
___

5. The SLP actively seeks diverse opportunities for relevant professional development with a focus on needs of caseload population, professional growth interests, or professional best practices.
    □ Always   □ Often   □ Sometimes   □ Rarely

6. The SLP participates in state, local, and school associations; meetings and conferences; and/or professional learning communities.
    ○ Always   ○ Often   ○ Sometimes   ○ Rarely

School Responsibilities
___

7. The SLP participates in building and district activities and initiatives, such as intervention teams, school assessment planning, curriculum teams, and/or positive behavioral support initiatives.
    □ Always   □ Often   □ Sometimes   □ Rarely

Leadership
___

8. The SLP takes a leadership role in school or district initiatives.
    □ Always   □ Often   □ Sometimes   □ Rarely

Comments

_____

_____

Signatures

_____   _____
SLP   Evaluation Chair

Appendix I: Evaluation Results

SLP Comments & Feedback
SLP Comments

_____

_____

Final Conference & Comments
Final Conference Date   _____

Evaluator Comments   _____
Feedback and comments from the Evaluator(s)

Observations of Professional Practice

Domain	Score	Weighted Score	Performance Level
Planning (25%)			
Instruction (40%)			
Collaboration (10%)			
Professionalism (25%)			

Final Evaluation Ratings
Final Overall Composite Rating/Score   _____
This is the composite score for observations and the professionalism rubric.

Overall Status   _____

Recommendations for Next Year
Next Evaluation Level   _____
Next Contract Level   _____
Hire Status   _____

Signatures

_____   _____   _____
SLP   Evaluation Chair   Evaluator

Completion
Evaluation Complete?   _____ The completion status of the evaluation. A
signature from either the Evaluation Chair or principal must be present before an evaluation can
be completed.

Appendix J: Goals-Based Evaluation (GBE)
Professional SMART Goal

_____

Goal Strategies   _____

Goal Outcome   _____

Goal Evidence   _____

Indicators   _____

How Goal Affects Student Growth   _____

Review Date
The date of the performance review   _____

Review Result   Choose one:
                                     The SLP has not started this goal.
                                     The SLP has met or exceeded this goal.
                                     The SLP is making satisfactory progress.
                                     The SLP is not making satisfactory progress.

Comments   _____

Preliminary Approval Conference Signatures
_____   _____
SLP   Evaluation Chair

Preliminary Evaluation Conference Signatures
_____   _____
SLP   Evaluation Chair

Final Evaluation Conference Signatures
_____   _____
SLP   Evaluation Chair

Appendix K: Caseload and Workload

<u>Overview</u>

This page focuses on caseload and workload issues specific to the school-based speech-language pathologist (SLP). Many of the topics discussed in this page are also relevant for professionals in a variety of other settings.

Caseload refers to the number of students with Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and 504 plans served by school-based speech-language pathologists (SLPs) and other professionals through direct and/or indirect service delivery options. In some school districts, caseloads may also include students who receive intervention and other services within general education designed to help prevent future difficulties with speech, language learning, and literacy. Caseloads can also be quantified in terms of the number of intervention sessions in a given time frame.

Workload refers to all activities required and performed by school-based SLPs. Workload includes the time spent providing face-to-face direct services to students as well as the time spent performing other activities necessary to support students' education programs, implement best practices for school speech-language services, and ensure compliance with the [Individuals with Disabilities Education Improvement Act of 2004](IDEA, 2004) and other mandates.

Traditionally, a school SLP's workload has been conceptualized as almost exclusively synonymous with caseload; the reality is that caseload is only one part of the picture. When a student is added to a caseload for direct services, significant amounts of time within the school day, week, or month must be allocated for additional important and necessary workload activities.

The total number of workload activities required and performed by school-based SLPs should be taken into account when establishing caseloads. ASHA recommends taking a workload analysis approach to setting caseloads to ensure that students receive the services they need to support their educational programs (ASHA, 2002).

In the past, ASHA has recommended a maximum caseload number. However, some states and districts interpreted the number as a minimum rather than a maximum. Others ignored the recommendation, citing that there is no research to support a specific caseload size.

ASHA no longer recommends a specific caseload number for the following reasons:

- There is no research to support a specific caseload size.
- The needs of students receiving speech-language services vary greatly, and a specific caseload number does not take into account this variation. For example, a caseload of 40 students with very mild communication disorders could be manageable, whereas a caseload of 40 students with severe disabilities is not likely to support the provision of a Free and Appropriate Public Education (FAPE).

For these reasons, ASHA encourages assignment of SLPs based on workload rather than caseload.

SOURCE: American Speech-Language-Hearing Association, https://www.asha.org/practice-portal/professional-issues/Caseload-and-Workload/