

# Speech Collaborative Assessment Log

Teacher \_\_\_\_\_ Date \_\_\_\_\_  
Mentor \_\_\_\_\_



Check all that apply: <input type="checkbox"/> Observing <input type="checkbox"/> Demonstration lesson <input type="checkbox"/> Videotaping <input type="checkbox"/> Veteran Teacher Observation <input type="checkbox"/> Reflecting <input type="checkbox"/> Problem Solving <input type="checkbox"/> Providing Resources <input type="checkbox"/> Development & Review of ILP <input type="checkbox"/> Connect to ILP Goals <input type="checkbox"/> Other _____	
<b>+What's Working:</b>	<b>► Current Focus –Challenges – Concerns:</b>
<b>Teacher's Next Steps:</b>	<b>Mentor's Next Steps:</b>

NEXT MEETING DATE: \_\_\_\_\_ FOCUS: \_\_\_\_\_

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| <p><b>Standard 1: Long-Range Planning</b><br/>         APS 1: Develops a Long-Range plan that describes and/or references appropriate procedures for identifying, assessing, and providing comprehensive services to speech-language-impaired children and for establishing and maintaining the ongoing program operations that are necessary to effectively address the specific needs of the students and the school.</p> <p><b>Standard 2: Complying with Guidelines and Regulations</b><br/>         APS 2: Follows applicable federal, state, and local regulations and guidelines that relate to procedural due process, program eligibility, Medicaid, and program documentation..</p> <p><b>Standard 3: Short-Range Planning of Therapy</b><br/>         APS 3: Develops, evaluates, and revises short-term objectives – including aligned treatment strategies, resources, and schedules – that facilitate the accomplishment of individualized education program (IEP) goals for each student.</p> <p><b>Standard 4: Short-Range Planning of Assessment</b><br/>         APS 4: Demonstrates the ability to select/develop, interpret, and use the results of appropriate formal and informal measures to conduct comprehensive and ongoing student assessments.</p> <p><b>Standard 5: Establishing and Maintaining High Expectations for Students</b><br/>         APS 5: Establishes, maintains, and reinforces appropriate expectations for the performance and participation of each student, both within and outside of the therapy setting and appropriately involves others (e.g., parents, teachers, other IEP team members) in the various aspects of the therapy process.</p> <p><b>Standard 6: Using Strategies That Facilitate Communication Skills</b><br/>         APS 6: Selects and effectively uses a variety of appropriate methods, strategies, and techniques to enhance each student's communication skills.</p> <p><b>Standard 7: Monitoring and Enhancing Communication</b><br/>         APS 7: Effectively and continuously monitors each student's performance and uses this information to make appropriate decisions regarding the immediate and long-term course of therapy.</p> <p><b>Standard 8: Maintaining an Environment That Promotes Communication</b><br/>         APS 8: Maintains an engaging physical environment and establishes a positive, inviting climate that is designed to enhance each student's communication interactions.</p> <p><b>Standard 9: Managing a Therapy Session</b><br/>         APS 9: Establishes, communicates, and enforces appropriate rules for student behavior and procedures for managing non-instructional routines.</p> <p><b>Standard 10: Fulfilling Professional Responsibilities</b><br/>         APS 7: Consistently demonstrates ethically based professional behavior and participates in continuous professional development.</p> |
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