

Bloomington District 87 Professional Appraisal System

Form A: Pre-Observation Conversation for Speech-Language Pathologists

Specialist:
Grade Level(s):
Observer:

School:
Subject(s):
Date:

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Regulatory Procedures and Skill in the Delivery of Speech-Language Therapy Practices	4a - Maintaining an Effective Data-Management System	2a - Creating an Environment of Respect and Rapport	3a - Responding to Referrals and Evaluating Student Needs
1b - Demonstrating Knowledge of Identified Student Needs Served through School-Based Speech-Language Programs	4b - Communicating with Parents, Staff, and Administrators	2b - Organizing Time Effectively	3b - Collecting Information to Develop and Implement Goals and Benchmarks
1c - Formulating Therapy Goals to Meet Needs of Individual Students	4c - Participating in a Professional Community	2c - Managing Therapy Procedures	3c - Engaging Students in Therapeutic Services
1d - Designing Purposeful, Coherent Instruction	4d - Engaging in Professional Development	2d - Establishing Standards of Conduct in the Therapy Session	3d - Demonstrating Flexibility and Responsiveness
1e - Developing a Plan to Assess Program Services and Student Progress	4e - Showing Professionalism		

Questions for Discussion between Specialist and Evaluator:

1. Briefly describe the students with whom you are working. What have you learned about your students this year? (1b)
2. Briefly describe how you prepare and plan for your work with students. (1a, 1b, 1c & 1e)
3. Briefly discuss the process and procedures that are followed when providing services to the students you serve. (1a, 1b, & 1e)
4. The quality of the professional environment where you work with students is important to accomplishing the goals and objectives set for students. How do the procedures and physical space of your work environment help students succeed in accomplishing the goals and objectives that are set for them? How have you changed your procedures and processes based on feedback? (2a & 2d)
5. During the observation I will be collecting evidence about your interactions, directions, procedures, explanations, transitions, and closure with students. What specific information would you like me to collect about your communication with students? (2a & 3a)
6. How do you differentiate to address the needs of students? (1d, 3a, 3c, & 3d)
7. How do you assess whether students are progressing toward meeting the goals and objectives set forth for them? (1d & 3a)
8. Do you collaborate with colleagues? What professional activities have influenced your practice? (3d & 4c)
9. Thinking beyond your professional work environment, how have you continued to communicate and connect with students' families to help build a link between home and school? How has family information influenced your professional practice decisions and interactions with students? (3d & 4b)
10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

Bloomington Public School District 87 Professional Appraisal System
Form B: Conference Reflection for Specialists

Specialist _____ School(s) _____

1. In general, how successful were your interactions with the student(s)? Did the student(s) accomplish what you intended? How do you know?
 - a. Describe the key components of your interactions or session with the student(s) that helped or hindered your overall student engagement (e.g. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility, etc.). (Domain 3: Delivery of Service)
 - b. What evidence do you have that the targets that were set were met? (Domain 3: Delivery of Service)

2. Comment on your management procedures, student engagement, and your use of physical space. To what extent did these contribute to student(s) accomplishing the desired goals and objectives?

3. Comment on different aspects of your interactions/engagement with students (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

4. If you had an opportunity to have a similar session or interaction with this student or same group of students again, what would you do differently?

5. What did you learn that will help you with your professional practice in the future? What do you hope to be able to share with your colleagues after this session or interaction?

Note: The evaluator retains the right to reschedule the post-conference if the specialist has not engaged in reflection prior to this conference.

Bloomington Public School District 87 Professional Appraisal System Form C: Informal Observation for Speech-Language Pathologists

Specialist: _____ Date/Time: _____

Evaluator: _____ Area: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Regulatory Procedures and Skill in the Delivery of Speech-Language Therapy Practices	4a - Maintaining an Effective Data-Management System	2a - Creating an Environment of Respect and Rapport	3a - Responding to Referrals and Evaluating Student Needs
1b - Demonstrating Knowledge of Identified Student Needs Served through School-Based Speech-Language Programs	4b - Communicating with Parents, Staff, and Administrators	2b - Organizing Time Effectively	3b - Collecting Information to Develop and Implement Goals and Benchmarks
1c - Formulating Therapy Goals to Meet Needs of Individual Students	4c - Participating in a Professional Community	2c - Managing Therapy Procedures	3c - Engaging Students in Therapeutic Services
1d - Designing Purposeful, Coherent Instruction	4d - Engaging in Professional Development	2d - Establishing Standards of Conduct in the Therapy Session	3d - Demonstrating Flexibility and Responsiveness
1e - Developing a Plan to Assess Program Services and Student Progress	4e - Showing Professionalism		

Time	Actions & Statements/Questions by Specialist & Students	Component

Bloomington Public School District 87 Professional Appraisal System

Form D: Final Summative Evaluation for Specialists

Specialist Name:

Location:

School Year:

Evaluator:

Specialist Years of Service in Bloomington:

Observation dates included in the basis of this summative evaluation:
Formal Observation Dates:
Informal Observation Dates:

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

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

Specialist Signature: _____

Date: _____

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

Evaluator Signature: _____

Date: _____

Bloomington Public School District 87 Professional Appraisal System

Form E: Individual Growth Plan Self-Assessment for Speech-Language Pathologists

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

Strengths	Domains/Components	Growth Opportunities
	<p>Domain 1: Planning and Preparation</p> <p>1a - Demonstrating Knowledge of Regulatory Procedures and Skill in the Delivery of Speech-Language Therapy Practices</p> <p>1b - Demonstrating Knowledge of Identified Needs of Students Served through School-Based Speech-Language Programs</p> <p>1c - Formulating Therapy Goals for Speech-Language Services to Meet the Needs of Individual Students</p> <p>1d - Designing Purposeful, Coherent Instruction</p> <p>1e - Developing a Plan to Assess Program Services and Overall Student Progress</p>	
Next Steps:		
	<p>Domain 2 - The Environment</p> <p>2a - Creating an Environment of Respect and Rapport</p> <p>2b - Organizing Time Effectively</p> <p>2c - Managing Therapy Procedures, Including Instructional Groups, Materials/Supplies, Transitions, and Organization of Physical Space</p> <p>2d - Establishing Standards of Conduct in the Therapy Session</p>	

Next Steps:

Strengths	Domains/Components	Growth Opportunities
	Domain 3 - Delivery of Service 3a - Responding to Referrals and Evaluating Student Needs 3b - Collecting Information to Develop and Implement Goals and Benchmarks 3c - Engaging Students in Therapeutic Services 3d - Demonstrating Flexibility and Responsiveness	

Next Steps:

	Domain 4: Professional Responsibilities 4a - Maintaining an Effective Data Management System 4b - Communicating with Parents, Staff, and Administrators 4c - Participating in a Professional Community 4d - Engaging in Professional Development 4e - Showing Professionalism	
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Next Steps:

Bloomington Public School District 87 Professional Appraisal System

Form F: Individual Growth Plan Goal

Directions: Use Form E: Individual Growth Plan Self-Assessment to determine and develop an Individual Growth Plan Goal.

Individual Growth Plan Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> • Is the goal clearly focused on what is to be accomplished? • Why is this important? • Is it based on the <i>Framework for Speech-Language Pathologists</i> practice?
M	Measurable	<ul style="list-style-type: none"> • Can this goal be measured? • Will I be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> • Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> • How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> • Can this goal be attained within the required timeframe?

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

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

My Individual Growth Plan Goal (include when, what, who, and data source):

Bloomington Public School District 87 Professional Appraisal System Form G: Individual Growth Action Plan for Speech-Language Pathologists

Specialist Name:	Year:	School:
Professional Growth Statement (refer to Form F):		Certified Position:
Measures of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)		
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
What Framework for Speech-Language Pathologists Domain(s)/Component(s) are addressed in this IGP?		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Resources (Staff, PD of Materials)	Timelines (Timeframe that Action Steps/Activities will be completed)
Feedback/Revision		

I have reviewed the above Individual Goal Action Plan:

Specialist's Signature: _____

Date: _____

Evaluator: _____

Date: _____

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

Bloomington Public School District 87 Professional Appraisal System

Form H: Professional Development Plan for Specialists

Name: _____ Supervisor/Evaluator: _____ Date of PDP: _____

PDP Priorities:

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion

PDP Initial Signatures:

Evaluator:		Specialist:	
Date:		Date:	

PDP Review Section:

Domain/Component:	Indicators of Progress:
Domain/Component:	Indicators of Progress:

PDP Review Signatures:

Evaluator:		Specialist:	
Date:		Date:	

Specialist completion of Professional Development Plan:

Yes, the PDP was completed No, the PDP was not completed

PDP Completion Signatures:

Evaluator:		Specialist:	
Date:		Date:	

Bloomington Public School District 87 Professional Appraisal System
Form I: Framework for Speech-Language Pathologists Rubric Domains 1-4

Name: _____ Building: _____
Date of Observation: _____ Evaluator: _____

The Bloomington Public School District Framework for Teaching Rubric is contained on the following pages. *A Framework for Speech-Language Pathologists At-A-Glance* is provided in the Resource Guides section of this document.

Signature: _____
Course: _____
Class/Period: _____

**Bloomington Public School District 87 Framework for Specialists - Domain 1 for Speech-Language Pathologists:
Planning and Preparation**

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
1a Demonstrating knowledge of regulatory procedures and skill in the delivery of speech-language therapy practices	Speech-Language Pathologist demonstrates no knowledge and skill in the therapeutic practices. Speech-Language Pathologist does not hold or maintain the required certificate. Speech-Language Pathologist demonstrates incorrect knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates limited knowledge and skill in the therapeutic practices. Speech-Language Pathologist maintains the required certificate. Speech-Language Pathologist demonstrates moderate knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapeutic practices. Speech-Language Pathologist maintains the required certificate. Speech-Language Pathologist demonstrates thorough knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapeutic practices. Speech-Language Pathologist maintains an advanced certificate and/or license. Speech-Language Pathologist demonstrates extensive knowledge of special education laws and procedures.
1b: Demonstrating knowledge of the identified needs of students served through school-based speech and language programs	Speech-Language Pathologist demonstrates incorrect or no knowledge of developmental norms and/or assessment procedures. Speech-Language Pathologist demonstrates incorrect or no knowledge of accommodations necessary to meet student communication needs.	Speech-Language Pathologist demonstrates limited knowledge of developmental norms and/or assessment procedures. Speech-Language Pathologist demonstrates moderate knowledge of accommodations necessary to meet student communication needs.	Speech-Language Pathologist demonstrates thorough knowledge of developmental norms and/or assessment procedures. Speech-Language Pathologist demonstrates thorough knowledge of and implements necessary accommodations to meet student communication needs.	Speech-Language Pathologist demonstrates extensive knowledge of developmental norms and/or assessment procedures. Speech-Language Pathologist demonstrates extensive knowledge of facilitation of accommodations both in and out of the school setting.
1c: Formulating therapy goals for speech and language services to meet the needs of individual students	Speech-Language Pathologist does not utilize assessment results to formulate appropriate therapy goals.	Speech-Language Pathologist conducts the assessment appropriately and obtains assessment results, but goals do not accurately reflect the needs of individual student.	Speech-Language Pathologist conducts the assessment appropriately and utilizes information derived to generate goals to meet the needs of the individual student.	Speech-Language Pathologist demonstrates thorough awareness of assessment instruments and/or procedures, and conducts the evaluation appropriately. Speech-Language Pathologist collects assessment results and formulates appropriate goals to meet the needs of the individual students.
1d. Designing purposeful, coherent	Speech-Language Pathologist does not align therapy sessions with the identified goals of the individuals.	Speech-Language Pathologist partially aligns therapy sessions with the identified goals of the individuals. The	Speech-Language Pathologist aligns therapy sessions with the identified goals of the individuals. The activities, materials,	Speech-Language Pathologist aligns therapy sessions are aligned with the identified goals of the individuals. The

instruction	The activities, materials, and lesson structure are not designed to effectively engage students.	activities, materials, and lesson structure are designed to engage students.	and lesson structure are designed to highly engage students.	activities, materials, and lesson structure are designed to effectively engage students and carry over into other settings.
1e: Developing a plan to assess the program services and overall student progress	Speech-Language Pathologist has no plan to revise the services and resists suggestions that such a revision is important. Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures.	Speech-Language Pathologist has an unclear plan but accepts and implements suggestions for revision of the plan.	Speech-Language Pathologist has a clear plan that is supported by evidence-based practice and quantitative and qualitative data.	Speech-Language Pathologist's evaluation plan is highly sophisticated and includes multiple sources of evidence and necessary revisions of IEPs based upon quantitative and qualitative data.

Domain 1 Planning and Preparation Documentation:

Domain 1 Planning and Preparation Strengths:

Domain 1 Planning and Preparation Areas of Growth:

Bloomington Public School District 87 Framework for Specialists - Domain 2 for Speech-Language Pathologists: *The Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Speech-Language Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	Speech-Language Pathologist's interactions are a mix of positive and negative. Speech-Language Pathologist's efforts at developing rapport are partially established.	Speech-Language Pathologist's interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting.	Speech-Language Pathologist's interactions with the students are highly positive and respectful; the students are comfortable in the evaluation and therapy setting. Speech-Language Pathologist effectively models and encourages positive social communication, which is in return demonstrated in social situations.
2b: Organizing time effectively	Speech-Language Pathologist has no organizational skills demonstrated by the inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	Speech-Language Pathologist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner.	Speech-Language Pathologist has the organizational skills to meet deadlines for evaluations and meetings, provide therapy based on a set schedule, and complete paperwork in a timely manner.	Speech-Language Pathologist is highly organized and meets deadlines for evaluating students and completing meetings. Speech-Language Pathologist provides therapy and completes paperwork in a timely manner, as well as utilizes time for other duties that will assist in meeting the needs of students at the school.
2c: Managing therapy procedures including instructional groups, materials/supplies, transitions and organizing physical space	Speech-Language Pathologist does not group students based on age/communication needs, does not have materials/supplies prepared in advance, and does not transition in a timely manner. Poor transitioning results in ineffective use of therapy time. Speech-Language Pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are not available or are unorganized.	Speech-Language Pathologist does not consistently group students based on age/communication needs, does not consistently have materials/supplies prepared in advance, and does not consistently transition in a timely manner. Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment.	Speech-Language Pathologist groups students based on age/communication needs, has materials/supplies prepared in advance, and transitions in a timely manner. Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified as appropriate to meet each student's individual needs.	Speech-Language Pathologist's groups have materials/supplies prepared in advance and transition in a timely manner. Students demonstrate an understanding of therapy procedures by independently participating in the process. Speech-Language Pathologist has an organized evaluation and therapy space, furniture, and materials to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs. Speech-Language Pathologist seeks out additional equipment, materials, and resources to enhance individual student speech-language needs.
2d: Establishing standards of conduct in the therapy session	Speech-Language Pathologist has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or treatment.	Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session, but inconsistently enforces rules or attempts to monitor and correct negative student behavior during	Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and monitored to address negative student behavior. Rules of conduct and/or expectations are posted	Speech-Language Pathologist has clear, consistently-enforced rules of conduct in the evaluation and therapy session and successfully utilizes the rules to monitor and correct negative student behavior. Rules of conduct are posted and utilized

		evaluation and treatment with partial success.	or utilized with the students.	by students to self-monitor appropriate behavior.
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Domain 2 Environment Documentation:

Domain 2 Environment Strengths:

Domain 2 Environment Areas of Growth:

Bloomington Public School District 87 Framework for Specialists - Domain 3 for Speech-Language Pathologists: *Delivery of Services*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
3a: Responding to referrals and evaluating student needs	Speech-Language Pathologist fails to make referral decisions upon receipt of written referrals within the mandated time frame.	Speech-Language Pathologist responds to referrals within the mandated time frame with no clear explanation of planned interventions and/or assessment.	Speech-Language Pathologist responds to referrals within the mandated time frame and provides a clear explanation of interventions and/or assessment.	Speech-Language Pathologist is proactive in responding to referrals within the mandated time frame and completes the indicated assessments documented in the referral with clear explanations of the interventions/assessments that were provided. Speech-Language Pathologist confers with all appropriate stakeholders involved with the student's educational program.
3b: Collecting information to develop and implement goals and benchmarks	Speech-Language Pathologist neglects to gather relevant information on which to base therapy goals. Speech-Language Pathologist fails to develop therapy goals suitable for students, or goals are mismatched with the findings of assessments. Speech-Language Pathologist's reports are inaccurate or unsubstantiated.	Speech-Language Pathologist gathers limited information on which to base therapy goals. Speech-Language Pathologist's reports are accurate, but lacking in clarity and only partially substantiated. Speech-Language Pathologist's goals for students are only partially suitable for them, or the alignment lacks connection with identified individual needs.	Speech-Language Pathologist gathers sufficient information on which to base therapy goals. Speech-Language Pathologist's reports are accurate and substantiated. Speech-Language Pathologist's goals for students are diagnostically aligned with identified needs, and individual goals are appropriately assessed in the student's educational plans.	Speech-Language Pathologist collaborates with professionals and families to obtain relevant information. Speech-Language Pathologist's reports are accurate, clearly written, and substantiated. Speech-Language Pathologist develops comprehensive goals for students, finding ways to meet student needs and incorporate the diagnostically-relevant interventions that correspond with assessment data. Speech-Language Pathologist documents student progress to measure rate of progress and update goals.
3c: Engaging students in therapeutic services	Speech-Language Pathologist's therapy activities, materials, and/or structure/pacing of the lesson are developmentally inappropriate to meet the goals set for the student(s) involved in therapeutic services, resulting in little to no student engagement.	Speech-Language Pathologist's therapy activities, materials, and/or structure/pacing of the lesson are limited in developmental appropriateness to achieve the goals set for the student(s) involved in therapeutic services, resulting in moderate student engagement.	Speech-Language Pathologist's therapy activities, materials, and/or structure/pacing are developmentally appropriate and effective to achieve the goals set for the student(s) receiving services. Speech-Language Pathologist engages students in therapy sessions.	Speech-Language Pathologist's therapy activities, materials, and/or structure/pacing are developmentally appropriate in achieving the therapy goals set for the student(s) involved in therapy. Speech-Language Pathologist fully engages students in therapy sessions, providing assistance and support as applicable.
3d: Demonstrating flexibility and responsiveness	Speech-Language Pathologist adheres to the speech/language goals and benchmarks, in spite of evidence of its inadequacy. Speech-Language Pathologist	Speech-Language Pathologist makes changes in interventions and documents the changes in progress notes but does not amend the Individualized Education Plan when	Speech-Language Pathologist amends the IEP when there is evidence of a need for change and makes revisions in the treatment program. Speech-Language Pathologist promotes successful learning	Speech-Language Pathologist amends the IEP when there is evidence of a need for a change in services. Revisions of therapy goals are coordinated with the student's demonstrated level of need.

	does not consider student needs when assigning minutes of service.	provided evidence of the need for change. Speech-Language Pathologist considers student needs when assigning minutes of service.	of students, making some adjustments as needed to therapy sessions and accommodating student questions, needs, and interests. Speech-Language Pathologist considers student and monitors student needs when assigning minutes of service.	Minutes of service are adjusted according to student's individual performance. Speech-Language Pathologist seizes an opportunity to enhance learning by responding to and building on a spontaneous event or student interest.
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Domain 3 Delivery of Services Documentation:

Domain 3 Delivery of Services Strengths:

Domain 3 Delivery of Services Areas of Growth:

Bloomington Public School District 87 Framework for Specialists -.Domain 4 for Speech-Language Pathologists: *Professional Responsibilities*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
4a: Maintaining an effective data management system	Speech-Language Pathologist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Speech-Language Pathologist inconsistently uses a data-management system for monitoring student progress or uses the data management system in a limited manner to determine adjustments to treatment when needed.	Speech-Language Pathologist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Speech-Language Pathologist has developed a highly effective data-management system for creatively monitoring student progress and uses it to adjust treatment when needed. Speech-Language Pathologist uses the system to communicate with teachers and/or parents.
4b: Communicating with parents, staff, and administrators	Speech-Language Pathologist is not available to staff for questions and planning or declines to provide background material when requested.	Speech-Language Pathologist is available to staff for questions and planning and provides background material when requested.	Speech-Language Pathologist initiates contact with staff and/or parents to provide information pertaining to students.	Speech-Language Pathologist seeks out staff and/or parents to confer regarding cases. Speech-Language Pathologist provides information pertaining to students, and solicits parent and/or staff perspectives on individual students.
4c: Participating in a professional community	Speech-Language Pathologist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in activities related to the professional community.	Speech-Language Pathologist's relationships with colleagues are cordial. Speech-Language Pathologist participates in school and/or professionally-related activities when specifically asked to do so.	Speech-Language Pathologist participates actively in school and/or professionally-related activities and maintains positive and productive relationships with colleagues.	Speech-Language Pathologist makes a substantial contribution to school and/or professional organizations and assumes a leadership role with colleagues.
4d: Engaging in professional development	Speech-Language Pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Speech-Language Pathologist participates in professional development activities that are convenient or are required.	Speech-Language Pathologist seeks opportunities for professional development based on an individual assessment of need and shares expertise with others.	Speech-Language Pathologist seeks out opportunities for professional development based upon individualized assessment of need and contributes to the professional development of others through such activities as workshops/staff development to colleagues.
4e: Showing professionalism	Speech-Language Pathologist is neither trustworthy nor dependable in his/her interactions with colleagues, students, and the public. Speech-Language Pathologist fails to comply with school and district policies and practices. Speech-Language Pathologist violates practices of	Speech-Language Pathologist is trustworthy and dependable in interactions with colleagues, students, and the public. Speech-Language Pathologist complies minimally with school and district policies and practices. Speech-Language Pathologist plays a moderate advocacy role for students	Speech-Language Pathologist displays high standards of honesty, integrity, and confidentiality in documentation and interactions with colleagues, students, and the school community. Speech-Language Pathologist advocates for students when needed. The speech-language pathologist complies with school and district policies and practices	Speech-Language Pathologist demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and meaningful interactions with colleagues, students and the school community. Speech-Language Pathologist consistently advocates for students.

	confidentiality as defined by state and federal law.	and does not violate practices of confidentiality.	and maintains confidentiality as required by state and federal law.	
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Domain 4 Professional Responsibilities Documentation:

Domain 4 Professional Responsibilities Strengths:

Domain 4 Professional Responsibilities Areas of Growth:

Bloomington Public School District 87 Professional Appraisal System Form J: Formal Observation for Speech-Language Pathologists

Specialist: _____ Date/Time: _____

Evaluator: _____ Subject Area: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Regulatory Procedures and Skill in the Delivery of Speech-Language Therapy Practices	4a - Maintaining an Effective Data-Management System	2a - Creating an Environment of Respect and Rapport	3a - Responding to Referrals and Evaluating Student Needs
1b - Demonstrating Knowledge of Identified Student Needs Served through School-Based Speech-Language Programs	4b - Communicating with Parents, Staff, and Administrators	2b - Organizing Time Effectively	3b - Collecting Information to Develop and Implement Goals and Benchmarks
1c - Formulating Therapy Goals to Meet Needs of Individual Students	4c - Participating in a Professional Community	2c - Managing Therapy Procedures	3c - Engaging Students in Therapeutic Services
1d - Designing Purposeful, Coherent Instruction	4d - Engaging in Professional Development	2d - Establishing Standards of Conduct in the Therapy Session	3d - Demonstrating Flexibility and Responsiveness
1e - Developing a Plan to Assess Program Services and Student Progress	4e - Showing Professionalism		

Time	Actions & Statements/Questions by Specialist & Students	Component