Waterloo CUSD #5

Speech Language Pathologist Evaluation Guidebook Addendum

Version 1.0

2014

Framework for Specialists: Overview

Frameworks based upon the Danielson Framework, outline the work of Specialists, such as nurses, counselors, librarians, and speech language pathologists. These frameworks will be used to evaluate the work of these Specialists throughout the district.

The organization of the Framework for Specialists mirrors that of the Framework for Teaching and is structured around four domains: Domain I: Planning and Preparation, Domain 2: The Environment, Domain 3: Delivery of Services, and Domain 4: Professional Responsibilities. While the components, too, mirror those for teachers, the components in each *Framework for Specialists* are tailored to the specific responsibilities of each group of Specialists.

Waterloo CUSD #5 has identified several categories of Specialists: Library Media Specialist, Guidance Counselor, District Nurse, Social Workers, and Speech Language Pathologist. Distinct rubrics have been developed for each of these Specialist groups. See the table below for the Speech Language Pathologists frameworks.

TABLE 2: *The Waterloo Framework for Speech Language Pathologists* and Component Overview

Domain 1: Planning and Preparation	Domain 2: The Environment
1a. Demonstrating knowledge of content and pedagogy 1b. Establishing goals for the therapy program 1c. Setting instructional outcomes 1d. Setting instructional outcomes 1e. Demonstrating knowledge of regulations and guidelines 1f. Designing coherent instruction 1g. Designing student assessment	2a. Establishing rapport with students 2b. Organizing time effectively 2c. Establishing and maintaining procedures for referrals 2d. Establishing standards of conduct 2e. Organizing physical space 2f. Management of instructional groups 2g. Management of transitions
Domain 4: Professional Responsibilities	**Domain 3: Delivery of Service**
4a. Collaborating with teachers and administrators 4b. Reflecting on Lesson 4c. Collecting information; writing intervention plans and IEPs 4d. Maintaining accurate records 4e. Reflecting on practice 4f: Collaborating with teachers and administrators 4g. Maintaining effective student performance data 4h. Participating in a professional community 4i. Showing professionalism	3a. Expectations for learning 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Instructional materials and resources 3e. Structure and pacing 3f. Monitoring of student learning 3g. Feedback to students 3h. Demonstrating flexibility and responsiveness 3i: Communicating with families

The WCUSD #5 Framework for Speech Language Pathologist: Observation Rubric

Directions: Evaluators will use the Observation Rubric when observing the Speech Language Pathologist and providing written feedback to teachers follows any observation.

Domain 1: Planning and Preparation

Component	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating Knowledge of Content and Pedagogy	Specialist demonstrates little or no knowledge of planning, preparation, and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge of planning, preparation, and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge of planning, preparation, and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge of planning, preparation, and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to the disabilities of the students.	Specialist's goals for the therapy program are rudimentary and are partially appropriate to the disabilities of the students.	Specialist's goals for the therapy program are clear and appropriate to the disabilities of the students.	Specialist's goals for the therapy program are highly appropriate to the disabilities of the students and have been developed following consultations with staff when appropriate.
1c: Setting Instructional Outcomes	Lesson plans or therapy plans include instructional outcomes that are not clear, written in the form of student learning, based on evidence of student proficiency, and/or do not reflect the individual students' IEP goals and objectives.	Lesson plans or therapy plans include instructional outcomes that are only moderately clear, written in the form of student learning, based on evidence of student proficiency, and reflect the individual students' IEP goals and objectives.	Most lesson plans or therapy plans include instructional outcomes that are clear, written in the form of student learning, based on evidence of student proficiency, and reflect the individual students' IEP goals and objectives.	Lesson plans or therapy plans consistently include instructional outcomes that are clear, written in the form of student learning, based on evidence of student proficiency, and reflect the individual students' IEP goals and objectives.
1d: Setting Instructional Outcomes Suitability for diverse learners	Specialist fails to access and utilize information regarding student performance and needs and/or fails to plan for, make or suggest appropriate accommodations and/or modifications for all learning environments.	Specialist uses only limited information regarding student performance and needs to plan for, make, or suggest appropriate accommodations and/or modifications for all learning environments.	Specialist uses information from a variety of sources (data, teachers, other professionals, and parents) to plan for, make, or suggest appropriate accommodations and/or modifications for all learning environments.	Specialist uses information from a variety of sources (data, teachers, other professionals, and parents) to plan for and ensure incorporation of appropriate accommodations and/or modifications for all learning environments.

Component	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1e: Demonstrating knowledge of district, state, and federal regulations and guidelines provided to the SLP	Specialist demonstrates little or no knowledge of special education laws and procedures provided to the SLP.	Specialist demonstrates basic knowledge of special education laws and procedures provided to the SLP..	Specialist demonstrates thorough knowledge of special education laws and procedures provided to the SLP.	Specialist's knowledge of special education laws and procedures provided to the SLP is extensive; specialist takes a leadership role in reviewing and revising district policies.
1f: Designing Coherent Instruction	Therapy plans are incomplete and/or lack a clearly defined structure, and progression of activities with unrealistic time allocations.	Therapy plans are complete, but lack a clearly defined structure, and only some progression of activities with reasonable time allocations.	Therapy plans are complete, have a clearly defined structure, and progression of activities with reasonable time allocations.	Therapy plans are complete, have a clearly defined structure, and allow for progression of activities with reasonable time allocations; differentiation and individualization is incorporated for diverse student needs.
1g: Designing Student Assessment	Specialist has no plan to evaluate therapy or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate therapy.	Specialist's plan to evaluate therapy is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving therapy on an ongoing basis.

Domain 2: The Environment

Component	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the therapy environment.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the therapy environment.	Students have a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner and effectively communicates relevant schedule information to students and staff.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and with all stakeholders are clear to everyone.	Procedures for all aspects of referral and testing are clear to everyone and have been communicated to staff.
2d: Establishing standards of conduct in the therapy environment.	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the therapy environment. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the therapy environment. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the therapy environment. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The therapy environment is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The therapy environment is moderately well organized and moderately well suited to working with students. Materials are usually available.	The therapy environment is well organized; materials are available when needed.	The therapy environment is highly organized and is inviting to students. Materials are convenient when needed.

Component	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2f: Management of instructional groups	Most students not working with the teacher are not productively engaged in learning.	Only some students/groups are productively engaged in learning while not directly instructed by the teacher.	Small-group and individualized work is well organized and most students are productively engaged in learning while not directly instructed by the teacher.	Small-group and individualized work is well organized and students are productively engaged at all times with students assuming at least some responsibility for productivity.
2g: Management of Transitions	Transitions are chaotic with much time lost between activities or lesson segments.	Transitions are planned, but some time is lost between activities or lesson segments.	Transitions are smooth overall without time lost between activities or lesson segments. Some refocusing of the students required.	Transitions are seamless with students assuming at least some responsibility, as appropriate, in ensuring their efficient operation.

Domain 3: Delivery of Service

Component	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Expectations for learning	Specialist's purpose in a lesson is unclear to students and/or inappropriate.	Specialist attempts to explain the instructional purpose but with limited success.	Specialist states the purpose for the learning objectives and activities to follow, using language and concepts students understand.	Specialist states the lesson purpose, learning objectives and activities to follow, using language and concepts students understand while linking to student interests and/or needs.
3b: Using Questioning and Discussion Techniques	The Specialist does not attempt to engage all students in the discussion and in class activities.	The Specialist attempts to engage all students in the discussion and in class activities but with only limited success.	The Specialist engages all students in the discussion and in class activities.	The Specialist ensures that all students participate in the discussion and in class activities to the maximum extent.
3c: Engaging Students in Learning	Specialist does not provide individualized strategies for instruction, and fails to deliver effective instruction that enables students to progress toward goals and objectives as stated in each IEP.	Specialist seldom provides individualized strategies for instruction, inclusive of technology, and sometimes delivers effective instruction that enables students to progress toward goals and objectives as stated in each IEP.	Specialist provides individualized strategies for instruction, inclusive of technology, and delivers effective instruction that enables students to progress toward goals and objectives as stated in each IEP.	Specialist consistently provides individualized strategies for instruction, inclusive of technology, and delivers effective instruction that enables students to progress toward goals and objectives as stated in each IEP.
3d: Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purpose(s) or do not engage students.	Instructional materials and resources are only partially suitable to the instructional purpose(s), or students are only partially engaged with them.	Instructional materials and resources are suitable to the instructional purpose(s) and engage students.	Instructional materials and resources are suitable to the instructional purpose(s) and engage students. The Specialist adapts the materials to enhance learning and understanding.

Component	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3e: Structure and Pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate .	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
3f: Monitoring of student learning	Specialist does not provide guided practice and/or additional individualized instruction and independent practice to ensure student understanding.	Specialist sometimes provides guided practice and/or additional individualized instruction and independent practice to ensure student understanding.	Specialist usually provides guided practice and/or additional individualized instruction and independent practice to ensure student understanding.	Specialist consistently provides guided practice and/or additional individualized instruction and independent practice to ensure student understanding.
3g: Feedback to students	Specialist's feedback to students is inconsistent, of poor quality, and/or not delivered in a timely manner.	Specialist's feedback to students is inconsistent and/or not delivered in a timely manner.	Specialist's feedback to students is timely and of consistently high quality.	Specialist's feedback to students is timely and of consistently high quality utilizing acceptance, praise, and humor as motivational techniques to promote student achievement.
3h: Demonstrating Flexibility and Responsiveness	Specialist does not make necessary adjustments to instructional methods, curricular materials, and/or the environment to meet learners' needs that are appropriate to the learners' ages and skill levels.	Specialist attempts to adjust instructional methods, curricular materials, and the environment to meet learners' needs that are appropriate to the learners' ages and skill levels with only partially successful results.	Specialist makes minor adjustments to instructional methods, curricular materials, and the environment to meet learners' needs that are appropriate to the learners' ages and skill levels.	Specialist successfully makes major adjustments to instructional methods, curricular materials, and the environment to meet learners' needs that are appropriate to the learners' ages and skill levels.

3i: **Communicating** **with Families**	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and regularly communicates with families in a highly sensitive manner.

Domain 4: Professional Responsibilities

Component	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
4b: Reflecting on Lesson	Specialist has no suggestions for how a lesson may be improved another time the lesson is taught.	Specialist makes only a general suggestion about how a lesson may be improved.	Specialist makes a few specific suggestions of what could be tried another time the lesson is taught.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4c: Collecting information; writing intervention plans and IEPs.	Specialist neglects to collect important information on which to base treatment plans; intervention plans and IEPs are inaccurate or unclear.	Specialist collects most of the important information on which to base treatment plans; intervention plans and IEPs are accurate but lacking in clarity.	Specialist collects all the important information on which to base treatment plans; intervention plans and IEPs are accurate and clear.	Specialist is proactive in collecting important information, consulting with teachers and parents if necessary; intervention plans and IEPs are accurate and clearly written.
4d: Maintaining Accurate Records	Educator's system of maintaining student records and grades is not effective, disorganized and does not follow district and legal requirements and/or timelines.	Educator is inconsistent in maintaining student records according to district and legal requirements and/or timelines.	Educator maintains student records according to district and legal requirements and/or timelines.	Educator's systems of maintaining student records is highly effective, organized, and follows district and legal requirements and/or timelines.
4e: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful and makes the necessary adjustments. Specialist draws on an extensive repertoire to suggest alternative strategies.

Component	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4f: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning.	Specialist is available to staff for questions and planning.	Specialist initiates contact with teachers and administrators to confer regarding individual cases, when needed.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students, when needed.
4g: Maintaining effective student performance data	Student performance data is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist uses student performance data for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist uses student performance data for monitoring student progress and uses it to adjust treatment when needed.	Specialist uses student performance data for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the student performance data to communicate with teachers and parents.
4h: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects..	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4i: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality..	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Summative Rating Form- (Evaluator)

Name of Speech Language Pathologist: _____

Name of Evaluator: _____

Date of Evaluation: _____/_____/_____

	Unsatisfactory	Needs Improvement	Proficient	Excellent
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy	☐	☐	☐	☐
1b: Establishing goals for the therapy program	☐	☐	☐	☐
1c: Setting instructional outcomes	☐	☐	☐	☐
1d: Setting instructional outcomes suitability for diverse learners	☐	☐	☐	☐
1e: Demonstrating knowledge of regulations and guidelines	☐	☐	☐	☐
1f: Designing coherent instruction	☐	☐	☐	☐
1g: Designing student assessment	☐	☐	☐	☐
Overall rating for DOMAIN 1	☐	☐	☐	☐
DOMAIN 2: Classroom Environment				
2a: Establishing rapport with students	☐	☐	☐	☐
2b: Organizing time effectively	☐	☐	☐	☐
2c: Establishing and maintaining procedures for referrals	☐	☐	☐	☐
2d: Establishing standards of conduct	☐	☐	☐	☐
2e: Organizing physical space	☐	☐	☐	☐
2f: Management of instructional groups	☐	☐	☐	☐
2g: Management of transitions	☐	☐	☐	☐
Overall rating for DOMAIN 2	☐	☐	☐	☐
DOMAIN 3: Instruction				
3a: Expectations for learning	☐	☐	☐	☐
3b: Using questioning and discussion techniques	☐	☐	☐	☐
3c: Engaging students in learning	☐	☐	☐	☐
3d: Instructional materials and resources	☐	☐	☐	☐
3e: Structure and pacing	☐	☐	☐	☐
3f: Monitoring of student learning	☐	☐	☐	☐
3g: Feedback to students	☐	☐	☐	☐
3h: Demonstrating flexibility and responsiveness	☐	☐	☐	☐
3i: Communicating with families				
Overall rating for DOMAIN 3	☐	☐	☐	☐
DOMAIN 4: Professional Responsibilities				
4a: Responding to referrals and evaluating needs	☐	☐	☐	☐
4b: Reflecting on Lesson	☐	☐	☐	☐
4c: Collecting information; writing intervention plans and IEPs	☐	☐	☐	☐
4d: Maintaining accurate records	☐	☐	☐	☐
4e: Reflecting on practice	☐	☐	☐	☐
4f: Collaborating with teachers and administrators	☐	☐	☐	☐
4g: Maintaining effective student performance data	☐	☐	☐	☐
4h: Participating in a professional community	☐	☐	☐	☐
4i: Showing professionalism	☐	☐	☐	☐
Overall rating for DOMAIN 4	☐	☐	☐	☐

Teacher Signature: _____   Evaluator Signature: _____

Note: *The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed*

SUMMATIVE RATING: ☐**Excellent**   ☐ **Proficient**   ☐ **Needs Improvement**   ☐ **Unsatisfactory**

Formal Pre-Observation Forms (Evaluator)

Pre-Observation Form

It is required that the teacher completes the 2-page Formal Observation Pre-Work form with Guiding Questions 1-14 and arrives prepared to discuss these questions at the pre-observation conference. Refer to the *WCUSD #5 Framework for Media/Technology Specialist* Observation Rubric in preparation for the conference. The evaluator uses this form to guide the Pre-Observation Conference in preparation for the Observation.

Name of Speech Language Pathologist:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	
Common Core State Standard (if applicable)**:**	

Interview Protocol for a Pre-Observation Conference

Guiding questions:

1. To which IEP or intervention plan goal does the session relate? How does it "fit" in the sequence of learning for this student?
2. How will you communicate the objectives to the students?
3. Describe your thinking in selecting the materials and resources for this session.
4. Are there any students you would especially like me to observe as the session progresses?
5. How and when will you know whether students have learned what you intend?
6. What difficulties do students typically experience in this area?
7. What adjustments to your plan might you make if you see some students struggling with concepts during the session?
8. How might you provide more time and support after the session for students who do not learn?
9. How will you engage students in the learning?
10. What is your plan for grouping students during the session? Will they work individually, in small groups, or as a large group? What are your reasons?
11. How will you differentiate instruction for different individuals in the group?
12. How will you provide feedback to students regarding their learning during the session?
13. What type(s) of certification do you hold (ie, teaching certification, certificate of clinical competence, etc.)?
14. Explain how you plan your therapy.
15. Explain how you collect student data and how that impacts the therapy you provide.
16. Explain how you communicate with the families of the students on your caseload.
17. Tell me about any school or district events that you are involved in (involvement in organizations within the district, committees you serve on, activities you support, etc.).
18. Tell me about any activities that you have been involved in that are directly related to your practice as an SLP (workshops you have attended, in-services you have provided, etc.).
19. Is there anything that you would like me to specifically observe during the session?

Component Focus:	Domain 2:_____ Domain 3:_____

Formal Observation Pre-Work (Speech Language Pathologist)

The **Speech Language Pathologist** should complete this form and submit a copy of the lesson plan to evaluator **2 working days** prior to formal observation.

Speech Language Pathologist:	
School:	
Grade Level/Subject:	
Name of Evaluator:	
Date of Scheduled Classroom Observation:	
Common Core State Standard (if applicable):	

Conversation Components ("Off Stage")		*Observable Components ("On Stage")*	
Domain 1 *Planning and Preparation*	*Domain 4* *Professional Responsibilities*	*Domain 2* *Classroom Environment*	*Domain 3* *Delivery of Service*
1a. Demonstrating knowledge of content and pedagogy 1b. Establishing goals for the therapy program 1c. Setting instructional outcomes 1d. Setting instructional outcomes 1e. Demonstrating knowledge of regulations and guidelines 1f. Designing coherent instruction 1g. Designing student assessment	4a. Responding to referrals and evaluating needs 4b. Reflecting on lesson 4c. Collecting information; writing intervention plans and IEPs 4d. Maintaining accurate records 4e. Reflecting on practice 4f: Collaborating with teachers and administrators 4g. Maintaining effective student performance data 4h. Participating in a professional community 4i. Showing professionalism	2a. Establishing rapport with students 2b. Organizing time effectively 2c. Establishing and maintaining procedures for referrals 2d. Establishing standards of conduct 2e. Organizing physical space 2f. Management of instructional groups 2g. Management of transitions	3a. Expectations for learning 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Instructional materials and resources 3e. Structure and pacing 3f. Monitoring of student learning 3g. Feedback to students 3h. Demonstrating flexibility and responsiveness 3i: Communicating with families

Guiding Questions for Pre-Observation Conference

Provide written responses below. The evaluator may use these questions and your responses to structure the Pre-Observation Conference.

1. To which IEP or intervention plan goal does the session relate? How does it "fit" in the sequence of learning for this student?

2. How will you communicate the objectives to the students?

3. Describe your thinking in selecting the materials and resources for this session.

4. Are there any students you would especially like me to observe as the session progresses?

5. How and when will you know whether students have learned what you intend?

6. What difficulties do students typically experience in this area?

7. What adjustments to your plan might you make if you see some students struggling with concepts during the session?

8. How might you provide more time and support after the session for students who do not learn?

9. How will you engage students in the learning?

10. What is your plan for grouping students during the session? Will they work individually, in small groups, or as a large group? What are your reasons?

11. How will you differentiate instruction for different individuals in the group?

12. How will you provide feedback to students regarding their learning during the session?

13. What type(s) of certification do you hold (ie, teaching certification, certificate of clinical competence, etc.)?

14. Explain how you plan your therapy.

15. Explain how you collect student data and how that impacts the therapy you provide.

16. Explain how you communicate with the families of the students on your caseload.

17. Tell me about any activities that you have been involved in that are directly related to your practice as an SLP (workshops you have attended, in-services you have provided, etc.).

20. Tell me about any activities that you have been involved in that are directly related to your practice as an SLP (workshops you have attended, in-services you have provided, etc.).

21. Is there anything that you would like me to specifically observe during the session?

Component Focus:	Domain 2:_____ Domain 3:_____

Formal Post-Observation Form – Pre-Work (Speech Language Pathologist)

The **Speech Language Pathologist** should complete and submit this Post-Observation Form within **three days of the formal observation**, in preparation for the formal post-observation conference. The questions below and teacher responses will be used to guide the post-observation conference. The evaluator will share the Observation Rubric with any evidence collected.

Speech Language Pathologist:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Post-Observation Conference:	
Date of Classroom Observation:	

Conversation Components ("Off Stage")		Observable Components ("On Stage")	
Domain 1 *Planning and Preparation*	**Domain 4** *Professional Responsibilities*	**Domain 2** *Classroom Environment*	**Domain 3** *Delivery of Service*
1a. Demonstrating knowledge of content and pedagogy 1b. Establishing goals for the therapy program 1c. Setting instructional outcomes 1d. Setting instructional outcomes 1e. Demonstrating knowledge of regulations and guidelines 1f. Designing coherent instruction 1g. Designing student assessment	4a. Responding to referrals and evaluating needs 4b. Communicating with families 4c. Collecting information; writing intervention plans and IEPs 4d. Maintaining accurate records 4e. Reflecting on practice 4f: Collaborating with teachers and administrators 4g. Maintaining effective student performance data 4h. Participating in a professional community 4i. Showing professionalism	2a. Establishing rapport with students 2b. Organizing time effectively 2c. Establishing and maintaining procedures for referrals 2d. Establishing standards of conduct 2e. Organizing physical space 2f. Management of instructional groups 2g. Management of transitions	3a. Expectations for learning 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Instructional materials and resources 3e. Structure and pacing 3f. Monitoring of student learning 3g. Feedback to students 3h. Demonstrating flexibility and responsiveness 3i: Communicating with families

Guiding Questions for Post-Observation Conference
Teachers should provide brief written responses (at least 2-3 sentences) to each question in the spaces below.

1. How successful was your planning and preparation?

2. Did you depart from your original activity plan? If so, in what way and why did you feel the need to depart from the original plan?

3. How did communication with others play a part in this activity?

4. Do you feel your communication was successful? Why or why not?

5. Are there any circumstances or factors in the environment which you feel impacted the effectiveness of this activity? If so, how might these issues be resolved in the future?

6. To what extent were participants productively engaged? How do you know?

7. Overall, how effective was your delivery of service?

8. Comment on different aspects of your service delivery. To what extent were they effective?

9. Did the participants receive the service you expected them to? Were your service goals met? How do you know?

10. If you had a chance to conduct this activity again, what would you do differently? If so, what would you differently and why?

☐ If the specialist is at risk of receiving a summative rating of "Unsatisfactory" or "Needs Improvement" check this box.

With the specialist, revisit his/her professional growth plan in order to provide sufficient support.

Evaluator Signature: _____ Date: _____

Specialist Signature: _____ Date: _____