

Speech-Language Pathologist Summary Rating Form (Required)

This form is to be jointly reviewed by the speech-language pathologist and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year. Principals are required to complete this form for Initially Licensed Speech-Language Pathologists. The principal's designee may complete it for Probationary Speech-Language Pathologists who are not Initially Licensed Speech-Language Pathologists and for Career Speech-Language Pathologists.

Name	
School	School Year
Evaluator	District
Date Completed	Evaluator's Title

STANDARD 1: School speech-language pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Speech-language pathologists work cooperatively with school personnel to accomplish goals and objectives of the local education agency					
b. School speech-language pathologists provide appropriate information on an informal or formal basis regarding speech, language, and hearing programs.					
c. School speech-language pathologists maintain records of the speech-language program and prepare periodic reports as required.					
d. School speech-language pathologists adhere to established rules, regulations, laws, and appropriate ethical standards,					
e. School speech-language pathologists supervise graduate interns, paraprofessionals, volunteers, and other professionals (as appropriate).					
Overall Rating for Standard 1					

Comments:	Evidence or documentation to support rating: <input type="checkbox"/> IEPs <input type="checkbox"/> Plan of Care <input type="checkbox"/> Relevant Data <input type="checkbox"/> Service on Committees <input type="checkbox"/> Records of Meeting Attendance <input type="checkbox"/> Membership in Professional Organizations <input type="checkbox"/> Formal and Informal Mentoring <input type="checkbox"/> Schedule <input type="checkbox"/> Communications with parents and the community <input type="checkbox"/> Documentation of Presentations
Recommended actions for improvement:	
Resources needed to complete these actions:	

STANDARD 2: School speech-language pathologists promote a respectful environment for a diverse population of students

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists provide consultation to parents, teachers, and other appropriate school personnel.					
b. School speech-language pathologists adjust intervention strategies based upon student performance.					
c. School speech-language pathologists promote effective interpersonal relations with students.					
Overall Rating for Standard 2					

<p>Comments:</p> 	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication with Parents and the Community <input type="checkbox"/> IEP Meeting Attendance and/or Minutes <input type="checkbox"/> Documentation of Referral Data and Use of IEPs <input type="checkbox"/> Professional Development on Cultural Attitudes <input type="checkbox"/> Use of Culturally Sensitive Materials <input type="checkbox"/> Cooperation with ESL Speech-language pathologists and Other Support Personnel <input type="checkbox"/> Relevant data
<p>Recommended actions for improvement:</p> 	
<p>Resources needed to complete these actions:</p> 	

Standard 3: School speech-language pathologists understand and facilitate the implementation of a comprehensive approach to speech-language development

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists collaborate/consult with classroom teachers in the management of speech-language disorders.					
b. School speech-language pathologists coordinate speech-language services with student services provided by other school personnel.					
c. School speech-language pathologists seek assistance of teachers, parents, and others to meet the communication needs of students.					
d. School speech-language pathologists consult/communicate with non-school agencies to enhance services.					
e. School speech-language pathologists make recommendations and referrals for audiological/medical and related services.					
f. School speech-language pathologists apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.					
Overall Rating for Standard 3					

<p>Comments:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant Data <input type="checkbox"/> Master schedule of work with all schools to which assigned <input type="checkbox"/> Referral logs <input type="checkbox"/> Logs of conversations with audiologists and other professional service providers <input type="checkbox"/> List of school and non-school service providers and the types of services offered <input type="checkbox"/> Documentation of communication and collaboration with school and non-school staff <input type="checkbox"/> Copies of materials created for district wide distribution <input type="checkbox"/> Documentation of in-service workshops provided and attended
<p>Recommended actions for improvement:</p>	
<p>Resources needed to complete these actions:</p>	

STANDARD 4: School speech-language pathologists promote learning for all students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists conduct speech, language and hearing screening, administer formal and informal assessments, and obtain additional diagnostic information from appropriate persons and available records for speech-language purposes.					
b. School speech-language pathologists analyze and interpret information to make recommendations regarding the need for speech-language services.					
c. School speech-language pathologists demonstrate knowledge and understanding of the North Carolina Standard Course of Study, including Extended Content Standards, in management of communicative disorders.					
d. School speech-language pathologists plan and deliver evidence-based interventions appropriate for individual students and groups of students.					
e. School speech-language pathologists use evidence-based methods and techniques appropriate to stated objectives.					
Overall Rating for Standard 4					

<p>Comments:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant data <input type="checkbox"/> Therapy plans <input type="checkbox"/> Documentation of participation in research studies <input type="checkbox"/> Documentation of training and in-service programs attended and presented <input type="checkbox"/> Examples of materials used with students
<p>Recommended actions for improvement:</p>	
<p>Resources needed to complete these actions:</p>	

STANDARD 5: School speech-language pathologists reflect on their practice.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists engage in continuing education and professional growth activities related to speech-language-hearing and education.					
b. School speech-language pathologists analyze the impact of comprehensive speech-language services on student learning.					
Overall Rating for Standard 5					

<p>Comments:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant data <input type="checkbox"/> Use of student data to customize therapy sessions <input type="checkbox"/> Use of data to evaluate effectiveness of service delivery <input type="checkbox"/> Notes from advocacy sessions <input type="checkbox"/> Professional learning community minutes
<p>Recommended actions for improvement:</p>	
<p>Resources needed to complete these actions:</p>	

Speech-Language Pathologist Signature

Date

Principal/Evaluator Signature

Date

Note: The speech-language pathologist's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the speech-language pathologist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Speech-Language Pathologists Evaluation Process.