**NC SLP OBSERVATION – (SLP)**

**Standard 1: School SLPs demonstrate leadership, advocacy, collaboration, and ethical practices. School SLPs work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.**

1. Ms. Y has attended and has been a full participant in all speech department staff meetings and PLC meetings since her last observation. She participates in the speech department’s Peer Review Committee. Ms. Y is a member of her/his school’s H committees. She/He has distinguished her/himself by accepting a leadership position in .

Ms. Y has supported the school improvement plan at R Elementary/Middle/High School by…

1. Ms. Y presented information regarding speech and language disorders informally during team meetings when results of assessments were being discussed. She explained both district and state procedures and guidelines for speech/language services. Ms. Y interacts with parents and teachers on an informal basis as well to disseminate information concerning speech and language needs of specific children on an as needed basis. In addition, Ms. Y has served as a resource for the new SLP/contractor who serves the preschool students. Ms. Y has assisted her with school-, department-, and district-specific procedures. She attended several school night-time functions. These included … Ms. Y participated in the Speech-Language Therapy Department’s PLC meetings this past year. She/He was a member of the group that …
2. Ms. Y maintains and adheres to her school schedule. Appropriate amounts of time are reserved for required assessments and IEP meetings. Ms. Y completes Medicaid billing, therapy notations, and evaluation reports in a timely manner. She records therapy data on the department form or in EasyTrac to later analyze this information in order to enhance student learning. Confidential folders are consistently checked out adhering to the school district’s policy of signing out each folder.
3. Ms. Y exhibits ethical practice in all of her work. This has been evidenced through her emails to this Lead and administrators, inter-collegial communications, and by adhering to the ethical codes of the North Carolina Board of Examiners and the American Speech Language Hearing Association (ASHA).
4. Ms. Y supervised / did not supervise a graduate student intern in the fall / spring of this school year from NCCU / UNC-Chapel Hill. She/He provided supervised observation time (25 hours) for an undergraduate student in speech-language pathology from (sch.). She completed all paperwork required by the school, advised, demonstrated therapy and assessment techniques, and counseled her student as needed.

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

1. Ms. Y demonstrated collaboration with her school colleagues as demonstrated by her/his documentation of consults and a review of her assessment reports. Ms. Y consults with her general and special education colleagues when the team is considering a student for possible entry into exceptional education services and when developing integrated IEPs.

In addition, Ms. Y has communicated with new teachers at XXX to discuss students and the speech-language services, both generally and in conjunction with specific students. She has provided information regarding how to better engage parents and talk with them about their students.

1. Ms. Y consistently reviews her therapy data to alter, as necessary, the current or subsequent lessons for each student. Ms. Y obtains teacher input when considering a student for speech and/or language services or during the annual review process. During these consultations, she has discussed areas in which she might support a student’s success towards his grade level objectives in his classroom.
2. Ms. Y has established and maintained an atmosphere of trust in her therapy setting. She demonstrated respect for all students during her lessons. Her language was appropriate for each age level and clearly showed caring and concern. Ms. Y modeled firm guidance and support during each session, demonstrating consistent motivational and behavior management strategies. She promotes understanding of cultural differences, creates and uses a variety of materials, and technology to communicate with students.

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

1. Ms. Y assisted teachers in her schools with understanding the speech-language pathologist’s role as a building resource, consulting as needed to assist teachers with implementing speech and / or language objectives in the classroom.
2. Ms. Y makes herself available to parents and teaching staff alike, to discuss student progress. She has collaborated with classroom teachers to better meet each student’s specific needs. Ms. Y met with parents at Open House and Parent Teacher Conferences as needed to determine areas of concern for the parent or to share therapy information.
3. Ms. Y provided information concerning speech-language development to all stakeholders as requested. She distributed handouts to teachers with speech and language interventions and provided training concerning individual students.
4. Ms. Y has received permission from parents to contact the private practice SLPs and other agencies working with their respective children this year. She has maintained ongoing collaboration with private SLPs to coordinate services. Ms. Y has interacted with PP agencies this year. They include:.
5. Ms. Y had conducted hearing screenings as needed for EC referrals.
6. Ms. Y updates her therapy schedule as needed, provided a copy to the appropriate persons. She does / not travel between schools this year. Interventions are scheduled so that a variety of service delivery and workload models may be used as appropriate for the students. Ms. Y demonstrated a variety of service delivery models when observed.

**Standard 4: School SLPs promote learning for all students.**

1. Ms. Y has consistently used appropriate screening and assessment tools and has administered these tools according to acceptable procedures. Ms. Y has observed students in a variety of environments. These have been evidenced by a review of her speech and language reports by this observer and by reports returned by the speech department’s Peer Review Committee.
2. A review of Ms. Y’s reports indicated that she had reviewed all pertinent data from assessment tools, parents, and input from other appropriate team members. The summaries of evaluations presented a clear picture of what each student’s needs were and how those needs affected participation in the general education environment. A review of the IEPs that she had written indicated that she includes all necessary components for compliance and to meet the individual needs of students.
3. Ms. Y demonstrated her knowledge of the Common Core State Standards (CCSS) as evidenced by her effect statement in her Present Levels of Academic Achievement and Functional Performance (PLAAFP). She clearly stated how the specific impairment effected participation in the general or special education environment and set therapy goals to reflect this.
4. Ms. Y was observed during small- large-group, inclusion, and whole class therapy sessions. Ms. Y introduced each of the lessons by explaining what the students would be accomplishing that day. She accessed prior knowledge by reviewing the previous lesson with the students. Activities that were selected were appropriate for the students in the sessions. Therapy was modified based upon therapy data that had been collected previously, and during current sessions.
5. Ms. Y demonstrated the use of evidence-based therapy techniques during each session. Ms. Y provided both specific and meaningful feedback (KKKK) to encourage students towards achievement. Ms. Y had organized her therapy room in a neat and orderly manner. Materials were properly stored, taken care of, and were readily available. Ms. Y consistently reviews her therapy data to alter, as necessary, her subsequent lessons for each student. She/He employed a variety of service delivery models for her students and used a variety of appropriate materials.

Standard 5: School SLPs reflect on their practice.

* 1. Ms. Y has been made aware of professional development activities by this Lead SLP. She has participated in K continuing education events. These included: …

Ms. Y has incorporated emerging research into her therapy practice. This is evidenced by …

Ms. Y is a member of the North Carolina Speech-Language Hearing Association and the American Speech-Language Hearing Association, through which she earned the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). To maintain this distinction, a member must complete 30 continuing education hours in a three-year time span.

1. As stated in Standard 1c, Ms. Y consistently collects and reviews her therapy data to adapt, as necessary, her subsequent lessons for each student. Plans of Care are revised at least annually to appropriately describe research-based therapy techniques used with students.

Ms. Y’s personally selected goal for this year is to explore how technology can be used in speech-language therapy.

**Summary of Directions:**

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