

# Center Grove Speech-Language Pathologist (v.2018)

Printed: December 10, 2020 at 9:13am



**Center Grove**  
Community School Corporation  
Greenwood, Indiana

## Domain 1: Screening and Evaluation Procedures (30.00%)

### 1.1 Utilizes Current and Appropriate Practices and Procedures for Screening

Highly Effective	Effective	Improvement Necessary	Ineffective
Provides written results to parents/teachers and provides strategies and developmental resources to parents/teachers for those students who do not qualify (1.1.HE)	Results are provided to parents within 20 school days of receiving parent permission (1.1.E)	Administers screening but has errors/missing components (1.1.IN)	Does not administer screening (1.1.I)

### 1.2 Evaluation Procedures

Highly Effective	Effective	Improvement Necessary	Ineffective
Eligibility determination form is provided to the team at the case conference (1.2.HE)	The three prongs of eligibility are discussed at the conference and input from all team members is considered in eligibility determination (1.2.E)	Three prongs are included in the report but are not addressed as a team at the case conference (1.2.IN)	Three prongs of eligibility are not considered prior to eligibility determination at the conference (1.2.I)

### 1.3 Effective Report Writing

Highly Effective	Effective	Improvement Necessary	Ineffective
When discipline specific terminology is used it is defined or examples are given.  Professionally written evaluation report clearly interprets results including all required components (1.3.HE)	Discipline specific terminology is not defined.  Professionally written evaluation report clearly interprets results including all required components (1.3.E)	Report does not provide a clear diagnostic impression (1.3.IN)	Report is incomplete (1.3.I)

### 1.4 Timely Report Distribution

Highly Effective	Effective	Improvement Necessary	Ineffective
The evaluation report is completed and provided to team members/parents prior to the case conference (1.4.HE)	The evaluation report is completed and provided to team members/parents at the case conference (1.4.E)	Does not provide evaluation report at case conference (1.4.IN)	Did not meet evaluation timeline (1.4.I)

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## Domain 2: Effective Instruction, Treatment, and/or Instructional Support (40.00%)

### 2.1 Physical Environment

Highly Effective	Effective	Improvement Necessary	Ineffective
Therapy space is inviting to students and displays are developmentally appropriate (2.1.HE)	Therapy area is well organized; materials are available when needed (2.1.E)	Therapy room lacks organization and materials may not be readily available when needed (2.1.IN)	Therapy room is not conducive to student progress (2.1.I)

### 2.2 Promotes Generalization Across Settings

Highly Effective	Effective	Improvement Necessary	Ineffective
Trains teachers and/or parents to support skill generalization in other settings (2.2.HE)	Provides supports to promote skill generalization in other settings (2.2.E)	Provides supports only during therapy sessions (2.2.IN)	Does not attempt to address skills or supports in other settings (2.2.I)

### 2.3 Uses Strategies That Promote Student Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
Utilizes scaffolding and challenges the individual student's ability level (2.3.HE)	Utilizes cues and prompts to elicit student response (2.3.E)	Ineffectively utilizes cues and prompts to elicit student response (2.3.IN)	Does not use cues and prompts to elicit student response (2.3.I)

### 2.4 Uses Feedback That Promote Student Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
Consistent, specific, and appropriate feedback is provided (2.4.HE)	Consistent feedback is provided to students (2.4.E)	Inconsistent, nonspecific feedback is provided to students (2.4.IN)	No feedback is provided to students (2.4.I)

### 2.5 Reviews Goals to Promote Student Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
Students can explain what they are learning (2.5.HE)	Student therapy goals are reviewed by SLP (2.5.E)	Targets goals but does not review with students (2.5.IN)	Therapy sessions fail to address student goals (2.5.I)

### 2.6 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
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Teacher routines, transitions, and procedures are well executed. Students know what they are supposed to be doing without prompting from the teacher (2.6.HE)

Teacher routines, timely transitions, and procedures are well executed. Students know what they are supposed to be doing with minimal prompting from the teacher (2.6.E)

Teacher routines, timely transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.6.IN)

Teacher has few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times (2.6.I)

## 2.7 Create classroom culture of respect and collaboration

Highly Effective

Teacher creates and expects a classroom culture of respect and collaboration which shows two-way sharing with teacher (2.7.HE)

Effective

Teacher creates a classroom culture that is usually respectful and collaborative which shows two-way sharing with teacher (2.7.E)

Improvement Necessary

Teacher creates a classroom culture that is rarely respectful and collaborative (2.7.IN)

Ineffective

Teacher does not create a classroom culture that is respectful or collaborative (2.7.I)

## Domain 3: Professional Responsibilities (15.00%)

### 3.1 Provides Caseload Information to Teachers

Highly Effective

Provides teachers with IEP at a Glance or summary of goals and accommodations (3.1.HE)

Effective

Tells teachers how to access info in Skyward (3.1.E)

Improvement Necessary

Tells teachers which students are on your caseload (3.1.IN)

Ineffective

Teachers are not informed of students on caseload (3.1.I)

### 3.2 Commitment to Student Success

Highly Effective

Teacher demonstrates continuous commitment and dedicates time for students (3.2.HE)

Effective

Teacher dedicates time efficiently, when needed or asked, to helping students (3.2.E)

Improvement Necessary

Teacher rarely dedicates time to helping students (3.2.IN)

Ineffective

Teacher dedicates little or no time to helping student (3.2.I)

### 3.3 Record Maintenance

Highly Effective

(No Highly Effective practice for this competency) (3.3.HE)

Effective

Maintains chronological student records and uses IEP cover sheet prior to each updated IEP (3.3.E)

Improvement Necessary

Records do not contain all required components, but can be located upon request (3.3.IN)

Ineffective

Records are incorrect or missing (3.3.I)

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## 3.4 Communicating with Families

Highly Effective

Teacher addresses concerns from parents in a timely and positive manner, when necessary, outside of required outreach events (3.4.HE)

Effective

Teacher responds promptly to contact from parents in an appropriate fashion (3.4.E)

Improvement Necessary

Teacher occasionally responds to contact from parents in an untimely manner or inappropriate fashion (3.4.IN)

Ineffective

Teacher does not respond to parents (3.4.I)

## 3.5 SLP Assistant Supervision

Highly Effective

Maintains records of accurate implementation of IPLA Guidelines for Supervision (3.5.HE)

Effective

Implements IPLA Guidelines for Supervision (3.5.E)

Improvement Necessary

Is unclear of IPLA guidelines for SLPA supervision (3.5.IN)

Ineffective

Unwilling to follow IPLA guidelines for supervision (3.5.I)

## 3.6 Manages Therapy Schedules

Highly Effective

Therapy schedules are adjusted and communicated to teachers as needed to maximize therapy time with minimal interruptions to general education instruction (3.6.HE)

Effective

Student needs and classroom schedules are considered to maximize therapy time with minimal interruptions to general education instruction (3.6.E)

Improvement Necessary

Student needs and classroom schedules are not considered when making therapy schedule (3.6.IN)

Ineffective

Does not create a therapy schedule (3.6.I)

## 3.7 Case Conference Scheduling

Highly Effective

Provides adequate notice of the conference date and time to CCC members (3.7.HE)

Effective

Arranges conferences at a mutually agreed upon place and time (3.7.E)

Improvement Necessary

Sets conference without consulting with team members and obtains excusals (3.7.IN)

Ineffective

Does not invite appropriate team members and holds conference without them (3.7.I)

## 3.8 Case Conference Notice

Highly Effective

Obtains written parent permission on Case Conference Notice prior to start of case conference (3.8.HE)

Effective

Case Conference Notices are generated and sent to parent, but not signed (3.8.E)

Improvement Necessary

No attempts are documented to obtain signature (3.8.IN)

Ineffective

Does not generate a case conference notice (3.8.I)

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## 3.9 TOR Responsibility

### Highly Effective

Makes every attempt to finalize the IEP and provide a copy to parents the day of the conference (3.9.HE)

### Effective

Addresses all aspects of the IEP and provides parents with all supporting documents and elicits team discussion and feedback to create a relevant IEP (3.9.E)

### Improvement Necessary

Does not consistently address all aspects of the IEP and supporting documents such as DOE survey and Procedural Safeguards (3.9.IN)

### Ineffective

Fails to prepare draft IEP prior to the meeting and/or fails to bring all necessary documents to the meeting (3.9.I)

## 3.10 IEP Content

### Highly Effective

Goals are written to be met within the duration of the IEP and rigor matches student ability (3.10.HE)

### Effective

Goals are consistently measurable, clearly written, and based on present levels of performance (3.10.E)

### Improvement Necessary

Goals are not consistently measurable, clearly written, or based on present levels (3.10.IN)

### Ineffective

Present levels are not identified and/or goals are unmeasurable (3.10.I)

## 3.11 Progress Monitoring

### Highly Effective

Documents progress monitoring data once a grading period for all students and includes an explanation of the data or examples of additional activities to complete when appropriate (3.11.HE)

### Effective

Documents progress monitoring data once a grading period for all students (3.11.E)

### Improvement Necessary

Inconsistently documents progress monitoring data for students (3.11.IN)

### Ineffective

Does not document progress monitoring data once a grading period over two grading periods (3.11.I)

## 3.12 Data Collection

### Highly Effective

Collects, interprets, and uses data to measure progress on goals during each session (3.12.HE)

### Effective

Therapy activity is documented during each session (3.12.E)

### Improvement Necessary

Therapy activity is not documented consistently (3.12.IN)

### Ineffective

No therapy data (3.12.I)

## 3.13 Engages Families in Student Learning

### Highly Effective

Consistently provides and monitors the return of home practice (3.13.HE)

### Effective

Consistently provides home practice (3.13.E)

### Improvement Necessary

Does not provide home practice over an extended period of time (3.13.IN)

### Ineffective

Does not provide home practice (3.13.I)

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## 3.14 Advances Professional Skills and Knowledge

### Highly Effective

Actively seeks professional development opportunities to advance knowledge based on caseload (3.14.HE)

### Effective

Participates in professional development to stay current on best practice (3.14.E)

### Improvement Necessary

Rarely participates in professional development (3.14.IN)

### Ineffective

Makes no effort to participate in professional development (3.14.I)

## Domain 4: Core Professionalism (15.00%)

### 4.1 Attendance

#### Meets Standard

Individual meets or exceeds established corporation attendance requirements/guidelines (4.1.MS)

#### Does Not Meet Standard

Individual fails to meet established corporation attendance requirements/guidelines (4.1.DNMS)

### 4.2 Arrival/Departure

#### Meets Standard

Individual meets or exceeds established corporation arrival and departure time requirements/guidelines (4.2.MS)

#### Does Not Meet Standard

Individual fails to meet established corporation arrival and departure time requirements/guidelines (4.2.DNMS)

### 4.3 Policies, Procedures, and Expectations

#### Meets Standard

Individual demonstrates compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, class on time, etc.) (4.3.MS)

#### Does Not Meet Standard

Individual fails to demonstrate compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, class on time, etc.) (4.3.DNMS)

### 4.4 Respect

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## Meets Standard

Individual interacts with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner *(4.4.MS)*

## Does Not Meet Standard

Individual fails to interact with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner *(4.4.DNMS)*