

NC SPEECH-LANGUAGE PATHOLOGY EVALUATION PROCESS

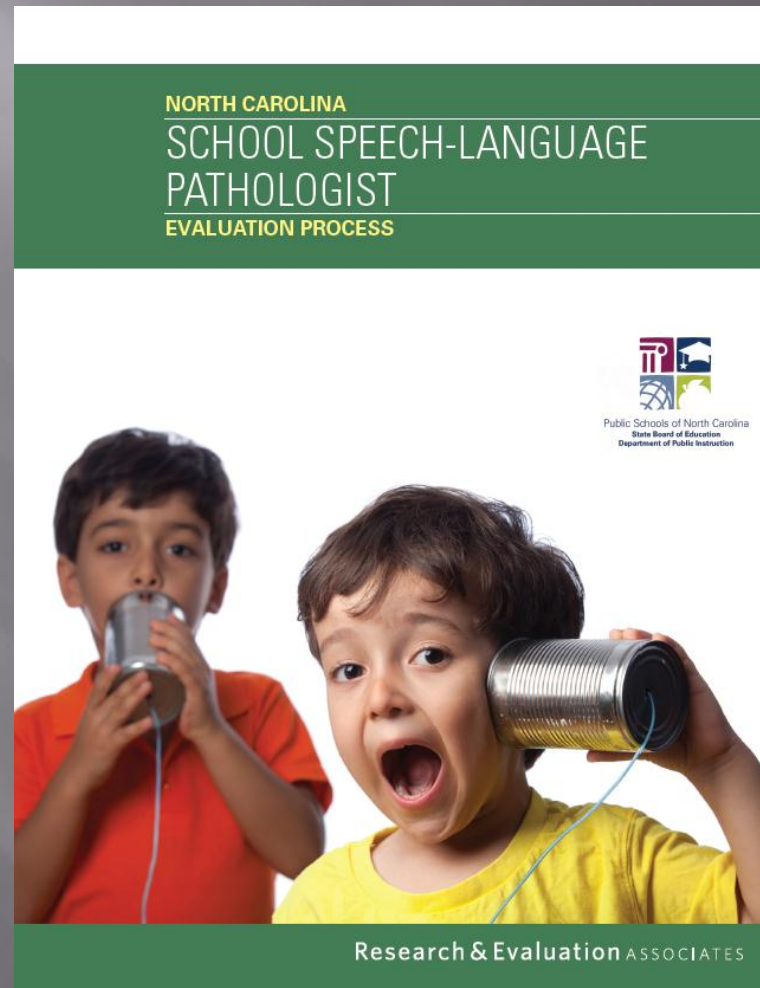
Presented by
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The Instrument



Acknowledgements

We wish to express appreciation to the many contributors and reviewers of this document

The SLP's Role in 21st Century Learning

- ▣ SLPs are in schools to support students in acquiring the skills listed in the Common core not simply the “old school” clinical model of speech-language pathology.
- ▣ Some of the specific functions of the 21st century SLP are listed on this page.

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The Standards for the SLP

- ▣ Graduate training programs teach these standards in NC
- ▣ The American Speech-Language-Hearing Association established many of these standards as competencies for SLPs around the country.

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Standard 1: School-SLPs demonstrate leadership, advocacy, collaboration and ethical practices

- ▣ a. SLPs work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.
- ▣ b. SLPs provide appropriate information on an informal or formal basis regarding speech, language and hearing programs.
- ▣ c. SLPs maintain records of speech-language program and prepare periodic reports as required.

Standard 1 continued

- ▣ d. SLPs adhere to established rules, regulations, laws, and appropriate ethical standards.
- ▣ e. SLPs supervise graduate interns, paraprofessionals, volunteers and other professionals (as appropriate).

Standard 2: SLPs promote a respectful environment for a diverse population of students

- ▣ a. SLPs provide consultation to parents, speech-language pathologists and other appropriate school personnel.
- ▣ b. SLPs adjust intervention strategies based upon student performance.
- ▣ c. SLPs promote effective interpersonal relations with students.

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

- ▣ a. SLPs collaborate/ consult with classroom teachers in the management of speech-language disorders.
- ▣ b. SLPs coordinate speech-language services with student services provided by other school personnel.
- ▣ c. SLPs seek the assistance teachers, parents and others to meet the communication needs of students.

Standard 3 continued

- ▣ d. SLPs consult/ communicate with non-school agencies to enhance services.
- ▣ e. SLPs make recommendations and referrals for audiology/ medical and related services.
- ▣ f. SLPs apply a systematic workload model to facilitate and organize the speech-language program within the school schedule and schedule interventions using a variety of service delivery models.

Standard 4: SLPs promote learning for all students

- ▣ a. SLPs 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. SLPs analyze and interpret information to make recommendations regarding the need for speech-language services.

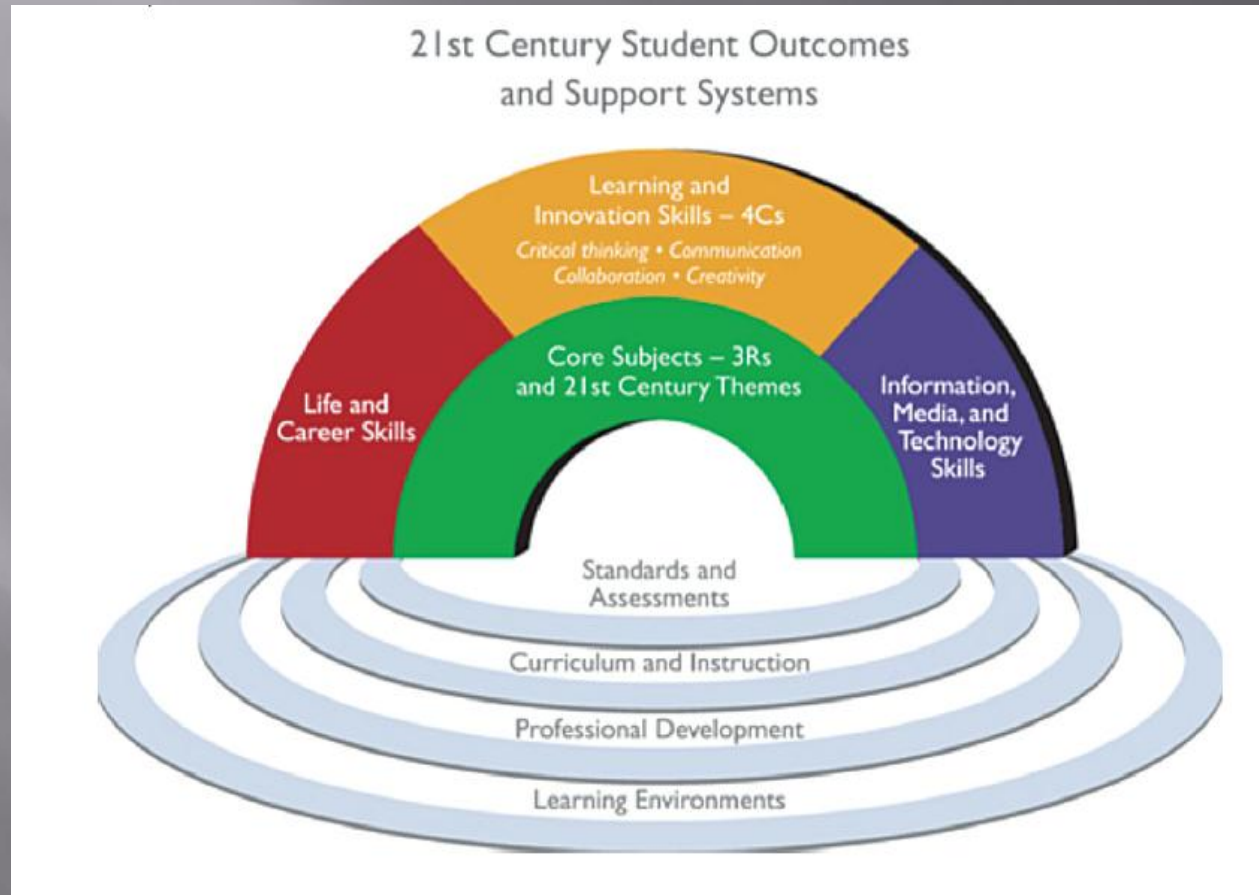
Standard 4 continued

- ▣ d. SLPs plan and deliver evidence-based interventions appropriate for individual students and groups of students.
- ▣ e. SLPs use evidence-based methods and techniques appropriate to stated objectives.

Standard 5 SLPs reflect on their practice

- ▣ a. SLPs engage in continuing education and professional growth activities related to speech-language-hearing and education
- ▣ b. SLPs analyze the impact of comprehensive speech-language services on student learning

Framework for 21st Century Learning



Milestones for Improving Learning and Education

- ▣ Global Awareness
- ▣ Financial, Economic, Business and Entrepreneurial Literacy
- ▣ Civic Literacy
- ▣ Health Literacy

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Thinking and Learning

- ▣ Critical Thinking and Problem Solving Skills
- ▣ Communication
- ▣ Information and Media Literacy Skills
- ▣ Creative and Innovative Skills
- ▣ Collaboration Skills
- ▣ Contextual Learning Skills
- ▣ ICT Literacy

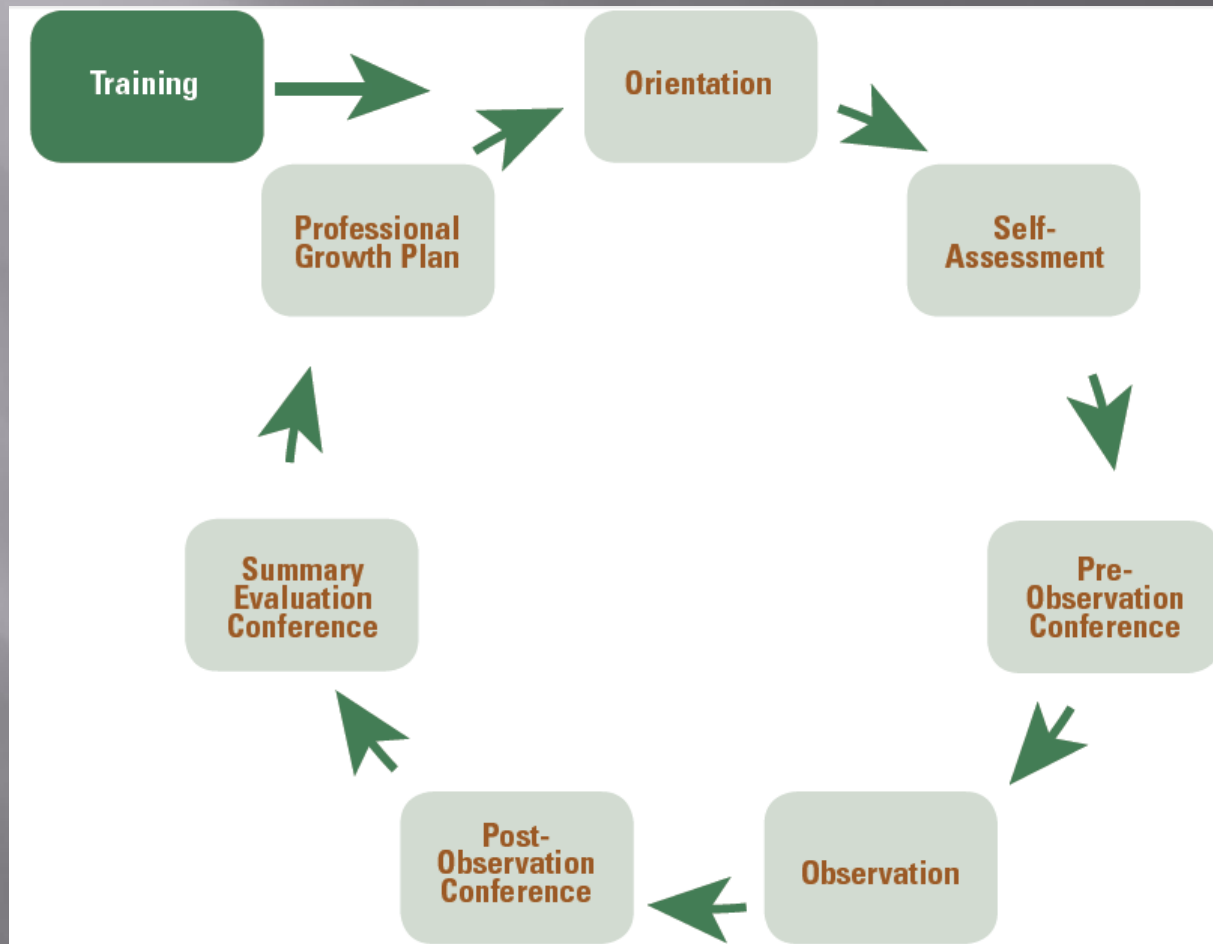
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Life Skills

- ▣ Leadership
- ▣ Ethics
- ▣ Accountability
- ▣ Adaptability
- ▣ Personal Productivity
- ▣ People Skills
- ▣ Self-Direction
- ▣ Social Responsibility

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The Evaluation Process



The process continued

- ▣ Training
- ▣ Orientation
- ▣ Self-Assessment
- ▣ Pre-Observation Conference
- ▣ Observations
- ▣ Post-Observation Conference
- ▣ Summary Evaluation Conference and Scoring the SLP Summary Rating Form
- ▣ Professional Growth Plans

Scoring the Rubric

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Marking the Summery Form

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Appendix B

- ▣ Code of Ethics for North Carolina Educators
- ▣ Code of Professional Practice and Conduct for North Carolina Educators
- ▣ Code of Ethics of the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists
- ▣ American Speech-Language and Hearing Association Code of Ethics

Appendix C-Forms

- ▣ Rubric for Evaluating North Carolina's Speech-Language Pathologists
- ▣ Speech-Language Pathologist Summary Rating Form
- ▣ Summery Rating Sheet
- ▣ Professional Growth Plan
- ▣ Professional Growth Plan-Mid-Year Review
- ▣ Professional Growth Plan-End of Year Review
- ▣ Record of Speech-Language Pathologist Evaluation Activities

Specific Frequently Asked Questions

- ▣ Who should use the appraisal instrument to evaluate the SLP?
- ▣ Principals, Assistant Principals, Lead SLPs, Directors of Exceptional Children may be the evaluators at the discretion of the Local Education Agency (LEA)

FAQs

- ▣ What schedule should be used for evaluation?
- ▣ Should be at least once per year at the discretion of the LEA.

FAQs

- ▣ When should the instrument begin to be used?
- ▣ It is available for use right now. Some LEAs are initiating it's use right now. Some will begin to use it next academic year

FAQs

- ▣ What is the process?

FAQs

- ▣ Will the instrument be available for electronic completion?
- ▣ Coming soon on Perry's web site and the wiki but not available yet.

Additional Questions

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Survey



Live survey link:
go.ncsu.edu/webinar

Perry's Web site

<http://www.uncg.edu/csd/faculty/perryflynn.html>

Wiki where instrument will eventually be available:

<http://ncees.ncdpi.wikispaces.net/support+staff+2012-13>