

Speech-Language Pathologist Request to Reconvene Work Group

Teachers and Leaders Council Meeting

June 13, 2019

Agenda Item # 8

NRS 391.675

Evaluations of counselors, librarians and certain other licensed educational personnel. The State Board may provide for evaluations of counselors, librarians and other licensed educational personnel, except for teachers and administrators, and determine the manner in which to measure the performance of such personnel, including, without limitation, whether to use pupil achievement data as part of the evaluation.

Supporting NRS:

- **NRS 391.460:** TLC to make recommendations to State Board concerning statewide performance evaluation system; authorization to establish working groups and task forces.

<p>STANDARD 1 SLP demonstrates knowledge and skills in speech language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner</p>	<p>STANDARD 2 SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students, and reflect evidence based practice</p>	<p>STANDARD 3 SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs</p>	<p>STANDARD 4 SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders</p>	<p>STANDARD 5 SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs and skills</p>
<p>Indicator 1 SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population</p>	<p>Indicator 1 SLP develops and executes appropriate therapy plans for students</p>	<p>Indicator 1 SLP prepares adequately for MDT and IEP meetings, reviews all records and solicits input from parents, teachers and students SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates</p>	<p>Indicator 1 SLP uses formal and informal assessment tools related to suspected disability, age level and cultural/linguistic background SLP conducts observations in multiple settings and interviews team members familiar with the student</p>	<p>Indicator 1 SLP develops activities that promote progress on student's specific IEP goals</p>
<p>Indicator 2 SLP completes and/or provides in-service training or professional development related to profession or educational setting. (e.g., 1:1 in-service training; conversation with staff; PLC)</p>	<p>Indicator 2 SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies</p>	<p>Indicator 2 SLP explains IEP content clearly, using language parents and other team members understand SLP responds appropriately to questions and comments from the team members</p>	<p>Indicator 2 SLP develops professionally written evaluation reports SLP analyzes and interprets test results to make appropriate recommendations</p>	<p>Indicator 2 SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means</p>
<p>Indicator 3 SLP demonstrates competence in oral and written communication skills</p>	<p>Indicator 3 SLP provides each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students</p>	<p>Indicator 3 SLP writes measureable goals and benchmarks that are achievable within a year and relate to the student's present educational levels and the curriculum</p>	<p>Indicator 3 SLP creates, in collaboration with team members, schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/mandates</p>	<p>Indicator 3 SLP changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal SLP collects formal or informal student data directly related to student's goals and benchmarks</p>
<p>Indicator 4 SLP demonstrates consistent behavior management skills that foster positive interactions with and between students</p>		<p>Indicator 4 SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines</p>		<p>Indicator 4 SLP designs unique and varied therapy delivery models based on individual student needs and skills</p>

<p>STANDARD 1 SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education</p>	<p>STANDARD 2 SLP collaborates with families and provides opportunities for them to be involved in their student s speech language pathology services</p>	<p>STANDARD 3 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements</p>	<p>STANDARD 4 SLP complies with various federal, state, district and/or departmental initiatives</p>	<p>STANDARD 5 Program management</p>
<p>Indicator 1 SLP collaborates at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor</p>	<p>Indicator 1 SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor</p>	<p>Indicator 1 SLP completes self- assessment to determine areas of interest or need for additional training</p>	<p>Indicator 1 SLP demonstrates compliance with federal, state, district and departmental initiatives</p>	<p>Indicator 1 SLP systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines</p>
<p>Indicator 2 SLP responds professionally to communication from other professionals</p>	<p>Indicator 2 SLP demonstrates professional communication with family members</p>	<p>Indicator 2 SLP pursues further development of diagnostic or therapy skills based upon self- assessment, areas of interest and/or supervisor directive</p>		<p>Indicator 2 SLP engages in data-based decision making for managing and providing services/support</p>
<p>Indicator 3 SLP shows evidence of collaborative planning and interventions with team members</p>	<p>Indicator 3 SLP provides parent training or in-service related to student's speech/language progress</p>			<p>Indicator 3 SLP manages program caseload/workload to promote effective service delivery and school team support</p>
<p>Indicator 4 SLP develops and presents training/in-service related to speech and language development and/or disorders for individuals or groups</p>				<p>4</p>

2019 SLP Check-Ins

CCSD Coordinators (3/25) and Washoe Practitioners (4/19)

Summary:

- Length of document (2 rubrics) with multiple indicators addressing similar concepts inadvertently giving certain responsibilities more weight than others
- Indicator level language requires additional explanation to non-SLP evaluators
- Indicator level language is too narrow to allow for the selection of Level 1 or to distinguish those who truly are highly effective / exceptional

Requested Action

- Consider condensation into one rubric for ease of use
- Remove duplicated language and ensure that the weight given to indicators accurately reflects the work of SLPs and to decrease length of overall evaluation
- Revise indicators addressing similar concepts and ensure indicators concisely reflect the SLP's practices (direct) and responsibilities (indirect)
- Add additional language to indicators or performance levels to ensure clarity of language that recognizes exceptionality and allows for the use of ineffective or developing scores in line with professional judgement

Possible Motion

- Approve the reconvening of the Speech-Language Pathologist workgroup to update the SLP rubrics, indicators and level language to be prepared for approval for the 2020-2021 school year.