NC SPEECH–LANGUAGE PATHOLOGY EVALUATION PROCESS

Presented by
Perry Flynn
Consultant to the North Carolina Department of Public Instruction in the area of Speech-Language Pathology

pfflynn@uncg.edu
http://www.uncg.edu/csd/faculty/perryflynn.html
The Instrument
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.

P.5
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.

P.7-16
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 of 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.
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

21st Century Student Outcomes and Support Systems

- Learning and Innovation Skills – 4Cs
  - Critical thinking
  - Communication
  - Collaboration
  - Creativity

- Core Subjects – 3Rs
  - and 21st Century Themes

- Life and Career Skills

- Information, Media, and Technology Skills

- Standards and Assessments

- Curriculum and Instruction

- Professional Development

- Learning Environments
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

P.20
Life Skills

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

P.21
The Evaluation Process

- Training
- Orientation
- Professional Growth Plan
- Self-Assessment
- Summary Evaluation Conference
- Pre-Observation Conference
- Post-Observation Conference
- Observation
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

P.24-25
Scoring the Rubric
Marking the Summery Form

P.35-37
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
- Summary 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 its 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
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