Evaluation Procedures

Evaluation is the process the District uses through its evaluators to assess the performance of unit members. This process is based upon job description, provisions of this contract, evaluation criteria, District policies and regulations, county, state and federal laws and regulations, adopted course outlines, learner goals and other duties and responsibilities as assigned.

The Santa Cruz City Schools District’s (SCCS) evaluation process can be conducted through one (1) of three (3) methods: Administrative Evaluation “Method 1”, Project-Based Evaluation “Method 2”, or Peer-Based Evaluation “Method 3”, each based on the unit members’ professional standards.

The standards as described in the Evaluation Article for Certificated Staff act as a guide for discussion regarding professional growth and serve as a basis for unit member evaluation. Each certificated unit member is responsible for meeting the unit member’s professional standards as described in the Evaluation article for Certificated Staff to show growth in the unit member’s practice as an educator. Administrators have the right and responsibility to observe certificated unit members in their work setting at any time. Administrators always have the right and responsibility to identify any concerns related to meeting the standards.

Three Evaluation Methods

There are three (3) methods for certificated unit member evaluation. Each method uses self-assessment and reflection and is linked to the unit members’ professional standards.

Administrative Evaluation “Method 1”: Administrative Evaluation is the required method for probationary unit members and temporary unit members and permanent unit members every six (6) years. It is also a required method for permanent unit members who have a general ranking of Does Not Meet or Emerging in their previous overall evaluation. This is an optional method every three (3) years for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating.

Project-Based Evaluation “Method 2”: With administrative approval, this is an option every other three (3) year cycle for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to develop and implement a project in order for the unit member to examine practices and demonstrate proficiency via a professional project related to their current practices and the unit members’ professional standards.

Peer-Based Evaluation “Method 3”: With administrative approval, this is an option every other three (3) year cycle for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to work with a peer using observation in order for each peer/partner to examine practices and demonstrate proficiency related to their current practices.
Evaluation Method 1:
Administrative Evaluation Method

Eligibility

The Administrative Evaluation method for permanent unit members:
• A permanent unit member rated Proficient or Distinguished in the previous overall evaluation rating may elect to be evaluated under the Administrative Evaluation option.
• Permanent unit members shall be evaluated using this method every other three (3) year cycle.

The Administrative Evaluation method is the only option for the following:
• Temporary unit members
• Probationary unit members
• Unit members under an Improvement Support plan due to an overall evaluation rating of Does Not Meet or Emerging on standards in the previous year
• Unit members who have failed to complete previous Peer-based or Project-based Evaluation cycle deadlines in the previous year

Administrative evaluations will be conducted for two (2) consecutive years or more until the unit member has reached permanent status and has met Proficient or Distinguished standards on the overall evaluation rating. A unit member under an Improvement Support plan will remain on the Administrative Evaluation method until the unit member achieves a Proficient or Distinguished on standards on the overall evaluation rating.

Evaluation Process:
(Preparation for Fall Planning)

Unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator by September 15th. In preparation for the initial meeting with the evaluator unit members will:

• Use your professional standards to reflect upon and mark areas of focus in each standard/domain (up to 6).
• Will use their self-assessment to complete the Professional Goals form identifying strengths and areas of growth. All Permanent unit members’ need to create three (3) goals from three (3) different standards. Temporary, Probationary and Permanent unit members’ under the “Does Not Meet or Emerging” need to create a goal for each of the standards/domains. These goals shall be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:

1. By October 31st: Supervisors and unit members will meet to collaboratively present, discuss and agree upon professional goals using the standards/domains and Goal Setting Form.

2. Circumstances, such as class composition, class size, instructional materials, and physical setting that affect the certificated unit member’s working situation shall be discussed and documented in the conference notes on the Goal Setting Form with the evaluator at the Fall Planning Conference.
3. By the conclusion of the Fall Planning Conference, the evaluator and the unit member shall sign and
date the Goal Setting Form. If needed, any party may have ten days past the Fall Planning Conference
to agree and sign the Goal Setting Form (even if the date falls after October 31st).

4. In the event that the unit member and the evaluator cannot reach an agreement concerning standards of
performance, a mediator agreeable to both parties shall be utilized in an attempt to reach an agreement.
The Superintendent of Schools or his/her duly authorized representative, if necessary, shall render a
final decision.

5. Changes in any of the goals of the unit member should be reviewed with the evaluator throughout the
school year. Unit member or administration may administrate a review. These changes shall become
a part of the Fall Planning Conference.

**Timeline for Fall Planning Conferences: By October 31st**

**Observations:**

1. Each temporary and probationary unit member shall be observed by his/her site administrator, or
immediate supervisor a minimum of two (2) times per year in his/her working environment prior to
completion of each Summative Evaluation. One (1) of these observations shall be made by
appointment. Permanent unit members’ will be evaluated at least one time during the observation
cycle. This observation needs to be scheduled. Additional observations may occur without an
appointment.

2. The evaluator shall be responsible for using the Observation Form. This form will be shared at the
post observation conference. A copy shall be given to the unit member within ten (10) workdays of the
post observation conference.

3. The evaluation of personnel shall involve more than one evaluator at the request of either the evaluator
or the evaluatee. Such an additional evaluator shall be selected from those assigned administrative
responsibilities in the District.

**Timeline for Observations:**

- **Temporary and Probationary Teachers:** By the 3rd Friday in December
- **Permanent Teachers:** By the 1st Friday in May

**Summative Evaluation:**

Summative Evaluation Reports for probationary and temporary unit members shall occur no later than the
3rd Friday in January. The evaluator may hold other summative evaluation conferences as he/she deems
necessary, or upon the request of the unit member. If the unit member achieves a rating of “Proficient or
Distinguished” a second summative evaluation will be optional, and will occur only if requested by the
unit member or their evaluator. If the unit member receives rating of “Does Not Meet or Emerging” a
second cycle of evaluation will occur, including a minimum of two (2) observations and a summative
evaluation, prior to March 1st.

The Summative Evaluation Conference for Permanent unit members shall occur not later than thirty (30)
work days before the last school day scheduled on the school calendar adopted by the governing board for
the school year in which the evaluation takes place. Permanent unit members shall be evaluated on the
mutually agreed upon three (3) goals a minimum of once every three (3) years. The evaluator may
complete up to two (2) summative evaluation reports a year as he/she deems necessary, or upon the
request of the unit member. When a Permanent unit member has received an overall “Does Not Meet or
Emerging”, the District shall annually evaluate the unit member until the unit member achieves a
Proficient or Distinguished, or is separated from the District. When a permanent unit member has satisfactorily completed his/her Improvement Needed Plan, the unit member shall be evaluated by Administrative Evaluation “Method 1” of the following year.

A copy of the Summative Evaluation, signed and dated, will be given to the unit member and evaluator no later than ten (10) workdays following the Summative Evaluation Conference.

In the event of difference of opinion between the evaluator and the unit member, the unit member may attach a statement to the Summative Evaluation outlining his/her differences.

If a unit member's evaluation shows an overall rating of “Does Not Meet or Emerging” the procedures outlined under Improvement Support plan may be followed.

**Timeline for Summative Evaluations:**
- Completed Summative Conferences for Temporary and Probationary Teachers: Third Friday in January
- Completed Summative Conferences for Permanent Teachers: 30 days before the last student day of school.

**Improvement Support Plan:**

1. If the overall ranking is marked “Does Not Meet or Emerging”, an Improvement Support plan shall be completed. The plan includes a timeline during which improvement shall be achieved, and a description of intervention and supports to assist the unit member in meeting the standards. If the unit member wishes to extend the timeline, the unit member may appeal to the Superintendent or his/her designee, whose decision shall be final.

2. When an evaluator makes a recommendation for Improvement Support plan needed, the evaluator assumes an obligation to provide assistance.

3. The evaluator shall make a written record of all observations, including recommendations and assistance. The unit member shall be given a copy of all written records and will have the opportunity to respond to each.

4. The unit member will receive and participate in assistance from a district assigned professional specialist as outlined in the Improvement Support plan.
Evaluation Method 2:  
Project-Based Evaluation

Eligibility: In order to be eligible to participate in the Project-Based Evaluation, a unit member must:
- Be a permanent employee of the district.
- Have received Proficient or Distinguished evaluations for the previous evaluation cycle.
- Have administrator approval.

Procedures:
Work with evaluator on a mutually agreed upon Project-Based evaluation plan aligned with the unit members’ professional standards.

By September 15th:
At each work site, unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:
- Use the standards/domains to reflect upon and mark their level of performance for each element of all of standards.
- Using the completed standards/domains submit the Goal Setting form with strengths and areas of growth and develop three (3) professional goals. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:
1. Unit members meet with their primary evaluator to review the standards/domains and present, discuss and agree upon professional goals. Unit member and primary evaluator create a mutually agreed upon Project-based evaluation plan based on one (1) of the options listed in the Resource Appendix titles Project-Based Evaluation.

2. If agreement cannot be reached on a Project-based evaluation plan, the unit member will be under Administrative Evaluation “Method 1” for that cycle.

3. Unit members will receive notice by October 31st of final approval on professional goals and project-based evaluation plan.

Mid-Year Check-in:
4. By the last Friday in January: Supervisor will review progress with unit member if requested by either party.

Final Submission of Project:
5. By the second Friday in April: All projects and supporting documentation, including the completed SCCS Reflection 1 and Reflection 2 will be submitted to the Supervisor.

30 days prior to the end of the school year
1. The unit member will meet with primary evaluator to review the Summative Evaluation and other documentation at a mutually agreed upon time.

2. If the unit member receives a “Does Not Meet or Emerging” final rating, the unit member will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation “Method 1”.

3. If a unit member has not completed the Project-Based Evaluation option by the second Friday of April, the evaluator will meet with the unit member and utilize the Summative Evaluation to document that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year.

4. If the primary evaluator does not meet with the unit member by the 30 days prior to the end of school year to review the project, then the unit member may submit the project to Human Resources for review. The Assistant Superintendent of Human Resources will meet with the unit member to review the project.
Evaluation Method 3:
Peer-Based Evaluation

Eligibility: In order to be eligible to participate in the Peer-Based Evaluation, a unit member must:
- Be a permanent employee of the district.
- Have received Proficient or Distinguished evaluations for the previous evaluation cycles.
- Have administrator approval (include administrator approval for possible needed release time for observations).

By September 15th:
At each work site, unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:
- Use the standards/domains to reflect upon and mark their level of performance for each element of all of standards.
- Using the completed standards/domains submit the Goal Setting form with strengths and areas of growth and develop three (3) professional goals. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.
- Mutually choose a professional partner who is eligible for participation.

Fall Planning Conference
1. By October 31, meet with the evaluator and the partner to discuss goals and objectives as written in the Goals-Setting Form according to the unit members’ professional standards. Fill out Peer-Based Evaluation – Planning Sheet.

Procedures
1. Hold two (2) observations and post observation meetings. The observations must be documented on the Peer Classroom Observation Form and the Post Observation Meeting notes must be documented to be submitted.
2. Write a reflection about your learning experience this year using the Project-Based or Peer-Based Evaluation Final Reflection form.

Final Submission of Project:
By the second Friday in April: All observations and supporting documentation will have been completed and submitted to Supervisor.

30 days prior to the end of the school year
1. The unit member along with their peer partner will meet with primary evaluator to review the Summative Evaluation and other documentation at a mutually agreed upon time.

2. If the unit member receives a “Does Not Meet or Emerging” final rating, the unit member will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation “Method 1”.

3. If a unit member has not completed the Peer-Based Evaluation option by the second Friday of April, the evaluator will meet with the unit member and utilize the Summative Evaluation to document that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year. Unless the timeline is extended with administrative approval.
4. If the primary evaluator does not meet with the unit member by the 30 days prior to the end of school year to review the project, then the unit member may submit the project to Human Resources for review. The Assistant Superintendent of Human Resources or administration designee will meet with the unit member to review the project.

**General Post-Evaluation Procedures**

- No evaluation documents shall be placed in the unit member's file unless the unit member has received a copy and has had an opportunity to discuss the document with the unit member’s evaluator. Within ten (10) working days of the receipt of a written evaluation, the unit member may submit a written response to be attached to the evaluation.
- During a school year, the unit member may request a conference with the Superintendent or designee to discuss evaluation of the unit member.
- The substance and supporting documents of a summary evaluation shall not be subject to the grievance procedure.
Santa Cruz City Schools

Administrative Evaluation

Method 1 Forms
Purpose and Use of the SCCS Speech Language Pathology Standards

Methods 1, 2, 3 Speech Therapists

SCCS Speech Language Pathology Standards

1. This document will be formally used as a reflective tool to demonstrate growth and used throughout the year.
2. Use the standards/rubric as a resource in reflecting on identifying effective practices.
3. Read through the standards/domains.
4. Highlight six (6) areas of growth/focus for the upcoming year.
5. Use the standards/rubric to guide your goal setting based on your self-reflection.
6. You will use the standards/rubric twice during your evaluation cycle.
7. Reflection 1 will be completed and turned in prior to or at Fall Planning.
8. Reflection 2 will be completed and turned in prior to or at Summative Conference.
Reflection 1

STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

1. Advocacy and Outreach

1. Advise regulatory and legislative agencies about the continuum of care. Examples of service delivery options across the continuum of care include telehealth/telepractice, the use of technology, the use of support personnel, and practicing at the top of the license.

2. Engage decision makers at the local, state, and national levels for improved administrative and governmental policies affecting access to services and funding for communication and swallowing issues.

3. Advocate at the local, state, and national levels for funding for services, education, and research.

4. Participate in associations and organizations to advance the speech-language pathology profession.

5. Promote and market professional services.

6. Help to recruit and retain SLPs with diverse backgrounds and interests.

7. Collaborate on advocacy objects with other professionals/colleagues regarding mutual goals.

8. Serve as expert witnesses, when appropriate.

9. Educate consumers about communication disorders and speech-language pathology services.

10. Advocate for fair and equitable services for all individuals, especially the most vulnerable.

11. Inform state education agencies and local school districts about the various roles and responsibilities of school-based SLPs, including direct service, IEP development, Medicaid billing, planning and delivery of assessment and therapy, consultation with other team members, and attendance at required meetings.

Reflection 2

STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

2. Supervision

1. SLPs collaborate with other professionals and may provide feedback, training, and technical assistance.

2. SLPs engage in activities to enhance their knowledge and skills in the management of teams and professional practice.

3. SLPs work in environments that provide opportunities for professional development and leadership.

4. SLPs establish and maintain effective professional relationships with other health care professionals.

5. SLPs provide clinical supervision to students and other professionals.

6. SLPs engage in ongoing education and professional development.

7. SLPs engage in continuing education and professional development.

8. SLPs maintain continuing education and professional development.

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100. SLPs engage in continuing education and professional development.
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 1: Advocacy and Outreach

Other team members, and attendance at required meetings. Including direct service, IEP development, Medical Billing, Planning and delivery of assessment and therapy, consultation with

Inform school education agencies and local school districts about the various roles and responsibilities of school-based SLPs.

1. Advocate for fair and equitable services for all individuals, especially the most vulnerable.

2. Educate consumers about communication disorders and speech-language pathology services.

3. Serve as expert witnesses, when appropriate.

4. Collaborate on advocacy objectives with other professionals/collaborators, including mutual goals.

5. Help to recruit and retain SLPs with diverse backgrounds and interests.

6. Promote and market professional services.

7. Participate in associations and organizations to advance the speech-language pathology profession.

8. advocate at the local, state, and national levels for funding for services, education, and research.

9. Engage decision makers at the local, state, and national levels for funding for services, education, and research.

10. Engage decision makers at the local, state, and national levels for funding for services, education, and research.

11. Engage decision makers at the local, state, and national levels for funding for services, education, and research.

12. Engage decision makers at the local, state, and national levels for funding for services, education, and research.

Inclusion of clients, involving the reduction of societal, cultural, and linguistic barriers. SLPs perform a variety of activities, including direct service, IEP development, Medical Billing, planning and delivery of assessment and therapy, consultation with

Advocacy promotes and facilitates access to communication, including the reduction of societal, cultural, and linguistic barriers. SLPs perform a variety of activities, including direct service, IEP development, Medical Billing, planning and delivery of assessment and therapy, consultation with.
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 2: Supervision

Supervision involves education, mentorship, encouragement, counseling, and support across all supervisory roles. SLPs are responsible for supervising clinical fellows, graduate externs, trainees, speech-language pathology assistants, and other persons.

Supervision involves a distinct area of practice: the responsibility of SLPs and crosses clinical, administrative, and technical spheres.

1. Possess service delivery and professional practice skills necessary to guide the supervisee.
2. Apply the art and science of supervision to all stakeholders (i.e., those supervising and being supervised), recognizing that supervision contributes to efficiency in the workplace.
3. Seek advanced knowledge in the practice of effective supervision.
4. Establish supervisory relationships that are collegial in nature.
5. Support supervisees as they learn to handle emotional reactions that may affect the therapeutic process.
6. Establish a supervisory relationship that promotes growth and independence while providing support and guidance.

Supervision is a distinct area of practice: the responsibility of SLPs and crosses clinical, administrative, and technical spheres.
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 3: Education

1. Serve as faculty at institutions of higher education, teaching courses at the undergraduate, graduate, and postgraduate levels.
2. Mentor students who are completing academic programs at all levels.
3. Provide academic training to students in related disciplines and students who are training to become speech-language pathologists.
4. Provide continuing professional education to SLPs and to professionals in related disciplines.

Note: The role of SLPs includes service to educators, teaching students in academic institutions and teaching professionals through continuing education.
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Reflection 1

Reflection 2

STANDARDS

Standard 4: Research

1. SLPs conduct and participate in basic and applied/translational research related to cognition, verbal and nonverbal communication, pragmatics, literacy (reading, writing and spelling), and feeding and swallowing. This research may be undertaken as a faculty-specific effort or may be coordinated across multiple settings.

2. SLPs engage in activities to ensure compliance with Institutional Review Boards and international laws pertaining to research.

3. SLPs collaborate with other researchers and may pursue research funding through grants.
Standard 5: Administration and Leadership

STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY

STANDARDS FOR SPEECH LANGEUAGE PATHOLOGY

1. SLPs administer programs in education, higher education, schools, health care, private practice, and other settings. In this capacity,

2. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEA (2004), and engage in program design and development.

3. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEA (2004), and engage in program design and development.

4. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEA (2004), and engage in program design and development.

5. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEA (2004), and engage in program design and development.
**Goal-Setting “Method 1,2,3”**
Santa Cruz City Schools

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

<table>
<thead>
<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
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</table>

**Evaluator:** ____________________________

1. This year, aligned with Standard/Domain ________, I plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

2. This year, aligned with Standard/Domain ________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

3. This year, aligned with Standard/Domain ________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

**Conference Notes**

**Evaluatee’s Signature** ___________ **Date** ___________  
**Evaluator’s Signature** ___________ **Date** ___________

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
Goal-Setting “Method 1,2,3”
(continued)
professional goals four to six
Santa Cruz City Schools

4. This year, aligned with Standard/Domian __________, I plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

5. This year, aligned with Standard/Domian __________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

6. This year, aligned with Standard/Domian __________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

Conference Notes

Evaluatee’s Signature ___________ Date ___________ Evaluator’s Signature ___________ Date ___________

(This signature will be considered an acknowledgement of outlining the goals for the ______ to ______ School Year.)
Observation Form “Method 1”
Santa Cruz City Schools
Based on California Standards for the Teaching Profession

Name of Evaluatee ____________________________ School/Site __________ Date __________

Grade level: __________ Subject: __________________ Time: ___ to ___ # of Students: ______

Type of Observation:
☐ Administrative [ ] Scheduled [ ] Non-scheduled

Evaluator / Observer: __________________________

Lesson Topic: __________________________

<table>
<thead>
<tr>
<th>California Standards for the Teaching Profession</th>
<th>Check area(s) of focus</th>
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<tbody>
<tr>
<td>☐ Engaging and Supporting all Students in Learning</td>
<td>☐ Planning Instruction and Designing Learning Experiences for all Students</td>
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<tr>
<td>☐ Creating and Maintaining Effective Environments for Student Learning</td>
<td>☐ Assessing Students for Learning</td>
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<tr>
<td>☐ Understanding and Organized Subject Matter for Student Learning</td>
<td>☐ Developing as a Professional Educator</td>
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Student learning goal(s) and success criteria

Observations

Learnings/Outcomes

Suggestions and Recommendations

Evaluatee’s Signature __________________________ Date __________ Evaluator’s Signature __________________________ Date __________

(This signature will be considered an acknowledgement of having read and discussed this form, not an agreement or disagreement with the content.)

Santa Cruz City Schools Certificated Evaluation July 2018
Summative Evaluation – Speech Therapist “Method 1, 2, 3”

Santa Cruz City Schools

METHOD OF EVALUATION: □ Administrative Evaluation “Method 1”
□ Project-Based Evaluation “Method 2”
□ Peer-Based Evaluation “Method 3”

NAME __________________________ ASSIGNMENT __________________________ DATE __________________________

SCHOOL/LOCATION __________________________ EVALUATOR __________________________

CERTIFICATED STATUS (Check One):

□ Permanent
□ Temporary
□ Probationary
□ 1st Year
□ 2nd Year

1 = Practice Does Not Meet Standard
2 = Practice Partially Emerging Standard
3 = Practice Proficient
4 = Practice Distinguished

1. Advocacy and Outreach

1. Advise regulatory and legislative agencies about the continuum of care. Examples of service delivery options across the continuum of care include telehealth/telepractice, the use of technology, the use of support personnel, and practicing at the top of the license.

2. Engage decision makers at the local, state, and national levels for improved administrative and governmental policies affecting access to services and funding for communication and swallowing issues.

3. Advocate at the local, state, and national levels for funding for services, education, and research.

4. Participate in associations and organizations to advance the speech-language pathology profession.

5. Promote and market professional services.

6. Help to recruit and retain SLPs with diverse backgrounds and interests.

7. Collaborate on advocacy objectives with other professionals/colleagues regarding mutual goals

8. Serve as expert witnesses, when appropriate.

9. Educate consumers about communication disorders and speech-language pathology services.

10. Advocate for fair and equitable services for all individuals, especially the most vulnerable.

11. Inform state education agencies and local school districts about the various roles and responsibilities of school-based SLPs, including direct service, IEP

2. Supervision

1. SLP’s possess service delivery and professional practice skills necessary to guide the supervisee;

2. SLP’s apply the art and science of supervision to all stakeholders (i.e., those supervising and being supervised), recognizing that supervision contributes to efficiency in the workplace;

3. SLP’s seek advanced knowledge in the practice of effective supervision;

4. SLP’s establish supervisory relationships that are collegial in nature;

5. SLP’s support supervisees as they learn to handle emotional reactions that may affect the therapeutic process;

6. SLP’s establish a supervisory relationship that promotes growth and independence while providing support and guidance.

3. Education

1. SLPs serve as faculty at institutions of higher education, teaching courses at the undergraduate, graduate, and postgraduate levels;

2. SLPs mentor students who are completing academic programs at all levels;

3. SLPs provide academic training to students in related disciplines and students who are training to become speech-language pathology assistants; and

4. SLPs provide continuing professional education to SLPs and to professionals in related disciplines.

4. Research

1. SLPs conduct and participate in basic and applied/translational research related to cognition, verbal and nonverbal communication, pragmatics, literacy (reading, writing and spelling), and feeding and swallowing. This research may be undertaken as a facility-specific effort or may be coordinated across multiple settings.

2. SLPs engage in activities to ensure compliance with Institutional Review Boards and international laws pertaining to research.

3. SLPs collaborate with other researchers and may pursue research funding through grants.

5. Administration and Leadership

1. SLPs administer programs in education, higher education, schools, health care, private practice, and other settings. In this capacity, they are responsible for making administrative decisions related to fiscal and personnel management; leadership; program design; program growth and innovation; professional development; compliance with laws and regulations; and cooperation with outside agencies in education and healthcare.

2. Their administrative roles are not limited to speech-language pathology, as they may administer programs across departments and at different levels within an institution.

3. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEIA (2004), and engage in program design and development.
NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

OVERALL EVALUATION RATING
☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVIDENCE/DATA SUMMARY:

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.

Santa Cruz City Schools Certificated Evaluation
July 2018
This form MUST be completed when the overall summary evaluation is Does Not Meet or Emerging Standards. This evaluation will be considered an administrative evaluation and discussed with the credit line member. Unit members who have an improvement plan are encouraged to invite a GSCF representative.

<table>
<thead>
<tr>
<th>Process</th>
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<th>Signature</th>
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<tbody>
<tr>
<td>C. Timeline and Evaluation</td>
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</table>

**A. Description of Improvement need in meeting domain(s):**

**B. Intervention/Supports necessary in order to meet the domain(s):**

- [ ] Education
- [ ] Supervision
- [ ] Administration and Leadership
- [ ] Research
- [ ] Advocacy and Outreach

<table>
<thead>
<tr>
<th>Speech Language Pathology Standards</th>
<th>Check areas of focus</th>
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<tr>
<th>School</th>
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<tr>
<td>EVALUATOR SIGNATURE</td>
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<td>EVALUATEE SIGNATURE</td>
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</table>

**Instructions:** This form MUST be completed when the overall summary evaluation is Does Not Meet or Emerging Standards.
Santa Cruz City Schools

Project-Based Evaluation

Method 2 Forms
Purpose and Use of the SCCS Speech Language Pathology Standards

"Methods 1, 2, 3" Speech Therapist

SCCS Speech Language Pathology Standards
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

1. Advocacy and Outreach

1.1. Serve as college and university faculty teaching courses at the undergraduate, graduate, and postgraduate levels;

1.2. Engage students in research and projects;

1.3. Serve on admission and selection committees for speech language pathology programs;

1.4. Serve as members of local, state, and national boards for speech language pathology organizations and professional societies;

1.5. Serve on various boards and committees that affect the field of speech language pathology;

1.6. Collaborate with other professionals in research and clinical practice.

2. Supervision

2.1. Serve as supervisors of students and professionals in clinical practice.

3. Administration and Leadership

3.1. Serve on administrative committees and boards that affect the field of speech language pathology.

4. Research

4.1. Engage in research and evaluation of speech language pathology services.

5. Education

5.1. Serve as college and university faculty teaching courses at the undergraduate, graduate, and postgraduate levels;

5.2. Engage students in research and projects;

5.3. Serve on admission and selection committees for speech language pathology programs;

5.4. Serve as members of local, state, and national boards for speech language pathology organizations and professional societies;

5.5. Serve on various boards and committees that affect the field of speech language pathology;

5.6. Collaborate with other professionals in research and clinical practice.

6. Administration and Leadership

6.1. Serve on administrative committees and boards that affect the field of speech language pathology.

7. Research

7.1. Engage in research and evaluation of speech language pathology services.

8. Education

8.1. Serve as college and university faculty teaching courses at the undergraduate, graduate, and postgraduate levels;

8.2. Engage students in research and projects;

8.3. Serve on admission and selection committees for speech language pathology programs;

8.4. Serve as members of local, state, and national boards for speech language pathology organizations and professional societies;

8.5. Serve on various boards and committees that affect the field of speech language pathology;

8.6. Collaborate with other professionals in research and clinical practice.

9. Administration and Leadership

9.1. Serve on administrative committees and boards that affect the field of speech language pathology.

10. Research

10.1. Engage in research and evaluation of speech language pathology services.

11. Education

11.1. Serve as college and university faculty teaching courses at the undergraduate, graduate, and postgraduate levels;

11.2. Engage students in research and projects;

11.3. Serve on admission and selection committees for speech language pathology programs;

11.4. Serve as members of local, state, and national boards for speech language pathology organizations and professional societies;

11.5. Serve on various boards and committees that affect the field of speech language pathology;

11.6. Collaborate with other professionals in research and clinical practice.

12. Administration and Leadership

12.1. Serve on administrative committees and boards that affect the field of speech language pathology.

13. Research

13.1. Engage in research and evaluation of speech language pathology services.

14. Education

14.1. Serve as college and university faculty teaching courses at the undergraduate, graduate, and postgraduate levels;

14.2. Engage students in research and projects;

14.3. Serve on admission and selection committees for speech language pathology programs;

14.4. Serve as members of local, state, and national boards for speech language pathology organizations and professional societies;

14.5. Serve on various boards and committees that affect the field of speech language pathology;

14.6. Collaborate with other professionals in research and clinical practice.

15. Administration and Leadership

15.1. Serve on administrative committees and boards that affect the field of speech language pathology.

16. Research

16.1. Engage in research and evaluation of speech language pathology services.

17. Education

17.1. Serve as college and university faculty teaching courses at the undergraduate, graduate, and postgraduate levels;

17.2. Engage students in research and projects;

17.3. Serve on admission and selection committees for speech language pathology programs;

17.4. Serve as members of local, state, and national boards for speech language pathology organizations and professional societies;

17.5. Serve on various boards and committees that affect the field of speech language pathology;

17.6. Collaborate with other professionals in research and clinical practice.

18. Administration and Leadership

18.1. Serve on administrative committees and boards that affect the field of speech language pathology.

19. Research

19.1. Engage in research and evaluation of speech language pathology services.

20. Education

20.1. Serve as college and university faculty teaching courses at the undergraduate, graduate, and postgraduate levels;

20.2. Engage students in research and projects;

20.3. Serve on admission and selection committees for speech language pathology programs;

20.4. Serve as members of local, state, and national boards for speech language pathology organizations and professional societies;

20.5. Serve on various boards and committees that affect the field of speech language pathology;

20.6. Collaborate with other professionals in research and clinical practice.

21. Administration and Leadership

21.1. Serve on administrative committees and boards that affect the field of speech language pathology.
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 1: Advocacy and Outreach

1. Advise regulatory and legislative agencies about the continuum of care. Examples of service delivery options across the continuum of care include telehealth/telepractice, the use of technology, the use of support personnel, and pre-testing at the top of the license.

2. Engage decision makers at the local, state, and national levels for improved administrative and governmental policies affecting access to services and funding for communication and swallowing issues.

3. Advocate at the local, state, and national levels for funding for services, education, and research.

4. Participate in associations and organizations to advance the speech-language pathology profession.

5. Promote and market professional services.

6. Help to recruit and retain SLPS with diverse backgrounds and interests.

7. Collaborate on advocacy objectives with other professionals/collaborators regarding mutual goals.

8. Serve as expert witnesses, when appropriate.

9. Collaborate on advocacy objectives with other professionals/collaborators regarding mutual goals.

10. Engage decision makers at the local, state, and national levels for funding for services, education, and research.

11. Advocate for fair and equitable services for all individuals, especially the most vulnerable.
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 2: Supervision

Supervision involves education, mentorship, continuing, counseling, and support across all supervisory roles. SLPs may also support colleagues and peers. SLPs are responsible for supervising Clinical Fellows, graduate externs, trainees, speech-language pathology assistants, and other personnel involved in the delivery of communication and swallowing services and advance the discipline. Supervision is a distinct area of practice: it is the responsibility of SLPs and crosses clinical, administrative, and technical spheres.

1. Possess service delivery and professional practice skills necessary to guide the supervisee.
2. Apply the art and science of supervision to all stakeholders (i.e., those supervising and being supervised), recognizing that supervision contributes to efficiency in the workplace.
3. Seek advanced knowledge in the practice of effective supervision;
4. Establish supervisory relationships that are collegial in nature;
5. Support supervisees as they learn to handle emotional reactions that may affect the therapeutic process; and
6. Establish supervisory relationships that promote growth and independence while providing support and guidance.

Supervision is a distinct area of practice that promotes growth and independence while providing support and guidance.
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

STANDARD 3: Education

1. Serve as educators, teaching students in academic institutions through continuing education in
   professional development formats. This more formal teaching is in addition to the education that SLPs
   provide to individuals, families, caregivers, decision makers, and policy makers, which is described in
   other domains. SLPs provide academic training to students in related disciplines and students who are training to become speech-language pathology assistants.

2. Mentor students who are completing academic programs at all levels.

3. Serve as faculty at institutions of higher education, teaching courses at the undergraduate, graduate, and postgraduate levels.

4. Provide continuing professional education to SLPs and to professionals in related disciplines.
Reflection 1

Reflection 2

STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 4: Research

1. SLPs conduct and participate in basic and applied/translational research related to cognition, verbal and nonverbal communication, pragmatics, literacy (reading, writing, and spelling), and feeding and swallowing. This research may be undertaken as a faculty-specific effort or may be coordinated across multiple settings.

2. SLPs engage in activities to ensure compliance with Institutional Review Boards and International Laws pertaining to research.

3. SLPs collaborate with other researchers and may pursue research funding through grants.
Reflection 2

STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 5: Administration and Leadership

1. SLPs administer programs in education, higher education, schools, health care, private practice, and other settings. In this capacity, they are responsible for making administrative decisions related to fiscal and personnel management; leadership; program design; and cooperation with outside agencies in education and healthcare.

2. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEA (2004), and engage in program design and development.

3. SLPs are responsible for making administrative decisions related to fiscal and personnel management; leadership; program design; program growth and innovation; professional development; compliance with laws and regulations; and cooperation with outside agencies in education and healthcare.
**Goal-Setting “Method 1,2,3”**

**Santa Cruz City Schools**

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

<table>
<thead>
<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
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**Evaluator:**

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1. This year, aligned with Standard/Domian _______, I plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

2. This year, aligned with Standard/Domian _______, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

3. This year, aligned with Standard/Domian _______, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

**Conference Notes**

**Evaluatee’s Signature** ____________________________ **Date** ________________

**Evaluator’s Signature** ____________________________ **Date** ________________

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
<p>| | |</p>
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<tr>
<td>4.</td>
<td>This year, aligned with Standard/Domian ________, I plan to</td>
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<tr>
<td></td>
<td>Professional growth will be measured by <em>(data, student work, student assessment, other evidence, etc)</em></td>
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<td></td>
<td>Desired impact on student learning:</td>
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<tr>
<td>5.</td>
<td>This year, aligned with Standard/Domian ________, I also plan to</td>
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<tr>
<td></td>
<td>Professional growth will be measured by <em>(data, student work, student assessment, other evidence, etc)</em></td>
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<tr>
<td></td>
<td>Desired impact on student learning:</td>
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<tr>
<td>6.</td>
<td>This year, aligned with Standard/Domian ________, I also plan to</td>
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<tr>
<td></td>
<td>Professional growth will be measured by <em>(data, student work, student assessment, other evidence, etc)</em></td>
</tr>
<tr>
<td></td>
<td>Desired impact on student learning:</td>
</tr>
</tbody>
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**Conference Notes**

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Evaluatee’s Signature          Date          Evaluator’s Signature          Date

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
**Project-Based Evaluation “Method 2”**
Santa Cruz City Schools

Planning Sheet for ________________________
(name of unit member)

**Directions:** Please complete the items below and have ready to present to your evaluator at your Fall Planning Conference. Refer to the standards/domains and Goal-Setting sheet for guidance with your project.

<table>
<thead>
<tr>
<th><strong>Project Title:</strong></th>
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<tbody>
<tr>
<td><strong>Brief description of the purpose of the project:</strong> What project are you going to complete?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>What data or artifacts might you collect:</strong></th>
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</thead>
<tbody>
<tr>
<td>Brief explanation of what you intend to do to achieve your goals: What do you hope to learn about your teaching or about student learning by completing your project? How will this advance your proficiencies?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>What is your timeline:</strong></th>
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<tbody>
<tr>
<td>What will you have done regarding your project by the December break?</td>
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</table>

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<tr>
<th><strong>By the second Friday in April:</strong></th>
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<tbody>
<tr>
<td>By the second Friday in April: What project documentation will you be submitting to your evaluator before your Summative Conference?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>How will you measure success:</strong></th>
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<tbody>
<tr>
<td>How will you measure success: In other words, how will you determine if the project has been worthwhile to you as you continue to develop your craft?</td>
</tr>
</tbody>
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Evaluatee’s Signature  Date  Evaluator’s Signature  Date
Project-Based or Peer-Based Evaluation
Final Reflection “Method 2, 3”
Santa Cruz City Schools

**Directions:** This final reflection sheet needs to be completed by the **Second Friday in April**.

1. To reflect on your growth during this evaluation cycle, highlight your progress on your three selected goals from the fall.

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?
**Summative Evaluation – Speech Therapist “Method 1, 2, 3”**

Santa Cruz City Schools

**METHOD OF EVALUATION:**
- □ Administrative Evaluation “Method 1”
- □ Project-Based Evaluation “Method 2”
- □ Peer-Based Evaluation “Method 3”

**NAME** ________________________ **ASSIGNMENT** ________________________ **DATE** ________________________

**SCHOOL/LOCATION** ________________________ **EVALUATOR** ________________________

**CERTIFICATED STATUS (Check One):**
- □ Permanent
- □ Temporary
- □ Probationary
- □ 1st Year
- □ 2nd Year

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Practice Does Not Meet Standard</td>
<td>Practice Partially Emerging Standard</td>
<td>Practice Proficient</td>
<td>Practice Distinguished</td>
</tr>
</tbody>
</table>

1. **Advocacy and Outreach**
   1. Advise regulatory and legislative agencies about the continuum of care. Examples of service delivery options across the continuum of care include telehealth/telepractice, the use of technology, the use of support personnel, and practicing at the top of the license.
   2. Engage decision makers at the local, state, and national levels for improved administrative and governmental policies affecting access to services and funding for communication and swallowing issues.
   3. Advocate at the local, state, and national levels for funding for services, education, and research.
   4. Participate in associations and organizations to advance the speech-language pathology profession.
   5. Promote and market professional services.
   6. Help to recruit and retain SLPs with diverse backgrounds and interests.
   7. Collaborate on advocacy objectives with other professionals/colleagues regarding mutual goals
   8. Serve as expert witnesses, when appropriate.
   9. Educate consumers about communication disorders and speech-language pathology services.
   10. Advocate for fair and equitable services for all individuals, especially the most vulnerable.
   11. Inform state education agencies and local school districts about the various roles and responsibilities of school-based SLPs, including direct service, IEP.

2. **Supervision**
   1. SLP’s possess service delivery and professional practice skills necessary to guide the supervisee;
   2. SLP’s apply the art and science of supervision to all stakeholders (i.e., those supervising and being supervised), recognizing that supervision contributes to efficiency in the workplace;
   3. SLP’s seek advanced knowledge in the practice of effective supervision;
   4. SLP’s establish supervisory relationships that are collegial in nature;
   5. SLP’s support supervisees as they learn to handle emotional reactions that may affect the therapeutic process;
   6. SLP’s establish a supervisory relationship that promotes growth and independence while providing support and guidance.

3. **Education**
   1. SLPs serve as faculty at institutions of higher education, teaching courses at the undergraduate, graduate, and postgraduate levels;
   2. SLPs mentor students who are completing academic programs at all levels;
   3. SLPs provide academic training to students in related disciplines and students who are training to become speech-language pathology assistants; and
   4. SLPs provide continuing professional education to SLPs and to professionals in related disciplines.

4. **Research**
   1. SLPs conduct and participate in basic and applied/translational research related to cognition, verbal and nonverbal communication, pragmatics, literacy (reading, writing and spelling), and feeding and swallowing. This research may be undertaken as a facility-specific effort or may be coordinated across multiple settings.
   2. SLPs engage in activities to ensure compliance with Institutional Review Boards and international laws pertaining to research.
   3. SLPs collaborate with other researchers and may pursue research funding through grants.

5. **Administration and Leadership**
   1. SLPs administer programs in education, higher education, schools, health care, private practice, and other settings. In this capacity, they are responsible for making administrative decisions related to fiscal and personnel management; leadership; program design; program growth and innovation; professional development; compliance with laws and regulations; and cooperation with outside agencies in education and healthcare.
   2. Their administrative roles are not limited to speech-language pathology, as they may administer programs across departments and at different levels within an institution.
   3. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEIA (2004), and engage in program design and development.
Narrative Summary Checklist – Speech Therapist (continued)

NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING
- Does Not Meet Standards
- Emerging Standards
- Proficient
- Distinguished

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.
Santa Cruz City Schools

Peer-Based Evaluation

Method 3 Forms
Purpose and Use of the SCCS Speech Language Pathology Standards

Methods 1, 2, 3 Speech Therapist

SCCS Speech Language Pathology Standards
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

1. Advocacy and Outreach
   - Advise regulatory and legislative agencies about the continuum of care. Examples of service delivery options across the continuum of care include telehealth/telepractice, the use of technology, the use of support personnel, and practicing at the top of the license.
   - Engage decision makers at the local, state, and national levels for improved administrative and governmental policies affecting access to services and funding for communication and swallowing issues.
   - Advocate at the local, state, and national levels for funding for services, education, and research.
   - Participate in associations and organizations to advance the speech-language pathology profession.
   - Promote and market professional services.
   - Help to recruit and retain SLPs with diverse backgrounds and interests.
   - Collaborate on advocacy objectives with other professionals/colleagues regarding mutual goals.
   - Serve as expert witnesses, when appropriate.
   - Educate consumers about communication disorders and speech-language pathology services.
   - Advocate for fair and equitable services for all individuals, especially the most vulnerable.
   - Inform state education agencies and local school districts about the various roles and responsibilities of school-based SLPs, including direct service, IEP development, Medicaid billing, planning and delivery of assessment and therapy, consultation with other team members, and attendance at required meetings.

2. Supervision
   - SLPs supervising other SLPs must possess service delivery and professional practice skills necessary to guide the supervisee.
   - SLPs apply the art and science of supervision to all stakeholders (i.e., those supervising and being supervised), recognizing that supervision contributes to efficiency in the workplace.
   - SLPs seek advanced knowledge in the practice of effective supervision.
   - SLPs establish supervisory relationships that are collegial in nature.
   - SLPs support supervisees as they learn to handle emotional reactions that may affect the therapeutic process.
   - SLPs establish a supervisory relationship that promotes growth and independence while providing support and guidance.

3. Education
   - SLPs serve as faculty at institutions of higher education, teaching courses at the undergraduate, graduate, and postgraduate levels.
   - SLPs mentor students who are completing academic programs at all levels.
   - SLPs provide academic training to students in related disciplines and students who are training to become speech-language pathology assistants.
   - SLPs provide continuing professional education to SLPs and to professionals in related disciplines.

4. Research
   - SLPs conduct and participate in basic and applied/translational research related to cognition, verbal and nonverbal communication, pragmatics, literacy (reading, writing and spelling), and feeding and swallowing. This research may be undertaken as a facility-specific effort or may be coordinated across multiple settings.
   - SLPs engage in activities to ensure compliance with Institutional Review Boards and international laws pertaining to research.
   - SLPs collaborate with other researchers and may pursue research funding to support their work.

5. Administration and Leadership
   - SLPs administer programs in education, higher education, schools, health care, private practice, and other settings. In this capacity, they are responsible for making administrative decisions related to fiscal and personnel management; leadership; program design; program growth and innovation; professional development; compliance with laws and regulations; and cooperation with outside agencies in education and healthcare.
   - SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEA (2004), and engage in program design and development.
Reflection 1

Standard 1: Advocacy and Outreach

STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

11. Advocate for fair and equitable services for all individuals, especially the most vulnerable.

10. Educate consumers about communication disorders and speech-language pathology services.

9. Serve as expert witnesses, when appropriate.

8. Collaborate on advocacy objectives with other professionals/collaborators regarding mutual goals.

7. Help to recruit and retain SLPs with diverse backgrounds and interests.

6. Promote and market professional services.

5. Participate in associations and organizations to advance the speech-language pathology profession.

4. Advocate at the local, state, and national levels for funding for services, education, and research.

3. Engage decision makers at the local, state, and national levels for funding for services, education, and research.

2. Address regulatory and legislative issues about the continuum of care. Examples of service delivery options across the continuum include telehealth/telepractice, the use of technology, the use of support personnel, and bridging at the top of the scope.

1. Include community cultural and linguistic barriers. SLPs perform a variety of activities, including direct service, IEP development, medical billing, planning and delivery of assessment and therapy, consultation with other team members, and attendance at required meetings.

IN inclusion, the reduction of societal, cultural, and linguistic barriers. SLPs perform a variety of activities, including direct service, IEP development, medical billing, planning and delivery of assessment and therapy, consultation with other team members, and attendance at required meetings.
STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 2: Supervision

Supervision involves education, mentorship, counseling, and support across all supervisory roles. SLPs acknowledge that supervision is integral in the delivery of communication and swallowing services and advance the discipline. SLPs also supervise colleagues and peers. SLPs are responsible for supervising Clinical Fellows, graduate externs, trainees, speech-language pathology assistants, and other personnel (e.g., clerical, technical, and other administrative support staff). SLPs may also supervise colleagues and peers. Supervision is a distinct area of practice: the responsibility of SLPs, and across clinical, administrative, and technical spheres.

1. Possess service delivery and professional practice skills necessary to guide the supervisee.
2. Apply the art and science of supervision to all stakeholders (i.e., those supervising and being supervised), recognizing that supervision contributes to efficiency in the workplace.
3. Seek advanced knowledge in the practice of effective supervision.
4. Establish supervisory relationships that are collegial in nature.
5. Support supervisees as they learn to handle emotional reactions that may affect the therapeutic process.
6. Establish a supervisory relationship that promotes growth and independence while providing support and guidance.

Supervision is a distinct area of practice: the responsibility of SLPs, and across clinical, administrative, and technical spheres.

STANDARDS FOR SPEECH LANGUAGE PATHOLOGY
STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY

Standard 3: Education

4. Provide continuing professional education to SLPs and to professionals in related disciplines.

3. Provide academic training to students in related disciplines and students who are training to become speech-language pathologists.

2. Mentor students who are completing academic programs at all levels.

1. Serve as faculty at institutions of higher education, teaching courses at the undergraduate, graduate, and postgraduate levels.

Families, caregivers, decision makers, and policy makers, which is described in other domains. SLPs serve as educators, teaching students in academic institutions and teaching professionals through continuing education in professional development formats. This more formal teaching is in addition to the education that SLPs provide to individuals, individuals, and families, caregivers, decision makers, and policy makers, which is described in other domains.
Reflection 1

Reflection 2

STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 4: Research

1. SLPs conduct and participate in basic and applied/translation research related to cognition, verbal and nonverbal communication.

2. SLPs engage in activities to ensure compliance with Institutional Review Boards and international laws pertaining to research.

3. SLPs collaborate with other researchers and may pursue research funding through grants.

Pragmatics, Literacy (reading, writing and spelling), and reading and swallowing. This research may be undertaken as a faculty-specific effort or may be coordinated across multiple settings.
Reflection 1

Reflection 2

STANDARDS FOR SPEECH LANGUAGE PATHOLOGY

Standard 5: Administration and Leadership

1. SLPs administer programs in education, higher education, schools, health care, private practice, and other settings. In this capacity, they are responsible for making administrative decisions related to fiscal and personnel management, leadership, program design and development.

2. Their administrative roles are not limited to speech-language pathology, as they may administer programs across departments and at different levels within an institution.

3. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEA (2004), and engage in program design and development.

4. SLPs promote professional development, compliance with laws and regulations, and cooperation with outside agencies in education and healthcare.
Professional Goals: For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

Name of Evaluatee | School/Site | Date
--- | --- | ---

Evaluator: ______________________________

1. This year, aligned with Standard/Domian __________, I plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

2. This year, aligned with Standard/Domian __________, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

3. This year, aligned with Standard/Domian __________, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

Conference Notes

Evaluatee’s Signature | Date | Evaluator’s Signature | Date
--- | --- | --- | ---

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>This year, aligned with Standard/Domain __________, I plan to professional growth will be measured by <em>(data, student work, student assessment, other evidence, etc)</em> Desired impact on student learning:</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>This year, aligned with Standard/Domain __________, I also plan to professional growth will be measured by <em>(data, student work, student assessment, other evidence, etc)</em> Desired impact on student learning:</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>This year, aligned with Standard/Domain __________, I also plan to professional growth will be measured by <em>(data, student work, student assessment, other evidence, etc)</em> Desired impact on student learning:</td>
<td></td>
</tr>
</tbody>
</table>

Conference Notes

_____________________________  ______________
Evaluatee’s Signature  Date  Evaluator’s Signature  Date

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
**Peer-Based Evaluation – Planning Sheet “Method 3”**

**Santa Cruz City Schools**

**Planning Sheet for __________________________**

*(name of unit member)*

**Directions:** Please complete the items below and submit to your evaluator by September 15. Your evaluator will set up periodic meetings to review your progress on your Peer-Based Evaluation sheet.

<table>
<thead>
<tr>
<th>Partner:</th>
</tr>
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<tbody>
<tr>
<td>Department or Grade Level:</td>
</tr>
</tbody>
</table>

| Brief description for choosing this method: What do you hope to learn about your teaching or about student learning? How will this advance your proficiencies? |

| Observation: What practices do you plan to observe closely? Have you and your partner identified Standards/Domains to focus on during your observation? |

<table>
<thead>
<tr>
<th>What is your timeline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Anticipated Pre/Post Observation dates?</td>
</tr>
<tr>
<td>- Anticipated Observation dates?</td>
</tr>
<tr>
<td>- Will you need coverage for your class? If so, have you discussed this with your evaluator?</td>
</tr>
</tbody>
</table>

**Evaluatee’s Signature** ________________ **Date** ________________

**Evaluator’s Signature** ________________ **Date** ________________
Peer-Based Observation Form “Method 3”
Santa Cruz City Schools

Name of Unit Member being observed

School/Site

Date

Grade level: __________ Subject: __________________ Time: ___ to ___ # of Students: __________

Observer: ________________________________

This form should be used to for observations for Peer-Based - Method 3

Student learning goal(s) and success criteria

Observations

Learnings from observations

Follow up Items for post conference
Post Observation Meeting Notes “Method 3”
Santa Cruz City Schools

Name of Unit Member being observed          School/Site                  Date

Grade level: ______ Subject: _______________ Time: _____ to _____ # of Students:

Observer: ________________________________

This form should be used to for observations for Peer-Based - Method 3

Items We Discussed

Learning to Apply Them to Classroom

Next Steps

__________________________  __________________________
Evaluator’s Signature        Date

__________________________________________  __________________________
Evaluatee’s Signature           Date

(This signature will be considered an acknowledgement of having read and discussed this form, not an agreement or disagreement with the content.)
Summative Evaluation – Speech Therapist “Method 1, 2, 3”
Santa Cruz City Schools

METHOD OF EVALUATION: ☐ Administrative Evaluation “Method 1”
☐ Project-Based Evaluation “Method 2”
☐ Peer-Based Evaluation “Method 3”

NAME ____________________________ ASSIGNMENT ____________________________ DATE ____________________________

SCHOOL/LOCATION ____________________________ EVALUATOR ____________________________

CERTIFICATED STATUS (Check One):
Permanent ☐ Temporary ☐ Probationary ☐ 1st Year ☐ 2nd Year ☐

| 1 | Practice Does Not Meet Standard |
| 2 | Practice Partially Emerging Standard |
| 3 | Practice Proficient |
| 4 | Practice Distinguished |

1. Advocacy and Outreach
1. Advise regulatory and legislative agencies about the continuum of care. Examples of service delivery options across the continuum of care include telehealth/telepractice, the use of technology, the use of support personnel, and practicing at the top of the license.
2. Engage decision makers at the local, state, and national levels for improved administrative and governmental policies affecting access to services and funding for communication and swallowing issues.
3. Advocate at the local, state, and national levels for funding for services, education, and research.
4. Participate in associations and organizations to advance the speech-language pathology profession.
5. Promote and market professional services.
6. Help to recruit and retain SLPs with diverse backgrounds and interests.
7. Collaborate on advocacy objectives with other professionals/colleagues regarding mutual goals.
8. Serve as expert witnesses, when appropriate.
9. Educate consumers about communication disorders and speech-language pathology services.
10. Advocate for fair and equitable services for all individuals, especially the most vulnerable.
11. Inform state education agencies and local school districts about the various roles and responsibilities of school-based SLPs, including direct service, IEP

2. Supervision
1. SLP’s possess service delivery and professional practice skills necessary to guide the supervisee;
2. SLP’s apply the art and science of supervision to all stakeholders (i.e., those supervising and being supervised), recognizing that supervision contributes to efficiency in the workplace;
3. SLP’s seek advanced knowledge in the practice of effective supervision;
4. SLP’s establish supervisory relationships that are collegial in nature;
5. SLP’s support supervisees as they learn to handle emotional reactions that may affect the therapeutic process;
6. SLP’s establish a supervisory relationship that promotes growth and independence while providing support and guidance.

3. Education
1. SLPs serve as faculty at institutions of higher education, teaching courses at the undergraduate, graduate, and postgraduate levels;
2. SLPs mentor students who are completing academic programs at all levels;
3. SLPs provide academic training to students in related disciplines and students who are training to become speech-language pathology assistants;
4. SLPs provide continuing professional education to SLPs and to professionals in related disciplines.

4. Research
1. SLPs conduct and participate in basic and applied/translational research related to cognition, verbal and nonverbal communication, pragmatics, literacy (reading, writing and spelling), and feeding and swallowing. This research may be undertaken as a facility-specific effort or may be coordinated across multiple settings.
2. SLPs engage in activities to ensure compliance with Institutional Review Boards and international laws pertaining to research.
3. SLPs collaborate with other researchers and may pursue research funding through grants.

5. Administration and Leadership
1. SLPs administer programs in education, higher education, schools, health care, private practice, and other settings. In this capacity, they are responsible for making administrative decisions related to fiscal and personnel management; leadership; program design; program growth and innovation; professional development; compliance with laws and regulations; and cooperation with outside agencies in education and healthcare.
2. Their administrative roles are not limited to speech-language pathology, as they may administer programs across departments and at different levels within an institution.
3. SLPs promote effective and manageable workloads in school settings, provide appropriate services under IDEIA (2004), and engage in program design and development.

Santa Cruz City Schools Certificated Evaluation
July 2018
Narrative Summary Checklist – Speech Therapist (continued)

NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING

☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVALUATEE SIGNATURE DATE EVALUATOR SIGNATURE DATE

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than "proficient" are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.
Directions: This final reflection sheet needs to be completed by the Second Friday in April.

1. To reflect on your growth during this evaluation cycle, highlight your progress on your three selected goals from the fall.

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?