

Summary Rating Sheet

This form summarized ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name	Date
School	District
Evaluator	Title

STANDARD 1: School speech-language pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Speech-language pathologists work cooperatively with school personnel to accomplish goals and objectives of the local education agency					
b. School speech-language pathologists provide appropriate information on an informal or formal basis regarding speech, language, and hearing programs.					
c. School speech-language pathologists maintain records of the speech-language program and prepare periodic reports as required.					
d. School speech-language pathologists adhere to established rules, regulations, laws and appropriate ethical standards,					
e. School speech-language pathologists supervise graduate interns, paraprofessionals, volunteers, and other professionals (as appropriate).					
Overall Rating for Standard 1					

STANDARD 2: School speech-language pathologists promote a respectful environment for a diverse population of students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists provide consultation to parents, teachers, and other appropriate school personnel.					
b. School speech-language pathologists adjust intervention strategies based upon student performance.					
c. School speech-language pathologists promote effective interpersonal relations with students.					
Overall Rating for Standard 2					

STANDARD 3: School speech-language pathologists understand and facilitate the implementation of a comprehensive approach to speech-language development.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists collaborate/consult with classroom teachers in the management of speech-language disorders.					
b. School speech-language pathologists coordinate speech-language services with student services provided by other school personnel.					
c. School speech-language pathologists seek assistance of teachers, parents, and others to meet the communication needs of students.					
d. School speech-language pathologists consult/communicate with non-school agencies to enhance services.					
e. School speech-language pathologists make recommendations and referrals for audiological/medical and related services.					
f. School speech-language pathologists apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.					
Overall Rating for Standard 3					

STANDARD 4: School speech-language pathologists promote learning for all students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists 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. School speech-language pathologists analyze and interpret information to make recommendations regarding the need for speech-language services.					
c. School speech-language pathologists demonstrate knowledge and understanding of the North Carolina Standard Course of Study, including Extended Content Standards, in management of communicative disorders.					
d. School speech-language pathologists plan and deliver evidence-based interventions appropriate for individual students and groups of students.					
e. School speech-language pathologists use evidence-based methods and techniques appropriate to stated objectives.					
Overall Rating for Standard 4					

STANDARD 5: School speech-language pathologists reflect on their practice.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School speech-language pathologists engage in continuing education and professional growth activities related to speech-language-hearing and education.					
b. School speech-language pathologists analyze the impact of comprehensive speech-language services on student learning.					
Overall Rating for Standard 5					