

**Professional Performance Review Process
for the
School-Based SLP**

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**~ Acknowledgement ~
Jointly Sponsored Project**

ASHA Special Interest Division # 11
Administration and Supervision

ASHA Special Interest Division # 16
School-Based Issues

Rationale

No Child Left Behind
Professional Growth
System of Accountability
Quality Assurance (Highly Qualified Educators)

***Educator Evaluation Instruments don't reflect
the unique roles and responsibilities of the
school-based SLP.***

ASHA Position Statement (1993)

- Assess the clinical skills unique to the profession
- Conducted by ASHA certified professionals
- Peer evaluation
- Self evaluation

Long Overdue ... A *process and instrument* that is:

- Comprehensive
- Meaningful
- User-friendly
- Growth Oriented
- Non-threatening
- Evidence-based
- Specific to the School-Based SLP

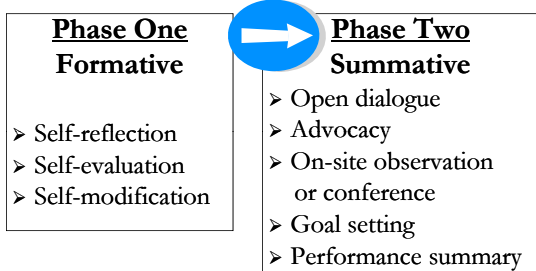
Purposes of the PPRP

- Quality Assurance
 - Professional competency
 - Unique roles and responsibilities
- Professional Development
 - Interdisciplinary
 - Discipline specific
- Performance Improvement
 - Self-assessment
 - Empowerment
- Opportunities for Feedback
 - Growth
 - Renewal

Use PPRP...

- As a framework for a conference without an actual observation
- As a means to document observations that focus on different aspects of performance
- As a cumulative record of comprehensive reviews across a school year
- Coupled with the standard instrument adopted by a school district for use with all educators

Two Phases to the Process



Professional Development Plan

Phase One Step 1: Self Reflection

Self reflection is an on-going, ever changing process that allows us to view our environment from different vantage points:

1. Practical experience
 2. Meaningful knowledge base
 3. Interaction with others
- (Stones (1994))

Phase One
Critical Purposes of Self Reflection

To understand:

- > Ourselves
- > Our roles and responsibilities as they fit into the larger educational framework
- > Best practice
- > Our contributions

*By recognizing our contributions,
targeted advocacy can occur*

Phase One
Step 2: Self-Rating

Assess current working conditions (e.g., workload, access to resources, support systems, etc.) and evaluate:

- > Strengths
- > Challenges
- > Needs

*Critical in preparation for
site observations and follow-up discussion*

Phase One
Self-Modification

PPRI performance indicators on the self-rating
and

PPRI self-rating scale:

- > 0 = not applicable
- > 1 = need more information & practice in this area
- > 2 = skill is emerging satisfactorily
- > 3 = believe this is an area of strength

Practice!

Step 1: Self-Reflection

- Identifying Info
- Purpose
- Current Roles & Responsibilities
- Workload
- Caseload
- Skill Areas

Phase Two

Step 3: Role Definition

Arrange an initial site observation and/or a conference with an evaluator ~

Could be a:

- CFY Supervisor
- Mentor
- Peer Educator
- Special Educator
- Principal/Administrator
- Other

Phase Two

Set the Stage for a Positive Experience

- Review steps involved in the assessment process
- Remember it is a process; not just a once-a-year occurrence
- Define and/or negotiate roles
- Set time lines for feedback
- Discuss potential use/s

Phase Two
Step 4: Open Dialogue

A process that ideally will occur throughout the school year. The SLP and outside evaluator discuss:

- On site observation
- Work samples
- Workload analysis
- Roles
- Responsibilities

Phase Two
Step 5: Feedback

Essential for growth and change....
Make it a positive experience by focusing on:

- Evidence of quality assurance
- Ideas for professional development
- Targets for performance improvement
- Feedback for positive renewal

Phase Two
A Time to Create & Plan Ahead

- Design a professional development plan
- Develop time lines
- Identify resources
- Focus on achieving planned outcomes
- Create an environment for achieving
 - ✓ Advocacy
 - and*
 - ✓ Excellence

Practice!
Performance Review

Put on the Supervisor's Hat and
rate your performance!

PPRP, PPRI and Empowerment

- Structural system that identifies expectations for the individual's performance
- Personally meaningful
- Defines the responsibilities
- Allows SLP to assume ownership of the review process
- Provides intrinsic motivation to learn
- Promotes collaborative problem-solving and joint communication


**Professional Performance
Review Instrument for the
School-Based Speech-Language
Pathologist**

<http://www.asha.org/NR/rdonlyres/70B0490D-E7E5-451C-9A90-2BDD9AAC4EE5/0/SLPPRP06.pdf>

PPRP:
Opportunities for Self-Advocacy!

- Awareness of SLP’s role in School-wide Intervention Activities
- Importance of Workload Analysis in determining Caseload
- Evidence of many SLP responsibilities
- Recognition of SLP’s contributions to students’ academic and functional success

Know where you are
Know who you are
Know what you do
Know what you need to do



Stephen Covey

What do the PPRP and PPRI Accomplish?

- Partnership in the process of performance review
- A process that is rooted in
 - Trust
 - Responsibility
 - Motivation
