

**School District of Newberry County
ABC Conference Feedback Form
Speech-Language Therapist**

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|--------------|---|---------|-------------------|---------------------|--|
| Teacher: | | School: | | Observation Period: | <input type="checkbox"/> Fall <input type="checkbox"/> Spring |
| PD 1: | Long Range Planning -Develops a long-range plan that describes and/or references appropriate procedures for identifying, assessing, and providing comprehensive services to speech-language impaired children and for establishing and maintaining the ongoing program operations that are necessary to effectively address the specific needs of the students and the school. | | | | |
| | Competent | | Needs Improvement | | |
| Evidence: | | | | | |
| PD 2: | Complying with Guidelines and Regulations -Follows applicable federal, state, and local regulations and guidelines that related to procedural due process, program eligibility, Medicaid, and program documentation. | | | | |
| | Competent | | Needs Improvement | | |
| Evidence: | | | | | |

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|--------------|---|--|-------------------|
| PD 3: | Short-Range Planning of Therapy- Develops, evaluates, and revises short-term objectives, including aligned treatment strategies, resources, and schedules, that facilitate the accomplishment of the Individualized Education Program (IEP) goals for each student. | | |
| | Competent | | Needs Improvement |
| Evidence: | | | |
| PD 4: | Short-Range Planning Assessments- Demonstrates the ability to select/develop, interpret, and use the results of appropriate formal and informal measures to conduct comprehensive and ongoing student assessments. | | |
| | Competent | | Needs Improvement |
| Evidence: | | | |
| PD 5: | Establishing and Maintaining High Expectations for Students- Establishes, maintains, and reinforces appropriate expectations for the performance and participation of each student, both within and outside of the therapy setting, and appropriately involves others in the various aspects of the therapy process. | | |
| | Competent | | Needs Improvement |
| Evidence: | | | |

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|--------------|--|--|-------------------|
| PD 6: | Using Strategies That Facilitate Communication Skills -Selects and effectively uses a variety of appropriate methods, strategies, and techniques to enhance students' communication skills. | | |
| | Competent | | Needs Improvement |
| Evidence: | | | |
| PD 7: | Monitors and Enhances Communication Skills -Effectively and continuously monitors each student's performance and uses this information to make appropriate decisions regarding the immediate and long-term course of therapy. | | |
| | Competent | | Needs Improvement |
| Evidence: | | | |
| PD 8: | Maintains an Environment that Promotes Communication -Maintains an engaging physical environment and establishes a positive, inviting climate that is designed to enhance students' communication interactions. | | |
| | Competent | | Needs Improvement |
| Evidence: | | | |
| PD 9: | Managing the Therapy Setting -Establishes, communicates, and enforces appropriate rules for student behavior and procedures for managing non-instructional routines. | | |
| | Competent | | Needs Improvement |
| Evidence: | | | |

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|------------------|---|--|-------------------|
| PD 10: | Fulfilling Professional Responsibilities -Consistently demonstrates ethically based professional behavior and participates in continuous professional development. | | |
| | Competent | | Needs Improvement |
| Evidence: | | | |
| Recommendations: | | | |

Mentor

Date

Administrator

Date

ABC-Team Member

Date

Induction Speech Therapist

Date