**Form C2: Speech-Language Pathologist Informal Observation Form (1)**

Teacher: Evaluator: Click here to enter text.

School/Position/Subject: Click here to enter text. Date of Observed Practice: Click here to enter a date. Date Form C2 Provided to Employee:Click here to enter a date.

**Evidence of Planning & Preparation/Professional Responsibilities (Domain 1 & 4):**

Click here to enter text.

***General Observations***

|  |  |
| --- | --- |
| **Specialists Actions:** *Specialist spent most of the time….* | **Stakeholders Behaviors:** *Stakeholders spent most of the time…* |
| Click here to enter text. | Click here to enter text. |

**Observations of the Environment**

|  |  |
| --- | --- |
| ***Components*** | ***Evidence, Examples, Suggestions, Notes, Directives*** |
| **2A. Respect and Rapport**  Communication between SLP and student/s is uniformly respectful.  SLP demonstrates an established connection with individual student, encouraging participation in activities. | Click here to enter text. |
| **2B. Organizing Time for Learning**  Paperwork is completed in a timely manner.  Specialist develops means for managing his/her caseload effectively in response to student needs.  Specialist handles scheduling changes effectively in a timely manner. | Click here to enter text. |
| **2C. Establishing Standard of Conduct**  SLP frequently monitors student behavior  SLP responds consistently to misbehavior among the students. | Click here to enter text. |
| **2D. Managing Therapy Procedures**  Transitions within and between therapy sessions are smooth.  Therapy session routines function smoothly.  Most of the materials needed for therapy are readily available.  Therapy resources are arranged to support the instructional goals and learning activities. | Click here to enter text. |
| **2E. Organizing Physical Space**  The therapy room is safe and arranged to support the instructional goals and learning activities.  Therapy resources are purposefully arranged to support instructional goals and learning activities. | Click here to enter text. |

***Note:*** *Unchecked boxes mean only that a trait was* ***not observed*** *during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.*

**Form C2: Speech-Language Pathologist Informal Observation Form (2)**

**Observations of the Delivery of Services**

|  |  |
| --- | --- |
| ***Components*** | ***Evidence, Examples, Suggestions, Notes, Directives*** |
| **3A. Responding to Referrals**  SLP follows up on referrals within the mandated time frame  SLP completes thorough screening/ assessment of student based off identified concerns. | Click here to enter text. |
| **3B. Implementing Treatment Plans to Maximize Student Success**  SLP uses appropriate clinical judgment when selecting therapy materials  Therapy materials are appropriate for age, development, and assessment areas.  Targeted tasks match stated goals. | Click here to enter text. |
| **3C. Communicating with Families**  SLP makes information about the therapy program available  SLP regularly sends home information about student progress  SLP develops activities designed to successfully and appropriately engage families in their children’s learning.  All of Speech-Language Pathologist’s communications are appropriate to families’ cultural norms | Click here to enter text. |
| **3D. Collecting Information; Writing Reports**  Data collection is consistent and accurate during therapy sessions.  Data collection is relevant to identified student needs.  Reports are written in a manner that is easily understood by general audiences.  Reports contain no errors. | Click here to enter text. |
| **3E. Flexibility and Responsiveness**  SLP uses data to evaluate treatment and make necessary changes.  SLP immediately makes changes to therapeutic strategies during session.  SLP individualizes minutes of services to address needs of students | Click here to enter text. |

***Note:*** *Unchecked boxes mean only that a trait was* ***not observed*** *during this short observation. The trait may not have been applicable to this lesson, or it may have been demonstrated before or after this observation period.*

***Evaluator or employee may request a post-conference to further address information observed.***