Making Professional Performance Review Work for You

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- ASHA Special Interest Division # 11 Administration and Supervision

- ASHA Special Interest Division # 16 School-Based Issues


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- Jamie Thomas, MS, CCC-SLP
- Yvana Uranga-Hernandez, MS, CCC-SLP
Session Agenda

- Introduction ~ Trici Schraeder
- For what population and under what circumstances is the PPRP relevant? ~ Twhanna J. Green
- What is the evidence base to support the use of the PPRP? ~ Trici Schraeder
- How does the PPRP promote self-reflection? ~ Sheryl Amaral
- How are results measured with the PPRP? ~ Fran Herbert (Replacing Susan Floyd)
- What are the advantages and disadvantages of its use? ~ Cornelia Cave
- Questions and discussion ~ All
For what population and Under what circumstances is the PPRP relevant?

Twhanna J. Green, Ph.D., CCC-SLP
PPRP is for School-Based SLPs

- Promote professional growth
- Provide a system of accountability
- Promote quality assurance
- Promote professional development
- Promote performance improvement
- Allow opportunities for feedback
- Promote rejuvenation and renewal
Current Professional Review Instruments Fall Short

They don’t reflect the unique roles and responsibilities of the school-based SLP
Roles & Responsibilities

- Prevention
- Identification
- Assessment
- Evaluation
- Re-Evaluation
- IEPs & IFSPs
- Caseload Management
- Intervention
- Counseling

- Transition Services
- Dismissal
- Supervision
- Documentation
- Leadership
- Advocacy
- Accountability
- Research
ASHA Position Statement

- Review instruments should assess the clinical skills unique to the profession
- Professional reviews should be conducted by ASHA certified professionals
  or include a process of
- Peer evaluation
- Self evaluation
PPRP may be used in a variety of ways...

- As a framework for a conference without an actual observation
- As a means to document 4 short observations that focus on different aspects of performance
- As a cumulative record of 4 separate, comprehensive reviews across a school year
Other Ways to Use the PPRP

- Coupled with the standard instrument adopted by a school district for use with all educators

- Coupled with an evaluation instrument that has been union negotiated

- Other format appropriate for the local school district’s policy regarding performance
Long Overdue …
A process and instrument that is:

- Comprehensive
- Meaningful
- User-friendly
- Growth oriented
- Non-threatening
- Evidence-based
- Specific to the school-based SLP
Forty-Six Resources Provide the Evidence Base for the PPRP

Trici Schraeder, MS, CCC-SLP
EmPOWERment

What is it?

How does it relate to the performance review process?
Empowerment as a Concept

- Literature focused on empowerment initially seen in the field of organizational sciences in 1980’s
- In 1990’s paradigm shift seen in governmental organizations and management
- Managers create an atmosphere that promotes
  - Autonomy
  - Responsibility
  - Continuous learning
  - Ability to adapt
1990’s Paradigm Shift

Teachers forged empowerment in:

- Their students (intrinsic motivation)
- Themselves (as part of the decision-making process in their schools)
“Empowerment...the humanistic process of adopting the values and practicing the behaviors of enlightened self-interest so that personal and organizational goals may be aligned in a way that promotes growth, learning, and fulfillment.”

(Shulman and Luechauer, 1993)
Values that are the Core of Empowerment

- **Meaningfulness** – the value of the task relative to personal values, beliefs, standards

- **Competence** – individual feels qualified and capable (self-confidence)

- **Impact** – the accomplishments of a task will make a difference to the individual and to the organization

- **Choice** – degree to which individuals self-determine their goals and strategies (autonomy)

(Shulman, 1995)
PPRP, EBP, & Empowerment

- Provides a 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
Strategies for Empowering

- The reviewer and the person being reviewed will specify what will be done and when
- The individual assesses his/her own work
- There is
  - Discussion of the expectations for quality
  - Chance for the individual to provide input and suggestions for self-improvement
  - Support from the reviewer to provide a collaborative and non-coercive environment
McAlister’s Clinical Perspective on Becoming Empowered:

- Sense of self
- Self awareness
- Self knowledge
- Self acceptance
- Self identity
- Seeing self as a lifetime learner

- Sense of relationship with others
Stephen Covey’s Comment:

“Know where you are”

“Know who you are”

“Know what you do”

“Know what you need to do”
Empowerment

➢ The PPR*Process* and the PPR*Instrument*
  ▪ Not an authority figure
  ▪ Evoke empowerment

➢ Empowerment will occur regardless of whether the individual is a novice or an expert

➢ Differences will be present depending on where the individual is on the continuum of experience
Anderson’s model of supervision and the self-reflective process

- Parallel between students who learn to self-evaluate and the school-based SLP using the PPRP and PPRI (i.e., knowing where they are on the continuum)

- Importance of planning

- Organization
  - What will be evaluated?
  - How will the evaluation be conducted?
Anderson's model of the continuum of supervision

**FIGURE 4-6. COMPOSITE OF STAGES OF SUPERVISION AND THE APPROPRIATE STYLES FOR EACH STAGE**
Professional Performance Review

A process
and
An instrument
to guide that process
Two Phases to the Process

Phase One
- Self-reflection
- Self-evaluation
- Self-modification

Phase Two
- Open dialogue
- Advocacy
- Goal setting
- Resource allocation
**Phase I: SLP 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*
SLP Reviews

PPRI performance indicators on the self-rating scale:

0 = not applicable
1 = I need more information and practice in this area
2 = I believe this skill is emerging satisfactorily
3 = I believe this is an area of strength
Skill Areas

- Managerial skills – organization, documentation
- Interpersonal skills and professionalism
- Knowledge of school culture
- Supervision (as appropriate)
How is Self Reflection Incorporated into the PPRP?

Sheryl C. Amaral, MS, CCC-SLP, MBA
Self Reflection

Reflect (Webster’s Dictionary definitions)

➢ To throw back light, heat, or sound
➢ To give back an image
➢ To think seriously (on or upon)

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

“There are only two ways to live your life. One is as though nothing is a miracle; the other is as though everything is a miracle.”

~ Albert Einstein
“What is necessary to change a person is to change his [her] awareness of himself [herself].”

~ Abraham Maslow
SLP 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
Critical Purposes of Self Reflection

To best 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
Persuading Administrators to Incorporate Self Reflection

➢ Be willing to step up to the Plate
  – Serve on Committees
  – Research
  – Prepare
  – Site examples
  – Use the ASHA PPRP/PPRI as a tool
Adapt to an Evidence Base Practice Environment

- Understand The Overall Mission of your County or School District
- Examine the Priorities
- Figure out the role of the SLP within the environment
- How does Self –Reflection contribute to improving student learning?
Create a Vision for Change

- Be willing to listen and understand other viewpoints
- Be willing to incorporate other points of view
- Continually “reflect” on the process
- Keep an outcome in mind
- Be able to adapt to potential roadblocks
- Stay true to your profession & stay positive!
How are Results Measured within the PPRP?

Fran Herbert
(Replacing Susan Floyd, Ph.D. CCC-SLP)
SLP Reviews

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
Skill Areas for Self-Rating

- Prevention
- Identification – screening, assessment
- Evaluation – impressions, recommendations
- Intervention
# Roles and Responsibilities

## A. Prevention

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<td>1.Educates and collaborates with educators, families, parents, and and community to eliminate or inhibit the onset and development of communication disorders by minimizing risks and exposure</td>
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<td>2. Coordinates, supervises, and/or conducts screenings</td>
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Comments:
Roles and Responsibilities

B. Identification

| Participates in the team process of identifying students who may need assessments to determine a continuum of intervention strategies and/or possible eligibility for special education or related services |

Comments:
### Roles and Responsibilities

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<th>C. Assessment</th>
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<td>Conducts thorough, appropriate, and balanced communication assessments using a comprehensive assessment plan. Applies assessment models that incorporate standardized and non-standardized procedures and tools. Collects data using a variety of sources including interviews, curriculum checklists, portfolios, observation…</td>
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Comments:
# Roles and Responsibilities

## D. Evaluation

| Interpret data to determine the nature and severity of a student’s communication disorder, delay, or difference, and its effect on academic and social performance. Summarizes all information relative to the student’s history, impairment/disability, and other factors such as age, attention, cognition, sensory deficits, social-emotional development, and cultural and/or linguistic diversity. Contributes to the process of determining eligibility for services and makes appropriate recommendations. Comments: |
| Date | Date | Date | Date |
## Roles and Responsibilities

### E. Intervention

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Develops and implements appropriate treatment plans (i.e. IEPs, IFSPs) using measurable goals, benchmarks, or objectives related to the general curriculum. Intervention strategies reflect best practices in speech-language pathology and are predicated on evidence-based practice. Collaborates with parents and education personnel. Provides technology support as appropriate. Provides counseling as part of treatment program. Assists students with transitioning between levels of education or training. Participates in the process to dismiss a student from services.

Comments:
# Roles and Responsibilities

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<td>Uses service delivery options efficiently and effectively. Fulfills the duties of case manager as appropriate. Meets responsibilities and obligations to students on the caseload. Follows risk management procedures. keeps clear and comprehensive records and informs parents and teachers of the students’ progress.</td>
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Comments:
### Interpersonal Skills & Professionalism

#### III. Interpersonal Skills and Professionalism

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<th>Creates a positive learning environment for students and colleagues. Promotes positive interpersonal relationships through open communication, honesty, and respect. Takes responsibility and conducts self in an ethical manner. Advocates for students. Pursues ongoing professional development. Participates in research activities when appropriate. Comments:</th>
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## Supervision (when appropriate)

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<td>Assists supervisees/mentees to develop goals for achieving and evaluating skills and knowledge. Evaluates supervisee’s skills and knowledge for purposes of periodic performance reviews, completion of certification requirements, and/or professional advancement.</td>
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Phase II: 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
SLP & Role Definition

Opportunity to arrange an initial site observation or a conference with an evaluator ~ Could be a:

- CF Supervisor
- Mentor
- Peer Educator
- Special Educator
- Principal/Administrator
- Other
One-Page Summary Rating Scale

0 = not applicable
1 = unsatisfactory
2 = inconsistent
3 = meets expectations
4 = strength
5 = demonstrates excellence
Performance Review

Name of Speech-Language Pathologist:
Name and Title of Evaluator:
Date of Review:
I. Summary of Observation

Include:

➢ Dates
➢ Setting/s
➢ Length of observation
➢ Activities
V. Summary of Evaluation

VI. Recommendations

VII. Date of Next Review
What are the Advantages and Disadvantages of using the PPRP?

Cornelia Cave, MS, CCC-SLP
Sets 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
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
Opportunity for 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
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
The PPRP and PPRI Accomplish

- A partnership in the process of performance review
- A process that is rooted in
  - Trust
  - Responsibility
  - Motivation
It also Accomplished the “...ilities”

- Responsibility
- Vulnerability
- Culpability
- Accountability
- Sensibility
Disadvantages

- Self reflection is time consuming
- Supplementing another instrument (e.g., union negotiated) is time consuming
- Difficult to coordinate among multiple reviewers (e.g. if the SLP is in more than one building and each school principal needs to do a performance review based on that building)
Questions & Discussion
Supportive Literature for the Professional Performance Review Process


Supportive Literature


Supportive Literature


Supportive Literature


Supportive Literature


Supportive Literature


Supportive Literature


Resources Used in Creating The Instrument


Resources


Resources


Resources


Resources

