

## CF Performance Skill Tracking

**P** = Proficient

**B** = Basic, Growth Needed

**U** = Unsatisfactory



| Supervisor<br>y Activities<br>(OSHPB) | Skill  |      |      |      | Notes |
|---------------------------------------|--|------|------|------|-------|
|                                       | Assessment   | Date | Date | Date |       |
| 3                                     | Able to select appropriate assessments.  |      |      |      |       |
| 3                                     | 1. Uses a variety of assessment techniques.  |      |      |      |       |
| 3                                     | <ul style="list-style-type: none"> <li>● Interview(s)/Teacher/ Parent Input</li> </ul> |      |      |      |       |
| 3                                     | <ul style="list-style-type: none"> <li>● Observation</li> </ul>                        |      |      |      |       |
| 3                                     | <ul style="list-style-type: none"> <li>● Probes</li> </ul>                             |      |      |      |       |
| 3                                     | <ul style="list-style-type: none"> <li>● Language sample</li> </ul>                    |      |      |      |       |
| 3                                     | <ul style="list-style-type: none"> <li>● Checklist</li> </ul>                          |      |      |      |       |
| 3                                     | <ul style="list-style-type: none"> <li>● Curriculum-based</li> </ul>                   |      |      |      |       |
| 3                                     | <ul style="list-style-type: none"> <li>● Narrative</li> </ul>                          |      |      |      |       |
| 3                                     | <ul style="list-style-type: none"> <li>● Standardized</li> </ul>                       |      |      |      |       |
| 3                                     | 2. Identifies patterns in the assessment results.                                      |      |      |      |       |
| 3                                     | 3. Ties the assessment results to skills needed in the classroom/content standards.    |      |      |      |       |
| 3                                     | 4. Assesses the difference between articulation and phonology.                         |      |      |      |       |

| <b>Supervisor y Activities (OSHPB)</b> | <b>Skill</b>   |             |             |             | <b>Notes</b> |
|--|--|-------------|-------------|-------------|--------------|
|  | <b>Planning</b>  | <b>Date</b> | <b>Date</b> | <b>Date</b> |              |
| 3                                      | 1. Develops an appropriate IEP.  |             |             |             |              |
| 3                                      | PLOP <ul style="list-style-type: none"> <li>● Identifies strengths &amp; needs</li> <li>● Baseline data</li> <li>● Grade level standard</li> <li>● Goal and baseline data are aligned</li> </ul> |             |             |             |              |
| 3                                      | <ul style="list-style-type: none"> <li>● Is it a SMART Goal?</li> </ul>  |             |             |             |              |
| 3                                      | 2. Service minutes align with SDI  |             |             |             |              |
| 3                                      | <ul style="list-style-type: none"> <li>● Present levels are written in narrative form with baseline data.</li> </ul>   |             |             |             |              |
| 3                                      | <ul style="list-style-type: none"> <li>● Goals relate to the present levels.</li> </ul>  |             |             |             |              |
| 3                                      | <ul style="list-style-type: none"> <li>● Evidence of lesson planning.</li> </ul>   |             |             |             |              |
|  | <b>Instructional Therapy</b>   | <b>Date</b> | <b>Date</b> | <b>Date</b> |              |
| 1,2                                    | 1. Therapy reflects IEP objectives.  |             |             |             |              |
| 1,2                                    | 2. States the objective of the lesson.   |             |             |             |              |
| 1,2                                    | 3. Relates new concepts to previously mastered skill and the curriculum.   |             |             |             |              |
| 1,2                                    | 4. Uses a variety of techniques to check understanding and provides instructional feedback.  |             |             |             |              |
| 1,2                                    | 5. Uses effective cueing   |             |             |             |              |

|     |   |             |             |             |  |
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|     | techniques and behavior management techniques.  |             |             |             |  |
| 1,2 | 6. Provides clear, concise instruction and feedback.                                    |             |             |             |  |
| 1,2 | 7. Provides for independent practice and bridging to the classroom.                     |             |             |             |  |
| 1,2 | 8. Uses a variety of materials that are aligned with instructional goals.               |             |             |             |  |
| 1,2 | 9. Accurately assesses success of lesson using data.                                    |             |             |             |  |
| 1,2 | 10. Recognizes unsuccessful lesson strategies and repairs the instructional breakdown.  |             |             |             |  |
| 1,2 | 11. Reviews and restates the goal of the lesson.  |             |             |             |  |
| 1,2 | 12. Takes accurate data and monitors progress.  |             |             |             |  |
|     | <b>Professional Responsibilities</b>  | <b>Date</b> | <b>Date</b> | <b>Date</b> |  |
| 8   | 1. Knows and follows Ohio's Operating Standards and Ohio's Model Policies & Procedures. |             |             |             |  |
| 3,4 | 2. Meets compliance expectations, including timelines, for all required paperwork.      |             |             |             |  |
| 3   | 3. Reports student progress as required.  |             |             |             |  |
| 3,6 | 4. Communicates with parents.   |             |             |             |  |
| 3,5 | 5. Developed a collaborative schedule with the staff.                                   |             |             |             |  |
| 1,2 | 6. Scheduled students' goals according to SDI.  |             |             |             |  |
| 5   | 7. Has established positive connections with the  |             |             |             |  |

|     |  |  |  |  |  |
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|     | staff.   |  |  |  |  |
| 1,8 | 8. Objectively considers advice and criticism.   |  |  |  |  |
| 3,4 | 9. Written documents are complete and understandable to all with correct grammar, spelling and sentence structure. |  |  |  |  |
| 7   | 10. Continued professional growth.   |  |  |  |  |