

**Independent School District  
Walk-Through Form (SLP Version)**

Name: \_\_\_\_\_ Speech Pathologist/ Speech Pathology Assistant  
Date: \_\_\_\_\_ Time: \_\_\_\_\_ Appraiser: \_\_\_\_\_

<p><b>Domain I: Active, Successful Student Participation In Learner-Centered Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Engaged in learning</li> <li><input type="checkbox"/>Successful in learning</li> <li><input type="checkbox"/>Critical thinking/ problem solving</li> <li><input type="checkbox"/>Curriculum-based IEP goals/objective</li> <li><input type="checkbox"/>Learner-centered</li> <li><input type="checkbox"/>Prepares for treatment sessions</li> <li><input type="checkbox"/>Motivational strategies</li> <li><input type="checkbox"/>Instructional strategies</li> <li><input type="checkbox"/>Pacing/sequencing</li> <li><input type="checkbox"/>Uses a continuum of service delivery options</li> <li><input type="checkbox"/>Appropriate questioning &amp; inquiry</li> <li><input type="checkbox"/>Use of technology</li> </ul> <p><b>Domain II: Evaluation and Feedback on Student Progress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Documents student responses and progress</li> <li><input type="checkbox"/>Assessment and instruction aligned</li> <li><input type="checkbox"/>Appropriate assessment of progress</li> <li><input type="checkbox"/>Learning reinforced</li> <li><input type="checkbox"/>Constructive feedback</li> <li><input type="checkbox"/>Relearning and re-evaluation</li> </ul> <p><b>Domain III: Management of Student Discipline, Instructional Strategies, Time and Materials</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Discipline procedures</li> <li><input type="checkbox"/>Self-discipline/self-directed learning</li> <li><input type="checkbox"/>Equitable teacher-student interaction</li> <li><input type="checkbox"/>Expectations for behavior</li> <li><input type="checkbox"/>Redirects disruptive behavior</li> <li><input type="checkbox"/>Reinforces desired behavior</li> <li><input type="checkbox"/>Devises/ maintains efficient/ effective schedule for meeting roles and responsibilities of SLP/SLPA</li> <li><input type="checkbox"/>Manages time and materials</li> </ul> <p><b>Domain IV: Professional Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Written with students</li> <li><input type="checkbox"/>Verbal/nonverbal with students</li> <li><input type="checkbox"/>Reluctant students</li> <li><input type="checkbox"/>Written w/ parents, staff, community members, professionals</li> <li><input type="checkbox"/>Verbal/ nonverbal w/ parents, staff, community members, professionals</li> <li><input type="checkbox"/>Supportive, courteous</li> </ul>	<p><b>Domain V: Professional Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Campus/district goals</li> <li><input type="checkbox"/>Student needs</li> <li><input type="checkbox"/>Pursues ongoing staff development</li> <li><input type="checkbox"/>Improvement of student performance</li> </ul> <p><b>Domain VI: Assessment and Intervention of Students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Participates in intervention process &amp; provides intervention</li> <li><input type="checkbox"/>Administers tests</li> <li><input type="checkbox"/>Uses appropriate testing techniques</li> <li><input type="checkbox"/>Writes integrated evaluation reports</li> <li><input type="checkbox"/>Utilizes eligibility determination criteria</li> <li><input type="checkbox"/>Makes appropriate eligibility recommendations (n/a for SLP assistants)</li> <li><input type="checkbox"/>Conducts 3-year re-evaluation</li> <li><input type="checkbox"/>Meets federal time-lines for evaluation and re-evaluation</li> <li><input type="checkbox"/>Appropriate materials</li> <li><input type="checkbox"/>Provides feedback</li> <li><input type="checkbox"/>Monitors attendance and maintains attendance records</li> <li><input type="checkbox"/>Modifies and adapts</li> </ul> <p><b>Continuum of Services Observed</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>RtI Intervention</li> <li><input type="checkbox"/>Pullout</li> <li><input type="checkbox"/>Classroom-Based (Collaboration)</li> <li><input type="checkbox"/>Consultation</li> <li><input type="checkbox"/>Self-contained classes</li> <li><input type="checkbox"/>Monitor</li> </ul> <p><b>Type of Communication Disorder Observed</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Phonology/ Articulation</li> <li><input type="checkbox"/>Fluency</li> <li><input type="checkbox"/>Voice</li> <li><input type="checkbox"/>Receptive/Expressive Language</li> <li><input type="checkbox"/>Hearing</li> <li><input type="checkbox"/>Augmentative Communication</li> </ul> <p><b>“Walk the Walls”:</b> Identify displayed specific objectives/ teacher strategies used in student work</p>  <p><b>Observed ties to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/>Classroom curriculum</li> <li><input type="checkbox"/>TAKS Objectives</li> <li><input type="checkbox"/>SLP Eligibility Guidelines</li> <li><input type="checkbox"/>SLP Procedures</li> <li><input type="checkbox"/>Other:</li> </ul>
<p><b>Additional Comments:</b></p>   	

Speech Pathologist/ Assistant Signature \_\_\_\_\_ Date \_\_\_\_\_

Appraiser Signature \_\_\_\_\_ Date \_\_\_\_\_