

# Sample Goal: Speech & Language Pathologist

Name:		Location	
<b>Select One:</b> <ul style="list-style-type: none"> <li>Cohort 1 <i>New to Profession (first four years) or New to LEA (first two years)</i></li> <li>Cohort 2 <i>*Educators who have successfully completed Cohort 1</i></li> </ul>	<b>Select One:</b> <ul style="list-style-type: none"> <li>Individual goal</li> <li>Collaborative goal</li> </ul> <p><b>Decided upon mutual agreement.</b></p>	<b>Select One:</b> <ul style="list-style-type: none"> <li>1-year goal</li> <li>2-year goal</li> <li>3-year goal</li> </ul> <p><b>Decided upon mutual agreement</b></p>	<b>Select One:</b> <ul style="list-style-type: none"> <li>CCT Teacher Rubric</li> <li>CCT Service Delivery Rubric</li> </ul>

## Beginning-of-the-Year Goals and Planning

### Self-Reflection

*Completed by the Educator  
See Sample Reflection Questions*

Capture your self-reflection here: consider using the Sample Questions linked above to guide your thinking.

*See Examples of Evidence Types*

How can I increase my understanding and application of cultural humility in my practice?

The ASHA Code of Ethics calls upon SLPs to “honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.”

ASHA Standards:

**Standard IV-G:** The applicant must have demonstrated knowledge of contemporary professional issues.

**Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate skills to interact effectively with individuals from culturally and linguistically diverse backgrounds. **CCT Service Delivery Standard 1a:** Respect for students by Maintains a learning environment that is consistently respectful of all students’ cultural, social and/or developmental differences.

Each school year, I have an increase of students on my caseload that come from households where English is not the spoken language, their own first language is not English, and/or are from other countries. I have also explored the importance of culturally relevant assessments for students with communication deficits and question how I am playing a role in that process including biases.

### Goal, Rationale, Alignment, and Professional Learning

*Completed by Educator*

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1,2, 3 years).

I will increase my understanding and application of cultural humility in speech-language therapy by engaging in professional development focused on diverse cultural communication styles and incorporating culturally responsive practices into my assessments and interventions over the next three school years.

A professional learning goal for a school-based SLP that focuses on cultural humility is inherently a multiyear goal due to its depth and complexity. I propose this be a 3 year goal. Achieving cultural

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	<p>humility involves ongoing self-reflection, continuous education, and the development of new skills to effectively interact with individuals from diverse cultural and linguistic backgrounds.</p>
<p>What evidence of learning, educator, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?</p> <p><i>See professional learning and action questions to guide your plan.</i></p>	<p>I will gather baseline data on my students in the fall around specific practices that can be affected by cultural humility throughout the year. I will then collect data on how their performance changed once I introduce more cultural humility in my practice. Ex: examining my bias in evaluating students, revising interventions with a culturally relevant lens, and enhancing family partnerships.</p> <p>I will solicit feedback from my students and their families (using tools provided by ASHA). I will also provide evidence of participation in the professional learning activities listed below.</p> <p>Professional Learning Plan:</p> <ul style="list-style-type: none"> <li>● Complete a self-assessment of current knowledge and biases</li> <li>● Attend introductory workshops or webinars on cultural humility</li> <li>● Read foundational texts on cultural humility in healthcare and education</li> <li>● Attend cultural events and engage with community groups</li> <li>● Take Layla Saad’s 28 day challenge</li> <li>● Participate in Professional Learning courses with ASHA</li> </ul> <p>Seek feedback from colleagues and supervisors</p>
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	<p><b>Year 1: Foundation and Awareness</b></p> <p><b>Year 2: Deepening Knowledge and Practice</b></p> <p><b>Year 3: Leadership and Advocacy</b></p>
<p>In what ways might this goal(s) contribute to the school and/or district’s vision, mission, and strategic goals?</p>	<p>This goal is aligned with our vision of the graduate (Communicator, Global Citizen) and our District and School Equity Goals: open-mindedness, empathy, and social responsibility.</p>

## Goal Setting Conference

*Completed by Evaluator*  
**Date**

<p><b>Notes:</b></p>	<p><b>Supports Required:</b></p> <ul style="list-style-type: none"> <li>● Tier 1</li> <li>● Tier 2 (Link to Examples of Supports)</li> </ul>
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	<ul style="list-style-type: none"><li>• Tier 3 (<a href="#">Link to Examples of Supports</a>)</li></ul>
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