

**RUBRIC ASSESSMENT: Education Specialist Certificate- SPEECH LANGUAGE PATHOLOGIST (SLP)**

Date  Self-Assessment  Evaluator Assessment

Formal Observation  Individual Growth Project  Intensive Support Plan  Summative

**Domain 1: Planning and Preparation**

<b>Domain 1: Planning and Preparation</b>	1a: Demonstrating Knowledge of Speech and Language Content, Pedagogy, Best Practices 1b: Demonstrating Knowledge of Students’ Speech and Language Development and Needs 1c: Setting Instructional Outcomes and Goals 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Speech and Language Instruction and Service Delivery 1f: Designing Student Assessments			
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1a: Demonstrating Knowledge of Speech and Language Content, Pedagogy, Best Practices</b>	SLP’s plans demonstrate content errors.  SLP’s plans display little understanding of prerequisite relationships important to student’s learning of the content.  SLP’s plans reflect little or no understanding of the range of speech and language interventions.	SLP’s plans demonstrate partial knowledge with content and best practices in the discipline but display lack of awareness of how these concepts relate to one another.  SLP’s plans indicate partial awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.  SLP’s plans reflect an emerging range of speech and language interventions.	SLP’s plans demonstrate a working knowledge of the content and best practices in the discipline and the ways they relate to one another.  SLP’s plans reflect thorough understanding of prerequisite relationships among topics and concepts.  SLP’s plans reflect a wide range of effective speech and language interventions.	SLP’s plans demonstrate extensive knowledge of the content and best practices in the discipline and the ways they relate both to one another and to other disciplines.  SLP’s plans reflect an integrated understanding of prerequisite relationships among topics and concepts to ensure student understanding.  SLP’s plans reflect a wide range of effective speech and language interventions, anticipating student misconceptions.
<b>Evidence/Examples</b>	While language and fluency are documented areas of need, SLP plans to focus only on articulation during the lesson which is not a documented area.  SLP shows little awareness of speech hierarchies for example works on multiple step directions before student has mastered basic concepts.  SLP plans to treat dialectal differences as disabilities.  SLP plans content in areas not directly identified as areas of need. SLP plans to use same intervention with all students without regard to student’s individual differences.	SLP plans a lesson on phonemic awareness without linking the activities to literacy.  SLP plans to focus on articulation of a specific speech sound at the sentence level, which is a documented area of need; however, the progress monitoring data indicates the student has not yet mastered the speech sound at the word level.  SLP plans to utilize only repetitive drill and practice instructional methodology during the speech/language support sessions.	SLP plans to use an Augmentative/ Alternative Communication (AAC) system consisting of voice output devices, picture communication board, and sign language for a lesson with a student who is nonverbal.  In teaching students with both articulation and language disorders the SLP works on skills from each disorder area within a session.  SLP understands and smoothly integrates principles of speech-language hierarchies (i.e. introduces present progressive verb endings prior to future verb tenses) into session plans.	SLP researches speech/language journals to obtain information regarding evidence-based methodologies to reduce episodes of stuttering in adolescent student population on current caseload.  SLP researches and creates a presentation to educate others about speech language content (i.e., dialectal and phonemic difference in a specific student population).  SLP seeks out and utilizes varied sources of knowledge, including, journal articles, the expertise of other trained professionals, knowledge gained in workshops, etc. in planning to maximize therapeutic interventions for all students.

		<p>SLP states that she knows that the child is not making progress at planned goal, but does not know how to plan for prerequisite skill to target.</p> <p>SLP's plans adequately describe session activities but do not directly indicate how the activities will specifically address student goals.</p> <p>SLP's plans indicate that student has goals in multiple areas (such as expressive language and articulation) but indicate the intervention will address only one of these areas.</p>	<p>SLPs plans indicate multiple evidence-based interventions with students on caseload with autism based on individual needs.</p>	<p>SLP's plans relate to classroom curriculum (i.e., oral reading targets from classroom are integrated with articulation goals throughout the session).</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<i><b>1b: Demonstrating Knowledge of Students' Speech and Language Development and Needs</b></i>	<p>SLP demonstrates little or no understanding of individual student's speech and language development and its relationship to academic performance.</p> <p>SLP demonstrates no awareness of the student's background, culture, skills, interests, and needs. SLP does not seek to gain an understanding.</p> <p>SLP fails to develop or maintain a schedule based on knowledge of students.</p>	<p>SLP demonstrates partial understanding of individual student's speech and language development and its relationship to academic performance.</p> <p>SLP demonstrates partial awareness of the student's background, culture, skills, interests, and needs. SLP makes limited attempts to gain an understanding.</p> <p>The SLP's schedule is determined by convenience over knowledge of students to develop and maintain an appropriate schedule for speech and language support services.</p>	<p>SLP demonstrates a complete understanding of individual student's speech and language development and its relationship to academic performance.</p> <p>SLP demonstrates thorough awareness of the student's background, culture, skills, interests, and needs. SLP actively seeks to gain an understanding.</p> <p>SLP uses knowledge of students to develop and maintain an appropriate schedule for speech and language support services.</p>	<p>SLP demonstrates an extensive understanding and application of individual student's speech and language development and its relationship to academic performance.</p> <p>SLP demonstrates applied awareness of the student's background, culture, skills, interests, and needs in the planning of instruction.</p> <p>SLP adjusts and revises schedule based student's needs and progress to maximize team collaboration and generalization.</p>

<p><b>Evidence/examples:</b></p>	<p>SLP plans a lesson in which verbal responses are required, but does not provide an alternative means of communication (i.e., voice output communication aid, picture communication board, etc.) for a student who is non-verbal.</p> <p>SLP does not ask family for information regarding home language.</p> <p>SLP is aware of student's past medical history of a traumatic brain injury (TBI), but does not consider this information when developing appropriate instructional outcomes (e. g., executive functioning skills, short-term memory, etc.)</p>	<p>SLP plans a lesson in which verbal responses are required and provides an alternative means of communication (i.e., voice output communication aid, picture communication board, etc.) without individualization of method or mode for the student.</p> <p>An SLP's schedule is rigid resulting in grouping of students based on SLP's availability and not student needs.</p> <p>SLP suspects that a child's home language is not English but makes only limited attempts to gather additional information from the family.</p>	<p>SLP plans a lesson in which verbal responses are required, provides an individualized alternative means of communication (i.e., voice output communication aid, picture communication board, etc.) for a student who is non-verbal.</p> <p>SLP has family complete a questionnaire regarding home language and utilizes home language information in planning session.</p> <p>SLP utilizes knowledge of student's abilities, classroom schedules, and grouping needs to design a therapy schedule.</p>	<p>SLP plans a lesson in which verbal responses are required, provides an individualized alternative means of communication dynamically adapted (i.e., voice output communication aid, picture communication board, etc.) for a student who is non-verbal.</p> <p>SLP administers a preference assessment in order to identify students' interests and incorporate the interests into speech/language lessons.</p> <p>SLP researches and creates a presentation to educate others about dialectal and phonemic difference in a specific student population.</p> <p>SLP adjusts child's therapy time to provide push-in opportunities for carryover for speech language goals.</p>
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<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><b>1c: Setting service delivery outcomes ratings</b></p>	<p>Instructional outcomes and goals are not individualized.</p> <p>Instructional outcomes and goals do not align with the student's speech language needs.</p> <p>Goals are not clear, measurable and functional.</p> <p>Instructional outcomes and goals are not reviewed or adjusted based on student's needs and progress.</p>	<p>Instructional outcomes and goals are partially individualized through limited analysis or inconsistently collected data.</p> <p>Instructional outcomes and goals align with the student's speech language needs but may not be aligned with academic standards.</p> <p>Some goals are clear, measurable and functional.</p> <p>Instructional outcomes and goals are infrequently reviewed or adjusted based on student's needs and progress.</p>	<p>Instructional outcomes and goals are individualized through analysis of existing data collection in collaboration with some members of the team.</p> <p>Instructional outcomes and goals align with the student's speech language needs and academic standards.</p> <p>Goals are clear, measurable and functional.</p> <p>Instructional outcomes and goals are continuously reviewed and adjusted based on student's needs and progress.</p>	<p>Instructional outcomes and goals are individualized based upon a thorough analysis of existing data and dynamic assessment in collaboration with all members of the team.</p> <p>Instructional outcomes and goals align with the student's speech language needs and academic standards. SLP plans for scaffolding functional application and generalization across multiple settings.</p> <p>Goals are measurable and activities planned provide opportunities for generalization and practices across multiple settings.</p> <p>Instructional outcomes and goals are continuously reviewed and adjusted based on student's needs and progress in collaboration with team members.</p>

<i>Evidence/examples</i>	<p>An articulation goal states “Student will increase articulation skills.”</p> <p>Speech/language goals remain in student’s IEP despite being mastered.</p> <p>SLPs goals state “will improve communication skill” without detailed measurable criteria.</p> <p>IEP indicates identical goals for multiple annual IEPs without student improvement indicated.</p> <p>SLP uses the same language goal with all ages of students on his/her caseload.</p>	<p>SLP composes a goal to address curricular vocabulary based on the results of a diagnostic assessment; however, the SLP does not consider the corresponding grade-level academic standards when developing the goal.</p> <p>SLP plans to continue to address goals for several weeks after mastery, before revising the IEP.</p> <p>SLP uses the same language goal with all ages of students on his/her caseload. Review of SLP’s goals indicate that some goals have complete criteria for the production of a measurable goal, including specific skill, assessment strategy and level of attainment to show mastery while others do not.</p>	<p>SLP uses assessment information and considers the corresponding grade-level academic standards when to developing IEP goals.</p> <p>The SLP sets instructional outcomes for the student who stutters based on the types of stuttered words or parts of words.</p> <p>SLP references the appropriate grade-level PA Core English Language Arts standards and progress monitoring data when formulating IEP goals.</p> <p>SLP consults with families to revise student IEPs immediately when goals are achieved or student’s needs change.</p> <p>Student objectives are written in a clear and measurable manner which reflects ongoing review of student data, and are easily understood by non-SLPs.</p>	<p>SLP consults with the student to review assessment data and academic curricular standards to develop IEP goals.</p> <p>SLP collaborates with other SLPs to develop appropriate vocabulary and sentence structure and grammatical goals.</p> <p>SLPs plans include and describe formative assessment techniques that can be utilized to shape and adjust session activities.</p> <p>SLP’s records indicate that frequent communication occurs between SLP and IEP team members, including student, to inform, analyze, and revise session targets as needed.</p> <p>SLP uses appropriate cues for errorless teaching but gradually reduces scaffolding and teaches other stakeholders techniques for building independence.</p> <p>SLP provides communication plan to families with detailed information on prompting/support to assist student with goals at home.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Id: Demonstrating Knowledge of Resources Both Within and Beyond the School Entity</i>	<p>SLP is unaware of or does not attempt to access school, organizational or outside resources for therapy use, for the expansion of his or her own knowledge, or for student needs.</p> <p>SLP does not individualize resources based on student’s needs.</p> <p>SLP does not utilize research, evidence-based practices and data to locate and support resources.</p>	<p>SLP displays partial awareness of school, organizational or outside resources available for therapy use, for the expansion of his or her own knowledge, and for student’s needs.</p> <p>SLP partially individualizes resources based on student’s needs.</p> <p>SLP limitedly utilizes research, evidence-based practices and data to locate and support resources.</p>	<p>SLP displays knowledge and application of resources for therapy use including school, organization, community, professional organizations and literature, universities, for the expansion of his or her own knowledge, and student’s needs.</p> <p>SLP individualizes resources based on student’s needs.</p> <p>SLP utilizes research, evidence-based practices and data to locate and support resources.</p>	<p>SLP displays extensive knowledge and application of resources for therapy use including school, organization, community, professional organizations literature and universities, for the expansion of comprehensive team’s knowledge, and student’s needs.</p> <p>SLP individualizes resources based on student’s needs to generalize target skills across multiple settings.</p> <p>SLP utilizes in depth research, evidence-based practices and data to locate and support resources.</p>
<i>Evidence/examples</i>	<p>When planning and preparing for a lesson on pronouns, the SLP utilizes only one set of commercially prepared cards and uses the cards in only one way.</p>	<p>SLP plans and prepares to use materials that are located only in the speech therapy room.</p>	<p>SLP independently conducts research regarding the speech language needs of a student with a specific disorder, such as Prader-Willi, to expand his/her knowledge in this area.</p>	<p>SLP participated in continuing education pertaining to speech/language acquisition for students with cochlear implants. The SLP used this information to compose an in-service presentation for colleagues.</p>

	<p>When asked by colleagues and/or students' parents about the availability of medical speech/language support services, the SLP replies, "I don't know of any services in this area and can't find out."</p> <p>SLP uses the same resources for multiple students without adjusting use based on individual student needs.</p> <p>SLP uses identical communication board for all students on his caseload.</p> <p>SLP cannot state reason for use of materials other than availability.</p>	<p>SLP utilizes resources appropriate for use with the student's general area of need but does not attempt to connect with other available resources, such as the classroom curriculum.</p> <p>SLP is not aware of resources that can be utilized by families outside of the school district but is willing to research these items on the Internet at the request of family members.</p> <p>Treatment approaches and resources used are appropriate to student's need but are antiquated, despite the availability of other resources.</p> <p>SLP identifies resources through a Pinterest search that are loosely based on student need and does not fully adjust activity to effectively address student needs.</p>	<p>SLP shares effective strategies to address stuttering in the regular education classroom/general education curriculum with colleagues.</p> <p>SLP informs and educates families regarding available local and online resources.</p> <p>SLP utilizes outside or internal consultants as necessary to support the acquisition of AT/AAC resources for a student.</p>	<p>SLP contacted the speech/language clinic at local college/university to obtain information regarding services in order to share information with the parent.</p> <p>SLP keeps an ongoing list of current available local and online resources and is able to appropriately individualize resource lists based on the specific needs of the student and family.</p> <p>SLP utilizes various resources statewide to borrow AT equipment for use in assessment and data collection.</p> <p>SLP uses non speech language specific resources (e.g. SAS portal, alternate eligible content) to address speech language and academic needs of student.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>Ie: Designing Coherent Speech and Language Instruction and Service Delivery</i></b>	<p>Plans for therapy services consist of a random collection of unrelated activities lacking coherent structure and do not link to the overall goals and benchmarks.</p> <p>Plans for learning activities are not scaffolded to the student's individualized needs.</p> <p>Planning for service delivery options (i.e., push-in, pull-out, grouping, consultation) lacks alignment with student's speech/language, learning, and academic needs.</p>	<p>SLP's planning includes a number of worthwhile activities partially aligned with the overall goals or benchmarks.</p> <p>Plans for learning activities are inconsistently scaffolded to the student's individualized needs.</p> <p>Planning for service delivery options (i.e., push-in, pull-out, grouping, consultation) is limited based on student's speech/language, learning, and academic needs.</p>	<p>The SLP's therapy plans serve to support students individually and supports partial carryover across educational or community settings.</p> <p>Plans represent learning activities that are consistently scaffolded to the student's individualized needs with application of available resources (including both instructional and assistive technology).</p> <p>Plans for service delivery options (i.e., push-in, pull-out, grouping, consultation) are fluid and are adjusted based on student's speech/language, learning, and academic needs.</p>	<p>The SLP's therapy plans serve to support students individually and supports comprehensive carryover across educational or community settings.</p> <p>Plans represent a thorough understanding of individualized students' needs, and application of available resources (including both instructional and assistive technology), resulting in a series of learning activities scaffolded to meet the student's individualized needs across a variety of settings.</p> <p>Plans for service delivery (i.e., push-in, pull-out, grouping, consultation) are designed to promote functionality and application across various academic and community settings.</p>

<b>Evidence/examples</b>	<p>Kindergarten student is paired with an older elementary language processing student making it difficult to meet each student's needs.</p> <p>SLP plans a lesson around language concepts although child's goal is phonological processes of final sound deletion and stopping.</p> <p>SLP uses pull-out service delivery model for all students regardless of need.</p> <p>SLP plans to provide direct models of students' speech/language targets without having individualized cues available to extend student practice.</p> <p>SLP's plans do not include how lesson will change based on student errors.</p> <p>SLP requires a new student to use target sounds at words/phrase level without cues, models or prior practice of sound.</p> <p>Plans do not include AAC for nonverbal child.</p>	<p>SLP plans and prepares an articulation lesson that provides the student with an opportunity for guided and independent practice of his/her target speech sound; however, the lesson does not have an introduction or closure.</p> <p>SLP creates instructional plans according to initial assessments, but the plans are not altered based on students' needs and frequent formative assessment.</p> <p>SLP prepares carryover activities for only one situation (i.e., parents), but not other situations.</p> <p>Minimal push-in therapy is provided based on SLP's schedule rather than child's needs.</p> <p>SLP plans for service delivery in the classroom for primary grade students prior to dismissal, but does not attempt to integrate speech service in upper elementary or secondary classrooms.</p> <p>SLP plans all consultation for students in one classroom based on s/l needs, student's age or disability.</p> <p>SLP's plans describes the use of identical prompting across multiple students, without regard to individualized skills.</p>	<p>SLP creates instructional plans that are instructionally sound, based on the diagnosed speech and language problem, and allow the student to make progress.</p> <p>SLP allots an appropriate amount of time to address all components of the speech/language lesson plan (i.e., introduction, opportunity for guided and independent practice of established speech/language support goals, and closure).</p> <p>SLP designs push-in activities to incorporate expressive language goals during circle activity followed by pull-out activity to incorporate new articulation skills.</p> <p>SLP pushes into classroom when student reaches mastery in pullout 1:1 session to promote generalization of goal.</p> <p>SLPs plans allow for adjustment of level/type of cuing during a fluency student's session depending on student performance within activities.</p>	<p>SLP creates instructional plans that are based on the academic standards and make direct connections to the diagnosed speech and language problem. The instructional plans establish speech carryover to the classroom.</p> <p>SLP collaborates with general education SLPs to review instructional strategies and student data for effectiveness and adjusts instruction accordingly.</p> <p>SLP develops service delivery for a student to fluctuate between pull-out time to introduce a skill, pair/group time to practice the skill and sessions in the classroom to fully integrate the skill.</p> <p>SLP plans incorporate functional use of child's voice output device with least to most prompting hierarchy in classroom setting.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1f: Designing Student Assessments</b>	<p><b>Instruction</b> Assessment and progress monitoring procedures are not aligned with instructional outcomes; assessment and progress monitoring measures are not differentiated based on outcomes of instruction and student needs, the proposed approach contains no criteria or standards.</p>	<p><b>Instruction</b> Assessment and progress monitoring procedures are partially aligned with instructional outcomes; assessment and progress monitoring measures are partially differentiated based on outcomes of instruction and student needs; the proposed approach contains partial criteria or standards.</p> <p>SLP has partial baseline data to guide instructional outcomes and objectives.</p>	<p><b>Instruction</b> Assessment and progress monitoring procedures are fully aligned with instructional outcomes; assessment and progress monitoring measures are differentiated based on outcomes of instruction and student needs; the proposed approach contains clear criteria or standards.</p> <p>SLP has complete baseline data to guide instructional outcomes and objectives.</p>	<p><b>Instruction</b> Assessment and progress monitoring procedures are fully aligned with instructional outcomes with contribution from the student and/or IEP team; assessment and progress monitoring measures are differentiated based on outcomes of instruction and student needs, with input from the student and/or team; the proposed approach contains clear criteria or standards with</p>

	<p>SLP has no baseline data to guide instructional outcomes and objectives. SLP has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in adapting current session activities and designing future instruction.</p> <p>SLP does not utilize evidence-based practice in selection of assessment and progress monitoring measures and criteria.</p> <p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP does not follow established assessment procedures for standardized tests (i.e., ceiling, basal, prompting guidelines, test/retest guidelines, administration guidelines, normed population, age criteria). SLP does not plan a comprehensive evaluation approach (e.g. feedback from parents, school personnel, academic progress, narrative measures, and/or standardized assessments). The evaluation plan does not correspond with the referral question.</p> <p>SLP does not plan for organization and flow of the assessment based on anticipated student’s needs (e.g., participation, engagement, developmental level, medical needs).</p>	<p>SLP has a partial plan to incorporate formative assessment in the lesson or unit or a partial plan to use assessment results in adapting current session activities and designing future instruction.</p> <p>SLP partially utilizes evidence-based practice in selection of assessment and progress monitoring measures and criteria.</p> <p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP inconsistently follows established assessment procedures for standardized tests (i.e., ceiling, basal, prompting guidelines, test/retest guidelines, administration guidelines, normed population, age criteria).</p> <p>SLP plans a moderately evidence based, comprehensive evaluation approach (e.g. feedback from parents, school personnel, academic progress, narrative measures, and/or standardized assessments) that partially corresponds with the referral question.</p> <p>SLP partially plans for organization and flow of the assessment based on results and anticipated student’s needs (e.g., participation, engagement, developmental level, medical needs).</p>	<p>SLP has a clear plan to incorporate formative assessment in the lesson or unit or a clear plan to use assessment results in adapting current session activities and designing future instruction.</p> <p>SLP fully utilizes evidence-based practice and has a well-developed strategy for selection of assessment and progress monitoring measures and criteria.</p> <p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP plans to utilize established assessment procedures for standardized tests (i.e., ceiling, basal, prompting guidelines, test/retest guidelines, administration guidelines, normed population, age criteria).</p> <p>SLP plans an evidence based, comprehensive evaluation approach (e.g. feedback from parents, school personnel, academic progress, narrative measures, and/or standardized assessments) that corresponds with the referral question.</p> <p>SLP plans for organization and flow of the assessment based on results and anticipated student’s needs (e.g., participation, engagement, developmental level, medical needs).</p>	<p>contribution from the student and/or team. SLP has complete baseline data across multiple settings to guide instructional outcomes and objectives.</p> <p>SLP has a clear plan to incorporate formative assessment in the lesson or unit or a clear plan to use assessment results in adapting current session activities and designing future instruction to promote generalizations across multiple settings.</p> <p>SLP fully utilizes evidence-based practice and has a well-developed strategy with contribution from the student and/or team for selection of assessment and progress monitoring measures and criteria.</p> <p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP plans assessment procedures in thorough collaboration with other team members and anticipates pros and cons of potential assessments (i.e., informal or standardized) to validate results for standardized tests (i.e., ceiling, basal, prompting guidelines, test/retest guidelines, administration guidelines, normed population, age criteria).</p> <p>SLP plans an evidence-based comprehensive evaluation approach (e.g. feedback from parents, school personnel, academic progress, narrative measures, and/or standardized assessments) with detailed collaboration with team members that corresponds with the referral question.</p> <p>SLP fluidly plans and identifies extensive strategies to adapt organization and flow of the assessment based on results and anticipated student’s needs (e.g., participation, engagement, developmental level, medical needs).</p>
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<b>Evidence/Examples</b>	<b>Instructional Examples:</b>	<b>Instructional Examples:</b>	<b>Instructional Examples:</b>	<b>Instructional Examples:</b>
	<p>SLP has no evidence of data collection associated with a therapy session.</p> <p><b>Identification/Screening/ Re-evaluation Examples:</b></p> <p>SLP administers an English language standardized test to a student whose home language is Spanish. SLP provides repetitions of stimuli on a standardized test which are not allowable according to the administration procedures.</p> <p>SLP only completes a standardized language measure when the referral question is concerning articulation.</p> <p>SLP completes all standardized assessments but does not contact teacher, the initial referral source, for input or feedback.</p> <p>SLP does not plan to obtain audiological evaluation results with a student who has a diagnosed hearing impairment prior to designing evaluation.</p>	<p>SLP takes data on a student's language goal once a month and may use this data to inform instruction.</p> <p>SLP has a consistent system in place to record data regarding a student's articulation progress but does not use this data to alter lesson plans, resulting in the use of identical plans over a prolonged period of time.</p> <p><b>Identification/Screening/ Re-evaluation Examples:</b></p> <p>SLP provides parent information forms to the families of speech students in order to include them in the evaluation process, but does not attempt communication more than once or in multiple ways if forms are not returned.</p> <p>The SLP plans to complete a formal evaluation appropriate to the concern indicated on the referral (i.e., articulation) but does not include additional informal measures (such as language sample, place-manner-voice assessment) resulting in an evaluation that is limited in scope.</p>	<p>Data from the previous session indicates regression in a student's ability to follow 2 step directions; therefore, next session's goal is adjusted to retarget basic concepts at the 1 step direction level.</p> <p>SLP consistently records data regarding a student's articulation progress and appropriately increases level of complexity from syllable-level, to word level, as appropriate.</p> <p>SLP consistently collects data from a variety of sources, including progress monitoring data, input from outside SLP, family input, and classroom-based assessments such as DIBELS. SLP uses the data to plan for future speech/language support sessions to address student's phonological awareness goal.</p> <p><b>Identification/Screening/ Re-evaluation Examples:</b></p> <p>When performing an evaluation for a student who has been referred for pragmatic language concerns, the SLP assesses all communication domains, including receptive and expressive language, articulation, fluency, and voice, in order to obtain complete and accurate information. In addition, the SLP uses measures such as teacher interview, parent input and classroom observation to create a complete student profile.</p> <p>SLP correctly follows age calculations according to specifications for standardized test to determine appropriate assessment and starting point.</p> <p>SLP calls child's private SLP to ensure that assessments to be conducted have not been utilized recently.</p> <p>SLP obtains most current information from audiologist, cleft palate team and</p>	<p>In collaboration with teacher, SLP develops a data collection tool for use in the classroom in order to gather data based on the teacher's concerns.</p> <p>The SLP plans to obtain data for progress monitoring by communicating with and eliciting information from the Classroom Teacher, the Special Education Teacher, the Vision Therapist and the OT, in order to formulate a more robust report of the student's present levels of performance.</p> <p><b>Identification/Screening/ Re-evaluation Examples:</b></p> <p>When planning for a speech-language evaluation, the SLP prepares to have the PPVT available, in addition to the Preschool Language scale, in the event that she must seek further clarification of vocabulary.</p> <p>Upon data review, SLP consults with school psychologist regarding need for additional psychological assessment to best determine student's strengths and needs.</p>

			private speech pathologist prior to planning for child's re-evaluation.	
<b>Domain 2: The Environment</b>				
<b>Domain 2: The Environment</b>	2a: Creating an Environment of Respect and Rapport with Students 2b: Establishing a Culture for Learning 2c: Managing Therapy Procedures Including Instructional Groups, Materials and Transitions. 2d: Managing Student Behavior 2e: Organizing Physical Space			
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2a: Creating an Environment of Respect and Rapport with Students</b>	SLP and student interaction patterns are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, communication modes, and developmental levels. Interactions are characterized by sarcasm, put downs, or conflict. SLP ignores opportunities to connect to the child as an individual.  Net result is a negative environment in which interactions are disrespectful and conflict is evident.	Patterns of positive interactions, both between the SLP and student(s), fluctuate in relation to sensitivity to students' ages, cultural backgrounds, communication modes, and developmental levels. Interactions are characterized by inconsistent levels of rapport, and mutual levels of respect.  SLP inconsistently responds to opportunities or creates forced opportunities during sessions to connect to the child as an individual.  Net result is an environment that is neutral conveying neither warmth nor conflict.	Patterns of positive interactions, both between the SLP and student (s), are consistent in relation to sensitivity to students' ages, cultural backgrounds, communication modes, and developmental levels. Interactions are characterized by consistent levels of rapport, and mutual levels of respect.  SLP responds to natural opportunities during sessions to connect to the child as an individual.  Net result is an environment in which interactions are polite and respectful.	Patterns of positive interactions, both between the SLP and student (s) and among students, are consistent in relation to sensitivity to students' ages, cultural backgrounds, communication modes, and developmental levels. Interactions are characterized by high levels of rapport, and mutual levels of respect.  SLP utilizes natural opportunities during sessions to expand the rapport and further connect to the child as an individual and  Net result is an environment in which the student (s) shares information, asks for help, asks for clarification, and takes learning risks which are accepted and encouraged.
<b>Evidence/examples</b>	SLP does not model how to interact and treat one another, and students often talk while others are talking or even push or take things from one another.  SLP frequently raises his/her voice in order to manage student behaviors.  Student looks to SLP for reinforcement but SLP disregards the child's intent.  SLP ignores child's comment and continues with session.	SLP occasionally discusses how to take turns, and other active listening models. SLP often has to redirect; SLP and students occasionally demonstrate politeness conventions ("please" "thank you"). Student looks to SLP for reinforcement and SLP inconsistently responds.  SLP acknowledges and offers child's comment regarding new puppy with either a close ended question or comment (i.e., that's nice, "what's the puppy's name?") but doesn't allow child to expand on comment.	SLP demonstrates and discusses, and involves students in modeling how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies.  Students routinely work on tasks provided, while the SLP actively reinforces politeness conventions ("That was very polite of you."), taking a proactive stance in creating an environment of respect and rapport. Student looks to SLP for reinforcement and the SLP consistently responds.  SLP expands on child's comment about a new puppy and asks questions to encourage the child to elaborate.	SLP demonstrates, discusses, and involves students in modeling and self-regulating how to be polite, how to take turns, how to show encouragement and respect to one another, as well as other active listening strategies.  Students routinely work together on tasks. Students remark and/or demonstrate kindness to and acceptance of one another ("your turn" "thank you" "you did a great job on that one!" "You can do it!"). Student looks to SLP for reinforcement and SLP adjusts quantity and speed of reinforcement based upon student's performance.  SLP reads parent note in folder about new puppy and initiates conversation with student regarding the new puppy.

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2b: Establishing a Culture for Learning</b>	<p>The therapy environment is characterized by a lack of SLP or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>SLP appears “to be going through the motions” with low expectations for student achievement.</p>	<p>The therapy environment is characterized by little commitment to learning by SLP or students. Task completion is emphasized over the quality of student performance.</p>	<p>The therapy environment is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The SLP conveys encouragement and competence in the student's ability to complete the task.</p>	<p>The therapy environment is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The SLP empowers student to recognize and share successes.</p>
<b>Evidence/examples</b>	<p>Students cannot explain why they attend speech therapy, even with prompting (when developmentally appropriate)</p> <p>The SLP occasionally states that speech and/or language problems must be corrected, and provides negative feedback, such as “right” or “wrong”, which impacts student’s perception.</p> <p>Based on preconceived opinions of a student’s ability to communicate, the SLP has low expectations for progress.</p>	<p>Students sometimes can identify in general terms or when given choices why they attend speech therapy (“I come for my talking.”).</p> <p>The SLP presents models and descriptions of corrections for speech and/or language problems but does not explain reasoning or purpose behind improvement of communication, and offers inconsistent opportunities to work to engage students’ ability to self-correct (only SLP provides corrections).</p> <p>Based on preconceived opinions of a student’s ability to communicate, the SLP has inconsistent expectations for progress.</p>	<p>SLP says to the student, "I like how hard you are trying today. You are really trying to lift your tongue up into the /l/ position!"</p> <p>Students routinely can identify or explain their individual speech and language goals, when given simple prompts or questions.</p> <p>The SLP teaches and consistently reinforces that having a speech and/or language problem is different for each student and that we respect each other’s correct and incorrect responses in the group. SLP routinely provides individualized models of correct speech production, and elicits self-corrections from students; they discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations with SLP direction.</p> <p>The SLP uses incorrect productions and then states “Was mine the new way or the old way?” to allow student to build discrimination skills and to model that it’s ok to make mistakes.</p>	<p>SLP and student call home to tell mom how successful the therapy session was that day.</p> <p>Students can independently state their own goals and objectives, in age appropriate terms, and make statement(s) about progress or show evidence by data found in the room or speech folder(s).</p> <p>The SLP establishes opportunities for students to take responsibility for their communication through self-reflection and correction; they independently discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations.</p> <p>Child mirrors SLPs enthusiasm by initiating a high five with the therapist.</p>

			SLP stutters during session to encourage acceptance of stuttering.	
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c: Managing Therapy Procedures including Instructional Groups, Materials and Transitions</b>	<p>Much instructional time is lost through inefficient therapy routines and procedures. There is little or no evidence that the SLP is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that a routine is established and/or that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective therapy routines and procedures. The SLP's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With frequent guidance and prompting, students follow established routines.</p>	<p>There is no loss of instructional time because of effective therapy routines and procedures. The SLP's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established therapy routines.</p>	<p>Instructional time is maximized because of efficient therapy routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
<b>Evidence/examples</b>	<p>Students sit unengaged in any activity while waiting for SLP to arrive or to start the lesson. Students squirm in their seats or otherwise do not pay attention while SLP completes routine task such as checking speech folders.</p> <p>Much instructional time is lost to speech books and stickers, or game set-up and play. Students need frequent instruction on rules and procedures; they are unable to state the classroom expectations and routines.</p> <p>SLP knows that a group of students does not arrive independently but SLP does not have a plan to minimize time lost.</p>	<p>Students need SLP direction to complete routine activities such as sticker charts or getting folder ready for review. Students usually wait, but not always quietly, and without a task to keep them engaged while SLP is working with another student.</p> <p>SLP occasionally has to reinstruct during the session regarding routines with speech books, stickers, and turn-taking; one visual reminder (poster, list) is displayed to remind students of routines and rules.</p> <p>Transitions between activities during sessions is uneven with loss of therapy time noted.</p>	<p>SLP has materials organized and ready for use as student(s) arrives. Students engage in routine or practice activities while waiting for SLP or another student to complete a task.</p> <p>SLP rarely has to reinstruct during the session regarding routines due to consistent implementation of distinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference.</p> <p>Upon arrival to the speech/language room, the students retrieve their speech folders from the assigned location.</p> <p>Transitions between activities during sessions is smooth and well planned to minimize therapy time lost.</p>	<p>Students can independently locate appropriate materials and can begin established therapy routines without SLP direction. Students independently remain engaged during sessions because they know the classroom procedures and expectations.</p> <p>SLP does not reinstruct during the session regarding routines due to consistent implementation of distinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference. Students were involved in developing rules and procedural operations for therapy sessions and can state these as well as identify the posted classroom expectations and rules.</p> <p>SLP uses time in hallway to target therapy goals, review home practice or review previous goals to maximize therapy time during transitions. Therapy time is maximized during transitions between activities, sessions or changes in students.</p>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2d: Managing Student Behavior</b>	<p>SLP does not establish or follow a behavior management program.</p> <p>There appear to be no established standards of conduct and little or no SLP monitoring of student behavior.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>A behavior management program appears to have been established, but the implementation is inconsistent.</p> <p>SLP inconsistently or inappropriately monitors student behavior.</p> <p>SLP inconsistently or inappropriately responds to student misbehavior.</p>	<p>SLP establishes and follows a behavior management program.</p> <p>SLP consistently monitors student behavior in a manner which is subtle and effective.</p> <p>SLP's response to student misbehavior is consistent, proportionate, sensitive to individual student needs and respects students' dignity.</p>	<p>SLP establishes and follows a behavior management program with input from student(s) and/or team.</p> <p>Students take an active role, as developmentally appropriate, in monitoring their own behavior and that of other students according to established program.</p> <p>SLP takes a preventive, proactive response to student(s) individual behavior needs while respecting students' dignity.</p>
<b>Evidence/examples</b>	<p>SLP misses opportunities to reinforce positive behavior, and works only to control negative behaviors when they occur. SLP does not know or follow the school's behavior management system.</p>	<p>SLP addresses both positive and unacceptable behavior but without alternative or replacement behavior for undesirable conduct; SLP feedback is inconsistent and vague such as "stop that." SLP is inconsistent with following the school's behavior management system.</p>	<p>The SLP implements specific procedures for when students are off task or are reluctant to do work. SLP follows the school's behavior management system and reinforces the system by reminding students and referring to the procedures in a positive manner ("You sat nicely and waited your turn.").</p> <p>SLP develops and consistently uses a behavior contract with student during speech/language support sessions.</p> <p>SLP utilizes a reward system (i.e., stickers, prizes, speech store) in which students earn rewards based on following the rules and working diligently towards the session's objectives.</p>	<p>In addition to consistently addressing behaviors and following the school's behavior management system, the SLP is proactive regarding behavior by arrangement of furniture and individuals; students provide praise or compliments to one another regarding positive behavior.</p> <p>Clinician fluidly alters session activities in response to students' moods and behaviors, to proactively circumvent inappropriate behavioral responses (i.e., SLP changes therapy sequence to allow for movement in response to student behavior).</p>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2e: Organizing physical space rating</b>	<p>The physical environment is unsafe and inaccessible to learning and the SLP makes no attempt to correct the conditions.</p> <p>There is poor coordination between the lesson activities and the choice and arrangement of furniture and materials.</p>	<p>The physical environment is safe, and learning is partially accessible student(s).</p> <p>SLP ensures that the physical arrangement is appropriate to maximize effects of the learning in some of the activities based on the student needs.</p>	<p>The physical environment is safe, and learning is accessible to student(s).</p> <p>SLP ensures that the physical arrangement is appropriate to maximize effects of the learning activities based on the student needs.</p>	<p>The physical environment is safe, and learning is accessible to the student(s) with input from student and team.</p> <p>SLP ensures that the physical arrangement is appropriate to maximize effects of the learning activities based on the student needs across settings with input from the student and team.</p>
<b>Evidence/examples</b>	<p>Unsafe transitions when moving to/from speech 'room' are noted (ex: students hop on stairs). There are potential safety hazards, such as electrical or plumbing items, in the room that are easily touched by the students and SLP takes no steps to correct these dangers.</p> <p>The SLP does not manage the physical space to provide for a conducive learning environment (e.g., student cannot participate fully due to wheelchair arrangement).</p> <p>Materials are inaccessible or inappropriate for student use (i.e. AT device is not within student's reach).</p> <p>SLP does not enforce the use of universal health precautions; students sneeze on each other and materials without consequence.</p>	<p>SLP inconsistently corrects unsafe transitioning behavior (ex: reminds students to hold onto the railing and take one step at a time). SLP, to the best of his/her ability has removed any potential safety hazards in the room and reinforces safety precautions through modeling and instruction to prevent harm. SLP and students know and practice evacuation procedures in case of fire, bomb scare, or other potential problem.</p> <p>SLP inconsistently attempts to manage the physical space (such as furniture or special equipment arrangement) but student's access for instruction is not optimal.</p> <p>SLP inconsistently arranges materials for student use (i.e., AT device is sometimes within reach and other times not within reach).</p> <p>SLP inconsistently reinforces the use of universal health precautions, such as use of tissues, hand sanitizers, etc.</p>	<p>SLP has established and consistently enforces rules for transitioning in and out of therapy room, and SLP has addressed any potential safety hazards or equipment arrangement needs. SLP and students know and practice evacuation procedures (in case of fire, bomb scare...) and these procedures are clearly posted in room.</p> <p>SLP has organized the physical space so that furniture arrangement facilitates group interactions; there are no physical barriers to instruction. SLP has addressed any concerns and has appropriate solutions in place which students use as directed.</p> <p>SLP arranges materials to allow student access, promote visibility, and limit distractions.</p> <p>SLP has consulted with vision specialist for child with vision impairment to select size, placement, color, and orientation of materials (e.g. assistive technology and therapy materials).</p> <p>SLP and students are consistent with use of universal health precautions, such as use of tissues, hand sanitizers, etc., since</p>	<p>Students consistently follow and can explain transition rules. SLP is flexible in scheduling place of instruction if usual materials/place are unavailable or unsafe. SLP and students know and practice evacuation procedures in case of fire, bomb scare, or other potential problem; procedures are clearly posted in room and students can direct others regarding these procedures if necessary.</p> <p>Safe and appropriate physical space is consistently managed by the SLP; SLP has addressed any concerns and appropriate substitute solutions are in place that students use independently (ex: students may choose and use furniture/items that fit them best).</p> <p>SLP has consulted with all team members to ensure optimum access to all materials in all activities.</p> <p>SLP and students always use universal health precautions; students automatically follow precautions without reminders, and can remind others as necessary.</p>

			items are placed where students can easily reach them.	
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**Domain 3: Service Delivery**

**Domain 3: Service Delivery**  
**3a: Communicating with Students**  
**3b: Questioning, Scaffolding and Response Techniques**  
**3c: Engaging Students in Learning**  
**3d: Using Assessment in Identification and Instruction**  
**3e: Demonstrating Flexibility and Responsiveness**

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3a: Communicating with Students</b>	<p>The objective of the lesson is absent or unclear to students. The directions and procedures are confusing.</p> <p>The SLP's explanation of the content and the objective contains major errors and does not contribute to the student's understanding.</p> <p>The SLP's vocabulary and complexity of language used is inappropriate to the age or culture of the students.</p> <p>SLP uses an inappropriate rate of speech, volume, and prosody for student's needs.</p> <p>SLP does not utilize multiple modes of communication to support student comprehension.</p> <p>SLP does not use student's mode of communication to promote expressive and receptive language.</p>	<p>The objective of the lesson is partially unclear to students. Some of the directions and procedures are confusing.</p> <p>The SLP's explanation of the content and the objective contains minor errors and partially contributes to the student's understanding. The SLP partially explains the speech and language support program (e.g., the reason for therapy, objectives, therapy goals) in relation to student's daily life and personal goals.</p> <p>SLP utilizes a single mode of communication to facilitate comprehension.</p> <p>The SLP's vocabulary and complexity of language used is partially appropriate to the age or culture of the students.</p> <p>SLP uses partially appropriate rate of speech, volume and prosody for student's needs.</p> <p>SLP inconsistently uses student's mode of communication to promote expressive and receptive language.</p>	<p>The SLP's explanation of the objective is thorough and clear, developing conceptual understanding through scaffolding.</p> <p>The SLP's explanation of the content and the objective contains no errors and contributes to the student's understanding. The SLP explains the speech and language support program (e.g., the reason for therapy, objectives, therapy goals) in relation to student's daily life and personal goals.</p> <p>SLP utilizes multiple modes of communication to facilitate comprehension.</p> <p>The SLP's vocabulary and complexity of language are appropriate for the age or culture of the students.</p> <p>SLP uses an appropriate rate of speech, volume, and prosody for student's needs.</p> <p>SLP uses multiple modes of communication based on student's response in order to facilitate comprehension.</p>	<p>The SLP's explanation of the objective is thorough and clear, developing conceptual understanding through scaffolding and connecting with student's prior knowledge.</p> <p>The students contribute to extending the content to their communicative partner. The student can explain their speech and language support program (e.g., the reason for therapy, objectives, therapy goals) in relation to student's daily life and personal goals.</p> <p>The SLP's vocabulary and complexity of language are carefully scaffolded to the lesson's objectives for the age or culture of the students.</p> <p>SLP selectively utilizes rate of speech, volume, and prosody for student's needs.</p> <p>SLP effortlessly adapts multiple modes of communication based on student's response in order to facilitate comprehension.</p> <p>SLP uses student's mode of communication with student and team to support integration of communication modes in multiple settings.</p>

			SLP uses student's mode of communication to promote expressive and receptive language.	
<b>Evidence/examples</b>	<p>SLP does not announce the objective of the lesson to student or explain reason for target skills. Student looks confused and doesn't respond to question of directions, SLP does not rephrase or clarify instructions.</p> <p>Only verbal directions are provided without visual supports for student who benefits from multiple modes of expressive and receptive communication.</p> <p>SLPs language choice toward student is below age expected vocabulary and not appropriate for lesson.</p>	<p>SLP inconsistently clarifies the task when questions are asked by restating directions in the same manner. SLP may tell students they are working on categorization without explaining what categorization is to the students.</p> <p>SLP introduces alternate mode of communication during session however, when student does not respond, SLP reverts to verbal only communication.</p> <p>SLP announces the objective of the lesson but does not reflect upon performance with student or explain reason for target skills.</p>	<p>SLP presents the learning objective(s) on a whiteboard and reviews it with the students at the beginning and conclusion of session.</p> <p>SLP uses and adjusts all communication modes (i.e., high-low tech, visual, gestural) when demonstrating/explaining tasks (SLP uses category cards with picture representations, paired with SLP verbal explanation and the physical demonstration of matching the cards into categories).</p>	<p>SLP scaffolds a student's explanation of a task to a peer or staff member as developmentally appropriate.</p> <p>SLP facilitates use of all modalities (i.e., high-low tech) between student's peers or staff members and the student during lesson. Speech student is able to identify his target sound and communicate how to produce that sound to his regular education teacher when working on a read-aloud in the classroom.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3b: Questioning, Scaffolding and Response Techniques</b>	<p>SLP does not utilize or ask questions appropriate to student's age, language or developmental level.</p> <p>SLP does not allow for equal opportunities among students to respond to questions.</p> <p>SLP does not allow or provide the student multiple response methods.</p> <p>SLP does not use student's mode of communication to ask questions.</p> <p>SLP does not provide scaffolding or appropriate level of prompting to promote student's response.</p>	<p>SLP provides limited wait time for student to respond after question or directive is posed.</p> <p>SLP inconsistently utilizes and asks questions appropriate to student's age, language or developmental level.</p> <p>SLP inconsistently provides equal opportunities among students to respond to questions.</p> <p>SLP inconsistently allows and provides the student multiple response methods.</p> <p>SLP occasionally uses student's mode of communication to ask questions.</p> <p>SLP provides basic scaffolding and uneven prompting to promote student's response.</p>	<p>SLP provides individualizes wait time for each student's response after question or directive is posed.</p> <p>SLP consistently utilizes or asks questions appropriate to student's age, language or developmental level.</p> <p>SLP consistently allows for equal opportunities among students to respond to questions.</p> <p>SLP consistently provides the student multiple response methods.</p> <p>SLP consistently uses student's mode of communication to ask questions.</p> <p>SLP provides consistent scaffolding and uses prompting hierarchy to promote student's independent response appropriate to student's developmental level.</p>	<p>SLP utilizes a variety of questions appropriate to student's age, language or developmental level to promote metacognition.</p> <p>The students formulate many questions, initiate topics and make contributions to the topic according to the student's developmental level.</p> <p>SLP allows for equal opportunities among and between students to respond to questions. Students are asking questions to each other according to the student's developmental level.</p> <p>SLP effortlessly adapts and provides multiple student multiple response methods.</p> <p>The student uses of multiple methods to respond and initiate topics.</p> <p>SLP uses student's mode of communication to ask questions to the</p>

				<p>student and supports the team in integration of communication modes in multiple settings.</p> <p>SLP adapts and uses prompting hierarchy that is intentional and purposeful to promote student's independent response appropriate to student's developmental level.</p>
<b>Evidence/examples</b>	<p>In group with verbal and nonverbal students, SLP only addresses verbal student during instruction.</p> <p>SLP repeats same question type without scaffolding when it is observable that the student does not understand the question type.</p> <p>SLP asks higher order questions (e.g., why) when child's goal targets concrete question forms (e.g., what).</p> <p>A child's communication system is unavailable during session and SLP does not provide an alternate means of response so the student can participate in session activities.</p> <p>SLP asks the same question over and over without a delay or rephrasing.</p>	<p>SLP inconsistently asks language level appropriate question (e.g., what, where) while occasionally asking high level questions (e.g., why) without scaffolding.</p> <p>SLP inconsistently modifies question type with some scaffolding when it is observable that the student does not understand the question type.</p> <p>SLP facilitates some peer interaction through discussion but does not allow students to develop their own questions for each other.</p> <p>SLP asks a question or prompts a response providing student with limited wait time.</p> <p>A child's communication system is available during session but SLP inconsistently models use of system paired with SLP's verbal for child's response.</p>	<p>SLP engages most students by asking a variety of questions and allows students to develop their own questions (SLP uses who, what, where, when and why open-ended questions to elicit higher level thinking).</p> <p>SLP involves all students in discussions and uses prompting strategies to encourage all students to participate (SLP says, "think of a question to ask...").</p> <p>During session, SLP models how to ask question using child's voice output device.</p>	<p>Students initiate spontaneous extension of target skills through conversation.</p> <p>Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.</p> <p>All students are observed asking and answering questions as appropriate with IEP goals, with support.</p> <p>Student uses voice output device to ask questions with a peer during lunch.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3c: Engaging Students in Learning</b>	<p>SLP's activities and assignments are inappropriately aligned to therapy targets.</p> <p>SLP's grouping of students impedes student's ability to participate and practice therapy target.</p> <p>SLP's materials and resources are inappropriate to the student's culture, age, and developmental level resulting in little engagement.</p> <p>SLP's intervention is poorly paced and lacks structure, resulting in limited student engagement and off-task behavior.</p>	<p>SLP's activities and assignments are inconsistently aligned to therapy targets.</p> <p>SLP's grouping of students minimally supports student's ability to participate and practice therapy targets.</p> <p>SLP's materials and resources are partially appropriate to the student's culture, age, and developmental level resulting in limited engagement.</p> <p>SLP's intervention is unevenly paced and lacks consistent structure, resulting in limited student engagement and off-task behavior.</p>	<p>SLP's activities and assignments are consistently and appropriately aligned to address therapy targets.</p> <p>SLP's grouping of students is flexible and maximizes student's ability to participate and practice therapy target.</p> <p>SLP's materials and resources are appropriate to the student's culture, age, and developmental level resulting in active engagement.</p> <p>SLP's intervention is paced to allow full and active student engagement.</p> <p>SLP utilizes student motivators and provides students with choices during therapy sessions.</p>	<p>SLP's activities and assignments promote generalization of therapy targets across instructional environments.</p> <p>SLP's effortlessly adapts materials and resources throughout the session based on student response that are appropriate to the student's culture, age, and developmental level to maintain active engagement.</p> <p>Student initiates the pace of the intervention according to the student's developmental level while guided by SLP.</p> <p>SLP provides intrinsic motivator by allowing students to have choices in how</p>

	SLP does not utilize student motivators or provide students with choices during therapy sessions.	SLP inconsistently utilizes student motivators or provide students with choices during therapy sessions.		they complete tasks and serve as resources for peers.
<b>Evidence/examples</b>	<p>SLP rushes through tasks without checking for understanding of the skills being taught.</p> <p>SLP does not engage all students or provide equal practice opportunities with some children appear to be off task.</p> <p>During group activity related to American cultural traditions, dual language learner lacks knowledge which is disregarded by SLP.</p> <p>SLP utilizes preschool level materials (i.e., preschool characters, books, or games) with high school student with cognitive disability.</p> <p>SLP dismisses student interests or questions in order to complete all tasks rather than success student performance.</p>	<p>SLP checks for understanding on an inconsistent basis.</p> <p>SLP uses one strategy to engage all students or provide equal practice opportunities with limited success.</p> <p>SLP begins session with good pacing of instruction; however, at the end of the session, the SLP rushes to complete tasks.</p>	<p>During articulation therapy, the SLP asks student to think of additional words containing their target phoneme to promote carryover and self-reflection.</p> <p>SLP provides the opportunity for the student to choose the order of therapy activities.</p> <p>Based on student performance, SLP adjusts lesson to provide more practice of targeted vocabulary.</p>	<p>Students in a social language group create their own learning opportunities by establishing a session schedule and modifying session activities.</p> <p>A receptive language student is able identify other environments where she can work on her goal of following two-step spatial directives and decides that she will use this knowledge when following directions to put away objects at home.</p> <p>SLP utilizes last week's classroom writing assignment to target IEP goal to correctly produce irregular past tense verbs.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3d: Using Assessment in Identification and Instruction</b>	<p><b>Instruction</b></p> <p>There is little or no collection of progress monitoring data concerning student learning aligned with instructional outcomes within therapy session.</p> <p>Feedback to student is absent or nonspecific.</p> <p>SLP is not aware of the assessment criteria or does not provide a means for student's self-assessment based on developmental level.</p> <p>SLP does not incorporate formative assessment in the lesson or use assessment to modify current session activities.</p>	<p><b>Instruction</b></p> <p>There is inconsistent collection of progress monitoring data concerning student learning aligned with instructional outcomes within therapy session.</p> <p>Feedback to student is inconsistently accurate and specific.</p> <p>SLP does not make student aware of the assessment criteria or unevenly provides a means for student self-assessment based on developmental level.</p> <p>SLP inconsistently incorporates differentiated formative assessment and utilizes the information to modify instruction of the current session activities.</p>	<p><b>Instruction</b></p> <p>There is consistent collection of progress monitoring data concerning student learning aligned with instructional outcomes within therapy session.</p> <p>Feedback to student is consistent, accurate, and specific.</p> <p>Students demonstrates awareness of the assessment criteria and engage in self-assessment based on developmental level.</p> <p>SLP incorporates a differentiated formative assessment and utilizes the information to modify instruction of the current session activities.</p>	<p><b>Instruction</b></p> <p>There is consistent collection of progress monitoring data with student contribution within therapy session.</p> <p>Student provides feedback to self and others based on developmental level.</p> <p>Students participate in setting of assessment criteria and engages in self-assessment based on developmental level.</p> <p>Differentiated formative assessment is used to effortlessly and immediately incorporates and utilizes the information to modify instruction.</p>

	<p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP does not follow established assessment procedures for standardized tests (i.e., ceiling, basal, prompting guidelines, test/retest guidelines, administration guidelines, normed population, age criteria).</p> <p>SLP’s interpretation of assessment results are inaccurate and needs are not identified based on assessment results.</p> <p>SLP does not utilize an appropriate evaluation approach that does not correspond with the referral question.</p> <p>Organization and flow of the assessment is not based on student’s needs (e.g., participation, engagement, developmental level, medical needs).</p>	<p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP inconsistently follows established assessment procedures for standardized tests (i.e., ceiling, basal, prompting guidelines, test/retest guidelines, administration guidelines, normed population, age criteria).</p> <p>SLP’s understanding of the results are limited in determining comprehensive recommendations based on the assessment results.</p> <p>SLP utilizes a limited but appropriate evaluation approach (e.g. feedback from parents, school personnel, academic progress, narrative measures, and/or standardized assessments) that corresponds with the referral question.</p> <p>Organization and flow of the assessment is not based on student’s needs (e.g., participation, engagement, developmental level, medical needs).</p>	<p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP follows established assessment procedures for standardized tests (i.e., ceiling, basal, prompting guidelines, test/retest guidelines, administration guidelines, normed population, age criteria).</p> <p>SLP’s interpretation of assessment results are accurate and needs are identified based on assessment results and reflects academic based needs.</p> <p>SLP utilizes a comprehensive evaluation approach (e.g. feedback from parents, school personnel, academic progress, narrative measures, and/or standardized assessments) that corresponds with the referral question.</p> <p>Organization and flow of the assessment is based on student’s needs (e.g., participation, engagement, developmental level, medical needs).</p>	<p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP follows established assessment procedures for standardized tests (i.e., ceiling, basal, prompting guidelines, test/retest guidelines, administration guidelines, normed population, age criteria) and selects additional assessment (i.e., informal or standardized) to validate results.</p> <p>SLP’s interpretation of assessment results are accurate and needs are identified based on assessment results and reflects academic based needs. SLP communicates alignment of needs to comprehensive team.</p> <p>SLP effortlessly adapts comprehensive evaluation approach (e.g. feedback from parents, school personnel, academic progress, narrative measures, and/or standardized assessments) based on subtle deficits identified during the evaluation process.</p> <p>SLP draws on extensive strategies to effortlessly adapt organization and flow of the assessment based on student’s needs (e.g., participation, engagement, developmental level, medical needs).</p>
<p><b>Evidence/examples</b></p>	<p><b>Instruction:</b></p> <p>Student produces sound in error, SLP’s feedback to correct response is to reply “no, that’s wrong” without providing information to correct production.</p> <p>SLP utilizes an iPad app, which records correct and incorrect responses, but does not view data or adjust instruction to meet students’ need.</p> <p>SLP does not have progress monitoring data.</p>	<p><b>Instruction:</b></p> <p>SLP provides immediate feedback in the form of “good job” without specific examples or feedback.</p> <p>Students are aware they are being assessed within the session but not aware of their progress with skills</p> <p>SLP gives student feedback (e.g., that’s not your spray can sound) without opportunity to repeat production or information for improvement.</p>	<p><b>Instruction:</b></p> <p>Upon viewing video of student’s articulation production, SLP asks student to rate the production by saying “How did you do? Thumbs up or Thumbs down?”</p> <p>SLP gives student specific feedback (i.e., I like how you put your teeth on your bottom lip) immediately after speech production with encouragement to produce the sound again in the same manner (e.g., do it again with your teeth on your lip.)</p>	<p><b>Instruction:</b></p> <p>Students in a social skills group provide feedback to each other regarding components of public speaking, such as loudness and proximity.</p> <p>SLP scaffolds activities to assist students in creating a rubric to self-assess their written communication and address expressive language goals.</p> <p>SLP encourages students to utilize a self-created speech-language rubric to assess there in-class written communication, in</p>

	<p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP makes little or no effort to assess if students understand the skills being taught or modeled for them (little to no evidence of data collection).</p> <p>SLP utilizes same assessment battery for all students on caseload regardless of referral question (e.g., SLP only administers Goldman-Fristoe Test of Articulation for a student who has been referred based on receptive language concerns).</p>	<p><b>Identification/Screening/ Re-evaluation:</b></p> <p>SLP provides positive reinforcement regarding sound production to an articulation student, even when the child is not producing the sound in the desired way, resulting in the incorrect sound production becoming a practiced behavior.</p> <p>SLP correctly follows the basal and ceiling rules for the Preschool Language Scale but administers the evaluation too soon within the re-test window.</p> <p>SLP states what the standardized score is on test but unable to describe what affect the score will have on the student’s progress.</p> <p>SLP administers all components of a complete speech-language evaluation but does not provide breaks in activities, resulting in poor student engagement and possibly skewed results.</p>	<p><b>Identification/Screening/ Re-evaluation:</b></p> <p>The SLP provides a student who stutters with a data sheet on which to record the number of times he has spoken out loud within the classroom environment, to help track data for his goal of increasing in-class spoken expression.</p> <p>SLP uses a variety of including oral responses, written responses, SLP observation and self-assessment for all evaluations.</p> <p>When working with a student with dysarthria, the SLP utilizes information from the child's family, teachers, primary care physician, and ENT, as well as other team members, to create an accurate and complete reevaluation report.</p> <p>SLP utilizes movement breaks during speech language evaluation to facilitate high levels of student engagement.</p>	<p><b>Identification/Screening/ Re-evaluation:</b></p> <p>order to better assess their progress towards expressive language goals.</p> <p>Upon completing the Clinical Evaluation of Language Fundamentals, the SLP notes that the child has exhibited difficulties with the Concepts and Following Directions Sub-test and decides to gain more information by completing the Boehm Test of Basic Concepts. In addition, the SLP performs additional classroom observation in order to ascertain how well the student is responding to directives in the classroom.</p> <p>SLP uses the classroom teacher’s knowledge of the Reading Rope to discuss the assessment results and how they apply to student’s progress in the classroom.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3e: Demonstrating Flexibility and Responsiveness</b>	<p>SLP adheres to therapy session plan despite poor student engagement or spontaneous initiation of therapy orientated task.</p> <p>SLP inappropriately ignores student’s responses and questions.</p> <p>SLP does not utilize or change strategies to support student learning.</p>	<p>SLP makes limited adjustments to the therapy session in real time based on student engagement or spontaneous initiation of therapy orientated task.</p> <p>SLP attempts to deviate from session plan to address student’s responses and questions with minimal success.</p> <p>Drawing on a limited repertoire of strategies, the SLP attempts to scaffold student learning.</p>	<p>SLP adjusts the therapy session in real time based on student engagement or spontaneous initiation of therapy orientated task.</p> <p>SLP demonstrates the ability to deviate from session plan to appropriately address student’s responses and questions.</p> <p>Drawing on a broad repertoire of strategies, the SLP persists in scaffolding student learning.</p>	<p>SLP seizes a teachable moment to embed student learning in functional, spontaneous events or student interests.</p> <p>SLP effortlessly adjusts and differentiates instruction to address each individual's learning needs.</p> <p>In collaboration with team members, the SLP scaffolds student learning through a broad repertoire of strategies across multiple settings.</p>
<b>Evidence/examples</b>	<p>Student tells the therapist about her new baby sister and the SLP ignores this news and does not ask the child further questions.</p>	<p>SLP is aware students do not understand placement cues for sound production but does not clarify.</p> <p>SLP says, “I’ll try to think of another way to approach this and get back to you.”</p>	<p>The SLP notes that her speech group is having a difficult time completing an activity at the table, perhaps because they are excited about the upcoming winter break, so she adapts her session to a movement based activity that still incorporates target goals.</p>	<p>After discovering that several of her students plan on attending that evening’s school dance, the SLP spontaneously adapts her pragmatic language lesson to address social situations that may arise during that specific event.</p>

	<p>SLP is unaware of student confusion with directions and makes not attempts to clarify.</p> <p>SLP does not respond to student's information seeking questions in an appropriate manner and time (i.e., ignores student questions).</p>		<p>Student brings pictures from a weekend trip to therapy session, SLP changes her planned activity to use the pictures to address the student's goal of recalling 2-3 details from a personal event.</p> <p>SLP says, "That's an interesting idea; let's see how it fits." in response to a student's suggested therapy activity.</p> <p>A student's AAC device stops functioning mid-session and the SLP is able to continue engaging the student by using alternative modes of communication.</p> <p>Student spontaneously goes to a page on AAC device not directly related to current topic and state "I go". SLP builds upon spontaneous utterance using child's device by asking "I go where?"</p>	<p>A classroom teacher contacts the SLP to expresses concern over a student's phonemic awareness during an in-class lesson. The SLP provides the teacher with on-the-spot strategies and also reviews related concepts within that afternoon's speech session.</p> <p>SLP on lunch duty notices a student with receptive language needs having difficulty following directives in the school cafeteria and uses this situation as a teachable moment to work on basic concepts. In addition, the SLP provides information to cafeteria staff and other lunch monitors about how best to communicate with this student to maximize success within the lunchroom.</p>
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**Domain 4: Specialist Responsibilities**

<b>Domain 4: Specialist Responsibilities</b>				
	<b>4a: Reflecting on Practice</b> <b>4b: Maintaining Accurate Records and Timelines</b> <b>4c: Communicating with Families and Stakeholders</b> <b>4d: Participating and Collaborating in a Professional Community</b> <b>4e: Growing and Developing Professionally</b> <b>4f: Showing Professionalism Including Integrity, Advocacy, and Maintaining Confidentiality</b>			
<i>Component</i>	<i>Failing</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished</i>
<b>4a: Reflecting on practice rating</b>	<p>SLP does not make an accurate assessment of a session's effectiveness and the extent to which instructional outcomes were met.</p> <p>SLP has no suggestions for how a lesson could be improved or expanded.</p>	<p>SLP has a generally accurate assessment of a session's effectiveness and the extent to which instructional outcomes were met.</p> <p>SLP identifies general suggestions about how a lesson could be improved or expanded.</p>	<p>SLP makes an accurate assessment of a session's effectiveness and the extent to which instructional outcomes were met and can cite evidence to support the judgment.</p> <p>SLP identifies and explains specific suggestions for how a lesson could be improved or expanded.</p>	<p>SLP makes a thoughtful and accurate assessment of a session's effectiveness and the extent to which instructional outcomes were met, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, SLP identifies and explains specific alternative actions, complete with the probable success of different courses of action.</p>
<b>Evidence/examples</b>	<p>During meeting with supervisor, SLP has no reflections for what worked and what didn't work in observed therapy session.</p> <p>Following a session with a group of students working on articulation, the SLP is unable to identify whether the students were able to accurately produce their target speech sounds.</p>	<p>SLP accurately cites that lesson went well but does not provide examples of why it went well or how to adapt the lesson for future sessions.</p> <p>Following a lesson focusing on receptive language concepts, the SLP is able to generally identify which students participated most successfully in the activities but is unable to give suggestions on how to scaffold the activity to be successful with all students.</p>	<p>SLP cites the positive and negative of the current lesson and reflects upon what she will continue to do in upcoming lessons and which parts she will discontinue based on results.</p> <p>SLP verbally reflects upon lesson to supervisor with examples and details from lesson with progress monitoring data.</p>	<p>SLP provides written log to his supervisor with extensive examples from lesson with progress monitoring data.</p> <p>After working with a fluency student, the SLP is able to reflect accurately upon the student's performance during therapy tasks but is also able to identify a series of "next steps" to increase the student's spoken communication within multiple settings and the student's possible response to these interventions.</p>
<i>Component</i>	<i>Failing</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished</i>
<b>4b: Maintaining Accurate Records and Timelines</b>	<p>SLP's system for maintaining accurate records and timelines is nonexistent or in disarray resulting in errors and confusion.</p> <p>Records are not secured to ensure student confidentiality.</p>	<p>SLP's system for maintaining accurate records and timelines is partially effective and may require frequent monitoring to avoid errors and meet timelines.</p> <p>Records are secured to ensure student confidentiality.</p>	<p>SLP's system for maintaining accurate records and timelines is fully effective.</p> <p>Records are secured to ensure student confidentiality.</p>	<p>SLP's system for maintaining accurate records and timelines is fluid, effortless and fully effective.</p> <p>Records are secured to ensure student confidentiality.</p>
<b>Evidence/examples</b>	<p>SLP's IEP paperwork is never on time.</p> <p>No evidence of data collection from lessons.</p>	<p>SLP generally abides by mandated timelines.</p> <p>SLP collects minimal data from lesson.</p>	<p>SLP meets all timelines.</p> <p>Consistent data collection is evident for progress monitoring.</p>	<p>SLP develops and shares with colleagues' protocols that assist with organizing and maintaining data collection.</p>

	SLP does not complete progress reports as indicated in IEP.	SLP only collects data on students with articulation goals but not for students with language goals.  Progress reports are completed on time but lack specificity on student progress toward goals.	Progress reports include specific student data toward annual goals.  SLP completes medical access billing, when applicable in a timely manner.  SLP completes additional paperwork like Penn Data and fee for service according to districts policies.	Students contribute to collection of data as appropriate to their abilities.
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<i>Component</i>	<i>Failing</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Distinguished</i>
<b>4c: Communicating with families and stakeholders</b>	<p>SLP does not attempt to communicate with families or communicates in a way that is inappropriate or culturally insensitive.</p> <p>SLP makes no attempt to engage families and stakeholders in the speech and language program.</p> <p>SLP promotes negativity during interactions with colleagues, students, families, stakeholders.</p>	<p>SLP communicates sporadically with families and/or inconsistently employs family friendly language and cultural sensitivity to convey information about student progress. The SLP has an incomplete one sided system to share student progress and needs.</p> <p>SLP makes inconsistent attempts to engage families and stakeholders through observation of therapy, accommodation of scheduling needs, and home practice activities.</p> <p>SLP demonstrates inconsistent positive and professional attitude during interaction with colleagues, students, families, stakeholders.</p>	<p>SLP communicates routinely with families in family friendly language incorporating cultural sensitivity to convey information about student progress. The SLP has an efficient system to encourage family communication regarding student progress and needs.</p> <p>SLP makes consistent attempts to engage families and stakeholders through observation of therapy, accommodation of scheduling needs, and home practice activities.</p> <p>SLP uses various methods and technology to engage parents and some stakeholders (i.e., audiotapes, email, videos, websites, paper notes).</p> <p>SLP demonstrates a consistently positive and professional attitude during interaction with colleagues, students, families, stakeholders.</p>	<p>SLP communicates in an ongoing manner nuanced to family's needs and preferences while incorporating all stakeholders in the discussion regarding student progress and needs. The SLP proactively anticipates potential family concerns or questions and provides immediate information to encourage collaborative discussion in a culturally sensitive manner with all stakeholders.</p> <p>SLP makes dynamic attempts to individualize family and stakeholder engagement (i.e., meetings, therapy strategies, carryover activities) based on stakeholder's strengths and needs. SLP uses customized methods and technology to engage parents and all stakeholders (i.e., audiotapes, email, videos, websites, paper notes) based on family's and stakeholder's needs.</p> <p>SLP validates differing perspectives, diffuses difficult situations, and redirects participants while remaining positive and professional during interactions.</p>
<b>Evidence/examples</b>	<p>SLP fails to respond to the family's emails, call and questions regarding the instructional program.</p> <p>The SLP sends home communication which is written in overly high readability levels, without attempting to further explain the content of the document to family members.</p> <p>During an IEP meeting, the SLP discounts and fails to recognize family</p>	<p>SLP frequently communicates with families but does not always translate written communication into the family's first language.</p> <p>SLP provides parent information forms to the families of speech students in order to include them in the evaluation process, but does not attempt communication more than once or in multiple ways if forms are not returned.</p>	<p>SLP consistently initiates responses to families to inform the parent/guardian about the student and the instructional program.</p> <p>SLP scheduling appointments in a mutually appropriate location (i.e., near parent's job).</p> <p>The SLP consistently communicates with family members through use of the school agenda and encourages family</p>	<p>SLP knows that family is currently spending a lot of time in the car, therefore SLP helps family to incorporate therapy carryover into car rides.</p> <p>SLP recognizes that individuals from a particular family culture generally use soft voices, limited eye contact, and frequent silences to communicate, and mirrors these behaviors within her own communication methods.</p>

	knowledge in building appropriate student goals.	SLP sends home speech homework consistently but does not train families on how to complete homework or relate the work to their daily lives.	members to respond with questions and discuss at-home progress. SLP engages with family members during IEP meetings, respects their contributions, and includes their opinions in the goal-writing process.	
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<i>Component</i>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d: Participating in a Professional community</b>	<p>SLP does not collaborate with team members and stakeholders to coordinate content knowledge and educational outcomes for students.</p> <p>SLP does not participate of state, national or LEA initiatives to contribute to the profession.</p> <p>SLP fails to seek information from colleagues within LEA to personal professional practice.</p>	<p>SLP minimally collaborates with team members and stakeholders to coordinate content knowledge and educational outcomes for students.</p> <p>SLP is an inactive member of state, national or LEA initiatives to contribute to the profession.</p> <p>SLP intermittently seeks information from colleagues within LEA to personal professional practice.</p>	<p>SLP collaborates with team members and stakeholders to coordinate content knowledge and educational outcomes for students.</p> <p>SLP is an active member of state, national or LEA initiatives to contribute to the profession.</p> <p>SLP consistently seeks information from colleagues within LEA to personal professional practice.</p>	<p>SLP designs and leads collaboration with team members and stakeholders to coordinate in-depth content knowledge regarding educational outcomes for students.</p> <p>SLP assumes a leadership role in national, state, or LEA initiatives to contribute to the profession.</p> <p>SLP seeks information outside of LEA (i.e., state organizations, universities, national organizations) to improve LEA system.</p>
<b>Evidence/ examples</b>	<p>SLP is negative or self-serving in attitude and relationships with colleagues.</p> <p>SLP refuses to participate in activities which promote professional communities with colleagues.</p>	<p>The SLP attends required team meetings but participation in the content and discussion is minimal.</p>	<p>SLP is open to sharing expertise and materials with colleagues.</p> <p>SLP volunteers for professional community opportunities and actively participates in the content, discussion and outcomes determined.</p> <p>SLP meets with classroom team to plan best routines within classroom to offer therapy.</p>	<p>SLP takes a leadership position in supporting colleague's growth through mentoring or leadership within professional communities.</p> <p>SLP offers to provide graduate externship experiences.</p> <p>SLP mentors student clinicians and clinical fellows in order to promote ongoing education in the profession.</p>

<i>Component</i>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4e: Growing and Developing Professionally</b>	<p>SLP does not participate in professional development opportunities to expand the SLP's skill set.</p> <p>SLP resists feedback from both colleagues and supervisors with a lack of reflection or application to support student's specific communication needs.</p>	<p>SLP attends required professional development opportunities and inconsistently reflects upon the impact of speech language services on student communication outcomes.</p> <p>SLP accepts feedback from both colleagues and supervisors with limited reflection and application to support student's specific communication needs.</p>	<p>SLP seeks professional development opportunities from a variety of resources to expand the SLP's skill set and reflects upon the impact for speech language services on student communication outcomes.</p> <p>SLP accepts or initiates feedback from both colleagues and supervisors with consistent reflection and application to support student's specific communication needs.</p>	<p>SLP seeks professional development opportunities from a variety of resources to expand their own skill set as well as build capacity for colleagues to improve student communication outcomes.</p> <p>SLP accepts or initiates feedback from both colleagues and supervisors with consistent reflection and application to support generalization of overall communication and educational needs.</p>

<i>Evidence/examples</i>	SLP does not actively participate in any professional organizations or seek to grow in skills which will support students' instruction.	SLP politely attends district workshops and professional development days, and makes minimal use of the materials received.  SLP only attends mandatory in-services but does not actively seek self-skill growth opportunities.	SLP actively seeks trainings reflective of current caseload needs and/or school district needs to meet the needs of the students.  Actively uses feedback to develop skills and improve own practice.	SLP makes a substantial contribution to school, district or program events and projects and assumes a leadership role with colleagues.  SLP initiates ideas with the supervisors to determine professional development opportunities which will support program and collegial growth.
<b>4f: Showing professionalism</b>	<b><i>Honesty, integrity and confidentiality Integrity and Ethical Conduct as per NASP Standards Service to Clients Mentoring and Supervision</i></b>			
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4f: Showing Professionalism Including Integrity, Advocacy, and Maintaining Confidentiality</b>	SLP does not maintain confidentiality of student information.  SLP displays dishonesty in interactions with colleagues, students, and the public.  SLP does not comply with regulations (i.e., LEA, state, federal). SLP demonstrates no advocacy for students are honored in the school.	SLP maintains confidentiality of student information.  SLP is honest in interactions with colleagues, students, and the public.  SLP complies minimally with regulations (i.e., LEA, state, federal). SLP demonstrates attitudes or practices to ensure a limited group students are honored in the school.	SLP maintains confidentiality of student information.  SLP is honest in interactions with colleagues, students, and the public.  SLP complies fully with regulations (i.e., LEA, state, federal). SLP demonstrates attitudes or practices to ensure that all students are honored in the school.	SLP maintains confidentiality of student information.  SLP is honest in interactions with colleagues, students, and the public.  SLP takes a leadership role in understanding and sharing knowledge of regulations (i.e., LEA, state, federal).  SLP makes a concerted effort to challenge negative attitudes or practices to ensure that all students are honored in the school.
<i>Evidence/examples</i>	SLP displays unprofessional behaviors (dress, language, interactions).  SLP does not adhere to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.	SLP displays inconsistencies in professional behaviors.  SLP inconsistently adheres to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.	SLP demonstrates professional behaviors at all times.  SLP consistently adheres to professional responsibilities, such as being on time to work, meeting timelines, and keeping student schedule timelines.	SLP demonstrates leadership in advocating for children and families.  SLP promotes speech/language profession by initiating a leadership role within the program.