

Standards of Effective Speech and Language Pathology

80% Elements of Effective Speech and Language Pathology
20% Professional Responsibilities

Note:
(H) Denotes home visits, a part of Birth to 3 and Inclusion services, for SLPs working with that population.

Elements of Effective Speech and Language Pathology

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
SLP Foundational Knowledge		<ul style="list-style-type: none"> • Demonstrates minimal knowledge of the assessment and treatment of voice, fluency, language, and articulation within an educational setting • Demonstrates minimal of the relationship between a communication disorder and the impact on how the disability impairs a student's ability to access the general education curriculum • Demonstrates minimal knowledge of standards/grade level curriculum • (H) Little knowledge of community resources related to SLP 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of the assessment and treatment of voice, fluency, language, and articulation within an educational setting • Demonstrates basic knowledge of the relationship between a communication disorder and the impact on how the disability impairs a student's ability to access the general education curriculum • Demonstrates basic knowledge of standards/grade level curriculum • (H) Some knowledge of community resources related to SLP 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of the assessment and treatment of voice, fluency, language, and articulation within an educational setting • Demonstrates knowledge of the relationship between a communication disorder and the impact on how the disability impairs a student's ability to access the general education curriculum • Demonstrates solid knowledge of standards/grade level curriculum • (H) Solid knowledge of community resources related to SLP 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Shares speech and language pathology and/or content knowledge with other staff to impact practices of others • Published in content area or SLP practices • Presenter or leader for professional organization
Comprehensive Evaluations		<ul style="list-style-type: none"> • Rarely selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Rarely uses informal measures, checklists, student interview data and other important information to support eligibility for a communication disorder • Rarely solicits information from general education teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility for a communication disorder • Evaluation process is minimally culturally and linguistically sensitive and/or biased 	<ul style="list-style-type: none"> • Sometimes selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Sometimes uses informal measures, checklists, student interview data and other important information to support eligibility for a communication disorder • Sometimes solicits information from general education teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility for a communication disorder • Evaluation process is culturally and linguistically sensitive and unbiased some of the time 	<ul style="list-style-type: none"> • Consistently selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Consistently uses informal measures, checklists, student interview data and other important information to support eligibility for a communication disorder • Regularly solicits information from general education teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility for a communication disorder • Evaluation process is culturally and linguistically sensitive and unbiased all of the time 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Consistently shows evidence of evaluations that include standardized and non-standardized tests, dynamic assessment data, observation notes, informal procedures, behavioral observations, educational team information, case history, evidence of the student's performance in the classroom, evidence of the impact of the disability on the student's ability to access the general education curriculum, and family input when deciding eligibility for speech and language impairment • Tracks disaggregated school level data for speech evaluation to see emerging trends and facilitates discussion about changes in practices if needed

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Comprehensive Evaluations for MLL Students		<ul style="list-style-type: none"> • Demonstrates minimal knowledge or proficiency in the administration of non-standardized and informal district tools and procedures to determine the presence of a communication disorder for MLL students • Rarely works effectively with interpreters of multiple languages when conducting native language evaluations with MLL students • Rarely is accurately interpreting and integrating test results, informal measures, parent information, language/case history, behavioral observations and makes recommendations • Rarely utilizes district and/or state language tests (e.g. Access) in interpretations of test findings • Evaluation process is minimally culturally and linguistically sensitive and/or biased for MLL students 	<ul style="list-style-type: none"> • Demonstrates some knowledge and proficiency in the administration of non-standardized and informal district tools and procedures to determine the presence of a communication disorder for MLL students • Works effectively with interpreters of multiple languages when conducting native language evaluations with MLL students some of the time • Occasionally is accurately interpreting and integrating test results, informal measures, parent information, language/case history, behavioral observations and makes recommendations • Sometimes utilizes district and/or state language tests (e.g. Access) in interpretations of test findings • Evaluation process is culturally and linguistically sensitive and unbiased for MLL students some of the time 	<ul style="list-style-type: none"> • Demonstrates solid knowledge and proficiency in the administration of non-standardized and informal district tools and procedures to determine the presence of a communication disorder for MLL students • Works effectively with interpreters of multiple languages when conducting native language evaluations with MLL students all of the time • Consistent in accurately interpreting and integrating test results, informal measures, parent information, language/case history, behavioral observations and makes recommendations • Regularly utilizes district and/or state language tests (e.g. Access) in interpretations of test findings • Evaluation process is culturally and linguistically sensitive and unbiased for MLL students all of the time 	<p>Meets proficiency AND:</p> <ul style="list-style-type: none"> • Mentors new clinicians on MLL assessment tools and techniques • Routinely seeks new information to improve interpretation an integration of evaluation tools for MLL students
Written Therapy Plans		<ul style="list-style-type: none"> • Plans are unavailable or inconsistently available when asked • Plans are incomplete and missing more than one of the following: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment 	<ul style="list-style-type: none"> • Plans are available consistently when asked but • May be incomplete with no more than one of the following missing: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment 	<ul style="list-style-type: none"> • Plans are available consistently when asked and • Are complete: reference to standards and IEP goals, measurable objective(s) for student learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for students to practice, means of assessment 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Clear link to disability area and relationship to academic achievement
Authentic Learning Supports IEP Goals and Standards		<ul style="list-style-type: none"> • Therapy goals and activities have little to no connection to standards or little to no support of IEP goals • Activities sometimes reflect a learning outcome 	<ul style="list-style-type: none"> • Therapy goals and activities sometimes connect to standards and/or support IEP goals • Activities reflect a learning outcome and students sometimes involved in authentic learning activities 	<ul style="list-style-type: none"> • Therapy goals and activities consistently connect to standards and/or support IEP goals • Activities reflect a learning outcome and students regularly involved in authentic learning activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Students can explain the connection of therapy goals/activities to classroom learning and functional life skills
Content Delivery Respects Diverse Groups		<ul style="list-style-type: none"> • Displays little understanding of diverse student populations • May display favoritism or ignore student groups • Students are minimally able to show up as their authentic selves through the content and/or therapy session • Has limited understanding of cultural and racial norms about child development • (H) Content is seldom respectful of individual family backgrounds 	<ul style="list-style-type: none"> • Shows some understanding of diverse student populations • Attempts to include all learners regardless of cultural background, but not consistently or successfully • Students are sometimes able to show up as their authentic selves through the content and/or therapy session • Shows some understanding of cultural and racial norms about child development • (H) Content is occasionally respectful of individual family backgrounds 	<ul style="list-style-type: none"> • Routinely introduces content with a broad focus on various cultural and racial groups • Shows an understanding of all learners, and attempts to adapt practices to make content accessible for all • Students are able to show up as their authentic selves through the content and/or therapy session • Shows solid understanding of cultural and racial norms about child development • (H) Content is specifically respectful of individual family backgrounds 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Realness is present – students question and inquire about what and how they are taught • Displays continuing search for best practice pertaining to diverse learners

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Provides Culturally Effective Services		<ul style="list-style-type: none"> Rarely utilizes evidence-based practices in therapy sessions Rarely accounts for students' cultural differences in therapy sessions; rarely embeds cultural characteristics of students within therapy sessions 	<ul style="list-style-type: none"> Sometimes utilizes evidence-based practices in therapy sessions Sometimes accounts for students' cultural differences in therapy sessions; sometimes embeds cultural characteristics of students within therapy sessions 	<ul style="list-style-type: none"> Consistently utilizes evidence-based practices in therapy sessions Regularly accounts for students' cultural differences in therapy sessions; consistently embeds cultural characteristics of students within therapy sessions 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shows exceptional creativity and flexibility in facilitating therapy sessions Provides student choices based on each student's individual experiences during therapy sessions when appropriate
SLP Services		<ul style="list-style-type: none"> Rarely works effectively with individuals at all ability levels including low incidence populations Rarely serves a range of disorders and severity levels as appropriate for the setting Minimal to no modification to product, process, or content to differentiate instruction during therapy sessions 	<ul style="list-style-type: none"> Sometimes works effectively with individuals at all ability levels including low incidence populations Sometimes serves a range of disorders and severity levels as appropriate for the setting Inconsistent modification to product, process, or content to differentiate instruction during therapy sessions 	<ul style="list-style-type: none"> Consistently works effectively with individuals at all ability levels including low incidence populations Regularly serves a range of disorders and severity levels as appropriate for the setting Regular and ongoing modification to product, process, or content to differentiate instruction during therapy sessions 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in assisting other SLPs and school staff in developing skills to serve a range of disorders and severity levels
Interventions		<ul style="list-style-type: none"> Rarely provides interventions (e.g. voice, fluency, articulation and language) Rarely collaborates with classroom teachers and staff to support intervention implementation Rarely provides teachers with strategies to implement IEP accommodations/modifications within the classroom and school environment to support communication skills 	<ul style="list-style-type: none"> Sometimes provides interventions (e.g. voice, fluency, articulation and language) Sometimes collaborates with classroom teachers and staff to support intervention implementation Sometimes provides teachers with strategies to implement IEP accommodations/modifications within the classroom and school environment to support communication skills 	<ul style="list-style-type: none"> Routinely provides interventions (e.g. voice, fluency, articulation and language) Routinely collaborates with classroom teachers and staff to support intervention implementation Regularly provides teachers with strategies to implement IEP accommodations/modifications within the classroom and school environment to support communication skills 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> SLP takes a leadership role in training others in intervention strategies, and implementing research-based interventions Advocates for on-going students' need for accommodations/modifications within the general education setting
Bridges Therapy and Curriculum		<ul style="list-style-type: none"> Demonstrates minimal knowledge of the relationship between communication disorders and academic achievement Rarely collaborates to write and executes therapy goals that clearly describe the relationship between communication disorder and academic achievement Minimally incorporates standards and/or grade level curriculum and/or expectations into therapeutic activities 	<ul style="list-style-type: none"> Demonstrates some knowledge of the relationship between communication disorders and academic achievement Sometimes collaborates to write and executes therapy goals that clearly describe the relationship between communication disorder and academic achievement Sometimes incorporates standards and/or grade level curriculum and/or expectations into therapeutic activities 	<ul style="list-style-type: none"> Demonstrates solid knowledge of the relationship between communication disorders and academic achievement Regularly collaborates to write and executes therapy goals that clearly describe the relationship between communication disorder and academic achievement Regularly incorporates standards and grade level curriculum/expectations into therapeutic activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Provides training to team members and staff on the relationship of communication disorders and the impact on academic achievement
Instructional Techniques and Modeling		<ul style="list-style-type: none"> Instructions are unclear or disorganized Instructions are given with minimal monitoring of student comprehension, learning styles, or processing speed Unaware of language differences among students and does not consider those differences when instructing students Students rarely interact with SLP during modeling (H) Rarely demonstrates strategies/interventions for caregivers to be carried out in the natural environment 	<ul style="list-style-type: none"> Sometimes attempts varied instructional techniques, but is inconsistent Aware of the need to deliver instruction within the child's ability to comprehend and executed within a reasonable time frame, but may have difficulty understanding how to deliver instructions appropriate for each child's needs Aware of language differences and modifies the delivery of new information or instruction with regard to student's various learning styles and language background Students sometimes interact with SLP during modeling (H) Sometimes demonstrates strategies/interventions for caregivers to be carried out in the natural environment 	<ul style="list-style-type: none"> Delivers instructions that are clear, concise, and logically organized Demonstrates effective instructional practices that consider the comprehension level of the child as well as processing speed Routinely utilizes a variety of best practice instructional techniques that include effective strategies for students with diverse language and learning needs and consider multiple racial and cultural perspectives Students regularly interact with therapist during modeling (H) Consistently demonstrates strategies/interventions for caregivers to be carried out in the natural environment 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Demonstrates creative and unique techniques based on student's instructional needs Utilizes interpreters, visual supports, graphic organizers, and other strategies to maximize student's ability to comprehend instructions

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Engaging Students		<ul style="list-style-type: none"> Uses a minimal variety of therapy strategies to engage students and promote ongoing improvement Rarely demonstrates a pattern of flexibility in the use of materials and instruction that reflects the student's level of engagement; intentionality of instruction to improve student engagement is minimal Seldom takes overt action to re-engage students and/or increase student engagement during therapy sessions 	<ul style="list-style-type: none"> Uses some variety of therapy strategies to engage students and promote ongoing improvement Sometimes demonstrates a pattern of flexibility in the use of materials and instruction that reflects the student's level of engagement Sometimes takes overt action to re-engage students and/or increase student engagement during therapy sessions 	<ul style="list-style-type: none"> Uses an ample variety of therapy strategies to engage students and promote ongoing improvement Consistently demonstrates a pattern of flexibility in the use of materials and instruction that reflects the student's level of engagement; intentionality of instruction to improve student engagement is present Routinely takes overt action to re-engage students and/or increase student engagement during therapy sessions 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> Maximally engages all students on their caseload in learning
Relationships Between SLP and Students		<ul style="list-style-type: none"> SLP interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students Interactions reflect inconsistencies, favoritism, or disregard for students' cultures Students exhibit disrespect for SLP (H) Works with the child, but minimally engages the caregiver 	<ul style="list-style-type: none"> SLP-student interactions are generally appropriate Students exhibit only minimal respect for SLP (H) Focuses on child and caregivers as individual rather than as a dyad 	<ul style="list-style-type: none"> SLP-student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and SLP seeks input/advice on what are appropriate cultural norms for students outside of the SLP's culture Students exhibit respect for SLP (H) Positions self to observe caregiver/child dyad and acts as a guide for the caregiver rather than a performer and proves caregiver engagement with child and service providers(s) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Recognizes student contributions to the school community Creates an environment where students build relationships with the SLP, not just the SLP building relationships with students
Behavior Monitoring and Response		<ul style="list-style-type: none"> Student behavior is not monitored Unaware of what students are doing Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity (H) Limited coaching of caregiver response to behavior 	<ul style="list-style-type: none"> Sometimes intervenes to redirect student behavior May miss behaviors of some students Attempts to respond to misbehavior but with uneven results Some coaching of caregiver response to behavior 	<ul style="list-style-type: none"> Alert to student behavior at all times Monitoring is preventative and consistent Response to misbehavior is appropriate and results in the desired behavior Response is sensitive to students' individual needs (H) Ongoing coaching of caregiver response to behavior 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Monitoring is subtle and preventative Response to misbehavior is highly effective
Consultation Collaboration		<ul style="list-style-type: none"> Few suggestions fit within the context of the child's total educational program or few can be delivered in the least restrictive environment Makes limited effort to obtain feedback from staff and/or give feedback Seldom updates consultation strategies using limited input from student performance, staff, and families May be critical or rigid, ineffective in problem solving Limited contact with related agencies, professionals, and/or physicians 	<ul style="list-style-type: none"> Some suggestions fit within the context of the child's total educational program and many can be delivered in the least restrictive environment Occasionally reviews interventions and obtains/gives staff feedback Occasionally updates consultation strategies, based on student performance, staff, and family input Occasionally demonstrates effective problem solving skills Makes some contact with related agencies, professionals, and/or physicians 	<ul style="list-style-type: none"> Suggestions consistently fit within the context of the child's total educational program and many can be delivered in the least restrictive environment Regularly reviews interventions and obtains/gives staff feedback Regularly updates consultation strategies as needed, based on student performance, staff, and family input Consistently demonstrates effective problem solving skills Maintains regular contact with related agencies, professionals, and/or physicians 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Is a leader and resource to help solve problems and develop solutions for students related to consultation strategies
Engaging Families		<ul style="list-style-type: none"> Does not attempt to engage families in student learning opportunities related to speech and language services Rarely builds relationships with families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families Does not create a welcoming environment for families (H) Rarely engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K) 	<ul style="list-style-type: none"> Attempts to engage families in student learning opportunities related to speech and language services Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families (H) Sometimes engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K) 	<ul style="list-style-type: none"> Routinely engages families in learning opportunities related to speech and language services Builds reciprocal relationships with most families and sees them as an asset in student learning Routinely seeks opportunities to learn about cultures, race, and backgrounds of families Creates a welcoming environment for families (H) Fully engages families in next steps for child's learning/school environment (e.g. Birth-3 to 3-5, home to center, transition to K) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in student learning Works with families in the community outside the school

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	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Use of Student Data		<ul style="list-style-type: none"> Rarely collects data on student progress to plan for instruction Rarely uses data to make changes in therapy sessions to assist the student to be successful Rarely encourages students to participate in tracking data related to goals (H) Rarely uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments 	<ul style="list-style-type: none"> Sometimes collects data on student progress to plan for instruction Sometimes uses data to make changes in therapy sessions to assist the student to be successful Sometimes encourages students to participate in tracking data related to goals (H) Sometimes uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments 	<ul style="list-style-type: none"> Regularly collects data on student progress to plan for instruction Routinely uses data to make changes in therapy sessions to assist the student to be successful Routinely encourages students to participate in tracking data related to goals (H) Sometimes uses data, including student strengths and interests, with the family to target skills for instruction that promote learning in natural environments 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in assisting others to collect and analyze student data
Function of Technology Used in Services		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool during therapy session 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change during therapy session 	<ul style="list-style-type: none"> Used available technology to augment or modify instructional practices during therapy sessions 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Students Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers students a single pathway to access and present information 	<ul style="list-style-type: none"> Offers students few pathways to access and present information 	<ul style="list-style-type: none"> Offers students multiple pathways to access and present information 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Provides students with voice and choice about options for accessing and presenting information
Co-teaching (if applicable)		<ul style="list-style-type: none"> Aware of co-teaching strategies, but does not currently use them Strategies and roles are seldom matched to the objectives of the lesson One teacher is responsible for all or manages the students for which they are directly responsible Informal or no conversations about upcoming lessons 	<ul style="list-style-type: none"> Uses a single co-teaching strategy or minimal variation of strategies and roles Strategies and roles are sometimes matched to the objectives of the lesson and student needs Occasionally assists in the management of all students; students are beginning to regard co-teachers as equals Occasional planning meetings 	<ul style="list-style-type: none"> Uses a variety of co-teaching strategies and feels comfortable varying instructional roles Strategies and roles are regularly matched to the objectives of the lesson and student needs Frequently assists in the management of all students; co-teachers are becoming interchangeable Regularly and purposefully plan together 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Strategically and effectively uses a variety of co-teaching strategies based on the lesson objectives and needs of students Students regard co-teachers as equals
Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Learning space is cluttered and materials are in disarray Learning space arrangement does not support safety and ease of movement Visual materials are distracting and minimally support clear learning targets 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Learning space has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons with limited effectiveness Visuals are prominent in the learning space but relationship to learning targets can be unclear 	<ul style="list-style-type: none"> System of organization is clear to students and supports student learning Learning space is neat, clean, and uncluttered; materials are readily available Learning space is safe and the furniture and/or space arrangement is a resource for learning activities Visual materials are organized effectively in the learning space and are used to support learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Learning space is safe and accessible and students can adjust the furniture and/or utilize space to advance their own purposes in learning Therapy room and materials are organized to maximize learning with all students Routinely introduces new materials/resources appropriately into the space
Communication Skills		<ul style="list-style-type: none"> Communicates ineffectively with team members, families and/or administration to coordinate SLP services Communicates ineffectively and/or not appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Minimally communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Communicates somewhat effectively with team members, families and/or administration to coordinate SLP services Sometimes communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Sometimes communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Communicates effectively through multiple means (e.g. oral, written, visual) with team members, families and/or administration to coordinate SLP services Consistently communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Routinely and effectively communicates with interpreters in a timely manner in order to present clear information to families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in modeling effective communication strategies to team members, families, and community partners in all work settings Provides professional development to team members on effective techniques to work with interpreters

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Expectations for Para-professionals		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff Rarely uses support staff to promote student learning; does not develop specific plans for support staff with or without the teacher Delegates too much to the support staff Support staff are underutilized 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff Sometimes uses support staff to promote student learning; specifically plans for the support staff with teacher Inconsistently clarifies and/or reinforces expectations of the support staff 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff Regularly uses support staff to promote student learning; specifically plans for the support staff with teacher Continuously clarifies and reinforces expectations of the support staff 	Meets Proficient AND: <ul style="list-style-type: none"> Partners with the support staff to add additional perspectives to classroom dynamics, instruction, and curriculum

Professional Responsibilities

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Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or content/grade level teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or content/grade level teams 	Meets Proficient AND: <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or content/grade level teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of services Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications in services 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other leadership development opportunities 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	Meets Proficient AND: <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	Meets Proficient AND: <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	Meets Proficient AND: <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues in reflective practice methods to improve instruction

Professional Responsibilities

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Communication with Families		<ul style="list-style-type: none"> Families rarely receive information about learning goal and students' progress Difficult for families to contact or does not respond when contacted Reports mostly on student challenges not on successes 	<ul style="list-style-type: none"> Families receive information about learning goal and students' progress or grades on an occasional basis Information is available to families but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges 	<ul style="list-style-type: none"> Families routinely receive information about learning goal and students' progress so they know when to expect it Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' success at home Engages student in communication with family
Service to School/District		<ul style="list-style-type: none"> Does not support the school and/or SLP department mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school and/or SPPS policies and procedures Inconsistently involved in required school events 	<ul style="list-style-type: none"> Understands and supports the school and SLP department mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school and SLP department mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events
SLP Standards		<ul style="list-style-type: none"> Displays minimal professional judgment regarding confidentiality Inconsistently follows standards of ethical practice as it relates to American Speech-Language-Hearing Association standards of practice and state rules/regulations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in most situations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in all situations Consistently follows standards of ethical practice as it relates to American Speech-Language-Hearing Association standards of practice and state rules/regulations 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Promotes standards of ethical practice when working with colleagues Interrupts confidentiality breaches when necessary
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on student progress Student records are in disarray resulting in errors and confusion 	<ul style="list-style-type: none"> Regularly maintains a system for information on student progress Maintains student records 	<ul style="list-style-type: none"> Maintains fully effective systems for information on student progress Maintains accurate and up-to-date student records 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students contribute information to systems related to their progress and interpret results
Due Process		<ul style="list-style-type: none"> Content is not family friendly (educational jargon); family/student voice is not evident Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals Content is poorly written, is insufficient, and lacks cohesion (present level, needs, goals, objectives are not linked) Inconsistent case management; sometimes takes lead to assure IEP services are scheduled and delivered, minimal problem solving if issues arise Due Process procedures are inconsistently followed Due dates are inconsistently met for evaluations, IEPs, and progress notes 	<ul style="list-style-type: none"> Content is not family friendly; family/student voice is minimal Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals Content is imprecisely written, not sufficiently comprehensive, or not synthesized (present level, needs, goals, objectives) 	<ul style="list-style-type: none"> Content is family friendly; family/student voice is consistently evident Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals Content is clearly written, sufficiently comprehensive and synthesized (present level, needs, goals, objectives) Consistent and effective case management; regularly takes lead to assure IEP services are scheduled and delivered, strategic problem solving if issues arise Due Process procedures are consistently followed Due dates are met for evaluations, IEPs, and progress notes 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in Due Process Takes a leadership role on child study teams
Third Party Billing		<ul style="list-style-type: none"> Third party reimbursement documentation is incomplete or inaccurate 	<ul style="list-style-type: none"> Third party reimbursement documentation is complete and mostly timely (as directed); reminders might be needed to compete billing records in a timely manner 	<ul style="list-style-type: none"> Third party reimbursement documentation is complete, accurate, and timely (as directed) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in mentoring/coaching colleagues in third party billing
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: