**Form L: Framework for Speech-Language Pathologist**

**Form L: Vermilion Association for Special Education Framework for Speech-Language Pathologist**

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| **Domain I for Speech-Language Pathologist: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1a: Demonstrating Knowledge and Skill in the Area of Speech-Language Pathology** | Speech-Language Pathologist demonstrates little or no knowledge and skill in the therapy area; does not maintain the necessary certificate or license. | Speech-Language Pathologist demonstrates basic knowledge and skill in the therapy area; maintains certificate or license. | Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapy area; maintains the necessary certificate or license. | Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate and/or endorsements or license. |
| **1a: Critical Attributes** | - Speech-Language Pathologist is unfamiliar with characteristics of disorders within their discipline.  - Speech-Language Pathologist is unaware of rules and regulations.  - Speech-Language Pathologist does not demonstrate knowledge of therapeutic practices.  - Speech-Language Pathologist is unaware of teaching certificate requirement and  maintenance. | - Speech-Language Pathologist is familiar with characteristics of disorders within their discipline.  - Speech-Language Pathologist is able to seek or obtain information concerning rules and  regulations.  - Speech-Language Pathologist has limited knowledge of therapeutic practices.  - Speech-Language Pathologist is aware of requirements and holds a teaching certificate. | - Speech-Language Pathologist can identify characteristics of disorders within their discipline.  - Speech-Language Pathologist knows district eligibility or criteria for discipline.  - Speech-Language Pathologist has thorough knowledge of best therapeutic practices.  - Speech-Language Pathologist maintains teaching certificate. | - Speech-Language Pathologist can identify characteristics of  disorders within their discipline.  - Speech-Language Pathologist knows district eligibility or criteria for discipline.  - Speech-Language Pathologist is able to serve as a resource to  coworkers and parents when discussing rules and regulations as they apply to disorders within their discipline.  - Speech-Language Pathologist holds or maintains an advanced certificate such as: ESL, Bilingual, ASHA-CCC, Illinois Licensure, PECS, etc. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain I for Speech-Language Pathologist: Planning and Preparation** | | | | |
|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1b: Demonstrating Knowledge of Child & Adolescent Development** | | Speech-Language Pathologist does not demonstrate knowledge of developmental milestones for the therapy program, or they are inappropriate to either the situation or the age of the students. | Speech-Language Pathologist demonstrates basic knowledge of developmental milestones for the therapy program. | Speech-Language Pathologist demonstrates clear understanding and appropriate application of developmental milestones. | Speech-Language Pathologist demonstrates extensive knowledge of developmental milestones. Speech-Language Pathologist also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, and special needs. |
| **1b: Critical Attributes** | | - Speech-Language Pathologist has no knowledge of resources available concerning developmental norms.  - Speech-Language Pathologist demonstrates no knowledge of test purpose, ages assessed, and administration technique.  - Speech-Language Pathologist demonstrates no knowledge of accommodation strategies for student success in the classroom. | - Speech-Language Pathologist has limited knowledge of resources available concerning developmental norms.  - Speech-Language Pathologist demonstrates limited knowledge of test purpose, ages assessed, and administration  technique.  - Speech-Language Pathologist demonstrates limited knowledge of accommodation  strategies for student success in the classroom. | - Speech-Language Pathologist has knowledge of resources available concerning developmental  norms.  - Speech-Language Pathologist demonstrates knowledge of test purpose, ages assessed, and  administration technique.  - Speech-Language Pathologist demonstrates knowledge of accommodation strategies for student success in the classroom. | - Speech-Language Pathologist has extensive knowledge of resources available concerning  developmental norms.  - Speech-Language Pathologist assists team with the development and use of accommodations for discipline specific impairments  - Speech-Language Pathologist assists the student in understanding his/her disability and necessary  accommodations when developmentally appropriate. |
| **Evidence:**  Click here to enter text. | | | | | |

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| **Domain I for Speech-Language Pathologist: Planning and Preparation**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1c:  Establishing Goals and Developing a Therapy Program Appropriate to the Setting and Students Served.** | Speech-Language Pathologist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Speech-Language Pathologist’s goals for the therapy room are basic and are partially suitable to the situation and to the age of the students. | Speech-Language Pathologist’s goals for the therapy program are clear and appropriate to the situation in the school and the age of the students. | Speech-Language Pathologist’s goals for the therapy program are highly appropriate to the situation in the school and the age of the student and have been developed following consultations with the student’s educational team. | | **1c: Critical Attributes** | -Speech-Language Pathologist does not use assessment results, clinical judgment, and current available data to formulate goals.  -Speech-Language Pathologist writes goals that are not measurable or appropriate.  -No knowledge of developmental hierarchy is evident in goal writing.  -Speech-Language Pathologist does not modify goals and objectives based on student progress.  -Speech-Language Pathologist does not collect necessary data. | -Speech-Language Pathologist inconsistently uses assessment results, clinical judgment, and current available data to formulate goals.  -Speech-Language Pathologist writes generalized measurable goals to address student needs.  -A limited knowledge of developmental hierarchy is evident in goal writing.  -Speech-Language Pathologist modifies goals and objectives based on student progress when directed.  -Speech-Language Pathologist collects limited data. | -Speech-Language Pathologist uses assessment results clinical judgment, and current available data to formulate goals.  -Speech-Language Pathologist writes individualized measurable goals to meet the students’ specific needs.  -Goals and objectives are written in a clear, developmental hierarchy.  -Speech-Language Pathologist modifies goals and objectives based on student progress.  -Speech-Language Pathologist maintains data necessary to modify IEP goals as needed. | -Speech-Language Pathologist is able to effectively communicate to parents, staff members, and/or students the reason for the formulation of individual goals and objectives.  -Speech-Language Pathologist uses data from multiple sources in goal writing.  -Speech-Language Pathologist consistently modifies goals based on students’ progress and input from other colleagues outside the therapy setting.  -When developmentally appropriate the Speech-Language Pathologist reviews and develops IEP goals with the student. | | **Evidence:**  Click here to enter text. | | | | |   **Domain I for Speech-Language Pathologist: Planning and Preparation**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1d:  Demonstrating Knowledge of Local, State and Federal Guidelines** | Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures. | Speech-Language Pathologist demonstrates basic knowledge of special education laws and procedures. | Speech-Language Pathologist demonstrates thorough knowledge of special education laws and procedures. | Speech-Language Pathologist’s knowledge of special education laws and procedures is extensive; Speech-Language Pathologist takes a leadership role in reviewing and revising district procedures. | | **1d: Critical Attributes** | -Speech-Language Pathologist demonstrates little or no understanding of special education law in relation to IEP process and related paperwork.  -Speech-Language Pathologist cannot explain procedures to others (i.e. parents, teachers, administrators). | -Speech-Language Pathologist demonstrates limited understanding of special education law in relation to IEP process and related paperwork.  -Speech-Language Pathologist can explain some procedures to others (i.e. parents, teachers, administrators). | -Speech-Language Pathologist demonstrates understanding of special education law in relation to IEP process and related paperwork.  - Speech-Language Pathologist can explain procedures to others (i.e. parents, teachers, administrators).  -Speech-Language Pathologist is proactive in developing his/her own understanding and asks for assistance when needed. | -Speech-Language Pathologist demonstrates thorough understanding of special education law in relation to IEP process and related paperwork.  -Speech-Language Pathologist is able to explain paperwork and/or procedures to others (i.e. parents, teachers, administrators).  - Speech-Language Pathologist is proactive in developing their own understanding and assists others. | | **Evidence:**  Click here to enter text. | | | | |   **Domain I for Speech-Language Pathologist: Planning and Preparation** | | | | | | | | | | |
|  | | **Unsatisfactory** | **Needs Improvement** | | **Proficient** | | **Excellent** | |
| **1e: Developing a Plan to Evaluate Therapeutic Services** | | Assessment procedures are not consistent with student needs and therapeutic outcomes, and contain no criteria by which student performance will be assessed. Speech-Language Pathologist has no plan to incorporate baseline assessments in the therapy plan. | Assessment procedures are rudimentary and data collection is inconsistent. Assessment criteria and standards have been developed, but they are not clear. Baseline assessments are included in only some of the therapeutic outcomes. | | Assessment procedures are clear and organized to reflect individual student growth toward identified goals. Speech-Language Pathologist has an established plan to collect data to support therapeutic services incorporating baseline assessment. | | Therapeutic goals can be monitored by the Speech-Language Pathologist's assessment plan, which reflects student performance throughout the school day. The assessment plan has clear criteria for identifying student performance within the educational program. Assessment methodologies have been adapted for individual students as needed. When appropriate, the plan allows student contribution or feedback as part of the process. Data collection is skillfully designed, includes baseline assessment and developed in collaboration with the team. | |
| **1e: Critical Attributes** | | - Speech-Language Pathologist does not use a system for assessing therapeutic outcome.  - Speech-Language Pathologist does not collect necessary data.  - Speech-Language Pathologist does not modify goals and objectives based on student progress. | - Speech-Language Pathologist uses an ineffective system for assessing therapeutic outcome.  - Speech-Language Pathologist collects minimal or irrelevant data.  - Speech-Language Pathologist inconsistently modifies goals and objectives based on student progress. | | - Speech-Language Pathologist uses an appropriate system for assessing therapeutic outcome.  - Speech-Language Pathologist accurately collects data to reflect student progress.  - Speech-Language Pathologist modifies goals and objectives based on student progress. | | - Speech-Language Pathologist uses an effective system for assessing therapeutic outcome across educational settings.  - Speech-Language Pathologist accurately collects relevant data and shares findings with student, as appropriate.  - Speech-Language Pathologist modifies goal and objectives based on data from multiple sources including student feedback. | |
| **Evidence:**  Click here to enter text. | | | | | | | | |
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|  | | **Unsatisfactory** | | | **Needs Improvement** | | **Proficient** | | **Excellent** | |
| **1f: Demonstrating Knowledge of Resources Both Within and Beyond the School and District** | | Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district. | | | Speech-Language Pathologist demonstrates basic knowledge of resources for students available through the school or district. | | Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district. | | Speech-Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and familiarity with resources external to the district. | |
| **1f: Critical Attributes** | | -Speech-Language Pathologist is unaware of resources available. | | | -Speech-Language Pathologist has limited awareness of resources and inconsistently makes use of available resources. | | - Speech-Language Pathologist is aware of resources available within the school district and consistently makes use of them.  - Speech-Language Pathologist has some limited knowledge of external resources.  - Speech-Language Pathologist shares information regarding resources with staff. | | - Speech-Language Pathologist is aware of resources available in school/district.  - Speech-Language Pathologist is aware of additional resources available through community.  - Speech-Language Pathologist assists students, families, and staff in gaining access to outside resources. | |
| **Evidence:**  Click here to enter text. | | | | | | | | | | |

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| **Domain 2 for Speech-Language Pathologist: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2a:  Creating an Environment of Respect and Rapport** | Speech-Language Pathologist’s interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting. | Speech-Language Pathologist’s interactions are a mix of positive and negative; the speech-language pathologist’s efforts at developing rapport are partially established. | Speech-Language Pathologist’s interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting. | Speech-Language Pathologist’s interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting. Students’ interactions with the Speech-Language Pathologist reflect a high degree of comfort and trust in the relationship. |
| **2a: Critical Attributes** | - Communication between Speech-Language Pathologist and student/s is disrespectful.  - Speech-Language Pathologist does not demonstrate connections with individual students. | - Communication between Speech-Language Pathologist and student/s is somewhat disrespectful.  - Speech-Language Pathologist makes basic general connections with individual students. | - Communication between Speech-Language Pathologist and student/s is uniformly respectful.  - Speech-Language Pathologist demonstrates an established connection with individual student, encouraging participation in activities. | - Communication between Speech-Language Pathologist and student/s demonstrates a high level of respect.  - Speech-Language Pathologist demonstrates a connection with individual student that encompasses an understanding of needs beyond the school setting. Students are comfortable participating in any school activity. |
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| **Domain 2 for Speech-Language Pathologist: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2b:  Organizing Time for Learning** | Speech-Language Pathologist has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner. | Speech-Language Pathologist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner. | Speech-Language Pathologist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner. | Speech-Language Pathologist is highly organized and meets deadlines for evaluating students and completing meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties: Homework, teacher training, visuals, and teacher-made materials. |
| **2b: Critical Attributes** | -Paperwork is not completed by set deadlines.  -Specialist does not have an effective means for managing  his/her caseload.  -Specialist does not make scheduling changes. | -Paperwork is completed at, but not before deadlines.  -Specialist develops means for managing his/her caseload.  -Specialist handles scheduling changes in an untimely manner. | - Paperwork is completed in a timely manner.  -Specialist develops means for managing his/her caseload effectively in response to student  needs.  -Specialist handles scheduling changes effectively in a timely  manner. | -Paperwork is completed well in advance of deadlines.  - Time is allotted to complete additional tasks and prep therapeutic materials.  -Specialist effectively adapts to additions, deletions, and changes to schedules. |
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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2c:  Establishing Standards of Conduct** | Speech-Language Pathologist has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or treatment. | Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and treatment with partial success. | Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. | Speech-Language Pathologist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. Students engage in self-monitoring of appropriate behavior. |
| **2c: Critical Attributes** | - Speech-Language Pathologist does not monitor student behavior.  - Speech-Language Pathologist does not respond to disruptions or disrespectful behavior among the students. | - Speech-Language Pathologist attempts to keep track of student behavior.  - Speech-Language Pathologist occasionally responds to disruptive or disrespectful behavior among the students. | - Speech-Language Pathologist frequently monitors student behavior.  - Speech-Language Pathologist responds consistently to misbehavior among the students. | - Speech-Language Pathologist silently and subtly monitors student behavior.  - Speech-Language Pathologist allows for student self-monitoring of behavior and responds appropriately if student is unable to self- monitor own behaviors. |
| **Evidence:**  Click here to enter text. | | | | |

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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2d:  Managing Therapy Procedures** | Specialist exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost. | Specialist’s time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost. | Specialist exercises good judgment in setting priorities, resulting in clear schedules and  important work being accomplished in an efficient manner. There is little loss of learning time. | Specialist exercises excellent judgment in setting priorities. Specialist demonstrates excellent time management skills, accomplishing all  tasks in a seamless manner.  Learning time is maximized. |
| **2d: Critical Attributes** | - Transitions and therapy routines are confused and chaotic.  -Materials needed for therapy are not readily available to the  Specialist  -There are no established procedures or therapy routines.  -Therapy resources are not arranged to support the instructional goals and learning activities.  -Available technology is not being used. | - Transitions within and between therapy sessions are awkward.  -Therapy session routines function inconsistently.  -Some materials needed for therapy are readily available to the Specialist.  -Therapy resources are partially arranged to support instructional  goals and learning activities.  -Specialist makes limited use of available technology. | - Transitions within and between therapy sessions are smooth.  -Most of the materials needed for therapy are readily available to the Specialist.  -Therapy resources are arranged to support the  instructional goals and learning activities.  -Specialist makes appropriate use of available technology. | - Transitions and routines are seamless and utilized by students with little or no intervention from therapist.  -All materials needed for therapy are readily available.  -Specialist individualizes available technology (high and/or low) according to student need.  -Specialist facilitates student consistent use of therapy room routines. |
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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2e:  Organizing Physical Space** | The Speech Language pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are not usually available. | The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluation and treatment. The setting is not rearranged or modified to meet each student’s individual needs. | The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student’s individual needs. | The Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student’s individual needs. The speech language pathologist seeks out additional equipment, materials, and additional resources to enhance individual student speech-language needs. |
| **2e: Critical Attributes** | - There are physical hazards in the therapy room, endangering student safety.  - Therapy resources are not arranged to support instructional goals and learning activities. | - The physical environment is safe, and does not impede learning, but does not enhance it.  - Therapy resources are adequately arranged to support instructional goals and learning activities. | - The therapy room is safe and arranged to support the instructional goals and learning activities.  - Therapy resources are purposefully arranged to support instructional goals and learning activities. | - Modifications are arranged to the physical environment to accommodate students with special needs.  - Students are able to easily access resources that support instructional goals and learning activities. |
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| **Domain 3 for Speech-Language Pathologist: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3a:  Responding to Referrals** | The Speech-Language Pathologist fails to make a referral decision upon receipt of the written referral within the mandated time frame. | The Speech-Language Pathologist responds to a written referral within the mandated time frame but there is no clear explanation of planned interventions and/or assessment. | The Speech-Language Pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment. | The Speech-Language Pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment. Inservices are provided on the referral process/procedures and areas of communication disorders with appropriate stakeholders. |
| **3a: Critical Attributes** | - Speech-Language Pathologist does not follow up on referrals.  - Speech-Language Pathologist completes screening/ assessments of students but gives no consideration to identified needs. | - Speech-Language Pathologist follows up on referrals after several reminders.  - Speech-Language Pathologist completes screening/ assessments of students but not always based on identified concerns. | - Speech-Language Pathologist follows up on referrals within the mandated time frame.  - Speech-Language Pathologist completes thorough screening/ assessment of student based off identified concerns. | - Speech-Language Pathologist follows up on referrals immediately.  - Speech-Language Pathologist completes thorough screening/ assessment of student based off identified concerns.  - Speech-Language Pathologist gathers background information regarding students.  - Speech-Language Pathologist communicates with team regarding student needs and strengths. |
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| **Domain 3 for Speech-Language Pathologist: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3b:  Implementing**  **Treatment Plans to**  **Maximize Students’**  **Success** | Speech-Language Pathologist fails to implement treatment plans suitable for students, or plans are mismatched with the findings of assessments. | Speech-Language Pathologist’s plans are inconsistently implemented or sporadically aligned with identified needs of students. | Speech-Language Pathologist plans are consistently implemented and aligned with identified needs of students. | Speech-language Pathologist implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| **3b: Critical Attributes** | - Speech-Language Pathologist does not use clinical judgment when using therapy materials.  - Therapy materials are inappropriate for age, development, and assessment areas.  - Targeted tasks do no match stated goals. | - Speech-Language Pathologist randomly selects therapy materials.  - Therapy materials are sometimes appropriate for age, development, and assessment areas.  - Targeted tasks partially match stated goals. | - Speech-Language Pathologist uses appropriate clinical judgment when selecting therapy materials.  - Therapy materials are appropriate for age, development, and assessment areas.  - Targeted tasks match stated goals. | - Speech-Language Pathologist matches therapy materials to individual students’ needs.  - Students are able to explain or demonstrate how they would generalize skills or strategies across environments.  - Speech-Language Pathologist consistently individualizes targeted tasks according to stated goals. |
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| **Domain 3 for Speech-Language Pathologist: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3c:  Communicating with Families** | Speech-Language Pathologist fails to communicate with parents/guardians and does not document attempts to communicate with the parents/guardians. Speech-Language Pathologist fails to ensure necessary permissions or communicates in an insensitive manner. | The Speech-Language Pathologist communicates with parents/guardians but the information is not always relayed in a professional manner or takes into consideration cultural, socio-economic, and linguistic factors. Permissions are obtained. | The Speech-Language Pathologist communicates with parents/guardians in a professional manner and takes into consideration cultural, socio-economic, and linguistic factors. Permissions are obtained. | Speech-Language Pathologist initiates communication with parents/guardians in a professional manner while being thoughtful of cultural, socio-economic, and linguistic factors and provides outside information on resources and training to address the student’s communication needs. Permissions are obtained. |
| **3c: Critical Attributes** | - Little or no information regarding the therapy program is available to parents.  - Families are unaware of their children’s progress.  - Family-engagement activities are lacking.  - There is some culturally inappropriate communication. | - Speech-Language Pathologist sends home infrequent or incomplete information about the therapy program.  - Speech-Language Pathologist reports quarterly progress but does little else to inform families about student progress. | - Speech-Language Pathologist makes information about the therapy program available.  - Speech-Language Pathologist regularly sends home information about student progress  - Speech-Language Pathologist develops activities designed to successfully and appropriately engage families in their children’s learning.  - All of Speech-Language Pathologist’s communications are appropriate to families’ cultural norms. | - Students regularly develop materials to inform their families about the therapy program.  - Students maintain accurate records about their individual learning progress and frequently share this information with families.  - Students contribute to regular and ongoing projects designed to engage families in the learning process.  - All of the Speech-Language Pathologist communications are highly sensitive to families’ cultural norms. |
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| **Domain 3 for Speech-Language Pathologist: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3d:  Collecting Information; Writing Reports** | Speech-Language Pathologist does not follow best practices for evaluation procedures and does not address all communication areas including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor. | Speech-Language Pathologist follows best practices for evaluation procedures and addresses all communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), minimally adjusts assessment to students’ needs, and writes an evaluation report that includes test scores but does not include a description of strengths and weaknesses. | Speech-Language Pathologist follows best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), uses a variety of assessment tools, and writes a clear evaluation report. | Speech-Language Pathologist follows best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), adjusts the battery of tests to address students’ needs, seeks out and utilizes additional services when needed, and writes a clear and comprehensive evaluation report. |
| **3d: Critical Attributes** | - Data collection is absent and/or not accurate during therapy sessions.  - Reports contain content errors or no report is written.  - Reports are written in a manner with no regard for the intended audience. | - Data collection is inconsistent and/or not always accurate during therapy sessions.  - Reports contain accurate content information but may contain other errors (i.e., student names, grammar).  - Reports are written in a manner that is not easily understood by general audiences (i.e., jargon without explanation, uses abbreviations). | - Data collection is consistent and accurate during therapy sessions.  - Data collection is relevant to identified student needs.  - Reports contain no errors.  - Reports are written in a manner that is easily understood by general audiences. | - Data collection is consistent and accurate during therapy sessions.  - Speech-Language Pathologist seeks out additional information regarding students’ success with goals in other environments.  - Reports contain no errors and are well organized.  - Speech-Language Pathologist demonstrates the ability to differentiate reports based on intended audience (i.e., parents, doctors, teachers). |
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| **Domain 3 for Speech-Language Pathologist: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3e:  Demonstrating Flexibility and  Responsiveness** | The Speech-Language pathologist adheres to the speech/language goals and benchmarks, in spite of evidence of its inadequacy. Minutes of service and instructional methods or strategies are not individualized to meet the student’s needs. | Some of the time the Speech-Language Pathologist makes changes in the interventions and instructional methods and documents the changes in progress notes. The Speech-Language Pathologist is inconsistent in amending the IEP when presented with evidence of the need for change. Student’s needs are considered when assigning minutes of service. | Most of the time the Speech-Language Pathologist makes changes in the interventions and instructional methods and documents changes in the progress notes. The Speech-Language Pathologist amends the IEP when presented with evidence of the need for change. Student’s needs are considered when assigned minutes of service. | The Speech-Language Pathologist always makes changes in the interventions and instructional methods and documents changes in the progress notes. The Speech-Language Pathologist amends the IEP when presented with evidence of the need for change. Student’s needs are considered when assigned minutes of service. Evidence based practices are used to determine if adjustment in goals, benchmarks, and minutes are needed. |
| **3e: Critical Attributes** | - Speech-Language Pathologist does not make changes in therapeutic strategies even when data supports need for change.  - Speech-Language Pathologist does not individualize minutes of service to address needs of students. | - Speech-Language Pathologist uses data to evaluate treatment and occasionally makes changes.  - Speech-Language Pathologist does not use immediate student feedback during session to make changes.  - Speech-Language Pathologist individualizes minutes of services to address needs of students. | - Speech-Language Pathologist uses data to evaluate treatment and make necessary changes.  - Speech-Language Pathologist immediately makes changes to therapeutic strategies during session.  - Speech-Language Pathologist individualizes minutes of services to address needs of students. | - Speech-Language Pathologist consults with other team members to enhance treatment.  - Speech-Language Pathologist uses data to evaluate treatment and make necessary changes.  - Speech-Language Pathologist takes additional data sources into consideration and revises treatment plan as needed.  - Speech-Language Pathologist immediately makes changes to therapeutic strategies during session. |
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| **Domain 4 for Speech-Language Pathologist: Professional Responsibility** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4a:**  **Reflecting on Practice** | Speech-Language Pathologist does not reflect on practice or the reflections are inaccurate or self-serving. | Speech-Language Pathologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Speech-Language Pathologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Speech-Language Pathologist makes some specific suggestions as to how his or her performance might be improved. | Speech-Language Pathologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; Therapist draws on an extensive repertoire to suggest alternative strategies. |
| **4a: Critical Attributes** | - Does not assess the effectiveness of professional practice.  - Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved. | - Inconsistently assesses the effectiveness of professional practice.  - Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved. | - Accurately assesses the effectiveness of professional practice.  - Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved. | - Regularly and accurately assesses the effectiveness of professional practice.  - Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Speech-Language Pathologist: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4b:**  **Maintaining Accurate Records** | Speech-Language Pathologist does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Speech-Language Pathologist has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Speech-Language Pathologist has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Speech-Language Pathologist has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| **4b: Critical Attributes** | - Records are inaccurate and/or unavailable.  - Does not follow procedures for obtaining and maintaining records.  - Does not attend trainings/in-services provided by the district about updates to district/legal mandates.  -No data management system. | - Records are somewhat accurate and inconsistently accessible.  - Inconsistently follows procedures for obtaining and maintaining records.  - Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates.  -Inconsistent data management system. | - Records are accurate and accessible when needed.  - Follows correct procedures for obtaining and maintaining records.  - Attends trainings/in-services provided by the district about updates to district/legal mandates.  - Utilizes an effective data management system and can readily access data. | - Records are always accurate and accessible when needed.  - Follows correct procedures for obtaining and maintaining records.  - Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues.  - Can produce and explain his/her data. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Speech-Language Pathologist: Professional Development** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4c: Collaborating with Stakeholders** | Speech-Language Pathologist does not respond to staff and parent requests for information. Speech-Language Pathologist‘s communication about students’ progress is minimal. | Speech-Language Pathologist makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place may not be culturally sensitive. | Speech-Language Pathologist initiates contact with teachers and administrators to confer regarding student needs; Speech-Language Pathologist responds promptly and appropriately to parent inquiries and communicates in a culturally sensitive way. | Speech-Language Pathologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. Speech-Language Pathologist responds to family concerns with professional and cultural sensitivity. |
| **4c: Critical Attributes** | - Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies.  - Does not respond to communication requests made by students, parents, staff, and/or community agencies.  - Communication during meetings or consultation is ineffective or disrespectful.  - Does not advocate for the best interests of the student. | - Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies.  - Slow to respond to communication requests made by students, parents, staff, and/or community agencies.  - Communication during meetings or consultation can be ineffective.  - Inconsistently advocates for the best interests of the student. | - Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies.  - Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them.  - Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion.  - Communication during meetings or consultation is effective and meaningful.  - Advocates for the best interests of the student. | - Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies.  - Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them.  - Initiates communication and responds to requests made by students, parents, staff, and/or community agencies.  - Facilitates effective communication during meetings or consultation.  - Always advocates for the best interests of the student. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Speech-Language Pathologist: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4d:**  **Participating in a Professional Community** | Speech-Language Pathologist does not consistently attend required school and required district meetings. Therapist’s relationships with colleagues are negative or unprofessional. | Speech-Language Pathologist inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. Therapist’s relationships with colleagues are cordial. | Speech-Language Pathologist attends required school and required district meetings, is punctual, and actively participates. The therapist maintains positive and productive relationships with colleagues. | Speech-Language Pathologist makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| **4d: Critical Attributes** | - Aversive to feedback from colleagues and administration.  - Does not participate in professional collaboration.  - Does not attend department meetings. | - Inconsistently accepts feedback from colleagues and administration.  - Participates in professional collaboration, but does not contribute.  - Inconsistently attends and rarely participates in department meetings. | - Accepts feedback from colleagues and administration in order to improve practice.  - Regularly participates in professional collaboration and makes contributions.  - Consistently attends and participates in department meetings.  - Provides in-services or presentations to team.  - Participates on and contributes to building-level committees as requested. | - Solicits feedback from colleagues and administration in order to improve practice.  - Assumes a leadership role in professional collaboration.  - Consistently attends and provides expertise to department meetings.  - Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district.  - Participates on and contributes to district-level committees. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Speech-Language Pathologist: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4e:**  **Growing and Developing Professionally** | Speech-Language Pathologist does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Speech-Language Pathologist’s participation in professional development activities is limited to those that are convenient or are required. | Speech-Language Pathologist seeks out opportunities for professional development based on an individual assessment of need. | Speech-Language Pathologist provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4e: Critical Attributes** | - Does not seek opportunities for continued professional development.  -Does not participate in any activity that might enhance knowledge or skill.  - Purposefully resists discussing performance with supervisors or colleagues.  - Makes no effort to participate in professional organizations. | - Rarely seeks opportunities for continued professional development.  - Participates in professional development when they are required.  - Reluctantly accepts feedback from supervisors and colleagues.  - Rarely participates in professional organizations. | - Seeks opportunities for continued professional development.  - Seeks regular opportunities for professional development.  - Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.  - Actively participates in organizations designed to contribute to the profession. | - Seeks opportunities for continued professional development.  - Seeks regular opportunities for continued professional development, including initiating action research.  - Actively seeks feedback from supervisors and colleagues.  - Takes an active leadership role in professional organizations in order to contribute to the profession. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Speech-Language Pathologist: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4f:**  **Showing Professionalism** | Speech-Language Pathologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Speech-Language Pathologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Speech-Language Pathologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Speech-Language Pathologist can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| **4f: Critical Attributes** | - Dishonest  - Does not notice the needs of students.  - Engages in practices that are self-serving.  - Willfully rejects district regulations.  - Is not aware of ASHA’s *Code of Ethics.*  -Attendance is rare. | - Consistently honest  - Notices the needs of students, but is inconsistent in addressing them.  - Does not notice that practices are ineffective or that they result in poor outcomes for students.  - Complies with district regulations.  - Inconsistently adheres to ASHA’s *Code of Ethics.*  -Attendance is inconsistent. | - Consistently honest and known for having high standards of integrity.  - Actively addresses student needs.  - Actively works to provide opportunities for student success within the psychological practice.  - Complies with district regulations.  - Adheres to ASHA’s *Code of Ethics.*  -Attendance is regular; Attends most assigned days. | - Considered a leader in terms of honesty, integrity, and confidentiality.  - Proactively addresses student needs.  - Makes a concerted effort to ensure opportunities are available for student success within the psychological practice.  - Takes a leadership role regarding district regulations.  - Always adheres to ASHA’s *Code of Ethics.*  -Attendance is consistent or perfect; Attends all or almost all days of work. |
| **Evidence:**  Click here to enter text. | | | | |