

Speech Language Pathologists

Domain I for Speech Language Pathologists: Planning and Preparation

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 1: Demonstrates knowledge and skill in SLP therapy, knowledge of students' interests & cultural heritage, and knowledge of students' goals and objectives	SLP demonstrates little or no knowledge and skill in the therapy area; displays no knowledge of students' interests or cultural heritage SLP is unaware of students' goals and objectives.	SLP demonstrates basic knowledge and skill in the therapy area; displays little knowledge of the interests or cultural heritage of each student; SLP has a general understanding of students' goals and objectives.	SLP demonstrates thorough knowledge and skill in the therapy area; displays knowledge of the interests or cultural heritage of each student and respects diversity. SLP has a solid understanding of students' goals and objectives and how to incorporate them into instruction	SLP demonstrates extensive knowledge and skill in the therapy area; displays knowledge of the interests or cultural heritage of each student, respects diversity and infuses cultural awareness in the therapy session; has a solid understanding of students' goals and objectives as they apply to the therapy session and sought to correct any deficiencies.
Standard 2: Establishes goals for the therapy program appropriate to the setting and the students served	SLP has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. Goals are either not specific or reasonable.	SLP's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. Goals are only moderately specific/measurable.	SLP's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. All goals are clear, written in the form of student learning, and include viable methods of assessment.	SLP's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators, teachers, and other specialists. All goals are clear, written in the form of student learning, and include viable methods of assessment, with data collection systems developed prior to implementation.
Standard 3: Demonstrates knowledge of district, state, and federal regulations and guidelines	SLP demonstrates little or no knowledge of special education laws and procedures.	SLP demonstrates basic knowledge of special education laws and procedures.	SLP demonstrates thorough knowledge of special education laws and procedures.	SLP's knowledge of special education laws and procedures is extensive; SLP takes a leadership role in reviewing and revising district policies.
Standard 4: Demonstrates knowledge of resources, both within and beyond the school and district	SLP demonstrates little or no knowledge of resources for students available through the school or district.	SLP demonstrates basic knowledge of resources for students available through the school or district.	SLP demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	SLP demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Standard 5: Plans the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. Lacks a recognition that the provision of service delivery may need to change based on eligibility and student enrollment.	SLP's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. SLP anticipates the needs for revision. The SLP requires assistance in making adjustments and guidance	SLP has developed a plan that includes the important aspects of work in the setting. SLP anticipates the needs for revision and makes those adjustments. The SLP's plan is organized around clear goals, is evidence-based, and correlates to the goals	SLP's plan is detailed, highly coherent, collaborative, and serves to support students individually, within the broader educational program.

	SLP resists suggestions that such revisions may be indicated.	in revisiting the plan.	of the students being served.	
Standard 6: Develops a plan to evaluate the therapy program	SLP has no plan to evaluate the program or resists suggestions that such an evaluation is important.	SLP has a rudimentary plan to evaluate the therapy program.	SLP's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	SLP's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. Utilizes multiple sources of evidence, and establishes a clear path toward improving the service delivery on an ongoing basis based upon the needs of the student in the learning environment.

Domain I: Planning and Preparation

What it might look like:

Knowledge and skill in SLP therapy, knowledge of students' interests & cultural heritage, and knowledge of students' goals and objectives

- SLP plans to use an Augmentative/ Alternative Communication (AAC) system consisting of voice output devices, picture communication board, and sign language for a lesson with a student who is non-verbal.
- In teaching students with both articulation and language disorders the SLP works on skills from each disorder area within a session.
- SLP plans lessons that demonstrate knowledge of common core state standards and classroom expectations.

Establishing goals for the therapy program appropriate to the setting and the students served

- SLP maintains a student information sheet in his/her logbook for each student containing information regarding special needs, medical issues, language proficiency, and culture.
- SLP plans a lesson containing visual supports (i. e., picture communication board, picture schedule, work system, etc.) to promote communication in students diagnosed with autism spectrum disorders (ASDs).

Demonstrating knowledge of district, state, and federal regulations and guidelines

- SLP uses assessment information and considers the corresponding grade-level academic standards when developing IEP goals.
- The SLP sets instructional outcomes for the student in the area of stuttering based on the types of stuttered words or parts of words.
- SLP has a plan for gathering data across school settings for students as students generalize skills from therapy to the classroom.

Demonstrating knowledge of resources, both within and beyond the school and district

- SLP independently conducts research regarding the use of augmentative/alternative communication with students diagnosed with autism spectrum disorders to expand his/her knowledge in this area.
- SLP shares effective strategies to address stuttering in the regular education classroom/general education curriculum with colleagues.

Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

- SLP allots an appropriate amount of time to address all components of the speech/language lesson plan (i.e., introduction, opportunity for guided and independent practice of established speech/language support goals, and closure).
- SLP creates instructional plans that are instructionally sound, based on the diagnosed speech and language problem, and allow the student to make progress.
- SLP selects appropriate instructional setting (i.e. push in pull out, or combination) to allow student to make progress.

Developing a plan to evaluate the therapy program

- SLP consistently collects assessment data from a variety of sources, including progress monitoring data, teacher input, parent input, diagnostic assessments, and classroom-based assessments.
- SLP consistently reviews student data and adjusts plans for instruction accordingly.

Domain II for Speech Language Pathologists: Environment

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 7: Establishes rapport with students	SLP's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and instructional settings. SLP is insensitive to students' ages, cultural backgrounds, and developmental levels.	SLP's interactions are a mix of positive and negative; the SLP's efforts at developing rapport are partially successful. Students appear to be moderately comfortable in the instructional setting.	SLP's interactions with students are positive and respectful; students appear comfortable in the testing and instructional settings. Interactions also reflect genuine caring and empathy for the needs of the students.	Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship. Interactions between SLP and the students are positive, respectful, and incorporate individual needs as appropriate. Students demonstrate behavior aligned with the expectations that have been established within the instructional setting. Students cooperate during expected tasks and/or implement acquired skills.
Standard 8: Organizes time effectively	SLP exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much time is lost during transitions.	SLP's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Transitions are sporadically efficient, resulting in some loss of instructional time.	SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. Transitions occur smoothly, with little loss of instructional time.	SLP demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. Transitions are seamless, students assuming some responsibility for efficient operation.
Standard 9: Establishes and maintains clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	SLP has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
Standard 10: Manages student behavior	No standards of conduct have been established, and SLP disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and instructional settings. SLP's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and instructional settings. SLP monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and instructional settings. SLP's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. SLP respects the students' dignity and is sensitive to students' individual needs.
Standard 11: Organizes physical space for testing of students and providing therapy	The testing and instructional setting is disorganized and poorly suited to working with students. No attempt is made to modify available space or to find alternative space. Materials are rarely available and/or inappropriate for the student's level.	The testing and instructional setting is moderately well organized and moderately well suited to working with students. SLP makes some attempt to modify available space or to find alternative space. Materials are sometimes available.	The testing and instructional setting is well organized; SLP adapts or modifies the available space to meet the need of the students or finds an alternative space. Materials are available when needed.	The testing and instructional setting is highly organized and is inviting to students. SLP effectively adapts/modifies the available space to meet the needs of students or find alternative space. Materials are convenient when needed.

Domain II: Environment

What it might look like:

Establishing rapport with students

- SLP demonstrates and discusses, and involves students in modeling how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies.
- Students routinely can identify or explain their individual speech and language goals, when given simple prompts or questions.

Organizing time effectively

- Students routinely can identify or explain their individual speech and language goals, when given simple prompts or questions.
- The SLP teaches and consistently reinforces that having a speech and/or language problem is different for each student and that we respect each other's correct and incorrect responses in the group. SLP routinely provides individualized models of correct speech production, and elicits self-corrections from students; they discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations with teacher direction. Based on educational background and experience regarding a student's ability, the SLP has consistent expectations for progress.

Establishing and maintaining clear procedures for referrals

- SLP has materials organized and ready for use as group arrives. Students engage in routine or practice activities while waiting for SLP or another student to complete a task.
- SLP rarely has to reinstruct during the session regarding routines due to consistent implementation of instinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference.

Managing student behavior

- The SLP implements specific procedures for when students go off task or are reluctant to do work. SLP follows the behavior management system in the school(s) serviced, and reinforces the system by reminding students and referring to the procedures in a positive manner ("You sat nicely and waited your turn.").
- SLP and students are consistent with use of universal health precautions, such as use of tissues, and sanitizers, etc., since items are placed where students can easily reach them.

Organizing physical space for testing of students and providing therapy

- SLP has established and consistently enforces rules for transitioning in and out of therapy room, and SLP has addressed any potential safety hazards or equipment arrangement needs. SLP and students know and practice evacuation procedures (in case of fire, bomb scare...) and these procedures are clearly posted in room.
- SLP has organized the physical space so that furniture arrangement facilitates group interactions; there are no physical barriers to instruction. SLP has addressed any concerns and has appropriate solutions in place which students use as directed.

Domain III for Speech Language Pathologists: Delivery of Service

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 12: Communicates with students effectively	Students are not aware of the skill they are working on; language used is not appropriate for age of students or cognitive ability (no attempts made to clarify instruction)	SLP may clarify the task when questions are asked by restating directions in the same manner. SLP may tell students they are working on categorization without explaining what categorization is to the students.	SLP uses multiple modalities to demonstrate tasks and explain relevant vocabulary (uses visuals along with verbal explanations to explain task); SLP clearly states skill that will be worked on during the session ("Today you are working on...")	SLP asks a student to explain a task to a peer; SLP uses a variety of modalities when demonstrating/ explaining tasks (SLP uses category cards with picture representation, paired with SLP verbal explanation and the physical demonstration of matching the cards into categories)
Standard 13: Uses effective questioning and discussion techniques	SLP does not engage all students (some children appear to be off task); SLP only asks multiple choice questions or "what" questions	SLP does ask a range of questions but relies on lower level question (uses only concrete examples, no abstract, higher level thinking); SLP facilitates some peer interaction through discussion but does not allow students to develop their own questions for each other	SLP engages most students by asking a variety of questions and allows students to develop their own questions (SLP uses who, what, where, when and why openended questions to elicit higher level thinking); SLP involves all students in discussions and uses prompting strategies to encourage all students to participate (SLP says, "think of a question to ask...").	Students initiate spontaneous extension of target skills through conversation; Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.
Standard 14: Engages students in learning	Rarely uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives.	Inconsistently uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives.	Uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives. Shares strategies with classroom staff and support specialists for generalization of language and speech skills.	Collaborates with instructional staff to integrate the use of strategies throughout educational environments which allow students to generalize language and speech skills and to achieve goals and objectives.
Standard 15: Uses assessment in instruction	SLP administers the same test regardless of the reason for referral (e.g. uses articulation assessment tool to assess language); SLP makes little or no effort to assess if students understand the skills being taught or modeled for them (little to none)	SLP provides inappropriate feedback on standardized assessments. (SLP often says "good job"); Students are aware they are being assessed within the session but not aware of their progress with skills	Clear evidence that a variety of assessments are used regularly with systematic monitoring of progress (oral responses, written responses, teacher observation, self-assessment); SLP provides examples of expected responses and uses other students to model accurate responses	SLP often asks students to evaluate themselves or peers within the session and allows for peer feedback (peers assess sound productions of peer and offer suggestions to remediate); SLP consistently and effectively assists students in setting rigorous goals, self-assessing, monitoring and taking responsibility for their progress (promotes self-monitoring skills and carryover of skills into academic setting)

Standard 16: Demonstrates flexibility and responsiveness	SLP adheres to the plan or goals, in spite of evidence of its inadequacy. SLP does not plan for transitions or provide closure between lesson/activities (jumps from one activity to another without explanation);	SLP makes modest changes in the student's plan when confronted with evidence of the need for change. SLP is aware of student confusion but makes no attempts to clarify (SLP is aware students do not understand placement cues for sound production but does not clarify);	SLP makes revisions in the student's plan when they are needed. SLP provides answers to students' information seeking questions in an appropriate manner and time and answers the question;	SLP is continually seeking ways to improve the student's plan and makes changes as needed in response to student, parent, or teacher input. SLP incorporates school and community events into therapy session (pragmatic lesson relating to upcoming dance-appropriate behavior, assembly-vocabulary, appropriate behavior);
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Domain III: Delivery of Service

What it might look like:

Communicating with students

- SLP uses multiple modalities to demonstrate tasks and explain relevant vocabulary (uses visuals along with verbal explanation to explain task)
- SLP clearly states skill that will be worked on during the session ("Today you are working on...")

Questioning and discussion techniques • Student initiate spontaneous extension of target skills through conversation

- Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.
- Language utilized in sessions supports the academic vocabulary of the classroom.

Engaging students in learning

- Students are prompted to suggest learning ideas for different modifications to teach different skills (students are involved in creating their own learning tasks)
- Students are given ample opportunity to practice and receive immediate corrective feedback

Using assessment in instruction

- Clear evidence that a variety of assessments are used regularly with systematic monitoring of progress (oral responses, written responses, teacher observation, self-assessment)
- SLP provides examples of expected responses and uses other students to model accurate responses
- SLPs cannot provide specific feedback on standardized assessments, they can however, praise effort and persistence.

Demonstrating flexibility and responsiveness

- SLP says, "That's an interesting idea; let's see how it fits." (in response to language activity)
- SLP provides answers to students' information seeking questions in an appropriate manner and time and fully answers the question

Domain IV for Speech Language Pathologists: Professional Responsibilities

	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standard 17: Reflects on practice	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire to suggest alternative strategies.
Standard 18: Maintains accurate records and an effective data-management system	SLP does not abide by mandated timelines (such as overdue IEPs); No evidence of data collection from lessons; does not complete progress reports as indicated in IEP. SLP's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	SLP abides by mandated timelines. Minimal data collection is evident. Progress reports are completed on time but lack specificity on student progress toward goals. SLP has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	SLP meets all timelines. Consistent data collection is evident for progress monitoring. Progress reports include specific student data toward annual goals. SLP has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	SLP develops and shares with colleagues protocols that assist with organizing and maintaining data collection. Students contribute to collection of data as appropriate to their abilities. SLP has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. SLP uses the system to communicate with teachers and parents.
Standard 19: Collects information; writes reports	SLP neglects to collect important information on which to base student goals; reports are inaccurate or not appropriate to the audience.	SLP collects most of the important information on which to base student goals; reports are accurate but lacking in clarity and not always appropriate to the audience.	SLP collects all the important information on which to base student goals; reports are accurate and appropriate to the audience	SLP is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
Standard 20: Communicates with families	SLP fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	SLP's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	SLP communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	SLP secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. SLP reaches out to families of students to enhance trust.
Standard 21: Participates in a professional community, including collaborating with teachers and administrators	SLP's relationships with colleagues are negative or self-serving, and SLP avoids being involved in school and district events and projects. SLP is not available to staff for questions and planning and declines to provide background material when requested.	SLP's relationships with colleagues are cordial, and SLP participates in school and district events and projects when specifically asked to do so. SLP is available to staff for questions and planning and provides background material when requested.	SLP participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. SLP initiates contact with teachers and administrators to confer regarding individual cases.	SLP makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. SLP seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

Standard 22: Grows and develops professionally	SLP does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	SLP's participation in professional development activities is limited to those that are convenient or are required.	SLP seeks out opportunities for professional development based on an individual assessment of need.	SLP actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Standard 23: Shows professionalism, including integrity, advocacy, and maintaining confidentiality	SLP displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	SLP is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	SLP can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain IV: Professional Responsibilities

What it might look like:

Reflecting on practice

- SLP consistently assesses the lesson's effectiveness, & degree to which outcomes are met & can cite evidence to support the judgment.
- SLP offers specific suggestions for lesson improvement.

Maintaining accurate records and an effective data-management system

- SLP meets all timelines.
- Consistent data collection is evident for progress monitoring.
- Progress reports include specific student data toward annual goals

Communicating with families

- SLP consistently initiates responses to families to inform the parent/guardian about the student and the instructional program.
- SLP contacts are consistently culturally appropriate.

Participating in professional learning community, including collaborating with teachers and administrators

- SLP is open in sharing expertise and materials with colleagues.
- SLP volunteers for professional community opportunities and actively participates in the content, discussion and outcomes determined.
- SLP works collaboratively with classroom teacher to utilize concepts, vocabulary and language of the classroom and support generalization for skills learned in therapy across school settings.

Growing and developing professionally

- SLP actively seeks trainings reflective of current caseload needs and/or school district needs to meet the needs of the students.
- Actively uses feedback to develop skills and improve own practice.

Showing professionalism, including integrity, advocacy, and maintaining confidentiality

- SLP demonstrates professional behaviors at all times.
- Confidentiality is maintained.