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| Name: | Click here to enter text. | | | | School Year: | Click here to enter text. | |
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| **DOMAIN 1: PLANNING AND PREPARATION** | | | | | | | |
| **Component 1a:** Demonstrating knowledge and skill in speech language pathology  Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Knowledge of Content and the Structure of the Discipline** | | In planning and practice, SLP makes content errors, demonstrates little knowledge or skills in therapy and/ or does not correct errors made by students. | SLP is familiar with the important therapy concepts, but may display lack of awareness of how these concepts relate to one another. | SLP displays solid knowledge of the important therapy concepts and how these relate to one another. | | | SLP displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. SLP maintains CCCs. |
| **Knowledge of Prerequisite Relationships** | | SLP’s plans and practices display little understanding of prerequisite relationships important to student learning of the content. | SLP’s plans and practices indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. | SLP’s plans and practices reflect accurate understanding of prerequisite relationships among topics and concepts. | | | SLP’s plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| Evidence for Component Elements: | | | | | | | |
| **Component 1e:** Planning the therapy program, integrated with the regular school program, to meet the needs of individual students  Elements: Therapy activities connected to general curriculum • Therapy session structure | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Therapy Activities Connected to General Curriculum** | | Therapy activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. No attempt is made to connect activities to the general curriculum. | Only some of the therapy activities are suitable to students or to the therapy outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. Some activities connect or relate to the general curriculum. | All of the therapy activities are suitable to students or to the therapy outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. Majority of therapy activities connect to the general curriculum. | | | Therapy activities are highly suitable to diverse learners, support the instructional outcomes, and connect with the general curriculum. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |
| **Therapy Session Structure** | | The therapy session has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. | The therapy session has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | The therapy session has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | | | The therapy session’s structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |
| Evidence: | | | | | | | |
| **Component 1f:** Developing a plan to evaluate the students’ therapy program  Elements: Goals and objectives • Design of formative assessments • Progress data used for planning | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Goals and Objectives** | | Goals and objectives are not specific or measurable. No attempt is made to make goals and objectives relevant to individual student needs or outcomes. | Goals and objectives are somewhat specific and measurable but contain vague language or are difficult to understand. Goals and objectives are minimally relevant to student needs and outcomes. | Goals and objectives are measurable and specific. Goals and objectives are functional and relevant to student needs. | | | Goals and objectives are clear, measurable, and specific. They are clearly individualized for student needs and provide a basis for a functional measurement of student growth. Goals and objectives are relevant to the overall program of the student. |
| **Design of Formative Assessments** | | SLP has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | SLP has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | | | Approach to using formative assessment is well designed and includes student as well as SLP use of the assessment information. |
| **Progress Data Collected and Used for Planning** | | SLP does not collect or report quarterly data consistently has no plans to use assessment results in designing future therapy. | SLP collects quarterly data and reports it, but with minimal information. Some data is used to adjust instruction, but without a clear plan. | SLP collects data and clearly reports it quarterly. SLP plans to use assessment results for future instruction for groups of ­students. | | | SLP collects data and clearly reports it quarterly. SLP plans to use assessment results to plan future instruction for individual students. |
| Evidence: | | | | | | | |
| **DOMAIN 2: THE ENVIRONMENT** | | | | | | | |
| **Component 2b:** Organizing time efficiently  Elements: Maintaining special education timelines • Managing transitions  • Supervision of paraprofessionals | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Maintaining Special Education Timelines** | | SLP routinely misses deadlines or appears unaware of special education timelines. | SLP generally meets timelines but requires reminders and often is rushed or haphazard in organizing timelines. | SLP meets all deadlines and has a system to ensure timelines are followed. | | | SLP meets or exceeds deadlines and has a clearly developed system that also assists other members of the team in knowing deadlines. |
| **Managing Transitions** | | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | | | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |
| **Supervision of Paraprofessionals** | | Paraprofessionals have no clearly defined duties and are idle or left without duties most of the time. | Paraprofessionals are productively engaged during portions of class time but require frequent supervision due to lack of instruction from SLP. | SLP provides adequate support for the paraprofessionals to be productively and independently engaged during the therapy session. | | | SLP identifies strengths of the paraprofessionals to enable the paraprofessional to make a substantive contribution to the therapy environment. |
| Evidence: | | | | | | | |
| **Component 2e:** Organizing Physical Space for Testing of Students and Providing Therapy  Elements: Safety and accessibility • Use of shared space  • Management of supplies and materials | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Safety and Accessibility** | | The classroom is unsafe, or learning is not accessible to some students. SLP is unwilling to modify room to meet student needs. | The classroom is safe, and at least essential learning is accessible to most students. SLP modifies environment somewhat or as requested to meet student needs. | The classroom is safe, and learning is equally accessible to all students. SLP modifies environment as needed to provide a safe, accessible environment. | | | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. SLP modifies environment to provide for maximum learning as well as safety and accessibility. |
| **Use of Shared Space** | | SLP is uncooperative or hinders accessibility of space for other professionals. | SLP follows direction of administration concerning shared space and respects other professionals. | SLP cooperates with other professionals and works with them to cooperatively develop effective use of shared space. | | | SLP works to develop the most effective use of shared space for all professionals and contributes ideas that provide optimum learning environments for all students. |
| **Management of Supplies and Materials** | | The classroom is disorganized. Materials are usually unavailable. | The classroom is moderately well organized. Materials may be difficult to find when needed. | Classroom is well organized and materials are available when needed. | | | Classroom is highly organized and inviting. Materials are convenient when needed. |
| Evidence: | | | | | | | |
| **DOMAIN 3: DELIVERY OF SERVICE** | | | | | | | |
| Component 3a: Responding to referrals and evaluating student needs  Elements: Selection of assessment materials • Administration of assessments  • Interpretation of assessments  • Use of assessments to determine plan | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Selection of Assessment Materials** | | SLP uses inappropriate assessments or an extremely limited selection. | SLP chooses appropriate materials, but tends to use the same assessment materials rather than making determinations based on individual students. | SLP selects assessment materials based on individual student characteristics. SLP has a broad repertoire of assessment knowledge. | | | SLP selects assessment materials based on individual student characteristics. SLP has a broad repertoire of assessment knowledge and adjusts planned assessments as new needs arise. |
| **Administration of Assessments** | | SLP does not follow assessment protocol. Scoring is inconsistent and SLP is unaware of proper administration of assessments. | SLP has rudimentary knowledge of assessment administration but testing session is somewhat awkward. | SLP has solid knowledge of assessment administration. Testing session appears smooth and SLP is confident and prepared in approach. | | | SLP has extensive assessment knowledge and testing session flows smoothly. SLP is confident and skilled in conducting assessment. |
| **Interpretation of Assessments** | | SLP does not clearly interpret assessment scores and does not appear to understand what scores represent. | SLP can interpret scores according to guide but has limited ability to explain scores in relation to student need. | SLP can clearly interpret assessment results and relate results to overall student performance. SLP can describe how assessment scores impact areas of student learning. | | | SLP can clearly interpret assessment results, relate results to overall student performance and how scores impact areas of student learning. Assessment results provide a clear learning profile for other team members and valuable information for determining a plan. |
| **Use of Assessments to Determine Plan** | | Student plan appears to have little or no connection to assessment results. | Assessment results are used to guide student plan, but many student plans look similar, with little regard for individual results. | Assessment results clearly provide basis for student plans. There is a clear link between the assessment and the course of action for students on an individual basis. | | | Assessment results are used to determine specific plans that provide for maximum student learning. |
| Evidence: | | | | | | | |
| **Component 3b:** Developing and implementing treatment plans to maximize students’ success  Elements: Elements: Activities and assignments • Instructional materials and resources | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Activities and Assignments** | | Activities and assignments are inappropriate for students’ age or background. Students are not mentally engaged in them. | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | | | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. |
| **Instructional Materials and Resources** | | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | | | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. |
| Evidence: | | | | | | | |
| **Component 3c:** Communicating with families  Elements: IEP Meetings • Disability information  • Communication concerning progress | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **IEP Meetings** | | SLP is unprepared for IEP meetings, does not share pertinent information, and/or is disrespectful to parents. Meeting is treated as a burden and input is not solicited from members. | SLP is courteous, but provides little specific information concerning student needs and progress. Paperwork is present, but primarily blank. Meeting has no specific agenda. Input is only partially solicited from members. | SLP is courteous, professional and has data present to share with parents. Agenda is available to all and followed. IEP paperwork is present and at least partially completed in draft form or previous year’s copy is present to provide working document. Input is valued from all members. | | | SLP is courteous, professional and has data present to share with parents. Agenda is available to all ahead of time. IEP paperwork is present and at least partially completed in draft form or previous year’s copy is present to provide working document. Member input is solicited ahead of time and all members are equally valued. Meeting flows smoothly. |
| **Disability Information** | | SLP is overly blunt or vague concerning disability. Families are not given information concerning child’s needs. | SLP provides limited information concerning disability and does not seek to help families understand impact of disability. | SLP provides specific information concerning disability and is positive and sensitive when sharing information. | | | SLP provides specific information in a sensitive manner to families and helps parents understand impact disability may have as well as ways to better accommodate the child at home. |
| **Communication Concerning Progress** | | SLP does not communicate progress or communicates limited information in subjective terms. | SLP communicates minimally with parents according to required timelines, but provides little helpful information or explanation of data. | SLP communicates at least quarterly with objective data and helpful explanations in family-friendly terms. | | | SLP communicates more frequently than required with objective data, explanation in easy to understand terms and provides ideas, suggestions, and examples to increase progress. |
| Evidence: | | | | | | | |
| **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES** | | | | | | | |
| **Component 4c:** Maintaining an effective data management system  Elements:  Student progress on goals and objectives • Attendance and non-instructional records  • Medicaid billing and reporting | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Student Progress on Goals and Objectives** | | SLP has no system for maintaining information on student progress towards goals and objectives, or the system is in disarray. | SLP’s system for maintaining information on student progress towards goals and objectives is rudimentary and only partially effective. | SLP’s system for maintaining information on student progress towards goals and objectives is fully effective. | | | SLP’s system for maintaining information on student progress towards goals and objectives is fully effective. Students contribute information and participate in interpreting the records. |
| **Attendance and Non-Instructional Records** | | SLP’s records for attendance and non-instructional activities are in disarray, resulting in errors and confusion. | SLP’s records for attendance and non-instructional activities are adequate, but they require frequent monitoring to avoid errors. | SLP’s system for maintaining attendance and information on non-instructional activities is fully effective. | | | SLP’s system for maintaining information on attendance and non-instructional activities is highly effective, and students contribute to its maintenance. |
| **Medicaid Billing and Reporting (if applicable)** | | SLP does not complete Medicaid billing. | SLP completes some Medicaid billing, but billings are haphazard or contain missing pieces. | SLP completes Medicaid billing the majority of the time with only occasional reminders needed. | | | SLP completes all Medicaid billing in a timely fashion, requiring infrequent reminders or corrections. |
| Evidence: | | | | | | | |
| **Component 4f:** Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality  Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | |
| **ELEMENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | **EXEMPLARY** |
| **Integrity and Ethical Conduct** | | SLP displays dishonesty in interactions with colleagues, students, and the public. | SLP is honest in interactions with colleagues, students, and the public. | SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | | | SLP can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. |
| **Service to Students** | | SLP is not alert to students’ needs. | SLP’s attempts to serve students are inconsistent. | SLP is active in serving students. | | | SLP is highly proactive in serving students, seeking out resources when needed. |
| **Decision Making** | | SLP makes decisions and recommendations based on self-serving interests. | SLP’s decisions and recommendations are based on limited though genuinely professional considerations. | SLP maintains an open mind and participates in team or departmental decision making. | | | SLP takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |
| Evidence: | | | | | | | |

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| Professional Growth Goal: Click here to enter text. |