

DOMAIN 1 for Speech and Language Pathologists: Planning and Preparation

Element	Level of Performance				Reflective Comments
	Unsatisfactory	Basic	Proficient	Distinguished	
1a: Demonstrating knowledge and skill in speech and language development holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in speech and language development; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in speech and language development; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in speech and language development; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in speech and language development; holds an advanced certificate or license.	
1b: Establishing goals for the service delivery system appropriate to the setting and the students served	Specialist has no clear goals for the service delivery system or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the service delivery system are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the service delivery system are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the service delivery system are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.	
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures. Documentation contains critical or substantial errors.	Specialist demonstrates basic knowledge of special education laws and procedures or fails to consistently follow laws, procedures, policies, and regulations. Documentation is inconsistent in quality.	Specialist demonstrates thorough knowledge of special education laws and procedures. Correct procedures are consistently followed. Documentation is proper and sufficient.	Specialist's knowledge of special education laws and procedures is extensive. Correct procedures are consistently followed; documentation is proper, sufficient, and timely. Functions as a supervisor or mentor for others wishing to improve their skills.	

<p>1d: Demonstrating knowledge of resources, both within and beyond the school and district</p>	<p>Specialist demonstrates little or no knowledge of resources for students available through the school or district.</p>	<p>Specialist demonstrates basic knowledge of resources for students available through school or district.</p>	<p>Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.</p>	<p>Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.</p>	
<p>1e: Planning the service delivery system, integrated with the regular school program, to meet the needs of individual students</p>	<p>Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. Is not aware of teachers' curriculum resource needs or does not make any effort to provide or make teachers aware of available and appropriate learning resources. Consultation occurs only when required and assistance is inadequate.</p>	<p>Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. Usually is not aware of teacher's curriculum resource needs or makes minimal effort to provide or make teachers aware of available and appropriate learning resources, or provides minimal resources that are sometimes not applicable or appropriate for the curriculum or learning activity. The specialist consults with teachers regarding use of resources when requested.</p>	<p>Specialist has developed a plan that includes the important aspects of work in the setting. Is usually aware of teacher's curriculum resource needs and provides or makes teachers aware of available and appropriate learning resources. Consults with teachers regarding appropriate use.</p>	<p>Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. Is aware of teacher's curriculum resource needs and continuously searches out and provides or makes teachers aware of available and appropriate learning resources. Initiates consultation with teachers regarding appropriate use of resources.</p>	

<p>1f: Developing a plan to evaluate the service delivery system</p>	<p>Specialist has no plan to evaluate the service delivery system or resists suggestions that such an evaluation is important</p>	<p>Specialist has a rudimentary plan to evaluate the service delivery system.</p>	<p>Specialist's plan to evaluate the service delivery system is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p>	<p>Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the service delivery system on an ongoing basis.</p>	
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Domain 2 for Therapeutic Specialists: The Environment

2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the speech/language session/group.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable during the speech/language session/group.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.	
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.	
2c: Establishing and maintaining 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.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for all aspects of referral and testing protocols are clearly stated to everyone and have been developed in consultation with teachers and administrators.	Procedures for all aspects of referral and testing protocols are comprehensively explained to everyone and have been developed in consultation with teachers and administrators.	
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the speech/language session/group. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful	Standards of conduct have been established for the speech/language session/group. Specialist monitors students behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the speech/language session/group. Specialist's monitoring of students is subtle and preventive, and students engage in self monitoring of behavior.	

2e: Organizing physical space for testing of students and/or providing services	The speech/language session/group is disorganized and poorly suited to working with students. Materials are usually available.	The speech/language session/group is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The speech/language session/group is well organized; materials are available when needed.	The speech/language session/group is highly organized and is inviting to students. Materials are convenient when needed.	
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Domain 3 for Therapeutic Specialists: Delivery of Service

<p>3a: Responding to referrals and evaluation student needs</p>	<p>Specialist fails to respond to referrals or makes hasty assessments of student needs.</p>	<p>Specialist responds to referrals when pressed and makes adequate assessments of student needs.</p>	<p>Specialist responds to referrals and makes thorough assessments of student needs</p>	<p>Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.</p>	
<p>3b: Developing and implementing IEP's to maximize students' success in collaboration with others</p>	<p>Specialist fails to develop required student plans, or creates activities that are not appropriate or clear in guiding instruction or services. Plans are substantially out of compliance with federal, state or district requirements. Consultation is inadequate and follow-up is not timely.</p>	<p>Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs. Develops student plans as required, although activities may not always be appropriate or clear in guiding instruction or services, or may not be fully in compliance with federal, state, or district requirements. Consultation is minimal and follow-up in only occasionally timely.</p>	<p>Specialist's plans for students are suitable for them and are aligned with identified needs. As case manager or in collaboration with others, develops clear and detailed student plans that fully comply with federal, state, and district requirements. Plans are effective in guiding instruction or other services. Consultation is appropriate and timely.</p>	<p>Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Is often sought out to collaborate with others to develop clear, comprehensive, and detailed student plans that fully comply with federal, state, and district requirements. Creates plans that are extremely effective in guiding instruction. Consultation is thorough and follow-up is timely.</p>	
<p>3c: Communicating with families/staff and facilitating IEP meetings</p>	<p>Specialist fails to communicate with families and secure necessary permission for evaluations for communicates in an insensitive manner. Rarely recognizes the need, or plans sufficiently, for meetings and discussions with students, parents,</p>	<p>Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. Generally recognizes the need for meetings and usually plans sufficiently. Discussions may not adequately</p>	<p>Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. Is effective in planning and conducting meetings as needed. Discussions are skillfully guided towards clearly articulated goals, and</p>	<p>Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. Is extremely effective in planning and</p>	

	colleagues and others.	involve all participants and parts of the meeting are inefficient.	involve all participants.	conducting meetings. Serves as a respected mediator and peacemaker.	
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. Assessment information is not often accurate or complete.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. Assessment information is inconsistently accurate or complete.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. Information is consistently accurate and complete. Data results in clear recommendations for improving student performance.	Specialist is proactive in collecting important information, interviewing teachers, and parents if necessary; reports are accurate and clearly written and are tailored for the audience. Assessment information is relevant, highly accurate and complete. Results are thoroughly synthesized, resulting in particularly valuable recommendations for improving student performance.	
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program in spite of evidence of its inadequacy. Does not compromise regarding nature and location of services.	Specialist makes modest changes in the service delivery system when confronted with evidence of the need for change. Rarely compromises regarding nature and location of services.	Specialist makes revisions in the service delivery system when they are needed. Is flexible in the nature and location of services provided.	Specialist is continually seeking ways to improve the service delivery system and makes changes as needed in response to student, parent, or teacher input. Is flexible in the nature and location of services provided.	

Domain 4 for Therapeutic Specialists: Professional Responsibilities

<p>4a: Reflecting on Practice</p>	<p>Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>Specialist'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.</p>	<p>Specialists' reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the service delivery system might be improved.</p>	<p>Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.</p>	
<p>4b: Collaborating with teachers and administrators</p>	<p>Specialist is not available to staff for questions and planning and declines to provide background material when requested.</p>	<p>Specialist is available to staff for questions and planning and provides background material when requested.</p>	<p>Specialist initiates contact with teachers and administrators to confer regarding individual cases. Offers background information and/or materials.</p>	<p>Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. Offers background information and/or materials.</p>	
<p>4c: Maintaining an effective data-management system</p>	<p>Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust services when needed.</p>	<p>Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust services when needed.</p>	<p>Specialist has developed an effective data-management system for monitoring student progress and uses it frequently to adjust services when needed.</p>	<p>Specialist has developed a highly effective data management system for monitoring student progress and frequently uses it to adjust services when needed. Specialist uses the</p>	

				system to communicate with teachers and parents.	
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4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment or need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays an occasional advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and often advocates for students when needed.	Specialist 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.	