

DOMAIN 1 for SPEECH/LANGUAGE PATHOLOGIST PLANNING AND PREPARATION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge and skill in specialist therapy area; holding the relevant certificate of license <ul style="list-style-type: none"> • Knowledge of content and development of content area • Hold's necessary licensure 	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate, license or additional endorsements.
1b: Establishing goals for the therapy program appropriate to the setting and the students served <ul style="list-style-type: none"> • Appropriate for age and skill level of student • Appropriate to inclusion or pullout setting 	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist'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 and teachers.
1c: Demonstrating knowledge of district, state and federal regulations and guidelines <ul style="list-style-type: none"> • Knowledge of special education laws and procedures at both the district and federal level 	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; Specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district <ul style="list-style-type: none"> • Resources for therapy use • Resources to extend content knowledge 	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students <ul style="list-style-type: none"> • Activities aligned to goals/benchmarks • Plan and activities support carryover of skills 	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure and does not link to overall goals/benchmarks.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the overall goals/benchmark.	Specialist has developed a plan that includes aligned activities that meet the overall goal/benchmark.	Specialist's plan is highly coherent and preventive, and serves to support students individually and support carry over across educational or community settings.
1f: Developing a plan to revise the therapy services in order to meet the needs of individual students <ul style="list-style-type: none"> • Revisions supported by evidence and best practices 	Specialist has no plan to revise the services and resists suggestions that such a revision is important.	Specialist has a unclear plan and accepts and implements suggestions for revision of the plan.	Specialist has a clear plan that is supported by evidence-based practice quantitative and qualitative data.	Specialist's evaluation is plan is highly sophisticated and includes multiple sources of evidence, necessary revisions of IEP's based upon quantitative and qualitative data..

DOMAIN 2 for SPEECH/LANGUAGE PATHOLOGIST: THE ENVIRONMENT

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students <ul style="list-style-type: none"> •Teacher interaction with students •Students are comfortable in the setting 	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy room.	Specialist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the setting.	Specialist's interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors; seeking out the Specialist, cooperating during the expected tasks, coming to scheduled therapy sessions, and completing homework assignments.
2b: Organizing time effectively <ul style="list-style-type: none"> •Meets deadlines for evaluations and meetings •Follows therapy schedule •Completes paperwork in a timely manner 	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule and completes paperwork in a timely manner.	Specialist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule and completes paperwork in a timely manner.	Specialist 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 that will assist in meeting the needs of students at their school.
2c: Establishing and maintaining clear procedures for referrals and evaluations	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 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.
2d: Establishing standards of conduct in the school setting <ul style="list-style-type: none"> •Monitoring of expectations by Specialist and self-monitoring by students •responses to conduct are consistent 	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 in the testing and therapy room. Specialist's attempts to monitor and correct student negative behavior during evaluation and therapy are inconsistent and partially successful.	Standards of conduct have been established in the testing and therapy room. Specialist monitors student behavior against those standards; response to student is appropriate and respectful.	Standards of conduct have been established in the testing and therapy room. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
<p>2e: Organizing physical space for testing of students and providing therapy</p> <ul style="list-style-type: none"> •Uses space effectively •Space is modified to meet student needs 	<p>The testing and therapy spaces are disorganized and poorly suited for working with students. Materials are not readily available.</p>	<p>The testing and therapy spaces are moderately well organized, and moderately well suited for working with students. Materials are usually available.</p>	<p>The Specialist 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.</p>	<p>The Specialist 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 Specialist seeks out additional equipment, materials, and additional resources to enhance individual student needs.</p>
<p>2f: Managing therapy procedures including instructional groups, materials/supplies, and transitions</p> <ul style="list-style-type: none"> •Groups based on age and needs •Materials are prepared •Transitions made in timely manner 	<p>Specialist does not group students based on age/needs, does not have materials/supplies prepared in advance, and does not transition in a timely manner. Poor transitioning results in ineffective use of therapy time.</p>	<p>Specialist groups does not consistently group students base on age/needs, does not consistently have materials /supplies prepared in advance, and does not consistently transition in a timely manner.</p>	<p>Specialist groups students based on age/needs, has materials/supplies prepared in advance and transitions in a timely manner.</p>	<p>Specialist groups students based on age/needs, has materials/supplies prepared in advance and transitions in a timely manner. Students demonstrate an understanding of the above by independently participating in the process.</p>

DOMAIN 3 for SPEECH/LANGUAGE PATHOLOGIST: DELIVERY OF SERVICE

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Responding to referrals, and evaluating student needs <ul style="list-style-type: none"> •Timely responses to referrals •Clear explanations of assessment and/or referrals 	Specialist fails to respond to referrals in a timely manner, or makes hasty assessments of student needs.	Specialist responds to a written referral in a timely manner, but there is no clear explanation of planned interventions and/or assessment.	Specialist responds to referrals, makes thorough assessments of student needs, and provides a clear explanation of assessment and/or interventions.	Specialist is proactive in responding to referrals, makes highly competent assessments of student needs, and provides a clear explanation of assessment and/or interventions.
3b: Developing and implementing therapy plans to maximize student's success <ul style="list-style-type: none"> •Plans are aligned with identified needs •Incorporates goals across the curriculum 	Specialist fails to develop and/or implement therapy plans suitable to students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them, and are aligned with identified needs	Specialist develops and implements comprehensive plans for students, finding ways to creatively meet student's needs and incorporate goals across the curriculum.
3c: Communicating with families <ul style="list-style-type: none"> •Professionalism •Takes cultural, socio-economic, and linguistic factors into account 	Specialist fails to communicate with parents/guardians and does not document attempts to communicate with the parents/guardians.	Specialist communicates with parents/guardians but the information is not always relayed in a professional manner or take into consideration cultural, socio-economic and linguistic factors.	Specialist communicates with parents/guardians in a professional manner and takes into consideration cultural, socio-economic and linguistic factors.	Specialist initiates communication with parents 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.
3d: Collecting information; writing reports <ul style="list-style-type: none"> •Assesses students accurately in order to base goals and therapy plans •Writes accurate reports that are appropriate to the audience 	Specialist neglects to collect important information on which to base therapy plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base therapy plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base therapy plans; reports are accurate and appropriate to the audience.	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.
3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> •Makes lesson and therapy plan adjustments •Amends the IEP as necessary 	Specialist adheres to his or her plan, in spite of evidence of its inadequacy in meeting the student's needs.	Specialist makes changes in the therapy program when confronted with the evidence of the need for change.	Specialist makes revisions in the therapy program and amends the IEP when it is needed.	Specialist is continually seeking way to improve the therapy program, and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 for SPEECH/LANGUAGE PATHOLOGIST: PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice •Accuracy •Uses reflections to improve the program	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	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.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific example that were not fully successful, for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators •Initiates contact •Documents discussion	Specialist is not available to staff for questions and planning, and declines to provide background material when requested.	Specialist is available to staff for questions and planning, and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases and documents the discussion in progress notes.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students and documents to the discussion in progress notes.
4c: Maintaining effective data management system •Student progress towards goals and attendance •uses data to adjust therapy	Specialist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to therapy when needed.	Specialist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to therapy when needed.	Specialist has developed an effective data management system for monitoring student progress; occasionally uses it to make adjustments to therapy when needed.	Specialist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to therapy when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community •Relationships with colleagues •Participation in school and district projects	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 requested.	Specialist's participate 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 •Seeks out opportunities based on need	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Specialist's participation in professional development activities in limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities, and make a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality •Honesty, integrity, and confidentiality •Advocacy and service to students	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 a moderate 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 advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, and takes a leadership role with colleagues.