

Speech and Language Pathologist Evaluation

| PROFESSIONAL PRACTICES OF SPEECH AND LANGUAGE PATHOLOGIST FOR DOMAIN 1: PLANNING AND PREPARATION | | | | |
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| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 1a: Demonstrating knowledge and skill in speech-language pathology | SLP demonstrates little or no knowledge of important concepts and therapeutic approaches aligned with an evidence-based practice, including language, articulation, fluency, and voice, and how they integrate into the educational environment. | SLP demonstrates basic knowledge of important concepts and therapeutic approaches aligned with an evidence-based practice, including language, articulation, fluency, and voice, and how they integrate into the educational environment. | SLP demonstrates thorough knowledge of important concepts and therapeutic approaches aligned with an evidence-based practice, including language, articulation, fluency, and voice, and how they integrate into the educational environment. | SLP demonstrates extensive knowledge of important concepts and therapeutic approaches aligned with evidence-based practice, including language, articulation, fluency, and voice, and how they integrate into the educational environment. |
| 1b: Demonstrating knowledge of child and adolescent development | SLP demonstrates little or no knowledge of child and adolescent development. | SLP demonstrates basic knowledge of child and adolescent development. | SLP's demonstrates thorough knowledge of child and adolescent development. | SLP demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns. |
| 1c: Establishing goals for the speech-language program appropriate to the setting and the students served | SLP has no clear goals for the speech-language program, or they are inappropriate to either the situation or the age of the students. | SLP goals for the speech-language program are rudimentary and are partially suitable to the situation and the age of the students. | SLP's goals for the speech-language program are clear and appropriate to the situation in the school and to the age of the students. | SLP goals for the speech-language program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues. |
| 1d: Demonstrating 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's demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| 1e: Planning the speech-language program, integrated with the regular school program, to meet the needs of individual students and including prevention | SLP's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. | 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 of the speech-language program. | SLP's plan has a guiding principle and includes a number of worthwhile activities that do fit with the broader goals of the speech-language program. | SLP's plan is highly coherent and preventive to support the students individually and in groups, as well as within the broader educational program. |
| 1f: Developing a plan to evaluate the speech-language 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 speech-language 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 clear recommendations for improving the program on an ongoing basis. |

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| PROFESSIONAL PRACTICES OF SPEECH AND LANGUAGE PATHOLOGIST FOR DOMAIN 2: THE ENVIRONMENT | | | | |
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| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 2a: Establishing rapport with students | SLP makes no attempt to establish a culture for learning or positive mental health in the school, either among students and/or teachers. | SLP's interactions are a mix of positive and negative; the SLP's efforts at developing rapport are partially established. | SLP's interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting. | SLP's interactions with the students are positive and respectful. Students, families, and school staff seek out the SLP, reflecting a high degree of comfort and trust in the relationship. |
| 2b: Establishing a culture for learning and positive mental health | SLP makes no attempt to establish a culture for learning or positive mental health in the school, either among students and/or teachers. | SLP's attempts to promote a culture for learning and positive mental health throughout the school, among students and teachers, are partially successful. | SLP promotes a culture for learning and positive mental health in the school among students and teachers. | The culture in the school for learning and positive mental health among students and teachers, while guided by the SLP, is maintained by both teachers and students. |
| 2c: Establishing and managing routines and procedures that follow the district referral process and uses time effectively | SLP fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines. | SLP inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines. | SLP consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines; meetings and consultations with parents and administrators are clear to everyone. | SLP always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines; all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. |
| 2d: Managing student behavior | SLP does not apply clear or consistent standards of conduct when working with individuals. Offers no assistance to school personnel relative to implementation of students' attendance strategies. Exhibits little or no knowledge of SEL, behavior theory, or trauma informed care to assist in intervention plans and school-wide positive support plans. | SLP applies standards of conduct when working with individuals; however, standards may be unclear or inconsistently applied. Provides limited assistance to school personnel relative to implementation of student attendance strategies. Exhibits limited knowledge of SEL, behavior theory, and trauma-informed care to assist in intervention plans and school-wide positive support plans. | SLP applies clear standards of conduct when working with individuals and the community. Provides assistance to school personnel at the systems and individual level relative to implementation of student attendance strategies. Demonstrates knowledge of SEL, behavior theory, and trauma-informed care, incorporating into behavior plans. | SLP models high standards of conduct when working with individuals and the community. Provides guidance and assistance to school personnel at the systems and individual level relative to implementation of evidence-based student attendance strategies. Provides professional development in the area of SEL, behavior theory, and trauma-informed care; relative to the school environment, relationship building, and intervention plans for individuals and the school-wide community. |
| 2e: Organizing physical space for testing of students and storage of materials | SLP's testing area is in disarray and poorly suited to student evaluations; testing materials are not stored in a secure location and are difficult to find when needed. | SLP's testing area completely organized and not suited to student evaluations; testing materials are stored in a secure location and are difficult to find when needed. | SLP's testing area is well organized and suited to student evaluations; testing materials are stored in a secure location and are difficult to available when needed. | SLP's testing area is highly organized and well suited and inviting to student evaluations; testing materials are stored in a secure location and are conveniently available when needed. |

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| PROFESSIONAL PRACTICES OF SPEECH AND LANGUAGE PATHOLOGIST FOR DOMAIN 3: DELIVERY OF SERVICE | | | | |
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| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 3a: Responding to referrals; consulting with teachers and administrators | SLP fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. | SLP consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral. | SLP consults frequently with colleagues, tailoring evaluations to the questions raised in the referral. | SLP consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral. |
| 3b: Developing and implementing treatment plans to maximize student success | SLP fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. | SLP's plans for students are partially suitable for them or sporadically aligned with identified needs. | SLP's plans for students are suitable for them and are aligned with identified needs. | SLP develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| 3c: Engaging students, families, and stakeholders in service delivery | SLP does not engage students, families, and stakeholders; engagement is minimal or culturally insensitive. | SLP engages students, families, and stakeholders in service delivery; engagement may be limited or environment may lack cultural sensitivity. Provides limited structures and supports to facilitate continued stakeholder engagement. | SLP engages students, families, and stakeholders through culturally responsive service delivery. Provides structures and supports to facilitate continued stakeholder engagement in service delivery. | SLP effectively and meaningfully engages students, families, and stakeholders through culturally responsive service delivery. Mobilizes structures and supports to facilitate continued stakeholder engagement in service delivery. Empowers all parties to take ownership of continued engagement and positive outcomes. |
| 3d: Demonstrating flexibility and responsiveness | SLP adheres to the established service delivery plan, even when a change would improve the service delivery. Does not intervene when students experience difficulty. | SLP modifies the service delivery plan in response to changing student needs but with moderate success. Demonstrates limited flexibility in providing individualized services to students, working within the constraints of the school environment. | SLP adjusts service delivery plans as needed in response to changing student needs, progress monitoring, and evaluation data. Responds to input from stakeholders and makes accommodations and adjusts interventions accordingly. | SLP maintains currency on intervention research to provide the most current service delivery approaches, advocates for innovative service delivery approaches. Collaborates with others to make accommodations and adjustments to the intervention accordingly. |

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| PROFESSIONAL PRACTICES OF SPEECH AND LANGUAGE PATHOLOGIST FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES | | | | |
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| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY | BASIC | PROFICIENT | DISTINGUISHED |
| 4a: Reflecting 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. |
| 4b: Communicating 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 and does 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. |
| 4c: Maintaining accurate records | SLP records are in disarray, they may be missing, illegible, or stored in an insecure location. | SLP's records are accurate and legible and are stored in a secure location. | SLP's records are accurate and legible, well organized, and stored in a secure location. | SLP's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional. |
| 4d: Participating in a professional community | SLP's relationships with colleagues are negative or self-serving, and SLP avoids being involved in school and district events and projects. | SLP's relationships with colleagues are cordial and psychologist participates in school and district events and projects when specifically requested. | SLP participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | SLP makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| 4e: Engaging in professional development | SLP does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. | SLP's participation in professional development activities is limited to those that are convenient or are required. | SLP seeks out and participates in 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. |
| 4f: Showing professionalism | 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 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. |

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| <p>4g: Attendance</p> | <p>SLP fails to adhere to attendance expectations and arrives to work late and is frequently absent. SLP's attendance record does not meet professional expectations, the individual's record shows that they exceeded the contractual yearly amount by one or more days or they have been absent without pay.</p> | <p>SLP's attendance record minimally meets professional expectations and the individual's record shows that they did not exceed the contractual amount of Personal Leave Days by one day and are punctual on a daily basis (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p> | <p>SLP's attendance record meets professional expectations and the individual's record shows that they have used no more than a quarter (four days) of the contractual amount of Personal Leave Days and they are punctual every day, (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p> | <p>SLP's exemplary attendance record exceeds professional expectations and the individual record shows that they were punctual and present every day (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p> |
| <p>4h: Discipline</p> | <p>SLP has one or more incidents of discipline for the school year. SLP has a record of discipline during the school year but shows improvement.</p> | <p>SLP does not have a record of discipline, but has received either a directive or verbal warning during the school year.</p> | <p>SLP does not have a record of discipline for the school year.</p> | <p>SLP does not have a record of discipline for the school year and models exemplary professional behavior.</p> |