## **Rubric for Evaluating Colorado's School Speech-Language Pathologists**

## Definition of an Effective School Speech-Language Pathologist

Effective School Speech-Language Pathologists are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to help diverse student populations have equitable access to academic instruction and participation in school-related activities. They strive to support outcomes and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. Effective licensed school speech-language pathologists employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the academic achievement and personal/social development of their students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
		sts demonstrate knowledge		
which learning takes	place, and the appropriate	levels of intellectual, socia	l, and emotional developn	nent of their students.
There is inadequate	The School Speech-	and	and	and
evidence that the	Language Pathologist:			
School Speech-		The School Speech-	Students:	Students:
Language	O Provides instruction	Language Pathologist:	O Articulate their	O Offer suggestions to
Pathologist:	that is	O Adapts lessons to	learning needs.	the SLP regarding
O Understands	developmentally	address students'		ways to adapt lessons
how to	appropriate for	strengths and	O Seek materials and	to make them more
differentiate	students.	weaknesses.	resources	engaging,
instruction.			appropriate for their	challenging, and
o	O Studies emerging	O Applies knowledge	learning styles.	relevant.
O Modifies content	research to expand	of current		
to ensure that	personal knowledge	developmental		Seek to understand:
students are able	of how students	research to address		How they learn.
to work at their	learn.	student needs.		O Where their time and
ability levels.		Collaborates with		efforts are best used
<b>O</b> Understands the		Collaborates with colleagues with		
interrelatedness		experience in		
of students'		developmental		
intellectual,		research and		
social, and		evidence-based		
emotional		practice to improve		
development.		the quality of		
P		lessons.		

instruction that reduce barriers to and support learning in literacy, math, and other content areas.

There is inadequate	The School Speech-	and	and	and
evidence that the	Language Pathologist:			
School Speech-	Makes complex reading	The School Speech-	Students:	Students:
Language	accessible to students	Language Pathologist:	Communicate orally and	Meet or exceed
Pathologist:	by:	Supports literacy	in writing at levels that	expectations for their age,
	O Integrating literacy	instruction that	meet or exceed	grade, and/or ability level
O Emphasizes	skills and	enhances:	expectations for their	in:
literacy	knowledge into	O Critical thinking and	age, grade, and/or ability	O Critical thinking.
connections	lessons.	reasoning.	level	O Problem solving
while providing	<b>O</b> Demonstrates a	O Information literacy.		skills.
specially	deep understanding	O Collaboration.	Apply literacy skills	O Literacy skills
designed	of literacy content	O Self-direction.	(reading, writing,	
instruction in	and skills.	O Innovation.	speaking, and listening):	Meet or exceed
other content			O Across academic	expectations for their age,
areas.	Integrates literacy skills	O Focuses lessons on	content areas.	grade, and/or ability level
	and knowledge into	the students'	O In everyday life.	in:
O Has knowledge	lessons and assignments	comprehension of	O To new/unfamiliar	O Speaking
of how to	O Phonological	reading materials.	material.	O Listening
integrate literacy	awareness.		O To understand	
across content	O Vocabulary.	O Focuses lessons on	complex materials	
areas.	O Comprehension.	strengthening the		
	O Writing.	students' oral		
O Teaches students	O Speaking.	expression and		
how to apply	O Listening skills.	listening		
literacy skills		comprehension to		
(reading,	Engages students in	support literacy		
writing,	instruction that is:			
speaking and	O Purposeful.	Provides literacy		
listening) in	O Explicit.	instruction that is:		
other subjects	<b>O</b> Systematic.	O Needs-based.		
		O Intensive.		
		ta integnata avidance haga		

**Element c:** School Speech-Language Pathologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

There is inade		he School Speech-	and	and	and
evidence that		anguage Pathologist:			
School Speech			The School Speech-	Students:	Students:
Language	Pı	rovides explanations of	Language Pathologist:	O Develop a variety of	routinely:
Pathologist:	co	ontent that are:	O Designs lessons to	explanations and	O Participate in
O Breaks dov	wn O	Accurate.	ensure that student	multiple	challenging tasks and
concepts a	ind O	Clear.	learning objectives	representations of	instructional
teaches eac	ch part 🛛 O	Concise.	are addressed.	concepts.	materials.
using	0	Comprehensive.			
appropriate	e,		O Engages students in	O Build on the skills	O Apply newly learned
effective	0	Uses instructional	a variety of	and knowledge	content skills to
strategies a	and/or	materials that are	explanations and	learned in the	unique situations and
tools.		accurate and	multiple	learning	different disciplines.
		appropriate for the	representations of	environment to	
O Uses appro	opriate	lesson being taught.	concepts and ideas.	engage in more	O Share ideas in
instruction	nal			complex concepts,	discussions of
resources.	0	Maximizes learning	O Uses a variety of	ideas, and theories.	intellectually
		opportunities.	inquiry methods to		challenging ideas and
O Employs a	L I		explore new ideas	Use a variety of inquiry	content
variety of			and theories.	tools and strategies to:	
instruction	nal			O Learn content.	
strategies t	to			O Understand central	
address stu	ıdent			concepts.	
need				O Answer complex	
				questions	
			sts demonstrate knowledg	e of the interconnectednes	s of nome, school, and
		n student achievement.			
There is inade	quate T	he School Speech-	and	and	and
There is inade evidence that	equate T the L				
There is inade evidence that School Speech	equate T the La	he School Speech- anguage Pathologist:	The School Speech-	Students:	Students:
There is inade evidence that School Speech Language	equate T the La - Es	he School Speech- anguage Pathologist: stablishes an	The School Speech- Language Pathologist:	Students: O Reflect on their	<b>Students:</b> O Use current lesson to
There is inade evidence that School Speech Language Pathologist:	equate The La	he School Speech- anguage Pathologist: stablishes an wironment and uses	<b>The School Speech- Language Pathologist:</b> O Carefully and clearly	Students: O Reflect on their	Students: O Use current lesson to accelerate their
There is inade evidence that School Speech Language Pathologist: O Monitors	equate The La the La t- Es er in	he School Speech- anguage Pathologist: stablishes an hvironment and uses structional strategies to	The School Speech- Language Pathologist: O Carefully and clearly builds	Students: O Reflect on their learning.	Students: O Use current lesson to accelerate their learning, and advance
There is inade evidence that is School Speech Language Pathologist: O Monitors learning du	equate The Land Land Land Land Land Land Land Land	he School Speech- anguage Pathologist: stablishes an invironment and uses structional strategies to asure that instruction:	The School Speech- Language Pathologist: O Carefully and clearly builds interdisciplinary	<ul><li>Students:</li><li>O Reflect on their learning.</li><li>O Help set their</li></ul>	Students: O Use current lesson to accelerate their learning, and advance to the next
There is inade evidence that School Speech Language Pathologist: O Monitors	equate The Land Land Land Land Land Land Land Land	he School Speech- anguage Pathologist: stablishes an avironment and uses structional strategies to asure that instruction: Addresses the full	The School Speech- Language Pathologist: O Carefully and clearly builds interdisciplinary connections for	Students: O Reflect on their learning.	Students: O Use current lesson to accelerate their learning, and advance
There is inade evidence that is School Speech Language Pathologist: O Monitors learning du instruction	equate The La the La er in uring er h. O	he School Speech- anguage Pathologist: stablishes an invironment and uses structional strategies to insure that instruction: Addresses the full spectrum of learning	The School Speech- Language Pathologist: O Carefully and clearly builds interdisciplinary	<ul> <li>Students:</li> <li>O Reflect on their learning.</li> <li>O Help set their learning objectives.</li> </ul>	Students: O Use current lesson to accelerate their learning, and advance to the next
There is inade evidence that is School Speech Language Pathologist: O Monitors learning du instruction O Highlights	equate The La the La - Es er in uring er a. O	he School Speech- anguage Pathologist: stablishes an nvironment and uses structional strategies to nsure that instruction: Addresses the full spectrum of learning needs, skill levels,	The School Speech- Language Pathologist: O Carefully and clearly builds interdisciplinary connections for students.	<ul> <li>Students:</li> <li>O Reflect on their learning.</li> <li>O Help set their learning objectives.</li> <li>O Make connections</li> </ul>	Students: O Use current lesson to accelerate their learning, and advance to the next
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<ul> <li>There is inade evidence that is School Speech Language Pathologist:</li> <li>O Monitors learning duinstruction</li> <li>O Highlights concepts a connects thother power ideas.</li> <li>O Implement instruction communic purpose for set of the set o</li></ul>	equate The Later of the later o	he School Speech- anguage Pathologist: stablishes an hvironment and uses structional strategies to isure that instruction: Addresses the full spectrum of learning needs, skill levels, and learning styles. Articulates content and interdisciplinary	<ul> <li>The School Speech- Language Pathologist:</li> <li>O Carefully and clearly builds interdisciplinary connections for students.</li> <li>O Provides specialized instructional strategies that include literacy and language development across content areas.</li> <li>O Uses appropriate data and assessments that are non-biased, culturally responsive, and</li> </ul>	<ul> <li>Students:</li> <li>O Reflect on their learning.</li> <li>O Help set their learning objectives.</li> <li>O Make connections between prior learning and the</li> </ul>	Students: O Use current lesson to accelerate their learning, and advance to the next
<ul> <li>There is inade evidence that is School Speech Language Pathologist:</li> <li>O Monitors learning duinstruction</li> <li>O Highlights concepts a connects the other power ideas.</li> <li>O Implement instruction communic purpose for learning</li> </ul>	equate The Later of the Later o	he School Speech- anguage Pathologist: stablishes an avironment and uses structional strategies to asure that instruction: Addresses the full spectrum of learning needs, skill levels, and learning styles. Articulates content and interdisciplinary connections.	<ul> <li>The School Speech- Language Pathologist:</li> <li>O Carefully and clearly builds interdisciplinary connections for students.</li> <li>O Provides specialized instructional strategies that include literacy and language development across content areas.</li> <li>O Uses appropriate data and assessments that are non-biased, culturally responsive, and valid</li> </ul>	<ul> <li>Students:</li> <li>O Reflect on their learning.</li> <li>O Help set their learning objectives.</li> <li>O Make connections between prior learning and the</li> </ul>	Students: O Use current lesson to accelerate their learning, and advance to the next performance level.

evi	ere is inadequate		and	and	and
	lence that the				
Sch	ool Speech-	The School Speech-	The School Speech-	SLP	SLP:
Laı	nguage	Language Pathologist:	Language Pathologist:	O Collaborates with	O Provides staff
Pat	hologist is	is knowledgeable	is knowledgeable about:	other professionals	development on the
	wledgeable	about:	C C	on the impact of	impact of
abo			<b>O</b> Principles and	communication	communication
0	The principles and methods of evaluation of communication disorders The principles and methods of prevention of communication disorders Their role and	<ul> <li>O Their roles and responsibilities with respect to helping students with disabilities.</li> <li>O Evidence-based practice tools for students with communication disorders.</li> </ul>	<ul> <li>methods of evaluation of communication and communication disorders</li> <li>O Principles and methods of prevention of communication disorders</li> <li>O Evidence-based</li> </ul>	disorders and on student progress towards the standards.	disorders on student achievement.
	responsibilities regarding students with disabilities.		Practice tools for intervention and remediation of communication disorders, including AAC and AT		
		ice is <b>Observable</b> during an			
□ Exa	Professional Pract	ice is Not Observable durir s that may be used to	ng an observation of a session	on. Ince provided by artifact:	
□ Exa	Professional Pract amples of Artifact wide evidence of p	ice is Not Observable durir s that may be used to	ng an observation of a session		
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	Professional Pract amples of Artifacts wide evidence of p Instructional mate Student progress/a Intervention notes Student work Documentation of professionals Documentation of provided or attend Other relevant dat	ice is Not Observable durin s that may be used to erformance: rials used with students achievement data /plans communication with other professional development led	an observation of a session Evidence of performation Evidence of per		P A E Total Point (2) (3) (4)

Element b: School Speech-Language Pathologists demonstrate knowledge of effective			
services and/or specially designed instruction that reduce barriers to and support			
learning in literacy, math, and other content areas.			
Element c: School Speech-Language Pathologists integrate evidence-based practices			
and research findings into their services and/or specially designed instruction.			
Element d: School Speech-Language Pathologists demonstrate knowledge of the			
interconnectedness of home, school, and community influences on student			
achievement.			
Element e: School Speech-Language Pathologists demonstrate knowledge of and			
expertise in their professions.			

0 to 3 Total Points =	Not Evident	<b>Overall Rating for Standard I:</b>
4 to 7 Total Points =	Partially Proficient	
8 to 12 Total Points =	Proficient	
13 to 16 Total Points =	Accomplished	
17 to 20 Total Points =	Exemplary	

Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	<b>Exemplary</b> ents in which each student has
	relationship with caring a		sible featining environme	ints in which cach statent has
There is		and	and	and
inadequate	The CLD excepted of	The CLD.	Charlen ta	Stard and as
evidence that the	The SLP creates a	The SLP:	Students:	Students:
<ul> <li>SLP creates a learning environment - in which:</li> <li>O Diversity is acknowledged and used to further student learning.</li> <li>O The importance of student and family background is considered in developing lesson plans.</li> <li>O Students are encouraged to build positive relationships</li> </ul>	<ul> <li>learning environment that:</li> <li>O Emphasizes mutual respect for and understanding of all students.</li> <li>O Encourages positive relationships between and among students.</li> <li>O Is conducive for all students to learn.</li> </ul>	<ul> <li>O Creates a learning environment which values diverse perspectives.</li> <li>O Models empathy and respect for diversity.</li> <li>O Sets common goals for all students in order to build unity.</li> </ul>	O Demonstrate respect for other students and the SLP.	O Engage in respectful an open dialogue with each other and their SLP.
with each other.				
	Speech-Language Patholog	gists demonstrate respect	for diversity within the	home, school, and local and
global communities.			, .	-
There is inadequate		and	and	and
evidence that the	The SLP:	The SLP establishes	Students:	Students:
<ul> <li>SLP: creates a learning environment in which:</li> <li>O Student diversity is valued.</li> <li>O Student and family background characteristics are considered in developing lessons.</li> </ul>	<ul> <li>O Uses instructional approaches and materials that reflect students' backgrounds.</li> <li>O Acknowledges the value of each student's contributions to the quality of lessons.</li> </ul>	<ul> <li>routine processes that</li> <li>result in:</li> <li>O A strong sense of community among students.</li> <li>O Effective interactions among students.</li> <li>O Respect for individual differences.</li> <li>O Positive social relationships.</li> </ul>	O Respect the backgrounds of fellow students.	O Actively listen to a variety of perspectives t understand group dynamics

There is		and	and	and
inadequate		· · · and	···anu	anu
evidence that the	The SLP:	The SLP:	Students:	Students:
SLP: O Has high expectations for all students.	O Monitors students for level of participation.	O Asks appropriately challenging questions of all students.	O Actively participate in learning activities.	O Encourage fellow students to participate and challenge themselves.
O Uses data for instructional decision making.	<ul><li>O Encourages students to share their interests.</li><li>O Challenges</li></ul>	<ul><li>O Scaffolds questions.</li><li>O Gives wait time</li></ul>	O Seek opportunities to respond to difficult questions.	O Participate in collaborative learning and appropriate group processes.
O Holds students accountable for their learning.	students to expand and enhance their learning. O Acknowledges	<ul><li>equitably.</li><li>O Ensures that all students participate with a high level of</li></ul>		
O Considers student interests in planning lessons.	students for their accomplishments.	frequency.		
Element d: School S	Speech Language Vathole	gists ongago in proactivo		mmunication and work
			clear, and constructive co /or professionals	initiation and work
collaboratively with		her significant adults and	/or professionals.	
collaboratively with There is				and
collaboratively with There is inadequate	students, families, and ot	her significant adults and	/or professionals.	and
collaboratively with There is inadequate evidence that the	students, families, and ot The SLP:	her significant adults and and The SLP:	/or professionals and Students:	and Families and Significant
collaboratively with There is inadequate evidence that the SLP:	students, families, and ot The SLP: O Maintains	her significant adults and and The SLP:	/or professionals. and Students: O Communicate	and Families and Significant Adults:
collaboratively withThere isinadequateevidence that theSLP:OEstablishes a	<b>The SLP:</b> O Maintains appropriate and	her significant adults and and The SLP: Partners with families and	/or professionals. and Students: O Communicate freely and openly	<ul> <li> and</li> <li>Families and Significant</li> <li>Adults:</li> <li>Seek the SLP's</li> </ul>
collaboratively withThere isinadequateevidence that theSLP:OEstablishes alearning	students, families, and ot         The SLP:         O       Maintains         appropriate and         respectful	her significant adults and and The SLP: Partners with families and significant adults to	/or professionals. and Students: O Communicate	<ul> <li> and</li> <li>Families and Significant</li> <li>Adults:</li> <li>Seek the SLP's assistance to find</li> </ul>
collaboratively withThere isinadequateevidence that theSLP:OEstablishes alearningenvironment	students, families, and ot The SLP: O Maintains appropriate and respectful relationships with	her significant adults and and The SLP: Partners with families and significant adults to help students meet	<ul> <li>/or professionals.</li> <li> and</li> <li>Students:</li> <li>O Communicate freely and openly with SLPs.</li> </ul>	<ul> <li>and</li> <li>Families and Significant</li> <li>Adults:</li> <li>Seek the SLP's assistance to find resources and services to</li> </ul>
collaboratively with There is inadequate evidence that the SLP: O Establishes a learning environment that is inviting	students, families, and ot The SLP: O Maintains appropriate and respectful relationships with students, their	her significant adults and and The SLP: Partners with families and significant adults to	<ul> <li>/or professionals.</li> <li> and</li> <li>Students:</li> <li>O Communicate freely and openly with SLPs.</li> <li>Families and</li> </ul>	<ul> <li> and</li> <li>Families and Significant</li> <li>Adults:</li> <li>Seek the SLP's assistance to find</li> </ul>
collaboratively withThere isinadequateevidence that theSLP:OEstablishes alearningenvironment	<ul> <li>students, families, and ot</li> <li>The SLP:         <ul> <li>Maintains appropriate and respectful relationships with students, their families, and significant adults.</li> <li>Uses a variety of methods to initiate communication with families and significant adults.</li> <li>Is sensitive to the diverse family</li> </ul> </li> </ul>	<ul> <li>her significant adults and</li> <li> and</li> <li>The SLP: <ul> <li>Partners with</li> <li>families and</li> <li>significant adults to</li> <li>help students meet</li> <li>education goals.</li> </ul> </li> <li>Shares information</li> <li>from families and</li> <li>significant adults</li> <li>with colleagues</li> <li>who provide</li> <li>student services.</li> </ul> <li>Seeks services and</li> <li>resources to meet</li> <li>the diverse needs</li>	<ul> <li>/or professionals.</li> <li> and</li> <li>Students:</li> <li>O Communicate freely and openly with SLPs.</li> </ul>	<ul> <li> and</li> <li>Families and Significant</li> <li>Adults:</li> <li>Seek the SLP's assistance to find resources and services to</li> </ul>
collaboratively with There is inadequate evidence that the SLP: O Establishes a learning environment that is inviting to families and significant adults.	students, families, and ot         The SLP:         O       Maintains         appropriate and         respectful         relationships with         students, their         families, and         significant adults.         Uses a variety of         methods to initiate         communication         with families and         significant adults.         Is sensitive to the         diverse family         structures.	<ul> <li>her significant adults and</li> <li> and</li> <li>The SLP: <ul> <li>Partners with</li> <li>families and</li> <li>significant adults to</li> <li>help students meet</li> <li>education goals.</li> </ul> </li> <li>Shares information</li> <li>from families and</li> <li>significant adults</li> <li>with colleagues</li> <li>who provide</li> <li>student services.</li> </ul> <li>Seeks services and</li> <li>resources to meet</li> <li>the diverse needs</li> <li>of students.</li>	<ul> <li>/or professionals.</li> <li> and</li> <li>Students:         <ul> <li>O Communicate freely and openly with SLPs.</li> </ul> </li> <li>Families and Significant Adults:         <ul> <li>Initiate communication with SLPs to discuss student needs.</li> <li>Willingly share information that may impact student</li> </ul> </li> </ul>	<ul> <li>and</li> <li>Families and Significant</li> <li>Adults:</li> <li>Seek the SLP's assistance to find resources and services to support student needs.</li> <li>Partner with the SLP and the school for the benefit of their students.</li> </ul>

characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

There is		and	and	and
<ul> <li>inadequate</li> <li>evidence that the</li> <li>SLP:</li> <li>O Has rules to guide students to behave appropriately in the learning environment.</li> <li>O Holds students accountable for school and/or class rules.</li> <li>O Provides structures or</li> </ul>	<ul> <li>The SLP:</li> <li>O Puts procedures in place to avoid interruption to instructional time.</li> <li>O Posts rules where they are readily available and understandable to all students.</li> </ul>	<ul> <li>The SLP:</li> <li>O Makes maximum use of instructional time.</li> <li>O Holds students accountable for adherence to school and class rules.</li> <li>O Maintains a safe and orderly environment.</li> </ul>	<ul> <li>Students:</li> <li>O Stay on task during class periods.</li> <li>O Avoid interruptions to their work.</li> <li>O Abide by school and class rules.</li> </ul>	<ul><li>Students:</li><li>O Help other students stay on task.</li><li>O Accept responsibility for their behavior and use of time.</li></ul>
	tice is <b>Observable</b> during a			
Examples of Artifact	tice is Not Observable duries that may be used to		sion. mance provided by artifa	ct:
<b>provide evidence of</b> Documentation o	f professional development	on		
Cultural sensitivi	ty sensitive assessments and			
materials	sensitive assessments and			
Documentation o and community	f communication with paren	nts		
	h ELA teachers and suppor	t		
	ral sensitivity in learning			
<ul> <li>Other relevant da</li> </ul>	ta			
				PP P A E Total Points
Element a: School S	peech-Language Patholog			1) (2) (3) (4)
environments in whi	ich each student has a pos			
adults and peers.				
	Speech-Language Patholog lool, and local and global c		t for diversity	
	peech-Language Patholog		nique	
	erse backgrounds, interest		T	

Element d: School Speech-Language Pathologists engage in proactive, clear, and	
constructive communication and work collaboratively with students, families, and	
other significant adults and/or professionals.	
Element e: School Speech-Language Pathologists select, create and/or support	
accessible learning environments characterized by acceptable student behavior,	
efficient use of time, and appropriate behavioral strategies.	

0 to 3 Total Points =Not Evident4 to 7 Total Points =Partially Proficient8 to 12 Total Points =Proficient13 to 16 Total Points =Accomplished17 to 20 Total Points =Exemplary

**Overall Rating for Standard II:** 

Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

	Not Evident		Partially Proficient		Proficient (Meets State Standard)		Accomplished		Exemplary
									ction aligned with state
				acad	emic standards, their	dist	tricts' organized plan	s of	instruction and the
	ividual needs of th	neir s	students.						
	ere is			• • •	and	• • •	and	••	. and
	dequate								
	dence that the		e School Speech-		e School Speech-	Stu	idents:		udents:
	100l Speech-	La	nguage Pathologist:	La	nguage Pathologist:				scuss gaps in their
	nguage						next level within		rning with:
	thologist:		velops lesson plans		gns specialized		the curriculum or		SLP.
0	Plans		ed on:		ruction with:		plan of instruction		Families and significar
	instruction on a	0	Colorado	0	Student learning				adults.
	daily basis.		Academic		objectives.	0	Interact with the		
			Standards.	0	District plan for		rigorous and		
0	Includes a				instruction.		challenging content		
	defensible	0	District's plan of	0	Colorado		in meaningful		
	progression of		instruction.		Academic		ways.		
	learning in	~			Standards.				
	instructional	0	Student needs	_	G 11 1				
	plans.	_	A 11 C. 1 1		Collaborates with				
_	Uses		Adheres to federal,		other school staff to meet the				
	instructional		state and local policies and		individualized				
	objectives that		procedures		needs of the				
	are appropriate		procedures		learner.				
	for students'	_	Adheres to,		learner.				
	individual		communicates, and						
	needs.		recommends						
	needs.		actions						
			that follow federal						
			and state laws and						
			regulations.						
			Dalations.					1	

**Element b**: School Speech-Language Pathologists utilize multiple sources of data, which include valid informal and formal assessments, to inform services and/or specially designed instruction.

There is		and	and	and
inadequate				
evidence that the	The School Speech-	The School Speech-	Students:	Students:
School Speech-	Language Pathologist:	Language Pathologist:	O Monitor their level	O Address their learning
Language		□ Analyzes student	of engagement.	needs.
Pathologist:	O Instructs and	data and interprets		□ Close gaps between
Uses	assesses required	results in	O Confer with the	their level of
assessment	skills.	preparation for IEP	SLP to achieve	performance and that
feedback to		meetings.	learning targets.	of other students.
guide	<b>O</b> Advances students'	meetings		O Take academic risks.
adjustments to	content knowledge	<b>O</b> Monitors		
instruction.	and skills.	instruction against		
msu uction.	and skins.	student		
II				
Has explicit	O Aligns specially	performance and		
student	designed	makes real-time		
outcomes in	instruction with	adjustments.		
mind for each	IEP goals,			
lesson.	academic standards	O Makes sure		
	and student	students meet		
	assessment results.	learning objectives		
		while increasing		
		proficiency levels.		
nstruction that inte coward achieving ac Fhere is	grate multiple sources of c ademic standards and ind	data to inform practices re		
instruction that inte toward achieving ac There is inadequate	grate multiple sources of c ademic standards and ind	data to inform practices ro ividualized student goals. and	elated to student needs, le	earning, and progress
instruction that inte toward achieving ac There is inadequate evidence that the	grate multiple sources of c ademic standards and ind The School Speech-	data to inform practices re ividualized student goals. and The School Speech-	elated to student needs, le	earning, and progress and Students:
instruction that inte toward achieving ac There is inadequate	grate multiple sources of c ademic standards and ind	data to inform practices ro ividualized student goals. and	elated to student needs, le and Students: O Articulate the	earning, and progress
instruction that inte toward achieving ac There is inadequate evidence that the	grate multiple sources of c ademic standards and ind The School Speech-	data to inform practices re ividualized student goals. and The School Speech-	elated to student needs, le	earning, and progress and Students:
instruction that inte toward achieving ac There is inadequate evidence that the School Speech-	grate multiple sources of c ademic standards and ind The School Speech-	data to inform practices re ividualized student goals. and The School Speech-	elated to student needs, le and Students: O Articulate the	<ul> <li>earning, and progress</li> <li> and</li> <li>Students:</li> <li>O Generalize skills and</li> </ul>
instruction that inte toward achieving ac There is inadequate evidence that the School Speech- Language	grate multiple sources of c ademic standards and ind The School Speech- Language Pathologist:	data to inform practices re ividualized student goals. and The School Speech- Language Pathologist: O Facilitates learning	<ul> <li>elated to student needs, leader of the student needs n</li></ul>	<ul> <li>and progress</li> <li>and</li> <li>students:</li> <li>O Generalize skills and knowledge learned to</li> </ul>
instruction that inte toward achieving ac There is inadequate evidence that the School Speech- Language Pathologist:	<ul> <li>grate multiple sources of or ademic standards and ind</li> <li>The School Speech-Language Pathologist:</li> <li>O Makes lesson objectives clear to</li> </ul>	<ul> <li>data to inform practices reividualized student goals.</li> <li> and</li> <li>The School Speech- Language Pathologist:</li> <li>O Facilitates learning by supporting</li> </ul>	<ul> <li>elated to student needs, le</li> <li> and</li> <li>Students:</li> <li>O Articulate the importance of the lesson objective.</li> </ul>	<ul> <li>earning, and progress</li> <li> and</li> <li>Students:</li> <li>O Generalize skills and knowledge learned to other learning environments</li> </ul>
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instruction that inte toward achieving ac There is inadequate evidence that the School Speech- Language Pathologist: O Understands how to match instructional	<ul> <li>grate multiple sources of or ademic standards and ind</li> <li>The School Speech-Language Pathologist:</li> <li>O Makes lesson objectives clear to the students.</li> </ul>	<ul> <li>data to inform practices reividualized student goals.</li> <li> and</li> <li>The School Speech- Language Pathologist:</li> <li>O Facilitates learning by supporting</li> </ul>	<ul> <li>elated to student needs, le</li> <li> and</li> <li>Students:</li> <li>O Articulate the importance of the lesson objective.</li> <li>O Connect lesson objective to prior</li> </ul>	<ul> <li>earning, and progress</li> <li> and</li> <li>Students:</li> <li>O Generalize skills and knowledge learned to other learning environments</li> <li>O Articulate the ways in which they learn most</li> </ul>
instruction that inte toward achieving ac There is inadequate evidence that the School Speech- Language Pathologist: O Understands how to match instructional practices to	<ul> <li>grate multiple sources of of ademic standards and ind</li> <li>The School Speech-Language Pathologist:</li> <li>O Makes lesson objectives clear to the students.</li> <li>O Employs a variety</li> </ul>	<ul> <li>data to inform practices reividualized student goals.</li> <li> and</li> <li>The School Speech-Language Pathologist:</li> <li>O Facilitates learning by supporting students as they learn new material.</li> </ul>	<ul> <li>elated to student needs, leased to student needs, leased to student needs, leased to students:</li> <li>O Articulate the importance of the lesson objective.</li> <li>O Connect lesson objective to prior knowledge in a</li> </ul>	<ul> <li>earning, and progress</li> <li> and</li> <li>Students:</li> <li>O Generalize skills and knowledge learned to other learning environments</li> </ul>
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There is		and	and	and
inadequate				
evidence that the	The School Speech-	The School Speech-	Students:	Students: use available
School Speech-	Language Pathologist:	Language Pathologist:	O Engage in virtual	technology or assistive
Language			or face-to-face	technology to:
Pathologist:	<b>O</b> Employs strategies	□ Researches	learning activities	O Accelerate their
O Uses available	and procedures to	effectiveness of	enhanced by	learning.
technology or	ensure that students	instructional	appropriate use of	O Deepen critical
assistive	have appropriate	technology and/or	available	thinking skills.
technology to	access to available	assistive	technology or	O Communicate
facilitate	technology or	technology	assistive	effectively.
specially	assistive	approaches and	technology.	
designed	technology.	activities		
instruction.				
		Reflects and considers		
O Monitors the		the appropriateness of		
use of		technology or assistive		
technology or		technology, to:		
assistive		Enhance student		
technology in		learning.		
the learning		Develop students'		
environment		knowledge and		
		skills. ☐ Enhance creative		
		and innovative skills.		
		and motivating		
		loorning		
		learning		
Element e: School S	neech-Language Patholog	experiences.	inicate high expectations	for their students that
	peech-Language Patholog ment of critical-thinking, s	experiences. sists establish and commu		
		experiences. sists establish and commu		
support the develop		experiences. sists establish and commu self-advocacy, leadership	and problem solving skill	s.
support the develop: There is	ment of critical-thinking, s The School Speech-	experiences. sists establish and commu self-advocacy, leadership	and problem solving skill	s and Students:
support the develop: There is inadequate evidence that the School Speech-	ment of critical-thinking, s	experiences. sists establish and commu self-advocacy, leadership and	and problem solving skilland	s and
support the develop. There is inadequate evidence that the School Speech- Language	ment of critical-thinking, s The School Speech- Language Pathologist:	experiences. sists establish and commu- self-advocacy, leadership and The School Speech- Language Pathologist:	<ul> <li>and problem solving skill</li> <li> and</li> <li>Students:</li> <li>O Strive to achieve expectations set by</li> </ul>	s and Students: O Monitor their progress toward achieving
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<ul> <li>support the develop</li> <li>There is         <ul> <li>inadequate</li> <li>evidence that the</li> </ul> </li> <li>School Speech-Language         <ul> <li>Pathologist:</li> <li>O Understands</li> <li>that students</li> <li>need to employ</li> <li>critical thinking</li> <li>and problem-solving skills.</li> </ul> </li> <li>O Incorporates         <ul> <li>practical</li> <li>application of</li> <li>higher order</li> <li>thinking and/or</li> <li>problem-solving skills</li> </ul> </li> </ul>	<ul> <li>The School Speech- Language Pathologist:</li> <li>O Sets student expectations at a level that challenges students.</li> <li>O Incorporates higher order thinking, critical thinking and/or problem- solving skills into lessons.</li> </ul>	<ul> <li>experiences.</li> <li>ists establish and commu- self-advocacy, leadership</li> <li> and</li> <li>The School Speech- Language Pathologist:</li> <li>O Clearly communicates high expectations for all students.</li> <li>O Challenges all students to learn to their greatest ability.</li> <li>O Systematically and explicitly teaches higher-order thinking and problem-solving</li> </ul>	<ul> <li>and problem solving skill</li> <li> and</li> <li>Students:</li> <li>O Strive to achieve expectations set by the SLP.</li> <li>O Apply higher-order thinking and problem-solving skills to address</li> </ul>	<ul> <li>s.</li> <li>and</li> <li>Students:</li> <li>O Monitor their progress toward achieving SLP's high expectations.</li> <li>O Perform at levels exceeding expectations.</li> <li>O Participate in opportunities to test their problem-solving</li> </ul>
<ul> <li>support the develop</li> <li>There is         <ul> <li>inadequate</li> <li>evidence that the</li> </ul> </li> <li>School Speech-Language         <ul> <li>Pathologist:</li> <li>O Understands</li> <li>that students</li> <li>need to employ</li> <li>critical thinking</li> <li>and problem-solving skills.</li> </ul> </li> <li>O Incorporates         <ul> <li>practical</li> <li>application of</li> <li>higher order</li> <li>thinking and/or</li> <li>problem-</li> </ul> </li> </ul>	<ul> <li>The School Speech- Language Pathologist:</li> <li>O Sets student expectations at a level that challenges students.</li> <li>O Incorporates higher order thinking, critical thinking and/or problem- solving skills into lessons.</li> </ul>	<ul> <li>experiences.</li> <li>cists establish and commu- self-advocacy, leadership</li> <li> and</li> <li>The School Speech- Language Pathologist:</li> <li>O Clearly communicates high expectations for all students.</li> <li>O Challenges all students to learn to their greatest ability.</li> <li>O Systematically and explicitly teaches higher-order thinking and</li> </ul>	<ul> <li>and problem solving skill</li> <li> and</li> <li>Students:</li> <li>O Strive to achieve expectations set by the SLP.</li> <li>O Apply higher-order thinking and problem-solving skills to address</li> </ul>	<ul> <li>s.</li> <li>and</li> <li>Students:</li> <li>O Monitor their progress toward achieving SLP's high expectations.</li> <li>O Perform at levels exceeding expectations.</li> <li>O Participate in opportunities to test their problem-solving</li> </ul>
<ul> <li>support the develop</li> <li>There is         <ul> <li>inadequate</li> <li>evidence that the</li> </ul> </li> <li>School Speech-Language         <ul> <li>Pathologist:</li> <li>O Understands</li> <li>that students</li> <li>need to employ</li> <li>critical thinking</li> <li>and problem-solving skills.</li> </ul> </li> <li>O Incorporates         <ul> <li>practical</li> <li>application of</li> <li>higher order</li> <li>thinking and/or</li> <li>problem-solving skills</li> </ul> </li> </ul>	<ul> <li>The School Speech- Language Pathologist:</li> <li>O Sets student expectations at a level that challenges students.</li> <li>O Incorporates higher order thinking, critical thinking and/or problem- solving skills into lessons.</li> </ul>	<ul> <li>experiences.</li> <li>cists establish and communicates and</li> <li>The School Speech-Language Pathologist:</li> <li>O Clearly communicates high expectations for all students.</li> <li>O Challenges all students to learn to their greatest ability.</li> <li>O Systematically and explicitly teaches higher-order thinking and problem-solving skills.</li> </ul>	<ul> <li>and problem solving skill</li> <li> and</li> <li>Students:</li> <li>O Strive to achieve expectations set by the SLP.</li> <li>O Apply higher-order thinking and problem-solving skills to address</li> </ul>	<ul> <li>s.</li> <li>and</li> <li>Students:</li> <li>O Monitor their progress toward achieving SLP's high expectations.</li> <li>O Perform at levels exceeding expectations.</li> <li>O Participate in opportunities to test their problem-solving</li> </ul>
<ul> <li>support the develop</li> <li>There is         <ul> <li>inadequate</li> <li>evidence that the</li> </ul> </li> <li>School Speech-Language         <ul> <li>Pathologist:</li> <li>O Understands</li> <li>that students</li> <li>need to employ</li> <li>critical thinking</li> <li>and problem-solving skills.</li> </ul> </li> <li>O Incorporates         <ul> <li>practical</li> <li>application of</li> <li>higher order</li> <li>thinking and/or</li> <li>problem-solving skills</li> </ul> </li> </ul>	<ul> <li>The School Speech- Language Pathologist:</li> <li>O Sets student expectations at a level that challenges students.</li> <li>O Incorporates higher order thinking, critical thinking and/or problem- solving skills into lessons.</li> </ul>	<ul> <li>experiences.</li> <li>cists establish and communicates for a stablish and communicates high expectations for all students.</li> <li>O Clearly communicates high expectations for all students.</li> <li>O Challenges all students to learn to their greatest ability.</li> <li>O Systematically and explicitly teaches higher-order thinking and problem-solving skills.</li> <li>O Allows time for</li> </ul>	<ul> <li>and problem solving skill</li> <li> and</li> <li>Students:</li> <li>O Strive to achieve expectations set by the SLP.</li> <li>O Apply higher-order thinking and problem-solving skills to address</li> </ul>	<ul> <li>s.</li> <li>and</li> <li>Students:</li> <li>O Monitor their progress toward achieving SLP's high expectations.</li> <li>O Perform at levels exceeding expectations.</li> <li>O Participate in opportunities to test their problem-solving</li> </ul>
<pre>support the develop There is inadequate evidence that the School Speech- Language Pathologist: O Understands that students need to employ critical thinking and problem- solving skills.</pre>	<ul> <li>The School Speech- Language Pathologist:</li> <li>O Sets student expectations at a level that challenges students.</li> <li>O Incorporates higher order thinking, critical thinking and/or problem- solving skills into lessons.</li> </ul>	<ul> <li>experiences.</li> <li>cists establish and communicates and</li> <li>The School Speech-Language Pathologist:</li> <li>O Clearly communicates high expectations for all students.</li> <li>O Challenges all students to learn to their greatest ability.</li> <li>O Systematically and explicitly teaches higher-order thinking and problem-solving skills.</li> </ul>	<ul> <li>and problem solving skill</li> <li> and</li> <li>Students:</li> <li>O Strive to achieve expectations set by the SLP.</li> <li>O Apply higher-order thinking and problem-solving skills to address</li> </ul>	<ul> <li>s.</li> <li>and</li> <li>Students:</li> <li>O Monitor their progress toward achieving SLP's high expectations.</li> <li>O Perform at levels exceeding expectations.</li> <li>O Participate in opportunities to test their problem-solving</li> </ul>

The School Speech- Language Pathologist:	and The School Speech-	and	and
<ul> <li>O Models effective communication skills.</li> <li>O Sets expectations and employs strategies so students can communicate effectively.</li> </ul>	<ul> <li>Language Pathologist:</li> <li>Models and teaches effective skills in listening, presenting ideas, and leading discussions.</li> <li>Provides opportunities for students to practice communication</li> </ul>	<ul> <li>Students:</li> <li>O Apply effective oral and written communication skills in their work.</li> <li>O Demonstrate a respectful and sensitive approach toward fellow students and SLP and</li> </ul>	<ul> <li>Students:</li> <li>O Participate in ways that build trust and ownership of ideas among team members.</li> <li>O Model formal communications in academic settings.</li> </ul>
		ement services and/or sp	pecially designed instruction
<ul> <li>The School Speech- Language Pathologist:</li> <li>O Uses appropriate screening instruments and evaluation tools</li> <li>O Presents evaluation summaries which highlight students' strengths and areas of need</li> </ul>	<ul> <li> and</li> <li>The School Speech- Language Pathologist:</li> <li>O develops and implements IEP goals and service delivery models based on assessment results with consideration of LRE (least restrictive environment)</li> <li>O Participates in determining the effect of the student's impairment on their ability to access the general curriculum</li> </ul>	<ul> <li> and</li> <li>Students: <ul> <li>O Provide input into IEP goals</li> </ul> </li> <li>O Have knowledge of the primary goals and concepts that are targeted</li> </ul>	<ul> <li> and</li> <li>Students:</li> <li>O Understand the impact of their disability on their education</li> </ul>
tice is Not Observable dur	n observation of a session. ing an observation of a ses	sion.	1
•	Evidence of perform	mance provided by artifa	ct:
or IEP meetings (reports, ogress, etc.) nent data erials used with students f student participation in IE	PP		
	and employs strategies so students can communicate effectively.	and employs strategies so students can communicate effectively.discussions.OProvides opportunities for students to practice communication skills.peech-Language Pathologists develop and/or implessions andThe School Speech- Language Pathologist: andOUses appropriate screening instruments and evaluation tools andOPresents evaluation summaries which highlight students' strengths and areas of needOOPresents evaluation summaries which highlight students' strengths and areas of needOOParticipates in determining the effect of the student's impairment on their ability to access the general curriculumtice is Observable during an observation of a session tice is Not Observable during an observation of a session tice is Not Observable during an observation of a session tice is set that may be used to performance: or IEP meetings (reports, ogress, etc.) nent dataEvidence of perform fited to in IEPf student participation in IEPImage Set Set Set the student is in Set	and employs strategies so students can communicate effectively.       discussions.       sensitive approach toward fellow students and SLP         O       Provides opportunities for students to practice communication skills.       ond         peech-Language Pathologists       communicate delivery models       ond         O       Uses appropriate screening instruments and evaluation tools       communication summaries which highlight students' strengths and areas of need       communication of LRE (least restrictive environment)       communication summaries which highlight students' strengths and areas of need       communication summaries which highlight students' strengths and areas of need       communication of LRE (least restrictive environment)       communication of LRE (least restrictive environment)       communication of LRE (least restrictive environment)       communication of LRE (least restrictive environment)         O       Participates in determining the effect of the student's impairment on their ability to access the general curriculum       communication of a session.         tice is Observable during an observation of a session.       Evidence of performance provided by artifa erials used with students         f student participation in IEP       f

	Ratings	NE	PP	Р	Α	Е	Total
Element o Cohool Crossel Longroup Dathala siste	(# Points per rating at this level)	(0)	(1)	(2)	(3)	(4)	Points
<b>Element a</b> : School Speech-Language Pathologists designed instruction aligned with state and federa academic standards, their districts' organized plan needs of their students. <b>Element b</b> : School Speech-Language Pathologists							
which include valid informal and/or formal assess	sments, to inform services and/or						
specially designed instruction.Element c:School Speech-Language Pathologists plan and consistently deliverservices and/or specially designed instruction that integrate multiple sources of datato inform practices related to student needs, learning, and progress toward achievingacademic standards and individualized student goals.Element d:School Speech-Language Pathologists support and integrate appropriate							
available technology in their services and/or speci							
maximize student outcomes.							
<b>Element e:</b> School Speech-Language Pathologists expectations for their students that support the de advocacy, leadership and problem solving skills. <b>Element f:</b> School Speech-Language Pathologists	evelopment of critical-thinking, self-						
students.							
Element g: School Speech-Language Pathologists							
and/or specially designed instruction unique to th	eir professions.						
0 to 5 Total Points =Not Evident6 to 11 Total Points =Partially Proficient12 to 17 Total Points =Proficient18 to 23 Total Points =Accomplished24 to 28 Total Points =Exemplary	Overall Rating for	Stand	lard I	<b>II</b> :			
24 to 28 Total Points = Exemplary         Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.         Comments of person being evaluated. (Optional)							

Quality Standard IV	: School Speech-Languag	e Pathologists reflect on th	neir practice.	
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
			y analyze student learnin	g, development, and growth
and apply what they	learn to improve their pr	actice.	and	and
There is				
<ul> <li>inadequate</li> <li>evidence that the</li> <li>SLP:</li> <li>Understands the importance of knowing how student learning occurs.</li> <li>Collects and analyzes student data to inform instruction.</li> <li>Uses data to:</li> <li>Support student learning.</li> <li>Inform practice.</li> </ul>	<ul> <li>The SLP:</li> <li>Understands the importance of knowing how student learning occurs and what can be done to improve student outcomes.</li> <li>Dialogues with colleagues to make connections between school, classroom, and student data and research-based practices.</li> </ul>	<ul> <li>The SLP applies knowledge of student learning, development, and growth to the development of :</li> <li>Lesson plans</li> <li>O Specially designed Instructional strategies.</li> <li>Portfolios of student work to determine educational progress over time.</li> </ul>	<ul> <li>The SLP modifies instruction to ensure that all students:</li> <li>O Understand what is expected of them.</li> <li>O Are challenged to meet or exceed expectations.</li> <li>O Participate in educational activities with a high level of frequency and quality.</li> <li>O Take responsibility for their work.</li> <li>O Have the opportunity to build on their interests and the optimized of the standard s</li></ul>	<ul> <li>The SLP:</li> <li>Monitors and evaluates personal behavioral changes to determine what works for students.</li> <li>Develops student learning plans based on multiple examples of student work and information gathered from students, families and significant adults, and colleagues.</li> </ul>
Element b: School S	peech-Language Patholog	gists link professional gro	strengths. wth to their professional	goals.
<ul> <li>There is inadequate evidence that the SLP:</li> <li>□ Uses performance feedback from supervisor and/or colleagues to improve practice.</li> <li>□ Completes required professional development.</li> <li>□ Understands which professional development activities will help to address student and school needs.</li> </ul>	<ul> <li>The SLP:</li> <li>Seeks high quality professional development opportunities to meet professional goals.</li> <li>Learns new skills to improve professional practice.</li> <li>Applies knowledge and skills learned through professional development to instructional decisions.</li> </ul>	<ul> <li> and</li> <li>The SLP: Engages in professional development activities based on: <ul> <li>Likelihood of having a positive impact on student learning.</li> <li>Alignment with content standards and school and district initiatives.</li> <li>Current research and evidence base practices.</li> <li>Student needs.</li> </ul></li></ul>	<ul> <li> and</li> <li>The SLP:</li> <li>Shares lessons learned with colleagues.</li> <li>Develops and follows a long-term professional development plan.</li> </ul>	<ul> <li> and</li> <li>The SLP:</li> <li>Willingly tries new and different ways of teaching new skills.</li> </ul>

Element c: School S	Element c: School Speech-Language Pathologists respond to complex, dynamic environments.									
There is		and		and			and	d		
inadequate										
<ul> <li>evidence that the SLP collaborates</li> <li>with colleagues to:</li> <li>Consider new ideas to improve teaching and learning.</li> <li>Support struggling students.</li> <li>Contribute to school, district, or AU goals.</li> </ul>	<ul> <li>The SLP:</li> <li>Contributes to school committees and/or teams.</li> <li>Maintains a positive, productive and respectful relationship with colleagues.</li> </ul>	results. □ Apply fit	pates in activities les to: student interpret ndings to specially onal students	The SLP: □ Serves a critt role for colle both providing receiving feet on performant	eagues ng and edbacl	5, 1	de ad on an pe Se on pra	rength signed apting colle d othe rform eeks sp areas actice	d instr g prac ague er type ance pecific s of pr	data. c feedback ofessional are in need
	ts that may be used to			nance provided by	v arti	fact:				
provide evidence of				·····						
☐ Intervention logs										
Documentation o colleagues	f collaboration with									
Documentation o attended or provi	f professional development ded	t i								
□ Other relevant da										
				Ratings	NE	PP	Р	Α	E	<b>Total Points</b>
Element a. Cabool G	peech-Language Patholog	rista domonati		r rating at this level)	(0)	(1)	(2)	(3)	(4)	
	velopment, and growth an									
practice.	, orophioni, and growin an			•						
	Speech-Language Patholog	gists link profe	essional gro	wth to their						
professional goals.										
<b>Element c</b> : School S environments.	gists respond t	o complex,	dynamic							
0 to 1 Total Points = Not Evident				verall Rating for	Stone	lard I	٧٠			
2  to  4  Total Points =			0		Stant					
5 to 7 Total Points =	Proficient									
6 to 10 Total Points :	-									
11 to 12 Total Points	= Exemplary									

**Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels).** Please indicate the element for which the comment applies if not for the standard as a whole.

Not Evident	Partially Proficient	Pathologists demonstrate Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> School Sp students.	peech-Language Patholog	gists collaborate with inte	rnal and external stakeho	lders to meet the needs of
<ul> <li>There is inadequate evidence that the School Speech- Language Pathologist:</li> <li>□ Shares information about services offered by non- school agencies with other school personnel.</li> <li>□ Follows policy regarding signed release of information</li> </ul>	<ul> <li>The School Speech- Language Pathologist:</li> <li>Provides information about non-school agencies to school personnel, parents, and community members.</li> <li>Follows policy regarding signed release of information</li> </ul>	<ul> <li> and</li> <li>The School Speech- Language Pathologist:</li> <li>O Communicates with school and non- school service providers regarding students' educational services.</li> </ul>	<ul> <li> and</li> <li>The School Speech- Language Pathologist:</li> <li>O Works collaboratively with internal and external stakeholders to enhance student outcomes</li> </ul>	<ul> <li> and</li> <li>The School Speech- Language Pathologist:</li> <li>O Provides in-services or trainings with and /or for community stakeholders about speech-language impairments</li> </ul>
Element b: School S	peech-Language Patholog	gists advocate for students	s, families, and schools.	

There is		and	and	and
inadequate evidence that the SLP:	<b>The SLP:</b> Contributes to	The SLP: □ Implements school,	<b>Students:</b> Participate in	Students: ☐ Advocate for curricular,
Participates in activities designed to improve policies and procedures that affect school climate and student learning.	and/or participates in school and district task forces and committees to advocate for students.	<ul> <li>district and/or AU policies and procedures with fidelity.</li> <li>Discusses potential revisions to policies and procedures with administrators in order to better</li> </ul>	<ul> <li>discussions that Suggest changes to their school experience to affect a high quality education.</li> <li>Articulate their support of practices that improve their access to learning opportunities.</li> </ul>	school climate, and instructional improvements and/or accommodations.
Reaches out to students, families, and the community in order to understand their needs.		address student needs.		
	peech-Language Patholog			
There is		and	and	and
inadequate evidence that the	The SLP:	The SLP:	The SLP:	The SLP initiates and leads
SLP: Participates in school activities beyond those expected of all SLPs.	<ul> <li>Contributes to school/district and/or AU committees and teams.</li> <li>Maintains a</li> </ul>	<ul> <li>Provides leadership to in educational settings in order to enhance the skills and knowledge of colleagues.</li> </ul>	<ul> <li>Shares knowledge of helpful practices with colleagues.</li> <li>Confers with school administrators to</li> </ul>	<ul> <li>collaborative activities with colleagues to:</li> <li>Share ideas to improve teaching and learning</li> <li>Contribute to school, district and/or AU goals.</li> </ul>
Recognizes opportunities to develop leadership skills.	positive, productive and respectful relationship with colleagues.		improve SLP working and student learning conditions.	Support students with disabilities
□ Works collaboratively for the benefit of students.				
Supports goals and initiatives in his/her educational setting.				
<b>Element d:</b> School S profession.	peech-Language Patholog	gists contribute knowledg	e and skills to educationa	l practices and their

There is		and	and	and
<ul> <li>inadequate</li> <li>evidence that the</li> <li>SLP:</li> <li>□ Is willing to share expertise with colleagues.</li> <li>□ Understands the importance of supporting colleagues.</li> </ul>	The SLP collaborates with colleagues to: Support student growth and development. Contribute to school, district/AU goals. Enhance opportunities for professional growth.	The SLP: □ Leads professional growth and development activities.	The SLP: □ Participates in school, district/AU decision-making processes.	The SLP: Advocates for the inclusion of SLPs in education and government decision- making processes; Or, Provides district, regional, state and or National level leadership that enhances skills and knowledge of colleagues
	Speech-Language Patholog	ists demonstrate high et		
There is		and	and	and
inadequate evidence that the SLP: □ Maintains confidentiality of student records as required by law.	The SLP: Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.	The SLP: Maintains confidentiality of student and professional interactions as well as student and personal data.	<ul> <li>The SLP:</li> <li>Demands ethical behavior on the part of students.</li> <li>□ Encourages colleagues to demonstrate ethical</li> </ul>	Students: Adhere to ethical principles and demonstrate ethical behavior such as honesty, integrity, and respect for others.
□ Understands the need to hold high standards for himself/herself and others.		personal canal	behavior.	
Adheres to standards of professional practice.				
	ctice is <b>Observable</b> during a ctice is <b>Not Observable</b> dur			
Examples of Artifac	ts that may be used to		mance provided by artifac	et:
provide evidence of				
	form service delivery, ruction and intervention pla	uns		
Documentation of	of professional learning			
communities  Communities  Communities	nta			
Documentation of	of district or community h as presentations, minutes,			

	Ratings	NE	PP	Р	Α	Е	Total Points
	(# Points per rating at this level)	(0)	(1)	(2)	(3)	(4)	
Element a: School Speech-Language Pathologists collaborate with internal and							
external stakeholders to meet the needs of studen	ts.						
<b>Element b:</b> School Speech-Language Pathologists advocate for students, families and schools.							
Element c: School Speech-Language Pathologists	demonstrate leadership in their						
educational setting(s).							
<b>Element d:</b> School Speech-Language Pathologists educational practices and their profession.							
<b>Element e:</b> School Speech-Language Pathologists	demonstrate high ethical standards.						

0 to 3 Total Points =	Not Evident	Overall Rating for Standard V:	
4 to 7 Total Points =	Partially Proficient		
8 to 12 Total Points =	Proficient		
13 to 16 Total Points =	Accomplished		
17 to 20 Total Points =	Exemplary		_

Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.