

DANIELSON FRAMEWORK: SPEECH/LANGUAGE PATHOLOGISTS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
<p>1a. Demonstrating Knowledge and Skill in Specialist Therapy Area and Regulations Within and Beyond the School and District</p> <ul style="list-style-type: none"><input type="checkbox"/> Knowledge of eligibility and therapeutic practices<input type="checkbox"/> Maintaining licensure and certification <p>1b. Demonstrating Knowledge of Child, Adolescent, and/or Young Adult Development and Therapy Approaches Appropriate to Setting</p> <ul style="list-style-type: none"><input type="checkbox"/> Knowledge of developmental milestones<input type="checkbox"/> Knowledge of assessments<input type="checkbox"/> Knowledge of accommodations <p>1c. Establishing Goals for the Therapy Services Appropriate to the Setting and Students Served</p> <ul style="list-style-type: none"><input type="checkbox"/> Establishes and writes appropriate goals<input type="checkbox"/> Maintains data<input type="checkbox"/> Modifies IEP when needed <p>1d. Planning Therapy Services with Appropriate Resources Integrated Within the Educational Environment</p> <ul style="list-style-type: none"><input type="checkbox"/> Organized<input type="checkbox"/> Challenging and rigorous<input type="checkbox"/> Goal oriented<input type="checkbox"/> Time management <p>1e. Demonstrating Knowledge and Skill in Selecting and Using Evaluative Instruments to Assess Students and Determine Eligibilities</p> <ul style="list-style-type: none"><input type="checkbox"/> Appropriate assessments utilized<input type="checkbox"/> Follow state eligibility criteria	<p>2a. Establishing Rapport with Students and Staff Members</p> <ul style="list-style-type: none"><input type="checkbox"/> Interaction with students<input type="checkbox"/> Interaction with staff <p>2b. Establishing a Culture for Learning</p> <ul style="list-style-type: none"><input type="checkbox"/> Expectations<input type="checkbox"/> Communication of expectations<input type="checkbox"/> Student effort <p>2c. Managing Time and Priorities in the Therapy Setting</p> <ul style="list-style-type: none"><input type="checkbox"/> Transitions<input type="checkbox"/> Routines<input type="checkbox"/> Management of materials<input type="checkbox"/> Scheduling <p>2d. Managing Student Behavior</p> <ul style="list-style-type: none"><input type="checkbox"/> Monitoring behavior<input type="checkbox"/> Response to student misbehavior
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: DELIVERY OF SERVICES
<p>4a. Reflecting on Practice</p> <ul style="list-style-type: none"><input type="checkbox"/> Assess effectiveness<input type="checkbox"/> Identifies areas of improvement <p>4b. Maintaining Accurate Records and Reports</p> <ul style="list-style-type: none"><input type="checkbox"/> Data collection<input type="checkbox"/> Uses data<input type="checkbox"/> Reports on data <p>4c. Communicating with Families</p> <ul style="list-style-type: none"><input type="checkbox"/> Information about therapy program<input type="checkbox"/> Information about student progress<input type="checkbox"/> Engagement of families in therapy program <p>4d. Participating in a Professional Community</p> <ul style="list-style-type: none"><input type="checkbox"/> Relationships with colleagues<input type="checkbox"/> Participate in school and district projects<input type="checkbox"/> Involvement in a culture of professional inquiry <p>4e. Growing and Developing Professionally</p> <ul style="list-style-type: none"><input type="checkbox"/> Consulting with colleagues<input type="checkbox"/> Enhancement of continual knowledge and therapeutic skills<input type="checkbox"/> Service to the profession <p>4f. Showing Professionalism</p> <ul style="list-style-type: none"><input type="checkbox"/> Confidentiality<input type="checkbox"/> Compliance with school and district regulations<input type="checkbox"/> Integrity and ethical conduct<input type="checkbox"/> Advocacy<input type="checkbox"/> Service to students<input type="checkbox"/> Decision making	<p>3a. Communicating with Students</p> <ul style="list-style-type: none"><input type="checkbox"/> Expectations for learning<input type="checkbox"/> Directions and procedures<input type="checkbox"/> Explanation of content<input type="checkbox"/> Use of appropriate oral and written language <p>3b. Implementing Treatment Plans to Maximize Students' Success</p> <ul style="list-style-type: none"><input type="checkbox"/> Plans are aligned with needs of student <p>3c. Engaging Students in Learning</p> <ul style="list-style-type: none"><input type="checkbox"/> Scope of sequence<input type="checkbox"/> Activities/materials and assignments<input type="checkbox"/> Structure and pacing of lesson<input type="checkbox"/> Cues and prompts <p>3d. Using Assessment in Instruction</p> <ul style="list-style-type: none"><input type="checkbox"/> Assessment criteria<input type="checkbox"/> Monitoring of student learning<input type="checkbox"/> Feedback to students<input type="checkbox"/> Student self-assessment and monitoring <p>3e. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"><input type="checkbox"/> Flexibility<input type="checkbox"/> Response to students<input type="checkbox"/> Lesson/program adjustment<input type="checkbox"/> Persistence

DOMAIN 1: PLANNING AND PREPARATION

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
1a. Demonstrating Knowledge and Skill in Specialist Therapy Area and Regulations within and beyond the School and District	<p>1a. ♦ SLP demonstrates little or no knowledge and skill in the therapy area; does not maintain the necessary certificate or license.</p> <ul style="list-style-type: none"> ♦ SLP is unfamiliar with characteristics of disorders within his/her discipline. ♦ SLP is unaware of rules and regulations. ♦ SLP does not demonstrate knowledge of therapeutic practices. ♦ SLP is unaware of teaching certificate requirement and maintenance. 	<p>1a. ♦ SLP demonstrates basic knowledge and skill in the therapy area; maintains certificate or license.</p> <ul style="list-style-type: none"> ♦ SLP is familiar with characteristics of disorders within his/her discipline. ♦ SLP is able to seek or obtain information concerning rules and regulations. ♦ SLP has limited knowledge of therapeutic practices. ♦ SLP is aware of requirements and holds a teaching certificate. 	<p>1a. ♦ SLP demonstrates thorough knowledge and skill in the therapy area; maintains certificate or license.</p> <ul style="list-style-type: none"> ♦ SLP can identify characteristics of disorder within his/her discipline. ♦ SLP knows district eligibility or criteria for discipline. ♦ SLP has thorough knowledge of best therapeutic practices. ♦ SLP maintains teaching certificate. 	<p>1a. ♦ SLP demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate and/or endorsements or license.</p>
1b. Demonstrating Knowledge of Child, Adolescent, and/or Young Adult Development and Therapy Approaches Appropriate to Setting	<p>1b. ♦ SLP does not demonstrate knowledge of developmental milestones for the therapy program, or his/her approach is inappropriate for either the situation or the age of the students.</p> <ul style="list-style-type: none"> ♦ SLP has no knowledge of resources available concerning developmental norms. ♦ SLP demonstrates no knowledge of test purpose, ages assessed, and administration technique ♦ SLP demonstrates no knowledge of accommodation strategies for student success in the classroom. 	<p>1b. ♦ SLP demonstrates basic knowledge of developmental milestones for the therapy program.</p> <ul style="list-style-type: none"> ♦ SLP has limited knowledge of resources available concerning developmental norms. ♦ SLP demonstrates limited knowledge of test purpose, ages assessed, and administration technique. ♦ SLP demonstrates limited knowledge of accommodation strategies for student success in the classroom. 	<p>1b. ♦ SLP demonstrates clear understanding and appropriate application of developmental milestones.</p> <ul style="list-style-type: none"> ♦ SLP has knowledge of resources available concerning developmental norms. ♦ SLP demonstrates knowledge of test purpose, ages assessed, and administration technique. ♦ SLP demonstrates knowledge of accommodation strategies for student success in the classroom. 	<p>1b. ♦ SLP demonstrates extensive knowledge of developmental milestones.</p> <ul style="list-style-type: none"> ♦ SLP also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, and special needs.
1c. Establishing Goals for the Therapy Services Appropriate to the Setting and Students Served	<p>1c. ♦ SLP has no clear goals for the therapy program, or they are inappropriate for either the situation in the school or the age of the students.</p> <ul style="list-style-type: none"> ♦ SLP does not use assessment results, clinical judgment, and current available data to formulate goals. ♦ SLP writes goals that are not measurable or appropriate. ♦ SLP does not modify goals and objectives based on student progress. ♦ SLP does not collect necessary data. 	<p>1c. ♦ SLP's goals for the therapy program are basic and are partially suitable for the situation in the school and the age of the students.</p> <ul style="list-style-type: none"> ♦ SLP inconsistently uses assessment results, clinical judgment, and current available data to formulate goals. ♦ SLP writes generalized measurable goals to address students' needs. ♦ A limited knowledge of developmental hierarchy is evident in goal writing. ♦ SLP modifies goals and objectives based on student progress when directed. ♦ SLP collects limited data. 	<p>1c. ♦ SLP's goals for the therapy program are clear and appropriate for the situation in the school and for the age of the students.</p> <ul style="list-style-type: none"> ♦ SLP uses assessment results, clinical judgment, and current available data to formulate goals. ♦ SLP writes individualized measurable goals to meet students' specific needs. ♦ Goals and objectives are written in a clear developmental hierarchy. ♦ SLP modifies goals and objectives based on student progress. ♦ SLP maintains data necessary to modify IEP goals as needed. 	<p>1c. ♦ SLP's goals for the therapy program are highly appropriate for the situation in the school and for the age of the students and have been developed following consultations with students' educational teams.</p>
1d. Planning Therapy Services with Appropriate Resources Integrated within the Educational Environment	<p>1d. ♦ Therapy plan consists of a random collection of unrelated activities and/or resources, lacks coherence or an overall structure, and is not related to the IEP goals.</p> <ul style="list-style-type: none"> ♦ Learning activities are not designed to aid in goal achievement. ♦ SLP does not provide appropriately challenging materials and resources. ♦ The session is not structured according to allotted time. 	<p>1d. ♦ Therapy plan is well organized. Services are linked and related to the IEP goals.</p> <ul style="list-style-type: none"> ♦ Learning activities are suitable to aid in goal achievement. ♦ SLP provides appropriate materials and resources. ♦ The session is structured inappropriately for allotted time. 	<p>1d. ♦ Therapy plan is well organized and is adapted to suit a variety of program settings. Therapy planning is IEP driven, incorporating goals of the educational program.</p> <ul style="list-style-type: none"> ♦ Learning activities are specifically designed to aid in goal achievement. ♦ SLP provides a variety of appropriately challenging materials and resources. ♦ The session is structured according to allotted time. 	<p>1d. ♦ Therapy plan is highly coherent and serves to support students individually, within the broader educational program.</p> <ul style="list-style-type: none"> ♦ Services and aligned resources are appropriately differentiated for individual learners and give opportunity for students' choice.

<p>1e. Demonstrating Knowledge and skill in Selecting and Using Evaluative Instruments to Assess Students and Determine Eligibilities</p>	<p>1e. ♦ SLP demonstrates little or no knowledge and skill in selecting and appropriately administering evaluative instruments to assess students and determine eligibilities.</p> <ul style="list-style-type: none"> ♦ SLP administers assessments with little regard for standardized procedures. ♦ SLP does not address eligibility criteria in decision making. 	<p>1e. ♦ SLP routinely administers a generic set of evaluative instruments without regard to the referral concerns when assessing students and determining eligibilities.</p> <ul style="list-style-type: none"> ♦ SLP administers assessments with basic understanding of standardized procedures. ♦ SLP references eligibility criteria in decision making. 	<p>1e. ♦ SLP consistently selects and uses a range of evaluative instruments based on the referral concerns to assess students and determine accurate eligibilities.</p> <ul style="list-style-type: none"> ♦ SLP administers assessments according to standardized procedures. ♦ SLP connects eligibility criteria in decision making. 	<p>1e. ♦ SLP consistently selects and uses a wide range of evaluative instruments based on the referral concerns and seeks stakeholder input to assess students and determine accurate eligibilities.</p>
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DOMAIN 2: ENVIRONMENT

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
2a. Establishing Rapport with Students and Staff Members	<p>2a. ♦ SLP's interactions with students and staff are negative or inappropriate.</p> <p>♦ SLP does not deal with disrespectful behavior and is insensitive to students' ages, cultural backgrounds and developmental levels.</p> <p>♦ Talk between the SLP and students/staff is disrespectful.</p> <p>♦ SLP does not respond to disrespectful behavior among students.</p> <p>♦ SLP does not make general connections with individual students.</p>	<p>2a. SLP's interactions with students and staff are generally appropriate but may reflect occasional inconsistencies and disregard for students' ages, cultures, and developmental levels.</p> <p>♦ SLP attempts to respond to disrespectful behavior, with uneven results.</p> <p>♦ Talk between the SLP and students/staff is somewhat disrespectful.</p> <p>♦ SLP occasionally responds to disrespectful behavior among students.</p> <p>♦ SLP occasionally makes general connections with individual students.</p>	<p>2a. ♦ SLP's interactions are friendly and demonstrate general caring and respect. Students and staff exhibit respect for the SLP.</p> <p>♦ Talk between the SLP and students/staff is uniformly respectful.</p> <p>♦ SLP responds to disrespectful behavior among students.</p> <p>♦ SLP makes general connections with individual students.</p>	<p>2a. ♦ Students and staff seek out the SLP, reflecting a high degree of comfort and trust in the relationship. SLP's interactions are highly respectful, reflecting genuine warmth and caring and sensitivity.</p>
2b. Establishing a Culture for Learning	<p>2b. ♦ The therapy setting is characterized by a lack of SLP or student commitment to learning.</p> <p>♦ Hard work is not expected or valued. Medium to low expectations for student achievement are the norm.</p> <p>♦ SLP conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>♦ SLP conveys to at least some students that the work is too challenging for them.</p> <p>♦ Students exhibit little or no pride in their work.</p>	<p>2b. ♦ The therapy setting is characterized by little commitment to learning by the SLP or students.</p> <p>♦ SLP conveys that student success is the result of natural ability rather than hard work.</p> <p>♦ SLP's energy for the work is neutral; neither indicating a high level of commitment nor ascribing to external forces the need to do the work.</p> <p>♦ SLP conveys high expectations for only some students.</p> <p>♦ Students exhibit a limited commitment to complete the work on their own; many indicate that they are looking for an "easy path."</p> <p>♦ SLP's primary concern appears to be to complete the task at hand.</p>	<p>2b. ♦ The therapy setting is a place where learning is valued by all, with high expectations for both learning and hard work. Students understand their role as learners and consistently expend effort to learn. Therapeutic interactions support learning and hard work.</p> <p>♦ SLP communicates the importance of the content and the conviction that with hard work all can master the material.</p> <p>♦ SLP demonstrates a high regard for students' abilities.</p> <p>♦ SLP conveys an expectation of high levels of effort.</p> <p>♦ Students expend good effort to complete work of high quality.</p>	<p>2b. ♦ The therapy culture is an enriching environment, characterized by a shared belief in the importance of learning.</p> <p>♦ SLP conveys high expectations for learning by all students and insists on hard work. Students take initiative with therapeutic activity provided by the SLP.</p>
2c. Managing Time and Priorities in The Therapy Setting	<p>2c. ♦ SLP exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost.</p> <p>♦ Transitions within and between therapy sessions are confused and chaotic.</p> <p>♦ Materials needed for therapy are not readily available to the SLP.</p> <p>♦ There are no established procedures or therapy routines.</p> <p>♦ Therapy resources are not arranged to support the instructional goals and learning activities.</p> <p>♦ Available technology is not being used.</p> <p>♦ SLP does not have an effective means for managing his/her caseload.</p> <p>♦ SLP does not make appropriate scheduling changes.</p>	<p>2c. ♦ SLP's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost.</p> <p>♦ Transitions within and between therapy sessions are awkward.</p> <p>♦ Therapy session routines function inconsistently.</p> <p>♦ Some materials needed for therapy are readily available to the SLP.</p> <p>♦ Therapy resources are partially arranged to support the instructional goals and learning activities.</p> <p>♦ SLP makes limited use of available technology.</p> <p>♦ SLP develops means for managing his/her caseload.</p> <p>♦ SLP handles scheduling changes in an untimely manner.</p>	<p>2c. ♦ SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. There is little loss of learning time.</p> <p>♦ Transitions within and between therapy sessions are smooth.</p> <p>♦ Therapy session routines function smoothly.</p> <p>♦ Most of the materials needed for therapy are readily available to the SLP.</p> <p>♦ Therapy resources are arranged to support the instructional goals and learning activities.</p> <p>♦ SLP makes appropriate use of available technology.</p> <p>♦ SLP develops means for managing his/her caseload effectively in response to student needs.</p> <p>♦ SLP handles scheduling changes effectively in a timely manner.</p>	<p>2c. ♦ SLP demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. Learning time is maximized.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2d. Managing Student Behavior</p>	<p>2d. ♦ No standards of conduct have been established and SLP disregards or fails to address negative student behavior during evaluation or therapy.</p> <ul style="list-style-type: none"> ♦ No apparent standards of conduct are in place. ♦ SLP does not monitor student behavior. ♦ SLP's response to misbehavior is ineffective. 	<p>2d. ♦ Standards of conduct appear to have been established for the therapy setting.</p> <ul style="list-style-type: none"> ♦ SLP's attempts to monitor and correct negative student behavior during evaluation and therapy are partially successful. ♦ Standards of conduct are not evident. Student behavior is generally inappropriate. ♦ SLP inconsistently monitors student behavior. ♦ SLP's response to misbehavior is inconsistent. 	<p>2d. ♦ Standards of conduct have been established and are consistently maintained during the therapy session. SLP monitors student behavior against those standards; response to students is appropriate and respectful.</p> <ul style="list-style-type: none"> ♦ Standards of conduct are established. Student behavior is generally appropriate. ♦ SLP frequently monitors student behavior. ♦ SLP's response to misbehavior is effective. ♦ SLP acknowledges good behavior. 	<p>2d. ♦ Standards of conduct have been established for the therapy setting.</p> <ul style="list-style-type: none"> ♦ SLP's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
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DOMAIN 3: DELIVERY OF SERVICES

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
3 a. Communicating with Students	<p>3a. ♦ SLP’s language leaves students confused. The instructional purpose of the activity is unclear to the students and directions are confusing.</p> <p>♦ At no time during the activity does the SLP convey what will be learned.</p> <p>♦ There is no opportunity for questions to be clarified.</p> <p>♦ SLP’s vocabulary is inappropriate.</p> <p>♦ Students indicate confusion, physical discomfort, or lack of understanding and SLP does not respond.</p>	<p>3a. ♦ SLP’s attempt to explain the activity has limited success and/or directions must be clarified. SLP’s instruction does not invite the students to engage in the activity. SLP does not take into account the individualized level of communicative ability.</p> <p>♦ SLP provides little elaboration or limited explanation about what will be learned.</p> <p>♦ Students are unable to follow directions without extensive clarification.</p> <p>♦ SLP’s explanation of tasks consists of a monologue with minimal participation.</p> <p>♦ SLP’s explanation of tasks is purely procedural without indicating meaning for the student.</p>	<p>3a. ♦ The instructional purpose of the activity is clearly communicated to students. Directions and procedures are explained clearly and may be modeled. Individual communication abilities of the students are considered when providing instruction.</p> <p>♦ SLP states clearly what the students will be learning.</p> <p>♦ If appropriate, SLP models the process to be followed in the task.</p> <p>♦ Students demonstrate the learning task, indicating understanding.</p> <p>♦ SLP describes specific strategies students might use, inviting them to interpret the strategies in the context of what they are learning.</p> <p>♦ SLP’s vocabulary is appropriate.</p>	<p>3a. ♦ SLP links the instructional purpose of the activity to the educational program. The directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>♦ Students contribute to the content of the activity by demonstrating practical application of the skill or strategy.</p>
3 b. Implementing Treatment Plans to Maximize Students Success	<p>3b. SLP fails to implement treatment plans suitable for students, or plans are mismatched with the findings of assessments.</p> <p>♦ SLP does not use clinical judgment when using therapy materials.</p> <p>♦ Therapy materials are inappropriate for age, development, and assessment areas.</p> <p>♦ Targeted tasks do not match stated goals.</p>	<p>3b. ♦ SLP’s plans are inconsistently implemented or sporadically aligned with identified needs of students.</p> <p>♦ SLP randomly selects therapy materials.</p> <p>♦ Therapy materials are sometimes appropriate for age, development, and assessment areas.</p> <p>♦ Targeted tasks partially match stated goals.</p>	<p>3b. ♦ SLP’s plans are consistently implemented and aligned with identified needs of students.</p> <p>♦ SLP uses appropriate clinical judgment when selecting therapy materials.</p> <p>♦ Therapy materials are appropriate for age, development, and assessment areas.</p> <p>♦ Targeted tasks match stated goals.</p>	<p>3b. ♦ SLP implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p>
3 c. Engaging Students in Learning	<p>3c. ♦ Activities, materials, and resources are poorly aligned with the instructional outcomes and plans. The therapy session has no clearly defined structure or approach, or the pace of the session is too slow or rushed.</p> <p>♦ SLP does not facilitate the therapy session in a manner and pace that is easily followed by students.</p> <p>♦ Materials and resources are not age- and developmentally appropriate.</p> <p>♦ SLP does not use cues/prompts to elicit student response.</p>	<p>3c. ♦ The activity has a recognizable structure and the activities, materials, and resources align to the instructional outcomes and plans; however, the pacing or approach of the therapy session may not provide students the opportunity to be actively engaged.</p> <p>♦ SLP struggles to facilitate the therapy session in a manner and pace that is easily followed by students.</p> <p>♦ Materials and resources are partially aligned for age and development.</p> <p>♦ SLP ineffectively utilizes cues/prompts to elicit student response.</p>	<p>3c. ♦ The activity is fully aligned with instructional outcomes, and the activities, materials and resources are used to challenge students’ ability level. The session has a clearly defined structure, and the pacing and approach of the session is appropriate, providing most students multiple opportunities to be actively engaged.</p> <p>♦ SLP facilitates the therapy session in a manner and pace that is easily followed by students.</p> <p>♦ Materials and resources are age- and developmentally appropriate.</p> <p>♦ SLP utilizes cues/prompts to elicit student response.</p>	<p>3c. ♦ Most students are actively engaged through well-implemented therapy tasks using an extensive range of activities, materials, and resources.</p> <p>♦ SLP provides suitable scaffolding and challenges individual students’ ability level. The session has a clearly defined structure, and the pacing and approach of the session provides students opportunities to practice activities independently in the therapy session.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3 d. sing Assessment in Instruction</p>	<p>3d. ♦ Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment. SLP neglects to collect important information on which to base additional learning activities.</p> <ul style="list-style-type: none"> ♦ SLP gives no indication of what high-quality work looks like. ♦ SLP makes no effort to make sure students understand. ♦ SLP provides no feedback or feedback is global. ♦ SLP does not ask students to evaluate their own work. ♦ No data is collected. 	<p>3d. ♦ Students appear to be only partially aware of the assessment criteria, and SLP monitors student learning. Questions and assessments are rarely used to diagnose evidence of learning.</p> <ul style="list-style-type: none"> ♦ Feedback to students is general, and few students assess their own work. Specialist collects some information on which to base additional learning activities. ♦ There is little evidence that students understand how their work will be evaluated. ♦ SLP monitors understanding through a single method or without eliciting evidence of understanding. ♦ Feedback to students is vague and not oriented to future improvement of work. ♦ SLP makes only minor attempts to engage students in self-assessment. ♦ Data collection is inconsistent. 	<p>3d. ♦ Students appear to be aware of the assessment criteria, and Specialist monitors student learning. Questions and assessment are regularly used to diagnose evidence of learning.</p> <ul style="list-style-type: none"> ♦ Feedback to students is accurate and specific; some students engage in self-assessment. SLP collects ongoing information on which to base additional learning activities. ♦ SLP makes the standards of high-quality work clear. ♦ SLP elicits evidence of understanding. ♦ Students are invited to assess their own work and make improvements. ♦ Feedback includes specific and timely guidance. ♦ Data collection is consistent and relevant. 	<p>3d. ♦ Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teachers and peers, is accurate and specific and advances learning. Students assess and monitor their own progress.</p> <ul style="list-style-type: none"> ♦ SLP successfully differentiates instruction to address individual students' misunderstandings. ♦ SLP is proactive in collecting important information on which to base additional learning activities, interviewing teachers and parents if necessary.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3 e. Demonstrating Flexibility and Responsiveness</p>	<p>3e. ♦ SLP adheres to the plan or program, in spite of evidence of its inadequacy. SLP ignores students' questions.</p> <ul style="list-style-type: none"> ♦ SLP ignores indications of student's boredom or lack of understanding. ♦ SLP brushes aside student questions. ♦ SLP conveys to students that when they have difficulty learning, it is their fault. ♦ Despite evident student confusion, the SLP makes no attempt to adjust the session. 	<p>3e. ♦ SLP makes modest changes in the treatment program when confronted with evidence of the need for change.</p> <ul style="list-style-type: none"> ♦ SLP's efforts to modify the session are only partially successful. ♦ SLP makes minor attempts to incorporate students' questions and interests into the session. ♦ SLP conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them. 	<p>3e. ♦ SLP makes revisions in the treatment program when they are needed.</p> <ul style="list-style-type: none"> ♦ When improvising becomes necessary, SLP makes adjustments to the session. ♦ SLP incorporates students' interests and questions into the session. ♦ SLP conveys to the students that he/she has other approaches to try when they experience difficulty. 	<p>3e. ♦ SLP seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <ul style="list-style-type: none"> ♦ SLP continually seeks ways to improve the treatment program and makes revisions to the current and future activities, as needed, in response to student, parent, or teacher input.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
4a. Reflecting on Practice	<p>4a. ♦ SLP does not know whether a session was effective or achieved its instructional outcomes, or profoundly misjudges the success of a session.</p> <p>♦ SLP has no suggestions for how a session could be improved.</p> <p>♦ In reflecting on practice, SLP does not indicate that it is important to reach all students.</p> <p>♦ SLP considers the session but draws incorrect conclusions about its effectiveness.</p> <p>♦ SLP makes no suggestions for improvement.</p>	<p>4a. ♦ SLP has generally accurate impression of a session's effectiveness and the extent to which instructional outcomes were met. SLP makes general suggestions about how a session could be improved.</p> <p>♦ In reflecting on practice, SLP indicates the desire to reach all students but does not suggest strategies for doing so.</p> <p>♦ SLP has a general sense of whether or not instructional practices were effective.</p> <p>♦ SLP offers general modifications for future instruction.</p>	<p>4a. ♦ SLP makes an accurate assessment of a session's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. SLP makes a few specific suggestions of what could be tried another time that skill is taught.</p> <p>♦ In reflecting on practice, SLP cites multiple approaches undertaken to reach those having difficulty.</p> <p>♦ SLP accurately assesses the effectiveness of instructional activities used.</p> <p>♦ SLP identifies specific ways in which a session might be improved.</p>	<p>4a. ♦ SLP makes a thoughtful and accurate assessment of a session's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the session and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the SLP offers specific alternative actions, complete with the probable success of different courses of action.</p>
4b. Maintaining Accurate Records and Reports	<p>4b. ♦ SLP's system for maintaining information on student goal progress is nonexistent or in disarray. SLP's records for non-instructional activities are in disarray, the result being errors and confusion. Record-keeping timelines are repeatedly not maintained/met.</p> <p>♦ SLP does not collect data over the course of a semester.</p> <p>♦ Therapy data is never referred to or used in goal creation or goal updates.</p> <p>♦ There is no communication utilizing therapy data.</p>	<p>4b. ♦ SLP's system for maintaining information on student goal progress is basic and only partially effective. SLP's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by specialist, prone to errors. Record-keeping timelines are occasionally not maintained/met.</p> <p>♦ SLP has some data from therapy sessions, but it is kept inconsistently.</p> <p>♦ Therapy data is seldom referred to when creating therapy materials or goals, and quarterly progress is reported inconsistently.</p> <p>♦ Therapy data is seldom communicated to other professionals and/or parents.</p>	<p>4b. ♦ SLP's system for maintaining information on student goal progress is fully accurate. SLP's records for non-instructional activities are maintained in an organized fashion. Record-keeping timelines are maintained/met.</p> <p>♦ SLP can produce his/her data management system.</p> <p>♦ SLP frequently uses data to gauge student progress and adjust session content.</p> <p>♦ SLP reports goal progress as required by the IEP.</p> <p>♦ Therapy data is used in communication with family and other professionals.</p>	<p>4b. ♦ SLP's system for maintaining information on student goal progress and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
4c. Communicating with Families	<p>4c. ♦ SLP provides little information about the therapy program to families; SLP's communication about students' progress is minimal. SLP does not respond, or responds insensitively, to parental concerns.</p> <p>♦ Little or no information regarding the therapy program is available to parents.</p> <p>♦ Families are unaware of their children's progress.</p> <p>♦ Family-engagement activities are lacking.</p> <p>♦ There is some culturally inappropriate communication.</p>	<p>4c. ♦ SLP makes sporadic attempts at communication with families about the therapy program and about the progress of individual students but does not attempt to engage families in the program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p> <p>♦ School- or district-created materials about the therapy program are sent home.</p> <p>♦ SLP sends home infrequent or incomplete information about the therapy program.</p> <p>♦ SLP reports quarterly progress but does little else to inform families about student progress.</p>	<p>4c. ♦ SLP provides frequent and appropriate information to families about the therapy program and conveys information about individual student progress in a culturally sensitive manner. SLP makes some attempts to engage families in the therapy program.</p> <p>♦ SLP regularly makes information about the therapy program available.</p> <p>♦ SLP regularly sends home information about student progress.</p> <p>♦ SLP develops activities designed to successfully engage families successfully and appropriately in their children's learning.</p> <p>♦ Most of SLP's communications are appropriate to families' cultural norms.</p>	<p>4c. ♦ SLP communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. SLP responds to family concerns with professional and cultural sensitivity.</p> <p>♦ SLP's efforts to engage families in the therapy program are frequent and successful.</p>
4d. Participating in a Professional community	<p>4d. ♦ SLP's relationships with colleagues are negative or self-serving. SLP avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>♦ SLP's relationships with colleagues are characterized by negativity or combativeness.</p> <p>♦ SLP purposefully avoids contributing to activities promoting professional inquiry.</p> <p>♦ SLP avoids involvement in school activities and district and community projects.</p>	<p>4d. ♦ SLP maintains cordial relationships with colleagues to fulfill duties that the school or district requires. SLP participates in the schools culture of professional inquiry when invited to do so. SLP participates in school and district projects when specifically asked.</p> <p>♦ SLP has cordial relationships with colleagues.</p> <p>♦ When invited, SLP participates in activities related to professional inquiry.</p> <p>♦ When asked, SLP participates in school activities, as well as district and community projects.</p>	<p>4d. ♦ SLP's relationships with colleagues are characterized by mutual support and cooperation; SLP actively participates in a culture of professional inquiry.</p> <p>♦ SLP volunteers to participate in school events and in school and/or district projects, making a substantial contribution.</p> <p>♦ SLP has supportive and collaborative relationships with colleagues.</p> <p>♦ SLP regularly participates in activities related to professional inquiry.</p> <p>♦ SLP volunteers to participate in school events and school district and community projects.</p>	<p>4d. ♦ SLP's relationships with colleagues are characterized by mutual support and cooperation, with Specialist taking initiative in assuming leadership among the faculty.</p> <p>♦ SLP takes a leadership role in promoting a culture of professional inquiry.</p> <p>♦ SLP volunteers to participate in district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4e. Growing and Developing Professionally</p>	<p>4e. ♦ SLP engages in no professional development activities to enhance knowledge or skill. SLP resists feedback on performance from either supervisor or more experienced colleagues.</p> <ul style="list-style-type: none"> ♦ SLP makes no effort to share knowledge with others or to assume professional responsibilities. ♦ SLP does not participate in any activity that might enhance knowledge or skill. ♦ SLP purposefully resists discussing performance with supervisors or colleagues. ♦ SLP makes no effort to participate in professional organizations. 	<p>4e. ♦ SLP participates to a limited extent in professional activities when they are convenient. SLP engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</p> <ul style="list-style-type: none"> ♦ SLP finds limited ways to assist other specialists and contribute to the profession. ♦ SLP participates in professional development when required. ♦ SLP reluctantly accepts feedback from supervisors and colleagues. ♦ SLP rarely participates in professional organizations. 	<p>4e. ♦ SLP seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. SLP actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</p> <ul style="list-style-type: none"> ♦ SLP participates actively in assisting other educators and looks for ways to contribute to the profession. ♦ SLP seeks regular opportunities for professional development. ♦ SLP welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. ♦ SLP actively participates in organizations designed to contribute to the profession. 	<p>4e. ♦ SLP seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <ul style="list-style-type: none"> ♦ SLP solicits feedback on practice from both supervisors and colleagues. ♦ SLP initiates important activities to contribute to the profession.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4f. Showing Professionalism</p>	<p>4f. ♦ SLP displays dishonesty in interactions with colleagues, students, and the public.</p> <ul style="list-style-type: none"> ♦ SLP is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. ♦ SLP makes decisions and recommendations based on self-serving interest. ♦ SLP does not comply with school and district regulations. ♦ SLP is dishonest. ♦ SLP does not notice the needs of students. ♦ SLP engages in practices that are self-serving. ♦ SLP willfully rejects school district regulation. 	<p>4f. ♦ SLP is honest in interactions with colleagues, students, and the public. SLP's attempts to serve students are inconsistent, and SLP unintentionally contributes to some students being ill served by the school.</p> <ul style="list-style-type: none"> ♦ SLP's decisions and recommendations are based on limited though genuinely professional considerations. ♦ SLP complies minimally with school and district regulations, doing just enough to get by. ♦ SLP is honest. ♦ SLP notices the needs of students but is inconsistent in addressing them. ♦ SLP does not notice that some school practices result in poor conditions for students. ♦ SLP makes decisions professionally but on a limited basis. ♦ SLP complies with school district guidelines. 	<p>4f. ♦ SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. SLP is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <ul style="list-style-type: none"> ♦ SLP maintains an open mind in team or departmental decision making. ♦ SLP complies fully with school and district regulations. ♦ SLP is honest and known for having high standards of integrity. ♦ SLP actively addresses student needs. ♦ SLP actively works to provide opportunities for student success. ♦ SLP willingly participates in team and departmental decision making. ♦ SLP complies completely with school district regulations. 	<p>4f. ♦ SLP can be counted on to hold the highest standards of honesty, integrity and confidentiality, and takes a leadership role with colleagues.</p> <ul style="list-style-type: none"> ♦ SLP is highly proactive in serving students, seeking out resources when needed. ♦ SLP makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. ♦ SLP takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. SLP complies fully with school and district regulations, taking a leadership role with colleagues.