Colorado State Model Evaluation System for Specialized Service Professionals:

Practical Ideas Guide for Evaluating Speech Language-Pathologists

Developed by:

Colorado Department of Education and Practitioners Across Colorado

Foreword

Following the passage of Senate Bill 10-191, commonly referred to as the great teachers and leaders act, the Colorado Department of Education (CDE) began creating the state's evaluation system and requirements for all educators whose positions require them to hold a state license. During the first two years of development of the new system (2010 to 2012), CDE staff members focused on the processes and materials for evaluating teachers and principals. Those processes and materials were pilot tested during the 2012-13 school year, and a validation study was conducted based on data collected during the 2013-14 school year. During the 2013-14 school year, processes and materials for specialized service professionals were made available to districts to pilot test and provide feedback related to needed improvements. Data related to the outcomes of using specialized service professionals materials were collected during the 2014-15 school year and will be used to conduct validation activities related to this set of rubrics.

Throughout the development, pilot testing, and validation study activities, CDE heard from groups of teachers, principals and specialized service professionals and their evaluators who expressed concerns that the materials do not provide adequate guidance evaluating some staff members, particularly those whose positions differ from or require unique responsibilities as a result of the context in which they work. Users have requested additional guidance regarding evidence/artifacts that may be used to help them better understand what materials and documentation educators should be expected to collect throughout the year as a part of completing their responsibilities. In addition, they have asked about specific practices to "look-for" to guide observations of their practice and help ensure that all licensed educators receive fair, valid, and reliable evaluations.

In response to such requests, CDE initiated the development of a set of practical ideas guides written by practitioners for practitioners. They are intended to provide informal advice to educators and their evaluators to help them understand the evaluation process within their specific context. Unless otherwise noted, the contents of this guide are not policy requirements but merely ideas to help educators make the best use of the state model system. The following practical ideas guides have been developed and are available at http://cde.state.co.us/educatoreffectiveness/implementationguidance#practicalideasguides.

- Early Childhood Education Teachers
- Special Education Teachers
- Teacher Librarians
- Teachers of English Language Learners/Culturally and Linguistically Diverse Education Specialists
- Teachers of the Arts (Dance, Music, Theatre and Visual Arts)

In addition, the following guides are under development and will be posted to the same website as they are finalized:

Assistant Principals

Teachers of:
- Bilingual Students
- Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

Specialized Service Professionals
- School Counselors
- School Nurses
- School Psychologists
- Speech-Language Pathologists

It is CDE's hope that these guides will help everyone involved have a better understanding of how the State Model Evaluation System and evaluation process may be fairly used to ensure that all educators, including those in the groups listed above, are evaluated in a manner that is fair, rigorous, transparent and valid.

Acknowledgements

Colorado State Model Evaluation System for Specialized Service Professionals: *Practical Ideas Guide for Evaluating Speech-Language Pathologists*

Introduction

Colorado's Senate Bill 10-191 (S.B. 10-191) requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality and performance standards at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and specialized service professionals. To help districts address this requirement, CDE provides the processes and materials for specialized service professionals that were developed as a part of the Colorado State Model Educator Evaluation System (state model system). Throughout the development and pilot testing of the state model system, groups of specialized service professionals have expressed questions about the applicability of the new evaluation system in the varying context in which they provide services. This is true for speech-language pathologists whose roles and responsibilities often differ from setting to setting or student to student. Because of such differences, the specialized service professional evaluation materials do not necessarily provide opportunities to review and rate all facets of the speech-language pathologist's work. This practical ideas guide is intended to help speech-language pathologists and their evaluators maximize the flexibility options built into the new system to ensure that they receive a rigorous, fair and valid evaluation.

The Colorado State Model Educator Evaluation System

The state model system is being planned, developed and implemented with a focus on continuously improving educator performance and student achievement. S.B. 10-191 guides the state and school districts in the transformation of current evaluation processes from a focus primarily on compliance to more rigorous and supportive processes that provide for continuous professional learning and improvement. To support school districts in implementing the new evaluation requirements, CDE developed the state model system to provide consistent, fair and rigorous educator evaluations, save district resources and enable them to focus on improving teaching, learning and leading. Districts are not required to use the state model system, but if they choose not to, then they are required to create their own system that meets all state laws and regulations.

The basic purposes of this system are to ensure that all licensed educators:
- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student outcomes (50 percent) and evaluating professional practices (50 percent).
- Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the state model system is dependent upon attending to the following priorities, or guiding principles:
1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.

4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned and supportive.

The Colorado State Model Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and the person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. Districts may choose to conduct frequent observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalizing them. The state model system evaluation cycle includes, but is not limited to:

- Training
- Annual orientation to the system/tools
- Educator self-assessment
- Review of annual goals and performance plan
- A mid-year review
- An evaluator assessment based on observation(s) and review of artifacts
- An end-of-year review
- A final rating
- Goal-setting and performance planning for the next school year

Who Should Use This Brief

This brief is intended for:
- Speech-language pathologists and
- Evaluators who are responsible for evaluating speech-language pathologists

This guide is intended to support speech-language pathologists and their evaluators as they explore and evaluate the intricacies of providing specially designed instruction to support students who have speech or language disorders as a result of numerous etiologies (ASD, intellectual disabilities, TBI, etc.) through evidence based interventions.

Speech-Language Pathologists Required and Optional Credentials

Speech-language pathologists (SLPs) are specially trained professionals who must have a master's or doctoral degree, have passed a nationally competitive examination and hold a license from the Colorado Department of Education (CDE) in order to work in Colorado public schools. The Certificate of Clinical Competence (CCC), an added endorsement, comes from the American Speech-Language-Hearing Association (ASHA) through the completion of a clinical fellowship year after earning a master's degree and passing the national examination. This certification further recognizes the SLP as nationally qualified to supervise graduate students, clinical fellows and Speech-Language Pathology Assistants. Although not required by the CDE, it is suggested that an SLP who is supervising an SLPA authorized by CDE holds their CCCs. There is a document which explains the role of the supervision from SLP with the SLPA which can be found at the following link.
http://www.cde.state.co.us/cdesped/ta_slpa

Gaining a Clearer Picture of the Speech Language Pathologist Role

"Driven by educational reform, legal mandates and evolving professional practices" (Ad Hoc Committee, 2010) speech-language pathologists play a critical role in the educational setting through a range of responsibilities in

collaboration with other educators to support students in achieving college and career readiness when they graduate. ASHA organized these roles and responsibilities into four categories based on the speech-language pathologist's unique skill set. These roles and responsibilities provide the basis for SLPs to promote efficient and effective outcomes for students with disabilities. The role of the SLP includes providing appropriate services to students who exhibit a full range of communication disorders (e.g., language underpinnings of speaking, listening, reading writing, pragmatic/social language, articulation/speech sound disorders, fluency, voice, assistive technology and swallowing) which impact his or her education whether academic, functional, vocational or social/emotional. Another critical role involves working with students Pre-k through Secondary Transition. SLPs have a unique skill set through their training in language which can assist the educator in understanding the linguistic and metalinguistic foundations of the curricula and in supporting the "interrelationships across the language processes of listening, speaking, reading and writing" for students with disabilities (Ad Hoc Committee, 2010). With the ever increasing student diversity in the educational setting, the SLP brings a specialized understanding of language which assists them in distinguishing a language disorder over other factors which might account for a linguistic difference due to culture, socio-economic factors, dialectical differences, or lack of prior adequate instruction.

The range of responsibilities for the SLP includes prevention, assessment, intervention, program design, data collection and analysis, and compliance with federal and state mandates as well as local district policies. SLPs use evidence-base practice (EBP) in prevention and intervention approaches. They evaluate students in collaboration with the educational team by using standardized assessments, classroom observations of communication skills, teacher/family interviews, dynamic assessments and other formal or informal assessments. These assessments inform instruction and guide the data-based decision making process in order to provide access to general education and improve student outcomes. In keeping with federal and state legislation, SLPs employ a continuum of service delivery in the least restrictive environment to support the student's learning; develop legally compliant IEPs; maintain accurate treatment logs; document services for Medicaid billing and write progress and evaluation reports. SLPs hold high expectations for student learning while also scaffolding students' academic and social speech and/or language (oral and written) skills from the student's instructional level to their highest potential.

Along with their responsibilities to focus on improving student outcomes, SLPs collaborate with other school professionals, community professionals, and students/families. They also develop relationships with universities to further the development of the next generation of SLPs through graduate student externships and continued improvement on pre-service programs. SLPs demonstrate leadership by providing direction on their roles and responsibilities. They advocate for appropriate services and programs for students. They describe their roles and responsibilities to school officials and influence the development and interpretation of laws, regulations and policies to promote best practice. SLPs also demonstrate leadership through supervising and mentoring new professionals, planning and guiding professional development for colleagues and families. (Ad Hoc Committee, 2010).

Guiding Principles when Evaluating Speech-Language Pathologists
Speech-language pathologists (SLPs) and their evaluators should keep the following guiding principles in mind as they determine professional practices ratings for Speech-language pathologists:

- Speech-language pathologists work with a variety of students from preschool through Secondary transition who exhibit a variety of communication profiles. Some are bound for college and/or careers

while others strive for functional communication within their community in order to support activities of independent living.

- The final two columns of the state model rubric should be considered in relation to the student's unique communication needs. Each professional practice does not have to be achieved by all students on the SLP's caseload in the same manner for the SLP to receive credit. Professional practices should be considered based on the student's individual ability NOT compared to same-age, typically developing students.

- For some students, a body of evidence that demonstrates student outcomes over time is preferable to a snapshot summative measure because of the student's unique communication needs.

- For the entire evaluation process, we encourage evaluators of speech-language pathologists have an SLP license or similar expertise themselves (Ad Hoc Committee, 1993). This will enable them to understand what to expect of speech – language pathologists when providing specially designed instruction to such a variety of unique individuals. Should the evaluator not have this expertise, then a person with such expertise should be asked to help with the evaluation activities, particularly observations and interpretation of other evidence/artifacts to ensure that a fair and reliable evaluation is completed.

- Evaluators of SLPs should:
  - Be familiar with the role of cognition on language development
  - Have a good understanding of how language development builds on academic literacy skills
  - Understand communication may be expressed in a variety of modalities to include listening, speaking, reading, and writing
  - Understand that the role of the SLP as a supervisor when working with a speech-language pathology assistant (SLPA) should include feedback on the SLPA's performance review

An Example of the Goal-Setting Conference for a Speech-Language Pathologist

In preparation for her beginning of the year goal setting meeting, Marie completed her self-assessment and noticed that she was unable to check some professional practices in the Accomplished and Exemplary rating levels. Marie, a seasoned SLP who had consistently received a Highly Effective evaluation rating in year's past, has decided to write personal goals around these sections. Most SLPs have a widely divergent group of students with equally divergent abilities. Evaluators often struggle to understand how the professional practices in the Accomplished and Exemplary rating levels can apply to varying levels of students and resist comparing students receiving services to same-age, typically developing students. For this reason Marie chose to focus on **Quality Standard III**: *Speech-language pathologists plan, deliver and/or monitor services and/or provide specially designed instruction and/or create environments that facilitate learning for their students, Element C: Speech-language pathologists demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students. .*

After looking at the standard and elements and considering the groups of students with whom she worked, Marie chose 3 groups which represented a variety of ages and abilities. (An observed professional practice need not be observed in all students in order to give credit to the specialized service professional).

1. Her first group was a group of 3 preschool students who were identified as SLI for speech sound disorders.
2. Her second group was 2 fourth graders who received speech-language services and resource support for access to general education
3. In her final group were 2 middle school students who were seen in a significant support needs (SSN) classroom. They were both essentially nonverbal and used augmentative communication systems which they were still learning.

Marie and her evaluator spent a few minutes talking about what it will look like during observations or for expected artifacts for her to be "proficient," "accomplished," or "exemplary" on these professional practices. She provided some examples, bulleted below, in relation to the groups of students she has identified. Her evaluator appreciated this structure since it wasn't necessary for him to observe all 65 of her students in order to complete her performance review. Her supervisor confirmed that a portfolio of artifacts was not necessary unless they disagreed on a rating. In that case she would have time to gather and present artifacts to support her rating before a final proficiency score was determined.

QUALITY STANDARD III
Speech-language pathologists plan, deliver and/or monitor services and/or provide specially designed instruction and/or create environments that facilitate learning for their students.
ELEMENT C:
Speech-language pathologists demonstrate knowledge of current developmental science, the ways in which learning takes place and the appropriate levels of intellectual, social and emotional development of their students.
<u>Accomplished</u>
STUDENTS:
- *Monitor their level of engagement and progress toward achieving goals.*
    - For her preschool group, positive behavior was charted and correct production of the speech sound was reinforced with tokens. At the end of the session, each student counted the number of tokens and colored a graph to indicate progress for that day. Their behavior was assessed based on established expectations towards earning a positive reinforcement.
    - For the fourth grade group, Marie in collaboration with the classroom teacher generated specific learning targets from the academic lessons related to the students' goals. At the onset of her time, she reviewed the learning target with the students. At the end of the session the students in collaboration with Marie determined if they met the goal.
    - For the students in the SSN classroom, a visual chart with pictures was used to demonstrate their learning targets. Each time the student achieved the target a token was given. At the end of the session they counted up the tokens and colored a graph to show progress.

<u>Exemplary</u>
STUDENTS:
- *Initiate activities to address their learning strengths and next steps.*
    - For the preschoolers, Marie had a picture chart of speech helpers and the students chose what helper assisted them in making clear speech sounds. Then they talked about ways to use the speech helpers independently.
    - For the fourth grade group, Marie had specific learning targets related to the student's goals. At the onset of her time the student determined from the learning target which would be accomplished that day. At the end of the session the students in collaboration with Marie determined if they met the goal and indicated whether it was easy or challenging. Then they

determined what could be done differently (more prompting, think time, other materials, etc.).
  - For the students in the SSN classroom, a chart of communication helpers was used to assist the students in determining what about an exchange was easy or challenging.

Additional Supports for Speech-Language Pathologists and Evaluators

Except for the evidence required by S.B. 10-191 and described in Exhibit 1, additional evidence/artifacts are not necessary unless the evaluator and person being evaluated have differing opinions about final ratings. In such a case, additional evidence about performance on the specific rating(s) in question may be considered. During the final evaluation conference, the evaluator and speech-language pathologists should agree on the specific evidence needed to support the rating(s) each believes is correct. Such evidence may include documents, communications, analyses, or other types of materials that are normally and customarily collected during the course of conducting their everyday activities.

Exhibits 1 and 2 may prove to be useful for evaluating speech-language pathologists. Evaluators may find them helpful as they think about the work of speech-language pathologists and how their specialized knowledge and skills can be evaluated accurately. They may also help speech-language pathologists develop their own roadmaps to success as they complete their self-assessments, participate in the evaluation process, and develop professional goals.

The first two rows of Exhibit 1 provide information about what is required by S.B. 10-191. The last row provides ideas for artifacts and other types of evidence that **may** be used to help confirm the accuracy of observations. It is important to note that these are ideas for evidence/artifacts. They are not required to be used during the evaluation, nor should a specialized service professional be expected to collect all of these items. These examples are meant to serve as a catalyst for helping specialized service professionals and their evaluators generate a short and focused list of artifacts that may prove beneficial in fully understanding the quality of the specialized service professional's performance. It must be noted that evaluations performed using the State Model System may be completed without a consideration of any artifacts.

EXHIBIT 1: Observations, Required Measures and Other Evidence/Artifacts

S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR. For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:

- Student perception measures, where appropriate and feasible
- Peer feedback
- Family or guardian feedback

ADDITIONAL EVIDENCE/ARTIFACTS:

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

Speech-Language Pathologists

Standard I	Standard II	Standard III	Standards IV	Standards V
• Anecdotal records • Communication tools, such as augmentative and alternative communication (AAC) notebooks and devices • Data analysis documentation • Communications with parents, the community, other professionals • Professional development attended or provided • Documentation of service on teams, task forces and committees • Examples of research articles or other research-based resources used • IEPs	• Analyses of time on task • Anecdotal records • Class rules • Collaboration with English Language Arts (ELA) teachers and support personnel • Cultural competence survey • Culturally sensitive assessments and materials • Documentation of communication with parents, the community, other professionals • Documentation of professional development on cultural sensitivity • Effective use of interpreters or translators when necessary	• Anecdotal records • Assessment data and protocols/diagnostic information • Data analysis documentation • Documentation of IEP meetings (reports, goals, student progress, etc.) • Documentation of student participation in IEP meetings • Evaluations of practices • Examples of materials used with students • Examples of research articles or other research-based resources used • Federal, state and local laws/policies • IEPs • Progress monitoring information • Review of learning objectives or goals • Student data (achievement, progress, interests, needs,	• Anecdotal records • Data analysis documentation • Documentation of collaboration with colleagues • Documentation of professional development attended or provided • Documentation of service on teams, task forces and committees • Examples of research articles or other research-based resources used • IEPs • Intervention logs • Long-term professional development plan • Parent, teacher, peer, student feedback • Progress monitoring information • Review of learning objectives or goals • Self-reflection tools • Student data (achievement, progress, interests, needs, strengths)	• Anecdotal records • Data to inform service delivery, differentiate instruction and intervention plans • Documentation of district or community involvement such as presentations, minutes, etc. • Documentation of membership on professional committees • Documentation of professional learning communities • Documentation of service on teams, task forces and committees • Examples of research articles or other research-based resources used • List of interpreters available for IEP meetings • Meeting agendas • Policies/procedures with changes

• Instructional materials used with students • List of interpreters available for IEP meetings • Maintenance of CDE licensure • Organizational tools • Parent communication log • Parent, teacher, peer, student feedback • Progress monitoring information • Standards of practice for speech pathologists • Student evaluation reports • Time management documentation	• Evidence of cultural sensitivity in learning environment • Evidence of family engagement in schools • List of interpreters available for IEP meetings • Meeting agendas • Parent communication log • Parent, teacher, peer, student feedback • Student data (achievement, progress, interests, needs, strengths)	strengths) • Student learning objectives/goals	• Standards of practice for speech pathologists • Student work • Time management documentation	• Relevant materials for other school staff • Standards of practice for speech pathologists

Again, evidence/artifacts listed in Exhibit 1 are examples of items that **may** be used to demonstrate proficiency on any given standard. The evaluator and/or speech-language pathologist being evaluated may use additional evidence/artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion. The evaluator and/or speech-language pathologist may also use other evidence/artifacts to provide the rationale for specific element or standard rating. CDE built flexibility into the use of artifacts and/or other evidence. The items listed above are provided as ideas for speech-language pathologists and their evaluators.

Exhibit 2 provides ideas for the evaluator to use during the observation process. The "physical evidence/demonstration (what to look for)" list suggest behaviors and activities that may be found where the specialized service professional demonstrates proficiency on the Specialized Service Professional Quality Standards and Elements.

Exhibit 2: Specialized Service Professional Quality Standards and Physical Evidence/Demonstration: Speech-Language Pathologists

QUALITY STANDARD I Specialized service professionals demonstrate mastery of and expertise in the domain for which they are responsible.	
Elements	**Evidence of Practices that May be Used in the Evaluation for Speech-Language Pathologists ***
A. Specialized service professionals demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.	☐ Use appropriate tone and match language level ☐ Students are engaged ☐ Appropriate setting for specially designed instruction ☐ Activities match goals ☐ In community with transition ☐ Provide services in preschool classroom tied to instruction ☐ Certificate of participation from professional learning activities
B. Specialized service professionals demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.	● Appropriate setting for specially designed instruction ● Reading and/or math integrated into activity ● Make real world connections ● Use core content/standards/EEOs ● Interventions aligned to standards ● Use of evidence based interventions ● Tier 2 Vocabulary ● Development of 21st century skills, executive function skills, ● Participation in professional learning communities ● Progress monitoring data, data collection
C. Specialized service professionals integrate evidence-based practices and research findings into their services and/or specially designed instruction.	☐ Monitoring learning and adjusting lesson ☐ Modeling the target skills ☐ Look at lesson plan ● Higher level thinking or next level for student based on student's abilities
D. Specialized service professionals demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.	☐ Make real world connections between home/school/community ☐ Connect to core content or grade level topics ☐ Discuss application or practice the skill ☐ Lesson plans reflect application of activities to real life situations ☐ Student work reflects application to real life situations
E. Specialized service professionals demonstrate knowledge of and expertise in their professions.	☐ Provide professional learning to colleagues or families on a SLP topic ● Prepared for IEP meeting and answer family's questions in understandable language ☐ Talk to teachers about the difference between speech or language disorder ● Observe explanation to family's and teachers at IEP reviews, professional development, etc.

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

QUALITY STANDARD II	
Specialized service professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.	
Elements	**Evidence of Practices that May be Used in the Evaluation for Speech-Language Pathologist***
A. Specialized service professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.	• Positive reinforcement models, visual kinesthetic • Positive encouraging smiling, welcoming • Appropriate therapy based on student's level of English Language Acquisition, cognitive-communicative abilities. • Positive, descriptive feedback (use of graphs, charts, etc.) • Copy of positive rules-scaffold as necessary for student's abilities (e.g. pictures) • Appropriate scaffolds based on student's abilities
B. Specialized service professionals demonstrate respect for diversity within the home, school, and local and global communities.	• Culturally responsive tests, materials, and teaching strategies • Supports in intervention room/environment as space allows • Culturally responsive info sharing at IEPs • Procedural Safeguards in preferred language • IEP docs in preferred language • Perspective of disability based on cultural, linguistic knowledge and presentation of info to families. • Appropriate use of interpreter and/or cultural mediator
C. Specialized service professionals engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.	• Individualized topics-matched to student • Individualized questioning • Therapy materials topics matched to students' interests • Student directed topics • Develop learning around student's interest • Involvement of the student in goal setting, topic choice, etc.
D. Specialized service professionals engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.	• Linking families with resources • Inviting community and families to activities • Professional Learning for families to support language development • Culturally, linguistically, diverse training in the area of language development • Support for staff and families • Appropriate selection and use for diagnostics and therapy • Seeks consultation with cultural mediators and /or ESL staff • Appropriate use of Interpreters
E. Specialized service professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.	• Clear behavioral expectations align with district strategies • Ensure each student understands targeted skill • All students engaged in learning, limited down time • Peer modeling • Rules posted scaffold as necessary (e.g. pic) behavior chart. • SLP data collection system • Student collected data

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

QUALITY STANDARD III	
Specialized service professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.	
Elements	**Evidence of Practices that May be Used in the Evaluation of Speech-Language Pathologists***
A. Specialized service professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.	• Align practice with content stated in IEP • Demonstrate facilitation of student social interactions • Activities at level of students' abilities • Flexibility based on student's need • Develop rigorous standards-based IEP to close achievement gap • Provide teacher feedback on classroom interactions • Utilize Matrices/Rubrics • Implement a variety of service delivery models based on student need • Design schedule to meet IEP minutes for student services • Provide accommodations and modifications to classroom teachers • Develop individualized lessons to target standards • Involve students and families in educational planning, transition
B. Specialized service professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.	• Lead discussion at IEP meeting regarding student level quantified by data • Use a variety of appropriate and comprehensive assessments • Conduct analysis of test protocols • Collect work samples Matrices/Rubrics • Conduct family, teacher interviews • Develop system for session note tracking and access • Provide progress review and collaborate with classroom teacher regarding data • Complete in session level changes based on student performance; i.e. differentiate task based on student performance
C. Specialized service professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.	• Collects data and info from variety of sources such as family feedback, teacher feedback, student feedback/work samples, data from school-wide testing, and alternative assessments (Co-Alt, DLM), observations • Complete evaluation report • Data collection • Matrices/Rubrics from push-in services/SLP observation in classroom • Complete sticker chart/tracking with students to self-monitor • Encourage student led conferences

QUALITY STANDARD III
Specialized service professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Elements	Evidence of Practices that May be Used in the Evaluation of Speech-Language Pathologists*
D. Specialized service professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.	• Para/teacher training of technology integration • Support use of appropriate technology • Structured opportunities for students to communicate with technology as appropriate • Documentation/progress monitoring data • AT indicated on IEP as appropriate • Evaluation of AT needs • Documentation of trial devices/loan bank use • Compile device usage records • Document use of technology or assistive technology (iPad, Power Point, laptop, adapted software, etc.) to complete classroom learning activities, as appropriate • Assist students in using technology • Provide support to implement AT use in addressing learning activities
E. Specialized service professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.	• Model critical thinking and self-advocacy • Engage students to participate in progress monitoring • Document visual learning tools used • Clearly communicate expectations • Use of behavior systems/plans • Intervention /therapy plans and systems to engage students • Create picture schedules, as appropriate • Share goals and progress with students, families and teachers • Encourage students to state learning targets and status,
F. Specialized service professionals communicate effectively with students.	• Model respectful and positive communication in multiple modalities • Utilize strategies recommended by specialist such as AT, ESL Teachers. • Provide artifacts of therapy materials used • Document family communication logs/records • Create student contracts • Model appropriate student responses to cues for effective communication and redirect inappropriate attempts • Student application and generalization of learned pragmatic social skills such as clarifying, requesting, questioning, using appropriate social registers, etc. • Document independent student use of anchor charts

QUALITY STANDARD III	
Specialized service professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.	
Elements	**Evidence of Practices that May be Used in the Evaluation of Speech-Language Pathologists***
G. Specialized service professionals develop and/or implement services and/or specially designed instruction unique to their professions.	• Collaborate and interact with other professionals to support students • Provide appropriate assessments and interventions • Reference WIDA standards • Collaboration regarding EEO's and how to implement to support student • Therapy materials used tie to curriculum • Documentation of meeting/emails/communication, and collaboration • WIDA standards • Data from interventions/IEP service time • Student use of self-reflection charts of their performance • Students self-advocating for accommodations and modifications

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

QUALITY STANDARD IV	
Specialized service professionals reflect on their practice.	
Elements	**Evidence of Practices that May be Used in the Evaluation of Speech-Language Pathologists***
A. Specialized service professionals demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.	• Data Collection • Analyze data • Review of goals w/students (discussion or posted) • Intro/review learning targets • Progress Notes • Individual charts on students • Medicaid billing • IEP goals and present levels
B. Specialized service professionals link professional growth to their professional goals.	• Evidence of self-learning professional development • Evidence of professional development to align with school-wide goals to increase student growth • Documented Professional Practice Plan (PPP) goals • Certificate of PD pre-training to PPP (goals) • Hours or evidence of participation on committees/staff meeting/PLC's

QUALITY STANDARD IV	
Specialized service professionals reflect on their practice.	
Elements	**Evidence of Practices that May be Used in the Evaluation of Speech-Language Pathologists***
C. Specialized service professionals respond to complex, dynamic environments.	• Flexibility with scheduling, variety of settings/environments appropriate to student • Differentiation within small group • Differentiation delivery models • Drafts of schedule continually updated • LRE based on student's need/student's access to curriculum e.g. co-teach work in community (real life settings and application)

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

QUALITY STANDARD V	
Specialized service professionals demonstrate collaboration, advocacy and leadership.	
Elements	**Evidence of Practices that May be Used in the Evaluation of Speech-Language Pathologists***
A. Specialized service professionals collaborate with internal and external stakeholders to meet the needs of students.	• Team/committee meetings • RTI • IEP meetings • Communicates (email, phone, etc.) with families/teachers • Team with other SSPs and teachers and families • Family consult and family contacts • Email printouts • Family contact logs • Webpages-trainings and information • Videos or other documentation of consult and external involvement • Facilitate meetings (team meeting, IEP, etc.)
B. Specialized service professionals advocate for students, families and schools.	• School committee involvement • Team/committee meetings • Trainings for staff and families • Support of families to get other resources • Resources provided to families • Provide trainings to staff and/or community • Counsel students on self-advocacy • Student led IEP meeting • Student initiated request for help from SLP

QUALITY STANDARD V	
Specialized service professionals demonstrate collaboration, advocacy and leadership.	
Elements	**Evidence of Practices that May be Used in the Evaluation of Speech-Language Pathologists***
C. Specialized service professionals demonstrate leadership in their educational setting(s).	• Attend school events • Provide tutoring • Supervising • Involvement on school teams • Submit any written materials used for trainings • Notes from committees and work completed on teams • Acts as a resource for colleagues to problem solve (technical, procedural, student related) • Develop and provide presentations/inservices for colleagues/teams/families
D. Specialized service professionals contribute knowledge and skills to educational practices and their profession.	• Collaborating with teachers to write IEP goals aligned with standards • Provide trainings to staff and/or community • Participate in grade-level meetings • Participate in Family-teacher conferences, IEP meetings, • Contribute to district wide speech language meetings • Bring concerns and solutions to administrators • Advocate with site administrator with regard to student needs • Serve as a resource for assistive technology devices and services • Provide trainings beyond the school or district level • Contribute to district leadership teams, national and state committees, ASHA involvement • Serve as a source of dissemination for resources at school and district level
E. Specialized service professionals demonstrate high ethical standards.	• Respectful communication with staff, students, families and administration • Demonstrates appropriate level of concern • Modeling respectful and positive communication • Reports concerns to appropriate personnel • Language used when discussing students • Person – first language • Treatment of confidentiality • Follows HIPPA regulations and encourages others to do the same • Training with students or colleagues on issues of inclusion and acceptance • Modeling and encouraging mandatory reporting guidelines

*The practices included in these tables are examples only and should not be considered requirements or an all-inclusive list. They are provided to help the evaluator and specialized service professional understand how specialized service professional quality standards may be met through service delivery or specially designed instruction.

Conclusion

The evaluation of speech-language pathologists presents unique challenges for both evaluators and the speech-language pathologists who are being evaluated.

This brief addresses the first concern by explaining how speech-language pathologists and their evaluators can take advantage of the flexibility built into the Rubric for Evaluating Colorado Specialized Service Professionals to address the unique responsibilities of speech-language pathologists. The exhibits in this guide are designed to be helpful in understanding how evaluation requirements may look for speech-language pathologists.

It is CDE's hope that this brief will prove helpful to speech-language pathologists and their evaluators by providing them with real-life examples of evidence/artifacts, what to look for in observations and practice, and ways in which speech-language pathologists may discuss their performance with their evaluators.

Resources

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