

2015-16 Rubric for Evaluating Colorado’s Specialized Service Professionals: Speech-Language Pathologists

Definition of an Effective Speech-Language Pathologist

Effective speech-language pathologists are vital members of the education team. They are properly credentialed and demonstrate knowledge of current research on effective, specialized speech-language instruction to meet the developmental, communicative and academic needs of students. Effective speech-language pathologists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective speech-language pathologists evaluate students and design instruction that is aligned to the Colorado academic standards, advances students’ concept and content knowledge and skills and help to support student growth. Speech-language pathologists have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the educational team to establish safe, inclusive and respectful learning environments. Through reflection, advocacy and leadership, they enhance the academic achievement, communicative and social development of their students.

QUALITY STANDARD I				
Speech-language pathologists demonstrate mastery of and expertise in the domain for which they are responsible.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A:				
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.				
THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none"> <input type="checkbox"/> Has knowledge of developmental science as it relates to speech and language pathology. 	... and THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none"> <input type="checkbox"/> Provides instruction that is developmentally appropriate for students. <input type="checkbox"/> Builds on the interrelatedness of students’ intellectual, social and emotional development. 	... and THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none"> <input type="checkbox"/> Applies knowledge of current developmental research to adapt lessons that address student needs. <input type="checkbox"/> Collaborates with colleagues with experience in developmental research to improve the quality of lessons. 	... and STUDENTS: <ul style="list-style-type: none"> <input type="checkbox"/> Engage with materials and resources appropriate for their personal approach to learning and their ability level. 	... and STUDENTS: <ul style="list-style-type: none"> <input type="checkbox"/> Can answer questions at their ability level regarding ways to adapt lessons to make them more engaging, challenging and relevant.

QUALITY STANDARD I

Speech-language pathologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Speech-language pathologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math and other content areas.				
THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none">□ Has knowledge of services that reduce barriers to learning.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none">□ Teaches students how to apply literacy skills in all content areas.□ Focuses lessons on strengthening the students' oral expression and listening to support academic content areas.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none">□ Provides specially designed instruction that enhances information literacy and students' connections to learning, using real-world experiences.□ Uses instructional strategies that require students to apply and transfer knowledge across content areas.	... and STUDENTS: <ul style="list-style-type: none">□ Apply literacy skills across academic content areas to new/unfamiliar material.	... and STUDENTS: <ul style="list-style-type: none">□ Exceed expectations for their ability level in speaking, listening, reading and writing.
ELEMENT C: Speech-language pathologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none">□ Uses instructional materials that are accurate and appropriate for the lesson being taught.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none">□ Studies emerging research to expand personal knowledge of evidence based practices.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none">□ Engages students in a variety of explanations and multiple representations of concepts and ideas.□ Uses a variety of evidence-based inquiry methods to explore new ideas and theories.	... and STUDENTS: <ul style="list-style-type: none">□ Use a variety of evidence-based inquiry tools and strategies to learn content and understand central concepts relative to their ability levels.	... and STUDENTS: <ul style="list-style-type: none">□ Apply newly learned content skills to novel situations.□ Discuss intellectually challenging ideas and content relative to their ability levels.

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Speech-language pathologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT D:

Speech-language pathologists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.

<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the interconnectedness of home, school and community influences on student achievement. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes an environment and uses instructional strategies that recognize the influence of family and community on learning. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides instruction that bridges students' classroom, home and community experiences. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make connections between non-school and school experiences and the current lesson. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use home and community experiences to enhance their learning.
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ELEMENT E:

Speech-language pathologists demonstrate knowledge of and expertise in their professions.

<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable about the principles and intervention for communication disorders. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exemplifies the profession's role and responsibilities regarding students with disabilities. <input type="checkbox"/> Collaborates with other professionals on reducing the impact of communication disorders on student progress towards academic standards. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides school staff members with information about how to apply current research findings in speech/language development. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate willingly in the school speech - language pathologist's services. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieve individual goals by actively engaging in services and instruction provided by the speech-language pathologist.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD II

Speech-language pathologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Establishes a nurturing and caring relationship with students.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Creates a learning environment that is conducive for all students to learn.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Reinforces a learning environment that features mutual respect and positive relationships between and among students.	... and STUDENTS: <input type="checkbox"/> Respect other students and the school speech-language pathologist.	... and STUDENTS: <input type="checkbox"/> Actively and respectfully engage in activities with each other and school staff members.
ELEMENT B: Speech-language pathologists demonstrate respect for diversity within the home, school and local and global communities.				
THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Creates a learning environment in which diversity is respected.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Uses instructional approaches and materials that reflect students' backgrounds. <input type="checkbox"/> Is sensitive to diverse family structures.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Establishes instructional strategies that respect differences in students' backgrounds.	... and STUDENTS: <input type="checkbox"/> Respect the backgrounds of fellow students.	... and STUDENTS: <input type="checkbox"/> Solicit a variety of perspectives.

QUALITY STANDARD II

Speech-language pathologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: School speech-language pathologists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Understands the importance of recognizing students' unique strengths, needs and interests.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Encourages students to share their interests.<input type="checkbox"/> Challenges each student to expand and enhance their learning.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <ul style="list-style-type: none"><input type="checkbox"/> Ensures that all students participate with a high level of frequency.<input type="checkbox"/> Asks students appropriately challenging questions that draw upon their individual strengths.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Actively participate in learning activities.	... and STUDENTS: <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate an appreciation for fellow students' unique contributions to classroom learning.

QUALITY STANDARD II

Speech-language pathologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

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<p>ELEMENT D: Speech-language pathologists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.</p>				
<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a learning environment that is inviting to families and significant adults. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains appropriate and respectful relationships with students, their families and/or significant adults. <input type="checkbox"/> Uses a variety of methods to initiate communication with families and significant adults. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partners with families and significant adults to help students meet education goals. <input type="checkbox"/> Shares information from families and significant adults with colleagues who provide student services. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Freely and openly communicate at their ability level with each other, the school speech-language pathologist and other significant adults. 	<p>... and STUDENTS, FAMILIES AND SIGNIFICANT ADULTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss student needs with the school speech-language pathologist and seek assistance to find resources and services to support student needs.
<p>ELEMENT E: School speech-language pathologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.</p>				
<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides rules to guide student behavior in the learning environment. <input type="checkbox"/> Maintains a safe and orderly environment. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds students accountable for adherence to school and/or class rules. <input type="checkbox"/> Puts procedures in place to enable students to abide by school and class rules. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports a learning environment that maximizes appropriate behaviors and enhances instructional time. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stay on task during instructional time with the school speech-language pathologist. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model appropriate student behaviors within the learning environment.
<p><i>Evaluator Comments:</i> (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)</p>			<p><i>Comments of Person Being Evaluated:</i> (Please indicate the element for which the comment applies if not for the standard as a whole.)</p>	

QUALITY STANDARD III

Speech-language pathologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists 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.				
<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable about federal and state laws and local policies and/or procedures. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with teachers and other school staff members to support adherence to federal and state laws and local policies. <input type="checkbox"/> Ensures that recommendations and actions support federal and state laws and district policies and regulations. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligns specialized instruction with student learning objectives, district plan for instruction and Colorado Academic Standards. <input type="checkbox"/> Communicates federal, state and district policies and regulations for colleagues and assists in ensuring practice is compliant. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that their educational services and instruction are guided by federal laws, state standards and local policies. 	<p>... and</p> <p>STUDENTS AND/OR FAMILIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in developing and addressing individual goals to meet their needs aligned with extant federal laws, state standards and local policies.
ELEMENT B: Speech-language pathologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses assessment data and informal feedback to guide instruction. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligns specially designed instruction with individualized education program (IEP) goals, academic standards and student assessment results. <input type="checkbox"/> Monitors instruction against student performance and makes real-time adjustments. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes student data and interprets results in developing IEPs. <input type="checkbox"/> Assists colleagues in reviewing data from multiple sources and making adjustments to instruction based on data. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate willingly in formal and informal assessment to inform their instruction. 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confer with the speech language pathologist to review progress toward the learning targets.

QUALITY STANDARD III

Speech-language pathologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C:

Speech-language pathologists 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.

THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Uses multiple sources of data to plan lessons.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Makes connections between student data and research-based practices. <input type="checkbox"/> Individualizes instructional approaches based on multiple data sources to meet the unique needs of each student.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Monitors student progress toward achieving academic standards and uses data to focus student's learning experiences.	... and STUDENTS: <input type="checkbox"/> Monitor their level of engagement and progress toward achieving goals.	... and STUDENTS: <input type="checkbox"/> Initiate activities to address their learning strengths and next steps.
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ELEMENT D:

Speech-language pathologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Uses available technology or assistive technology to facilitate specially designed instruction.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Monitors and evaluates the use of technology or assistive technology in the learning environment.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Teaches strategies and procedures to ensure that students have access to appropriate available technology, including assistive technology.	... and STUDENTS: <input type="checkbox"/> Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology or assistive technology.	... and STUDENTS: <input type="checkbox"/> Use available technology or assistive technology to accelerate their learning.
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QUALITY STANDARD III

Speech-language pathologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p>ELEMENT E: Speech-language pathologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.</p>				
<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds high expectations for all students. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates high expectations to students and challenges them to learn to their greatest ability. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically and explicitly teaches higher-order thinking and problem-solving skills. <input type="checkbox"/> Provides encouragement for students to advocate for themselves. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in setting learning objectives and monitor their progress toward achieving them. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply higher-order thinking and problem-solving skills at their ability level to address challenging issues.
<p>ELEMENT F: Speech-language pathologists communicate effectively with students.</p>				
<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of communicating effectively with students. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models effective communication skills. <input type="checkbox"/> Encourages students to communicate effectively. 	<p>... and THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches effective skills in listening, presenting ideas and leading discussions. <input type="checkbox"/> Provides opportunities for students to practice communication skills. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply effective communication skills in their work. 	<p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate communication in a variety of situations or environments.

QUALITY STANDARD III

Speech-language pathologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT G:

Speech-language pathologists develop and/or implement services and/or specially designed instruction unique to their professions.

THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Understands the principles and methods of evaluation of communication disorders.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Determines the presence of speech or language impairments through the use of a body of evidence, including both formal and informal methods of assessments.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Employs a variety of evidence-based tools in the intervention and remediation of communication disorders, including AAC and AT. <input type="checkbox"/> Offers assistance to colleagues in addressing linguistic and metalinguistic foundations of learning.	... and STUDENTS: <input type="checkbox"/> Participate willingly in instruction at their ability level.	... and STUDENTS: <input type="checkbox"/> Understand and mediate the impact of their disability on their education at their ability level.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

QUALITY STANDARD IV

Speech-language pathologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Collects and analyzes student data to inform instruction.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Collects multiple examples of student work to determine student progress over time and make adjustments to instruction.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Applies knowledge of student learning, development and growth to the development of lesson plans and specially designed instructional strategies.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Develops IEPs and lesson plans based on a body of evidence such as information gathered from students, families, or significant adults or colleagues.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Offers assistance to colleagues in analyzing student behavioral changes and determining best practice for individual students.
ELEMENT B: Speech-language pathologists link professional growth to their professional goals.				
THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Applies knowledge and skills learned through professional development to instructional decisions.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Selects professional development activities based on professional goals related to a positive impact on student learning.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Regularly tries new and different ways of teaching new skills.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Develops and follows a long-term professional growth plan.

QUALITY STANDARD IV

Speech-language pathologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C:

Speech-language pathologists respond to complex, dynamic environments.

<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the complexity and dynamic nature of the learning environment. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST</p> <p>Initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve teaching practice. <input type="checkbox"/> Support struggling and/or advanced/above grade level students. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves a critical role for colleagues, in staying attentive to new ideas and practices and analyzing their application to the current learning environment. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens the response to environmental challenges by adapting practices collaboratively with colleagues.
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Evaluator Comments:
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Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)

QUALITY STANDARD V

Speech-language pathologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Speech-language pathologists collaborate with internal and external stakeholders to meet the needs of students.				
THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Shares information about speech language practices with other school personnel.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Communicates with school and/or non-school service providers regarding students' educational services.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Works collaboratively with internal and/or external stakeholders to enhance student outcomes.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Proactively identifies student needs and engages others in responding to them.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Provides in-services or trainings with and /or for internal or external stakeholders about speech or language impairments.
ELEMENT B: Speech-language pathologists advocate for students, families and schools.				
THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Understands the need to advocate for students.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Contributes to school, district and/or administrative unit task forces and committees to advocate for students.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Proposes potential revisions to policies and/or procedures to administrators in order to better address student and family needs.	... and THE SPEECH-LANGUAGE PATHOLOGIST: <input type="checkbox"/> Partners with hard-to-reach parents to advocate for their students.	... and STUDENTS: <input type="checkbox"/> Know they have an advocate in the speech-language pathologist.

QUALITY STANDARD V

Speech-language pathologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT C:

School speech-language pathologists demonstrate leadership in their educational setting(s).

<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities beyond those expected. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school/district committees and teams and accepts assignments to support them. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership to team members in order to enhance the skills and knowledge of colleagues. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confers with administrators to improve the school speech-language pathologist's work and student learning conditions. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates and leads collaborative activities with colleagues to contribute to school, district goals and support students with disabilities.
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ELEMENT D:

Speech-language pathologists contribute knowledge and skills to educational practices and their profession.

<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports the work of colleagues by providing expertise relevant to their needs. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes knowledge and skills to support student growth and development and contribute to school and/or district goals. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides input to administrators in school and/or district decision-making processes to improve policies and/or procedures that affect school climate and student learning. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides professional growth and development activities based on their expertise. 	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides district, regional, state and or national level leadership that enhances skills and knowledge of colleagues.
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QUALITY STANDARD V

Speech-language pathologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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ELEMENT E:

Speech-language pathologists demonstrate high ethical standards.

<p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Maintains confidentiality of student and professional interactions as well as student and personal data as required by law.	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.	<p>... and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Adheres to highest standards of ethical professional practice.	<p>.. and</p> <p>THE SPEECH-LANGUAGE PATHOLOGIST:</p> <ul style="list-style-type: none"><input type="checkbox"/> Requires ethical behavior on the part of students.<input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior.	<p>and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate knowledge of ethical behavior.
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*Evaluator Comments:
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

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
- Parent or guardian feedback
- Student support documentation

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.

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| <ul style="list-style-type: none">● Analyses of time on task● Anecdotal records● Assessment data and protocols/diagnostic information● Class rules● Collaboration with ELA teachers and support personnel● Communication tools, such as AAC communication notebooks and devices● Cultural competence survey● Culturally sensitive assessments and materials● Data to inform service delivery, differentiate instruction and intervention plans● Documentation of:<ul style="list-style-type: none">Collaboration with colleaguesCommunication with parents, the community, other professionalsData AnalysisDistrict or community involvement such as presentations, minutes, etc.IEP meetings (reports, goals, student progress, etc.)Membership on professional committeesProfessional development attended or providedProfessional development on cultural sensitivityProfessional learning communitiesService on teams, task forces and committeesStudent participation in IEP meetingsTime Management | <ul style="list-style-type: none">● Effective use of interpreters or translators when necessary● Evaluations of practices● Evidence of cultural sensitivity in learning environment● Evidence of family engagement in schools● Examples of materials used with students● Examples of research articles or other research-based resources used● Federal, state and local laws/policies● Formative and summative assessment data● IEPs● Instructional materials used with students● Intervention logs● List of interpreters available for IEP meetings● Long-term professional development plan● Maintenance of CDE licensure● Meeting agendas● Organizational tools, such as graphic planners, visual schedules● Parent communication log● Parent, teacher, peer, student feedback● Policies/procedures with changes● Progress monitoring information● Relevant materials for other school staff● Review of learning objectives or goals● Self-reflection tools● Standards of practice for speech pathologists● Student data (achievement, progress, interests, needs, strengths)● Student evaluation reports● Student learning objectives/goals● Student work |
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