

# Rubric for Evaluating Colorado’s School Speech-Language Pathologists

## Definition of an Effective School Speech-Language Pathologist

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

<b>Quality Standard I: School Speech-Language Pathologists demonstrate mastery of and expertise in the domain for which they are responsible.</b>				
<b>Not Evident</b>	<b>Partially Proficient</b>	<b>Proficient (Meets State Standard)</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Element a:</b> School 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.				
<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Understands how to differentiate instruction.</li> <li>○ Modifies content to ensure that students are able to work at their ability levels.</li> <li>○ Understands the interrelatedness of students’ intellectual, social, and emotional development.</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Provides instruction that is developmentally appropriate for students.</li> <li>○ Studies emerging research to expand personal knowledge of how students learn.</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Adapts lessons to address students’ strengths and weaknesses.</li> <li>○ Applies knowledge of current developmental research to address student needs.</li> <li><input type="checkbox"/> Collaborates with colleagues with experience in developmental research and evidence-based practice to improve the quality of lessons.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Articulate their learning needs.</li> <li>○ Seek materials and resources appropriate for their learning styles.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Offer suggestions to the SLP regarding ways to adapt lessons to make them more engaging, challenging, and relevant.</li> </ul> <p>Seek to understand:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How they learn.</li> <li>○ Where their time and efforts are best used</li> </ul>
<b>Element b:</b> School Speech-Language Pathologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.				

<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Emphasizes literacy connections while providing specially designed instruction in other content areas.</li> <li>○ Has knowledge of how to integrate literacy across content areas.</li> <li>○ Teaches students how to apply literacy skills (reading, writing, speaking and listening) in other subjects</li> </ul>	<p><b>The School Speech-Language Pathologist:</b>          Makes complex reading accessible to students by:</p> <ul style="list-style-type: none"> <li>○ Integrating literacy skills and knowledge into lessons.</li> <li>○ Demonstrates a deep understanding of literacy content and skills.</li> </ul> <p>Integrates literacy skills and knowledge into lessons and assignments</p> <ul style="list-style-type: none"> <li>○ Phonological awareness.</li> <li>○ Vocabulary.</li> <li>○ Comprehension.</li> <li>○ Writing.</li> <li>○ Speaking.</li> <li>○ Listening skills.</li> </ul> <p>Engages students in instruction that is:</p> <ul style="list-style-type: none"> <li>○ Purposeful.</li> <li>○ Explicit.</li> <li>○ Systematic.</li> </ul>	<p>... and</p> <p><b>The School Speech-Language Pathologist:</b>          Supports literacy instruction that enhances:</p> <ul style="list-style-type: none"> <li>○ Critical thinking and reasoning.</li> <li>○ Information literacy.</li> <li>○ Collaboration.</li> <li>○ Self-direction.</li> <li>○ Innovation.</li> </ul> <p>○ Focuses lessons on the students' comprehension of reading materials.</p> <p>○ Focuses lessons on strengthening the students' oral expression and listening comprehension to support literacy</p> <p>Provides literacy instruction that is:</p> <ul style="list-style-type: none"> <li>○ Needs-based.</li> <li>○ Intensive.</li> </ul>	<p>... and</p> <p><b>Students:</b>          Communicate orally and in writing at levels that meet or exceed expectations for their age, grade, and/or ability level</p> <p>Apply literacy skills (reading, writing, speaking, and listening):</p> <ul style="list-style-type: none"> <li>○ Across academic content areas.</li> <li>○ In everyday life.</li> <li>○ To new/unfamiliar material.</li> <li>○ To understand complex materials</li> </ul>	<p>... and</p> <p><b>Students:</b>          Meet or exceed expectations for their age, grade, and/or ability level in:</p> <ul style="list-style-type: none"> <li>○ Critical thinking.</li> <li>○ Problem solving skills.</li> <li>○ Literacy skills</li> </ul> <p>Meet or exceed expectations for their age, grade, and/or ability level in:</p> <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> </ul>
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**Element c:** School Speech-Language Pathologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Breaks down concepts and teaches each part using appropriate, effective strategies and/or tools.</li> <li>○ Uses appropriate instructional resources.</li> <li>○ Employs a variety of instructional strategies to address student need</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <p>Provides explanations of content that are:</p> <ul style="list-style-type: none"> <li>○ Accurate.</li> <li>○ Clear.</li> <li>○ Concise.</li> <li>○ Comprehensive.</li> </ul> <ul style="list-style-type: none"> <li>○ Uses instructional materials that are accurate and appropriate for the lesson being taught.</li> <li>○ Maximizes learning opportunities.</li> </ul>	<p>... and</p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Designs lessons to ensure that student learning objectives are addressed.</li> <li>○ Engages students in a variety of explanations and multiple representations of concepts and ideas.</li> <li>○ Uses a variety of inquiry methods to explore new ideas and theories.</li> </ul>	<p>... and</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Develop a variety of explanations and multiple representations of concepts.</li> <li>○ Build on the skills and knowledge learned in the learning environment to engage in more complex concepts, ideas, and theories.</li> </ul> <p>Use a variety of inquiry tools and strategies to:</p> <ul style="list-style-type: none"> <li>○ Learn content.</li> <li>○ Understand central concepts.</li> <li>○ Answer complex questions</li> </ul>	<p>... and</p> <p><b>Students:</b></p> <p>routinely:</p> <ul style="list-style-type: none"> <li>○ Participate in challenging tasks and instructional materials.</li> <li>○ Apply newly learned content skills to unique situations and different disciplines.</li> <li>○ Share ideas in discussions of intellectually challenging ideas and content</li> </ul>
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**Element d:** School Speech-Language Pathologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Monitors learning during instruction.</li> <li>○ Highlights key concepts and connects them to other powerful ideas.</li> <li>○ Implements instruction that communicates a purpose for learning</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <p>Establishes an environment and uses instructional strategies to ensure that instruction:</p> <ul style="list-style-type: none"> <li>○ Addresses the full spectrum of learning needs, skill levels, and learning styles.</li> <li>○ Articulates content and interdisciplinary connections.</li> </ul>	<p>... and</p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Carefully and clearly builds interdisciplinary connections for students.</li> <li>○ Provides specialized instructional strategies that include literacy and language development across content areas.</li> <li>○ Uses appropriate data and assessments that are non-biased, culturally responsive, and valid</li> </ul>	<p>... and</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Reflect on their learning.</li> <li>○ Help set their learning objectives.</li> <li>○ Make connections between prior learning and the current lesson.</li> </ul>	<p>... and</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Use current lesson to accelerate their learning, and advance to the next performance level.</li> </ul>
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**Element e:** School Speech-Language Pathologists demonstrate knowledge of and expertise in their professions.

<p><b>There is inadequate evidence that the School Speech-Language Pathologist is knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>○ The principles and methods of evaluation of communication disorders</li> <li>○ The principles and methods of prevention of communication disorders</li> <li>○ Their role and responsibilities regarding students with disabilities.</li> </ul>	<p><b>The School Speech-Language Pathologist: is knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>○ Their roles and responsibilities with respect to helping students with disabilities.</li> <li>○ Evidence-based practice tools for students with communication disorders.</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist: is knowledgeable about:</b></p> <ul style="list-style-type: none"> <li>○ Principles and methods of evaluation of communication and communication disorders</li> <li>○ Principles and methods of prevention of communication disorders</li> <li>○ Evidence-based Practice tools for intervention and remediation of communication disorders, including AAC and AT</li> </ul>	<p><b>... and</b></p> <p><b>SLP</b></p> <ul style="list-style-type: none"> <li>○ Collaborates with other professionals on the impact of communication disorders and on student progress towards the standards.</li> </ul>	<p><b>... and</b></p> <p><b>SLP:</b></p> <ul style="list-style-type: none"> <li>○ Provides staff development on the impact of communication disorders on student achievement.</li> </ul>
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Instructional materials used with students	
<input type="checkbox"/> Student progress/achievement data	
<input type="checkbox"/> Intervention notes/plans	
<input type="checkbox"/> Student work	
<input type="checkbox"/> Documentation of communication with other professionals	
<input type="checkbox"/> Documentation of professional development provided or attended	
<input type="checkbox"/> Other relevant data: maintenance of CDE Licensure	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> School 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.							

<b>Element b:</b> School Speech-Language Pathologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.						
<b>Element c:</b> School Speech-Language Pathologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.						
<b>Element d:</b> School Speech-Language Pathologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.						
<b>Element e:</b> School Speech-Language Pathologists demonstrate knowledge of and expertise in their professions.						
<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>	<b>Overall Rating for Standard I:</b> <div style="border: 1px solid black; background-color: #c8e6c9; width: 300px; height: 30px; margin: 5px 0;"></div>					
<b>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>						
<b>Comments of person being evaluated. (Optional)</b>						

**Quality Standard II:** School Speech-Language Pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p><b>Element a:</b> School Speech-Language Pathologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.</p>				
<p><b>There is inadequate evidence that the SLP</b> creates a learning environment - in which:</p> <ul style="list-style-type: none"> <li>○ Diversity is acknowledged and used to further student learning.</li> <li>○ The importance of student and family background is considered in developing lesson plans.</li> <li>○ Students are encouraged to build positive relationships with each other.</li> </ul>	<p><b>The SLP</b> creates a learning environment that:</p> <ul style="list-style-type: none"> <li>○ Emphasizes mutual respect for and understanding of all students.</li> <li>○ Encourages positive relationships between and among students.</li> <li>○ Is conducive for all students to learn.</li> </ul>	<p><b>.. and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li>○ Creates a learning environment which values diverse perspectives.</li> <li>○ Models empathy and respect for diversity.</li> <li>○ Sets common goals for all students in order to build unity.</li> </ul>	<p><b>.. and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate respect for other students and the SLP.</li> </ul>	<p><b>.. and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Engage in respectful and open dialogue with each other and their SLP.</li> </ul>
<p><b>Element b:</b> School Speech-Language Pathologists demonstrate respect for diversity within the home, school, and local and global communities.</p>				
<p><b>There is inadequate evidence that the SLP</b> creates a learning environment in which:</p> <ul style="list-style-type: none"> <li>○ Student diversity is valued.</li> <li>○ Student and family background characteristics are considered in developing lessons.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li>○ Uses instructional approaches and materials that reflect students' backgrounds.</li> <li>○ Acknowledges the value of each student's contributions to the quality of lessons.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP</b> establishes routine processes that result in:</p> <ul style="list-style-type: none"> <li>○ A strong sense of community among students.</li> <li>○ Effective interactions among students.</li> <li>○ Respect for individual differences.</li> <li>○ Positive social relationships.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Respect the backgrounds of fellow students.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Actively listen to a variety of perspectives to understand group dynamics</li> </ul>
<p><b>Element c:</b> School Speech-Language Pathologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.</p>				

<p><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li>○ Has high expectations for all students.</li> <li>○ Uses data for instructional decision making.</li> <li>○ Holds students accountable for their learning.</li> <li>○ Considers student interests in planning lessons.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li>○ Monitors students for level of participation.</li> <li>○ Encourages students to share their interests.</li> <li>○ Challenges students to expand and enhance their learning.</li> <li>○ Acknowledges students for their accomplishments.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li>○ Asks appropriately challenging questions of all students.</li> <li>○ Scaffolds questions.</li> <li>○ Gives wait time equitably.</li> <li>○ Ensures that all students participate with a high level of frequency.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Actively participate in learning activities.</li> <li>○ Seek opportunities to respond to difficult questions.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Encourage fellow students to participate and challenge themselves.</li> <li>○ Participate in collaborative learning and appropriate group processes.</li> </ul>
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**Element d:** School Speech-Language Pathologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

<p><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li>○ Establishes a learning environment that is inviting to families and significant adults.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li>○ Maintains appropriate and respectful relationships with students, their families, and significant adults.</li> <li>□ Uses a variety of methods to initiate communication with families and significant adults.</li> <li>□ Is sensitive to the diverse family structures.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li>□ Partners with families and significant adults to help students meet education goals.</li> <li>□ Shares information from families and significant adults with colleagues who provide student services.</li> <li>□ Seeks services and resources to meet the diverse needs of students.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Communicate freely and openly with SLPs.</li> </ul> <p><b>Families and Significant Adults:</b></p> <ul style="list-style-type: none"> <li>□ Initiate communication with SLPs to discuss student needs.</li> <li>□ Willingly share information that may impact student learning.</li> </ul>	<p><b>... and</b></p> <p><b>Families and Significant Adults:</b></p> <ul style="list-style-type: none"> <li>□ Seek the SLP's assistance to find resources and services to support student needs.</li> <li>□ Partner with the SLP and the school for the benefit of their students.</li> </ul>
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**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><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li>○ Has rules to guide students to behave appropriately in the learning environment.</li> <li>○ Holds students accountable for school and/or class rules.</li> <li>○ Provides structures or transitions at the beginning of each instructional period.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li>○ Puts procedures in place to avoid interruption to instructional time.</li> <li>○ Posts rules where they are readily available and understandable to all students.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li>○ Makes maximum use of instructional time.</li> <li>○ Holds students accountable for adherence to school and class rules.</li> <li>○ Maintains a safe and orderly environment.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Stay on task during class periods.</li> <li>○ Avoid interruptions to their work.</li> <li>○ Abide by school and class rules.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Help other students stay on task.</li> <li>○ Accept responsibility for their behavior and use of time.</li> </ul>
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Documentation of professional development on Cultural sensitivity	
<input type="checkbox"/> Use of culturally sensitive assessments and materials	
<input type="checkbox"/> Documentation of communication with parents and community	
<input type="checkbox"/> Collaboration with ELA teachers and support personnel	
<input type="checkbox"/> Evidence of cultural sensitivity in learning environment	
<input type="checkbox"/> Other relevant data	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> School Speech-Language Pathologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.							
<b>Element b:</b> School Speech-Language Pathologists demonstrate respect for diversity within the home, school, and local and global communities.							
<b>Element c:</b> School Speech-Language Pathologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.							



<b>Element d:</b> School Speech-Language Pathologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.						
<b>Element e:</b> 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.						
<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>	<b>Overall Rating for Standard II:</b> <div data-bbox="873 445 1463 527" style="background-color: #d9ead3; width: 100%; height: 30px;"></div>					
<b>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>						
<b>Comments of person being evaluated. (Optional)</b>						

**Quality Standard III:** School Speech-Language Pathologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p><b>Element a:</b> School 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>				
<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Plans instruction on a daily basis.</li> <li>○ Includes a defensible progression of learning in instructional plans.</li> <li>□ Uses instructional objectives that are appropriate for students' individual needs.</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <p>Develops lesson plans based on:</p> <ul style="list-style-type: none"> <li>○ Colorado Academic Standards.</li> <li>○ District's plan of instruction.</li> <li>○ Student needs</li> <li>□ Adheres to federal, state and local policies and procedures</li> <li>□ Adheres to, communicates, and recommends actions that follow federal and state laws and regulations.</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <p>Aligns specialized instruction with:</p> <ul style="list-style-type: none"> <li>○ Student learning objectives.</li> <li>○ District plan for instruction.</li> <li>○ Colorado Academic Standards.</li> <li>□ Collaborates with other school staff to meet the individualized needs of the learner.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>□ Advance to the next level within the curriculum or plan of instruction</li> <li>○ Interact with the rigorous and challenging content in meaningful ways.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <p>Discuss gaps in their learning with:</p> <ul style="list-style-type: none"> <li>○ SLP.</li> <li>□ Families and significant adults.</li> </ul>
<p><b>Element b:</b> School 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>				

<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses assessment feedback to guide adjustments to instruction.</li> </ul> <p>Has explicit student outcomes in mind for each lesson.</p>	<p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><b>O</b> Instructs and assesses required skills.</li> <li><b>O</b> Advances students' content knowledge and skills.</li> <li><b>O</b> Aligns specially designed instruction with IEP goals, academic standards and student assessment results.</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes student data and interprets results in preparation for IEP meetings.</li> <li><b>O</b> Monitors instruction against student performance and makes real-time adjustments.</li> <li><b>O</b> Makes sure students meet learning objectives while increasing proficiency levels.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>O</b> Monitor their level of engagement.</li> <li><b>O</b> Confer with the SLP to achieve learning targets.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>O</b> Address their learning needs.</li> <li><input type="checkbox"/> Close gaps between their level of performance and that of other students.</li> <li><b>O</b> Take academic risks.</li> </ul>
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**Element c:** School 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.

<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><b>O</b> Understands how to match instructional practices to student academic needs.</li> <li><b>O</b> Incorporates evidence-based strategies into lessons.</li> <li><b>O</b> Adapts instructional practices to changing student needs.</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><b>O</b> Makes lesson objectives clear to the students.</li> <li><b>O</b> Employs a variety of instructional strategies.</li> <li><b>O</b> Provides specially designed instruction that requires critical thinking, problem solving, and performance skills.</li> <li><b>O</b> Checks for student understanding of content.</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><b>O</b> Facilitates learning by supporting students as they learn new material.</li> <li><b>O</b> Sets the expectation that students will reflect on and communicate about their learning.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>O</b> Articulate the importance of the lesson objective.</li> <li><b>O</b> Connect lesson objective to prior knowledge in a significant and meaningful way.</li> <li><b>O</b> Describe their level of performance in relation to lesson objectives.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><b>O</b> Generalize skills and knowledge learned to other learning environments</li> <li><b>O</b> Articulate the ways in which they learn most effectively.</li> </ul>
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**Element d:** School Speech-Language Pathologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Uses available technology or assistive technology to facilitate specially designed instruction.</li> <li>○ Monitors the use of technology or assistive technology in the learning environment</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Employs strategies and procedures to ensure that students have appropriate access to available technology or assistive technology.</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Researches effectiveness of instructional technology and/or assistive technology approaches and activities</li> </ul> <p>Reflects and considers the appropriateness of technology or assistive technology, to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enhance student learning.</li> <li><input type="checkbox"/> Develop students' knowledge and skills.</li> <li><input type="checkbox"/> Enhance creative and innovative skills.</li> <li><input type="checkbox"/> Provide engaging and motivating learning experiences.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology or assistive technology.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b> use available technology or assistive technology to:</p> <ul style="list-style-type: none"> <li>○ Accelerate their learning.</li> <li>○ Deepen critical thinking skills.</li> <li>○ Communicate effectively.</li> </ul>
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**Element e:** School 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><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Understands that students need to employ critical thinking and problem-solving skills.</li> <li>○ Incorporates practical application of higher order thinking and/or problem-solving skills into lessons</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Sets student expectations at a level that challenges students.</li> <li>○ Incorporates higher order thinking, critical thinking and/or problem-solving skills into lessons.</li> <li>○</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Clearly communicates high expectations for all students.</li> <li>○ Challenges all students to learn to their greatest ability.</li> <li>○ Systematically and explicitly teaches higher-order thinking and problem-solving skills.</li> <li>○ Allows time for responses and discussion.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Strive to achieve expectations set by the SLP.</li> <li>○ Apply higher-order thinking and problem-solving skills to address challenging issues.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Monitor their progress toward achieving SLP's high expectations.</li> <li>○ Perform at levels exceeding expectations.</li> <li>○ Participate in opportunities to test their problem-solving and higher-order skills.</li> </ul>
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**Element f: School Speech-Language Pathologists communicate effectively with students.**

<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Communicates effectively with students.</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Models effective communication skills.</li> <li>○ Sets expectations and employs strategies so students can communicate effectively.</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Models and teaches effective skills in listening, presenting ideas, and leading discussions.</li> <li>○ Provides opportunities for students to practice communication skills.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Apply effective oral and written communication skills in their work.</li> <li>○ Demonstrate a respectful and sensitive approach toward fellow students and SLP</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Participate in ways that build trust and ownership of ideas among team members.</li> <li>○ Model formal communications in academic settings.</li> </ul>
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**Element g: School Speech-Language Pathologists develop and/or implement services and/or specially designed instruction unique to their professions.**

<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Analyzes assessment data to determine specific communication need</li> <li>○ Plans services specific to communication need</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ Uses appropriate screening instruments and evaluation tools</li> <li>○ Presents evaluation summaries which highlight students' strengths and areas of need</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li>○ develops and implements IEP goals and service delivery models based on assessment results with consideration of LRE (least restrictive environment)</li> <li>○ Participates in determining the effect of the student's impairment on their ability to access the general curriculum</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Provide input into IEP goals</li> <li>○ Have knowledge of the primary goals and concepts that are targeted</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Understand the impact of their disability on their education</li> </ul>
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Documentation for IEP meetings (reports, goals, student progress, etc.)	
<input type="checkbox"/> Student achievement data	
<input type="checkbox"/> Examples of materials used with students	
<input type="checkbox"/> Documentation of student participation in IEP meetings	
<input type="checkbox"/> Other relevant materials	

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Ratings (# Points per rating at this level)		NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> School 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.							
<b>Element b:</b> School Speech-Language Pathologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.							
<b>Element c:</b> School 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.							
<b>Element d:</b> School Speech-Language Pathologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.							
<b>Element e:</b> School 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.							
<b>Element f:</b> School Speech-Language Pathologists communicate effectively with students.							
<b>Element g:</b> School Speech-Language Pathologists develop and/or implement services and/or specially designed instruction unique to their professions.							
<b>0 to 5 Total Points = Not Evident</b> <b>6 to 11 Total Points = Partially Proficient</b> <b>12 to 17 Total Points = Proficient</b> <b>18 to 23 Total Points = Accomplished</b> <b>24 to 28 Total Points = Exemplary</b>		<b>Overall Rating for Standard III:</b> <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #d9ead3;"></div>					
<b>Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>  							
<b>Comments of person being evaluated. (Optional)</b>  							

PILOT

Quality Standard IV: School Speech-Language Pathologists reflect on their practice.				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> School Speech-Language Pathologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
<p><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of knowing how student learning occurs.</li> <li><input type="checkbox"/> Collects and analyzes student data to inform instruction.</li> </ul> <p>Uses data to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support student learning.</li> <li><input type="checkbox"/> Inform practice.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of knowing how student learning occurs and what can be done to improve student outcomes.</li> <li><input type="checkbox"/> Dialogues with colleagues to make connections between school, classroom, and student data and research-based practices.</li> </ul>	<p>... and</p> <p><b>The SLP</b> applies knowledge of student learning, development, and growth to the development of :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Specially designed Instructional strategies.</li> <li><input type="checkbox"/> Portfolios of student work to determine educational progress over time.</li> </ul>	<p>... and</p> <p><b>The SLP</b> modifies instruction to ensure that all students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand what is expected of them.</li> <li><input type="checkbox"/> Are challenged to meet or exceed expectations.</li> <li><input type="checkbox"/> Participate in educational activities with a high level of frequency and quality.</li> <li><input type="checkbox"/> Take responsibility for their work.</li> <li><input type="checkbox"/> Have the opportunity to build on their interests and strengths.</li> </ul>	<p>... and</p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students.</li> <li><input type="checkbox"/> Develops student learning plans based on multiple examples of student work and information gathered from students, families and significant adults, and colleagues.</li> </ul>
<b>Element b:</b> School Speech-Language Pathologists link professional growth to their professional goals.				
<p><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice.</li> <li><input type="checkbox"/> Completes required professional development.</li> <li><input type="checkbox"/> Understands which professional development activities will help to address student and school needs.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks high quality professional development opportunities to meet professional goals.</li> <li><input type="checkbox"/> Learns new skills to improve professional practice.</li> <li><input type="checkbox"/> Applies knowledge and skills learned through professional development to instructional decisions.</li> </ul>	<p>... and</p> <p><b>The SLP:</b> Engages in professional development activities based on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Likelihood of having a positive impact on student learning.</li> <li><input type="checkbox"/> Alignment with content standards and school and district initiatives.</li> <li><input type="checkbox"/> Current research and evidence base practices.</li> <li><input type="checkbox"/> Student needs.</li> </ul>	<p>... and</p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares lessons learned with colleagues.</li> <li><input type="checkbox"/> Develops and follows a long-term professional development plan.</li> </ul>	<p>... and</p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Willingly tries new and different ways of teaching new skills.</li> </ul>



**Element c: School Speech-Language Pathologists respond to complex, dynamic environments.**

<p><b>There is inadequate evidence that the SLP collaborates with colleagues to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider new ideas to improve teaching and learning.</li> <li><input type="checkbox"/> Support struggling students.</li> <li><input type="checkbox"/> Contribute to school, district, or AU goals.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to school committees and/or teams.</li> <li><input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP initiates and/or participates in collaborative activities with colleagues to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze student data and interpret results.</li> <li><input type="checkbox"/> Apply findings to improve specially designed instructional practice.</li> <li><input type="checkbox"/> Support students with disabilities</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serves a critical role for colleagues, both providing and receiving feedback on performance.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strengthens specially designed instruction by adapting practices based on colleague feedback and other types of performance data.</li> <li><input type="checkbox"/> Seeks specific feedback on areas of professional practice that are in need of improvement.</li> </ul>
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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
<input type="checkbox"/> Intervention logs	
<input type="checkbox"/> Documentation of collaboration with colleagues	
<input type="checkbox"/> Documentation of professional development attended or provided	
<input type="checkbox"/> Other relevant data	
<input type="checkbox"/>	
<input type="checkbox"/>	
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Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> School Speech-Language Pathologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.						
<b>Element b:</b> School Speech-Language Pathologists link professional growth to their professional goals.						
<b>Element c:</b> School Speech-Language Pathologists respond to complex, dynamic environments.						

<p><b>0 to 1 Total Points = Not Evident</b></p> <p><b>2 to 4 Total Points = Partially Proficient</b></p> <p><b>5 to 7 Total Points = Proficient</b></p> <p><b>6 to 10 Total Points = Accomplished</b></p> <p><b>11 to 12 Total Points = Exemplary</b></p>	<p><b>Overall Rating for Standard IV:</b></p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>
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**Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.**

**Comments of person being evaluated. (Optional)**

**Quality Standard V: School Speech-Language Pathologists demonstrate collaboration, advocacy and leadership.**

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> School Speech-Language Pathologists collaborate with internal and external stakeholders to meet the needs of students.				
<p><b>There is inadequate evidence that the School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares information about services offered by non-school agencies with other school personnel.</li> <li><input type="checkbox"/> Follows policy regarding signed release of information</li> </ul>	<p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides information about non-school agencies to school personnel, parents, and community members.</li> <li><input type="checkbox"/> Follows policy regarding signed release of information</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Communicates with school and non-school service providers regarding students' educational services.</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Works collaboratively with internal and external stakeholders to enhance student outcomes</li> </ul>	<p><b>... and</b></p> <p><b>The School Speech-Language Pathologist:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Provides in-services or trainings with and /or for community stakeholders about speech-language impairments</li> </ul>
<b>Element b:</b> School Speech-Language Pathologists advocate for students, families, and schools.				

<p><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in activities designed to improve policies and procedures that affect school climate and student learning.</li> <li><input type="checkbox"/> Reaches out to students, families, and the community in order to understand their needs.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to and/or participates in school and district task forces and committees to advocate for students.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements school, district and/or AU policies and procedures with fidelity.</li> <li><input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators in order to better address student needs.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in discussions that suggest changes to their school experience to affect a high quality education.</li> <li><input type="checkbox"/> Articulate their support of practices that improve their access to learning opportunities.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for curricular, school climate, and instructional improvements and/or accommodations.</li> </ul>
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**Element c: School Speech-Language Pathologists demonstrate leadership in their educational setting(s).**

<p><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in school activities beyond those expected of all SLPs.</li> <li><input type="checkbox"/> Recognizes opportunities to develop leadership skills.</li> <li><input type="checkbox"/> Works collaboratively for the benefit of students.</li> <li><input type="checkbox"/> Supports goals and initiatives in his/her educational setting.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to school/district and/or AU committees and teams.</li> <li><input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides leadership to in educational settings in order to enhance the skills and knowledge of colleagues.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares knowledge of helpful practices with colleagues.</li> <li><input type="checkbox"/> Confers with school administrators to improve SLP working and student learning conditions.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP initiates and leads collaborative activities with colleagues to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share ideas to improve teaching and learning</li> <li><input type="checkbox"/> Contribute to school, district and/or AU goals.</li> <li><input type="checkbox"/> Support students with disabilities</li> </ul>
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**Element d: School Speech-Language Pathologists contribute knowledge and skills to educational practices and their profession.**

<p><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is willing to share expertise with colleagues.</li> <li><input type="checkbox"/> Understands the importance of supporting colleagues.</li> </ul>	<p><b>The SLP</b> collaborates with colleagues to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support student growth and development.</li> <li><input type="checkbox"/> Contribute to school, district/AU goals.</li> <li><input type="checkbox"/> Enhance opportunities for professional growth.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads professional growth and development activities.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in school, district/AU decision-making processes.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates for the inclusion of SLPs in education and government decision-making processes; Or, Provides district, regional, state and or National level leadership that enhances skills and knowledge of colleagues</li> </ul>
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**Element e: School Speech-Language Pathologists demonstrate high ethical standards.**

<p><b>There is inadequate evidence that the SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains confidentiality of student records as required by law.</li> <li><input type="checkbox"/> Understands the need to hold high standards for himself/herself and others.</li> <li><input type="checkbox"/> Adheres to standards of professional practice.</li> </ul>	<p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains confidentiality of student and professional interactions as well as student and personal data.</li> </ul>	<p><b>... and</b></p> <p><b>The SLP:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demands ethical behavior on the part of students.</li> <li><input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adhere to ethical principles and demonstrate ethical behavior such as honesty, integrity, and respect for others.</li> </ul>
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

<b>Examples of Artifacts that may be used to provide evidence of performance:</b>	<b>Evidence of performance provided by artifact:</b>
<input type="checkbox"/> Use of data to inform service delivery, differentiate instruction and intervention plans	
<input type="checkbox"/> Documentation of professional learning communities	
<input type="checkbox"/> Other relevant data	
<input type="checkbox"/> Documentation of district or community involvement such as presentations, minutes, etc.	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> School Speech-Language Pathologists collaborate with internal and external stakeholders to meet the needs of students.							
<b>Element b:</b> School Speech-Language Pathologists advocate for students, families and schools.							
<b>Element c:</b> School Speech-Language Pathologists demonstrate leadership in their educational setting(s).							
<b>Element d:</b> School Speech-Language Pathologists contribute knowledge and skills to educational practices and their profession.							
<b>Element e:</b> School Speech-Language Pathologists demonstrate high ethical standards.							

<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>	<b>Overall Rating for Standard V:</b> <div style="border: 1px solid black; background-color: #c8e6c9; height: 20px; width: 100%;"></div>
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**Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.**

**Comments of person being evaluated. (Optional)**