Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge and skills in the area of Speech-Language Pathology	SLP demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate and/or license.	SLP demonstrates basic knowledge and skill in the therapy area; maintains the necessary certificate or license.	SLP demonstrates thorough knowledge and skill in the intervention area; holds the necessary certificate or license.	SLP demonstrates extensive knowledge and skill in the therapy areas; exceeds required CEU's to obtain additional endorsements and/or the ACE award from the American Speech-Language Hearing Association.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	SLP has no clear goals for the therapy program, or they are inappropriate to either the needs or the age of the students.	SLP's goals for the therapy program are rudimentary and partially suitable to the needs of the students.	SLP's goals for the therapy program are clear and appropriate for the needs of the students. Goals are aligned with the Common Core State Standards when possible.	SLP's goals for the therapy program are highly appropriate for the needs of the students and have been developed following an evaluation, review of existing information, and consultation with the student's educational team. Goals are aligned with the Common Core State Standards when possible.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	SLP demonstrates little or no knowledge of special education laws and procedures.	SLP demonstrates basic knowledge of special education laws and procedures.	SLP demonstrates thorough knowledge of special education laws and procedures.	SLP's knowledge of special education laws and procedures is extensive. SLP participates in district initiatives for establishing policies to maintain accordance with legal mandates.
1d: Demonstrating knowledge of resources, both within and beyond the school district	SLP demonstrates little or no knowledge of resources for students available through the school or district. SLP is not willing to investigate outside resources.	SLP demonstrates basic knowledge of resources for students available through the school or district. Will consult with colleagues for appropriate resources	SLP demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. Will provide basic resources upon request	SLP demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. Will provide multiple and specific resources as requested.
1e: Planning the therapy program to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	SLP's plan uses some evidence based practice and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	SLP has developed a plan that utilizes evidence based practice concepts consistently and utilizes a variety of activities for students to achieve goals.	SLP's plan is highly coherent, efficient, and utilizes evidence based practices and data collection to support students to achieve individual goals.
1f: Developing a plan to evaluate the therapy program	Assessment procedures are not consistent with student needs and contain no criteria by which student performance will be assessed. SLP has no plan to incorporate baseline assessments in the therapy plan.	SLP has rudimentary plan to evaluate the therapy program with inconsistent data collection. Baseline assessments are included in only some of the therapy outcomes/ goals.	Assessment procedures are clear and organized to reflect individual student growth toward identified goals. SLP has an established plan to collect data to support therapy services.	Therapy goals can be monitored by the SLP's assessment plan, which has clear criteria for identifying student performance. Data collection is clear and consistent and includes a baseline assessment.

Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	SLP's interactions with students are negative or inappropriate; students appear uncomfortable in the therapy setting.	SLP's interactions are a mix of positive and negative; the SLP's efforts at developing rapport are partially successful.	SLP's interactions with students are positive and respectful; students appear comfortable in the therapy setting.	SLP's interactions with the students are positive and respectful; the students are comfortable in the therapy setting. Student's interactions with the SLP reflect a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	SLP has no organizational skills demonstrated by the inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	SLP has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on a set therapy schedule, and completes some paperwork in a timely manner.	SLP has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner.	SLP is highly organized and meets deadlines for evaluating students and completing meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties such as teacher consultation and preparation of materials.
2c: Managing therapy procedures	SLP exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules with much therapy time lost.	SLP's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Some therapy time is lost.	SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. There is little loss of therapy time.	Specialist exercises excellent judgment in setting priorities. SLP demonstrates excellent time management skills, accomplishing all tasks in a seamless manner. Therapy time is maximized.
2d: Establishing standards of conduct for therapy	SLP has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or treatment.	SLP has clear rules of conduct in the evaluation and therapy session that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and treatment with partial success.	SLP has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful.	SLP has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. Students engage in self-monitoring of appropriate behavior.
2e: Organizing physical space for therapy	The SLP has a disorganized evaluation and therapy space and does not arrange the space to with students. Materials are not usually available.	The SLP has a moderately organized evaluation and therapy space with some materials available.	The SLP has an organized evaluation and therapy space with materials available.	The SLP has a highly organized evaluation and therapy space and has a wide variety of materials available to enhance student achievement.

Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Responding to referrals and evaluating student needs	The SLP fails to respond to a referral or makes incomplete assessments of student needs.	The SLP responds to a referral, and makes adequate assessments of student needs.	SLP responds to referrals and makes thorough assessments of student needs.	The SLP responds to referrals appropriate by consultation with teachers, and makes highly competent assessments of student needs.
3b: Developing and implementing intervention plans to maximize students' success	-SLP fails to implement treatment plans suitable for students, or plans are mismatched with the findings of the assessment.	SLP's plans are inconsistently implemented or sporadically aligned with the identified needs of students.	SLP's plans are consistently implemented and aligned with identified needs of students.	SLP implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	SLP fails to communicate with parents/ guardians and does not document attempts to communicate with the parents/ guardians. SLP fails to ensure necessary permissions or communicates in an insensitive manner.	SLP communicates with parents/ guardians but the information is not always relayed in a professional manner or takes into consideration cultural, socio-economic, and linguistic factors. Permissions are obtained...	The SLP communicates with parents/ guardians in a professional manner and takes into consideration cultural, socio-economic, and linguistic factors. Permissions are obtained.	The SLP initiates communication with parents/ guardians in a professional manner while being thoughtful of cultural, socio-economic, and linguistic factors and provides outside information on resources and training to address the student's communication needs. Permissions are obtained as needed.
3d: Collecting information; writing reports	SLP does not follow best practices for evaluation procedures and does not address all communication areas including expressive/receptive language, articulation, voice, and fluency.	SLP follows best practices for evaluation procedures and addresses all communication areas minimally adjusting assessment to students' needs, and writes an evaluation report that includes test scores but does not include a description of strengths and weaknesses.	SLP follows best practices for evaluation procedures and addresses all necessary communication areas, uses a variety of assessment tools, and writes a clear evaluation report.	SLP follows best practices for evaluation procedures and addresses all necessary communication areas, adjusts the battery of tests to address student needs, seeks out and utilize additional services when needed, and writes a clear and comprehensive evaluation report.
3e: Demonstrating flexibility and responsiveness	SLP adheres to the speech-language goals and benchmarks, in spite of evidence of its inadequacy. Minutes of services and instructional methods or strategies are not individualized to meet the student's needs.	Some of the time the SLP makes changes in the interventions and instructional methods and documents the changes in the progress notes or logs. The SLP is inconsistent in amending IEP when presented with evidence of the need for changes. Student's needs are considered when assigning minutes of services.	Most of the time the SLP makes changes in the interventions and instructional methods and documents changes in the progress notes or logs. The SLP amends the IEP when presented with evidence of the need for change. Student needs are considered when assigning minutes of services.	SLP makes changes in intervention and instructional methods as noted by evidence during therapy. The SLP amends the IEP as needed and student needs are continually considered when assigning minutes of services. Evidence based practices are used to determine if adjustments are needed in goals, objectives, and minutes of service. SLP is continually seeking ways to improve the treatment program based on input from team members and student progress on goals.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP's reflection provides an accurate and objective description of practice, citing positive and negative characteristics. SLP makes some specific suggestions as to how the intervention program might be improved.	SLP's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining accurate records	SLP does not have a system for monitoring deadlines; many evaluations are not completed by the deadline.	SLP has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline.	SLP has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline.	SLP has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and other related service personnel as needed.
4c: Communicating with families and staff.	SLP does not respond to parent or staff requests for information. SLP's communication about students' progress is minimal.	SLP makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place many not be accurate or sensitive to the needs of the student.	SLP initiates contact with teachers and staff to confer regarding student needs; SLP responds promptly and appropriately to parent and staff inquiries and communicates in a way that recognizes the needs of the individual student or family.	SLP's efforts to engage families and staff with individual student needs are frequent and successful and exceed what is required by district policy and is conducted in a timely manner. In addition, the SLP initiates family and staff contact regarding positive communication. All communication with the family recognizes the needs of the individual student and family.
4d: Participating in a professional community	SLP's relationships with colleagues are negative or self-serving, and SLP avoids participation in a professional culture of inquiry, resisting opportunities to become involved.	SLP' maintains cordial relationships with colleagues to fulfill duties that the school or district requires. SLP participates in the school's culture of professional inquiry when invited to do so.	SLP relationships with colleagues are characterized by mutual support and cooperation. SLP voluntarily participates actively in a culture of professional inquiry.	SLP's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. SLP takes a leadership role in promoting a culture of professionalism.
4e: Growing and developing professionally	SLP does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills.	SLP's participation in professional development activities is limited to those that are convenient or required.	SLP seeks out opportunities for professional development based on an individual assessment of need.	SLP provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through activities such as volunteering within the local and state level associations.
4f: Showing Professionalism	SLP displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	SLP is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality.	SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	SLP can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students' learning needs.
4g: Support for the total school program	SLP avoids becoming involved in school events or school and district projects.	SLP participates in school events and school and district projects only when specifically asked.	SLP volunteers to participate in school events and in school and district projects, making a substantial contribution.	SLP volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

Domain 1: Elements

1a**:** Knowledge of content and structure of the discipline: specifically as it relates to the following area- articulation, receptive language skills, Expressive language skills, fluency, voice, pragmatic language, AAC,

1b: Therapy outcomes are stated in a manner in which they show clarity, are balanced, and when possible aligned with Common Core Standards

1c: Sufficient knowledge of district, state, and federal regulations is demonstrated by consistently following said guidelines as well as the ability to offer support to other personnel in terms of maintaining compliance.

1d: Demonstrating knowledge of resources is shown by using materials that are aligned with student goals, materials that can be used to further the professional development of the SLP, and resources that are appropriately challenging for the individual students.

1e: Effective planning of the therapy program is accomplished through the use of an organized plan which shows the use of evidence based practice and consistent data collection.

1f: Evaluation of the therapy program must be done through consistently evaluating the student's needs, use student baseline information, and have clear expectations for student progress.

Domain 1: Indicators

1a)

- Evaluation and diagnostic reports which reflect clinical knowledge in the related areas of speech-language pathology
- Therapy plans which show clear understanding of the hierarchical nature of speech-language pathology
- Clear feedback provided to students during therapy
- Effective presentation of technical information provided to parents and/or staff during IEP and Eligibility meetings
- Participates in ongoing professional development

1b)

- Goals are measurable and clearly written
- Goals are clearly based on diagnostic information and are developed to target the specific needs of the student
- Goals are aligned with the Common Core State Standards when possible.

1c)

- Follows all policies and procedures for special education as determined by the state of Illinois
- Follows all policies for special education as determined by the district

1d)

- Use of a variety of materials including but not limited to: published therapy materials, online resources, resources printed by professional organizations, texts, community resources, use of guest speakers, etc.

1e)

- Use of a formal therapy plan

- Use of a variety of organized and motivating activities to engage students
- Use of evidence based practice to guide therapy plans
- Consistent use of data collection

1f)
- Use of baseline information to guide therapy plan development
- Use of clear criteria for determining level of student progress
- Consistent use of data collection to guide therapy plan development

Domain 1: Critical Attributes:

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a:	-SLP is unfamiliar with characteristics of disorders within their discipline. -SLP is unaware of rules and regulations -SLP does not demonstrate knowledge of therapeutic practices. -SLP is unaware of teaching certificate requirement and maintenance.	-SLP is familiar with characteristics of disorders within their discipline. -SLP is able to seek or obtain information concerning rules and regulations. -SLP has limited knowledge of therapeutic practices -SLP is aware of requirements and holds the appropriate teaching license.	-SLP can identify characteristics of disorders within their discipline. -SLP knows district eligibility procedures -SLP has thorough knowledge of best therapeutic practices. -SLP maintains appropriate teaching license.	-SLP can identify characteristic of disorders within their discipline -SLP knows district eligibility procedures and policies -SLP is able to serve as a resource to coworkers and parents when discussing rules and regulations as they apply to disorders within their discipline. -SLP holds or maintains and advanced certificate such as Illinois Professional Regulation License, ASHA-CCC, etc.
1b.	-SLP does not use assessment results, clinical judgment, and current available data to formulate goals. -SLP writes goals that are not measurable or appropriate. -SLP does not modify goals and objectives based on student progress. -SLP does not collect necessary data	-SLP inconsistently uses assessment results, clinical judgment, and current available data to formulate goals. -SLP writes generalized measurable goals to address student needs. -SLP modifies goals and objectives based on student progress when directed. -SLP collects limited data	-SLP uses assessment results, clinical judgment, and current available data to formulate goals. -SLP writes individualized measurable goals to meet the students' specific needs. -SLP maintains data necessary to modify IEP goals as needed. -	-SLP is able to effectively communicate to parents, staff members, and/or students the reason for the formulation of individual goals and objectives. -SLP uses data from multiple sources in goal writing. -When developmentally appropriate, the SLP reviews and develops IEP goals with the student.
1c.	-SLP demonstrates little or no understanding of special education law in relation to IEP process and related paperwork. -SLP cannot explain procedures to others (i.e. parents, teachers, administrators)	-SLP demonstrates limited understanding of special education law in relation to IEP process and related paperwork. -SLP can explain some procedures to others (i.e. parents, teachers, administrators)	-SLP demonstrates understanding of special education law in relation to IEP process and related paperwork. -SLP can explain procedures to others(i.e. parents, teachers, administrators) -SLP is proactive in developing his/her own understanding and ask for assistance when needed.	-SLP demonstrates thorough understanding of special education law in relation to IEP process and related paperwork -SLP is able to explain paperwork and/or procedures to others (i.e. parents, teachers, administrators) -SLP is proactive in developing their own understanding and assists others when asked.
1d.	-SLP is unaware of resources for students available through the school or district.	-SLP has limited awareness of resources and inconsistently makes use of available resources.	-SLP is aware of resources available within the school district and consistently makes use of them.	-SLP is aware of resources available in school/district. -SLP is aware of additional resources available through the community.

			-SLP has some limited knowledge of external resources. -SLP shares information regarding resources with staff who seek their support.	-SLP assists students, families, and staff in gaining access to outside resources.
1e.	-SLP does not use a formal therapy plan -Therapy lacks coherence and overall structure -SLP does not use goals using evidence based practice	-Therapy is somewhat structured -Activities are not consistently presented in an organized manner - SLP uses evidence based practices on an inconsistent basis	-SLP uses a formal therapy plan -SLP presents activities in an organized manner -SLP uses therapy plans exhibiting evidence based practice	-SLP uses a formal therapy plan -SLP presents activities in an organized and efficient manner -SLP presents activities which are dynamic and engaging for students -SLP consistently uses therapy plans exhibiting evidence based practice ideas
1f.	-SLP does not use a system for assessing therapy outcomes -SLP does not collect data -SLP does not modify goals or therapy plans based on student progress	-SLP uses an ineffective system for assessing therapy outcomes. -SLP collects minimal or irrelevant data. -SLP inconsistently modifies goals and objectives based on student progress -	-SLP uses an appropriate system for assessing therapeutic outcome -SLP accurately collects data to reflect student progress -SLP modifies goals and objectives based on student progress	-SLP uses an effective system for assessing therapeutic outcome -SLP accurately collects relevant data and shares findings with students as appropriate -SLP modifies goals and objectives based on data from multiple sources including student feedback -SLP incorporates evidence based practice ideas when programming all therapy activities

Domain 2: The Environment
Domain 2 Elements:
2a) SLP interactions with students are considered, including both words and actions, to show that he/she is interested in the student and cares about them.
2b) SLP uses efficient and effective organization skills and time management to complete the required tasks within the scope of the position.
2c) SLP effectively uses priorities when completing paperwork, attending to deadlines required by state mandates and school policies so that therapy time with students is maximized.
2d) SLP sets clear goals of expected student behavior and follows through with correcting poor behavior to maximize therapy time.
2e) SLP has an organized therapy area with materials that are readily available to enhance student achievement.

Domain 2: Indicators
2a)
- Respectful talk, active listening, turn-taking
- Acknowledgment of students' backgrounds and lives outside of the therapy setting
- Body language
- Physical proximity
- Politeness and encouragement
- Fairness

2b)

- Mindfulness of time both within and outside of the therapy setting
- Ability to meet all necessary deadlines meeting school and state guidelines
- Attending all meetings and appointments in a timely fashion

2c)

- Mindfulness in scheduling appointments and students
- Setting priorities to complete tasks according to deadlines
- Minimizing therapy time lost

2d)

- Setting clear and expected rules of conduct for therapy setting
- Maintaining appropriate behaviors during therapy and evaluations
- Dealing with inappropriate behaviors effectively within the therapy setting
- Encouraging self-monitoring and self-regulating of behaviors by the students

2e)

- Displaying an effective and organized physical layout of the therapy area to encourage student achievement
- Use of a wide variety of therapy materials based on their availability and ease of use

Domain 2: Critical Attributes:

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a)	-Communication between SLP and student/s is disrespectful. -SLP does not demonstrate connections with individual students.	-Communication between SLP and student/s is somewhat disrespectful. -SLP makes basic general connections with individual students.	-Communication between SLP and student/s in uniformly respectful. -SLP demonstrates an established connection with individual students, encouraging participation in activities.	-Communication between SLP and student/s demonstrates a high level of respect. -SLP demonstrates a connection with individual students that encompasses an understanding of needs on all levels. Students are comfortable participating.
2b)	-Paperwork is not completed by set deadlines. -SLP does not have an effective means for managing the caseload. -SLP does not make scheduling changes as needed.	-Paperwork is completed most often by deadlines. -SLP develops a means for managing the caseload. -SLP handles schedule changes in an untimely manner.	-Paperwork is completed in a timely manner. -SLP develops means for managing the caseload effectively in response to student needs. -SLP handles scheduling changes effectively in a timely manner.	-Paperwork is completed in advance of deadlines -Time is allotted to complete additional tasks and prepare materials effectively. -SLP adapts well to additions and or changes to the schedule and caseload.
2c)	SLP exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules with much therapy time lost.	SLP's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Some therapy time is lost.	SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. There is little loss of therapy time.	Specialist exercises excellent judgment in setting priorities. SLP demonstrates excellent time management skills, accomplishing all tasks in a seamless manner. Therapy time is maximized.
2d)	-SLP does not monitor student behavior.	-SLP attempts to keep track of student behavior.	-SLP frequently monitors student behavior.	-SLP effectively monitors student behavior. -SLP responds consistently and effectively to misbehavior among students.

	-SLP does not respond to disruptions or disrespectful behavior among the students.	-SLP occasionally responds to disruptive or disrespectful behavior among the students.	-SLP responds consistently to misbehavior among the students.	-SLP encourages student self-monitoring given subtle cues.
2e)	-Transitions and therapy routines are confused and chaotic. -Materials needed for therapy are not readily available to the SLP. -There are no established procedures or therapy routines. -Therapy resources are not arranged to support the goals and activities. -Available technology is not being used.	-Transitions within and between therapy sessions are awkward. -Therapy session routines function inconsistently. -Some materials needed for therapy are readily available to the SLP. -Therapy resources are partially arranged to support instructional goals and activities. -SLP makes limited use of available technology.	-Transitions within and between therapy sessions are smooth. -Most of the materials needed for therapy are readily available to the SLP. -Therapy resources are arranged to support the instructional goals and activities. -SLP makes appropriate use of available technology.	-Transitions and routines are seamless and utilized by students with little or no intervention from the therapist. -All materials needed for therapy are readily available. -SLP individualizes available technology according to student need.

Domain 3: Delivery of Service
Domain 3: Elements

3a: The SLP responds promptly and appropriately to referrals that are made and follows through with the necessary communication to the necessary individuals on the team.

3b: The SLP uses appropriate clinical judgment skills to select the most effective therapy materials that are age-appropriate and target the stated IEP goals.

3c: The SLP communicates well with the families of students offering clear explanations of test data and progress both in written communications and verbally during IEP meetings.

3d: SLP uses clear and consistent data collection to benefit student achievement. Evaluations are complete and use a variety of assessment tools dedicated to diagnose specific speech-language disorders. Reports are written in a manner that is appropriate for the reader, gives clear data and lists student strengths and weaknesses.

3e: SLP uses therapy data to make necessary changes in minutes of service and therapy procedures.

Domain 3: Indicators
3a)
- Promptly and appropriately handling all referrals received
- Completing the assessment process specific to the student and the weaknesses identified in the referral
- Use of all available information to collect a thorough history of the student and their needs

3b)

- Using skilled clinical judgment to appropriately select therapy materials to meet the needs of the students with regard to their strengths and weaknesses, IEP goals, and developmental level
- Involvement of the student to understand their specific strengths and weaknesses

3c)

- Consistent contact with parents as needed to increase student growth
- Parent contact is sensitive to individual needs of student and family
- Parent contact is clear and uses language appropriate for the listener

3d)

- Speech-language evaluations conducted are complete and assess all areas including: receptive and expressive language, social skills, voice, fluency, articulation, and oral motor skills as appropriate
- Reports are clearly written and are comprehensive in nature

3e)

- Flexibility is noted in therapy procedures
- Adjustments are made as needed
- IEP goals are revised and updated as seen by data collected when working with students
- IEP minutes of service are adjusted as needed
- SLP seeks our support of the IEP team to address student needs in a comprehensive manner

Domain 3: Critical Attributes

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a)	-SLP does not follow up on referrals -SLP completes screening/ assessments of students but gives not consideration to identified needs.	-SLP follows up on referrals after several reminders -SLP completes screening/ assessments of students but not always based on identified concerns...	--SLP follows up on referrals within an appropriate time frame. -SLP completes thorough screening/ assessment of student based on identified concerns.	-SLP follows up on referrals immediately. -SLP completes thorough screening/ assessment of student based on identified concerns. -SLP gathers background information regarding students. -SLP communicates with team members regarding student's needs, strengths, and weaknesses.
3b)	-SLP does not use clinical judgment when using therapy materials. -Therapy materials are inappropriate for age, development, and target areas. -Targeted tasks do not match stated goals.	-SLP randomly selects therapy materials. -Therapy materials are sometimes appropriate for age, development, and target areas. -Targeted tasks partially match stated goals.		SLP implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	SLP fails to communicate with parents/ guardians and does not document attempts to communicate with the parents/ guardians. SLP fails to ensure	SLP communicates with parents/ guardians but the information is not always relayed in a professional manner or takes into consideration cultural,	The SLP communicates with parents/ guardians in a professional manner and takes into consideration cultural, socio-economic, and linguistic factors. Permissions are obtained.	The SLP initiates communication with parents/ guardians in a professional manner while being thoughtful of cultural, socio-economic, and linguistic factors and provides outside information on resources and training to address the

	necessary permissions or communicates in an insensitive manner.	socio-economic, and linguistic factors. Permissions are obtained...		student's communication needs. Permissions are obtained as needed.
3d: Collecting information; writing reports	SLP does not follow best practices for evaluation procedures and does not address all communication areas including expressive/receptive language, articulation, voice, and fluency.	SLP follows best practices for evaluation procedures and addresses all communication areas minimally adjusting assessment to students' needs, and writes an evaluation report that includes test scores but does not include a description of strengths and weaknesses.	SLP follows best practices for evaluation procedures and addresses all necessary communication areas, uses a variety of assessment tools, and writes a clear evaluation report.	SLP follows best practices for evaluation procedures and addresses all necessary communication areas, adjusts the battery of tests to address student needs, seeks out and utilize additional services when needed, and writes a clear and comprehensive evaluation report.
3e: Demonstrating flexibility and responsiveness	SLP adheres to the speech-language goals and benchmarks, in spite of evidence of its inadequacy. Minutes of services and instructional methods or strategies are not individualized to meet the student's needs.	Some of the time the SLP makes changes in the interventions and instructional methods and documents the changes in the progress notes or logs. The SLP is inconsistent in amending IEP when presented with evidence of the need for changes. Student's needs are considered when assigning minutes of services.	Most of the time the SLP makes changes in the interventions and instructional methods and documents changes in the progress notes or logs. The SLP amends the IEP when presented with evidence of the need for change. Student needs are considered when assigning minutes of services.	SLP makes changes in intervention and instructional methods as noted by evidence during therapy. The SLP amends the IEP as needed and student needs are continually considered when assigning minutes of services. Evidence based practices are used to determine if adjustments are needed in goals, objectives, and minutes of service. SLP is continually seeking ways to improve the treatment program based on input from team members and student progress on goals.

Domain 4: Professional Responsibilities
Domain 4: Elements

4a: The SLP reflects on his or her practice accurately and can cite specific examples of successful and unsuccessful therapy.
4b: The SLP uses an effective system for completing evaluations in a timely manner, using excellent communication skills throughout the process.
4c: The SLP communicates well with the students, parents, and staff and does so with professionalism and sensitivity to the needs of the student.
4d: The SLP participates and contributes to the department and district meetings.
4e: The SLP takes a leadership role in seeking continuing education, as well as participating in professional organizations to better the profession.
4f) The SLP shows the utmost integrity, honest, and adheres to the ASHA *Code of Ethics*.

Domain 4: Indicators
4a)
- Accurately reflects on practice
- Can cite specific successful/ unsuccessful therapy procedures

4b)
- Uses an organized and effective system to complete evaluations and reevaluations
- Communicates results in a timely manner to case managers

4c)
- Consistently seeks out other staff to collaborate regarding student
- Initiates contact with staff and families as needed to discuss students' needs
- Communicates with staff and families in a sensitive manner

4d)

- Contributes to department and district level meetings

4e)

- Seeks out a leadership role when selecting professional development
- Seeks out leadership roles in professional organizations to better the profession

4f)

- Upholds the values of honesty and integrity
- Adheres to the ASHA *Code of Ethics*

Domain 4: Critical Attributes

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	-Does not assess the effectiveness of the professional practice. -Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved.	-Inconsistently assesses the effectiveness of the professional practice. -Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved.	-Accurately assesses the effectiveness of professional practice. -Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved.	-Regularly and accurately assesses the effectiveness of professional practice. -Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved.
4b: Maintaining accurate records	-Records are inaccurate and/or unavailable. -Does not follow procedures for obtaining and maintaining records. -Does not attend trainings/in-services provided by the district about updates to district/legal mandates. -No data management system.	-Records are somewhat accurate and inconsistently accessible. -Inconsistently follows procedures for obtaining and maintaining records. -Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates. -Inconsistent data management system.	-Records are accurate and accessible when needed. -Follows correct procedures for obtaining and maintain records. -Attends training/in-services provided by the district about updates to district/legal mandates. -Utilizes an effective data management system and can readily access data.	-Records are always accurate and accessible when needed. -Follows correct procedures for obtaining and maintaining records. -Regularly attends trainings/in-services about updates to district/legal mandates and disseminates this information to colleagues as needed. -Can produce and explain his/her data.
4c: Communicating with families	-Little or no information regarding students or the services that are provided are available to parents or staff. -Does not respond to communication requests made by students, parents, or staff.	-Some information regarding student or the services that are provided are articulated to parents and staff. -Slow to respond to communication requests made by students, parents and staff. -Communication during meetings or consultation can be ineffective -Inconsistently advocates for the best interests of the student.	-Information regarding students and the services that are provided are regularly articulated to parents and staff. -Knowledgeable about the services and makes attempt to involve and communicate student progress with staff and parents. -Responds to communication requests made by student, parents, and staff in a timely fashion. -Communication during meetings or consultation if effective and meaningful. -Advocates for the best interests of the student.	-Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents and staff. -Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them. -Initiates communication and responds to requests make by students, parents, and staff. -Facilitates effective communication during meetings or consultation. -Always advocates for the best interests of the student.
4d: Participating in a professional community	-Aversive to feedback from colleagues and administration. -Does not participate in professional collaboration.	-Inconsistently accepts feedback from colleagues and administration. -Participates in professional collaboration, but does not contribute.	-Accepts feedback from colleagues and administration in order to improve practice. -Regularly participates in professional collaboration and makes contributions.	-Solicits feedback from colleagues and administration in order to improve practice. -Assumes a leadership role in professional collaboration.

	-Does not attend department meetings.	-Inconsistently attends and rarely participates in department meetings.	-Consistently attends and participates in department meetings. -Participates on and contributes to committees as requested.	-Consistently attends and provides expertise to department meetings. -Participates on and contributes to district-level committees.
4e: Growing and developing professionally	-Does not seek opportunities for continued professional development. -Does not participate in any activity that might enhance knowledge or skill. -Purposefully resists discussing performance with supervisors or colleagues. -Makes no effort to participate in professional organizations.	-Rarely seeks opportunities for continued professional development. -Participates in professional development when they are required. -Reluctantly accepts feedback from supervisors and colleagues. -Rarely participates in professional organizations.	-Seeks opportunities for continued professional development. -Seeks regular opportunities for professional development. -Actively participates in organizations designed to contribute to the profession.	-Seeks opportunities for continued professional development. -Seeks regular opportunities for continued professional development. -Actively seeks feedback from supervisors and colleagues. -Takes an active leadership role in professional organizations in order to contribute to the profession.
4f: Showing Professionalism	-Dishonest -Does not notice the needs of the students. -Engages in practices that are self-serving. -Willfully rejects district regulations. -Is not aware of ASHA's *Code of Ethics*.	-consistently honest -Notices the needs of student, but is inconsistent in addressing them. -Does not notice that practices are ineffective or that they result in poor outcomes for students. -Complies with district regulations. -Inconsistently adheres to ASHA's *Code of Ethics*.	-Consistently honest and known for having high standards of integrity. -Actively addresses student needs. -Actively works to provide opportunities for student success within the practice. Complies with district regulations. -Adheres to ASHA's *Code of Ethics*.	-Considered a leader in terms of honesty, integrity, and confidentiality. -Proactively addresses student needs. -Makes a concerted effort to ensure opportunities are available for student success with the practice. -Takes a leadership role regarding district regulations. -Always adheres to ASHA's *Code of Ethics*.