

Speech-Language Pathologist Evaluation

PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS FOR DOMAIN 1: PLANNING AND PREPARATION				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a Demonstrating knowledge and skill in the speech-language pathology therapy area; holds relevant certificate or license.	Speech-Language Pathologist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Speech-Language Pathologist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapy area; holds the Certificate of Clinical Competence.
1b Establishing goals for the therapy program appropriate to the setting and the students served	Speech-Language Pathologist has no plan for individualizing speech-language services that are appropriate to the students needs or setting.	Speech-Language Pathologist has a plan for the therapy services that is rudimentary or partially suitable to the setting and to the needs of the students.	Speech-Language Pathologist has a plan for the therapy services that is clear and appropriate to the setting of the school and to the needs of the students.	Speech-Language Pathologist has a plan for the therapy services that is highly appropriate to the school setting and to the needs of the students and have been developed collaboratively with different school stakeholders.
1c Demonstrating knowledge of district, state, and federal regulations and guidelines for speech-language pathology	Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates basic knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates thorough knowledge of special education laws and procedures.	Speech-Language Pathologist's knowledge of special education laws and procedures is extensive; Speech-Language Pathologist takes a leadership role in reviewing and revising district policies.
1d Demonstrating knowledge of resources, both within and beyond the school and district.	Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates basic knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Speech-Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e Formulating an outline for the therapy services to meet the needs of individual students	Therapy services consists of a random collection of unrelated activities, lacking coherence or an overall structure and does not link	Speech-Language Pathologist's outline has a guiding objective and includes a number of worthwhile activities but does not meet the overall goal(s)/benchmark	Speech-Language Pathologist has developed an outline that includes the important aligned activities that meet the overall goal(s)/benchmark	Speech-Language Pathologist 's outline is highly coherent and serves to support students individually and support carryover across educational or community settings

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	to overall goals/benchmark			
1f Developing a plan to evaluate the therapy program.	Speech-Language Pathologist has no plan to review the services and resists suggestions that such a revision is important	Speech-Language Pathologist has an unclear plan and accepts and implements suggestions for revision of the plan	Speech-Language Pathologist has a clear plan that is supported by evidence-based practice and quantitative and qualitative data	Speech-Language Pathologist evaluation plan is highly sophisticated and includes multiple sources of evidence, necessary revisions of IEPs based upon quantitative and qualitative data
PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS FOR DOMAIN 2: THE ENVIRONMENT				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Establishing rapport with students	Speech-Language Pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting	Speech-Language Pathologist's interactions are a mix of positive and negative; the speech-language pathologist's efforts at developing rapport are partially established	Speech-Language Pathologist's interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting	Speech-Language Pathologist's interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors: seeking out the speech-language pathologist, cooperating during expected tasks, coming to scheduled therapy sessions (high school), and/or completing homework assignments
2b Organizing time effectively	Speech-Language Pathologist has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	Speech-Language Pathologist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner.	Speech-Language Pathologist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner.	Speech-Language Pathologist 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 that will assist in meeting the needs of students at their school.
2c Establishing standards of conduct in the therapy session	No standards of conduct have been established and Speech-Language Pathologist disregards or fails to address negative student behavior during evaluation or	Standards of conduct appear to have been established in the testing and therapy setting. Speech-Language Pathologist attempts to monitor and correct student	Standards of conduct have been established in the testing and therapy setting. Speech-Language Pathologist monitors student's behavior again those standards;	Standards of conduct have been established in the testing and therapy setting. Speech-Language Pathologist monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

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	treatment.	negative behavior during evaluation and treatment are partially successful.	response to students is appropriate and respectful.	
2d Organizing physical space for testing of students and providing therapy	Speech-language pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are usually not available.	Speech-language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is not rearranged or modified to meet each student's individual needs.	Speech-language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs.	Speech-language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs. The Speech-Language Pathologist seeks out additional equipment, materials, and additional resources to enhance individual student-speech-language needs.
PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS FOR DOMAIN 3: DELIVERY OF SERVICE				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a. Responding to referrals and evaluating student needs	The speech-language pathologist fails to make a referral decision upon receipt of the written referral within the mandated time frame.	The speech-language pathologist responds to a written referral within the mandated time frame but there is no clear explanation of planned interventions and/or assessment.	The speech-language pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment.	The speech-language pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment. In-services are provided on the referral process/procedures and areas of communication disorders with appropriate stakeholders.
3b. Developing and implementing goals and benchmarks to maximize students' success	Speech-language pathologist fails to follow the Speech-Language Department's format for writing goals and the goals do not correlate with the findings of the assessment.	Speech-language pathologist partially follows the Speech-Language Department's format for writing goals and the goals partially correlate with the findings from the assessment.	Speech-language pathologist follows all requirements within the Speech-Language Department's format for goal writing and the goals correlate with the findings from the assessment.	Speech-language pathologist follows the Speech-Language Department's format for goal writing, the goals correlate with the findings from the assessment, and finds creative ways to incorporate speech/language goals across the curriculum.
3c. Communicating with families	Speech-language pathologist fails to communicate with parents or guardians and does not	Speech-language pathologist communicates with parents or guardians but the information is not always relayed in a	Speech-language pathologist communicates with parents or guardians in a professional manner and takes into	Speech-language pathologist initiates communication with parents or guardians in a professional manner while being thoughtful of cultural, socio-economic, and

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	document attempts to communicate with the parents or guardians.	professional manner or takes into consideration cultural, socio-economic, and linguistic factors.	consideration cultural, socio-economic, and linguistic factors.	linguistic factors and provides outside information on resources and training to address the student's communication needs.
3d. Collecting information; writing reports	Speech-language pathologist does not follow Speech-Language Department best practices for evaluation procedures and does not address all communication areas including expressive and receptive language, pragmatics, articulation and phonology, voice, fluency, and oral-motor.	Speech-language pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all communication areas (including expressive & receptive language, pragmatics, articulation & phonology, voice, fluency, and oral-motor), minimally adjusts assessment to students' needs, and writes an evaluation report that includes test scores but does not include a description of strengths and weaknesses.	Speech-language pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all communication areas (including expressive & receptive language, pragmatics, articulation & phonology, voice, fluency, and oral-motor), uses a variety of assessment tools, and writes a clear evaluation report.	Speech-language pathologist follows Speech-Language Department best practices for evaluation procedures and addresses all communication areas (including expressive & receptive language, pragmatics, articulation & phonology, voice, fluency, and oral-motor), adjusts the battery of tests to address students' needs, seeks out and utilizes additional services when needed, and writes a clear and comprehensive evaluation report.
3e. Demonstrating flexibility and responsiveness	Speech-language pathologist adheres to the speech/language goals and benchmarks, in spite of evidence of its inadequacy. Minutes of service are not individualized to meet the student's needs.	Speech-language pathologist makes changes in the interventions and documents the changes in progress notes but does not amend the IEP when confronted with evidence of the need for change. Student's needs are considered when assigning minutes of service.	Speech-language pathologist amends the IEP when confronted with evidence of the need for change and makes revisions in the treatment program. Student's needs are considered when assigning minutes of service	Speech-language pathologist amends the IEP when confronted with evidence of the need for change and makes revisions in the treatment program. Student's needs are considered when assigning minutes of service. Evidenced based practices are used to determine if adjustment in goals, benchmarks, and minutes are needed.
PROFESSIONAL PRACTICES OF SPEECH-LANGUAGE PATHOLOGISTS FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a. Reflecting on practice	Speech-language pathologist does not reflect on practice,	Speech-language pathologist's reflection on	Speech-language pathologist's reflection provides an accurate and	Speech-language pathologist's reflection is highly accurate and perceptive, citing

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	or the reflections are inaccurate or self-serving.	practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	objective description of practice, citing specific positive and negative characteristics. Speech-language pathologist makes some specific suggestions as to how the therapy program might be improved.	specific examples that were not fully successful for at least some students. Speech-language pathologist draws on an extensive repertoire to suggest alternative strategies.
4b. Collaborating with teachers and administrators	Speech-language pathologist is not available to staff for questions and planning and declines to provide background material when requested	Speech-language pathologist is available to staff for questions and planning and provides background material when requested.	Speech-language pathologist initiates contact with teachers and administrators to provide information pertaining to students and documents consultation/collaboration.	Speech-language pathologist seeks out teachers and administrators to confer regarding cases, provides information pertaining to students, solicits their perspectives on individual students, and documents consultation/collaboration.
4c. Maintaining an effective data-management system.	The Speech-Language Pathologist data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	The Speech-Language Pathologist inconsistently uses a data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	The Speech-Language Pathologist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	The Speech-Language Pathologist has developed a highly effective data-management system for creatively monitoring student progress that is in place in multiple environments and uses it to adjust treatment when needed. The Speech-Language Pathologist uses the system to communicate with teachers/parents.
4d. Participating in a professional community	Speech-language pathologist relationships with colleagues are negative or self-serving, and Speech-Language Pathologist avoids being involved in school and district events and projects.	Speech-language pathologist relationships with colleagues are cordial, and he/she participates in school and districts events and projects when specifically asked to do so.	Speech-language pathologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Speech-language pathologist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e. Engaging in professional development	Speech-language pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Speech-language pathologist participates in the offered professional development activities provided by the speech department which are relevant to their caseload and discipline.	Speech-language pathologist participates in all professional development activities relevant to the discipline and the needs of students on their caseload and discipline. Speech-language pathologist seeks out professional	Speech-language pathologist actively pursues professional development opportunities by attending all relevant meetings for the profession/department/district requirements, and makes a substantial contribution to the profession through

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			development opportunities.	such activities as presenting relevant information to colleagues during workshops.
4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Speech-language pathologist is not trustworthy or dependable in their interactions with colleagues, students, and the public, with more than two complaints and evidence of unprofessionalism documented towards the individual and violates norms of confidentiality. Speech-Language Pathologist does not comply with school, district, and/or cooperative regulations.	Speech-language pathologist is trustworthy and dependable in interactions with colleagues, students, and the public, with one or two complaints and evidence of unprofessionalism documented towards the individual. Speech-Language Pathologist is an advocate for the students and does not violate norms of confidentiality. Speech-Language Pathologist complies minimally with school, district, and/or cooperative regulations doing just enough to get by.	Speech-Language Pathologist is trustworthy and dependable. They maintain confidentiality in interactions with colleagues, students, and the public with no complaints or evidence of unprofessionalism documented. Speech-Language Pathologist advocates for students when needed. No violations of confidentiality documented. Speech-Language Pathologist maintains an open mind in team or departmental decision making. Speech-Language Pathologist complies fully with school, district, and/or cooperative regulations.	Speech-language pathologist is trustworthy and dependable with no complaints or evidence of unprofessionalism documented. Speech-Language Pathologist is highly proactive in serving students and seeking out resources when needed. Speech-Language Pathologist takes a leadership role with colleagues to ensure that decisions are based on the highest professional standards. Speech-Language Pathologist complies fully with school district and/or cooperative regulation, taking a leadership role with colleagues.