

## Standard 1: Screening, Assessment, Diagnosing and Advising

Assists in the identification of students' speech-language disorders through conducting valid assessments which adhere to District and State guidelines.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>1.1 While participating on collaborative teams as related to communication disorders, the SLP serves effectively by sharing professional knowledge and making recommendations for screening and/or evaluation.</b>	Does not engage in meetings and activities designed to identify students with potential special education needs by providing professional knowledge and making recommendations for screening and/or evaluation.	Is moderately effective as a participant in meetings and activities designed to identify students with potential special education needs by providing professional knowledge and making recommendations for screening and/or evaluation.	Effectively engages as an active participant in meetings and activities designed to identify students with potential special education needs by providing professional knowledge and making recommendations for screening and/or evaluation.	Initiates highly effective levels of collaboration with a variety of team members in meetings and activities designed to identify students with potential special education needs by providing professional knowledge and making recommendations for screening and/or evaluation.
<b>1.2 Demonstrates assessment knowledge by selecting and administering current and evidence-based assessment techniques and tools relevant to the student's perceived deficits.</b>	Ineffectively selects evidence-based assessment techniques and tools that are administered, scored, and interpreted as relevant to the student's perceived deficits.	Moderately effective in selection of evidence-based assessment techniques and tools that are administered, scored, and interpreted as relevant to the student's perceived deficits.	Effectively selects evidence-based assessment techniques and tools that are administered, scored, and interpreted as relevant to the student's perceived deficits.	Proactively and collaboratively selects evidence-based assessment techniques and tools including dynamic assessment strategies that are administered, scored, and interpreted as relevant to the student's perceived deficits.
<b>1.3 Analyzes and interprets information gained through assessment adhering to District and State guidelines to determine student eligibility, including dismissal from services.</b>	Does not provide accurate defensible justification for eligibility and dismissal decisions.	Although accurate, analysis and interpretation of information does not consistently adhere to District and State guidelines.	Provides accurate defensible justification for eligibility and dismissal decisions.	Takes a leadership role, using building, district and community resources in differential diagnosis to determine eligibility and dismissal decisions.

## Standard 1: Screening, Assessment, Diagnosing and Advising *(continued)*

Assists in the identification of students' speech-language disorders through conducting valid assessments which adhere to District and State guidelines.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>1.4 Completes assessments within appropriate time frames; communicates to a variety of audiences the student's present levels and educational impact by integrating results of assessments.</b>	Rarely adheres to Federal, State and District time frames. Does not explain or document student strengths, needs, and recommendations for a variety of audiences for educational planning.	Sometimes adheres to Federal, State and District time frames. Sometimes explains and documents student strengths, needs, and recommendations for a variety of audiences for educational planning.	Adheres to Federal, State and District time frames. Clearly articulates and documents student strengths, needs, and recommendations for a variety of audiences for educational planning.	Provides leadership to colleagues regarding adherence to Federal, State and District time frames. Shares an impressive level of knowledge with a variety of audiences.

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>• Is screening data reviewed with appropriate staff and family to determine if further assessment is suggested?</li> <li>• Are assessment protocols completed accurately?</li> <li>• Is assessment data reviewed, both individually and in collaboration with others (such as IEP teams, instructional team, or PLC) to differentiate future instruction?</li> <li>• Is there a clear connection between assessment results and diagnosis?</li> <li>• Is there a clear connection between diagnosis and developed goals?</li> <li>• Is assessment conducted in a timely manner, according to State law?</li> <li>• Is the appropriate assessment tool used for the suspected disability?</li> <li>• Were multiple assessment techniques (dynamic assessment) used or attempted during the evaluation process?</li> </ul>	<ul style="list-style-type: none"> <li>• Completed assessment protocols</li> <li>• Differentiation in analysis of student assessment performance with consideration of special needs of students</li> <li>• Meetings with IEP teams to discuss educational impact, IEP goals, and diploma options as appropriate</li> <li>• Sampling of eligibility reports</li> </ul>

## Standard 2: Instructional Planning and Preparation

Plans and develops appropriate intervention programs and/or services to students.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>2.1 Works collaboratively with school personnel to accomplish the mission and vision of the school district, as it relates to speech-language services.</b>	Does not collaborate for the success of the department, school, and district through active support and constructive feedback to accomplish the mission and vision of the school district.	While not always consistent, attempts to collaborate for the success of the department, school, and district through active support and constructive feedback to accomplish the mission and vision of the school district.	Collaborates consistently and effectively for the success of the department, school, and district through active support and constructive feedback to the professional team, students, and parents to accomplish the mission and vision of the school district.	Self-initiates cooperative and collaborative communication and effective strategies with school personnel to accomplish the mission and vision of the school district.
<b>2.2 Coordinates speech-language services with other school personnel.</b>	Rarely engages in routine and effective communication with staff in collective scheduling within the itinerant nature of the SLP's assignments.	Sometimes engages in routine and effective communication with staff in collective scheduling within the itinerant nature of the SLP's assignments.	Consistently engages in routine and effective communication with staff in collective scheduling within the itinerant nature of the SLP's assignments.	Proactively coordinates with other school personnel to provide speech services in a variety of school settings.
<b>2.3 Selects evidence-based intervention strategies and effective teaching materials to reach objectives.</b>	Selects intervention strategies and teaching materials, but does not consider evidence and/or the developmental level of the student(s) as a basis for the selection process, generating little to no positive result.	Inconsistently selects current, evidence-based intervention strategies and developmentally appropriate teaching materials that result in student meeting their IEP objectives.	Selects current, evidence-based intervention strategies and developmentally appropriate teaching materials that result in student meeting their IEP objectives.	In addition to consistently selecting current, evidence-based intervention strategies and developmentally appropriate teaching materials that result in student(s) meeting their IEP objectives, the SLP regularly initiates sharing of his/her expertise with colleagues, school personnel and other stakeholders.

## Standard 2: Instructional Planning and Preparation *(continued)*

Plans and develops appropriate intervention programs and/or services to students.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>2.4 Maintains records of the speech-language program and prepares periodic reports as required.</b>	Does not maintain speech-language records and provide required reports in a timely manner. Reports may also be found to be inaccurate.	Inconsistently maintains speech-language records, and/or does not consistently provide required reports in a timely manner. Reports may also be found to be inaccurate.	Consistently maintains accurate speech-language records and provides required reports in a timely manner.	No exceeds for this indicator.

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>Does the SLP have a working knowledge of the team member's roles in order to support the mission and vision of the school district?</li> <li>Does the SLP demonstrate knowledge of the developmental sequence of speech and language skills?</li> <li>Does the SLP effectively communicate the developmental sequence of speech and language skills?</li> <li>Does the SLP coordinate services with other school personnel?</li> <li>Are developmentally appropriate materials used during therapy to support growth on IEP goals?</li> <li>Are speech and language records reported in a timely and accurate manner?</li> <li>Are necessary reports completed in a timely and accurate manner?</li> </ul>	<ul style="list-style-type: none"> <li>IEP progress reports</li> <li>Eligibility/IEP paperwork</li> <li>Service schedules</li> <li>Clearly posted and/or communicated therapy targets/goals which refer to standards (at the student's instructional level) in a student-friendly format</li> </ul>

### Standard 3: Managing and Conducting Intervention

Provides intervention strategies to support the teaching process and to assist students in speech and language learning. Uses best practices and resources provided within the district to facilitate non-biased interventions that are sensitive to students' cultural and linguistic backgrounds.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>3.1 Provides specially designed instruction and/or consultation for individuals or groups of students within a variety of service models appropriate to student needs.</b>	Rarely uses service delivery model(s) that achieve the goals and objectives.	Understands various service delivery model(s), but does not always utilize model(s) that effectively and efficiently achieve the goals and objectives.	Students are served in the delivery model(s) that efficiently and effectively achieve the goals and objectives for individuals or groups of students.	Collaboratively integrates a variety of service delivery models that efficiently and effectively achieve the goals and objectives for individuals or groups of students.
<b>3.2 Uses a variety of materials, methods and strategies to facilitate student learning and promote student engagement.</b>	Rarely uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives.	Inconsistently uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives.	Uses a variety of intervention strategies which provide regular opportunities for student to engage in the learning necessary to achieve goals and objectives. Shares strategies with classroom staff and support specialists for generalization of language and speech skills.	Collaborates with instructional staff to integrate the use of strategies throughout educational environments which allow students to generalize language and speech skills and to achieve goals and objectives.
<b>3.3 Based on data collection of student performance in relevant settings, evaluates the effectiveness of interventions to adjust plans and procedures.</b>	Does not use data collection to evaluate the effectiveness of interventions and/or to make adjustments to plans and procedures.	Data collection is minimally systematic, and is not always used in decision-making regarding adjustments in plans, procedures and interventions for individual students.	Data collection is systematic, ongoing, and reflects decision-making adjustments in plans, procedures and interventions for individual students.	No exceeds for this indicator.

### Standard 3: Managing and Conducting Intervention *(continued)*

Provides intervention strategies to support the teaching process and to assist students in speech and language learning. Uses best practices and resources provided within the district to facilitate non-biased interventions that are sensitive to students' cultural and linguistic backgrounds.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>3.4 Communicates verbally and in written form to a variety of audiences the student's present level of functioning and educational needs.</b>	Rarely presents written and verbal information in clear, logical and concise language, addressing few aspects of the student's present level of functioning and educational needs.	Sometimes presents written and verbal information in clear, logical and concise language, addressing some aspects of the student's present level of functioning and educational needs.	Consistently presents written and verbal information in clear, logical and concise language, addressing all aspects of the student's present level of functioning and educational needs.	No exceeds for this indicator.
<b>3.5 Uses best practices and resources provided within the district to facilitate nonbiased interventions that are sensitive to students' cultural and linguistic backgrounds.</b>	Does not demonstrate knowledge to tailor materials and presentation of information to each audience with sensitivity to cultural and linguistic backgrounds.	Demonstrates knowledge, but does not always tailor materials and presentation of information to each audience with sensitivity to cultural and linguistic backgrounds.	Consistently tailors available materials and presentation of information to each audience with sensitivity to cultural and linguistic backgrounds.	Is a resource to colleagues in the facilitation of nonbiased interventions that are sensitive to students' cultural and linguistic backgrounds.

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>• Is student response data used to modify instruction?</li> <li>• Is instruction scaffolded for the individual to move the student to the next level of development?</li> <li>• Is there a demonstrated understanding of student development?</li> <li>• Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?</li> <li>• Do students receive encouragement in applying various levels of questioning or problem-solving strategies?</li> <li>• Does the professional implement strategies that foster student engagement?</li> <li>• Are progress reports completed?</li> <li>• Are reports written and presented in a clear and concise manner?</li> <li>• Does SLP deliver a variety of models within the school setting to best meet the needs of the student?</li> <li>• Are materials and presentation of information tailored to all audiences (e.g., parents, school personnel, medical professionals, agencies) with a variety of cultural and linguistic backgrounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection/progress notes</li> <li>• Analysis of pre- and post-assessment data</li> <li>• Observation of student engagement</li> <li>• List of implemented instructional strategies and outcomes</li> <li>• Developmentally appropriate instruction for target goals</li> <li>• IEP progress notes</li> <li>• Samples of Present Level of Academic Achievement and Functional Performance (PLAAFP)</li> <li>• Therapy tools</li> </ul>

## Standard 4: Leadership and Collaboration

Demonstrates awareness and description of programs and services within the district, school, and non-school agencies. Carries out professional responsibilities by providing consultation to parents, teachers and other appropriate school personnel.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>4.1 Demonstrates knowledge of building-level programs, services, district policies and procedures and the roles of other disciplines as they relate to speech-language services.</b>	Does not demonstrate awareness of building-level programs, services, district policies and procedures and the roles of other disciplines as they relate to speech-language services.	Although there is awareness of local programs and services, work inconsistently demonstrates knowledge of building-level programs, services, district policies and procedures and roles of other disciplines as they relate to speech-language services.	Work consistently demonstrates knowledge of building level programs, services, district policies and procedures and roles of other disciplines as they relate to speech-language services.	Demonstrates extensive knowledge related to speech-language services, which is sought out by building, district and community stakeholders.
<b>4.2 Promotes collaboration between general and special education programs and responds to requests for information and assistance in the area of communication deficits.</b>	Rarely listens to input from others; may make decisions that are not appropriate.	Inconsistently listens to input from others; makes some appropriate decisions based on shared information, and at times initiates activities and contributes information that promotes mutual problem solving and cohesion between general and special education.	Consistently listens to input from others; makes appropriate decisions based on shared information, and initiates activities and contributes information that promotes mutual problem solving between general and special education.	Actively listens to input from others; thoroughly understands various perspectives and synthesizes the given information to support the cohesion between general and special education.
<b>4.3 Consults with non-school agencies to enhance services and makes recommendations as appropriate.</b>	Does not consult with non-school agencies to enhance services and does not make recommendations as appropriate.	Uses few non-school agencies to enhance services and sometimes makes recommendations as appropriate.	Utilizes non-school agencies to enhance services and makes recommendations as appropriate.	Pursues and actively consults with non-school agencies to enhance services and makes recommendations as appropriate.

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>Is there evidence of collaborative work with team members and/or the entire school to advance student learning in the area of communication?</li> <li>Are opportunities to lead dialogue and discussions about student learning and development sought by the SLP?</li> <li>Does the professional work with related services to design, implement, and evaluate instructional plans for students with disabilities?</li> <li>Does the professional provide consultation and/or support for school personnel?</li> <li>Does the professional collaborate with the school staff, family and other non-school agencies (such as DHS and medical facilities) as appropriate to facilitate student participation in the least restrictive environment?</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of communication with colleagues, non-school agencies, and families on student needs.</li> <li>Engagement in team meetings such as SST and IEP teams.</li> <li>Engagement in school meetings.</li> <li>Participation in SLP Job Alike meetings</li> </ul>

## Standard 5: Ethics and Legal Responsibilities

Delivers services consistent with District, State, and Federal regulations and ethical principles and professional standards of practice.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>5.1 Demonstrates knowledge of legal and ethical principles and standards of practice to delivery of services in schools.</b>	Demonstrates inadequate understanding of federal, state and district regulations and policies addressing professional standards of practice and ethical principles (e.g. OAR, ORS, ASHA, IDEA).	Demonstrates limited understanding of, and compliance with federal, state and district regulations and policies addressing professional standards of practice and ethical principles (e.g. OAR, ORS, ASHA, IDEA and Oregon Government and Stds. practices).	Demonstrates thorough understanding of, and full compliance with federal, state and district regulations and policies addressing professional standards of practice and ethical principles (e.g. OAR, ORS, ASHA, IDEA and Oregon Government and Stds. practices).	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.
<b>5.2 Engages in ongoing learning opportunities to develop and apply knowledge and skills.</b>	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills in their practice.	Engages in professional learning growth opportunities based on self-assessment. Implements new knowledge and skills in their practice.	Initiates and pursues professional learning opportunities and actively shares expertise with others. Consistently implements new knowledge and skills in their practice.
<b>5.3 Communicates information critical to decision making while maintaining confidentiality.</b>	Rarely provides accurate or timely information, and/or does not follow confidentiality policies, procedures, and laws.	Sometimes provides complete, timely and accurate information to others for decision-making and inconsistently follows confidentiality policies, procedures, and laws.	Provides complete and accurate information to others for decision-making and follows confidentiality policies, procedures, and laws.	Demonstrates leadership by facilitating and informing others of accurate and necessary information for decision-making while upholding confidentiality policies, procedures, and laws.

Guiding Questions Examples	Evidence Examples
<ul style="list-style-type: none"> <li>Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, District, and State Government Standards and Ethics rules along with performance requirements?</li> <li>Does the professional refrain from delegating tasks that are the legal requirement of the licensed Speech Language Pathologist?</li> <li>Does the professional adequately maintain and appropriately secure records of professional services and allowing access to these records only when authorized or when required by law?</li> <li>Does the professional participate in continuing education activities related to their individual professional growth?</li> </ul>	<ul style="list-style-type: none"> <li>Practice which reflects knowledge of most recent changes in legal and ethical rights and responsibilities</li> <li>Participation in professional development which relates to current student needs</li> <li>Attendance at District-required trainings</li> <li>Maintain District required license</li> <li>Providing professional development</li> <li>Participation in SLP professional committees</li> </ul>