RUBRIC RESOURCE FOR SPEECH-LANGUAGE PATHOLOGISTS

May 2015

Use of this Resource Document for School Speech-Language Pathologists

This resource document has been developed by the Ad-Hoc Committee of the Massachusetts Speech, Language, and Hearing Association (MSHA). The MSHA Ad-Hoc Committee reviewed the ESE Resource Document for School Nurses (October 2012) and the Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE) prepared in 2014 by the American Speech-Language Association (ASHA) in development of this resource document. The Department of Elementary and Secondary Education (ESE) has reviewed its contents for consistency with the Specialized Instructional Support Personnel (SISP) Model Rubric. The resource is intended to support the understanding and use of the SISP rubric as it applies to school speech-language pathologists.

Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model "SISP" Rubric.

Structure of the Specialized Instructional Support Personnel (SISP) Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement;* and *Professional Culture.*

- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the SISP rubric: *Curriculum and Planning*; *Assessment*; and *Analysis.*

- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.

- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient,* or *Exemplary*.

Use of the Specialized Instructional Support Personnel (SISP) Rubric

This rubric describes practice that is common across educators in professional support roles such as school counselors, school psychologists, school nurses, and others defined in the recognition clause of the appropriate collective bargaining agreement. It is intended to be used throughout the 5 step evaluation cycle for educators who provide direct services such as education, therapy, counseling, assessment, and diagnosis to a caseload of students, as well as educators who may provide indirect support to students through consultation to and collaboration with teachers, administrators, and other colleagues.

The roles and responsibilities of educators to whom this rubric will be applied will vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator's role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students**"** Standard (II), the" Instruction Indicator**"** (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

Specialized Instructional Support Personnel (SISP) Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons	**A. Instruction Indicator** 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	**A. Engagement Indicator** 1. Parent/Family Engagement	**A. Reflection Indicator** 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**B. Learning Environment Indicator** 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	**B. Collaboration Indicator** 1. Learning Expectations 2. Student Support	**B. Professional Growth Indicator** 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families	**C. Cultural Proficiency Indicator** 1. Respects Differences 2. Maintains Respectful Environment	**C. Communication Indicator** 1. Two-Way Communication 2. Culturally Proficient Communication	**C. Collaboration Indicator** 1. Professional Collaboration 2. Consultation
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		**D. Decision-Making Indicator** 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

Standard I: Curriculum, Planning, and Assessment. *promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A.	Curriculum and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.		
I-A. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
I-A-1. Professional Knowledge	**Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.**	➢Attends professional development programs, including school-based and/or school health related programs, for updating clinical practice. Evidence of participation in consistently high-quality professional development programs on speech, language, and related subject areas (e.g.-literacy) topics. ➢Applies newly acquired knowledge in clinical practice. ➢Utilizes evidence based practice supported by current research. ➢Is self-directed in acquiring knowledge and skills for current school speech-language pathology practice. ➢Seeks professional resources when faced with new clinical situations. ➢Maintains licensure and certification required for speech-language pathologists working in public school settings. ➢Follows the Standards of Conduct for Licensed Speech-Language Pathologists with the Massachusetts Board of Registration and the Code of Ethics with the American Speech-Language-Hearing Association.	➢ Shares clinical updates with colleagues; *Shares educational findings, experiences and ideas with peers.* ➢ Creates Individual Education Programs (IEPs), 504 Accommodation Plans, and Response to Intervention (RtI) plans based on current best practices. ➢ Contacts appropriate clinical consultants. ➢ Data collection reflects best practices. ➢ Maintains a record of professional development attended in an organized format. ➢ Professional development is consistent with the needs of the population being served. ➢ Demonstrates competence in oral and written communication.

I-A-2. Child and Adolescent Development	**Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.**	➢Consistently demonstrates awareness of developmental norms in working with student populations. ➢Assists students in achieving optimal levels of communication competence through differentiated and appropriately designed service delivery.	➢Office surroundings, environment and educational/resource materials (including parent and student materials) demonstrate awareness of developmental norms. ➢Articulates understanding of developmental norms at student support meetings, staff meetings etc. ➢When interacting with students speaks at appropriate developmental level. Works across all ability levels and provides services for a range of disorders. ➢ Staff resources demonstrate appropriate developmental level.

I-A. Elements	Proficient	Knowledge, Skills, & Responsibilities	How It Might Look & Potential Sources of Evidence
1-A-3 Plan Development[1]	**Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to individual student needs, and develops supports that enable students to meet the goals or objectives of the plan.**	➢ Develops and periodically reviews appropriate IEPs, 504 Accommodations Plans, and RtI (Response to Intervention) plans with measurable outcomes that enable the student to meet the goals of the plan and receive appropriate needed accommodations. ➢ Collaborates /creates plans with special education staff, general education staff, families, and students.	➢Active IEPs, 504 Plans, and RtI plans reflect competence in development of plans. ➢Written progress reports reflect ability to collect measureable outcomes. ➢Presentation of information at team meetings reflects ability to communicate progress, evaluation findings, and recommendations for plans to school staff and families.
I-A-4. Well-Structured Lessons	**Develops well-structured lessons with measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.**	➢Develops lesson content to help students achieve IEP, 504 Plan, and/or RtI objectives. ➢Communicates with colleagues and family regarding therapy techniques as appropriate. ➢Provides therapy materials when needed to colleagues.	➢Maintains binders/files with lesson materials/data. ➢Lessons reflect strategies needed to access curriculum and improve performance on standardized tests as well as development of student self-advocacy skills. ➢Develops presentations/handouts for colleagues on speech-language topics. ➢Lessons incorporate use of technology and literacy standards.

Indicator I-B.	Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.		
I-B. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
I-B-1. Variety of Assessment Methods	**Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.**	➢Consistently demonstrates knowledge and competency to assess a variety of communication disorders using current evidence-based practices. ➢Conducts appropriate speech-language screenings. ➢Selects appropriate formal and informal assessment tools for initial and 3-year reevaluation speech-language evaluations. ➢Uses a variety of appropriate standardized, current tests. ➢Collects input from families and school personnel. ➢Uses a variety of informal assessment strategies including consideration of student's performance in the classroom. ➢Interprets test results in consideration of student's performance in the classroom. ➢Demonstrates knowledge and skills necessary for facilitating assessment of children from culturally and linguistically different backgrounds.	➢Gathers case history information. ➢Uses appropriate formal and informal screening and assessment tools for students' age/cognitive level/language background/area of suspected and/or known disability. ➢Appropriately analyzes and interprets evaluation observations and test results to make recommendations. ➢Follows ASHA guidelines for assessment of children from culturally and linguistically different backgrounds. ➢Prepares clearly written evaluation report in a timely manner. ➢Includes charts/tables with standardized test findings including interpretation of results.
I-B-2. Adjustment to Practice	**Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.**	➢Collects therapy data to determine progress in goals/benchmarks. ➢Makes observations to determine progress in goals/benchmarks. ➢Gathers input from special education staff, general education staff, and families to determine progress in goals/benchmarks across school and home settings. ➢Reviews school records including progress reports, report cards, and results of standardized testing. ➢Use district-determined measures to gather data to determine progress in goals/benchmarks.	➢Includes current therapy, comments regarding observations, and input from school staff and families in IEP progress reports. ➢Clearly presents progress and recommendations at annual IEP and 504 Accommodation Plan meetings to Team. ➢Maintains student binders and data collection sheets. ➢Keeps notes and emails from teacher/family meetings and communications. ➢Keeps checklists and survey results. ➢Keeps records of progress reports, report cards, standardized tests, and district-determined measures.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.			
I-C. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
I-C-1. Analysis and Conclusions	**Individually and with colleagues analyzes and forms appropriate conclusions about eligibility, program planning, and service delivery to improve student learning, growth, and development.**	➤Interprets evaluation findings, observations, and data to make appropriate recommendations.	➤Clearly summarizes presented evaluation findings, observations, and data after listening to input from all Team members at IEP and 504 Meetings. ➤Clearly states recommendations regarding accommodations, goals/benchmarks, and service delivery at IEP and 504 Meetings.
I-C-2. Sharing Conclusions With Colleagues	**Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.**	➤Actively contributes and participates in a variety of meetings to collaborate with colleagues regarding individual students, school-wide learning, and school-wide strategic plans.	➤Participates in IEP and 504 Meetings. ➤Participates in student study team meetings and other building-based meetings as well as district-wide meetings with administrators, classroom teachers and other special education staff. ➤Meets regularly with SLPs and SLPAs.
I-C-3. Sharing Conclusions With Students and Families	**Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.**	➤Engages students and families in discussions/presentations on topics related to communication disorders. ➤Writes comprehensive evaluation reports for students and families. ➤Writes progress reports for students on IEPs. ➤Communicates evaluation findings and progress clearly to students and families reflecting on communication competence as it relates to academic success.	➤Participates in IEP, 504 Meetings, and Team meetings (ex.-student study team). ➤Provides comprehensive written evaluation findings and clearly communicates results verbally. ➤Provides written progress reports that clearly reflect progress in goal areas.

Standard II: Teaching All Students. *Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A.	Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.		
II-A. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
II-A-1. Quality of Effort and Work	**Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.**	➢Consistently evaluates students formally and informally using evidence-based practice. ➢Consistently develops and implements speech-language intervention for students using evidence-based practice.	➢Clearly communicates objectives for therapy. ➢Adjusts lesson as needed based on student behavior and understanding. ➢Develops lessons that reflect IEP/504 objectives and promote progress. ➢Develops lessons that reflect curriculum demands and school-wide initiatives. ➢Includes exemplars, rubrics, graphic organizers, guided practice, and/or models appropriate behaviors. ➢Provides positive interactions with students. ➢Provides each student with an opportunity for a significant number of responses. ➢Includes technology in lessons when appropriate.

II-A. Elements	Proficient	Knowledge, Skills, & Responsibilities	How It Might Look & Potential Sources of Evidence
II-A-2. Student Engagement	**Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.**	➤Consistently facilitates a positive, motivating environment based on student's age, cognitive level, areas of personal interests, and language/cultural background. ➤Engages students in active learning using a variety of therapy materials, technology, curriculum topics, and instructional resources in a variety of settings.	➤Implements good behavior management skills. ➤Provides accurate and appropriate feedback. ➤Clearly communicates objectives for therapy. ➤Adjusts lesson as needed based on student behavior, motivation and understanding. ➤Provides positive interactions with students. ➤Provides each student with an opportunity for a significant number of responses. ➤Includes technology in lessons when appropriate. ➤Encourages student participation. ➤Communicates clearly why/how lesson will assist student to achieve therapy objectives and improve classroom performance.
II-A-3. Meeting Diverse Needs	**Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness for students with a variety of disabilities and/or language cultural differences.**	➤Consistently uses evidence-based methods appropriate to students' disabilities and language/cultural backgrounds. ➤Utilizes instructional scaffolding with support when concepts and skills are initially being taught.	➤Prepares lessons that reflect appropriate practices based on individual student's disability area(s) as well as diverse language/cultural backgrounds. ➤Prepares lessons that reflect current educational best practices and school-wide initiatives.

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.			
II-B. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
II-B-1. Safe Learning Environment	**Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.**	➤Consistently maintains and organizes an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment. ➤Consistently creates and maintains an appropriate climate to promote learning and retention of new skills as well as self-advocacy skills while ensuring confidentiality.	➤Maintains current records regarding health and safety information for each student. ➤Displays expectations for appropriate behavior in the school setting. ➤Communicates health and safety concerns for each student in substitute teacher folder. ➤Keeps therapy space neat, clean, and orderly. ➤Addresses students with respect. ➤Encourages open communication regarding maintenance of a safe physical and intellectual environment across school setting ➤Advocates for student's needs when appropriate by contacting school counselors, school nurse, and/or family.
II-B-2. Collaborative Learning Environment	**Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.**	➤Consistently encourages students to engage in conversations with adult and peers on a variety of topics. ➤Provides opportunities for students to develop peer group collaborative learning skills. ➤Assists school staff to facilitate collaborative learning experiences for students across school settings. ➤Provides inclusion support within the general education classroom.	➤Prepares lessons that reflect direct instruction and practice with collaborative learning skills. ➤Provides feedback to student regarding development of collaborative learning skills. ➤Promotes opportunities for students to participate with collaborative learning skills. ➤Encourages students to develop collaborative learning skills at school and in the community. ➤Provides therapy using an inclusion model when appropriate.
II-B-2. Student Motivation	**Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.**	➤Consistently encourages students to understand personal strengths, interests, and needs. ➤Consistently encourages self-advocacy skill. ➤Consistently encourages students to self-reflect and develop personal goals.	➤Maintains student binders with clearly stated therapy objectives, accommodations, and personal goals. ➤Encourages oral/written communication regarding self-advocacy, self-reflection, and development of personal goals.

Indicator II-C.	Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.		
II-C. **Elements**	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look** **& Potential Sources of Evidence**
II-C-1. Respects Differences	**Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.**	➢Consistently protects the student's autonomy, dignity, rights, values, and beliefs when delivering care while recognizing cultural diversity.	➢Demonstrates understanding and sensitivity of cultural values and beliefs when interacting with students and their families. ➢Promotes respect for all student's cultural values and beliefs during therapy lessons.
II-C-2. Maintains Respectful Environment	**Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.**	➢ Consistently establishes an environment that integrates caring, kindness and respect for all students. ➢ Consistently takes appropriate action when addressing situations that jeopardize the health and wellbeing and/or self-esteem of students.	➢ Interacts with students, parents, families, and colleagues in a positive and respectful manner ➢ Advocates for students who may be experiencing emotional stress due to teasing/bullying; follows school district policies regarding conflict resolution ➢ Offers explanations to other staff of student and family behavior related to cultural differences

Indicator II-D.	Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.		
II-D. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
II-D-1. Clear Expectations	**Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.**	➤ Consistently uses effective written, verbal, nonverbal, and visual communication skills. ➤ Consistently uses language appropriate to students' age, developmental level, gender, race and ethnic background. ➤ Consistently assists students to achieve optimum levels of communication skills.	➤ Includes sign language, communication boards, and/or assistive technology as needed based on student needs. ➤ Delivers developmentally appropriate classroom presentations and plans ➤ Clearly communicates/displays expectations for appropriate school behavior. ➤ Specifically instructs in areas of communication strategies (listen, speak, read/write, social-pragmatics); provide handouts for student binders. ➤ Models appropriate communication skills and strategies for the curriculum.
II-D-2. High Expectations	**Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.**	➤ Consistently adapts instruction and information by introducing alternative modalities including technology, written materials or pictures, verbal reinforcement, supervised practice, and any other teaching modality to promote student learning. ➤ Works collaboratively with students and staff to promote and maintain optimal communication skills.	➤ Assists student to understand his/her individual learning style including areas of strengths as well as areas of need. ➤ Encourages students to set and accomplish personal goals. ➤ Provides feedback to help student learn to consistently and independently apply learned strategies and self-advocate.
II-D-3. Access to Knowledge	**Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility.**	➤ Consistently uses active listening and language appropriate to the students' ages, levels of development, race, ethnicity, and socioeconomic background. ➤ Consistently demonstrates having full knowledge and understanding of national and state laws, district policies and procedures governing special education students, specialized education programs, chronically ill students, ELL students, and the rights of the disabled. ➤ Consistently works as an active team member to help assure that students with communication disabilities are able to optimally access their educational goals.	➤ Participates in 504, IEP, and student support teams. ➤ Provides information regarding communication disabilities to school staff and families. ➤ Provides information on school website regarding the role of the SLP in the public schools and informational resources.

Standard III: Family and Community Engagement. *Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A.	Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.		
III-A. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
III-A-1. Parent/Family Engagement	**Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.**	➤ Engages families, caregivers, and students in a variety of activities. ➤ Uses/develops handouts on topic related to communication disabilities. ➤ Provides lists of websites for families with information regarding communication disabilities.	➤ Participates in team meetings (504, IEP, student study) with family members. ➤ Attends parent open houses. ➤ Meets with parents when requested. ➤ Communicates with parents by telephone and email when requested. ➤ Offers workshops/presentations/websites to parent groups. ➤ Contributes to school publications for parents. ➤ Creates handouts/packet to promote development of communication skills outside of school.

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.			
III-B. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
III-B-1. Learning Expectations	**Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.**	➤ Understands state and federal regulations regarding special education laws, IEP/504 programs, and serving students from diverse language/cultural backgrounds. ➤ Consistently communicates clearly, respectfully, and promptly with parents.	➤ Provides materials in primary languages as needed; uses a translator as needed. ➤ Responds promptly to parent concerns ➤ Writes evaluation reports, IEP/504 goals, and progress reports with clear, user-friendly information.

III-B. Elements	Proficient	Knowledge, Skills, & Responsibilities	How It Might Look & Potential Sources of Evidence
III-B-2. Student Support	**Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.**	➢ Demonstrates understanding of the 504/IEP process. ➢ Communicates with parents when requested and/or when needed. ➢ Develops handouts for parents to encourage communication skill development outside of school.	➢ Participates in 504/IEP/student study team meetings with parents. ➢ Contacts parents by telephone, email, and/or in person when requested and/or when particular needs require direct communication. ➢ Distributes handouts to parents on topics related to communication disabilities. ➢ Provides quarterly progress reports.

III-C. Elements	Proficient	Knowledge, Skills, & Responsibilities	How It Might Look & Potential Sources of Evidence

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.

III-C. Elements	Proficient	Knowledge, Skills, & Responsibilities	How It Might Look & Potential Sources of Evidence
III-C-1. Two-Way Communication	**Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.**	➢ Engages in effective open dialogue – verbal or written. ➢ Apprises families of progress and issues with respect to student's therapy progress. ➢ Apprises families of concerns as needed.	➢ Demonstrates positive, respectful interactions with families; responds promptly to parent calls and other requests for information. ➢ Provides quarterly written progress reports. ➢ Communicates with families with concerns regarding student learning, behavior, and/or wellness.
III-C-2. Culturally Proficient Communication	**Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	➢Arranges for translator as needed. ➢Provides written materials in students' and/or families' spoken languages. ➢Understands cultural norms.	➢Utilizes translator to communicate verbally with students/parents and ensures that communication sent home regarding assessment and progress are available in primary language ➢SLP is sensitive to various cultural beliefs and does not attempt to undermine these beliefs.

Standard IV: Professional Culture. *Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Indicator IV-A.	Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.		
IV-A. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
IV-A-1. Reflective Practice	**Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.**	➢ Reflects on student outcomes to assess effectiveness of therapy. ➢ Attends meetings with colleagues to discuss student issues. ➢ Reflects on appropriate clinical skills and identifies areas of need to enhance knowledge of specific clinical skill. ➢ Identifies and develops skills utilizing appropriate communication techniques with parents/families.	➢ Self-assesses to discern areas of strength and areas for improvement. ➢ Develops lessons, therapy goals, and service delivery based on regular reflection. ➢ Encourages students and teachers to provide feedback regarding student progress to develop improved practice and student outcomes.
IV-A-2. Goal Setting	**Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.**	➢ Creates annual goals and benchmarks in IEP/504 that are measurable and reflect needs of students to access the curriculum. ➢ Identifies and addresses clinical practice /skill needs.	➢ Provides evidenced based interventions to achieve goals ➢ Creates student learning goals and professional learning goals based on district-wide goals.

Indicator IV-B.	Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.		
IV-B. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
IV-B-1. Professional Learning and Growth	**Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.**	➤ Attends continuing education programs. ➤ Meets with district/area SLP colleagues. ➤ Develops Professional Development Programs (e.g. presentation to peers on clinical topics). ➤Maintains licensure and certification required for speech-language pathologists in public school settings.	➤ Maintains record of CEU certificates and education programs attended ➤ Maintains sufficient PDPs and CEUs for renewal of licensure and certification. ➤ Shares information learned at continuing education programs with colleagues

Indicator IV-C.	Collaboration: Collaborates effectively with colleagues on a wide range of tasks.		
IV-C. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
IV-C-1. Professional Collaboration	**Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.**	➤ Collaborates with administrative and educational staff through staff meetings and membership in building and district-wide teams and committees. ➤ Develops IEP and 504 plans. ➤Collaborates with counselors and other specialized instructional support personnel.	➤ Attends meetings with district and school staff, parents and students ➤ Participates in IEP/504/student study team meetings.
IV-C-2. Consultation	**Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.**	➤ Consults with administrative and teaching staff to address issues that may impact student learning. ➤ Identifies and establishes a confidential, non- judgmental environment when consulting. ➤ Consults with district/area SLPs. ➤Supervises SLPAs using both state and ASHA guidelines.	➤ Meets with teachers to discuss concerns/questions regarding student IEPs/504s. ➤ Communicates with SLP colleagues to establish best practices. ➤ Supervises SLPAs. ➤ Meets with SLPAs regularly.

Indicator IV-D.	Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.		
IV-D. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
IV-D-1. Decision-Making	**Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.**	➢Contributes to various building or district initiatives.	➢Maintains records of participation in building or district committees. ➢Provides examples/samples of activities, presentations and resources/materials to staff. ➢Keeps notes from Team meetings.

Indicator IV-E.	Shared Responsibility: Shares responsibility for the performance of all students within the school.		
IV-E. Elements	**Proficient**	**Knowledge, Skills, & Responsibilities**	**How It Might Look & Potential Sources of Evidence**
IV-E-1. Shared Responsibility	**Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.**	➢Demonstrates professional demeanor in words, actions, appearance. ➢Ethical, forthright, maintains confidentiality. ➢Keeps current regarding ASHA guidelines. ➢Keeps current with Massachusetts Board of Registration for Speech-Language Pathologists guidelines. ➢Keeps current with Massachusetts DESE guidelines.	➢Demonstrates professional demeanor in words, actions, appearance. ➢Meets the Professional Standards of Conducts as determined by the Massachusetts Board of Registration for Speech-Language Pathologist and the Code of Ethics for Speech-Language Pathologists as stated by the American Speech-Language-Hearing Association. ➢Provides appropriate education and supervision when working with colleagues.

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

IV-F. Elements	Proficient	Knowledge, Skills, & Responsibilities	How It Might Look & Potential Sources of Evidence
IV-F-1. Judgment	**Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.**	➢Models professional behavior at all times. ➢Provides high quality care to ALL students.	➢Demonstrates professional demeanor in words, actions, appearance. ➢Ethical, forthright, maintains confidentiality.
IV-F-2. Reliability & Responsibility	**Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.**	➢Maintains computerized, up to date, comprehensive student IEPs. ➢Maintains accurate, timely, descriptive, and complete documentation. ➢Attends required meeting. ➢Performs all required responsibilities and professional duties according to district policies.	➢Punctual, reliable with paperwork, duties and assignments. ➢Contributes ideas, expertise. ➢Provides appropriate assessment and care to students. ➢Maintains record of professional development certificates. ➢Excellent attendance.