

**Components of Professional Practice for Speech/Language Pathologists
from Charlotte Danielson's**

Enhancing Professional Practice: A Framework for Teaching

Domain 1: Planning and Preparation

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
1a. Knowledge and application of federal special education laws, and state/district guidelines	SLP demonstrates limited knowledge and understanding of special education laws and procedures.	SLP demonstrates limited knowledge and understanding of special education laws and procedures.	SLP demonstrates informed knowledge and understanding of special education laws and procedures, and refers to state, and district guidelines.	SLP demonstrates extensive knowledge and understanding of special education laws and procedures, refers to state, and district guidelines, and displays continuous pursuit of best practices.
1b. Eligibility guidelines & implementation	SLP requires frequent supervisory guidance to make service eligibility decisions and comply with administrative and other regulatory policy requirements. Information provided is often inaccurate and/or does not meet established time lines.	SLP requires occasional supervisory guidance to make service eligibility decisions and comply with administrative and other regulatory policy requirements. Information provided may be inaccurate and/or does not meet established time lines.	SLP independently and accurately makes service eligibility decisions, complies with administrative and other regulatory policy requirements, and seeks assistance when necessary. Most information is provided in an accurate and timely manner.	SLP assists colleagues in making eligibility decisions.
1c. Time management	SLP does not demonstrate effective time management.	SLP demonstrates occasional difficulty with effective time.	SLP independently demonstrates effective time management skills.	SLP shares time management strategies with colleagues.
1d. Supervision & Guidance	SLP requires frequent supervisory guidance to prioritize activities, schedules, contacts, meetings, and therapy sessions.	SLP requires occasional supervisory guidance to prioritize activities, schedules, contacts, meetings, and student therapy sessions.	SLP independently prioritizes most activities, consistently schedules contacts, meetings, and student therapy sessions, and maintains student/compliance records accurately.	SLP prioritizes activities, schedules contacts, meetings, and student therapy sessions, maintains student/compliance records accurately.
1e. Compliance & Reporting	SLP does not maintain student/compliance records, complete necessary reports and paperwork, and is unable to establish and document professional contacts.	SLP may have difficulty maintaining student/compliance records, completing necessary reports and paperwork, and establishing and documenting professional contacts.	SLP completes necessary reports and paperwork, establishes and documents professional contacts in a timely manner.	SLP completes necessary reports and paperwork, establishes and documents professional contacts in a timely manner
1f. Planning & Preparation	SLP frequently requires supervisory guidance in preparation and planning for contacts, meetings, and/or student assessment and therapy sessions.	SLP may require occasional supervisory guidance in appropriate preparation and planning for contacts, meetings, and/or student assessment and therapy sessions.	SLP independently demonstrate appropriate preparation and planning for contacts, meetings, student assessment and therapy sessions.	SLP independently and consistently demonstrates proficiency in preparation and planning for contacts, meetings, student assessment and therapy sessions.
1g. Evaluation & implementation of therapy	SLP has difficulty judging effectiveness of sessions and is unable to generate ideas for improvement. Tasks are not usually completed in a timely manner.	SLP accurately judges effectiveness of sessions and can provide general ideas for improvement. Tasks are intermittently completed in a timely manner.	SLP accurately judges effectiveness of sessions and can provide specific ideas for improvement. Tasks are completed in a timely manner.	SLP thoughtfully and accurately judges effectiveness of sessions and can provide specific and innovative ideas for improvement. Tasks are consistently completed in a timely manner.
1h. Maintains an effective data collection system for guiding intervention and evaluating student performance.	SLP frequently requires supervisory guidance to plan and implement a program of periodic monitoring of the student's communicative functioning.	SLP requires occasional supervisory guidance to plan and implement a program of periodic monitoring of the student's communicative functioning.	SLP independently develops and implements a program of periodic monitoring of the student's communicative functioning.	SLP independently develops and implements a comprehensive program of periodic monitoring of the student's communicative functioning.
1i. Data-driven decision making	SLP does not collect useful and/or accurate data in order to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the student.	SLP inconsistently collects useful and/or accurate data in order to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the student.	SLP frequently collects and interprets data accurately. Uses this information to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the student.	SLP consistently collects and interprets data accurately. Uses this information to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the student.
1j. Demonstrates knowledge of appropriate related services and resources	SLP frequently requires supervisory guidance to identify the need for student referrals and/or to make appropriate referrals.	SLP requires occasional supervisory guidance to identify the need for student referrals and/or to make appropriate referrals and seeks assistance in locating specific resources when appropriate.	SLP identifies the need for and makes appropriate student referrals, and seeks assistance in locating specific resources when appropriate.	SLP consistently identifies the need for and makes appropriate student referrals, and locates specific resources when appropriate. SLP frequently serves as a resource for colleagues.

Domain 2: Classroom Environment

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
2. Therapy Environment	SLP's interactions with students are negative or inappropriate. Standards of conduct are not evident; students do not appear engaged; and student behavior is not monitored.	SLP's interactions with students are appropriate. Standards of conduct have been established; students are not consistently engaged; and student behavior is monitored infrequently.	SLP's interactions with students are friendly, positive, and respectful. Standards of conduct are consistently established; students are engaged; and student behavior is monitored and managed appropriately.	SLP's interactions with students are friendly, positive, respectful, and dynamic. Standards of conduct are clearly and consistently established; students are actively engaged; and student behavior is consistently monitored and managed appropriately.

Domain 3: Instruction

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
3a (i). Instruction: Collection of History/Referral Information	SLP frequently requires supervisory guidance to accurately select case history or other interview formats with consideration for all relevant factors.	SLP requires occasional supervisory guidance to accurately select case history or other interview formats with consideration for all relevant factors	SLP independently and accurately selects case history or other interview formats with consideration for all relevant factors.	SLP independently and accurately selects case history or other interview formats with consideration for all relevant factors.

3a (ii). Instruction: Collection of History/Referral Information	SLP frequently collects case history information that is incomplete or lacking in relevance.	SLP occasionally collects case history information that is incomplete or lacking in relevance	SLP collects and probes client-complex for additional information and obtains information from other sources.	SLP efficiently collects pertinent information from the client-complex, spontaneously probes for additional relevant information, and obtains information from other sources.
3a (iii). Instruction: Collection of History/Referral Information	SLP is unable to integrate data to identify etiologic and/or contributing factors.	SLP may be unable to integrate data to identify etiologic and/or contributing factors.	SLP integrates data to identify etiologic and/or contributing factors.	SLP integrates data to identify etiologic and/or contributing factors to develop comprehensive student profile.
3b (i). Selection of Evaluation/Assessment Materials	SLP frequently requires supervisory guidance to select evaluation/assessment procedures that are appropriate and complete.	SLP occasionally requires supervisory guidance to select evaluation/assessment procedures that are appropriate and complete.	SLP independently selects an adequate evaluation/assessment battery (i.e. basic procedures needed to define problem adequately) with consideration for all relevant factors.	SLP independently selects a comprehensive evaluation/assessment battery with consideration for all relevant factors.
3b (ii). Selection of Evaluation/Assessment Materials	SLP frequently requires assistance with consideration of relevant factors. Assessment/evaluation materials do not answer question of concern.	SLP occasionally requires assistance with consideration of relevant factors.	SLP accurately administers the battery and consistently scores tests accurately.	SLP efficiently and accurately administers the battery and consistently scores tests accurately.
3c. Adaptation of Evaluation/Assessment Materials	SLP frequently requires supervisory guidance to recognize the need for adaptations/modifications and/or assistance in adapting procedures to accommodate individual and/or unique student needs.	SLP occasionally requires supervisory guidance to recognize the need for and/or adapt procedures to accommodate individual and/or unique student needs.	SLP independently and accurately recognizes when testing procedures need to be adapted to accommodate needs unique to specific students and implements appropriate modifications. May need assistance in accessing available resources.	SLP effectively recognizes and implements appropriate adaptations, and independently uses all available resources to provide for unusual circumstances.
3d (i). Interprets and integrates test results to make an appropriate diagnosis and recommendations	SLP frequently requires supervisory guidance to interpret diagnostic data and/or behavioral observations accurately.	SLP occasionally requires supervisory guidance to interpret diagnostic data and/or behavioral observations accurately.	SLP independently and accurately interprets and integrates test results and behavioral observations to define the student's level of communicative functioning.	SLP consistently, independently, and accurately interprets and integrates test results and behavioral observations to define the student's level of communicative functioning, which includes relating etiologic factors to observed behaviors and test results.
3d (ii). Interprets and integrates test results to make an appropriate diagnosis and recommendations	SLP frequently requires supervisory assistance in defining student's level of communicative functioning. Diagnostic impressions and/or recommendations are either inappropriate, inconsistent with evaluation results, or absent.	SLP occasionally needs assistance to define the student's level of communicative functioning. Diagnostic impressions and/or recommendations may be inappropriate, inconsistent with evaluation results, or absent.	SLP develops diagnostic impressions and makes basic recommendations that are consistent with evaluation results and that are adequate for case management.	SLP consistently develops diagnostic impressions and makes comprehensive recommendations leading to appropriate case management.
3e (i). Develops and implements specific, reasonable, and necessary treatment plans based on individual needs	SLP frequently requires supervisory guidance to accurately develop a treatment plan appropriate for the student. The treatment plan may include adequate long-term goals, but goals/objectives are not measurable and do not reflect logical sequencing of learned steps.	SLP occasionally requires supervisory guidance to accurately develop a treatment plan appropriate for the student. The treatment plan includes adequate long-term goals, but goals/objectives may not be measurable and may not reflect logical sequencing of learned steps.	SLP independently and accurately establishes treatment plans appropriate for the student. The treatment plan includes long-term goals/objectives, which reflect a logical sequencing of learning steps.	SLP independently and accurately establishes a treatment plan appropriate for the student.
3e (ii). Develops and implements specific, reasonable, and necessary treatment plans based on individual needs	SLP does not identify appropriate service delivery options, and, even with guidance, does not demonstrate ability to effectively implement treatment plans.	SLP may not identify appropriate service delivery options, and requires supervision to effectively implement treatment plans.	SLP selects the most appropriate service delivery options and effectively implements planned procedures.	SLP independently explores all alternative service delivery options, identifies the most appropriate settings for service, and effectively implements plans.
3f. Develops and implements unique intervention strategies	SLP frequently requires supervisory guidance to select/develop and implement intervention strategies relevant to the disorder and needs of the student.	SLP occasionally requires supervisory guidance to select/develop and implement intervention strategies relevant to the disorder and/or needs of the student.	SLP independently selects/develops and implements intervention strategies relevant to the disorder and communication needs of the student.	SLP independently selects/develops and implements comprehensive intervention strategies and explores all options which take into consideration the unique characteristics and communication needs of the student.
3g (i). Selection and use of procedures	SLP frequently requires supervisory guidance to recognize the need for adaptation of intervention procedures, strategies, materials, and/or instrumentation to accommodate needs unique to specific students.	SLP requires occasional supervisory guidance to recognize the need for adaptation of intervention procedures, strategies, materials, and/or instrumentation to accommodate needs unique to specific students.	SLP recognizes when intervention procedures, strategies, materials, and/or instrumentation need to be adapted to accommodate needs unique to specific students.	SLP independently and consistently adapts intervention procedures, strategies, materials, and instrumentation to accommodate needs unique to specific students.
3g (i). Selection and use of procedures	SLP demonstrates difficulty implementing identified adaptations and does not seek supervisory guidance when needed.	SLP has occasional difficulty implementing identified adaptations and may not consistently seek supervisory guidance when needed.	SLP may independently search for available resources for unusual circumstances and may seek assistance in making appropriate adaptations as needed.	SLP makes maximum use of all available resources to provide for unusual circumstances and effectively implements appropriate adaptations and serves as a resource for colleagues in cases of unusual circumstances.
3h (i). Selection and use of materials	SLP frequently requires supervisory guidance to select materials and/or instrumentation that are appropriate to the treatment	SLP occasionally requires supervisory guidance to select materials and/or instrumentation that are appropriate to the treatment	SLP independently selects/develops materials and instrumentation that are relevant to the communication disorder.	SLP independently and consistently selects/develops materials and instrumentation with basis for a clear rationale.

	objectives, student, and/or the activity.	objectives, student, and/or the activity.		
3h (i). Selection and use of materials	SLP frequently requires supervision to use materials and/or instrumentation effectively.	SLP occasionally uses materials and/or instrumentation effectively.	SLP uses materials and/or instrumentation effectively.	SLP uses materials and instrumentation creatively and effectively to enhance the treatment process.
3i (i). Utilizes direct therapy time efficiently	SLP frequently requires supervisory guidance to establish efficient use of direct therapy time.	SLP occasionally requires supervisory guidance to generate efficient use of direct therapy time.	SLP independently demonstrates efficient use of direct therapy time.	SLP uses and seeks creative caseload/time management ideas and shares creative/innovative ideas with colleagues.
3i (ii). Utilizes direct therapy time efficiently	SLP frequently requires assistance in preparation and adaptation of materials and utilization of therapy behavioral supports. Data collection procedures are not relevant to objectives and scheduling of therapy sessions may be ineffective for student needs; objective(s) are not evident for therapy session(s).	SLP occasionally needs assistance in preparation and adaptation of materials, use of therapy behavioral supports, organization of relevant data collection procedures, and scheduling of therapy sessions.	SLP independently prepares and adapts appropriate materials, uses appropriate behavioral supports, organizes relevant data collection procedures, and schedules therapy sessions.	SLP independently prepares and adapts appropriate materials, uses appropriate behavioral supports, organizes relevant data collection procedures, and schedules therapy sessions.

Domain 4: Professional Responsibilities

COMPONENT	Level of Performance			
	<i>Unsatisfactory</i>			<i>Proficient</i>
4a (i). Professional Education & Preparation	SLP does not hold appropriate State of Idaho Pupil Personnel Services Certificate endorsed for Speech-Language Pathology.	SLP holds or is working toward appropriate State of Idaho Pupil Personnel Services Certificate endorsed for Speech-Language Pathology.	SLP holds appropriate State of Idaho Pupil Personnel Services Certificate endorsed for Speech-Language Pathology.	SLP holds appropriate State of Idaho Pupil Personnel Certificate endorsed for Speech-Language Pathology.
4a (ii). Professional Education & Preparation	SLP may have sufficient training, education, experience, and/or skill preparation, however, requires frequent support, guidance, and/or supervision to accomplish SLP responsibilities.	SLP has training, education, experience, and/or skill preparation sufficient to work with students presenting various communication disorders and/or delays. However, SLP may require occasional support, guidance, and/or supervision.	SLP is prepared to work effectively with students presenting various communication disorders and/or delays and seeks to answer questions and further professional preparation for assessing and treating a variety of communication impairments.	SLP demonstrates ability to act on own judgment and seeks to answer questions; further professional preparation for assessing and treating students exhibiting various communication disorders and/or delays. Is well prepared with skills and knowledge to independently and effectively perform professional responsibilities and provides support to professional colleagues through leadership, assistance, and/or guidance; demonstrates innovative thinking and creativity regarding development of evaluation and intervention techniques.
4b. Professional Development	SLP does not participate in professional organizations or opportunities for professional development and fails to demonstrate responsibility for improvement of professional skills.	SLP may be a member of ASHA or ISHA. SLP occasionally participates in conference and in-service attendance. Demonstrates some responsibility for improvement of professional skills.	SLP may be a member of ASHA and/or ISHA. SLP strives to be current on new research through reading and/or conference and in-service attendance. Demonstrates responsibility for improvement of professional skills.	SLP is a member of ASHA and ISHA. SLP strives to be current on new research through reading, research, and/or conference and in-service attendance. Not only demonstrates consistent responsibility for improvement of professional skills, but seeks opportunities to participate in innovative professional development activities in communication disorders and/or related areas.
4c. Professional Ethics and Manner	SLP demonstrates no awareness of professional ethics and does not demonstrate professional conduct and does not uphold confidentiality of student information; rarely displays basic courtesies to others.	SLP demonstrates limited knowledge of professional ethics; inconsistently demonstrates professional conduct and occasionally fails to uphold confidentiality of student information. SLP usually displays basic courtesies to others.	SLP demonstrates working knowledge and models high level of professional ethics and attempts to incorporate best practices in daily activities and maintains a professional standard of integrity, organization, and confidentiality of student information. SLP consistently displays basic courtesies to others.	SLP demonstrates thorough working knowledge of legal requirements and professional ethics, and conduct is rooted in best practices while setting and consistently maintaining the highest professional standard of integrity, organization, and confidentiality of student information; serves as an example to staff and students by using consistent good manners and effective courtesy.
4d. Advocacy for students with disabilities	SLP does not consider the needs of the audience and frequently requires supervisory guidance to provide educational information that facilitates the acceptance and treatment of disabilities associated with communication disorders.	SLP occasionally considers the needs of the audience and intermittently requires supervisory guidance to provide educational information that facilitates the acceptance and treatment of disabilities associated with communication disorders.	SLP considers the needs of the audience and provides clear and meaningful educational information to facilitate the acceptance and treatment of disabilities associated with communication disorders.	SLP independently and consistently provides clear and meaningful educational information to facilitate the acceptance and treatment of disabilities associated with communication disorders. SLP actively pursues activities which aide and support the advocacy of communication disordered students.
4e (i). Collaborates with other professional in matters relevant to student services	SLP frequently requires supervisory guidance to effectively identify the need to consult or collaborate with other professionals regarding case management activities.	SLP occasionally requires supervisory guidance to effectively identify the need to consult or collaborate with other professionals regarding case management activities.	SLP appropriately identifies the need to consult or collaborate with other professionals regarding case management activities.	SLP consults or collaborates with other professionals regarding case management activities.

4e (ii). Collaborates with other professional in matters	SLP disregards shared information and does not contribute and/or focus on	SLP occasionally makes decisions based on shared information and occasionally	SLP listens carefully to input from others, makes appropriate decisions based on	SLP consistently listens carefully to input from others, makes appropriate decisions
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relevant to student services	mutual problem-solving activities.	contributes and/or focuses on mutual problem-solving activities.	shared information, and usually participates in activities and contributes information that promote mutual problem-solving.	based on shared information, initiates activities, and contributes innovative ideas and information which promotes mutual problem-solving.
4f. Works cooperatively within the department and within the school	SLP is not available to staff for questions and/or assistance. Does not consult with others nor provide knowledge or understanding of material.	SLP is usually available to staff for questions and/or assistance. May consult with others or provide knowledge or understanding of material.	SLP is available to staff and welcomes questions. Discusses professional subjects with staff from basic knowledge and collaborates with others when addressing student needs.	SLP often engages and is engaged with the staff in discussion about topics of concern to the staff. Spends as much time listening as speaking. Helps others to understand knowledge.
4g. Availability to others	SLP is not available to schools, staff, or parents. nor demonstrates an effort to contact staff and parents when needed.	SLP is usually available to schools on assigned days and meets with staff and parents during scheduled meetings.	SLP is available to schools on assigned days and makes self available to meet with parents and teachers outside of scheduled meetings.	SLP is readily available to schools on assigned days and makes self available when possible on other days for consultation.
4h (i). Establishes rapport with students, parents, and school personnel	SLP does not listen, reflect, and/or explain information appropriately and does not use terminology appropriate to the audience.	SLP occasionally listens, reflects, and/or explains information appropriately, however, usually does not use terminology appropriate to the audience.	SLP listens, reflects and/or explains information using terminology appropriate to the audience.	SLP listens, reflects, and explains information using terminology appropriate to the audience.
4h (ii). Establishes rapport with students, parents, and school personnel	SLP does not monitor understanding by asking questions and/or encouraging interaction among all participants.	SLP occasionally monitors understanding by asking questions and/or infrequently encourages interaction among all participants.	SLP monitors understanding by asking questions and encouraging interaction among all participants.	SLP monitors understanding by asking questions and encouraging interaction among all participants.
4h (iii). Establishes rapport with students, parents, and school personnel	SLP does not engage student/family in problem-solving activities.	SLP occasionally engages student/family in problem-solving activities.	SLP attempts to engage student/family in problem-solving activities.	SLP engages student/family in problem-solving activities.
4i (i). Exhibits ability to communicate effectively in IEP meetings, conferences, and other meetings	SLP does not present information accurately, logically, and concisely. Oral communication is not appropriate for the needs of the audience.	SLP intermittently presents information accurately, logically, and concisely. Oral communication is occasionally appropriate and terminology and phrasing are often inconsistent with the semantic competency of the audience.	SLP presents information accurately, clearly, logically, and concisely. Oral communication is appropriate and terminology and phrasing are consistent with the semantic competency of the audience.	SLP presents information accurately, clearly, logically, and concisely. Oral communication is appropriate for the needs of the audience.
4i (ii). Exhibits ability to communicate effectively in IEP meetings, conferences, and other meetings	SLP uses terminology and phrasing inconsistent with the semantic competence of the audience and includes information that is inaccurate and/or incomplete.	SLP occasionally includes information that is accurate and/or complete.	SLP includes information that is accurate and/or complete.	SLP uses terminology and phrasing consistent with the semantic competence of the audience and includes accurate and complete information.
4i (iii). Exhibits ability to communicate effectively in IEP meetings, conferences, and other meetings	SLP does not listen carefully to students, parents, and other professionals and fails to provide appropriate clarification when needed.	SLP occasionally listens to students, parents, and other professionals but often has difficulty providing appropriate clarification when needed.	SLP listens to students, parents, and other professionals, but may have difficulty providing appropriate clarification when needed.	SLP listens carefully to students, parents, and other professionals, takes initiative in providing appropriate clarifications when needed.
4i (iv). Exhibits ability to communicate effectively in IEP meetings, conferences, and other meetings	SLP demonstrates inappropriate non-verbal communication style.	SLP acknowledges the impact of own non-verbal communication style, but usually has difficulty demonstrating this consistently.	SLP acknowledges the impact of own non-verbal communication style, but may have difficulty demonstrating this consistently.	SLP demonstrates appropriate non-verbal communication style.
4j (i). Writes required reports clearly and concisely	SLP does not present information accurately, logically, and concisely. Written reports and letters are inappropriate for the needs of the audience and may include grammatical errors.	SLP occasionally presents information accurately, logically, and concisely. Written reports and letters occasionally include information which is accuracy and/or complete.	SLP presents information accurately, clearly, logically, and concisely. Written reports and letters include information which is accurate and/or complete.	SLP independently presents expanded written information accurately, clearly, logically, and concisely. Written reports and letters are appropriate for the needs of the audience.
4j (ii). Writes required reports clearly and concisely	SLP uses terminology and phrasing inconsistent with the semantic competence of the audience and includes information that is inaccurate and/or incomplete.	SLP occasionally uses terminology and phrasing which is inconsistent with the semantic competency of the audience.	SLP uses appropriate terminology and phrasing which is consistent with the semantic competency of the audience.	SLP uses terminology and phrasing consistent with the semantic competence of the audience and consistently includes accurate and complete information.