

Possible **examples** of how the Framework For Teaching could apply to
Speech & Language Pathologist (SLP) Teachers

	Failing	Needs Improvement	Proficient	Distinguished
1a Knowledge of Content and Pedagogy GENERAL Examples	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
1a Specific Examples	<p>SLP plans to focus only on articulation during the lesson, while language and fluency are documented areas of need.</p> <p>SLP plans to utilize only repetitive drill and practice instructional methodology during the speech/language support sessions.</p>	<p>SLP plans a lesson on phonemic awareness without linking the activities to literacy.</p> <p>SLP plans to focus on articulation of a specific speech sound at the sentence level, which is a documented area of need; however, the progress monitoring data indicates the student has not yet mastered the speech sound at the word level.</p>	<p>SLP plans to use an Augmentative/Alternative Communication (AAC) system consisting of voice output devices, picture communication board, and sign language for a lesson with a student who is non-verbal. In teaching students with both articulation and language disorders the SLP works on skills from each disorder area within a session</p>	<p>SLP researches speech/language journals to obtain information regarding evidence-based methodologies to reduce episodes of stuttering in adolescent student population on current caseload.</p> <p>SLP researches and creates a presentation to educate others about dialectal and phonemic difference in a specific student population.</p>
1b Demonstrating Knowledge of Students General Examples	<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

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1b Specific Examples	<p>SLP plans a lesson in which verbal responses are required, but does not provide an alternative means of communication (i.e., voice output communication aid, picture communication board, etc.) for a student who is non-verbal.</p> <p>The SLP prepares a language lesson, while student's documented area of need is fluency.</p>	<p>SLP plans the same articulation lesson for all ages of students.</p> <p>SLP is aware of student's past medical history of a traumatic brain injury (TBI), but does not consider this information when developing appropriate instructional outcomes (e.g., executive functioning skills, short-term memory, etc.)</p>	<p>SLP maintains a student information sheet in his/her logbook for each student containing information regarding special needs, medical issues, language proficiency, and culture.</p> <p>SLP plans a lesson containing visual supports (i.e., picture communication board, picture schedule, work system, etc.) to promote communication in students diagnosed with autism spectrum disorders (ASDs).</p>	<p>SLP administers a preference assessment in order to identify students' interests and incorporate the interests into speech/language lessons.</p> <p>SLP researches and creates a presentation to educate others about dialectal and phonemic difference in a specific student population.</p>
1c Setting Instructional Outcomes General Examples	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
1c Specific Examples	<p>An articulation goal states "Student will increase articulation skills."</p> <p>Speech/language goals remain in student's IEP despite being mastered.</p>	<p>SLP uses the same language goal with all ages of students on his/her caseload.</p> <p>SLP composes a goal to address curricular vocabulary based on the results of a diagnostic assessment; however, the SLP does not consider the corresponding grade-level academic standards when developing the goal.</p>	<p>SLP uses assessment information and considers the corresponding grade-level academic standards when to developing IEP goals.</p> <p>The SLP sets instructional outcomes for the student who stutters based on the types of stuttered words or parts of words.</p>	<p>SLP consults with the student to review assessment data and academic curricular standards to develop IEP goals.</p> <p>SLP collaborates with other teachers to develop appropriate vocabulary and sentence structure and grammatical goals.</p>
1d Demonstrating Knowledge of Resources General Examples	<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>

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1d Specific Examples	<p>When planning and preparing for a lesson on pronouns, the SLP utilizes only one set of commercially prepared cards and uses the cards in only one way.</p> <p>When asked by colleagues and/or students' parents about the availability of medical speech/language support services, the SLP replies, "I don't know of any services in this area and can't find out."</p>	<p>SLP implements an approach to treatment of language disorders that used to be prominent years ago with most students, while making only general connections to speech and language needs.</p> <p>SLP plans and prepares to use materials that are located only in the speech therapy room.</p>	<p>SLP independently conducts research regarding the use of augmentative/ alternative communication with students diagnosed with autism spectrum disorders to expand his/her knowledge in this area.</p> <p>SLP shares effective strategies to address stuttering in the regular education classroom/general education curriculum with colleagues.</p>	<p>SLP participated in an online course pertaining to speech/language acquisition for students with cochlear implants. The SLP then used this information to compose an in-service presentation for colleagues.</p> <p>SLP contacted the speech/language clinic at local college/university to obtain information regarding services in order to share with a parent regarding additional medical services.</p>
1e Designing Coherent Instruction General Examples	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners.</p> <p>Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
1e Specific Examples	<p>SLP plans and prepares a language lesson that has no clear scope and sequence.</p> <p>SLP does not review data to make instructional decisions regarding the progression of future speech/language instruction/lessons.</p>	<p>SLP plans and prepares an articulation lesson that provides the student with an opportunity for guided and independent practice of his/her target speech sound; however, the lesson does not have an introduction or closure.</p> <p>SLP creates instructional plans according to initial assessments, but the plans are not altered based on students' needs and frequent formative assessment.</p>	<p>SLP creates instructional plans that are instructionally sound, based on the diagnosed speech and language problem, and allow the student to make progress.</p> <p>SLP allots an appropriate amount of time to address all components of the speech/language lesson plan (i.e., introduction, opportunity for guided and independent practice of established speech/language support goals, and closure).</p>	<p>SLP creates instructional plans that are based on the academic standards and make direct connections to the diagnosed speech and language problem. The instructional plans establish speech carryover to the classroom.</p> <p>SLP collaborates with general education teachers to review instructional strategies and student data for effectiveness and adjusts instruction accordingly.</p>

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1f Designing Student Assessment General Examples	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear.</p> <p>Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> <p>Teacher intends to use assessment results to plan future instruction for individual students.</p>
1f Specific Examples	<p>SLP has no evidence of formal or informal assessments.</p> <p>SLP has no evidence of data collection associated with a therapy session.</p>	<p>SLP collects baseline data before and after breaks in instruction to adjust instruction.</p> <p>SLP only considers progress monitoring data when planning and preparing for speech/language support sessions.</p>	<p>SLP consistently reviews student data and adjusts plans for instruction accordingly.</p> <p>SLP consistently collects assessment data from a variety of sources, including progress monitoring data, teacher input, parent input, diagnostic assessments, and classroom-based assessments. SLP uses the assessment data to plan for future speech/language support sessions.</p>	<p>The SLP develops his/her student assessments directly from classroom assessments, particularly in reading, so that the assessments include student input so that the student can measure his progress toward his goals.</p> <p>SLP provides his/her students with data collection sheets to self-monitor progress towards goals in the general education curriculum.</p>
2a Creating and Environment of Respect and Rapport General Examples	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students.</p> <p>The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>

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2a Specific Examples	<p>SLP does not model how to interact and treat one another, and students often talk while others are talking or even push or take things from one another.</p> <p>SLP frequently raises his/her voice to students in order to manage a group of students.</p> <p>Student looks to SLP for reinforcement but SLP disregards the child's intent.</p>	<p>SLP occasionally discusses how to be polite, how to take turns, and other active listening models.</p> <p>SLP often has to redirect; SLP and students occasionally demonstrate politeness conventions ("please" "thank you"). Student looks to SLP for reinforcement and SLP inconsistently responds.</p>	<p>SLP demonstrates and discusses, and involves students in modeling how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies.</p> <p>Students routinely work on tasks provided, while the SLP actively reinforces politeness conventions ("That was very polite of you."), taking a proactive stance in creating an environment of respect and rapport. Student looks to SLP for reinforcement and the SLP consistently responds.</p>	<p>SLP demonstrates and discusses, and involves students in modeling and self-regulating how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies.</p> <p>Students routinely work together on tasks and remark and/or demonstrate kindness to and acceptance of one another ("your turn" "thank you" "you did a great job on that one!" "You can do it!"). Student looks to SLP for reinforcement and SLP adjusts quantity and speed of reinforcement based upon student's performance.</p>
2b Establishing a Culture for Learning General Examples	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
2b Specific Examples	<p>Students cannot explain why they attend speech therapy, even with prompting (when developmentally appropriate)</p> <p>The SLP occasionally states that speech and/or language problems must be corrected, and only provides correct speech models for the group as a whole or general feedback, such as "right" or "wrong." Based on preconceived opinions of a student's ability to communicate, the SLP has low expectations for progress.</p>	<p>Students sometimes can identify in general terms or when given choices why they attend speech therapy ("I come for my talking.").</p> <p>The SLP presents models and descriptions of corrections for speech and/or language problems but does not explain reasoning or purpose behind improvement of communication, and does not work to engage students' ability to self-correct (only SLP provides corrections). Based on preconceived opinions of a student's ability to communicate, the SLP has inconsistent expectations for progress.</p>	<p>Students routinely can identify or explain their individual speech and language goals, when given simple prompts or questions.</p> <p>The SLP teaches and consistently reinforces that having a speech and/or language problem is different for each student and that we respect each other's correct and incorrect responses in the group. SLP routinely provides individualized models of correct speech production, and elicits self-corrections from students; they discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations with teacher direction. Based on educational background and experience regarding a student's ability to communicate, the SLP has consistent expectations for progress.</p>	<p>Students can independently state their own goals and objectives, in age appropriate terms, and make statement(s) about progress or show evidence by data found in the room or speech folder(s).</p> <p>The SLP establishes opportunities for students to take responsibility for their communication through self-reflection and correction; they independently discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations. Based on educational background and experience regarding a student's ability to communicate, the SLP has high expectations for progress.</p>

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2c Managing Classroom Procedures General Examples	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
2c Specific Examples	<p>Students sit unengaged in any activity while waiting for SLP to arrive or to start the lesson. Students squirm in their seats or otherwise do not pay attention while SLP completes routine task such as checking speech folders.</p> <p>Much instructional time is lost to speech books and stickers, or game set-up and play. Students need frequent instruction on rules and procedures; they are unable to state the classroom expectations and routines.</p>	<p>Students need SLP direction to complete routine activities such as sticker charts or getting folder ready for review. Students usually wait, but not always quietly, and without a task to keep them engaged while SLP is working with another student.</p> <p>SLP occasionally has to reinstruct during the session regarding routines with speech books, stickers, and turn-taking; one visual reminder (poster, list) is displayed to remind students of routines and rules.</p>	<p>SLP has materials organized and ready for use as group arrives. Students engage in routine or practice activities while waiting for SLP or another student to complete a task.</p> <p>SLP rarely has to reinstruct during the session regarding routines due to consistent implementation of distinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference.</p>	<p>Students can independently locate appropriate materials and can begin established therapy routines without SLP direction. Students independently remain engaged during sessions because they know the classroom procedures and expectations.</p> <p>SLP does not reinstruct during the session regarding routines due to consistent implementation of distinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference. Students were involved in developing rules and procedural operations for therapy sessions and can state these as well as identify the posted classroom expectations and rules.</p>
2d Managing Student Behavior General Examples	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

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2d Specific Examples	<p>SLP misses opportunities to reinforce positive behavior, and works only to control negative behaviors when they occur. SLP does not know or follow behavior management systems in school(s) serviced.</p> <p>SLP does not enforce the use of universal health precautions; students sneeze on each other and materials without consequence.</p>	<p>SLP addresses both positive and unacceptable behavior but without alternative or replacement behavior for undesirable conduct; SLP feedback is inconsistent and vague such as “stop that.” SLP is inconsistent with following the behavior management system in the school(s) serviced.</p> <p>SLP inconsistently reinforces the use of universal health precautions, such as use of tissues, hand sanitizers, etc.</p>	<p>The SLP implements specific procedures for when students go off task or are reluctant to do work. SLP follows the behavior management system in the school(s) serviced, and reinforces the system by reminding students and referring to the procedures in a positive manner (“You sat nicely and waited your turn.”).</p> <p>SLP and students are consistent with use of universal health precautions, such as use of tissues, hand sanitizers, etc., since items are placed where students can easily reach them.</p>	<p>In addition to consistently addressing behaviors and following the behavior management system in the school(s) serviced, the SLP is proactive regarding behavior by arrangement of furniture and individuals; students provide praise or compliments to one another regarding positive behavior.</p> <p>SLP and students always use universal health precautions; students automatically follow precautions without reminders, and can remind others as necessary.</p>
2e Organizing Physical Space General Examples	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>
2e Specific Examples	<p>Unsafe transitions when moving to/from speech 'room' are noted (ex: students hop on stairs). There are potential safety hazards, such as electrical or plumbing items, in the room that are easily touched by the students and SLP takes no steps to correct these dangers.</p> <p>The SLP does not manage the physical space to provide for a conducive learning environment (ex: the furniture is not of the appropriate size or function for the students; student cannot participate fully due to wheelchair arrangement).</p>	<p>SLP inconsistently corrects unsafe transitioning behavior (ex: remind students to hold onto the railing and take one step at a time). SLP, to the best of his/her ability has removed any potential safety hazards in the room and reinforces safety precautions through modeling and instruction to prevent harm. SLP and students know and practice evacuation procedures in case of fire, bomb scare, or other potential problem.</p> <p>SLP inconsistently attempts to manage the physical space (such as furniture or special equipment arrangement) but student's access for instruction is not optimal.</p>	<p>SLP has established and consistently enforces rules for transitioning in and out of therapy room, and SLP has addressed any potential safety hazards or equipment arrangement needs. SLP and students know and practice evacuation procedures (in case of fire, bomb scare...) and these procedures are clearly posted in room.</p> <p>SLP has organized the physical space so that furniture arrangement facilitates group interactions; there are no physical barriers to instruction. SLP has addressed any concerns and has appropriate solutions in place which students use as directed.</p>	<p>Students consistently follow and can explain transition rules. SLP is flexible in scheduling place of instruction if usual materials/place is unavailable or unsafe. SLP and students know and practice evacuation procedures in case of fire, bomb scare, or other potential problem; procedures are clearly posted in room and students can direct others regarding these procedures if necessary.</p> <p>Safe and appropriate physical space is consistently managed by the SLP; SLP has addressed any concerns and appropriate substitute solutions are in place that students use independently (ex: students may choose and use furniture/items that fit them best).</p>

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3a Communicating with Students General Examples	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
3a Specific Examples	Students are not aware of the skill they are working on; language used is not appropriate for age of students or cognitive ability (no attempts made to clarify instructions).	SLP may clarify the task when questions are asked by restating directions in the same manner; SLP may tell students they are working on categorization without explaining what categorization is to the students.	SLP uses multiple modalities to demonstrate tasks and explain relevant vocabulary (uses visuals along with verbal explanations to explain task); SLP clearly states skill that will be worked on during the session ("Today you are working on...").	SLP asks a student to explain a task to a peer; SLP all modalities when demonstrating/explaining tasks (SLP uses category cards with picture representations, paired with SLP verbal explanation and the physical demonstration of matching the cards into categories).
3b Using Questions and Discussion Techniques General Examples	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
3b Specific Examples	<p>SLP does not engage all students (some children appear to be off task).</p> <p>SLP only asks multiple choice questions or "what" questions.</p>	<p>SLP does ask a range of questions but relies on lower level question (uses only concrete examples, no abstract, higher level thinking).</p> <p>SLP facilitates some peer interaction through discussion but does not allow students to develop their own questions for each other.</p>	<p>SLP engages most students by asking a variety of questions and allows students to develop their own questions (SLP uses who, what, where, when and why open-ended questions to elicit higher level thinking).</p> <p>SLP involves all students in discussions and uses prompting strategies to encourage all students to participate (SLP says, "think of a question to ask...")</p>	<p>Students initiate spontaneous extension of target skills through conversation.</p> <p>Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.</p>

	Failing	Needs Improvement	Proficient	Distinguished
3c Engaging Students in Learning General Examples	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
3c Specific Examples	<p>Therapy is limited to auditory information (no visuals or kinesthetic cues/prompts).</p> <p>SLP rushes through tasks without checking for understanding of the skills being taught.</p>	<p>SLP checks for understanding on an inconsistent basis.</p> <p>Students are able to recall prompts but not given opportunities to practice (can explain articulatory postures for production of target sound but not given opportunity to practice).</p>	<p>Students are observed giving multiple responses to practice and receive immediate corrective feedback.</p> <p>SLP provides direct instruction and checking for understanding while balancing an appropriate amount of feedback that engages all students.</p>	<p>Students are prompted to suggest learning ideas for different modifications to teach different skills (students are involved in creating their own learning tasks).</p> <p>Clear conclusion of lesson by educator and students. Students are able to restate what they have worked on or learned during session.</p>
3d Using Assessment in Instruction General Examples	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>

	Failing	Needs Improvement	Proficient	Distinguished
3d Specific Examples	<p>SLP administers the same test regardless of the reason for referral (uses Goldman Fristoe to assess language).</p> <p>SLP makes little or no effort to assess if students understand the skills being taught or modeled for them (little to no evidence of data collection).</p>	<p>SLP provides immediate feedback often about the student response, however, it is not always specific (SLP often says “good job”).</p> <p>Students are aware they are being assessed within the session but not aware of their progress with skills.</p>	<p>Clear evidence that a variety of assessments are used regularly with systematic monitoring of progress (oral responses, written responses, teacher observation, self-assessment).</p> <p>SLP provides examples of expected responses and uses other students to model accurate responses.</p>	<p>SLP often asks students to evaluate themselves or peers within the session and allows for peer feedback (peers assess sound productions of peer and offer suggestions to remediate).</p> <p>SLP consistently and effectively assists students in setting rigorous goals; self-assessing, monitoring and taking responsibility for their progress (promotes self-monitoring skills and carryover of skills into academic setting).</p>
3e Demonstration Flexibility and Responsiveness General Examples	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
3e Specific Examples	<p>SLP does not plan for transitions or provide closure between lesson/activities (jumps from one activity to another without explanation).</p> <p>SLP does not respond to student’s information seeking questions in an appropriate manner and time (ignores student questions)</p>	<p>SLP is aware of student confusion but makes no attempts to clarify (SLP is aware students do not understand placement cues for sound production but does not clarify).</p> <p>SLP says, “I’ll try to think of another way to approach this and get back to you.”</p>	<p>SLP provides answers to students’ information seeking questions in an appropriate manner and time and answers the question.</p> <p>SLP says, “That’s an interesting idea; let’s see how it fits.” (in response to language activity).</p>	<p>SLP incorporates school and community events into therapy session (pragmatic lesson relating to upcoming dance-appropriate behavior, assembly-vocabulary, and appropriate behavior).</p> <p>SLP consistently reviews skills to ensure understanding of concepts related to individual needs (figurative language, perspective taking).</p>
4a Reflecting on Teaching General Examples	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
4a Specific Examples	<p>SLP rarely or never assesses the lesson’s effectiveness, and the degree to which outcomes are met.</p> <p>SLP offers no suggestions for how a lesson could be improved.</p>	<p>SLP inconsistently assesses a lesson’s effectiveness, and the degree to which outcomes are met.</p> <p>SLP offers global suggestions about how a lesson could be improved.</p>	<p>SLP consistently assesses the lesson’s effectiveness, and the degree to which outcomes are met and can cite evidence to support the judgment.</p> <p>SLP offers specific suggestions for lesson improvement.</p>	<p>SLP Consistently and effectively assesses the lesson effectiveness, both during and following instruction.</p> <p>SLP offers extensive suggestions during instruction and makes adaptations as needed.</p>

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4b Maintaining Accurate Records General Examples	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
4b Specific Examples	<p>SLP does not abide by mandated timelines (overdue IEPs, ERs, and RRs); No evidence of data collection from lessons; does not complete progress reports as indicated in IEP.</p>	<p>SLP abides by mandated timelines.</p> <p>Minimal data collection is evident.</p> <p>Progress reports are completed on time but lack specificity on student progress toward goals.</p>	<p>SLP meets all timelines.</p> <p>Consistent data collection is evident for progress monitoring.</p> <p>Progress reports include specific student data toward annual goals.</p>	<p>SLP develops and shares with colleagues protocols that assist with organizing and maintaining data collection.</p> <p>Students contribute to collection of data as appropriate to their abilities.</p>
4c Communicating with Families General Examples	<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</p> <p>Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
4c Specific Examples	<p>SLP fails to respond to the parent's/guardian's inquiries regarding the instructional program or the student and/or contacts are inappropriate in content and insensitive to cultural differences.</p>	<p>SLP responds inconsistently to the parent's/guardian's inquiries in regard to the instructional program and/or with general information not specific to the individual student.</p> <p>SLP tries to incorporate cultural differences but does not do so consistently.</p>	<p>SLP consistently initiates responses to families to inform the parent/guardian about the student and the instructional program.</p> <p>SLP contacts are consistently culturally appropriate.</p>	<p>SLP develops a system for communication with families beyond mandated time frames to further provide information to families.</p> <p>Time frame for notes and type of communication is determined with parent input.</p> <p>SLP is highly sensitive to cultural needs.</p>

	Failing	Needs Improvement	Proficient	Distinguished
4d Participating in the Professional Community General Examples	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
4d Specific Examples	<p>SLP is negative or self-serving in attitude and relationships with colleagues.</p> <p>SLP refuses to participate in activities which promote professional communities with colleagues.</p>	<p>Work with others is inconsistently characterized by openness, courteous and genuine behaviors.</p> <p>Self-serving behaviors are sometimes noted to promote self.</p> <p>The SLP will attend required meetings but actual participation in the content and discussion is minimal.</p>	<p>SLP is open to sharing expertise and materials with colleagues.</p> <p>SLP volunteers for professional community opportunities and actively participates in the content, discussion and outcomes determined.</p>	<p>SLP takes a leadership position in supporting colleague's growth through mentoring or leadership within professional communities.</p> <p>SLP offers to provide graduate externship experiences.</p>
4e Growing and Developing Professionally General Examples	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
4e Specific Examples	<p>SLP does not actively participate in any professional organizations or seek to grow in skills which will support students' instruction.</p>	<p>SLP politely attends district workshops and professional development days, and makes minimal use of the materials received.</p> <p>SLP only attends mandatory in-services but does not actively seek self-skill growth opportunities.</p>	<p>SLP actively seeks trainings reflective of current caseload needs and/or school district needs to meet the needs of the students.</p> <p>Actively uses feedback to develop skills and improve own practice.</p>	<p>SLP makes a substantial contribution to school, district or program events and projects and assumes a leadership role with colleagues.</p> <p>SLP initiates ideas with the supervisors to determine professional development opportunities which will support program and collegial growth.</p>

	Failing	Needs Improvement	Proficient	Distinguished
4f Showing Professionalism General Examples	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests.</p> <p>Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students.</p> <p>Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p>
4f Specific Examples	<p>SLP displays unprofessional behaviors (dress, language, interactions)</p> <p>SLP does not adhere to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.</p>	<p>SLP displays inconsistencies in professional behaviors.</p> <p>SLP inconsistently adheres to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.</p>	<p>SLP demonstrates professional behaviors at all times.</p> <p>SLP consistently adheres to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.</p>	<p>SLP demonstrates leadership in advocating for children and families.</p> <p>SLP promotes speech/language profession by initiating a leadership role within the program.</p>