

DOMAIN 1 FOR CERTIFIED SPEECH PATHOLOGIST/SPECIAL EDUCATION SPECIALIST: PLANNING AND PREPARATION				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a Demonstrating knowledge and skill in the special education area	Specialist demonstrates little or no knowledge and skill in the special education area.	Specialist demonstrates basic knowledge and skill in the special education area.	Specialist demonstrates sufficient knowledge and skill in the special education area and the instructional practices specific to that discipline.	Specialist demonstrates extensive knowledge and skill in the special education area and the instructional practices specific to that discipline. The specialist actively builds on knowledge of prerequisites and misconceptions when describing instruction.
1b Establishing goals for the special education program appropriate to the setting and the students served	Specialist has no clear goals for the special education program; and/or they are inappropriate to either the situation/setting or the students' skill level.	Specialist goals for the special education program are rudimentary and are partially suitable to the situation and/or setting and the student's skill level.	Specialist goals for the student's special education program are clear and appropriate to the situation and/or setting in the school and to the student's skill level	Specialist goals for the special education program are highly appropriate to the situation and/or setting in the school and to the student's skill level and have been developed following consultations with administrators and Specialists.
1c Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d Demonstrating Knowledge of Resources, both with- in and beyond the school and district	The specialist demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The specialist does not seek such knowledge.	The specialist demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The specialist does not seek to extend such knowledge.	The specialist demonstrates full awareness of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The specialist seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Planning the IEP, integrated with the regular school program, to meet the individual student needs	Special education program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist plan based on IEP goals have a guiding principle includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed an IEP that includes the important aspects of work in the instructional setting that are aligned to the Illinois Learning Standards.	Specialist plan based on the IEP goals is highly coherent and preventive and serves to support students individually, within the broader educational program. Goals are aligned to Illinois Learning Standards, to district curriculum, or appropriate functional curriculum.
1f Developing a plan to evaluate the student's special education program	Specialist has no plan to evaluate the IEP or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the IEP goals.	Specialist plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist evaluation plan is highly sophisticated, with varied sources of evidence and a clear path toward improving student learning on an ongoing basis.

DOMAIN 2 FOR CERTIFIED SPEECH PATHOLOGIST/SPECIAL EDUCATION SPECIALIST: THE ENVIRONMENT				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a Establishing rapport with students	Classroom interactions between the specialist and students and/or among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, levels of development, or individuality, and are characterized by sarcasm, put-downs, displays of disrespect, or conflict.	Classroom interactions, both between the specialist and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural, developmental, or individual differences among students.	Classroom interactions between the specialist and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural, developmental, or individual differences among groups of students.	Classroom interactions between the specialist and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures, levels of development, and individuality. Students themselves ensure high levels of civility among members of the class.
2b Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; Specialist and student understand their schedules.
2c Establishing standards of conduct in the educational setting	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or instruction.	Standards of conduct appear to have been established for the testing and instructional setting. Specialist attempts to monitor and correct negative student behavior during evaluation and instruction are partially successful.	Standards of conduct have been established for the testing and instructional setting. Specialist monitors student behavior according to those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and educational setting. Specialist monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2d Organizing physical space for testing of students and providing instruction	The testing and educational setting is disorganized and poorly suited to working with students. Materials are usually available.	The testing and instructional setting is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and educational setting is well organized; materials are available when needed.	The testing and educational setting is highly organized and is inviting to students. Materials are convenient when needed.

DOMAIN 3 FOR CERTIFIED SPEECH PATHOLOGIST/SPECIAL EDUCATION SPECIALIST: INSTRUCTION				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a Responding to referrals; evaluating student needs; and writing reports	Specialist fails to respond to referrals for assessments or makes hasty assessments of students needs and/or neglects to collect important information on which to base IEPs; reports are inaccurate or not appropriate to the audience.	Specialist responds to referrals for assessments when pressed and makes adequate assessments of students needs; collects most of the important information which to base IEPs; reports are accurate but lacking in clarity and not always appropriate to the audience	Specialist responds to referrals for assessments and makes thorough assessments of students needs. Specialist collects all the important information on which to base IEPs; reports are accurate and appropriate to the audience.	Specialist is proactive in responding to referrals for assessments, makes a highly competent analysis of student needs and is proactive in collecting important information, interviewing Specialists and parents if necessary; reports are accurate and clearly written and tailored for the audience.
3b Collaborating with Specialists and Administrators	Specialist is not available to staff for questions and planning and declines to provide background materials when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with other specialists, staff and administrators to confer regarding individual cases.	Specialist seeks out other specialists, staff and administrators to confer regarding cases; soliciting their perspectives on individual students.
3c Implementing IEP goals to maximize students' success	Specialist fails to implement IEP goals suitable for students or implementation and goals are mismatched with the assessment findings.	Student's IEP goals are partially implemented and/or sporadically aligned with identified needs.	Specialist goals for students are fully implemented and are appropriately aligned with identified needs.	Specialist implements comprehensive goals for students, finding ways to creatively meet student needs and incorporate many related elements.
3d Engaging Students in Learning	Activities and assignments, materials, and groups of students are inappropriate for instructional outcomes, students' cultures or levels of understanding, resulting in little intellectual engagement. Lessons have minimal or no structure or are poorly paced.	Activities and assignments, materials, and groups of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. Lessons have a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groups of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. Lesson structure is coherent, with appropriate pace.	Students are highly intellectually engaged in significant learning, make contributions to the activities, and are actively involved with lesson materials. Lessons are adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3e Using Questioning and Dialogue Techniques	The specialist's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than dialogue.	Some of the specialist's questions are designed to elicit a thoughtful response, but most are low-level, posed in rapid succession. The specialist's attempts to engage all students in the dialogue/questioning are only partially successful.	Most of the specialist's questions are designed to elicit a thoughtful response, and the specialist allows sufficient time for students to answer. All students participate in the dialogue/questioning, with the specialist stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Initial questions used to frame a dialogue will be planned in advance. Students are encouraged and supported to formulate high-level questions as appropriate.
3f Using Assessment In Instruction	Assessment is minimally or not used in instruction, either through monitoring of progress by the specialist or students, or through feedback to students. Students may be unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the specialist and/or students. Feedback to students is uneven, and students are aware of only some of the criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress by the specialist and/or student, and high-quality feedback to students. Students are fully aware of the criteria used to evaluate their work.	Assessment is used in a manner that impacts both teaching and learning, through student involvement in establishing the criteria (when appropriate), self-assessment by students, monitoring of progress by both students and specialist, and high-quality feedback to students from a variety of sources.
3g Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist changes modes in the treatment program when confronted with evidence of the need for change.	Specialist revises IEPs when they are needed.	Specialist is continually seeking ways to improve the IEPs and changes are done as needed in response to student, parent, or specialist input.

DOMAIN 4 FOR CERTIFIED SPEECH PATHOLOGIST/SPECIAL EDUCATION SPECIALIST: PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist suggests some specifics as to how the special education program might be improved.	Specialist reflection is highly accurate and perspective, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families forging partnerships; secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist forges partnerships with families that have a positive impact on student learning; secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to student's families to enhance trust.
4c Maintaining an effective data-management system	Specialist data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust IEPs when required.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust IEPs when required.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust IEPs when required.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust IEPs when required. Specialist uses the system to communicate with Specialists and parents.
4d Participating in a Professional Community	Specialist relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist relationships with colleagues are cordial, and Specialist participates in school and district events and projects when specifically asked.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist substantially contributes to school and district events and projects and assumes a leadership role with colleagues.
4e Engaging in professional development	The Specialist does not participate in professional development activities and there is no effort to share knowledge with colleagues. The Specialist is resistant to feedback from supervisors or colleagues.	The Specialist participates in professional development activities that are convenient or are required, and has limited contributions to the profession. The Specialist accepts, with some reluctance, feedback from supervisors and colleagues.	The Specialist seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The Specialist welcomes feedback from supervisors and colleagues.	The Specialist actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the Specialist seeks feedback from supervisors and colleagues.
4f Showing professionalism	The Specialist has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The Specialist fails to comply with school and district regulations and time lines.	The Specialist is honest and well intentioned in serving students and contributing to decisions in the school, but the Specialist attempts to serve students are limited. The Specialist displays inconsistent professional and ethical conduct or complies minimally with school and district regulations.	The Specialist displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The Specialist is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The Specialist displays the highest standards of ethical and professional conduct and complies fully with school and district regulations; taking a leadership role with colleagues.
4g Goals	Specialist does not engage in goal activities related to improved student learning or activities are minimal.	Specialist participates in goal activities related to student learning to a limited extent. Limited progress is made toward attaining the goal.	Specialist actively participates in goal activities related to improved student learning. Evidence supports that goal is attained or significant progress is evident.	Specialist documents systematic efforts to accomplish the goal. The goal may be attained or significant progress is evident. The Specialist presents evidence that goal work led to improved student learning.