

Paterson Public Schools



Speech Therapist
Practice Rubric

Professional Educator Performance Standards

1. Planning and Preparation (x2)

- ❖ **Special Service Providers plan for quality service using a comprehensive approach.**

2. Data Informed Decision Making (x2)

- ❖ **Special Service Providers use multiple sources of data to inform their decision making.**

3. Delivery of Service (x3)

- ❖ **Special Service Providers delivers quality services.**

4. Interventions (x3)

- ❖ **Special Service Providers increase the probability of advancing individual student achievement.**

5. Contributions to the Learning Environment (x2)

- ❖ **Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.**

6. Leadership (x2)

- ❖ **Special Service Providers have a responsibility for professional growth and positive leadership.**

7. Professional Responsibilities (x1)

- ❖ **Special Service Providers have a responsibility to the profession, district, parents, students and the public.**

PERFORMANCE STANDARD #1: PLANNING AND PREPARATION

Special Service Providers plan for quality service using a comprehensive approach.

Service and Support		Level of Performance				
<i>The Speech Therapist should know and be able to:</i>		The Speech Therapist performing at this level:				
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
1a	Establish and maintain clear and organized procedures for referral.	inconsistently implements procedures for referrals. Has not clarified procedures for referrals, thus, when someone wants to refer a student for speech services, they are not sure how to go about it.	follow established procedures for referrals although details are not always clear nor implemented in a timely manner.	has procedures for referrals, meetings and consultations with parents, teachers and others that are clear to everyone. Pre-referral through post conference systems are organized and efficient.	1.Educates and explains criteria for referrals (ie developmental norms for sp & lang, difference between articulation and language, when to refer to SLP vs CST), referral form, 2. respond to referrals within 20 days. 3.Has systems in place for consultation follow-up with parents and educators. 4.Referral through post conference responsibilities are well organized and completed based on timelines established by legal guidelines	
1b	Demonstrate knowledge and skills in speech-language pathology and related subject areas.	demonstrates minimal knowledge and skill in the area of speech and language development, thus planning for service delivery results in a random collection of unrelated activities, lacking coherence or an overall structure.	demonstrates knowledge and skill in the area of speech and language development and uses this to guide planning of appropriate activities.	incorporates thorough knowledge and skill in the area of speech and language development resulting in thoughtfully designed plans that are inclusive of all important aspects of delivering comprehensive services.	incorporates extensive knowledge and skill in the area of speech and language development resulting in plans that support and reinforce students both in therapy and within the broader educational program. 1. Continuously seeks to expand professional knowledge through continuing education credits and CEUs ,books, articles etc to keep up with current evidence based practices 2. incorporates knowledge that directly affects student growth 3. works with individuals at all ability levels and serves a range of disorders	

1c	<p>Service delivery is efficient and effective in attaining stated session goals and objectives.</p>	<p>does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation.</p>	<p>appears to know what they want to accomplish by the end of the session or meeting, although it may be unclear to others.</p>	<p>establishes clear goals appropriate to the situation when working with or evaluating students. Outcomes for sessions or meetings are stated in advance.</p>	<p>follows established routines and explicitly identifies session goals. Encourages student understanding of the goals and purpose of each session or evaluation.</p> <p>Goals are sequential and progressively build on previously learned skills. Uses materials that enhance student knowledge and session outcomes. When appropriate, students summarize their learning at the end of the session</p> <p>Session or meeting outcomes are clarified in advance and participants know what is expected of them in the therapy environment.</p>	
1d	<p>Plan interventions and use modifications to maximize student success towards I.E.P. goals.</p>	<p>develops IEP's that are not suitable for students, or interventions are mismatched with the findings of the identified needs.</p>	<p>develops IEP's for individual speech language needs that are partially suitable to the situation and to the developmental age of the student. Works with team to develop intervention plans and is gaining expertise from others in comprehensive educational planning for student success.</p>	<p>consistently develops individualized therapy plans that include all speech language needs. Plans are clear and age appropriate to the situation in the school and to the developmental age of the student. Interventions are both suitable and aligned with identified student needs on the IEP. Plans are geared toward maximizing the likelihood of student success.</p>	<p>individualized therapy plans address student goals that include all speech and language needs. Execution of interventions are differentiated appropriately according to students' individual needs derived from results from multiple assessments and sources. Interventions are aligned to IEP goals. Interventions meet students' educational and functional needs which lead to generalization of target goals, objectives and skills. Thus maximizing the likelihood of student success both in and outside of the speech setting.</p>	

1e	Develops individualized plans for speech therapy and service delivery based on all relevant and applicable sources of information.	has no plan to evaluate the speech program or services and resists suggestions that such an evaluation is important.	has a basic plan to evaluate the speech program and/or effectiveness of service delivery for individual students.	has a plan to evaluate the effectiveness of the speech program. Is organized around clear goals and the collection of evidence to indicate the degree to which the speech program goals have been met and individual service delivery has been effective.	Collects information through standardized evaluations, teacher reports, functional observations and review of records. Gathers information from other professionals (e.g., PT, OT, ToD, AuD and other medical professionals).			
1f	Complies with established Federal, State and District Special Education guidelines and procedures.	either unaware or non-compliant of district Special Education policies and procedures. Does not perform duties as evaluator and/or case manager, nor adheres to timelines required by the IEP of each student. Does not submit monthly case management Medicaid report (if applicable).	somewhat follows established district Special Education policies and procedures. Occasionally performs duties as evaluator and/or case manager and adheres to some timeline required by the IEP of each student. Submits monthly case management Medicaid report (if applicable). Develops IEP's that are somewhat standards-based	consistently follows established Special Education policies and procedures. Performs duties as evaluator and/or case manager, adhering to timelines required by the IEP of each student. Submits monthly case management Medicaid reports (if applicable). Develops standards-based IEP goals and objectives.	demonstrates full knowledge and compliance with Special Education policies and Procedures. Performs duties as evaluator and/or case manager, holding to all required timelines and other requirements of the IEP's of each student. Submits service logs within designated timelines.			
Standard #1 Overall Score		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

PERFORMANCE STANDARD #2: DATA INFORMED DECISION MAKING

Special Service Providers use multiple sources of data to inform their decision making.

Service and Support		Level of Performance				
<i>The Speech Therapist should know and be able to:</i>		The Speech Therapist performing at this level:				
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>	<i>Evidence:</i>
2a	Analyze and use results from multiple sources or assessments in decision making in the evaluation process.	Does not collect appropriate history or data to determine needs. No information is gathered with which to make changes.	only collects basic history and assessment data to complete evaluation requirements. Has not linked specific therapy decisions to the data.	collects and analyzes data from a variety of sources to inform decision-making. Uses assessment results to plan for future instruction with students. Analysis of data is shared with IEP team, parents and/or other school personnel in designing effective student plans.	Systematically collects data from a variety of sources (social history, achievement trend data, interviews, personal communication, rating scales, evaluation data) to inform decision making when designing comprehensive student plans. Draws inferences from the data to make decisions about future therapy sessions and interventions. Analysis of the data makes a positive contribution toward effectively formulating recommendations to the IEP team, parents and/or other school personnel. Records data when appropriate on the student's progress during the sessions. Uses ongoing diagnostic assessment to realign IEP goals. Completes progress reports on a quarterly basis.	
2b	Formal and informal measures are used to identify areas of educational/ language needs. Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders.	does not use speech assessments or progress monitoring systems and/or assessment tasks that are not aligned with speech plans.	implements speech assessments that proposes to assess some aspects of the aligned speech plan.	uses speech assessment results and progress monitoring tools to keep track of continual student improvement toward therapy goals. Assessment tasks are aligned with the demonstration of knowledge and/or skill required within the speech plan.	Evaluations are aligned with Federal and State standards. Formal and informal assessments are chosen and/or designed to meet each students' individual communication needs.	

2c	Collect and use information from multiple sources to make well-informed decisions regarding goals and objectives.	poorly communicates information regarding the needs of students. Written reports are either incomplete or not completed in a timely manner. Does not follow-up with parents or families regarding recommendation effectiveness.	communicates individual needs of students to appropriate school personnel. Written reports meet legal requirements. Occasionally follows-up with parents and school personnel regarding effectiveness of recommendations.	exchanges information from evaluations in a meaningful manner to the IEP team, families and/or other school personnel while being sensitive to the needs of students and families.	Collects information from students, parents, teachers and other professionals to design and implement interventions. Progress is consistently monitored and sequential and appropriate changes are met when appropriate.			
2d	Is compliant with completing all components of the evaluation process.	use of available technology is not evident. No evidence of the use of alternative/augmentative communication technology. Unaware of how to access or use electronic data management systems to store and retrieve student information and student plans, or generate reports.	demonstrates the integration of some technology skills that support service delivery, including some evidence of the use of required alternative/augmentative communication technology. Has a working knowledge of how to access student information, achievement results, student plans and is able to generate reports.	uses computer programs that assist with effectiveness of service delivery. Knowledgeable about alternative/augmentative communication technology. Integrates technology into session activities, allowing individual student practice. Uses district electronic data management tools to access student information, student plans, achievement results and to generate reports.	Communicates with families and other professionals and conducts evaluations in a manner highly sensitive to cultural and linguistic traditions. Adept at interpreting and communicating evaluation and therapy results to teach parents and other professionals about student needs. Written reports are accurate, well-organized, and well-written. Reports and evaluations are uploaded and IEP is written within mandated timelines. Provides consistent follow-up with families and school personnel to determine effectiveness of recommendations.			
Standard #2 Overall Score		<div>□</div> Unsatisfactory	<div>□</div> Progressing I	<div>□</div> Progressing II	<div>□</div> Proficient I	<div>□</div> Proficient II	<div>□</div> Proficient III	<div>□</div> Exemplary

PERFORMANCE STANDARD #3:DELIVERY OF SERVICE

Special Service Providers delivers quality services.

Service and Support		Level of Performance				
		The Speech Therapist performing at this level:				
The Speech Therapist should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
3a	Craft sessions for effective use of allotted time.	wastes too much time getting the attention of student to begin the session. Lacks the ability to focus sessions on specific objectives. Therapy time is often filled with activities that merely consume time and do not necessarily address goals. Transitions are chaotic, with much time lost between activities or session segments. Session	loses some session time engaging students in the session upon arrival. Provides therapy that lacks clear focus due to continual distractions with other tasks and discussions. Only some transitions are efficient, resulting in more loss of time for learning. Some closure is given at end of session.	engages students upon arrival to the speech setting. Focuses on clearly defined, individual objectives. Ensures transitions are smooth with no loss of session time. Provides purposeful closure to the session.	Teaches students to engage in the session upon arrival. The session is focused primarily on clearly defined objectives. Transitions are seamless, with very little downtime. Positive reinforcement used as behavior management relevant activities are provided. Sessions have purposeful closure.	
3b	Ensure sessions are focused and productive while promoting active participation.	does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.	frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.	Consistently seeks input from participants when monitoring the success of the session or anticipated outcomes. Facilitation skills promote active participation which result in focused and productive sessions. Has good behavior management skills Uses allotted time efficiently. Provides each student with an opportunity for a significant number of responses. Fosters a positive interaction with students.	

3c	Provides culturally and educational appropriate services that engage students and reflect evidence-based practices.	design of session activities lacks focus in relationship to appropriate interventions based on student need. No modifications or accommodations are evident. Effective modeling is not evident, nor checks for understanding. The Speech Provider's professional relationship with the individual students does not contribute to effective learning.	designs therapy activities that are generally focused on appropriate interventions, but is primarily Speech Provider directed and limits student responses and practice. Some inconsistent accommodations and/or modifications are evident. Some modeling is evident. Checks for understanding during the session. Occasionally noted positive feedback and motivation to student.	involves students in meaningful experiences, which contribute to their progress. Checks for understanding throughout the session by soliciting responses from students to show they are learning. The Speech Provider interacts in a positive way with students, providing support, motivation and recognition of growth.	Actively involves students in meaningful sessions which significantly contribute to their continual improvement. Therapy goals are challenging, appropriate and links well with students' prior knowledge and experiences. Continually checks for understanding, throughout the session, by expecting responses from the student. The Speech Provider provides motivation and recognition resulting in continual improvement. Develops and executes appropriate therapy plans. Demonstrates knowledge and skills necessary for providing of facilitating treatment for children from culturally and linguistically different backgrounds. Provides opportunities for student choice and collaboration.	
3d	Use a variety of materials, methods, and strategies to remove barriers to learning.	uses a limited number of intervention strategies.	uses some activities, materials, methods and strategies that reflect a moderate understanding of student needs and IEP objectives. Some IEP objectives are suitable to the student and the approaches to therapy are somewhat appropriate to student needs. Is supportive of students in the school setting.	Implements engaging sessions that reflect a solid understanding of the student's needs, using appropriate learning activities, strategies, materials, resources and assessments. IEP objectives are addressed in a manner both understandable and suitable to the student. Works collaboratively with school personnel to remove barriers to learning and student success.	Presents engaging sessions based on extensive expertise and understanding of students. All aspects of the therapy plans – therapeutic objectives, strategies, learning activities, materials, resources and assessments – are in complete agreement with the IEP and are adapted according to student needs. Implements activities that promote progress related to student's IEP goals by using a variety of methods and strategies that include ways to creatively meet student needs both in and outside of the therapy setting. Is instrumental in organizing collaborative partnerships with school and community personnel to remove barriers to learning and student success.	

3e	Engages students in progress monitoring- Increases awareness of target goals.	does not have a system in place for students to monitor their own progress.	Provides students with information about their current progress as they engage in therapy activities and a regular scheduled reporting periods.	establishes and uses a system for students to use to track their own progress towards individualized goals over time. Prepares students for self-assessment (e.g. models the process, provides support materials). Provides students with information about their progress over time and coaches the students use the data to improve their performance.		Establishes and uses a system that supports student tracking their proficiency and monitoring their own progress towards individual goals over time. The system includes students keeping artifacts that demonstrate achievement in relationship to therapy targets. Helps all students to engage in reflection about their growth over time. Advocates for appropriate services for children Documents the nature of services and evidence of progress. Provides positive feedback that fosters awareness of target goals. Provides follow-up assignments to students and/or parents to foster carry-over of target goals when appropriate.			
	Standard #3 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary	

PERFORMANCE STANDARD #4 INTERVENTIONS

Special Service Providers increase the probability of advancing individual student achievement.

Service and Support		Level of Performance				
		The Speech Therapists performing at this level:				
The Speech Therapists should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
4a	Recommend, implement or monitor interventions	makes no recommendations for interventions for students with individual needs based on current research.	makes suggestions for interventions based on current research. Provides minimal monitoring and or follow-up of interventions.	Incorporate knowledge from current research in the field into the developments and implementation of interventions that meet the individual needs of students. Develops and monitors interventions. Follows-up with appropriate school personnel and/or others.	Demonstrates knowledge of contemporary evidence based research in the field by including these principles in the development, implementation and evaluation of interventions. Ensures that progress-monitoring systems are in place to determine intervention effectiveness. Has a system in place to follow-up with appropriate school personnel and/or other professionals regarding the results of intervention effectiveness and generalization into the classroom.	
4b	Adjust interventions based on progress.	provides summary of OT/PT results on assessments without additional feedback. Progress reports generally do not assist students in error correction toward achievement of goals, as it is often too little too late.	uses assessments to measure student success at the end of a session or reporting period. General assessment monitoring is used to identify students' status relevant to therapy goals.	uses progress monitoring assessment tools appropriately and the results are accurately interpreted. The data is used when making service delivery decisions on an ongoing basis. Makes subtle and important adjustments in the therapy plans based on results of student data.	Uses ongoing progress monitoring data to refine and modify student therapy goals. The frequency, type and intensity of therapy is modified depending on individual student needs. Incorporates a communication and feedback plan to parents and/or other professionals when recording and reporting progress-monitoring results, as noted in progress reports, communication logs and evaluation reports. Is flexible and is able to adjust activities or directions based on student's needs and comprehension of target goals. Designs a schedule that incorporates students related service parameters and allows completion of therapy sessions and evaluations while incorporating union mandated lunch and prep periods.	

4c	Differentiate therapy based on needs of students.	unfamiliar with the different approaches to learning or delivers therapy with little regard for varying styles of learning. Sessions are designed with a “one size fits all” approach.	displays general understanding of the different approaches to learning that students exhibit. However, sessions are not designed to meet the needs of students with varying learning styles. The Speech Provider may use different strategies, but they are used with little thought about their effectiveness in helping individual students improve.	displays solid understanding of the differentiated instructional approaches to learning that best meet the needs of individual learners. Is able to differentiate sessions by content, process or product depending on unique learning styles of the students. Provides a variety of opportunities for students to demonstrate learning through a variety of response formats. Monitors the effectiveness of various approaches based on student improvement results.	Provides multimodal instruction.(visual, auditory, kinesthetic) Effectively differentiates sessions by content, procedures or expected outcomes based on individual student needs and abilities. Has command of a variety of differentiated instructional strategies while staying focused on therapy goals. Monitors the effectiveness of intervention across various partners and settings. Uses alternate communication devices when appropriate including, but not limited to, iPads or picture exchange.	
4d	Implements a Student Centered Approach to intervention	adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when student plans are not successful.	makes modest changes in the therapy plans when confronted with evidence of the need for change. Works with others to find solutions.	continually seeks ways to improve the speech program for student success. Works well with support and educational personnel as partners in implementing student plans. Revises therapy plans when it is needed.	Builds new knowledge and skills based upon existing knowledge and skills. Interventions are structured to stimulate learning and include active participation. Provides immediate and explicit feedback. Includes activities that have educational impact and are relevant to individual needs. Persists in seeking effective ways to improve the speech program for student success. Works collaboratively with a wide range of support and educational personnel as essential partners in implementing student plans. Makes changes as needed in response to student, parents, teacher and/or other input.	

4e	Participate as a member of an intervention or solution team.	unavailable to participate in collaborative meetings and does not provide guidance regarding Special Education law and procedures.	Attends I&Rs/pre-meetings but is not an active participant. Defers to others for guidance.	participates actively as a member of the I&RS/pre-referral team. When appropriate, provides guidance to the team, and volunteers	Makes purposeful and productive contributions to the team. Utilizes data during meetings to guide decisions while adhering to Special Education guidelines. Contributes appropriate intervention to transition teams Works with teachers and other building professionals to collaborate on achieving student's language goals. Serves as an advocate for parent and student rights, insuring that their rights are respected. Offers alternatives to more restrictive settings. Seeks out appropriate programming to support least restrictive placement. Creatively balances needs of school and needs of student.			
Standard #4 Overall Score		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

PERFORMANCE STANDARD #5: Contributions to the Learning Environment

Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.

Service and Support		Level of Performance				
		The Speech Therapist performing at this level:				
The Speech Therapist should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
5a	Model positive and respectful rapport.	demonstrates little to no appreciation of the students as individuals and, at times, embarrasses and/or devalues students through words or actions. Clear lack of rapport exists between the provider and students. Displays interactions with students that are negative or inappropriate. Students appear uncomfortable in the testing environment.	shows an awareness of student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Displays interactions that are a mix of positive and negative. Efforts at developing rapport are partially successful.	recognizes student individuality and the dignity of each student is consistently maintained. Interactions with students are positive and respectful. Students appear comfortable in the testing environment.	encourages student individuality and the dignity of each student is consistently maintained and honored. Interactions consistently demonstrate positive and respectful rapport. Is someone who students seek out; reflecting a high degree of comfort and trust in the relationship.	
5b	Establish standards of conduct in the evaluation and/or therapy setting.	Has no standards of conduct that have been established, and the Speech Provider disregards or fails to address negative student behavior during evaluation and/or therapy.	establishes standards of conduct for the evaluation and/or therapy setting. The Speech Provider's attempts to monitor and correct negative student behavior during evaluations or therapy are partially successful.	has clearly defined and posted standards of conduct for the evaluation and/or therapy setting. The Speech Provider monitors student behavior against those standards. Response to students and behavior redirections are appropriate and respectful.	Has clearly defined Standards of conduct for the evaluation and/or therapy setting. The Speech Provider's proactive monitoring of students is both subtle and preventive. Students engage in self-monitoring of their own behavior when applicable.	

5c	Coordinates speech and language program that is aligned with district and school schedules.	does not advocate for student nor parent rights. Demonstrates little to no understanding of least restrictive environment.	occasionally advocates for parent and student rights. Attempts to support students in the least restrictive environment.	advocates for students and families in the school setting and the community at large. Consistently places and supports students in the least restrictive environment.	Speech schedule is coordinated with school and teacher schedules Frequency, duration and group size of therapy complies with individual student's IEP. Develop activities that are appropriate to each individual's needs and can be accomplished in the allotted time of the speech session.			
5d	Comply with established school wide procedures And contributes to various building or district initiatives.	ignores school procedures. Supervision of students outside the speech setting is nonexistent or haphazard. Student safety is compromised by Speech Provider's lack of compliance with emergency procedures.	follows established school procedures. Supervision of students outside the speech setting is inconsistent or lacks an appropriate level of attention. The Speech therapist follows established procedures in emergency situations and does not intentionally compromise student safety.	consistently follows established school procedures. Supervision of students outside the speech setting is consistent and at an appropriate level of attention. Ensures student safety by following established procedures in emergency situations.	Demonstrates full knowledge and compliance with all school and emergency procedures. Supervision of students outside the speech setting is consistently appropriate and students exhibit self-regulating behaviors. Students are attuned to the reasons for the procedures and assume responsibility in there enforcement.			
Standard #5 Overall Score		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary

PERFORMANCE STANDARD #6 LEADERSHIP

Special Service Providers have a responsibility for professional growth and positive leadership.

Professional Responsibilities		Level of Performance				
		The Speech Therapist performing at this level:				
The Speech Therapist should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
6a	Understand their role and responsibility in implementing the District, Department and/or Building Action Plan.	allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required.	works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan.	fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. measurable goals that align with the department action plan and monitors own progress in reaching these goals. Establishes individual.	Takes an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Measurable goals that align with the department action plan and monitors own progress in reaching these goals.	
6b	Promote the concept of Professional Learning Communities through purposeful involvement.	Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's or IEP team meetings.	demonstrates some skills in collaborating with others to gather relevant data, design and carry out intervention strategies. Requires additional skill development and practice for effectively implementing the concepts of PLC's or IEP team meetings.	actively participates in a PLC or IEP team to analyze relevant assessment data to remove barriers to instruction, implement and monitor effectiveness of intervention strategies and intentionally seeks to improve the effectiveness of the PLC or IEP team.	Assumes a leadership role for the effective implementation of PLC or IEP teams within the department. Demonstrates a willingness to share best practice strategies with others through modeling or training. Engages in reflective practices that result in improvement of PLC or IEP team effectiveness.	

6c	Continue professional growth.	does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes.	Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices. Supports others in leadership roles.	seeks new professional development opportunities to challenges self to grow professionally. Actively reflects on improving teaching practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school.	is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.			
6d	Support collaborative partnerships.	avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects.	Maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked.	provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution.	works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities.			
6e	Supervise volunteers and paraprofessionals when applicable.	has no system for managing volunteers and paraprofessionals. Volunteers and paraprofessionals have no clearly defined duties or spend a good deal of session time waiting for direction.	has established a system for managing volunteers and paraprofessionals. Volunteers and paraprofessionals are productively engaged during portions of the session time but require frequent supervision.	has established an efficient system for managing volunteers and paraprofessionals. Volunteers and paraprofessionals are productively and independently engaged during the entire session.	volunteers and paraprofessionals make a substantive contribution to the learning session due to the special service provider's guidance and planning.			
Standard #6 Overall Score		<div><input type="checkbox"/></div> Unsatisfactory	<div><input type="checkbox"/></div> Progressing I	<div><input type="checkbox"/></div> Progressing II	<div><input type="checkbox"/></div> Proficient I	<div><input type="checkbox"/></div> Proficient II	<div><input type="checkbox"/></div> Proficient III	<div><input type="checkbox"/></div> Exemplary

PERFORMANCE STANDARD #7 PROFESSIONAL RESPONSIBILITIES

Special Service Providers have a responsibility to the profession, district, parents, students and the public.

Professional Responsibilities		Level of Performance				
		The Speech Therapist performing at this level:				
The Speech Therapist should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary	Evidence:
7a	Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) Policies, the Agreement of Trust and Understanding (ATU), and school rules.	Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures.	Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public Schools policies and procedures.	Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures.	Fully understands and abides by the legal and professional responsibilities pertaining to education . Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	
7b	Demonstrate professionalism.	Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or challenges.	

7c	Effectively communicate.	inconsistently communicates to students, staff, families, colleagues, administrators and the community. Communication is not accurate, understandable nor is it sent in a timely fashion	communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) using oral, written and electronic methods of communication.	consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	Effectively communicates and collaborates with students, families, colleagues, administrators and the community in a manner that supports the welfare and success of students and the organization.			
7d	Maintain confidentiality.	disregards the legal and professional aspects of confidentiality practices.	seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice.	maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.			
7e	Solve problems. Complete thorough evaluations	Is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact.	makes limited contributions when identifying and seeking solutions to effectively address building, professional and/or academic issues.	actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, professional or academic issues.	facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques.			
7f	Perform assigned and related duties.	is absent from assignment and assigned duties and/or is habitually late.	performs assignment and other duties assigned. Is usually present and on time.	assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.	consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment and other duties as assigned.			
Standard #7 Overall Score		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary