

Manchester Public Schools

Professional Educator Performance and Practice Continuum

Speech Language Pathologist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	<p>A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Speech Language Pathology</p> <p>B: Prioritizes continuous professional growth</p> <p>C: Understands individual student needs and rights and complies with all legal requirements</p> <p>D: Uses assessment results to analyze student performance for decision-making related to eligibility and dismissal from services</p> <p>E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate</p>
2: Learning Environment	<p>A: Promotes a positive class climate that is responsive and respectful</p> <p>B: Promotes student engagement by using instructional language that is consistent with the student’s level of comprehension.</p> <p>C: Sets clear expectations and promotes generalization as an outcome of intervention</p> <p>D: Constructs culturally, linguistically, and developmentally appropriate learning activities</p> <p>E: Establishes appropriate standards of behavior for students</p> <p>F: Provides sufficient and effective learning opportunities</p>
3: Planning and Preparation	<p>A: Selects and defends intervention strategies using evidence-based practice and theory related to the populations served</p> <p>B: Matches students’ needs for services with the appropriate intervention models and makes appropriate learning modifications</p> <p>C: Clearly defines objectives for all students that are aligned with the IEP, curriculum and district learning standards</p> <p>D: Uses data collection systems that are meaningful and measure progress related to the general education curriculum and the student’s disability</p> <p>E: Develops and utilizes individualized education plans to inform instructional practices</p>
4: Instruction	<p>A: Communicates expectations to all students</p> <p>B: Uses purposeful instructional strategies</p> <p>C: Engages all students in learning tasks</p> <p>D: Uses technology and digital resources to enhance learning</p> <p>E: Provides feedback to all students to improve their performance</p> <p>F: Monitors and adjusts instruction to enhance student learning</p> <p>G: Provides students and families with evaluation reports and progress reports that comply with state, federal and district mandates</p>

Domain 1: Professional Responsibilities - Speech and Language

Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators and ASHA Code of Ethics	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.</p>	<p>SLP consistently ensures the highest ethical standards.</p> <p>SLP consistently models respect for all members of the school community.</p>	<p>SLP occasionally ensures the highest ethical standards.</p> <p>SLP occasionally models respect for all members of the school community.</p>	<p>SLP rarely ensures the highest ethical standards.</p> <p>SLP rarely models respect for all members of the school community.</p>
B. Prioritizes continuous professional growth to impact instruction and student learning	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP actively seeks out professional learning opportunities.</p> <p>SLP shares learning and resources with their colleagues.</p>	<p>SLP consistently participates actively in professional learning opportunities.</p> <p>SLP consistently utilizes supervisor feedback.</p> <p>SLP consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.</p>	<p>SLP occasionally participates <i>actively</i> in professional learning opportunities.</p> <p>SLP occasionally utilizes supervisor feedback.</p> <p>SLP occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>	<p>SLP rarely participates <i>actively</i> in professional learning opportunities.</p> <p>SLP rarely accepts or applies supervisor feedback.</p> <p>SLP rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.</p>
C. Understands individual student needs and rights and complies with all legal requirements	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.</p>	<p>SLP consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>SLP consistently reads and reviews a student's IEP, 504 plan or other accommodation plans</p>	<p>SLP occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p> <p>SLP occasionally reads and reviews a student's IEP/504 plan</p>	<p>SLP rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.</p>



		and modifies and accommodates as necessary.	or other accommodation plan and modifies and accommodates as necessary.	SLP rarely reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.
D. Uses assessment results to analyze student performance for decision-making related to eligibility and dismissal from services	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP uses and reports State of CT criteria and evaluative data to design and modify instruction along a continuum of services.</p>	SLP consistently uses State of CT eligibility and dismissal criteria.	SLP occasionally uses State of CT eligibility and dismissal criteria.	SLP rarely uses State of CT eligibility and dismissal criteria.
E. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community.</p> <p>SLP communicates with families on positive student progress as well as negative.</p>	<p>SLP consistently utilizes a variety of communication methods to inform and involve families of the educational program.</p> <p>SLP consistently develops collaborative relationships and makes a contribution to the professional community.</p> <p>SLP consistently challenges and practices in the school that impede the school's ability to serve all students.</p>	<p>SLP occasionally utilizes methods of communication to inform families of the educational program.</p> <p>SLP occasionally develops collaborative relationships and makes a contribution to the professional community.</p> <p>SLP occasionally challenges and practices in the school that impede the school's ability to serve all students.</p>	<p>SLP rarely utilizes methods of communication to inform families of the educational process.</p> <p>SLP rarely develops collaborative relationships and makes a contribution to the professional community.</p> <p>SLP challenges practices in the school that impede the school's ability to serve all students.</p>

Domain 2: Learning Environment- Speech and Language

Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A. Promotes a positive class climate that is responsive and respectful	<p><i>In addition to the characteristics of effective practices</i></p> <p>SLP supports students in becoming role models for treating others with respect.</p>	<p>SLP consistently promotes high academic and behavioral expectations for all students.</p> <p>SLP creates and sustains a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>SLP consistently establishes a positive rapport with students and builds a trusting, supportive relationship.</p>	<p>SLP occasionally promotes academic and behavioral expectations for students.</p> <p>SLP creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>SLP occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.</p>	<p>SLP rarely promotes academic and behavioral expectations for students.</p> <p>SLP rarely creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels.</p> <p>SLP rarely establishes a positive rapport with students or builds a trusting, supportive relationship.</p>
B. Promotes student engagement by using instructional language that is consistent with the student's level of comprehension.	<p><i>In addition to the characteristics of effective practice</i></p> <p>SLP is able to model this as an exemplar of practice.</p>	<p>SLP consistently uses language that is commensurate with the student's ability.</p> <p>SLP consistently uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>SLP consistently fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.</p>	<p>SLP's level of language is incongruent with the student's level of comprehension.</p> <p>SLP occasionally uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>SLP occasionally fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.</p>	<p>SLP rarely uses language that is consistent with the student's level of comprehension.</p> <p>SLP rarely uses appropriate strategies and supports to engage or re-engage students in learning activities.</p> <p>SLP rarely fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.</p>
C. Sets clear expectations and	<p><i>In addition to the characteristics of effective practices</i></p>	<p>SLP consistently demonstrates evidence of explicit instruction,</p>	<p>SLP occasionally demonstrates evidence of explicit instruction,</p>	<p>SLP rarely demonstrates evidence of explicit</p>

<p>promotes generalization as an outcome of SRBI intervention.</p>	<p>SLP provides evidence of explicit instruction, modeling, and reinforcement of speech and/or language skills in a variety of settings.</p> <p>SLP is able to model this as an exemplar of practice through inclusion lessons, co-teaching, or consultation with staff.</p>	<p>modeling, and reinforcement of speech and language skills.</p>	<p>modeling, and reinforcement of speech and language skills.</p>	<p>instruction, modeling, and reinforcement of speech and language skills.</p>
<p>D. Constructs culturally, linguistically, and developmentally appropriate learning activities</p>	<p><i>In addition to the characteristics of effective practices</i></p> <p>SLP creates an environment that promotes and rewards student persistence to complete learning objectives</p>	<p>SLP consistently shows evidence of on-going student active participation.</p> <p>SLP consistently provides opportunities for student participation in learning, self-monitoring, and self-evaluation.</p>	<p>SLP occasionally shows evidence of on-going student participation.</p> <p>SLP occasionally provides opportunities for student participation in learning, self-monitoring, and self-evaluation.</p>	<p>SLP rarely shows evidence of on-going student participation.</p> <p>SLP rarely provides opportunities for student participation in learning, self-monitoring, and self-evaluation.</p>
<p>E. Establishes appropriate standards of behavior for students</p>	<p><i>In addition to the characteristics of effective practices</i></p> <p>SLP promotes appropriate student behavior that will support a productive learning environment.</p> <p>SLP promotes student use of social skills and ethical and responsible behavior.</p>	<p>SLP consistently establishes clear behavior expectations and consequences for the students.</p> <p>SLP consistently and actively monitors and establishes behavior that supports the learning environment.</p>	<p>SLP occasionally establishes clear behavior expectations and consequences for the students.</p> <p>SLP occasionally monitors actively and establishes behavior that supports the learning environment.</p>	<p>SLP rarely establishes clear behavior expectations and consequences for the students.</p> <p>SLP rarely monitors actively and establishes behavior that supports the learning environment.</p>
<p>F. Provides sufficient and effective learning opportunities</p>	<p><i>In addition to the characteristics of effective practices</i></p> <p>SLP promotes an environment in which students seamlessly demonstrate</p>	<p>SLP consistently establishes classroom routines and procedures that are clear and evident.</p> <p>SLP consistently displays classroom routines and</p>	<p>SLP occasionally establishes classroom routines and procedures that are clear and evident.</p> <p>SLP occasionally displays classroom routines and</p>	<p>SLP rarely establishes classroom routines and procedures that are clear and evident.</p> <p>SLP rarely displays classroom routines</p>

	independence, efficient routines, and transitions.	procedures that help to maximize instructional time.	procedures that help to maximize instructional time.	and procedures that help to maximize instructional time.
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Domain 3: Planning and Preparation-Speech and Language

Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A. Selects and defends SRBI intervention strategies using evidence-based practice and theory related to the populations served	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP incorporates academic, instruction, and curriculum into SRBI intervention strategies to achieve communication goals.</p>	SLP consistently relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.	SLP occasionally relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.	SLP rarely relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.
B. Matches students' needs for services with the appropriate intervention models and makes appropriate learning modifications	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP consistently plans to incorporate multiple strategies that accommodate all levels of learning and learning styles.</p>	<p>SLP consistently accommodates students' unique learning styles by selecting and adapting materials and/or technology.</p> <p>SLP consistently plans for differentiation in small group instruction and demonstrates flexibility.</p> <p>SLP consistently plans to incorporate strategies that appropriately challenge students.</p>	<p>SLP occasionally accommodates students' unique learning styles by selecting and adapting materials and/or technology.</p> <p>SLP occasionally develops plans based on the collective learning needs/strengths of the students.</p> <p>SLP occasionally plans to incorporate strategies that appropriately challenge students.</p>	<p>SLP rarely uses makes accommodations for students' unique learning styles.</p> <p>SLP rarely develops plans based on the learning needs/strengths of students.</p> <p>SLP rarely plans to incorporate strategies that appropriately challenge students.</p>
C. Clearly defines objectives for all students that are aligned with the IEP, curriculum and	<p><i>In addition to the characteristics of effective practice:</i></p>	SLP consistently establishes clear student objectives, written with measurable outcomes.	SLP occasionally establishes clear student objectives, written with measurable outcomes.	SLP rarely establishes clear student objectives, written with measurable outcomes.

district learning standards	SLP creates curriculum based intervention plans that include educationally relevant measurable long term goals and educationally relevant short term goals and/or benchmarks.	SLP consistently designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.	SLP occasionally designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.	SLP rarely designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.
D. Uses data collection systems that are meaningful and measure progress related to the general education curriculum and the student's disability	<i>In addition to the characteristics of effective practice:</i> SLP collects quantitative and qualitative data and uses the data to modify interventions.	SLP consistently collects qualitative and quantitative data. SLP consistently develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	SLP occasionally collects qualitative and quantitative data. SLP occasionally develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	SLP rarely collects qualitative and quantitative data. SLP rarely develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.
E: Develops and utilizes individualized education plans to inform instructional practices	<i>In addition to the characteristics of effective practice:</i> The SLP utilizes varied sources of data to develop IEPs. The SLP utilizes evidence based practice in the development and implementation of instructional practices.	The SLP consistently uses data to develop measurable goals and objectives that target instructional practices. The SLP consistently delivers instruction in alignment with the IEP goals/objectives.	The SLP occasionally uses data to develop measurable goals and objectives that target instructional practices. The SLP occasionally delivers instruction in alignment with the IEP goals/objectives.	The SLP rarely uses data to develop measurable goals and objectives that target instructional practices. The SLP rarely delivers instruction in alignment with the IEP goals/objectives

Domain 4: Instruction- Speech and Language				
Performance Levels	4	3	2	1
	Highly Effective Practice	Effective Practice	Developing Practice	Ineffective Practice
Indicators				
A. Communicates expectations to all students	<i>In addition to the characteristics of effective practice:</i>	SLP clearly and consistently communicates the purpose of the lesson, the learning	SLP occasionally communicates the purpose of the lesson, the learning expectations,	SLP rarely communicates the purpose of the lesson, the learning expectations,



	<p>SLP anticipates and plans for possible student misunderstandings.</p> <p>SLP language is well-chosen academic vocabulary that enriches the lesson.</p>	<p>expectations, directions, and procedures to students.</p> <p>SLP presents information in a variety of formats (verbal, written, visual and electronic communication).</p>	<p>directions, and procedures to students.</p> <p>SLP presents information in a limited number of formats.</p>	<p>directions, and procedures to students.</p> <p>SLP presents information in a singular format.</p>
<p>B. Uses purposeful instructional strategies</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP varies and scaffolds explicit strategies based on specific data on student learning.</p> <p>Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.</p>	<p>SLP consistently uses instructional strategies that address a variety of learning styles.</p> <p>SLP consistently selects instructional materials and strategies that are suitable for the instructional purpose.</p>	<p>SLP occasionally uses instructional strategies that address a variety of learning styles.</p> <p>SLP occasionally selects materials and strategies that are suitable for the instructional purpose.</p>	<p>SLP's instruction lacks variety and rarely meets the needs of learners.</p> <p>SLP rarely selects instructional materials and strategies that are suitable for the instructional purpose.</p>

<p>C. Engages all students in learning tasks</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.</p>	<p>SLP consistently creates learning opportunities that are relevant and rigorous.</p> <p>SLP's instruction consistently provides opportunities for the development of higher ordered thinking skills.</p>	<p>SLP occasionally creates learning opportunities that are relevant and rigorous.</p> <p>SLP's instruction provides occasional opportunities for analyzing, evaluating, and creating higher ordered thinking skills.</p>	<p>SLP rarely creates learning opportunities that are relevant and rigorous.</p> <p>SLP's instruction rarely provides opportunity to develop and apply critical-thinking and problem-solving skills.</p>
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<p>D. Uses technology and digital resources to enhance learning</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP integrates technology into activities and discussions that are of uniformly high quality and require students to make interdisciplinary connections.</p>	<p>SLP consistently provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.</p>	<p>SLP occasionally provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.</p>	<p>SLP rarely provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.</p>
<p>E. Provides feedback to all students to improve their performance</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>Feedback is consistently of high quality and requires students to extend their thinking.</p> <p>Students regularly incorporate feedback to improve their work.</p>	<p>SLP consistently provides accurate, timely, and specific feedback to students about the quality of their work and strategies for improvement.</p>	<p>SLP occasionally provides timely and specific feedback to students about the quality of their work and strategies for improvement.</p>	<p>SLP rarely provides timely and specific feedback to students about the quality of their work and strategies for improvement.</p>
<p>F. Monitors and adjusts instruction to enhance student learning</p>	<p><i>In addition to the characteristics of effective practice:</i></p> <p>SLP consistently solicits proof of learning during and between lessons in order to make adjustments to instructional methods for individual students and/or the whole group.</p>	<p>SLP consistently monitors for understanding and adjusts instruction accordingly.</p>	<p>SLP occasionally monitors for understanding and adjusts instruction accordingly.</p>	<p>SLP rarely monitors for understanding to inform instruction.</p>
<p>H. Provides students and families with evaluation reports and progress reports that comply with state, federal and district mandates</p>	<p><i>In addition to characteristics of effective practice:</i></p> <p>SLP provides reports in a timely and proactive manner that determine if there is a disability, it's level of severity, and the extent of its impact on learning.</p>	<p>SLP consistently communicates evaluation procedures to students prior to each assessment and consistently provides students with descriptive and timely feedback.</p> <p>SLP consistently engages students and families in improving student performance.</p>	<p>SLP occasionally communicates evaluation procedures to students prior to each assessment and occasionally provides students with descriptive and timely feedback.</p> <p>SLP occasionally communicates strategies to improve student performance.</p>	<p>SLP rarely communicates evaluation procedures to students prior to each assessment.</p> <p>SLP rarely provides feedback on student performance.</p>