

RBB Speech Language Pathologist

1. Planning and Preparation

Number of Competencies: 5

Domain Description:

1.1. Competency Uses current and comprehensive Content/Specialty Area knowledge for planning	Highly Effective	-Demonstrates extensive knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines. - Demonstrates knowledge of evidence based practice related to the teaching assignment and/or specialty area. Demonstrates knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. Demonstrates knowledge of the socio-cultural background of students and applies this knowledge to teaching. Provides planning that reflects understanding of general education curriculum.
	Effective	-Demonstrates limited knowledge of content and / or instructional practices specific to that discipline.
	Improvement Necessary	-Demonstrates little knowledge of the content or instructional practices specific to the discipline.
	Ineffective	-Includes all pertinent screening information into the body of evaluation report. Participates in school wide staffings. -Uses Social and Developmental histories to gather information. Utilizes academic information including RTI data. Utilizes Hearing screening information.
1.2. Competency Gathers appropriate information prior to determining evaluation procedures	Highly Effective	-Makes decisions regarding evaluation procedures based solely on the information included in the referral (Pre-Conference Planning - IIEP)
	Effective	-Begins evaluation prior to reviewing any available data.
	Improvement Necessary	-Utilizes a variety of tools to address cultural and linguistic differences. -or- Uses an expanded and flexible battery of instruments for assessing students. -Uses tools, protocols and strategies that are the most current and evidence based. Utilizes strategies and tools that are age appropriate and related to the referral question(s). Matches academic concerns to selection of tests.
	Ineffective	-Utilizes strategies and tools that are age appropriate for the student; however, referral data was not considered when choosing an appropriate instrument. -Utilizes instruments that do not fully address the reason for the referral.
1.3. Competency Chooses Appropriate Evaluation Instruments	Highly Effective	
	Effective	
	Improvement Necessary	
	Ineffective	

1. Planning and Preparation

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Domain Description:

1.4. Competency

Uses Appropriate

Evaluation Procedures

Highly Effective

-Supplements standardized measures with:

-classroom observations

-curriculum based measures

-other educationally relevant measures that are aligned with academic standards

-Faithfully administers tests accurately and according to the directions outlined by the test.

Effective

Scores data from standardized assessment and other sources accurately.

Appropriately analyzes and interprets information from standardized assessment and other measures.

Improvement
Necessary

-Conducts speech/language assessments with limited interpretation of results.

Ineffective

-Conducts speech/language assessments that are inappropriate, ineffective, and / or lack interpretation

1.5. Competency

Interprets Results and

Makes

Placement/Service

Recommendations

Highly Effective

-Provides information to classroom teachers and includes the potential impact on classroom learning.

-Integrates all results from the evaluation process and develops clear diagnostic impressions.

Collaborates with members of the Case Conference Committee to:

Effective

- Synthesize evaluation information

- Determine the presence and severity of a disability

- Determines Eligibility for speech and language services

Clearly communicates results using understandable terminology to all case conference participants.

Provides copy of initial findings to parent at least 5 days prior to case conference.

Improvement
Necessary

-Determines eligibility for students who may have a speech impairment and/or language impairment.

Completes most evaluation(s) in time for case conference.

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Ineffective

-Fails to correctly interpret results of evaluation.

Fails to meet timelines for completing evaluations.

2. Effective Instruction

Number of Competencies: 6

Domain Description:

2.1. Competency Manages scheduling of sessions and grouping of students	Highly Effective	-Attempts to group students by age/grade level and area of need.
	Effective	-Efficiently manages schedules to minimally interrupt general education curriculum/instruction. Appropriately groups students to maximize instructional time. Adjusts schedule as needed to meet time provisions of IEP.
	Improvement Necessary	-Schedules students to meet time provisions of IEP.
2.2. Competency Provides effective services to students	Ineffective	-Inconsistently meets time provisions outlines in IEP for students on caseload.
	Highly Effective	-Develops and implements strategies for students' successful participation in the classroom/curriculum. Collaborates with classroom teachers regarding strategies that can be implemented within the classroom on a regular basis in order to maximize student progress.
		Service delivery is highly differentiated, incorporates a variety of models, and is highly effective, such that students make progress in the approved curriculum. Differentiated instruction meets the needs of all students participating in small group therapy.
Effective	-Prepares for intervention sessions thoroughly by:	
	<ul style="list-style-type: none">• Organizing materials• Selecting/adapting material, equipment, devices to meet student needs• Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals.• Constructs culturally, linguistically and developmentally appropriate learning activities.	
	Accommodates student's unique learning styles and present levels of performance. Provides strategies to promote generalization of skills in a variety of settings.	
Improvement Necessary	-Provides therapy to address the common needs of the students participating in small group therapy; however, does not differentiate to address individual student needs.	
Ineffective	-Provides therapy to address the needs of some of the students participating in small group therapy. Therapy occurs in isolation.	

2. Effective Instruction

Number of Competencies: 6

Domain Description:

2.3. Competency Develops Student Understanding of Lesson Objectives	Highly Effective	<p>-Students can explain what they are learning and why it is important, beyond repeating the stated objective.</p> <p>Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.</p> <p>-Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson.</p>
	Effective	<p>Importance of the objective is explained so that students understand why they are learning what they are learning.</p> <p>Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students.</p>
	Improvement Necessary	<p>-SLP's explanation of the lesson may contain minor errors; some portions are clear while other portions are difficult to follow, resulting in some confusion for the student.</p>
	Ineffective	<p>-SLP's explanation of the lesson contains major errors, leaving students confused.</p>
2.4. Competency Uses strategies that promote student engagement	Highly Effective	<p>-Integrates a variety of current therapeutic strategies gained from professional development activities</p> <p>Uses and teaches technology/AAC devices</p> <p>-Provides lessons that progress at an appropriate pace to maintain engagement.</p>
	Effective	<p>Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses.</p> <p>Provides consistent feedback and provides multiple opportunities for student participation.</p>
	Improvement Necessary	<p>-SLP varies some aspects of the lesson to facilitate student engagement. Some of the students are engaged in the learning process. SLP notices but is slow to react when students are not engaged.</p>
	Ineffective	<p>-SLP does not vary the lesson to maintain student engagement. Few of the students are consistently engaged in the lesson.</p>

2. Effective Instruction

Number of Competencies: 6

Domain Description:

2.5. Competency
Creates Culture of
Respect and
Collaboration

Highly Effective

-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.

Students reinforce positive character and behavior and discourage negative behavior amongst themselves

-students are respectful of their SLP and peers.

Effective

Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.

Has a good rapport with students, and shows genuine interest in their thoughts and opinion.

Improvement
Necessary

-Interactions between SLP and students and among students are generally appropriate and free from conflict.

Ineffective

-Environment conveys a negative culture for learning, with low SLP commitment, low expectations for student achievement, and little or no student pride in work. Conflicts arise between students during group therapy.

2.6. Competency
Implements
appropriate
progress
monitoring
procedures

Highly Effective

-Includes student in review of data and monitoring own progress

-Collects, interprets and uses data to measure progress and drive instruction.

Matches appropriate interventions to data.

Effective

Modifies instruction based on frequent progress monitoring.

Ensures that progress monitoring reports are sent home to parent with report cards.

Improvement
Necessary

-Conducts progress monitoring; however, fails to consistently meet timelines in order to send home to parent with report card.

Students track their speech and / or language progress but do not understand its implications. Student success is not recognized.

-Fails to collect progress monitoring data in a timely manner.

Ineffective

Students do not track their speech and or language progress. There is no knowledge of student success.

3. Leadership and Professional Responsibilities

Number of Competencies: 5

Domain Description:

3.1. Competency

Advances Professional Skills
And Knowledge

Highly Effective

-SLP actively pursues optional professional development opportunities to improve knowledge and practice.

Regularly shares newly learned knowledge and practices with others

Seeks out opportunities to lead professional development sessions.

Effective

-Actively pursues opportunities to improve knowledge and practice

Seeks out ways to implement new practices into instruction, where applicable.

Welcomes constructive feedback to improve practices.

Improvement
Necessary

-SLP attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth

Ineffective

-SLP rarely or never attends professional learning opportunities.

SLP shows little or no interest in new ideas, programs, professional readings, or classes to improve teaching or learning.

3.2. Competency

Follows policies and
procedures

Highly Effective

-SLP complies fully with school, district, Forest Hills policies and procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7, taking a leadership role with colleagues.

Effective

-SLP complies fully with school, district, Forest Hills policies and procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7.

Improvement
Necessary

-SLP complies minimally with school, district, Forest Hills procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7 often failing to meet deadlines, submit reports.

Ineffective

-SLP has a pattern of failing to follow school, district, Forest Hills policies and procedures and Indiana State Board of Education Special Education Rules Title 511 Article 7.

3. Leadership and Professional Responsibilities

Number of Competencies: 5

Domain Description:

3.3. Competency
Fulfills all
documentation/paperwork
requirements

Highly Effective

-Filing is completed weekly and organized in a manner that provides for immediate accessibility.

-Maintains files in an organized manner and ensures all IEPs and progress monitoring data are annually placed in student file.

Effective

Complies with Forest Hills & school documentation procedures including the completion of IEPs, and completion of Medicaid claims in a timely manner.

Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload.

Improvement
Necessary

-Inconsistently completes documentation in a timely manner.

Ineffective

-Does not complete documentation in a timely manner.

3. Leadership and Professional Responsibilities

Number of Competencies: 5

Domain Description:

3.4. Competency
Participates in case
conferences

Highly Effective	<p>-Provides a draft IEP for parents to reference at the case conference Or Projects IEP onto screen. Takes the lead when necessary to keep case conference on track. Defuses contentious situations during the case conference. As chair, runs the meeting efficiently while allowing opportunity for all to participate. -Case Conference notices are entered appropriately into the IIEP system and provided to parent in the parent's native language or other mode of communication, early enough to ensure that one or both parents have the opportunity to attend. Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference.</p>
Effective	<p>Case conferences are set up prior to the expiration date of IEP. Brings all appropriate records and documents to case conference. Meaningfully, understandably and efficiently participates in the case conference. Facilitates parent participation. Assists with completing the IIEP as needed. When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed.</p>
Improvement Necessary	<p>-SLP schedules case conference right before expiration of IEP, documentation exists; however, parent did not receive adequate notice and there is little or no time for rescheduling. SLP contributes basic information regarding the student's evaluation, reevaluation, progress toward annual goals, and strategies to promote generalization of skills.</p>
Ineffective	<p>-SLP does not schedule case conferences in a timely manner. Documentation of scheduled case conferences is lacking</p>

3. Leadership and Professional Responsibilities

Number of Competencies: 5

Domain Description:

3.5. Competency
Develops IEPs based on individual student needs. IEPs are completed using appropriate procedures.

Highly Effective

-Volunteers to train and assist others in the use of the IIEP system.

Volunteers to review and evaluate IIEPs. Provides IEPs that stand up during due process scrutiny

-Goals are measurable, aligned to standards, and clearly written based on present levels of performance.

Services are aligned with goals.

Recommended accommodations are appropriate, and their use is clearly defined.

Effective

Notes clearly and succinctly capture relevant discussions.

Components of the IIEP are accurately completed and the document meets the "stranger" test.

Develops compliant transition plans for students who are entering grade 9 or become 14 years of age.

Improvement Necessary

-SLP complies minimally with Forest Hills procedures and Indiana State Board of Education Special Education Rules Title 511 Article 7.

Goals are aligned to standards; however, goals are not measureable.

Ineffective

-SLP has a pattern of failing to follow Forest Hills procedures and Indiana State Board of Education Special Education Rules Title 511 Article 7.

4. Professionalism and Collegiality

Number of Competencies: 5

Domain Description:

4.1. Competency Collaborates with others to promote student success	Highly Effective	-Serves as a voluntary mentor to peers / newly hired SLP's. SLP takes on leadership roles within collaborative groups at the school and / or district level.
	Effective	-Collaborates with other professionals in matters relevant to students on their case load. Collaboration supports student success within the school. Collaborates with other professionals in how to best support all students within the school setting. Maintains professionalism during interaction with colleagues and others. SLP seeks out and participates in opportunities to work with and learn from others. The SLP asks for assistance when needed and provides assistance to others in need.
	Improvement Necessary	-SLP participates occasionally in opportunities to work and learn from others. SLP does not seek assistance when needed. Inconsistently collaborates with school personnel
	Ineffective	-SLP rarely or never participates in opportunities to work with others. SLP works in isolation and is not a team player
4.2. Competency Fosters Others Awareness of communication disorders	Highly Effective	-Provides inservice training on communication disorders for peers, parents and/or students. Provides inservice to classroom teachers and paraprofessionals.
	Effective	-Provides developmental guidelines to general education teachers and offers to parents when appropriate. Shares information on communication disorders with peers and offers information to parents and students. Shares information of appropriate referrals/guidelines.
	Improvement Necessary	-Shares information on communication disorders, developmental guidelines, and relevant referral guidelines when asked by colleagues and parents.
	Ineffective	-Rarely shares information on communication disorders, developmental guidelines and relevant referral guidelines in a timely manner.
4.3. Competency Communicates professionally	Highly Effective	-Responds to communication and the processing of information within 24 hours on a routine basis.
	Effective	-All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.
	Improvement Necessary	-SLP inconsistently responds to communication in a timely manner, response time is usually greater than 48 hours.
	Ineffective	-SLP rarely responds to communication in a timely manner.

4. Professionalism and Collegiality

Number of Competencies: 5

Domain Description:

4.4. Competency
Engages Families
in Student
Learning

Highly Effective

-Strives to form relationships in which parents are given ample opportunity to participate in student learning.
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.

Engages parents in ongoing dialogue about how to support their child's speech and language progress at home.

-Proactively reaches out to parents in a variety of ways to engage them in student learning.

Responds promptly to contact from parents.

Engages in all forms of parent outreach required by the school.

Effective

Initiates communication in parents preferred mode (i.e. email, telephone, written message) to ensure families are knowledgeable about their child's therapy and progress.
Provides parents with information about how to support their child's speech and

-Initiates conversation with parents, invites questions they may have; however, communication with parents occurs primarily during case conferences.

Improvement
Necessary

Provides parents with information about how to support their child's speech and language progress at least annually.

Ineffective

-Communicates with parents solely at the case conference.
Rarely provides information to families about how to support their child's speech and language progress at home.

4.5. Competency
Advocates for
Student Success

Highly Effective

-Displays commitment to the education of all the students in the school

Makes changes and take risks to ensure student success.

-Displays commitment to the education of all his/her students.

Provides IEP information to all teachers involved with student.

Effective

Advocate for students' individualized needs.

Ensures that all strategies and supports needed for student success are shared and made available for teachers to use in classroom.

Improvement
Necessary

-Provides IEP information to teachers; however, strategies and supports required for student to experience success are not consistently made available for teachers to use in the classroom.

Ineffective

-Provides IEP information to teachers when asked.

