

Educator Effectiveness Observation & Practice

FRAMEWORK FOR
NON-TEACHING PROFESSIONALS:

Speech & Language Pathologist



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EDUCATOR EFFECTIVENESS OBSERVATION & PRACTICE:
Framework for Evaluation: Speech & Language Pathologist

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I'm completing an:

- Evaluatee Self-Assessment
- Evaluator Assessment

Today's Date:

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Introduction

The Framework for Non-Teaching Professionals (NTP) identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what NTPs should know and be able to do in the exercise of their profession.

In the framework presented below, each of the four domains is supported by specific components of professional practice. Although the components are distinct, they are related to one another.

Educators should note that not all components are necessarily applicable to every situation. The evaluator and the NTP jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

- i NOTE:** Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice for Speech & Language Pathologists



DOMAIN 1: Planning and Preparation

Effective Non-Teaching Professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

[Components of Practice](#) ▶

[Domain Rating Rubric](#) ▶



DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

[Components of Practice](#) ▶

[Domain Rating Rubric](#) ▶



DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

[Components of Practice](#) ▶

[Domain Rating Rubric](#) ▶



DOMAIN 4: Professional Responsibilities

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

[Components of Practice](#) ▶

[Domain Rating Rubric](#) ▶



DOMAIN 1: Planning and Preparation

COMPONENT 1A:

Demonstrating Knowledge of Speech and Language Content, Pedagogy, and Best Practices

The Speech and Language Pathologist (SLP) demonstrates knowledge of speech-language development, pedagogy, and evidence-based practice through well-developed plans for school-based speech-language services.

Distinguished

- Plans demonstrate extensive knowledge of the content and best practice in the discipline and how they relate both to one another and to other disciplines.
- Plans reflect an integrated understanding of prerequisite relationships among topics and concepts to ensure student understanding.
- Plans reflect a wide range of effective speech and language interventions, anticipating student misconceptions.

Proficient

- Plans demonstrate knowledge of the content and best practice in the discipline and the ways they relate to one another.
- Plans reflect thorough understanding of prerequisite relationships among topics and concepts.
- Plans reflect a wide range of effective speech and language interventions.

Needs Improvement

- Plans demonstrate limited knowledge of content and best practice in the discipline but lack awareness of how these concepts relate to one another.
- Plans indicate partial awareness of prerequisite relationships; such knowledge may be inaccurate or incomplete.
- Plans reflect a limited range of speech and language interventions.

Failing

- Plans demonstrate content errors and reflect little understanding of prerequisite relationships important to students' learning of the content.
- Plans reflect little or no understanding of the range of speech and language interventions.

Not Observed

Discussion Prompts:



- *What science/evidence-based research resources do you use to develop the goal(s) (IEP)? How do you determine what evidence to exclude?*
- *What data sources do you use to determine a student's strengths and needs?*
- *How do you determine the prompting methods to use during a session?*
- *How do student goals relate to the classroom curriculum?*
- *Specifically, what do you expect students to achieve by the end of a session?*

Evidence of Practice:

- Pre-conference interview
- Lesson plans
- Evaluation report
- Individualized Education Plan
- SLP's professional development record



DOMAIN 1: Planning & Preparation

COMPONENT 1B:

Demonstrating Knowledge of Student Speech and Language Development and Needs

The SLP demonstrates knowledge of the individual student, the student's speech-language development, and the relationship to educational needs.

Distinguished

- Demonstrates an extensive understanding of individual student's speech and language development and relationship to academic performance; demonstrates comprehensive knowledge of varied approaches to learning, levels of development, and other unique needs.
- Demonstrates thorough awareness and application of the students' background (e.g., culture, skills, interests, and needs), using them to develop and implement individualized services.
- Proactively seeks to gain understanding and demonstrates flexibility in adjusting service implementation based on new findings, student need, and progress to maximize team collaboration and generalization.

Proficient

- Demonstrates a complete understanding of individual student's speech and language development and the relationship to academic performance; demonstrates knowledge of individual student's varied approaches to learning, levels of development, and unique needs.
- Demonstrates awareness and application of individual student's background (e.g., culture, skills, interests, and needs); seeks to gain understanding.
- Uses knowledge of students to develop and maintain an appropriate schedule for speech and language support services.

Needs Improvement

- Demonstrates minimal understanding of individual student's speech and language development and the relationship to academic performance; exhibits some knowledge of varied approaches to learning and unique needs.
- Demonstrates partial awareness and application of students' background (e.g., culture, skills, interests, and needs); makes minimal attempts to gain understanding.
- Schedule is determined by convenience over knowledge of students.

Failing

- Demonstrates little or no understanding of students' speech and language development and relationship to academic performance; exhibiting little knowledge of varied approaches to learning and unique needs.
- Demonstrates no awareness or application of the students' backgrounds (e.g., culture, skills, interests, and needs); fails to gain understanding.
- Fails to develop or maintain a schedule based on knowledge of students.

Not Observed

Discussion Prompts:



- *How do you determine a student's level?*
- *What data do you use to determine the planned level of prompting for a session?*
- *What adjustments do you make from one session to the next utilizing the data/results (progress monitoring)?*
- *What features (if any) of a student's speech-language diagnosis impact the choice of materials, compensatory strategies, and prompting for a session?*
- *What background information (e.g., cultural/linguistic diversity) do you utilize to plan for your students (e.g., assessments and interventions)?*
- *How do you incorporate a student's unique background, dialect, and interests into your sessions?*
- *Describe how you select materials to reflect student interests, background, and culture.*
- *Tell me how you develop your schedule. What barriers occur when trying to balance scheduling with student needs in mind and the logistics of the school day? Are there any district policies that limit your ability to change service delivery options based on student needs?*
- *What resources, including collaboration with other IEP team members, have you explored to get to learn more about the student and to plan for this lesson?*

Evidence of Practice:

- Pre-conference interview
- Lesson plans
- Evaluation report
- Individualized Education Plan
- SLP's schedule of sessions
- Records of interaction with IEP team members



DOMAIN 1: Planning & Preparation

COMPONENT 1C:

Setting Outcomes

The SLP utilizes foundational knowledge of the student, family, educational system, student's educational needs, and data to develop and adjust instructional goals.

Distinguished

- Instructional outcomes and goals are individualized through thorough analysis of existing data collection and dynamic assessment in collaboration with all members of the team and aligned with the academic standards and speech-language needs.
- Goals are measurable and planned activities provide opportunities for generalization and practice across multiple settings; include baseline data.
- Instructional outcomes and goals are continuously reviewed and adjusted to address student needs; progress reflected in ongoing subjective and objective data collection in consultation with team members.

Proficient

- Instructional outcomes and goals are individualized through analysis of existing data collection in collaboration with some members of the team and are aligned with the academic standards and speech language needs.
- Goals are clear, measurable, and functional; include baseline data.
- Instructional outcomes and goals are continuously reviewed and adjusted to address student needs; progress is reflected in ongoing subjective and objective data collection.

Needs Improvement

- Instructional outcomes and goals are partially individualized through limited analysis or inconsistently collected data in collaboration with some members of the team and reflect minimal alignment with the academic standards and speech-language needs.
- Some goals are clear, measurable, and functional. Baseline data provided is incomplete or does not match what goal is measuring.
- Instructional outcomes and goals are infrequently reviewed or adjusted to address students' needs and progress.

Failing

- Instructional outcomes and goals are not individualized and do not align with the academic standards and speech-language needs.
- Goals are unclear, measurable, and/or functional; lack baseline data.
- Instructional outcomes and goals are not reviewed or adjusted to address student needs and progress.

Not Observed

Discussion Prompts:



- *Generally, how do you develop goals/objectives for a session? Describe how sessions tie to students' annual IEP goals. How do the session goals tie to longer term goals of development and functional communication? How will you/I know that you have met your goals?*
- *Describe your strategies if a student isn't meeting the goals of a session.*
- *What data determines the planned level of prompting for the session?*
- *How do you plan for the questions that you will ask during the session?*
- *How do you plan to provide choices and student voice into the session?*
- *What would a successful session look like to you?*
- *What is the connection of your speech-language goals to curriculum materials/goals?*

Evidence of Practice:

- Pre-conference interview
- Lesson plans
- Individualized Education Plan
- SLP's schedule of sessions
- Records of interaction with IEP team members



DOMAIN 1: Planning & Preparation

COMPONENT 1D:

Demonstrating Knowledge of Resources

The SLP demonstrates knowledge of a comprehensive continuum of resources within the general community and educational system to improve outcomes for students receiving speech language services.

Distinguished

- Displays extensive knowledge and application of resources for use in therapy (e.g., school, LEA, community, professional organizations, literature, and universities) for the expansion of the team's comprehensive knowledge and student needs.
- Individualizes resources to address student needs to generalize target skills across multiple settings.

Proficient

- Displays knowledge and application of resources for use in therapy, (e.g., school, LEA, community, professional organizations, literature, and universities) for the expansion of knowledge and student needs.
- Individualizes resources to address student needs.

Needs Improvement

- Displays partial awareness of school, organizational or outside resources available for use in therapy for the expansion of knowledge and for student needs.
- Minimally individualizes resources to address student needs.

Failing

- Unaware of or does not attempt to access school, organizational, or outside resources for use in therapy, for the expansion of knowledge, or for student needs.
- Does not individualize resources to address student needs.

Not Observed

Discussion Prompts:



- *What resources do you frequently utilize when you plan your sessions?*
- *What resources do you share with the IEP team?*
- *How do you keep up with your knowledge of school practices, policies, curriculum, local resources, and state level resources?*

Evidence of Practice:

- Pre-conference interview
- Utilization of resources
- Records of interaction with IEP team members



DOMAIN 1: Planning & Preparation

COMPONENT 1E:

Designing Coherent Speech and Language Instruction and Service Delivery

The SLP designs a comprehensive range of service delivery options and instructional techniques designed to meet individual student's needs.

Distinguished

- Therapy plans serve to support students individually in alignment with student goals and benchmarks and support comprehensive carryover across educational and/or community settings.
- Plans include scaffolding of functional application and generalization across multiple settings in collaboration with team members.
- Plans represent a thorough understanding of individual student needs and application of available resources (including both instructional and assistive technology), resulting in a series of activities scaffolded to meet needs across a variety of settings.
- Plans for service delivery (e.g., push-in, pull-out, grouping, consultation) are designed to promote functionality and application across various academic and community settings.

Proficient

- Therapy plans serve to support students individually in alignment with student goals and benchmarks and support partial carryover across educational and/or community settings.
- Plans are consistently scaffolded to students' individualized needs, with application of available resources (including both instructional and assistive technology).
- Plans for service delivery options (e.g., push-in, pull-out, grouping, consultation) are fluid and adjusted based on students' speech-language, learning, and academic needs.

Needs Improvement

- Therapy service plans include minimal coherent activities partially aligned with the overall goals or benchmarks.
- Plans are inconsistently scaffolded to students' individualized needs.
- Planning for service delivery options (e.g., push-in, pull-out, grouping, consultation) has minimal alignment to students' speech-language, learning, and academic needs.

Failing

- Therapy service plans consist of a random collection of unrelated activities that lack coherent structure and do not align to overall goals and benchmarks.
- Plans are not scaffolded to individualized student needs.
- Planning for service delivery options (e.g., push-in, pull-out, grouping, consultation) lacks alignment with students' speech-language, learning, and academic needs.

Not Observed

Discussion Prompts:



- *Describe your methods for determining service delivery options for students.*
- *What barriers occur when balancing service delivery options with student needs in mind and the logistics of the school day? Are there any school district policies that limit your ability to change service delivery options to address student needs?*
- *When working with students, what features may impact a student's speech-language diagnosis and the choice of materials, compensatory strategies, and prompting?*
- *Describe any unseen preparation for session that may occur (e.g., programing of communication device, vocabulary observation of student in the classroom, creation of social stories, aided language materials, discussion with outside speech pathologist/consultation with classroom staff).*
- *Describe how you connect your intervention strategies and compensatory strategies to the home environment. How do you plan to share the results of the session with families and other IEP team members? How do you support adult behavior in carryover activities?*
- *Describe how you connect your intervention strategies and compensatory strategies to the classroom environment.*

Evidence of Practice:

- Pre-conference interview
- Lesson plans
- Data collection sheets
- Individualized Education Plan
- Records of interaction with IEP team members



DOMAIN 1: Planning & Preparation

COMPONENT 1F:

Designing Student Assessments

The SLP's planning and preparation reflect various techniques for use of data and comprehensive assessments in evaluating individuals, groups, and/or at the systems level.

Distinguished

- Assessment and progress monitoring procedures are fully aligned with instructional outcomes; assessment and progress monitoring measures are differentiated based on outcomes of instruction and student needs; proposed approach contains clear criteria or standards, with contribution from the student and/or team during the entire process.
- Has complete baseline data, which may include data taken across multiple settings to guide instructional outcomes and objectives.
- Has a clear plan to incorporate formative assessment in the lesson or a clear plan to use assessment results in adapting current session activities and designing future instruction to promote generalizations across multiple settings.
- Fully utilizes evidence-based practice and has a well-developed strategy with contribution from the student and/or team for selection of assessment and progress monitoring measures and criteria.
- Plans an evidence-based comprehensive evaluation approach (e.g., feedback from parents and school personnel, academic progress, benchmark assessment data, narrative measures, school environment observation, and/or standardized assessments) with detailed collaboration with team members that corresponds with the referral question.
- Fluidly plans and identifies extensive strategies to adapt organization and flow of the assessment based on results and anticipated student needs (e.g., participation, engagement, developmental level, medical needs).

Proficient

- Assessment and progress monitoring procedures are fully aligned with instructional outcomes; assessment and progress monitoring measures are differentiated based on outcomes of instruction and student needs; the proposed approach contains clear criteria or standards.
- Has complete baseline data to guide instructional outcomes and objectives.
- Has a clear plan to incorporate formative assessment in the lesson or a clear plan to use assessment results in adapting current session activities and designing future instruction.
- Fully utilizes evidence-based practice and has a well-developed strategy for selection of assessment and progress monitoring measures and criteria.
- Plans an evidence-based, comprehensive evaluation approach (e.g., feedback from parents and school personnel, academic progress, benchmark assessment data, narrative measures, school environment observation, and/or standardized assessments) that corresponds with the referral question.
- Plans for organization and flow of the assessment based on results and anticipated student needs (e.g., participation, engagement, developmental level, medical needs).

Needs Improvement

- Assessment and progress monitoring procedures are minimally aligned with instructional outcomes; assessment and progress monitoring measures are partially differentiated based on outcomes of instruction and student needs; proposed approach contains minimal criteria or standards.
- Has minimal baseline data to guide instructional outcomes and objectives.
- Has a limited plan to incorporate formative assessment in the lesson or use assessment results in adapting current session activities and designing future instruction.
- Partially utilizes evidence-based practice in selection of assessment and progress monitoring measures and criteria.
- Plans a moderately evidence-based, comprehensive evaluation approach (e.g., feedback from parents and school personnel, academic progress, narrative measures, school environment observation, and/or standardized assessments) that corresponds somewhat with the referral question.
- Plans for organization and flow of an assessment based on incomplete results and lack of attention to student needs (e.g., participation, engagement, developmental level, medical needs) are minimal.

Failing

- Assessment and progress monitoring procedures are not aligned with instructional outcomes.
- Assessment and progress monitoring measures are not differentiated based on outcomes of instruction and student needs; proposed approach lacks criteria or standards.
- No baseline data guides instructional outcomes and objectives.
- No plan to incorporate formative assessment in the lesson or use assessment results in adapting current session activities and designing future instruction.
- Does not utilize evidence-based practice in selection of assessment and progress monitoring measures and criteria.
- Fails to provide a comprehensive evaluation approach (e.g., feedback from parents and school personnel, academic progress, narrative measures, school environment observation, and/or standardized assessments); evaluation plan does not correspond with the referral question.
- Does not plan for organization and flow of the assessment based on anticipated student needs (e.g., participation, engagement, developmental level, medical needs).

Not Observed

Discussion Prompts:

- Describe your method for documenting the scaffolding of instruction (e.g., prompting hierarchy) that you may utilize during a session.
- Describe the frequency and method of data collection for an IEP goal.
- How do you determine the standardized tests you may use in the assessment? Tell me more about your process for determining additional probes for the evaluation.
- Describe how you gather additional data in the evaluation process.

Evidence of Practice:

- Pre-conference interview
- Lesson plans
- Data collection sheets
- Individualized Education Plan
- Records of interaction with IEP team members



DOMAIN 2: Educational Environment

COMPONENT 2A:

Creating an Environment of Respect and Rapport

The SLP utilizes positive interactions and knowledge of the student to create an environment of respect and rapport.

Distinguished

- Patterns of positive interactions with students and/or team reflect sensitivity to students' ages, cultural backgrounds, communication modes, and developmental levels; and are characterized by high levels of rapport and mutual levels of respect.
- Utilizes natural opportunities during sessions to expand the rapport and further connect to the student as an individual, resulting in an accepting and encouraging environment in which students share information, ask for help and/or clarification, and take learning risks.

Proficient

- Patterns of positive interactions with students, are consistent in relation to sensitivity to students' ages, cultural backgrounds, communication modes, and developmental levels; interactions are characterized by rapport and mutual levels of respect.
- Responds to natural opportunities during sessions to connect to the student as an individual, resulting in an environment in which interactions are polite and respectful.

Needs Improvement

- Patterns of positive interactions with students are inconsistent in relation to sensitivity to students' ages, cultural backgrounds, communication modes, and developmental levels; interactions reflect limited levels of rapport and mutual levels of respect.
- Limited response to connecting to the student as an individual, resulting in an environment that is neutral, conveying lack of warmth.

Failing

- Interaction patterns with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, communication modes, and developmental levels; interaction is characterized by sarcasm or conflict.
- Ignores opportunities to connect to the student as an individual, resulting in a negative environment in which interactions are disrespectful and conflict is evident.

Not Observed

Discussion Prompts:



- *How do you model respectful behavior for your students?*
- *What challenging behaviors do you encounter? How do you minimize them?*

Evidence of Practice:

- Pre-conference interview
- Post observation discussion
- Observation
- Lesson plans
- SLP session schedule
- Signage or communications to students



DOMAIN 2: Educational Environment

COMPONENT 2B:

Establishing a Culture for Learning

The SLP sets high expectations for students and supports learning through feedback, encouragement, and instruction that foster growth.

Distinguished

- Therapy environment is a cognitively vibrant place, characterized by a shared belief in the importance of learning.
- Empowers students to continue learning.

Proficient

- Therapy environment is a cognitively busy place where learning is valued.
- Encourages students to continue learning.

Needs Improvement

- Therapy environment is characterized by little commitment to learning or student engagement; minimal acknowledgement of student input or efforts.
- Focuses students on task completion.

Failing

- Therapy environment is characterized by a lack of commitment or student engagement in learning.
- Hard work is not expected or valued.
- Low expectations for student achievement; appears to be “going through the motions.”

Not Observed

Discussion Prompts:



- *How do you encourage your students to be active participants?*
- *Describe your therapy and/or intervention routines.*
- *How do you make your learning expectations clear and create student awareness of their speech-language goals?*
- *Describe the techniques you have found to be most beneficial in supporting active participation during sessions.*
- *Describe strategies you employ or have employed to encourage active participation in sessions.*

Evidence of Practice:

- Pre-conference interview
- Post observation discussion
- Observation
- Lesson plans
- SLP session schedule
- Signage or communications to students



DOMAIN 2: Educational Environment

COMPONENT 2C:

Managing Therapy Procedures including Instructional Groups, Transitions, and Materials

The SLP manages time, instructional groups, transitions, materials and supplies to achieve desired instructional outcomes.

Distinguished

- Instructional time is maximized because of efficient therapy routines and procedures; students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.
- Routines are well understood and may be initiated by students.

Proficient

- Instructional time is valued because of effective therapy routines and procedures.
- Consistently manages instructional groups and the handling of materials and supplies.
- With minimal guidance and prompting, students follow established therapy routines.

Needs Improvement

- Some instructional time is lost through only partially effective therapy routines and procedures.
- Inconsistent management of instructional groups, transitions, and/or the handling of materials and supplies, resulting in some disruption of learning.
- With frequent guidance and prompting, students follow established routines.

Failing

- Significant instructional time is lost through inefficient therapy routines and procedures.
- Little or no evidence of management of instructional groups, transitions, and/or the handling of materials and supplies effectively.
- Little evidence of an established routine and/or that students know or follow established routines.

Not Observed

Discussion Prompts:



- *What rituals and routines do you encourage in your classroom to set a tone of respectful behavior?*
- *How do you encourage your students to share roles and responsibilities for routines in a session?*
- *Describe how students know the routines and expectations of your therapy session (e.g., schedule visible to the student, sticker chart, classroom rules, first/then cards, individual schedules).*
- *What unique, if any classroom environment situations (e.g., students' movement around the room, planned ignoring of behaviors) may exist in your classroom? How does the environment relate to student learning?*

Evidence of Practice:

- Observation
- Pre/post observation interview
- Signage or communications to students



DOMAIN 2: Educational Environment

COMPONENT 2D:

Managing Student Behavior

The SLP integrates positive behavioral supports and individualized support into speech language services.

Distinguished

- Establishes and follows a behavior management program with input from students and/or team.
- Students take an active role, as developmentally appropriate, in monitoring their own behavior according to established program.
- Provides a preventive, proactive response to student behavior needs while respecting student dignity.

Proficient

- Establishes and follows a behavior management program.
- Consistently monitors student behavior subtly and effectively.
- Response to student misbehavior is consistent, proportionate, and sensitive to individual student needs and respects students' dignity.

Needs Improvement

- A behavior management program appears to have been established; implementation is inconsistent.
- Inconsistently monitors student behavior.
- Minimal response to student misbehavior and student needs.

Failing

- Does not establish or follow a behavior management program.
- Does not monitor student behavior.
- Response to students' misbehavior is repressive or disrespectful of student dignity.

Not Observed

Discussion Prompts:



- *Explain the tenets of the school-wide positive behavioral intervention and support system.*
- *What are some factors that might influence student behavior on a daily basis? How do you address these factors and respond to changes in student behavior?*
- *Describe your expectations for a pull-out speech session. For a push-in session?*
- *What built-in strategies do you use to proactively promote positive student behaviors?*
- *How do you address students with Positive Behavior Support Plans? Describe how you engage students in determining the plan.*
- *What are the most challenging behaviors in your classroom? What are your solutions?*
- *With whom do you collaborate regarding student behavior?*

Evidence of Practice:

- Pre-conference interview
- Post-observation discussion
- Observation
- Lesson plans
- Documentation of communication with IEP team members
- Signage or communications to students



DOMAIN 2: Educational Environment

COMPONENT 2E:

Organizing the Environment

The SLP creates a welcoming, inclusive environment while ensuring safety, privacy, and confidentiality.

Distinguished

- Organizes the environment to ensure maximal levels of privacy, safety, and confidentiality.
- Creates a welcoming and inclusive environment that embraces diverse populations.

Proficient

- Organizes the environment to maintain privacy, safety, and confidentiality.
- Creates a welcoming and positive environment.

Needs Improvement

- Organizes the environment with respect to privacy, safety, and confidentiality; however, security risks are evident.

Failing

- Does not organize the environment with respect to privacy, safety, and confidentiality; security breaches are likely to occur.

Not Observed

Discussion Prompts:

- *Are your materials secure yet readily accessible?*
- *Is the environment conducive to effective, safe speech-language therapy?*
- *What are the pros and cons of the environment that directly impact your therapeutic intervention?*

Evidence of Practice:

- Pre-conference interview
- Post-observation discussion
- Observation



DOMAIN 3: Delivery of Service

COMPONENT 3A:

Communicating Clearly and Accurately

The SLP effectively communicates during intervention and/or evaluation with students and team members.

Distinguished

- Explanation of objectives is thorough and clear, developing conceptual understanding through scaffolding which allows the student to exhibit comprehension of the lesson.
- Communication during sessions (e.g., vocabulary and complexity of language, rate, volume, and prosody) is appropriate to the age and cultural background of the student and promotes student voice.

Proficient

- Explanation of the content and the objective is clear and contributes to the student understanding.
- Communication during sessions (e.g., vocabulary and complexity of language, rate, volume, and prosody) is appropriate to the student's age and cultural background.

Needs Improvement

- Explanation of the content and the objective contains minor errors and may inhibit student understanding; directions and procedures may be confusing.
- Communication during session (e.g., vocabulary and complexity of language, rate, volume, and prosody) is minimally appropriate to the age and the cultural background of the student.

Failing

- Explanation of the content and the objective contains significant errors and creates student misunderstandings; directions and procedures are confusing.
- Communication during the session (e.g., vocabulary and complexity of language, rate, volume, and prosody) is inappropriate to the age and the cultural background of the student.

Not Observed

Discussion Prompts:



- *How do you determine your communication style with students?*
- *Describe how students' expressive and receptive language levels affect your communication with the student.*
- *Describe compensatory strategies you utilize in communicating with your students (e.g., visuals paired with verbal, language/directions chunked, modeling of appropriate communication strategies).*

Evidence of Practice:

- Pre-conference interview
- Post-observation discussion
- Observation
- Prompting hierarchy



DOMAIN 3: Delivery of Service

COMPONENT 3B:

Using Questioning and Discussion Techniques

The SLP uses effective questioning, scaffolding, and prompting to promote student growth on targeted skills during the session.

Distinguished

- Utilizes a variety of questions, strategies, and techniques appropriate to students' age, language, communication mode, or developmental level to promote metacognition.
- Uses effective pacing, providing opportunities for students to formulate many questions, initiate topics, and make contributions to the topic according to their developmental levels.
- Adapts and uses an intentional and purposeful prompting hierarchy to promote independent responses appropriate to students' developmental level.

Proficient

- Consistently utilizes or asks questions appropriate to students' age, language, communication mode or developmental level.
- Provides individualized wait time for students to respond after questions are posed or directives are given.
- Provides consistent scaffolding and uses prompting hierarchy to promote students' independent responses appropriate to their developmental level.

Needs Improvement

- Utilizes and asks questions minimally appropriate to students' age, language, communication mode, or developmental level.
- Provides limited wait time for students to respond after question or directive is posed.
- Provides basic scaffolding and uneven prompting to promote student response.

Failing

- Fails to utilize or ask questions appropriate to students' age, language, communication mode, or developmental level.
- Does not provide opportunities for student response to questions or directives.
- Lacks scaffolding or appropriate level of prompting to promote student responses.

Not Observed

Discussion Prompts:



- Describe the types of questioning you typically utilize during a session. When are questions not appropriate?
- Describe the techniques you may use (e.g., wait time, modeling, imitation) to elicit information from the student.
- How do you determine what techniques to utilize with a specific student?
- What prompting hierarchy do you use? What circumstances may alter your predesigned prompts?

Evidence of Practice:

- Pre-conference interview
- Post-observation discussion
- Observation
- Lesson plans



DOMAIN 3: Delivery of Service

COMPONENT 3C:

Engaging Students in Learning

The SLP promotes active student engagement through selecting data driven therapy targets and materials appropriate to student's age, culture, student motivators, and instructional needs.

Distinguished

- Activities promote generalization of IEP goals across instructional environments.
- Grouping of students is flexible and maximizes students' ability to participate and practice therapy targets.
- Provides materials appropriate to students' culture, age, and developmental level; adapts materials and resources throughout the session based on student response.
- Provides opportunities for students to initiate the pace of the intervention;; provides intrinsic motivation by encouraging students to have choices in how they complete tasks, while serving as resources for peers.

Proficient

- Activities are consistently and appropriately aligned to address therapy and IEP goals.
- Grouping of students maximizes student's ability to participate and practice therapy targets.
- Materials and resources are appropriate to the student's culture, age, and developmental level resulting in active engagement.
- Interventions are paced to promote active student engagement; utilizes student motivators and provides students with choices during therapy sessions.

Needs Improvement

- Activities are inconsistently aligned to therapy targets and IEP goals.
- Grouping of students lacks flexibility, which may limit student's ability to participate and practice therapy targets.
- Materials and resources are generally appropriate to the students' culture, age, and developmental level, resulting in limited engagement.
- Interventions lack consistent structure, resulting in limited student engagement and off-task behavior.
- Use of student motivators is limited and diminishes opportunities for student choice during therapy sessions.

Failing

- Activities are inappropriately aligned to therapy targets and IEP goals.
- Grouping of students impedes students' ability to participate and practice therapy targets.
- Materials and resources are inappropriate to the students' culture, age, and developmental level resulting in little engagement.
- Interventions are poorly paced and lack structure, resulting in limited student engagement and off-task behavior.
- Fails to provide student motivators, resulting in students having no choices during therapy sessions.

Not Observed

Discussion Prompts:

- *Describe the process you use to select the materials and strategies to embed in the instruction to involve the student in his/her learning.*
- *How do you ensure alignment of session goals to student's IEP goals?*
- *How do the goals of a session typically tie to longer term goals of development and functional communication?*
- *How do you gauge student engagement?*
- *How do you engage your students in selection of therapy materials?*
- *What compensatory strategies have you shared with the classroom teacher to maximize the achievement of the students you serve?*

Evidence of Practice:

- Pre-conference interview
- Post-observation discussion
- Observation
- Materials and resources



DOMAIN 3: Delivery of Service

COMPONENT 3D:

Using Assessment in Identification and Instruction

The SLP utilizes data to identify and evaluate student need for speech-language services, providing and modifying services as required.

Distinguished

- Consistent collection of progress monitoring data, with student contributions occurring within therapy sessions.
- Feedback to students is consistent, accurate, and specific; encourages student feedback to self and others based on developmental level.
- Routinely employs differentiated formative assessments to incorporate and modify instruction in real time.
- Adapts a comprehensive evaluation approach (e.g., feedback from parents, school personnel, academic progress, narrative measures, and/or standardized assessments) based on subtle deficits identified during the evaluation process.
- Follows established assessment procedures for standardized tests.
- Interprets assessment results accurately; needs are identified and reflect academic-based requirements; communicates alignment of needs to comprehensive team.
- Draws on extensive strategies to adapt the organization and flow of the assessment based on student needs (e.g., participation, engagement, developmental level, medical needs).

Proficient

- Consistent collection of progress monitoring data concerning student learning aligned with instructional outcomes within therapy session.
- Feedback to students is consistent, accurate, and specific.
- Incorporates assessments; utilizes the information to modify instruction.
- Follows established assessment procedures for standardized tests.
- Utilizes a comprehensive evaluation approach to correspond with the referral question.
- Organization and flow of the assessment is based on student needs (e.g., participation, engagement, developmental level, medical needs).
- Interprets assessment results accurately; needs are identified and reflect academic-based needs.

Needs Improvement

- Inconsistent or limited collection of progress monitoring data re: student learning aligned with instructional outcomes within therapy session.
- Feedback to students may lack accuracy and/or specificity.
- Incorporates differentiated formative assessments on a limited basis; may modify instruction based upon results.
- Minimal adherence to established assessment procedures re: standardized tests.
- Interpretation of assessment results is limited in determining comprehensive recommendations based on the assessment results.
- Utilizes a limited evaluation approach to address the referral question.
- Organization and flow of the assessments are sometimes based on student needs.

Failing

- Little or no collection of progress monitoring data concerning student learning.
- Feedback to students is absent or non-specific.
- Does not incorporate formative assessment in lessons to inform modification of current session activities.
- Fails to follow established assessment procedures for standardized tests.
- Does not utilize an appropriate evaluation approach that corresponds with the referral question.
- Interpretation of assessment results is erroneous; needs are not accurately identified.
- Organization and flow of assessments are not based on student needs.

Not Observed

Discussion Prompts:

1

- *How do you determine the assessments you administer when evaluating a student for services?*
- *Describe how you utilize a comprehensive assessment approach in your evaluations. What data do you collect? What tools do you use to gather the data?*
- *Explain the process used to determine additional probes for an evaluation. What are the limitations of the assessments you utilize? How do these probes and assessments relate to the student educational progress?*
- *How do you organize your evaluation sessions?*
- *What are your processes for gathering data during a session? How often do you gather formal data?*
- *Describe your methods for gathering data from other IEP team members and outside providers.*
- *How do you involve students in gathering data and providing feedback on sessions?*
- *Describe your progress monitoring procedures.*

Evidence of Practice:

- Pre-conference interview
- Post-observation discussion
- Observation
- Lesson plans
- Evaluation reports
- Progress reports
- Speech-language probes and data collection tools
- Documentation of communication with IEP team members



DOMAIN 3: Delivery of Service

COMPONENT 3E:

Demonstrating Flexibility and Responsiveness

The SLP demonstrates a broad knowledge base of evidence-based practices through adjusting targets, prompts, and activities based on student data.

Distinguished

- Seizes a teachable moment to embed student learning in functional, spontaneous events or student interests.
- Adjusts and differentiates instruction to address each student's learning needs.
- Scaffolds student learning through a broad repertoire of strategies across multiple settings in collaboration with team members.

Proficient

- Adjusts the therapy session in real time based on student engagement.
- Demonstrates the ability to deviate from session plans to appropriately address student responses and questions.
- Scaffolds student learning, drawing on a range of strategies.

Needs Improvement

- Makes limited adjustments to the therapy session in real time.
- Alters session plans occasionally to address student responses and questions with minimal success.
- Attempts to scaffold student learning, drawing on a limited repertoire of strategies.

Failing

- Adheres to therapy session plan despite poor student engagement; lacks spontaneous initiation of therapy-oriented tasks.
- Ignores student responses and questions.
- Fails to utilize or change strategies to support student learning.

Not Observed

Discussion Prompts:



- *Describe strategies you may use if a student is non-responsive to the targets during a session.*
- *How do you utilize already acquired skills within the goal area to promote student success during a session?*
- *How do you transfer lesson targets into the school and related environments?*
- *How does student input during a session inform lesson adjustments? Teacher input? Family report?*

Evidence of Practice:

- Post-observation discussion
- Observation
- Lesson plans
- Prompting hierarchies
- Documentation of communication with IEP team members



DOMAIN 4: Professional Development

COMPONENT 4A:

Reflecting on Professional Practice

The SLP reflects upon practice to determine professional learning needs and opportunities to enhance growth.

Distinguished

- Reflects on practice and student learning to accurately assess the effectiveness of interventions and degree to which outcomes were met; applies a lens to equity and cultural competence in the reflective process.
- Identifies evidence to support self-evaluation, resulting in specific service delivery improvements.
- Collaborates with stakeholders and colleagues to improve interventions, relying on research and best practice.

Proficient

- Reflects on practice and student learning to accurately assess the effectiveness of interventions and degree to which outcomes were met.
- Identifies evidence to support self-evaluation, resulting in opportunities for service delivery improvements.

Needs Improvement

- Reflects on practice and student learning, with a generally accurate impression of effectiveness of interventions as well as the degree to which outcomes were met.
- Identifies broad opportunities for the improvement of service delivery.

Failing

- Minimally reflects on practice and student learning; inaccurately assesses the effectiveness of interventions or the degree to which outcomes were met.
- Fails to provide meaningful suggestions for improving service delivery.

Not Observed

Discussion Prompts:



- *How does professional learning inform your adoption of new strategies?*
- *Describe a successful practice. What made it successful? How have you utilized it in different aspects of your job?*
- *Explain how you might adjust if a practice does not work effectively.*

Evidence of Practice:

- Pre-conference interviews
- Post-observation discussions
- Observation
- Documentation of timelines, procedures, recording keeping.
- Leadership roles and mentoring
- Lesson plans
- Communication with IEP team members
- Signage or communication with students



DOMAIN 4: Professional Development

COMPONENT 4B:

Maintaining Accurate Records and Timelines

The SLP adheres to timelines and ensures confidentiality with student records, evaluations, and Individualized Education Plans.

Distinguished

- Maintains a well-organized system of record-keeping characterized by accuracy and comprehensiveness; information is readily accessible and easily retrieved.
- Maintains highest level of confidentiality and compliance in accordance with local policy and state and federal law.

Proficient

- Maintains accurate records that are organized and comprehensive.
- Maintains confidential records according to the local policy and state and federal law.

Needs Improvement

- Maintains records that may be limited in organization, comprehensiveness, and/or accuracy.
- Adheres minimally to local policy and state and federal law; security risks may be evident.

Failing

- Fails to maintain organized, comprehensive, and/or accurate records.
- Fails to adhere to local policy and state and federal law; confidentiality may be compromised.

Not Observed

Discussion Prompts:



- *Describe your data collection system.*
- *Describe your methods for adhering to timelines.*
- *What input do you get from other stakeholders when collecting data for progress reports and present-level reports?*
- *How do you engage your students in contributing to data collection and feedback?*

Evidence of Practice:

- Timelines, procedures, record-keeping.
- Individualized Education Plans, NOREP, evaluation and reevaluation reports, permission to evaluate documentation, progress reports, information release documents
- Data collection forms
- Medical Access Billing and Penn Data forms
- Leadership roles and mentoring
- Lesson plans
- Communication with IEP team members



DOMAIN 4: Professional Development

COMPONENT 4C:

Communicating with Families and Stakeholders

The SLP effectively communicates information in a culturally sensitive and equitable manner.

Distinguished

- Communicates in an ongoing manner nuanced to families' needs and preferences (e.g., culturally appropriate and with an equity lens) while incorporating all stakeholders in the discussion regarding student progress and needs.
- Proactively anticipates potential family concerns or questions and provides immediate information to encourage collaborative discussion in a culturally sensitive manner with all stakeholders.
- Makes dynamic attempts to individualize family and stakeholder engagement (e.g., meetings, therapy strategies, carryover activities) based on stakeholder's strengths and needs.
- Uses customized methods and technology to engage parents and all stakeholders (e.g., audiotapes, email, videos, websites, paper notes) based on families and stakeholder's needs.
- Validates differing perspectives, diffuses difficult situations, and redirects participants while remaining positive and professional during interactions.

Proficient

- Communicates routinely with families in family-friendly language incorporating cultural sensitivity to convey information about student progress.
- Has an efficient system to encourage family communication regarding student progress and needs.
- Consistently attempts to engage families and stakeholders through observation of therapy, accommodation of scheduling needs, and home practice activities.
- Uses various methods and technology to engage parents and some stakeholders (e.g., audiotapes, email, videos, websites, paper notes).
- Demonstrates a consistently positive and professional attitude during interactions with stakeholders.

Needs Improvement

- Communicates sporadically with families and/or inconsistently employs family-friendly language and cultural sensitivity to convey information about student progress.
- Has an incomplete one-sided system to share student progress and needs.
- Makes inconsistent attempts to engage families and stakeholders through observation of therapy, accommodation of scheduling needs, and home practice activities.
- Demonstrates inconsistent positive and professional attitude during interactions with stakeholders.

Failing

- Does not attempt to communicate with families or communicates in a way that is inappropriate or culturally insensitive.
- Makes no attempt to engage families and stakeholders in the speech and language program.
- Exhibits negativity during interactions.

Not Observed

Discussion Prompts:



- *How frequently do you communicate with family members? What kind of information do you typically communicate? What types of communication appear to be most effective?*
- *Describe a recent positive communication with a family member; describe a recent negative communication.*
- *How do you engage your family members in evaluations, re-evaluations, and in decision-making within the IEP process? What do they contribute to the process?*
- *What resources do you use to translate or interpret information for linguistically diverse families?*

Evidence of Practice:

- Observation
- Pre-interview
- Post-observation discussion
- Communication with IEP team members



DOMAIN 4: Professional Development

COMPONENT 4D:

Participating in a Professional Community

The SLP actively participates in professional communities, contributing to personal growth as well as to school and community initiatives.

Distinguished

- Designs and leads collaborative efforts with team members and stakeholders to coordinate in-depth content knowledge regarding educational outcomes for students.
- Assumes a leadership role in LEA, state, or national initiatives, contributing to the profession.
- Proactively seeks opportunities for professional collaboration with others; maintains productive relationships characterized by mutual support and cooperation.

Proficient

- Collaborates with team members and stakeholders to coordinate content knowledge and educational outcomes for students.
- Assumes an active role in LEA, state, or national initiatives.
- Participates in collaborative efforts with colleagues; maintains positive relationships with colleagues.

Needs Improvement

- Minimally collaborates with team members and stakeholders to coordinate content knowledge and educational outcomes for students.
- Is not actively involved with LEA, state, or national initiatives.
- Participates in events or projects for the professional community when requested.

Failing

- Does not collaborate with team members and stakeholders to coordinate content knowledge and educational outcomes for students.
- Does not participate of LEA, state, or national initiatives.
- Does not participate in, and generally avoids, events and/or projects for the professional community.

Not Observed

Discussion Prompts:



- *Have you provided any specific training or professional development to staff regarding any aspect of speech-language intervention?*
- *How do you contribute to the professional learning community?*
- *How would describe your engagement (e.g., committees, teams, boards) in the school and greater community?*

Evidence of Practice:

- Observations
- Discussion
- Documentation of leadership roles and mentoring
- Colleague shared artifacts
- Supervision and mentoring of practicum students, clinical fellows, and high school shadowing opportunities
- Documentation of communication with IEP team members



DOMAIN 4: Professional Development

COMPONENT 4E:

Growing and Developing Professionally

The SLP seeks growth opportunities to effect improvement of practice; and evaluates, interprets, and synthesizes research findings as a foundation for effective service delivery.

Distinguished

- Pursues professional development opportunities from a variety of resources to expand professional skill set as well as build capacity for colleagues to improve student communication outcomes.
- Seeks and encourages feedback from both colleagues and supervisors, with consistent reflection and application to support generalization of overall communication and educational needs.

Proficient

- Seeks professional development opportunities from a variety of resources to expand professional skill set and reflects upon the impact of speech-language services on student communication outcomes.
- Accepts feedback from both colleagues and supervisors, with consistent reflection and application to support students' specific communication needs.

Needs Improvement

- Attends required professional development opportunities.
- Accepts feedback from both colleagues and supervisors with limited reflection and application to support students' specific communication needs.

Failing

- Does not participate in professional development opportunities to expand professional skill set.
- Resists feedback from both colleagues and supervisors.

Not Observed

Discussion Prompts:



- *How do you expand your knowledge of communication/speech/language evaluation and treatment?*
- *Have you learned or implemented a specific strategy this school year? Were there any results in student achievement from this strategy? If not, any plans to implement this strategy in the future? What changes have you considered?*
- *If you worked with a particular population and/or disorder that was new to you, how did you acquire techniques specific to this population?*
- *Describe your participation in professional organizations and/or professional learning activities.*

Evidence of Practice:

- Pre- and post-observation interviews
- Artifacts of professional development attendance
- Professional development materials created by the SLP for educators, other SLPs, families, other stakeholders
- Leadership roles and mentoring
- Colleague shared artifacts



DOMAIN 4: Professional Development

COMPONENT 4F:

Showing Professionalism

The SLP demonstrates high levels of professionalism and ethical conduct.

Distinguished

- Demonstrates the highest level of professionalism characterized by integrity and ethical conduct.
- Provides students with high-quality services tailored to multiple stakeholders' needs.
- Routinely seeks feedback from stakeholders to evaluate professionalism and solicits recommendations for areas of improvement.
- Engages in high levels of responsive, ethical, and professional decision-making and collaboration with other professionals.

Proficient

- Demonstrates professionalism characterized by integrity and ethical conduct.
- Provides students with high-quality services tailored to their needs.
- Engages in responsive, ethical, and professional decision-making.

Needs Improvement

- Inconsistently demonstrates professionalism.
- Inconsistently engages in responsive, ethical, and professional decision-making.

Failing

- Does not demonstrate professionalism.
- Does not engage in responsive, ethical, and professional decision-making.

Not Observed

Discussion Prompts:



- *Describe your personal goals to maintain your professionalism.*
- *What professional development activities have you initiated to improve the connections between speech-language related tasks (e.g., speech-language development and compensatory strategies) and the general education curriculum?*

Evidence of Practice:

- Observations
- Timelines, procedures, record-keeping
- Individualized Education Plans, NOREP, evaluation and re-evaluation reports, permission to evaluate documentation, progress reports, information release documents

Ratings by Domain

DOMAIN 1: Planning and Preparation

*Effective nonteaching professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.**

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>NTP's planning and preparation reflect little or no understanding of their discipline relative to individual and/or systems-level needs.</p> <p>Service delivery outcomes, as a function of planning and preparation, are not clear, not measurable, and do not represent relevant goals for the individual and/or system.**</p>	<p>NTP's planning and preparation reflect moderate understanding of their discipline relative to individual and systems-level needs.</p> <p>Some service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>	<p>NTP's planning and preparation reflect a thorough understanding of their discipline relative to individual and systems-level needs.</p> <p>Most service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>	<p>NTP's planning and preparation reflect extensive understanding of their discipline relative to individual and systems-level needs.</p> <p>All service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes.</p> <p>There are no clear standards for interactions, behavior, use of space and time, instruction and intervention with students, maintaining confidentiality, etc.**</p>	<p>Environment is controlled, but reflects only moderate expectations for improved academic, behavioral, and social-emotional outcomes.</p> <p>There are some clearly defined standards for interactions, use of space and time, instruction and intervention with students, and maintaining confidentiality, etc.**</p>	<p>Environment functions smoothly, with an efficient use of space and time and effective supports for academic, behavioral, and social-emotional growth.</p> <p>Standards and expectations for interactions, instruction and intervention with students, and maintaining confidentiality are high.**</p>	<p>Recipients of services make a significant and meaningful contribution to various dimensions of the environment and contribute to improved academic, behavioral, and social-emotional outcomes.**</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>Minimal or no use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.</p> <p>Minimal or no use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Moderate use of a problem-solving process to identify, analyze, and provide appropriate services and supports.</p> <p>Inconsistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.</p> <p>Consistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with flexibility and fidelity.</p> <p>Extensive and strategic use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.</p> <p>As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.**</p>

DOMAIN RATING: _____

COMMENTS:

DOMAIN 4: Professional Development

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
<p>NTPs do not adhere to ethical standards or convey a deep sense of professionalism. There is an absence of focus on improving their own service delivery and supporting the ongoing learning of colleagues.</p> <p>Their record keeping systems are inefficient and ineffective.</p> <p>Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity.</p> <p>NTPs do not take on leadership roles within the system and do not engage in a wide variety of professional development activities that would serve to strengthen their practice.</p> <p>Reflection on their practice does not result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**</p>	<p>NTPs partially adhere to ethical standards and convey an emerging sense of professionalism. There is some focus on improving their own service delivery and supporting the ongoing learning of colleagues.</p> <p>Their record keeping systems are approaching efficiency and effectiveness.</p> <p>Communication is somewhat effective, albeit inconsistent.</p> <p>NTPs infrequently accept leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.</p> <p>Reflection on their practice is beginning to result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**</p>	<p>NTPs fully adhere to ethical standards and conveys an emerging sense of professionalism. There is a solid focus on improving their own service delivery and supporting the ongoing learning of colleagues.</p> <p>Their record keeping systems are efficient and effective.</p> <p>Communication is clear, frequent, and effective.</p> <p>NTPs assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.</p> <p>Reflection on their practice may result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**</p>	<p>NTPs have exceptional adherence to ethical standards and professionalism. There is always evidence of improvement of practice and support to the ongoing learning of colleagues.</p> <p>Their record keeping systems are exceptionally efficient and effective.</p> <p>Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity.</p> <p>NTPs consistently seek out leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.</p> <p>Reflection on their practice consistently results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**</p>

DOMAIN RATING: _____

COMMENTS:

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ADDITIONAL COMMENTS:



Adapted Work

Adapted by the Pennsylvania Department of Education from Charlotte Danielson’s 2011 “Framework for Teachers”

Adapted by Pennsylvania Department of Education from Charlotte Danielson’s 2020 “Framework for Remote Teaching”

Referenced Work

PA Department of Education. Equity and Inclusion. Retrieved May 14, 2021, from <https://www.education.pa.gov/Schools/safeschools/equityandinclusion/Pages/default.aspx>

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