# SPEECH LANGUAGE PATHOLOGISTS (SLP)

*Specialized Service Providers Growth and Performance System (SSP GPS)*

Specialized Service Providers (SSPs) at Denver Public Schools (DPS) are vital members of the educational team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. SSPs are key staff members who play an integral role in successfully supporting the whole child, as outlined in the Denver Plan 2020.

## OVERVIEW OF THE SSP GPS

The SSP GPS has been designed collaboratively with SSPs of all roles, school and central office leaders, and the Denver Classroom Teachers Association (DCTA). The system sets a clear and consistent level of effective practice to meet our shared goals of Support for the Whole Child and acceleration of achievement for all students.

**The following roles, supported by the SSP GPS, directly empower Support for the Whole Child:**

- School Counselors
- School Nurses
- School Psychologists and Social Workers
- Speech Language Pathologists
- Audiologists
- Deaf and Hard of Hearing Itinerants
- Teachers of the Visually Impaired, and Orientation and Mobility Specialists
- Occupational Therapists and Physical Therapists

The SSP GPS provides a framework for our SSPs to identify areas of strength and growth through regular, meaningful feedback sessions with evaluators. The goal of the system is to support SSPs in their professional development towards meeting students' needs.

The framework is a growth tool that reflects the SSPs' role. The SSP and evaluator use the framework to gather a preponderance of evidence on the SSPs' practice throughout the school year during the school or business day. This means that an SSP and evaluator could have evidence to support alignment under Not Meeting, Approaching, Effective or Distinguished for different indicators, but fall within one of these areas for the overall rating.

**The SSP GPS provides a holistic and comprehensive view of an SSP's practice by using the following multiple measures:**

- **50% Professional Practice**—measured by the role-specific Professional Practice framework
- **50% Student Outcomes**—measured by Student Learning Objectives

As part of an evaluation using the Professional Practice framework, SSPs should expect to participate in check-in conversations throughout the year (Beginning-of-Year, Mid-Year and End-of- Year), as well as in ongoing meaningful conversations based on observation and/or review of service delivery. The frequency of the latter may vary greatly based on an SSP's specific role, interaction with students and time in the building. Moreover, the observation and review process must be discussed and agreed upon during Beginning-of-Year   conversations.

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**BEGINNING-OF-YEAR CONVERSATIONS**

Beginning-of-Year Conversations are crucial in supporting SSPs throughout the entire year. These discussions set the stage for the supportive relationship between an SSP and his/her evaluator, as well as define expectations for the year to come. This conversation should focus on areas of strength and growth. The overall goal is to support SSPs in their professional development so they can meet the needs of DPS students.

**During this conversation, an SSP and his/her evaluator should discuss and agree upon:**

- The SSP's role, ensuring it is focused on areas of greatest potential student impact in relation to the school, caseload and/or time in building, and population served.
- Growth areas of focus for individual professional development.
- The definition of effective performance and what it looks like.
- How observation/data collection will be completed and documented.
- Timing and process for sharing feedback throughout the year in support of an SSP's ongoing professional growth.
- Student Learning Objectives (SLOs) for the year.

## MID-YEAR CONVERSATIONS

Mid-Year Conversations are an opportunity for employees to provide updates on the services being provided to students, and for evaluators to discuss preliminary ratings, feedback on effectiveness and concrete next steps on how to improve performance.

**This conversation should include the following:**

- Review of progress in relation to agreements made in Beginning-of-Year Conversations.
- Review of feedback on the SSP's performance using behaviors at the indicator level.
- Identification of any change in focus for an SSP due to environmental factors (e.g., student populations, building, etc.).
- Reflection on strengths, growth areas and next steps for the SSP's development, and discussion on how the evaluator can support continued growth throughout the year.
- Review of observations and data points collected to date, ensuring that they match the agreed-upon plan, and finalizing the plan for the remainder of the year.
- Review of progress based on SLOs.

**END-OF-YEAR CONVERSATIONS**

In End-of-Year Conversations, evaluators and SSPs should discuss strengths, progress in  growth areas, and data points that validate performance, along with the final overall rating. The conversation should also focus on clear and actionable next steps for professional learning opportunities, and on methods to improve performance in the coming year.

**This conversation should include the following:**

- Sharing feedback on an SSP's performance using behaviors at the indicator level (documented and provided to the SSP) and evidence collected throughout the year.
- Sharing ratings assigned at the expectation level based on evidence collected (documented in Infor HR).
- Reviewing SLO outcomes.
- Sharing an overall rating for the year (documented in Infor HR).
- Identifying strengths and growth areas for the SSP's development and actionable steps for future professional development.

End-of-Year SSP GPS ratings are granted at an expectation and overall level. However, evaluators should provide feedback for growth at an indicator level as this is the most actionable level for the SSP.

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*For reference throughout the document:*
*Communication is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.*
*Services may include speech-language assessments, case management, special education evaluations/re-evaluation process, special education eligibility, and student accommodation.*
*Diversity includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.*
*Resources can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on student needs.*

# DPS FRAMEWORK FOR EFFECTIVE SPEECH LANGUAGE PATHOLOGISTS (SLP)

| EXPECTATION | | INDICATOR |
|---|---|---|
| **Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible** | **1.A** | Leads, conducts, and completes a comprehensive multidisciplinary assessment which includes multiple sources of data, as well as family, student, and/or educator contributions that equitably identify presence or absence of a disability to establish special education eligibility. |
| | **1.B** | Demonstrates knowledge of effective services that reduce barriers to and support learning across the home, school, and community settings. |
| **Establishes a Safe, Inclusive and Respectful Learning Environment** | **2.A** | Demonstrates knowledge of, interest in and respect for diverse student communities and cultures in a manner that increases equity. |
| | **2.B** | Implements high, clear expectations for student behavior, including self-advocacy. |
| **Plans, Delivers and Monitors Services that Facilitate Learning** | **3.A** | Leads, case manages and designs IEPs to include multidisciplinary present levels, SMART goals, specialized instruction, LRE considerations, and viewpoints of all team members aligned with state and federal laws, DPS regulations and procedures, and the individual needs of students. |
| | **3.B** | Provides services and/or specially designed instruction aligned with state and federal laws, DPS regulations and procedures, and the individual needs of students. |

# DPS FRAMEWORK FOR EFFECTIVE SPEECH LANGUAGE PATHOLOGISTS (SLP)

| EXPECTATION | | INDICATOR |
|---|---|---|
| **Plans, Delivers and Monitors Services that Facilitate Learning** | **3.C** | Utilizes a data collection system to complete progress monitoring, adjust goals/plans, and design instruction to meet individual student needs. |
| | **3.D** | Supports and integrates appropriate available technology in services and/or specially designed instruction to maximize student outcomes. |
| **Reflects on Practice** | **4.A** | Demonstrates self-awareness, reflects on practice with self and others, and acts on feedback. |
| | **4.B** | Pursues opportunities for professional growth which contributes to student and school growth, and a culture of inquiry. |
| **Demonstrates Collaboration, Advocacy and Leadership** | **5.A** | Advocates for and engages students, families and the community in support of improved student achievement. |
| | **5.B** | Collaborates with school teams to positively impact student outcomes. |
| | **5.C** | Builds capacity among colleagues and demonstrates service to students, school, district and the profession. |

**Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.**

**KEY TO SYMBOLS:**    **READ:** ●    **OBSERVE:** ●    **INFORMATION LITERACY/TECHNOLOGY:** ●    **CONVERSATION:** ●

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**EXPECTATION:** Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible

**INDICATOR 1.A:** Leads, conducts, and completes a comprehensive multidisciplinary assessment which includes multiple sources of data, as well as family, student, and/or educator contributions that equitably identify presence or absence of a disability to establish special education eligibility.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Rarely reviews educational data with educators, families, and/or students to make decisions of whether or not to complete a special education evaluation. ● ● ●<br><br>• Selects general communication* assessments that rarely consider a student's developmental level, cultural backgrounds and/or identified area of concern in accordance with the CDE SLI Guidelines. | • Attends special education referral meetings to review educational data with educators, fami- lies, and/or students to make data-based decisions of whether or not to complete a special education evaluation. ● ● ●<br><br>• Selects formal and informal communication assessments to assess students' speech language skills in accordance to the CDE SLI guidelines. | • Effectively communicates with school-based team(s) to review educational data with educators, families, and/or students to make data-based decisions of whether or not to complete a special education evaluation. ● ● ● | In addition to "Effective":<br><br>1. Initiates and seeks out evidence based practices or creates and/ or implements an assessment approach to assess unique student needs and/or population through professional development, University, or Corporation.<br><br><br><br>*(Continued on next page)* |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Rarely conducts and completes comprehensive communication assessments evident through limited assessment data sources yielding a limited body of evidence to support the identification of presence or absence of a Speech or Language Impairment in accordance with the CDE SLI Guidelines. ●<br><br>• Rarely aligns communication assessment data to classroom performance ●<br><br>• No evidence of use of CCRS to support eligibility decisions.<br><br>• Reviews general communication assessment data to develop a basic interpretation of a student's strengths and/or weaknesses that present inadequate evidence of educational accessibility. | • Conducts and completes general communication assessments which include formal and/ or informal assessments to provide adequate evidence of presence or absence of a Speech or Language Impairment in accordance with the CDE SLI Guidelines. ●<br><br>• Inconsistently aligns communication assessment data to classroom performance. ●<br><br>• Inconsistently uses CCRS to support eligibility decisions.<br><br>• Analyzes communication assessment data to develop and document a developmental interpretation of overall students' communication strengths and weaknesses that contribute to or limit educational access. | • Completes comprehensive communication assessments which include multiple formal and/or informal assessments to provide a meaningful body of evidence, taking into consideration cultural background and factors to indicate presence or absence of a Speech or Language Impairment in accordance with the CDE SLI Guidelines. ●<br><br>• Golden thread: Aligns communication assessment data to classroom performance ●<br><br>• Uses Colorado Communication Rating Scales with fidelity in all areas assessed and makes appropriate qualification decisions ●<br><br>• Has a copy of the CCRS in their working file as a protocol ● | For Example:<br><br>• Participates with a Corporation or University to test a new version of a standardized communication assessment or evidence-based assessment approach and reports outcomes of test pilot and provides information of whether assessment contributes positively to students' speech-language assessments to the SLP department.<br><br>• Implements a created or sought out specialized assessment approach for unique students' needs. (e.g., assessment approaches for students who are DHH, nonverbal, and/or using ATRT).<br><br>**OR**<br><br>2. Purposefully mentors CFY and/or New Hire regarding the roles and responsibilities of a school based SLP as it relates to the entire referral and special education evaluation process from case management to writing the evaluation to meeting facilitation. |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Rarely leads and facilitates Initial Evaluation & Re-evaluation Meetings to include basic participation of team members, review of procedural safeguards, and review parts of developmental assessments results. ● ●<br><br>• Rarely case manages overall communication, special education paperwork and rarely finalizes Enrich documents within compliance deadlines.<br><br>• Presents a general description of communication evaluation results to family, student, and/ or educators that lacks a multimodal approach (e.g., Visuals, Therapy Examples, Bell Curves, etc.) and lacks family friendly language to support knowledge to all team members. ● ● | • Leads and facilitates Initial Evaluation and Re-evaluation Meetings to include some or all meeting participants as active contributors, educate & inform families of their procedural safeguards and review most or some components of the developmental assessment results. ● ●<br><br>• When given direction, case manages overall communication, special education paperwork, and occasionally finalizes Enrich documents within compliance deadlines.<br><br>• Inconsistently presents communication evaluation results to family, student and/or educators utilizing a multimodal approach (e.g., Visuals, Therapy Examples, Bell Curves, etc.) and family friendly language to support knowledge to all team members. ● ● | • Leads and facilitates Initial Evaluation and Re-evaluation Meetings to include all meeting participants as active contributors, educate & inform families of their procedural safeguards and review all developmental assessment results. ● ●<br><br>• Case manages overall communication, special education paperwork, and finalizes most Enrich documents within compliance deadlines.<br><br>• Consistently presents communication evaluation results to family, student, and/or educators utilizing a multimodal approach (e.g., Visuals, Therapy examples, bell curves, etc.) and family friendly language to support knowledge to all team members. ● ● | Referral & Evaluation Process Example Below:<br><br>• Scheduling Meeting<br>• Notice of Meeting<br>• Alignment to SLI Guidelines for equitable communication evaluation.<br>• Evaluation reports to reflect the Golden Thread & be data driven<br>• Leading Referral or Evaluation meetings<br>• Facilitating Referral or Evaluation meetings<br>• PWN<br>• Finalization<br><br><br>*(Continued on next page)* |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Reviews General special education assessment data with some team members within the special education assessment process ●● | ● Communicates and reviews multidisciplinary special education assessment data with some team members within the special education assessment process. ●● | | |
| **Staff, Student or Family Behaviors** | ● Students and/or families rarely or never participate in providing feedback regarding student's current present levels to contribute to the overall assessment results. ●● | ● Students and/or families occasionally participate in providing feedback regarding the student's current present levels to contribute to the overall assessment results. ●● | ● Students and/or families actively contribute their viewpoints of student's current present levels across settings to provide a further body of evidence to overall assessment results. ●● | **OR**<br><br>3. Multiple families across the SLP caseload provide valuable feedback regarding the entire assessment process (e.g., survey). SLP analyzes feedback and creates a plan based upon feedback that improves the assessment process for families. |

**Sources of Information:**
● 1:1 Coaching Conversations
● Case Management Paperwork
● Observe a meeting

**Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.**

**KEY TO SYMBOLS:**     **READ:** ●     **OBSERVE:** ●     **INFORMATION LITERACY/TECHNOLOGY:** ●     **CONVERSATION:** ●

**EXPECTATION:** Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible

**INDICATOR 1.B:** Demonstrates knowledge of effective **services** that reduce barriers to and support learning across the home, school, and community settings.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| Speech Language Pathologists (SLP) Behaviors | ● Rarely collaborates with families, students, educators, and/or community partners regarding students' overall profile (cultural, family history, attendance, behavior, medical needs, etc.). ●●● <br><br> ● Rarely makes decisions that acknowledge learning barriers, accommodations, and/or the least restrictive environment. ●●● | ● When given direction, collaborates with families, students, educators, and/or community partners regarding students' overall profile (cultural, family history, attendance, behavior, medical needs, etc.). | ● Consistently provides students access to academic materials with the use of proper accommodations including visual supports. <br><br> ● Participates in ongoing conversations to reduce learning barriers and provide appropriate accommodations across settings. | *In addition to "Effective":* <br><br> 1. Actively holds a position within a DPS committee or outside community committee to educate and provide knowledge of student special education considerations to reduce learning barriers for DPS students. <br><br> For Example: <br><br> ● Active member of one of the SLP Department Committees that directly works toward reducing students' learning barriers. (e.g., Language & Literacy Committee) <br><br><br> *(Continued on next page)* |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Rarely explains how to include basic communication** activities within home and/or school environments. ●●● <br><br> ● Rarely uses teacher feedback to modify communication skills, accommodations, and/or strategies in the classroom to meet the learning needs of the student. ●●● | ● Requires direction in order to make decisions that acknowledge learning barriers, accommodations, and/or the least restrictive environment. ●●● <br><br> ● When requested by a parent or teacher, SLP provides an explanation of how to include meaningful communication activities within home and/or school environments. ●●● <br><br> ● When given direction, SLP uses teacher feedback to modify communication skills accommodations and/or strategies in the classroom to meet the learning needs of the student. ●●●● | ● Participates in ongoing conversations to reduce learning barriers and provide appropriate accommodations across settings. ●●● <br><br> ● Provides resources and explanations of how to include meaningful communication activities within home and/or school environments. ●●● | ● Active member of an outside association related to communication disorders (e.g., Stuttering Group) that supports reduction of learning barriers for DPS students. <br><br> ● Community Based Committee (e.g., Special Education Advisory Committee in DPS) that supports reduction of learning barriers for DPS students. <br><br> ● An active participant on the MTSS Team through being the MTSS Chair or actively leads or co- leads MTSS Trainings to school community. <br><br> ● Active member of school-based committee dedicated to reducing student learning barriers (e.g., Cultural Equity Team). |

**Sources of Information:**
● 1:1 Coaching Conversations
● Samples of Instructional Tools
● Videos (e.g., Student, Therapy)
● E-mail Communication
● Meeting Notes

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**EXPECTATION:** Establishes a Safe, Inclusive and Respectful Learning Environment

**INDICATOR 2.A:** Demonstrates knowledge of, interest in and respect for diverse student communities and cultures in a manner that increases equity.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Has limited knowledge of evidenced-based practices and rarely incorporates practices (e.g., Sheltered English Instruction, experiential vocabulary, PECS, education in regards to disabilities, etc.) that align to students' cultural, linguistic and/or disability backgrounds to support respectful and equitable interactions. ● ● ●<br><br>● Aware of therapeutic tools and materials in services** that represent cultural and/or disability differences. ● ● ● | ● Has knowledge of and sometimes implements evidenced-based practices (e.g., Sheltered English Instruction, experiential vocabulary, PECS, education in regards to disabilities, etc.) that align to students' cultural, linguistic, and/ or disability backgrounds to support respectful and equitable interactions. ● ● ●<br><br>● Implements therapeutic tools and materials in services to promote equitable learning outcomes that represent cultural and/or disability differences for some students. ● ● ● | ● Utilizes Sheltered English instruction techniques to support English Language Learners. ● ● ●<br><br>● Utilizes Evidenced Based Practices ● ● ●<br><br>● Uses a variety of materials and resources appropriate to culture and disability. ● ● ● | *In addition to "Effective":*<br><br>1. Develops and leads a school-wide or parent group training related to culture and/or disability for equitable services to facilitate generalization of skills across most of the school settings and/or community settings.<br><br><br><br><br><br>*(Continued on next page)* |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
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| **Speech Language Pathologists (SLP) Behaviors** | | | | For Example:<br><br>● School-wide Brain Breaks<br>● Social Thinking<br>● Kids by Kids Stuttering<br>● Augmentative Communication*** Training<br>● As a result of the above trainings, staff, families, and/or students collaborate with SLP and implements trained equitable speech-language practices to facilitate generalization across most of the school, home, and/or community settings.<br><br>**OR**<br><br>2. The SLP is bilingual and uses the second language to support equitable speech language services for DPS students and to communicate with families.<br><br><br>*(Continued on next page)* |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Staff, Student or Family Behaviors** | • Students rarely share about their cultural and/or disability backgrounds through artifacts from home, interests, viewpoints, and/or personal experiences. ●●● <br><br> • Students rarely recognize or acknowledge the cultural differences and/or abilities of themselves or others ●● | • Some students share their cultural and/or disability background through artifacts from home, interests, viewpoints, and/or personal experiences. ●●● <br><br> • Students inconsistently recognize or acknowledge the cultural differences and/ or abilities of themselves or others. ●● | • Students demonstrate comfort in the therapeutic environment and are allowed to discuss personal interests. ●●● <br><br> • Students recognize the cultural differences and/or abilities of themselves or others. ●● | |

**Sources of Information:**
- 1:1 Coaching Conversations
- Samples of Instructional Tools
- Videos (e.g., Student, Therapy)
- E-mail Communication
- Meeting Notes

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**EXPECTATION:** **Establishes a Safe, Inclusive and Respectful Learning Environment**

**INDICATOR 2.B:** Implements high, clear expectations for student behavior, including self-advocacy.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Rarely incorporates basic routines and rituals which impact transitions. ● ● ● <br><br> ● Lacks use of instructional materials which distracts from instructional time. ● ● ● <br><br> ● Rarely implements behavior systems to reinforce expected behaviors. ● ● ● | ● Incorporates basic routines and rituals that may or may not be consistent to support transitions. ● ● ● <br><br> ● Sometimes uses instructional materials to maximize instructional time. ● ● ● <br><br> ● Implements behavior systems to reinforce expected behaviors that facilitate student engagement with some students. ● ● ● | ● Incorporates predictable rituals and routines to support positive transitions. ● ● ● <br><br> ● Utilizes a well-established behavioral management system and layers verbal with visual-based strategies to address student behavior that are proactive ● ● ● | *In addition to "Effective":* <br><br> 1.  SLP actively participates on a school- based committee that collaboratively analyzes prioritized needs specific to behavior and supports with leading implementation of school wide behavior curriculum. <br><br> **OR** <br><br><br><br> *(Continued on next page)* |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Lacks intentionality with response to inappropriate behaviors that considers student's cultural and/or special needs. ●● <br><br> • Rarely provides meaningful instruction to teach students to self- advocate across settings. ●● | • Inconsistent with purposeful response to inappropriate behaviors that considers student's cultural and/or special needs. ●● <br><br> • Inconsistently provides meaningful instruc- tion to teach students to self-advocate across settings. ●● | • Responds to inappropriate behaviors that consider students' cultural and/or special needs. ●● <br><br> • Provides opportunities for students to learn and demonstrate self-advocacy and problem solving skills that promote independence. ●●● | 2. Advocates and implements for alternative evidenced-based positive behavioral interventions for students with special education needs within the PBIS Team or MTTS Team to support positive interactions, communication*, and relationships with peers. <br><br> For Example: <br> • Zones of Regulation <br> • Social Thinking |
| **Staff, Student or Family Behaviors** | • Students rarely follow behavior expectations which interrupt speech-language instruction. ●● | • Students inconsistently follow behavior expectations which interrupt speech-language instruction, and with prompting can occasionally be redirected to appropriate learning behavior. ●● | • Students have access to established therapy rituals and routines ●● | |

**Sources of Information:**
- 1:1 Coaching Conversations
- Videos (e.g., Student, Therapy)
- E-mail Communication
- Meeting Notes

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**EXPECTATION:** Plans, Delivers and Monitors Services that Facilitate Learning

**INDICATOR 3.A:** Leads, case manages and designs IEPs to include multidisciplinary present levels, SMART goals, specialized instruction, LRE considerations, and viewpoints of all team members aligned with state and federal laws, DPS regulations and procedures, and the individual needs of students.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Rarely provides case management through scheduling, IEP meetings and rarely finalizes IEPs within compliance deadlines. ●●● <br><br> ● Rarely designs IEPs that include present levels with current data regarding speech-language skills ●● <br><br> ● Rarely considers, and/or documents family, student, and educational viewpoints within all components of the IEP. ●●● | ● Provides case management through scheduling IEP meetings, and finalizing some IEPs within compliance deadlines. ●●● <br><br> ● Designs IEPs that include present levels with current data regarding speech language skills and aligns to other educational present levels with some students. ●● | ● Provides quality case management and finalizes the majority of IEPs within compliance deadlines. ●●● <br><br> ● Designs IEPs that include specific data to indicate a student's current level of speech-language skills (both strengths & weaknesses) and documents academic impact. ●● | *In addition to "Effective":* <br><br> 1. Provides additional student support services that exceed the level of speech- language services outlined in the student IEPs to support the whole child. |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Lacks communication with family, student, and/or educational team to develop SMART goals and objectives. ●●● <br><br> • Develops basic goals and objectives that may or may not align to student present levels and Colorado Academic Standards. ●●● <br><br> • Rarely considers different LRE's to determine least restrictive learning environment. ●●● <br><br> • Lacks the ability to lead IEP meetings that include all required IEP participants, reviews procedural rights with families and reviews all components of the IEP.●●● <br><br> • Rarely presents IEP data to families, students, and/or educators that is understood by team members. ●●● | • Inconsistently considers and documents family, student, and educational viewpoints within some relevant components of the IEP.●●● <br><br> • SMART goals written but missing components. Inconsistently collaborates with family, student, and/or educational team to develop SMART goals & objectives. ●●● <br><br> • Inconsistently develops SMART goals and objectives that are transdisciplinary and/or directly correlate or align to other goals and objectives and to Colorado Academic Standards. ●●● <br><br> • Inconsistently communicates and collaborates with family, student, and/ or educational team to consider different LREs to determine least restrictive environment. ●●● | • Consistently considers and documents family, student, and educational viewpoints within all relevant components of the IEP. ●●● <br><br> • SLP consistently writes SMART goals and objectives that contain all components and align to Present levels and Colorado Academic Standards. ●●● <br><br> • Participates in collaborative discussions around LRE considerations and helps team consider more than one LRE. ● ●● <br><br> • Actively participates in IEP meetings according to DPS Guidelines. (i.e. procedural safeguards; reviewing all components of IEP, using family friendly language, providing visuals as needed. (procedural rights, and reviews all components of the IEP. ●●● | For Example: <br> • Home Visits <br> • Attends outside medical or clinical appointments with family and student. <br><br> **OR** <br><br> 2. Purposefully mentors CFY and/or New Hire regarding the roles and responsibilities of a school based SLP as it relates to the entire IEP process from case management to writing the IEP to meeting facilitation. <br><br> IEP Process example below: <br> • Scheduling Meeting <br> • Notice of Meeting <br> • Required IEP Components <br> • IEP reports to reflect the Golden Thread & be data driven <br> • Goals & Objective <br> • Leading IEP meetings <br> • Facilitating meetings <br> • PWN <br> • Finalization |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Rarely uses IEP template ● ● ●<br><br>• Rarely presents IEP data using family friendly language and sometimes uses a multi-modal approach (e.g. visuals, therapy examples, bell curves, etc.) to support understanding from colleagues, families, and students. ● ●<br><br>• Rarely demonstrates knowledge and application of professional and ethical responsibilities and abides by FERPA and ASHA requirements. ● | • Leads IEP meetings that incorporate some participants as active contributors, occasionally informs families of their procedural rights, and reviews some components of the IEP. ● ● ●<br><br>• Inconsistently uses IEP template ● ●<br><br>• Occasionally presents IEP data using family friendly language and sometimes uses a multi-modal approach (e.g. visuals, therapy examples, bell curves, etc.) to support understanding from colleagues, families, and students. ● ●<br><br>• Inconsistently demonstrates knowledge and application of professional and ethical responsibilities and abides by FERPA and ASHA requirements. ● | • Uses IEP template to ensure quality iEP development and build capacity between SpEd Department and school based teams ● ● ●<br><br>• Presents IEP data using family friendly language and sometimes uses a multi-modal approach (e.g. visuals, therapy examples, bell curves, etc.) to support understanding from colleagues, families, and students. ● ●<br><br>• Consistently demonstrates knowledge and application of professional and ethical responsibilities and abides by FERPA and ASHA requirements ● | **OR**<br><br>3. Multiple students and/or families across the SLP caseload provide valuable feedback regarding students' speech-language services (e.g., survey). SLP analyzes feedback and creates a plan based upon feedback that improves overall students' speech language services for families. |

**Sources of Information:**
● 1:1 Coaching Conversations
● Record Reviews
● Observe a meeting
● Case management Paperwork

**Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.**

**KEY TO SYMBOLS:**     **READ:** ●     **OBSERVE:** ●     **INFORMATION LITERACY/TECHNOLOGY:** ●     **CONVERSATION:** ●

**EXPECTATION:** Plans, Delivers and Monitors Services that Facilitate Learning

**INDICATOR 3.B:** Provides **services*** and/or specially designed instruction aligned with state and federal laws, DPS regulations and procedures, and the individual needs of students.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Therapy materials and activities are rarely rigorous and/or challenging ● ● ●<br><br>● Provides few trials/practice per session for students ● ● ●<br><br>● Develops and implements basic speech-language instruction. ● ● ●<br><br>● Inconsistently meets student IEP minutes ● ● | ● Therapy materials and activities are sometimes rigorous and/or challenging ● ● ●<br><br>● Inconsistently provides multiple trials/practice per session for students ● ● ●<br><br>● Usually meets student IEP minutes ● ●<br><br>● Attempts to follow and adjust therapy schedule based on student needs ●● | ● Utilizes therapy materials and activities that are rigorous and challenging ● ● ●<br><br>● Provides opportunities for multiple trials/practice per session that are equitable for all students and aligned to Best Practice. ● ● ●<br><br>● Consistently meets student IEP minute_ ● ● | *In addition to "Effective":*<br><br>1. SLP collaborates with a general education teacher or other SSP to plan consistent (regularly scheduled) targeted inclusionary instruction and/or co-teaches whole class or small group that includes other students who are "At risk" and receive speech language services. |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Rarely follows and/or adjusts therapy schedule based on student needs ●● ● <br><br> ● Limits discussions with educational team members to align speech- language services to curriculum based content and/or development of peer and adult relationships. ●● ● <br><br> ● Implements speech-language services that generically target or do not target student's IEP goals and objectives. ●● ● ● <br><br> ● Rarely accesses and has limited knowledge of a basic prompting hierarchy within speech-language services. ●● ● | ● Attempts to design and implement multi- modal speech-language instruction. ●● ● ● <br><br> ● Participates in discussions with some educational team members to attempt to plan and align speech-language services to curriculum based content and/or development of peer and adult relationships. ●● ● ● <br><br> ● Implements speech-language services that use the same or similar therapy tools to target overall student's IEP goals and objectives of the students in the group.* ●● ● <br><br> ● Demonstrates knowledge of and uses a basic prompting hierarchy within speech-language services. ●● ● | ● Follows and adjusts therapy schedule based on student needs. ●● ● <br><br> ● Designs and implements meaningful multimodal speech-language instruction that maximizes student time. ●● ● ● <br><br> ● Aligns speech- language services to curriculum-based content and/or grade level and/or developmental standards ●● ● ● ● <br><br> ● Implements speech-language services that are noticeably differentiated to meet individual student needs and IEP goals and objectives.. * ●● ● ● <br><br> ● Uses a variety of speech language tools to target the individual student's IEP goals and objectives. * ●● ● ● | For Example: <br> · Home Visits <br> · Attends outside medical or clinical appointments with family and student. <br><br> **OR** <br> 1. Student/s and SLP collaborate, plan, and integrate differentiated speech language services within the school setting, home setting, and/or community setting. <br><br> For Example: <br> ● Students create, with the SLP, a video to educate others of their disability. <br> ● Students create, with the SLP, a book in regards to their disability to use as a tool to educate staff and/or peers. |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | | | ● Implements a consistent scope and sequence of an evidence-based prompting hierarchy within speech/language services. ●●●● | |
| **Staff, Student or Family Behaviors** | ● Students (as appropriate to cognitive development) rarely select the speech-language skill that they want to target in speech-language therapy. ●●● | ● Students (as appropriate to cognitive development) occasionally select the speech-language skill that they want to target in speech-language therapy. ●●● | ● Students can articulate their goals in an age-appropriate way.. ●●● | |

**Sources of Information:**
● 1:1 Coaching Conversations
● Samples of Instructional Tools
● Videos (e.g., Student, Therapy)
● E-mail Communication
● Meeting Notes

**Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.**

KEY TO SYMBOLS:     READ: ●     OBSERVE: ●     INFORMATION LITERACY/TECHNOLOGY: ●     CONVERSATION: ●

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**EXPECTATION:** Plans, Delivers and Monitors Services that Facilitate Learning

**INDICATOR 3.C:** Utilizes a data collection system to complete progress monitoring, adjust goals/plans, and design instruction to meet individual student needs.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Rarely progress monitors and collects data that yield specific student performance. ●●● <br><br> ● Rarely changes therapy targets to address new student needs when goals and objectives have been met or when no progress has been made. ●●● <br><br> ● Rarely creates and provides basic progress reports to family, students and/or educational teams. ●●● | ● Attempts to select and use relevant developmental/age level progress monitoring and data collection tools that yield specific student data for some students. ●●● <br><br> ● Changes therapy targets to address new student needs when goals and objectives have been met or when no progress has been made. ●●● | ● Intentionally selects and uses relevant developmental/age level progress monitoring and data collection tools that yield specific student data for the majority of students. ●●● <br><br> ● Creates and provides timely, meaningful, and data-based progress reports containing multiple data points in Enrich to families, students, and/or educational teams. ●●● | *In addition to "Effective":* <br><br> 1. Collaborates with educators to select and implement mutual or complementary progress monitoring and/or benchmarking tools that align to curriculum- based measures to demonstrate student achievement. <br><br><br><br> |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Lacks collection of a body of evidence (e.g., data collection, work samples, language samples, etc.) of student progress. ● ●<br><br>● ezEdMed notes contain little or no data aligned with IEP goals/objectives per guideline frequency and/or does not have "plan" (continue goals) ● ●<br><br>● Students rarely have knowledge of or participate in progress monitoring. ● ● ● ● | ● Creates and provides basic progress reports to family, students and/or educational teams. ● ●<br><br>● When given direction, SLP attempts to collect a timely body of evidence (e.g., data collection, work samples, language samples, etc.) of student progress in students' working file. ● ●<br><br>● ezEdMed notes contain some data aligned with IEP goals/objectives per guideline frequency and may have "plan" (continue goals) ● ● | ● Collects, completes, and documents a timely body of evidence (e.g., data collection, work samples, language samples, etc.) of student progress in students' working file. ● ● ●<br><br>● Utilizes student performance data to determine whether they need to alter their therapeutic plan to increase progress toward goals.<br><br>● ezEdMed notes contain specific data aligned with IEP goals/objectives per guideline frequency and has "plan" (continue goals) ● ● ● ● | |
| | | | | *(Continued on next page)* |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Staff, Student or Family Behaviors** | ● Students rarely have knowledge of or participate in progress monitoring. ●●●● | ● Students occasionally participate in progress monitoring through collecting and reflecting on data, as appropriate to individual student <u>a</u>bilities. ●●●● | ● Students actively participate in progress monitoring through collecting and reflecting on data, as appropriate to individual student abilities ●● <br><br>● Students are making consistent growth toward their goals and/or objectives. <br><br>● Students express feedback to SLP on their personal performance and/or takes own data ●●● | **OR** <br><br>2. Students demonstrate knowledge and collaborate with others (e.g., parents, teachers, other service providers) in regards to performance on goals and objectives to support development of functional student outcomes. |

**Sources of Information:**
- 1:1 Coaching Conversations
- Samples of Instructional Tools
- Videos (e.g., Student, Therapy)
- E-mail Communication
- Meeting Notes

**Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.**

**KEY TO SYMBOLS:**     **READ:** ●     **OBSERVE:** ●     **INFORMATION LITERACY/TECHNOLOGY:** ●     **CONVERSATION:** ●

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**EXPECTATION:** Plans, Delivers and Monitors Services that Facilitate Learning

**INDICATOR 3.D:** Supports and integrates appropriate available technology in **services*** and/or specially designed instruction to maximize student outcomes.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Resists collaboration with student, family, and/or educators to embed the use of technology. ● ● ● ●<br><br>● Does not access or use technology (e.g., computer, smart board, smart phone, iPad, Learning Ally, etc.) as an instructional method. ● ● ● | ● Attempts collaboration with student, family, and/or educators to embed the use of technology in the school and/or home setting. ● ● ● ●<br><br>● Attempts to access and occasionally uses technology (e.g., computer, smart board, smart phone, iPad, Learning Ally, etc.) as an instructional method to support targeted instruction. ● ● ● | ● Consistently accesses and frequently uses technology as an instructional method to support targeted instruction (e.g., computer, smart board, smart phone, iPad, Learning Ally, etc.) ● ● ●<br><br>● Independently uses necessary technology including Webmail, Google Drive, SEAS referrals, special education website, multicultural website, Learning Space, ezEdMed, Enrich. SLO application ● ● ● | 1. *In addition to "Effective":*<br><br>2. Actively participates within committees and/ or professional development associated with technology and leads training to support SLP department, classroom, or school community use of technology. |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Does not use technology (e.g., e- mails, e-newsletters, Google, Skype, etc.) to communicate with staff, students, and families regarding speech-language services. ●●● | • Demonstrates willingness to use technology (e.g., e-mails, e-newsletters, Google, Skype, etc.) to communicate with staff, students, and families regarding speech- language services. ●●●● | • Provides training to students on appropriate use of technology to support student learning and/or communication. ●●●● | **OR**<br><br>2.Creates and develops a Google speech- language website or online newsletter for teachers, students, and/or families to access therapy plans, speech language resources, curricular information, and/or blogs. |
| | • Does not utilize technology to access online resources (i.e, DPS Speech Language website, SEAS, Teachers Pay Teachers, etc.). | • Needs intentional support to utilize technology to access online resources (i.e., DPS Speech Language website, SEAS, Teachers Pay Teachers, etc.). ●●● | | |
| | • Does not provide training to students on appropriate use of technology to support student learning and/or communication. ●● | • Needs intentional support to provide training to students on appropriate use of technology to support student learning and/or communication. ●● | | |

**Sources of Information:**
- 1:1 Coaching Conversations
- Samples of Instructional Tools
- Videos (e.g., Student, Therapy)
- E-mail Communication
- Meeting Notes

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**EXPECTATION:** Reflects on Practice

**INDICATOR 4.A:** Demonstrates self-awareness, reflects on practice with self and others, and acts on feedback.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Rarely acknowledges Team Lead, Principal, DPS Admin, and/or Colleague Feedback and resists change to future service planning delivery. ●●<br><br>• Rarely responds to feedback given by Team Lead, Principal, Colleagues, and/ or DPS Admin and resists changes to professional behavior. ●● | • Acknowledges Team Lead, Principal, DPS Admin, and/or Colleague Feedback and attempts to make positive changes to drive future service planning and delivery. ●●<br><br>• Acknowledges feedback given by Team Lead, Principal, Colleagues, and/or DPS Admin and attempts positive change to professional behavior. ●● | • Takes steps to reflect and actively respond to Team Lead, Principal, DPS Admin, and/or Colleague Feedback to drive future service planning and delivery. ●●<br><br>• Responds to feedback given by Team Lead, Principal, Colleagues, and/or DPS Admin and demonstrates positive change to professional behavior. ●● | *In addition to "Effective":*<br><br>1. Creates and gives an SLP effectiveness tool(s) (e.g., survey) to families, students, and/or educators to provide feedback regarding SLP's service within the school community and to support the development of a service delivery improvement plan.]\'p<br><br><br><br>*(Continued on next page)* |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Rarely reflects on his/her biases and perceptions which negatively impacts students. ● ●<br><br>• Rarely responds to emails and other communication attempts in a timely manner ● ●<br><br>• Rarely takes ownership of difficult issues. ● ● | • Acknowledges his/her biases and perceptions and attempts to mitigate the negative impact on students. ● ●<br><br>• Attempts to respond to emails and other communication attempts in a timely manner ● ●<br><br>• Upon request and given support reluctantly takes ownership of difficult situations. ● ● | • Consistently responds to emails and other communication attempts in a timely manner. ●<br>●<br><br>• Actively takes ownership of difficult issues through collaborative and restorative practices. ● ● | • Actively pursues learning opportunities regarding culturally responsive practices. |

**Sources of Information:**
- 1:1 Coaching Conversations
- Leadership Feedback

**Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.**

**KEY TO SYMBOLS:**   **READ:** ●   **OBSERVE:** ●   **INFORMATION LITERACY/TECHNOLOGY:** ●   **CONVERSATION:** ●

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**EXPECTATION:** Reflects on Practice

**INDICATOR 4.B:** Pursues opportunities for professional growth which contributes to student and school growth, and a culture of inquiry.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Rarely takes ownership of professional learning needs that support professional growth. ● ● ●<br><br>● Rarely attends or participates in professional learning activities within the school, district and/or other organizations. ● ● | ● With guidance, takes ownership of professional learning needs by identifying learning opportunities that support professional growth. ● ● ●<br><br>● Given guidance and direction, attends and participates in professional learning activities within the school, district and/or other organizations. ● ● | ● Takes ownership of professional learning needs by self-identifying learning opportunities that support professional growth. ● ● ●<br><br>● Attends and actively participates in professional learning activities within the school, district and/or other organizations. ● ● | *In addition to "Effective":*<br><br>1. Creates and leads cultural competence practice among SLPs, educators, and/ or families (e.g., training for families to build competence with low tech &/or high tech augmentative systems of how to use and apply at home or within the community).<br><br><br><br>*(Continued on next page)* |

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | • Rarely shares or implements the knowledge gained from professional learning activities within the school, district and/or other organizations aligned to the DPS Shared Core Values. ●●● <br><br> • Rarely designs and does not implement professional development goals from options provided to positively influence student, school, and/or district outcomes. ●●● | • Shares the knowledge gained from professional learning activities within the school, district and/or other organizations aligned to the DPS Shared Core Values. ●●● <br><br> • Designs and reflects on strategies to implement but does not meet professional development goals from areas considered and/or discussed to positively influence student, school, and/or district outcomes. ●●● | • Actively implements  from professional learning activities within the school, district and/or other organizations aligned to the DPS Shared Core Values. ●●● <br><br> • Designs, implements and meets prioritized professional development goals for the current school year aligned to best practice to positively influence student, school, and/or district outcomes. ●● ● | **OR** <br><br> 2. Facilitates and leads a culture of improvement within the school community and/or SLP department through leading an educational approach supported by research that influences positive student outcomes. <br><br> • shares knowledge gained through professional learning opportunities. <br><br> For Example: <br> • Research-based approaches from universities which directly target Language and Literacy skills that improve progress monitoring and intervention planning for DPS students. |

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**Sources of Information:**
- 1:1 Coaching Conversations
- Reflections
- Leadership Feedback

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**KEY TO SYMBOLS:**   **READ:** ●    **OBSERVE:** ●    **INFORMATION LITERACY/TECHNOLOGY:** ●    **CONVERSATION:** ●

**EXPECTATION: Demonstrates Collaboration, Advocacy and Leadership**
**INDICATOR 5.A:** Advocates for and engages students, families and the community in support of improved student achievement.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Does not establish rapport with families, students, and colleagues to create an equitable, collaborative, and restorative culture. ●● <br><br> ● Does not utilize differentiated communication* methods that meet the needs of families, students, colleagues, and/ or outside providers. ●●● <br><br> ● Does not provide speech-language activities and/or strategies to support learning in home and/or in community settings. ●●● | ● Selectively establishes rapport with families, students, and colleagues to create an equitable, collaborative, and restorative culture. ●● <br><br> ● Attempts to develop differentiated communication methods that meet the needs of some families, students, colleagues, and/or outside providers. ●●● <br><br> ● Inconsistently provides speech-language activities and/or strategies to support learning in home and/or in community settings. ●●● | ● Consistently establishes and maintains positive rapport with families, students, and colleagues to create an equitable, collaborative, and restorative culture. ●● <br><br> ● Develops and implements differentiated communication methods to meet the needs of the majority of families, students, colleagues, and/or outside providers. ●●● | *In addition to "Effective":* <br><br> 1. Facilitates connections between the school, family, and/or community associations or committees to establish relationships and to initiate communication with external resources** to provide support within the community <br><br><br><br> *(Continued on next page)* |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | | | ● Provides and educates the majority of families and/or students of speech-language activities or strategies to support learning in home and/or in community settings. | For Example:<br>● Specials Olympics<br>● Community Libraries<br>● Special Education Advisory Committee<br>● Fluency Support Groups<br>● Down Syndrome Association |
| **Staff, Student or Family Behaviors** | ● Students and/or families do not seek out SLP with questions and/or concerns  regarding communication. ●●●<br><br>● Educators rarely seek out SLP for education and/or support regarding student concerns, curriculum approach, and/or instructional strategies. ●●● | ● Some students and/or families seek out SLP with questions and/or concerns regarding communication.  ●<br>●●<br><br>● Some educators seek out SLP for education and/or support regarding student concerns, curriculum approach, and/or instructional strategies. ●●● | ● Many students and/or families seek out SLP with questions and/or concerns regarding communication. ●●●<br><br>● Many educators seek out SLP for education and/or support regarding student concerns, curriculum approach, and/or instructional strategies. ●●● | |

**Sources of Information:**
● 1:1 Coaching Conversations
● Colleague feedback
● E-mail Communication
● Meeting Notes
● Leadership Feedback

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**Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.**

**KEY TO SYMBOLS:**     **READ:** ●     **OBSERVE:** ●     **INFORMATION LITERACY/TECHNOLOGY:** ●     **CONVERSATION:** ●

**EXPECTATION:** Demonstrates Collaboration, Advocacy and Leadership

**INDICATOR 5.B:** Collaborates with school teams to positively impact student outcomes.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Rarely attends team meetings (e.g., special education team meetings, MTSS meetings, etc.) to make educational decisions and recommendations for students. ● ● ●<br><br>● Rarely collaborates, communicates, and implements school and district expectations and procedures that align with the DPS Shared Core Values. ● ● ● | ● Attends and participates in some team meetings (e.g., special education team meetings, MTSS meetings, etc.) to make basic educational decisions and recommendations for students. ● ● ●<br><br>● Occasionally collaborates, communicates, and implements school and district expectations and procedures that align with the DPS Shared Core Values. ● ● | ● Consistently attends and contributes to team meetings (e.g., special education team meetings, MTSS meetings, etc.) to make intentional educational decisions and recommendations for students. ● ● ●<br><br>● Actively collaborates, communicates, and implements school and district expectations and procedures (e.g., progress reports, collaborative goals, IEP template, Special Education calendar) ● ● ● | *In addition to "Effective":*<br><br>1. Creates and develops a speech-language referral system to collect and analyze data to determine the effectiveness of the current speech-language referral process.<br><br>**OR**<br><br>2. Analyzes speech-language referral data to drive positive procedural changes to school-wide systems.<br><br><br>*(Continued on next page)* |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | ● Rarely works to build a positive and collaborative environment within the school communities and/or SLP department. ●● <br><br> ● Rarely works positively to follow and complete district processes and requirements within requested timelines. (EzEdMed, SLO submission, caseload updates, etc). ●●● | ● Occasionally works to build a positive environment within the school communities and/or SLP department. ●● <br><br> ● With intentional support, works to follow and complete district processes and requirements within requested timelines (e.g., Ezedmed, SLO submission, caseload updates. etc.). ●●● | ● Consistently works to build a positive and collaborative environment within the school communities and/or SLP department. ●● <br><br> ● Works collaboratively and positively to follow and complete district processes and requirements within requested timelines (e.g., Ezedmed, SLO submission, caseload updates, etc). ●●● | |

**Sources of Information:**
● 1:1 Coaching Conversations
● Colleague feedback
● E-mail Communication
● Meeting Notes
● Leadership Feedback

**Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.**

**KEY TO SYMBOLS:**     **READ:** ●     **OBSERVE:** ●     **INFORMATION LITERACY/TECHNOLOGY:** ●     **CONVERSATION:** ●

**EXPECTATION:** Demonstrates Collaboration, Advocacy and Leadership

**INDICATOR 5.C:** Builds capacity among colleagues and demonstrates service to students, school, district and the profession.

| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| Speech Language Pathologists (SLP) Behaviors | • Rarely collaborates with school and peer teams to provide training in his/her professional role when requested (e.g. sped team meetings, MTSS, department committees, etc.). ●●● .<br><br>• Rarely provides resources* to colleagues in areas of speech language practice. ●●● | • Collaborates with some school and peer teams to provide training in his/her professional role with support and guidance (e.g. sped team meetings, MTSS, department committees, etc.). ●●●<br><br>• Provides general resources to colleagues in areas of speech language practice. ●●● | • Initiates leadership through collaboration with school and peer teams to provide training in his/her professional role (eg: sped team meetings, MTSS, department committees, etc.). ●●●<br><br>• Seeks out and/or engages new and veteran colleagues in communities of practice within specific areas of expertise to improve professional practice ● ●● | *In addition to "Effective":*<br><br>1. Models effective roll out of school and/ or district initiatives in collaboration with leadership team to design, implement and/or improve upon systems to affect school change.<br><br>For Example:<br><br>• SLP Student Outcomes Team<br>• CSC<br>• SLT<br><br><br>*(Continued on next page)* |

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| Observable Evidence | NOT MEETING | APPROACHING | EFFECTIVE | DISTINGUISHED |
|---|---|---|---|---|
| **Speech Language Pathologists (SLP) Behaviors** | | | ● Actively takes ownership of difficult issues through collaborative and restorative practices. 🔴🟣🟢 | **OR**<br><br>2. Takes an active role within a special interest group, local universities, state association, etc. to lead, educate and/or support the SLP department with current speech-language practice issues and ideas.<br><br>For Example:<br><br>• SLAC<br>• CSHA<br>• CDE Interest Groups |

**Sources of Information:**
- 1:1 Coaching Conversations
- Colleague feedback
- E-mail Communication**
- Meeting Notes
- Leadership Feedback