

CITE 2013 - Speech Language Pathologist

<b>Standard 1 - OUTCOMES: Speech Language Pathologist (SLP) selects IEP goals to support World Class Outcomes.</b>
<b>1.1 SLP selects differentiated IEP goals aligned to World Class Outcomes (GVC and 4Cs) including Access Skills (communication, problem solving, decision making, organization, intra/inter personal skills, and self-advocacy) and Post-Secondary Skills (independence, community, socialization, vocational, and higher learning).</b>
(4) 91- 100% of the time (3) 80-90% (2) 51-79% (1) < 50%
<b>1.2 SLP selects IEP goals aligned to World Class Outcomes that integrate content into other disciplines.</b>
4 Point Matrix
<b>HE:</b> SLP demonstrates thorough application of the developmentally appropriate World Class Outcomes (IEP goals) that are naturally integrative with all content areas, including literacy and numeracy, (general education, OT, Mental Health) based on the student's communication, cognitive, social-emotional, academic and developmental level.
<b>* World Class Target Prerequisite: Backward Planning (1 of 3)</b>
<b>E:</b> SLP demonstrates knowledge of the developmentally appropriate World Class Outcomes (IEP goals) that are naturally integrative with other content areas, including literacy and numeracy, based on the student's communication, cognitive, social-emotional, academic and developmental level.
<b>PE:</b> SLP selects World Class Outcomes (IEP goals) that have connections to other content areas.
<b>I:</b> SLP selects World Class Outcomes (IEP goals) that have minimal connections to other content areas.
<b>1.3 SLP evaluates assessment data to select (or amend) IEP goals that align to World Class Outcomes.</b>
4 Point Matrix
<b>HE:</b> SLP evaluates assessment information and works collaboratively with students, families and/or colleagues (general education and special education) to select or refine goals that align with the Douglas County GVCs and/or access skills/post-secondary skills, identified in stage 1 of backward planning.
<b>E:</b> SLP evaluates assessment information and works collaboratively with special education teammates to create appropriate goals that align with the Douglas County GVCs and/or access skills/post-secondary skills during stage 1 of backward planning.
<b>PE:</b> SLP uses some data to select goals that are independent of Douglas County GVCs and/or access skills/post-secondary skills.
<b>I:</b> SLP incorrectly interprets assessment information to select IEP goals.
<b>1.4 SLP integrates 21<sup>st</sup> century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) when selecting IEP goals, where authentic.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
<b>HE:</b> SLP naturally integrates one or more 21 <sup>st</sup> century skills and works collaboratively with students, families and/or colleagues (general education, special education, and outside specialists) in the student's IEP during stage 1 of backward planning.
<b>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (1 of 4)</b>
<b>E:</b> SLP plans for the natural integration of one or more 21 <sup>st</sup> century skills in student's IEP during stage 1 of backward planning.
<b>PE:</b> SLP includes 21 <sup>st</sup> century skills in student's IEP.
<b>I:</b> SLP makes no effort to include 21 <sup>st</sup> century skills in student's IEP.
<b>Standard 2 – Assessment: Speech Language Pathologist (SLP) uses performance assessments that inform practice and decision making to advance student learning.</b>
<b>2.1 SLP uses a balanced assessment approach including formative, interim, and summative assessments that provide student appraisal toward IEP goals.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
<b>HE:</b> SLP selects/creates a variety of formative, interim and summative assessments/tasks through collaboration with student and multidisciplinary team that determine eligibility, monitor student progress, provides an appraisal at benchmarks toward mastery, and/or provides a comprehensive performance demonstration of mastery of IEP goals during stage 2.
<b>E:</b> SLP uses formative, interim and summative assessments/tasks that determine eligibility, monitor student progress, provides an appraisal at benchmarks toward mastery, and/or provides a comprehensive performance demonstration of mastery of IEP goals during stage 2
<b>PE:</b> SLP uses a limited scope of assessments/tasks and/or demonstrates limited knowledge of eligibility and/or performance criteria.
<b>I:</b> SLP uses a limited scope of assessments/tasks and/or inappropriately determines eligibility and/or performance criteria.
<b>2.2 SLP evaluates student growth from a balanced assessment system (BAS) to measure student mastery of IEP goals.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
<b>HE:</b> SLP evaluates student growth from a balanced assessment approach, including a variety of formative, interim and summative assessments/tasks, personalized to students' need(s) to measure student mastery and/or progress toward goals and generalization of skills (transfer of skill among settings).
<b>E:</b> SLP evaluates student growth from balanced assessment approach, including formative, interim and summative assessments/tasks, personalized to students' need(s) to measure student mastery and/or progress toward goals.
<b>PE:</b> SLP uses assessments/tasks at grading periods and/or IEP reviews to monitor student progress.
<b>I:</b> SLP uses limited assessments/tasks to monitor student progress.

<b>2.3 SLP provides students, families, and teachers with specific, timely and personalized feedback on progress toward goals.</b>
4 Point Matrix
<p><b>HE:</b> SLP collaborates with students and multidisciplinary team to facilitate personalized feedback that provides the learner with actionable information on progress toward mastery of IEP goals through analysis of balanced assessment data from formative, interim, and summative assessments.</p> <p><i>* World Class Target Prerequisite: Authentic Assessment (2 of 4), Student Engagement (1 of 2)</i></p> <p><b>E:</b> SLP facilitates feedback to students and stakeholders (parents/guardians, teachers, administration, outside specialists) on their progress toward mastery of IEP goals from formative, interim, and summative assessments.</p> <p><b>PE:</b> SLP provides feedback to students and stakeholders (parents/guardians, teachers, administration, outside specialists) per special education law.</p> <p><b>I:</b> SLP provides minimal, generic, or no feedback to students and stakeholders.</p>
<b>2.4 SLP demonstrates knowledge of cultural and linguistic diversity.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p><b>HE:</b> SLP demonstrates advanced knowledge of and acts as a resource to colleagues regarding:</p> <ul style="list-style-type: none"> <li>• Ethical evaluation of ELL students, (including use of assessment tools, interpreters and considerations for arranging assessments in languages other than English)</li> <li>• Cultural and linguistic diversity</li> <li>• Differential identification of language differences versus disorders</li> <li>• Appropriately interprets assessment findings</li> <li>• Accurately applies eligibility rules</li> </ul> <p><b>E:</b> SLP demonstrates knowledge of</p> <ul style="list-style-type: none"> <li>• Ethical evaluation of ELL students, (including use of assessment tools, interpreters and considerations for arranging assessments in languages other than English)</li> <li>• Cultural and linguistic diversity</li> <li>• Differential identification of language differences versus disorders</li> <li>• Appropriately interprets assessment findings</li> <li>• Accurately applies eligibility rules</li> </ul> <p><b>PE:</b> SLP demonstrates limited understanding of factors affecting appropriate evaluation of culturally and linguistically diverse students.</p> <p><b>I:</b> SLP assesses ELL students without regard to appropriate consideration of linguistic and cultural differences and/or ethical consideration. Inappropriately interprets assessment findings and/or eligibility rules.</p>
<b>2.5 SLP uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>
4 Point Matrix
<p><b>HE:</b> SLP collaborates with students and multidisciplinary team to develop/identify personalized, performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics, and evident through student-determined demonstrations of learning.</p> <p><i>* World Class Target Prerequisite: Authentic Assessment (3 of 4)</i></p> <p><b>E:</b> SLP creates or selects performance assessments/tasks that allow students to demonstrate expertise in the 4 Cs, as articulated in all 4 Cs rubrics.</p> <p><b>PE:</b> SLP creates or selects performance assessments/tasks that allow students to demonstrate expertise in some of the 4 Cs, as articulated in the 4 Cs rubrics.</p> <p><b>I:</b> SLP does not measure student understanding of the 4 Cs.</p>
<b>2.6 SLP uses performance assessments/tasks that require students to demonstrate 21<sup>st</sup> century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where authentic.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p><b>HE:</b> SLP collaborates with students and multidisciplinary team to develop/identify and use personalized performance assessments/tasks that allow students to demonstrate expertise in all relevant 21<sup>st</sup> century skills by establishing measurement standards that include specific criteria for each level of performance.</p> <p><i>* World Class Target Prerequisite: Authentic Assessment (4 of 4), 21<sup>st</sup> Century Skills (2 of 4)</i></p> <p><b>E:</b> SLP creates or selects performance assessments/tasks that measure all relevant 21<sup>st</sup> century skills by establishing measurement standards that include specific criteria for each level of performance.</p> <p><b>PE:</b> SLP creates or selects performance assessments/tasks that measure some of the relevant 21<sup>st</sup> century skills with measurement standards that include specific criteria for each level of performance.</p> <p><b>I:</b> SLP does not measure student understanding of the 21<sup>st</sup> century skills.</p>
<b>Standard 3 – INSTRUCTION: Speech Language Pathologist (SLP) plans, delivers, and/or oversees effective specialized instruction to facilitate achievement of World Class Outcomes (IEP goals) for students.</b>
<b>3.1 SLP uses a backward planning format to facilitate student mastery of IEP goals.</b>
4 Point Matrix
<p><b>HE:</b> SLP personalizes the planning process and/or supports multidisciplinary team to personalize the planning process in the selection of enduring understandings, essential questions, and World Class Outcomes (IEP goals) based on students' individual needs. Next, in stage 2, the SLP selects differentiated performance assessments and/or supports multidisciplinary team in the selection of differentiated performance assessments to measure student mastery of the World Class Outcomes (IEP goals) in stage 1. Finally, in stage 3, the SLP constructs personalized learning opportunities and/or supports multidisciplinary team in constructing personalized learning opportunities that facilitate student mastery of the World Class Outcomes (IEP goals) identified in stage 1. All IEP goals are taught in backward planned units.</p>

<b>* World Class Target Prerequisite: Backward Planning (3 of 3)</b>
<b>E:</b> SLP begins the planning process and/or supports multidisciplinary team with the planning process in the selection of enduring understandings, essential questions, and developmentally appropriate World Class Outcomes (IEP goals). Next, in stage 2, the SLP selects performance assessments and/or supports multidisciplinary team in the selection of performance assessments to measure student mastery of the World Class Outcomes (IEP goals) in stage 1. Finally, in stage 3, the SLP constructs learning opportunities and/or supports multidisciplinary team in constructing learning opportunities that facilitate student mastery of the World Class Outcomes (IEP goals) identified in stage 1.
<b>PE:</b> SLP's instructional design includes some components of backward planning.
<b>I:</b> SLP does not consistently demonstrate thoughtful planning.
<b>3.2 SLP uses data to plan World Class Learning Opportunities.</b>
4 Point Matrix
<b>HE:</b> SLP collaborates with students, families, and/or colleagues to review available formative, current interim and summative data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students and facilitate the mastery of IEP goals, and improve SLP practice.
<b>E:</b> SLP uses available formative, current interim and summative data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students and facilitate the mastery of IEP goals, and improve SLP practice.
<b>PE:</b> SLP constructs learning opportunities that may be independent of available summative, interim, and formative assessment results.
<b>I:</b> SLP uses limited data to drive learning opportunities.
<b>3.3 SLP facilitates differentiated learning opportunities for students to master IEP goals.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SLP collaborates with students and/or multidisciplinary team to develop personalized, sustainable learning opportunities, accounting for intra and inter personal factors including reciprocal aspects of home, school, and community, which impact the student's learning and social experience, and uses this information to reduce barriers to learning, and maximize progress towards mastery of IEP goals. Evidence of differentiation in instruction for all students is observed in practice.
<b>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</b>
<b>E:</b> SLP develops sustainable learning opportunities, accounting for intra and inter personal factors including reciprocal aspects of home, school, and community, which impact the student's learning and social experience, and uses this information to reduce barriers to learning, and maximize progress towards mastery of IEP goals. Evidence of differentiation in instruction for all students is observed in classroom practice.
<b>PE:</b> SLP offers students learning opportunities with some consideration of student needs or barriers.
<b>I:</b> SLP offers students one learning opportunity, with no consideration of student needs or barriers.
<b>3.4 SLP facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to access World Class Outcomes as appropriate.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SLP collaborates with students, families, and/or colleagues to facilitate learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create as appropriate to the student's developmental level.
<b>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</b>
<b>E:</b> SLP facilitates learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create as appropriate to the student's developmental level.
<b>PE:</b> SLP facilitates learning opportunities that require students to know, understand, and apply information and skills, as appropriate to the student's developmental level.
<b>I:</b> SLP facilitates learning opportunities that require students to memorize and recall information.
<b>3.5 SLP facilitates learning opportunities that engage all students.</b>
4 Point Matrix
<b>HE:</b> SLP collaborates with students to facilitate challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.
<b>* World Class Target Prerequisite: Student Engagement (1 of 2), Sustainable Learning (3 of 4)</b>
<b>E:</b> SLP facilitates challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.
<b>PE:</b> SLP facilitates sustainable learning opportunities for students.
<b>I:</b> SLP facilitates activities.
<b>3.6 SLP creates learning opportunities for all students to use World Class Tools to facilitate access to and progress towards World Class Outcomes through IEP goals.</b>
4 Point Matrix
<b>HE:</b> SLP collaborates with students to develop/identify learning opportunities for all students to use technology-based, World Class Tools to engage in personalized, sustainable learning strategies and demonstrate mastery of IEP goals and generalization of skills (transfer of skill among settings).
<b>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</b>
<b>E:</b> SLP facilitates learning opportunities for all students to use technology-based, World Class Tools to engage in personalized, sustainable learning strategies and demonstrate mastery of IEP goals and generalization of skills (transfer of skill among settings).
<b>PE:</b> SLP uses technology to facilitate instruction and provides opportunities for students to use technology in the classroom.

I: SLP and student use of technology is limited.
<b>3.7 SLP creates learning opportunities for students to make progress towards 21<sup>st</sup> Century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: SLP collaborates with students, families, and/or colleagues to facilitate differentiated learning opportunities for each student to develop 21 <sup>st</sup> century skills. <i>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (4 of 4)</i>
E: SLP naturally integrates learning opportunities for students to develop 21 <sup>st</sup> century skills.
PE: SLP provides learning opportunities for students to develop 21 <sup>st</sup> century skills where authentic.
I: SLP provides isolated events or activities on 21 <sup>st</sup> century skills that are not connected to other learning.
<b>3.8 SLP facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>
4 Point Matrix
HE: SLP collaborates with students and multidisciplinary team to facilitate differentiated learning opportunities, with clear learning objectives, and/or supports teacher collaboration with students to facilitate differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills) <i>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (3 of 4)</i>
E: SLP naturally integrates differentiated learning opportunities, with clear learning objectives, for each student and/or collaborates with teachers to naturally integrate differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
PE: SLP provides learning opportunities for students and/or collaborates with teachers to provide learning opportunities for students to develop the 4 Cs (creativity, communication, collaboration, and critical thinking skills).
I: SLP provides isolated events or activities on the 4 Cs.
<b>3.9 SLP demonstrates content-area expertise in the domain of Speech-Language Pathology while facilitating student mastery of IEP Goals.</b>
4 Point Matrix
HE: SLP demonstrates expertise and independently seeks further knowledge in relevant research and current practice in communication disorders (articulation, fluency, voice, receptive/expressive/social language, assistive technology, dual language learning) by accurately responding to student and/or stakeholder questions, anticipating common misconceptions or misunderstandings and by applying it to student's current developmental stage. <i>* World Class Target Prerequisite: Leadership (1 of 4)</i>
E: SLP demonstrates knowledge of relevant research and current practice in communication disorders.
PE: SLP demonstrates a superficial understanding of relevant research and current practice in communication disorders.
I: SLP demonstrates a lack of knowledge of relevant research and current practice in communication disorders.
<b>3.10 SLP demonstrates knowledge of literacy development.</b>
4 Point Matrix
HE: SLP demonstrates advanced knowledge of the interconnectedness of reading, writing, speaking and listening. SLP collaborates with colleagues (general education and special education) to further their understanding of this relationship.
E: SLP demonstrates a working knowledge of literacy development in reading, writing, speaking, and listening.
PE: SLP demonstrates limited knowledge of literacy development in reading and writing.
I: SLP doesn't understand connection between literacy and speech/language.
<b>Standard 4 – Culture and Climate: Speech Language Pathologist (SLP) supports and/or establishes an inclusive, respectful, and restorative learning environment for a diverse population of students.</b>
<b>4.1 SLP models and collaborates with students and/or stakeholders to create and/or support an environment that is safe.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: SLP models and collaborates with student and/or stakeholders to establish and/or support an environment that is both physically and emotionally safe, and predictable at the individual, classroom, school-wide and/or community level. <i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i>
E: SLP facilitates an environment that is both physically and emotionally safe, and predictable at the individual, classroom, and school-wide level.
PE: SLP presents an environment that is physically and emotionally safe, and predictable at the individual, classroom, and school-wide level.
I: SLP inconsistently supports an environment that is physically and emotionally safe.
<b>4.2 SLP facilitates opportunities for students to construct, understand, and practice a restorative environment.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: SLP collaborates with all students and/or multidisciplinary team to form and maintain a restorative community. SLP facilitates positive opportunities for students and/or stakeholders to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed. <i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i>
E: SLP facilitates and/or supports the opportunity for students to develop a restorative community. SLP facilitates positive opportunities for students and stakeholders to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.

PE: SLP provides the opportunity for students to give input into classroom, and/or community rules/norms. SLP treats all students and/or stakeholders in a fair and equitable manner.
I: SLP posts/decides class and/or community rules/norms where they are readily available to all students.
<b>4.3 SLP establishes and/or supports an environment that honors student differences and facilitates and/or supports opportunities for students to explore and respect different points of view.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: SLP collaborates with students and/or multidisciplinary team to facilitate and/or support an inclusive environment where students express different points of view in a safe and respectful atmosphere. SLP uses practices sensitive to cultural, socio-economic and linguistic differences. <i>* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)</i>
E: SLP facilitates and/or supports an inclusive environment where students express different points of view in a safe and respectful atmosphere. SLP uses practices sensitive to cultural, socio-economic and linguistic differences.
PE: SLP presents an inclusive environment where some students can express different points of view in a safe and respectful atmosphere.
I: SLP inconsistently responds to a reactive environment that promotes limited points of view and deals with concerns as they arise.
<b>4.4 SLP models and establishes positive relationships.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: SLP respectfully interacts with all students and stakeholders as individuals and differentiates their interactions based on their knowledge of each person, inside and outside the classroom. <i>* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i>
E: SLP respectfully interacts with all students and stakeholders.
PE: SLP creates an environment that encourages and builds positive relationships with most students and stakeholders.
I: SLP creates an environment where students and stakeholders are directed to interact respectfully.
<b>Standard 5 – Professionalism: Speech Language Pathologist (SLP) demonstrates professional growth and development, leadership, and professionalism.</b>
<b>5.1 SLP works collaboratively with colleagues and other stakeholders for the benefit of students.</b>
4 Point Matrix
HE: SLP creates/leads collaborative teams that include all individuals who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students. <i>* World Class Target Prerequisite: Leadership (2 of 4)</i>
E: SLP participates on collaborative teams that include all individuals who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
PE: SLP participates at various meetings, and maintains positive, productive and respectful relationships.
I: SLP participates as required, and collaboration with individuals is limited to cordial relationships.
<b>5.2 SLP creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, SLP evaluation, World Class Education Targets, and/or Professional Pathway goals.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: SLP creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan specifically, the DCSD learning progression. <i>* World Class Target Prerequisite: Professional Growth &amp; Development (1 of 2)</i>
E: SLP creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school/department goals that are aligned to the district strategic plan specifically, the DCSD learning progression.
PE: SLP creates a professional growth plan aimed at acquiring new skills to improve learning that are related CITE, the school UIP, and school goals that are aligned to the district strategic plan specifically, the DCSD learning progression.
I: SLP creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan specifically, the DCSD learning progression.
<b>5.3 SLP demonstrates application of professional learning to practice.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: SLP engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in the educational setting. <i>* World Class Target Prerequisite: Leadership (3 of 4), Professional Growth &amp; Development (2 of 2)</i>
E: SLP engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in the educational setting.
PE: SLP implements new knowledge or skills learned through professional development.
I: SLP participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
<b>5.4 SLP demonstrates case management skills.</b>
4 Point Matrix

<p><b>HE:</b> SLP:</p> <ul style="list-style-type: none"> <li>• Coordinates, schedules and facilitates IEP meetings</li> <li>• Coordinates and schedules student service delivery</li> <li>• Complies with IEP deadlines</li> <li>• Maximizes the home/school connections</li> <li>• Keeps accurate and appropriate student records</li> <li>• Differentiates communication with families using a variety of methods</li> <li>• Provides family with resources</li> </ul> <p><i>* World Class Target Prerequisite: Parent Satisfaction (1 of 1)</i></p>
<p><b>E:</b> SLP:</p> <ul style="list-style-type: none"> <li>• Coordinates, schedules and facilitates IEP meetings</li> <li>• Coordinates and schedules student service delivery</li> <li>• Complies with IEP deadlines</li> <li>• Keeps accurate and appropriate student records</li> <li>• Differentiates communication with families using a variety of methods.</li> </ul>
<p><b>PE:</b> SLP only demonstrates three of the effective skills.</p>
<p><b>I:</b> SLP only demonstrates two or less of the effective skills.</p>
<p><b>5.5 SLP demonstrates professional and ethical conduct including following all laws, district policies and procedures.</b></p>
<p style="text-align: center;">④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p><b>HE:</b> SLP leads and models professional behavior within the building and throughout the district and community.</p> <p><i>* World Class Target Prerequisite: Leadership (4 of 4)</i></p>
<p><b>E:</b> SLP demonstrates professional behavior in meeting all expectations, both legal and school/district.</p>
<p><b>PE:</b> SLP is compliant with legal and school/district expectations.</p>
<p><b>I:</b> SLP does not meet legal and school/district expectations.</p>
<p><b>5.6 SLP supervises and trains classified employees for the benefit of students.</b></p>
<p style="text-align: center;">4 Point Matrix</p>
<p><b>HE:</b> SLP supervises, trains, and empowers/supports further professional growth of classified employees.</p>
<p><b>E:</b> SLP orients, trains, and schedules classified employees and provides ongoing supervision within the following areas where applicable:</p> <ul style="list-style-type: none"> <li>• Intervention techniques</li> <li>• Record Keeping</li> <li>• Screening (SLPA's only)</li> <li>• Knowledge of IEP Goals &amp; Objectives</li> <li>• Data Collection</li> </ul>
<p><b>PE:</b> SLP orients and supervises classified personnel.</p>
<p><b>I:</b> SLP provides inadequate orientation and supervision for classified employees.</p>

Multidisciplinary team includes all connected school-level special education providers, general education teachers, assistants, and other specialists related to students' IEP.