

2014-2015 CITE – Speech Language Pathologist

8/1/14

Changes Tailored to Speech Language Pathologist Rubric

Standard 1 – Outcomes: Speech Language Pathologist purposefully plans outcomes using the District GVC in stage 1 of backward planning.

1.1 Speech Language Pathologist purposefully plans for the integration of World Class Outcomes in stage 1 of backward planning.

HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently plan for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.

E: Speech Language Pathologist consistently plans for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.

PE: Speech Language Pathologist plans for students to master most World Class Outcomes that are integrated in stage 1 of backward planning.

I: Speech Language Pathologist rarely plans for students to master World Class Outcomes that are integrated in stage 1 of backward planning.

1.2 Speech Language Pathologist purposefully plans for the integration of content in stage 1 of backward planning.

HE: Speech Language Pathologist collaborates with students and multidisciplinary team to select content (linked to IEP) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.

E: Speech Language Pathologist consistently selects content (linked to IEP) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.

PE: Speech Language Pathologist selects content (linked to IEP) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.

I: Speech Language Pathologist rarely selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.

1.3 Speech Language Pathologist purposefully plans for the integration of the 4 Cs in stage 1 of backward planning.

HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently integrate the 4 Cs in stage 1 of backward planning.

E: Speech Language Pathologist consistently integrates the 4 Cs in stage 1 of backward planning.

PE: Speech Language Pathologist integrates the 4 Cs in stage 1 of backward planning.

I: Speech Language Pathologist rarely integrates the 4 Cs in stage 1 of backward planning.

1.4 Speech Language Pathologist purposefully plans for the integration of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) in stage 1 of backward planning, where appropriate.

HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently integrate 21st century skills in stage 1 of backward planning, where appropriate.

E: Speech Language Pathologist consistently integrates 21st century skills in stage 1 of backward planning, where appropriate.

PE: Speech Language Pathologist integrates 21st century skills in stage 1 of backward planning, where appropriate.

I: Speech Language Pathologist rarely integrates 21st century skills in stage 1 of backward planning, where appropriate.

1.5 Speech Language Pathologist evaluates balanced assessment data to purposefully plan for differentiation in stage 1 of backwards planning.

HE: Speech Language Pathologist collaborates with students and multidisciplinary team using balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.

E: Speech Language Pathologist uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.

PE: Speech Language Pathologist uses balanced assessment data to plan for differentiation in stage 1 of backward planning.

I: Speech Language Pathologist rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning.

Standard 2 – ASSESSMENT: Speech Language Pathologist uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.

2.1 Speech Language Pathologist develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.

HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of all World Class Outcomes as identified in stage 1 of backward planning.

E: Speech Language Pathologist consistently develops/identifies quality assessments that require students to demonstrate mastery of all World Class Outcomes as identified in stage 1 of backward planning.

PE: Speech Language Pathologist develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.

I: Speech Language Pathologist rarely assesses World Class Outcomes as identified in stage 1 of backward planning.

2.2 Speech Language Pathologist develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
E: Speech Language Pathologist consistently develops/identifies quality assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
PE: Speech Language Pathologist develops/identifies assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
I: Speech Language Pathologist rarely assesses content as identified in stage 1 of backward planning.
2.3 Speech Language Pathologist develops/identifies assessments that allow students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
E: Speech Language Pathologist consistently develop/identify quality assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
PE: Speech Language Pathologist develop/identify assessments that require students to demonstrate expertise in 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
I: Speech Language Pathologist rarely requires students to demonstrate expertise in the 4Cs as identified in stage 1 of backward planning.
2.4 Speech Language Pathologist develops/identifies assessments that requires students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
E: Speech Language Pathologist consistently develops/identifies quality assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
PE: Speech Language Pathologist develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
I: Speech Language Pathologist rarely develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, as identified in stage 1 of backward planning.
2.5 Speech Language Pathologist uses quality formative assessments to assess the GVC.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently use performance based formative assessments (culturally and linguistically relevant) that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
E: Speech Language Pathologist consistently uses quality formative assessments (culturally and linguistically relevant) that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
PE: Speech Language Pathologist uses formative assessments (culturally and linguistically relevant) that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
I: Speech Language Pathologist rarely uses formative assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.6 Speech Language Pathologist uses quality interim assessments to assess the GVC.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently use performance based interim assessments that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
E: Speech Language Pathologist consistently uses quality interim assessments that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
PE: Speech Language Pathologist uses interim assessments that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
I: Speech Language Pathologist rarely uses interim assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.7 Speech Language Pathologist uses quality summative assessments to assess the GVC.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently use performance based summative assessments (culturally and linguistically relevant) that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
E: Speech Language Pathologist consistently uses quality summative assessments (culturally and linguistically relevant) that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
PE: Speech Language Pathologist uses summative assessments (culturally and linguistically relevant) that continuously monitor student progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
I: Speech Language Pathologist rarely uses summative assessments to monitor student progress on the GVC as identified in stage 1 of backward planning.

2.8 Speech Language Pathologist provides each student with specific, timely, and personalized feedback.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently provide actionable feedback to students regarding their progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
E: Speech Language Pathologist consistently provides actionable feedback to students regarding their progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
PE: Speech Language Pathologist provides actionable feedback to students regarding their progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
I: Speech Language Pathologist provides minimal, generic, and/or non-actionable feedback to students regarding their progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
Standard -3 INSTRUCTION: Speech Language Pathologist facilitates learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.1. Speech Language Pathologist facilitates student mastery of the World Class Outcomes (Global, Transferrable, Sustainable, Authentic and Higher Level Blooms) as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently implement opportunities for students to master all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
E: Speech Language Pathologist consistently implements opportunities for students to master all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
PE: Speech Language Pathologist implements opportunities for students to master most World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
I: Speech Language Pathologist rarely implements opportunities for students to master World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
3.2 Speech Language Pathologist facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently implement opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP), as identified in stage 1 and assessed in stage 2 of backward planning.
E: Speech Language Pathologist consistently implements opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP), as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Speech Language Pathologist implements opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP), as identified in stage 1 and assessed in stage 2 of backward planning.
I: Speech Language Pathologist rarely implements opportunities that utilize suitable content as a vehicle to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.3 Speech Language Pathologist facilitates opportunities for students to develop, demonstrate expertise and use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning
E: Speech Language Pathologist consistently implements opportunities for students and multidisciplinary team to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Speech Language Pathologist implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
I: Speech Language Pathologist rarely implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
3.4 Speech Language Pathologist facilitates opportunities for students to develop and demonstrate expertise in the 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in 21 st century skills (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
E: Speech Language Pathologist consistently implements opportunities for students to develop and demonstrate expertise in 21 st century skills (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
PE: Speech Language Pathologist implements opportunities for students to develop and demonstrate expertise in 21 st century skills (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
I: Speech Language Pathologist rarely implements opportunities for students to develop and demonstrate expertise in 21 st century skills (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
3.5 Speech Language Pathologist uses balanced assessment data to implement, deliver and refine learning opportunities.

HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently review and use summative, formative, and interim data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Speech Language Pathologist practice.
E: Speech Language Pathologist consistently reviews and uses summative, formative, and interim data from the balanced assessment system to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Speech Language Pathologist practice.
PE: Speech Language Pathologist reviews and uses summative, formative, and interim data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Speech Language Pathologist practice.
I: Speech Language Pathologist rarely reviews and uses summative, formative, and interim data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Speech Language Pathologist practice.
3.6 Speech Language Pathologist facilitates differentiated learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently implement differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
E: Speech Language Pathologist consistently implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
PE: Speech Language Pathologist implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
I: Speech Language Pathologist rarely implements differentiated opportunities for students to develop mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
3.7 Speech Language Pathologist facilitates learning opportunities that empower students to use higher order thinking skills (analyze, evaluate, and create/invent) to learn the GVC as identified in stage 1 and assessed in stage 2 to create sustainable learning.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently create and implement sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. All learning opportunities empower students to learn through the top tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
E: Speech Language Pathologist consistently creates and implements sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities consistently empower students to learn through the top tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
PE: Speech Language Pathologist creates and implements sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities empower students to learn through the top tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
I: Speech Language Pathologist rarely creates and implements sustainable learning opportunities to master the GVC identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities rarely empower students to learn through the top tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are rarely cognitively complex.
3.8 Speech Language Pathologist facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently create and implement challenging, relevant (connected to students' interests, background and/or culture), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
E: Speech Language Pathologist consistently creates and implements challenging, relevant (connected to students' interests, background and/or culture), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
PE: Speech Language Pathologist creates and implements challenging, relevant (connected to students' interests, background and/or culture), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
I: Speech Language Pathologist rarely creates and implements challenging, relevant (connected to students' interests, background and/or culture), and sustainable learning opportunities for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
3.9 Speech Language Pathologist facilitates learning opportunities for all students to use World Class Tools to master the GVC.
HE: Speech Language Pathologist collaborates with students and multidisciplinary team to consistently create and implement learning experiences that utilize technology to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
E: Speech Language Pathologist consistently creates and implements learning experiences that utilize technology to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
PE: Speech Language Pathologist creates and implements learning experiences that utilize technology to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
I: Speech Language Pathologist rarely creates and implements learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.

Standard 4 – CULTURE & CLIMATE: Speech Language Pathologist models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Speech Language Pathologist models and collaborates with students to create an environment that is safe.
HE: Speech Language Pathologist collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.
E: Speech Language Pathologist facilitates an environment that is both physically and emotionally safe for all students.
PE: Speech Language Pathologist presents rules to achieve a classroom environment that is physically and emotionally safe.
I: The classroom is not physically and/or emotionally safe.
4.2 Speech Language Pathologist facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
HE: Speech Language Pathologist collaborates with all students to form and maintain a restorative classroom community. Speech Language Pathologist facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
E: Speech Language Pathologist facilitates the opportunity for students to develop a restorative classroom community. Speech Language Pathologist facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have been harmed.
PE: Speech Language Pathologist provides the opportunity for students to give input into classroom rules. Speech Language Pathologist treats all students in a fair and equitable manner.
I: Speech Language Pathologist posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Speech Language Pathologist establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE: Speech Language Pathologist collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Speech Language Pathologist facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Speech Language Pathologist promotes an environment where some students feel safe to express different points of view.
I: Speech Language Pathologist establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Speech Language Pathologist models and establishes positive relationships with all students.
HE: Speech Language Pathologist respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.
E: Speech Language Pathologist respectfully interacts with all students.
PE: Speech Language Pathologist creates a classroom environment that encourages and builds positive relationships with most students.
I: Speech Language Pathologist creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Speech Language Pathologist demonstrates professional growth and development, leadership, and professionalism.
5.1 Speech Language Pathologist works collaboratively with colleagues for the benefit of students.
HE: Speech Language Pathologist creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
E: Speech Language Pathologist participates on collaborative teams that include all colleagues 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: Speech Language Pathologist participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Speech Language Pathologist participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Speech Language Pathologist creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.
HE: Speech Language Pathologist 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.
E: Speech Language Pathologist creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Speech Language Pathologist creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Speech Language Pathologist 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.
5.3 Speech Language Pathologist demonstrates application of professional learning to practice.
HE: Speech Language Pathologist 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 classroom practice.
E: Speech Language Pathologist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice.
PE: Speech Language Pathologist implements new knowledge or skills learned through professional development.
I: Speech Language Pathologist participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.

5.4 Speech Language Pathologist differentiates communication with families based on the individual needs of the student.

HE: Speech Language Pathologist fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students master World Class Outcomes.

E: Speech Language Pathologist differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students master World Class Outcomes.

PE: Speech Language Pathologist differentiates communication with families to help students meet education goals.

I: Speech Language Pathologist communicates with families regarding student progress and educational goals as required.

5.5 Speech Language Pathologist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.

HE: Speech Language Pathologist leads and models professional behavior within the building and throughout the district and community.

E: Speech Language Pathologist demonstrates professional behavior in meeting all expectations, both legal and school/district.

PE: Speech Language Pathologist is compliant with legal and school/district expectations.

I: Speech Language Pathologist does not meet legal and school/district expectations.