

# **Delaware Framework for Specialists Critical Attributes and Possible Examples**

Speech-Language Pathologist  
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**Delaware**  
Department of Education



## Delaware Framework for Specialists Critical Attributes and Possible Examples Speech-Language Pathologist

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson was first published by ASCD in 1996, and quickly found wide acceptance and acclaim across the nation for its research-based definition of good teaching. As Charlotte Danielson notes, however, the Framework for Teaching (FfT) is just that, a definition of teaching that did not address the work of many specialists, including speech-language pathologists. Recognizing the need for a similar definition for such positions, Charlotte Danielson added rubrics for several specialists in the second edition of the Framework for Teaching in 2007. In those specialist rubrics, the basic architecture of the Framework for Teaching remained, with the components adjusted to ensure relevance and alignment with the work of specialist groups.

The Danielson Group published the Framework for Teaching Evaluation Instrument in 2011 and a second edition in 2013. The Evaluation Instrument contained rubric language for each component at all four levels of performance, as well as critical attributes and possible examples for each of those levels of performance.

The profession of speech-language pathology contains a broad area of speech-language pathology practice that includes speech-language pathology Service Delivery domains and Professional Practice domains. The American Speech-Language-Hearing Association (ASHA) defines the Professional Domains as advocacy and outreach; supervision; education; administration/leadership; and research. ASHA further defines the eight Service Delivery domains as collaboration; counseling; prevention and wellness; screening; assessment; treatment; modalities, technology and instrumentation; populations and systems. In addition, an important characteristic of the practice of speech-language pathology is that, to the extent possible, decisions are based on best available evidence. ASHA defines *evidence-based practice* in speech-language pathology as an approach in which current, high quality research evidence is integrated with practitioner expertise, along with the client's values and preferences. (ASHA, 2005). The components and criteria of the Delaware Framework for Specialists reflect the priorities identified in the domains outlined by ASHA and its commitment to evidence-based practice.

The overall objective of speech-language pathology services is to optimize individuals' abilities to communicate and swallow, thereby improving quality of life. As the population of the United States continues to become increasingly diverse, SLPs are committed to the provision of culturally and linguistically appropriate services. Further, ASHA acknowledges that Individuals with communication and swallowing disorders benefit from services that include collaboration by SLPs with other professionals. Both of these commitments, to diverse populations and collaboration among professionals, are evident in the criteria and rubrics in the Delaware Framework for Specialists. The intended result is that SLPs in various settings work collaboratively with other school or health care professionals to make sound decisions for the benefit of all individuals with communication and swallowing disorders. \*

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This document can be used in multiple ways. Obviously, it can be used by observers to identify, collect, sort, and align accurate evidence for each criterion. The critical attributes and possible examples can also help these observers in providing specific feedback and actionable recommendations to specialists who provide valuable service to their school communities. Moreover, the document can help to support a common understanding between the observer and specialist on expected performances and could be used as a tool to promote professional learning. Finally, the document is meant to be a working document that can be used by specialists and observers to hone their understanding of the criteria. Specialists and observers are encouraged to add additional examples specific to the specialists' responsibilities related to the vision, mission, and/or goals of their specific LEA and/or school. By using this document in these ways, this document can be used to promote growth for the specialist and for those who observe them.

Practicing Delaware school speech-language pathologists were consulted in the development of this rubric. Utilization of this rubric is meant to support quality school speech-language practice and promote professional development and conversations within the school speech-language pathology community. We are deeply indebted to those committed and knowledgeable specialists from the state of Delaware who provided the necessary expertise and insight to the development of this document.

Delaware Speech-Language Pathologists involved in the development of this document:

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\* Modified from the American Speech-Language Hearing Association, (2016) Scope of practice in speech-language pathology (Scope of Practice).

## Component One: Planning and Preparation

Component One defines how a specialist plans for the delivery of services. While each group commands its unique content knowledge and expertise, when placed in the school setting the specialists focus on supporting the needs of the students, parents, and staff. Each group possesses a deep knowledge of the needs and characteristics of the groups they serve, from young students to adults. They know about resources within the school and/or community that can be obtained and used to meet the needs of the school, district, or individuals.

When planning, these professionals consult the current standards of practice established by their national committees. They rely on this knowledge base to guide them in determining the standards of effective practice. Further, the specialists select or design and implement assessment techniques to document student progress, to inform future service delivery, to guide student improvement, and to use technology when and where appropriate.

### 1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

#### Indicators:

- The SLP selects appropriate programs or services that are aligned with The American Speech-Language-Hearing Association (ASHA)/state standards.
- Goals are aligned to the student’s area(s) of need and reflect a logical progression of skills.
- The SLP communicates the program or service to the parent, staff, and student, as applicable.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The program is not aligned to state/ national standards and/or resources; activities are inappropriate in nature for the group being served.	The program is partially aligned to state/ national standards and/or the activities partially support the needs of the clients being served.	The program is aligned to state/ national standards, and the activities are appropriate for those being served.	The program is aligned to state/ national standards and the activities are appropriate for those being served and are shared with a variety of members of the community, as applicable.

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<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>● The SLP creates goals that are not clear, measurable, and functional.</li> <li>● The SLP does not align or inaccurately aligns evaluation results/areas of need with student goals.</li> <li>● The progression of skills developed by SLP in lesson plans and/or goal setting is unorganized.</li> <li>● The SLP does not communicate the program or service to the parent, staff, and student, as applicable.</li> <li>● The SLP fails to demonstrate an understanding of individual student’s speech and language development.</li> </ul>	<ul style="list-style-type: none"> <li>● Some of the goals created by the SLP are clear, measurable, and functional.</li> <li>● The SLP sometimes aligns evaluation results/areas of need with some of student goals.</li> <li>● The SLP demonstrates an unclear progression of skills when designing goals and lesson plans.</li> <li>● The SLP is inconsistent in communicating the program or service to the parent, staff, and student, as applicable.</li> <li>● The SLP demonstrates a limited understanding of individual student’s speech and language development.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP creates clear, measurable, and functional student goals.</li> <li>● The SLP accurately aligns evaluation results/areas of need with student goals.</li> <li>● The SLP demonstrates a hierarchy of skills when designing goals and lesson plans.</li> <li>● The SLP communicates the program or service to the parent, staff, and student, as applicable, in one format.</li> <li>● The SLP demonstrates a complete understanding of individual student’s speech and language development.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP consistently uses evidence-based decision making in the selection of program goals and goals for individual students.</li> <li>● The SLP creates clear, measurable, and functional student goals for therapy that include opportunities for generalization and practice in multiple settings.</li> <li>● The SLP accurately aligns evaluation results/areas of need with student goals that are functional across multiple settings.</li> <li>● The SLP communicates the program or service to the parent, staff, and student, as applicable, in multiple formats.</li> <li>● The SLP demonstrates a hierarchy of skills when designing goals and lesson plans and probes for higher understanding.</li> <li>● The SLP demonstrates a complete understanding of</li> </ul>
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				individual student’s speech and language development and its relationship to academic performance.
Possible Examples	<ul style="list-style-type: none"> <li>● An articulation goal states “Student will increase articulation skills.”</li> <li>● Lesson plans do not reflect an attempt to align the lesson to identified student communication challenges.</li> <li>● The SLP shows little awareness of speech hierarchies by having a student work on multiple step directions before student has mastered basic concepts.</li> <li>● The SLP verbally shares information about the program and services with parents, staff, and students, as required.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP plans to focus on articulation of a specific speech sound at the sentence level, which is a documented area of need; however, the progress monitoring data indicates the student has not yet mastered the speech sound at the word level.</li> <li>● Lesson plans reflect an attempt to align the lesson to identified student communication challenges.</li> <li>● The SLP verbally shares additional information about the program and services with parents, staff, and students beyond what is required but only upon request.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● Goals are written in a SMART (specific, measurable, attainable, relevant and timely) format.</li> <li>● The SLP accurately aligns evaluation results/areas of need with student goals and creates goals for therapy that include opportunities for generalization across the school environment.</li> <li>● The SLP understands and smoothly integrates principles of speech-language hierarchies (e.g., introduces present progressive verb endings prior to future verb tenses) into session plans.</li> <li>● The SLP creates a brief FAQ to share information about the program and services with parents, staff, and students, as applicable.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP creates instructional plans that are based on the academic standards and makes direct connections to the diagnosed speech and language problem.</li> <li>● Lesson plans reflect an alignment of the lesson to specific individual student communication challenges based on ongoing assessment of student progress.</li> <li>● The SLP periodically presents at the school faculty meeting and adds articles and updates about the program to the school website.</li> <li>● And others...</li> </ul>

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1b. Demonstrating Knowledge of Best Practice and Models of Delivery (Optional)

The specialist uses practices and models of delivery that are aligned with local and national standards.

Indicators:

- The SLP demonstrates a deep knowledge of current, evidence-based practices.
- The SLP consults and collaborates across disciplines to design a comprehensive program to maximize student outcomes.
- The SLP considers a variety of service delivery models to plan for acquisition, generalization, and maintenance of skills.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Little or no knowledge of best practices and/ or models of delivery are identified, and/ or they are inappropriate for the group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of services indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of delivery indicated in the plan that are appropriate to those being served and extend into applications in the school community beyond the school.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP demonstrates limited knowledge of best practices and models of delivery within the field of speech/language pathology and displays a lack of awareness of how these concepts relate to one another.</li> <li>● The SLP uses strategies and/or practices that are not supported by research.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP demonstrates partial knowledge of best practices and models of delivery within the field of speech/language pathology, but displays a lack of awareness of how these concepts relate to one another.</li> <li>● The SLP uses some strategies supported by research or uses the strategies ineffectively.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP demonstrates knowledge of best practices and models of delivery within the field of speech/language pathology and the ways in which they relate to one another.</li> <li>● The SLP uses strategies and/or practices supported by research.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP demonstrates deep knowledge of best practices and models of delivery within the field of speech/language pathology and the ways in which they relate both to one another and to other disciplines.</li> <li>● The SLP pursues professional development opportunities to increase their repertoire of evidence-based practices and</li> </ul>

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	<ul style="list-style-type: none"> <li>● The SLP does not consult and collaborate across disciplines to design a comprehensive program to maximize student outcomes.</li> <li>● The SLP considers only one service delivery model to plan for acquisition, generalization, and maintenance of skills regardless of student need and/or progress.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP participates in consults but inconsistently collaborates across disciplines.</li> <li>● The SLP considers few service delivery models to plan for acquisition, generalization, and maintenance of skills regardless of student need and/or progress.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP actively participates in consults and collaboration across disciplines.</li> <li>● The SLP considers a variety of service delivery models to plan for acquisition, generalization, and maintenance of skills based upon student need and/or progress.</li> </ul>	<ul style="list-style-type: none"> <li>● implements new strategies and/or practices.</li> <li>● The SLP implements a variety of service delivery models to plan for acquisition, generalization, and maintenance of skills based upon student need and/or progress.</li> <li>● The SLP initiates consults and collaboration across disciplines and designs a comprehensive program to maximize student outcomes.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● While language and fluency are documented areas of need, the SLP plans to focus only on articulation (which is not a documented area of need) during the lesson.</li> <li>● The SLP plans to treat dialectal differences as disabilities.</li> <li>● The SLP fails to communicate student needs and/or progress with team members.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP plans to use only repetitive drill to target articulation and language skills (e.g. skill and drill).</li> <li>● The SLP's schedule is rigid, resulting in grouping students based upon the SLP's availability and not student needs.</li> <li>● The SLP attends consults but participation in the content is minimal and the SLP partially collaborates across disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP researches effective strategies using resources available (e.g., The American Speech-Language-Hearing Association (ASHA) website).</li> <li>● The SLP utilizes knowledge of the student's abilities, classroom schedules, and grouping needs to design a therapy schedule.</li> <li>● The SLP meets with student's teacher to discuss student progress in the classroom setting.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends workshops or a conference on fluency disorders to learn more effective strategies to use with a student.</li> <li>● The SLP adjusts student's therapy delivery model from "pull-out" to "push-in" in order to increase carryover of skills.</li> <li>● The SLP meets with OT/PT and/or teacher to discuss student progress across multiple settings and plans</li> </ul>



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		● And others...	● And others...	co-treat with other related service providers. ● And others...
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**1c. Demonstrating Knowledge of Students or Clients (Optional)**

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

**Indicators:**

- The SLP collects student information from a variety of sources specific to the student’s developmental, learning, social, and medical needs, as appropriate.
- The SLP incorporates their knowledge of student interests and the student’s approaches to learning when planning for service delivery.
- The SLP is sensitive to the student’s linguistic and cultural background when planning for service delivery.
- The SLP refers to and uses student information when considering adaptations or accommodations for service delivery.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements.	There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with each element partially being addressed.	There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan.	There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan.
Critical Attributes	● The SLP demonstrates minimal understanding of individual student’s speech and language development	● The SLP demonstrates partial understanding of individual student’s speech and language development and its	● The SLP demonstrates understanding of individual student’s speech and language development and its	● The SLP demonstrates an extensive understanding of individual student’s speech and language development

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	<p>and its relationship to academic performance.</p> <ul style="list-style-type: none"> <li>● The SLP demonstrates minimal to no awareness of the student’s background, culture, skills, interests, and needs.</li> <li>● The SLP fails to use knowledge of students to develop and maintain an appropriate service delivery model.</li> </ul>	<p>relationship to academic performance.</p> <ul style="list-style-type: none"> <li>● The SLP demonstrates limited awareness of the student’s background, culture, skills, interests, and needs.</li> <li>● The SLP inconsistently uses knowledge of students to develop and maintain an appropriate service delivery model.</li> </ul>	<p>relationship to academic performance.</p> <ul style="list-style-type: none"> <li>● The SLP actively seeks to understand and demonstrates awareness of the student’s background, culture, skills, interests, and needs.</li> <li>● The SLP uses knowledge of students to develop and maintain an appropriate service delivery model.</li> </ul>	<p>and its relationship to academic performance.</p> <ul style="list-style-type: none"> <li>● The SLP actively seeks to understand and demonstrates a thorough awareness of the student’s background, culture, skills, interests, and needs.</li> <li>● The SLP applies knowledge of students to develop, maintain, adjust, and revise appropriate service delivery models.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The SLP does not ask family for information regarding home language.</li> <li>● In a preschool setting, the SLP only provides consult when a student needs to acquire a skill.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP suspects that a child’s home language is not English but only makes limited attempts to gather information from the family.</li> <li>● The SLP plans a lesson without individualization of delivery of services; e.g. only verbal responses accepted, no use of visuals or Augmentative and Alternative Communication (AAC).</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP has family complete a questionnaire regarding home language and utilizes home language information in planning session.</li> <li>● The SLP utilizes knowledge of student’s skills and needs to determine if the design of therapy sessions should be in a group or individual setting.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP administers a preference assessment in order to identify students’ interests and incorporates the interests into sessions.</li> <li>● The SLP researches and creates a presentation to educate others about dialectal differences in a specific student population.</li> <li>● And others...</li> </ul>

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1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

Indicators:

- The SLP selects from available materials and resources to support the student’s areas of need.
- The SLP demonstrates knowledge of community resources available to extend the services beyond school/LEA resources.
- When appropriate and possible, the SLP uses technology to enhance service delivery.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP displays minimal knowledge and inappropriately or fails to apply available LEA resources to support student outcomes.</li> <li>● The SLP demonstrates minimal knowledge of community resources available to extend the services beyond LEA resources.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP displays limited knowledge and inconsistently applies available LEA resources to support student outcomes.</li> <li>● The SLP demonstrates limited knowledge of community resources available to extend the services beyond LEA resources.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP displays knowledge and appropriate application of available LEA resources to support student outcomes.</li> <li>● The SLP demonstrates knowledge of community resources available to extend the services beyond LEA resources.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP displays extensive knowledge and application of available LEA resources to support student outcomes and expansion of stakeholder knowledge.</li> <li>● The SLP demonstrates extensive knowledge of community resources available to extend the</li> </ul>

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	<ul style="list-style-type: none"> <li>● When appropriate and possible, the SLP fails to use technology to enhance service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>● When appropriate and possible, the SLP inconsistently uses technology to enhance service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>● When appropriate and possible, the SLP uses technology to enhance service delivery.</li> </ul>	<p>services beyond LEA resources.</p> <ul style="list-style-type: none"> <li>● When appropriate and possible, the SLP uses technology in a variety of ways to enhance service delivery.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● When asked by colleagues and/or students' parents about the availability of medical speech/language support services, the SLP replies, "I don't know of any services in this area and can't find out."</li> <li>● The SLP uses the same resources for multiple students without adjusting use based on individual student needs.</li> <li>● The SLP does not provide opportunities for student use of an iPad, computer and/or Smartboard during presentation activity.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP utilizes resources appropriate for use with the student's general area of need but does not attempt to connect with other available resources, such as the classroom curriculum.</li> <li>● The SLP is not aware of resources that can be utilized by families outside of the school district but is willing to research these items on the Internet at the request of family members.</li> <li>● The SLP utilizes iPad during a session using only one articulation app.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP shares effective strategies to address stuttering in the regular education classroom with colleagues.</li> <li>● The SLP independently conducts research regarding support groups for students and families (e.g. Fluency, Autism, Prader-Willi).</li> <li>● When pushing into a classroom, the SLP uses Smart Board to conduct whole group lesson.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP participates in continuing education pertaining to speech/language acquisition for students with cochlear implants. The SLP used this information to compose an in-service presentation for colleagues.</li> <li>● The SLP keeps an ongoing list of current available local and online resources and is able to appropriately individualize a resource list based on the specific needs of the student and family.</li> <li>● The SLP uses student's Google doc during therapy session to create speech/language activities.</li> <li>● And others...</li> </ul>

### 1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards and plans for the use of those assessments.

**Indicators:**

- The SLP creates and/or selects available and appropriate assessment tools to evaluate the student for services and to monitor their progress.
- The SLP is familiar with formal and informal assessment tools related to the students they serve.
  - The SLP uses information such as standardized speech/language assessments, speech/language therapy data, state assessment data, LEA assessment data, and classroom data when planning, as applicable.
  - The SLP uses multiple data sources to design and/or modify services for groups and for individual students.
- The SLP shares the assessment data with staff, parents, and students, when appropriate.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school where appropriate.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP does not plan to utilize established assessment procedures to conduct a comprehensive evaluation.</li> <li>● The SLP fails to provide a complete evaluation of the student’s speech/language skills and/or fails to use</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP plans to make limited use of established assessment procedures to conduct a comprehensive evaluation.</li> <li>● The SLP provides an incomplete evaluation, utilizing limited assessment tools to evaluate the</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP plans to utilize established assessment procedures to conduct a comprehensive evaluation.</li> <li>● The SLP conducts a comprehensive evaluation, utilizing formal and informal assessment tools that capture</li> </ul>	<ul style="list-style-type: none"> <li>● Through collaboration with team members, the SLP plans to utilize established assessment procedures to conduct a comprehensive evaluation and anticipates pros and cons of various assessment tools.</li> </ul>

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	<p>assessment results in planning.</p> <ul style="list-style-type: none"> <li>● The SLP fails to share the assessment data with staff, parents, and students, when appropriate.</li> </ul>	<p>student's speech/language skills and makes limited use of this data in planning.</p> <ul style="list-style-type: none"> <li>● The SLP inconsistently shares the assessment data with staff, parents, and students, when appropriate.</li> </ul>	<p>the student's speech/language skill level that inform plans for the program and/or plans for student support.</p> <ul style="list-style-type: none"> <li>● The SLP shares the assessment data with staff, parents, and students, when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP provides a comprehensive evaluation, utilizing formal and informal assessment tools, that capture the student's speech/language skill level and in planning incorporates detailed collaboration with team members that correspond with area(s) of need.</li> <li>● The SLP shares the assessment data with staff, parents, and students, when appropriate, and provides recommendations for home and classroom activities to foster the continued development of speech/language skills.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The SLP only administers informal assessments to determine a student's eligibility for speech/language services.</li> <li>● The SLP uses only the standardized test as an assessment tool for a non-verbal student and/or does not follow formal protocol for</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP completes formal administration of an evaluation inconsistently following the protocol (e.g., scoring and/or administration errors).</li> <li>● The SLP inconsistently shares assessment data prior to team meeting.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP completes formal administration of an evaluation following protocol (e.g., ceiling, basal, prompting guidelines, test/retest guidelines, normed population, age criteria).</li> <li>● The SLP shares assessment data prior to team meeting.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP completes formal administration of an evaluation following protocol and uses a wide variety of assessment tools to complete a comprehensive evaluation (e.g., parent/teacher input, observations, formal, and informal assessments).</li> <li>● The SLP shares assessment data and collaborates with</li> </ul>

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	scoring and/or makes administration errors. <ul style="list-style-type: none"> <li>● The SLP fails to share assessment data prior to team meeting.</li> <li>● And others...</li> </ul>			team members prior to team meeting. <ul style="list-style-type: none"> <li>● And others...</li> </ul>
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**Component Two: Professional Practice and Delivery of Service**

Each specialist establishes an environment to work with his or her clients. Although this environment may be shared with others, the specialist can design a setting that will meet the needs of their work. Specialists interact respectfully with students, staff, and others. They help students learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Each group, therefore, feels that their needs and interests are important and will be addressed.

Specialists command an extensive repertoire of instructional or professional strategies. They identify appropriate strategies to be used as they work with others. They realize that daily interactions and plans may require adjustment. They are responsive to change requests. In addition, they communicate clearly and accurately with clients, moving from discussions with students using student-friendly terms to practice-specific discussions with professionals. They seek information about their clients' backgrounds and work effectively with all ethnic groups.

As they deliver their services, specialists select resources and materials aligned to meet the needs of their clients. For example, they may seek information translated into another language to make certain that parents can read and access the material. They know how to assist their clients in securing resources and materials within the district and community.

**2a. Creating an Environment to Support Student or Client Needs**

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

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Indicators:

- The SLP models and sets expectations for student interactions.
- Students understand why they are receiving speech/language therapy services.
- SLPs and students show mutual respect and caring for one another.
- The SLPs interactions are appropriate for the age and culture of the students.
- The SLP builds trust with students by dealing with sensitive information appropriately.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/stakeholders exhibit disrespect for the specialist. Specialist allows or encourages interactions between *others that mirror the above.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students/stakeholders exhibit only minimal respect for the specialist. The students/stakeholders in the setting do not demonstrate disrespect for each other.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders and they exhibit respect for the specialist. Interactions in settings between students/stakeholders are generally polite and respectful.	Interactions with students/stakeholders reflect genuine respect and caring for individuals as well as the group. Students/stakeholders appear to trust the specialist with sensitive information. Students/stakeholders in the setting reflect the same characteristics when interacting with others.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP fails to model and set expectations for student interactions.</li> <li>● The SLP does not explain the purpose of speech/language therapy services.</li> <li>● Interactions between the SLP and students/stakeholders do</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP is inconsistent in modeling expectations for student interactions or the expectations are confusing to the student.</li> <li>● The SLP partially explains the purpose of speech/language therapy services.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP sets appropriate expectations for student interactions.</li> <li>● The SLP clearly explains purpose of speech/language therapy lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP sets appropriate expectations for student interactions and consistently models those expectations.</li> <li>● The SLP clearly explains purpose of speech/language lesson and provides examples pertinent to the student.</li> </ul>



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	<p>not reflect mutual respect and caring.</p> <ul style="list-style-type: none"> <li>● The student/stakeholders are not comfortable sharing sensitive information with the SLP.</li> <li>● The SLP is not sensitive to diverse cultures of the students/stakeholders they serve.</li> </ul>	<ul style="list-style-type: none"> <li>● Interactions between the SLP and students/stakeholders reflect minimal mutual respect and caring.</li> <li>● The student/stakeholders are comfortable sharing some sensitive information with the SLP.</li> <li>● The SLP is sensitive to some cultures of the students/stakeholders they serve.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP and student interactions reflect care and mutual respect.</li> <li>● The SLP's interactions with the students are appropriate for the age and culture of the students.</li> <li>● The SLP responds appropriately to sensitive information.</li> <li>● The SLP is sensitive to the cultures of the students/stakeholders they serve.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP and student interactions are genuine and sensitive to the age and culture of the student/stakeholder.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The SLP uses negative language such as "Stop that!" versus "Please use quiet hands."</li> <li>● The SLP does not introduce the objective of lesson.</li> <li>● The SLP ignores the students' attempts to share information or gain the teacher's attention.</li> <li>● The SLP uses culturally insensitive words and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP Inconsistently uses positive language to correct student behaviors or may sometimes be disrespectful to students in a response to student behavior.</li> <li>● The SLP states, "The objective of our lesson today is to complete page 3 in our packet in order to understand how to use commas."</li> <li>● The SLP says to raise your hand to speak, but accepts</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP uses positive language to respond to behavior such as "Please use quiet hands!" versus "Stop that!"</li> <li>● The SLP models/prompts the expected responses for a Picture Exchange Communication System (PECS)/Augmentative and Alternative Communication (AAC) user.</li> <li>● The SLP consistently acknowledges the students'</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP uses multiple modes, such as ClassDojo, to correct student behaviors in a positive way.</li> <li>● The SLP acknowledges and reinforces the students' attempts to share information.</li> <li>● When a student struggles with making the correct sound for a letter, the teacher encourages her to "phone a friend". Students volunteer to assist their classmate.</li> </ul>

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	<ul style="list-style-type: none"> <li>● The SLP displays only Christmas decorations during the month of December.</li> <li>● The SLP uses inappropriate materials to target student goals, e.g., using primary materials with struggling high school students.</li> <li>● And others...</li> </ul>	<p>the response of the student who calls out.</p> <ul style="list-style-type: none"> <li>● The SLP is distracted by her cell phone and inconsistently responds to student attempts to get her attention.</li> <li>● The SLP uses materials that target goals for some students.</li> <li>● And others...</li> </ul>	<p>attempts to share information by calling them by name.</p> <ul style="list-style-type: none"> <li>● The SLP uses culturally sensitive words and gestures.</li> <li>● The SLP uses winter-themed decorations versus Christmas.</li> <li>● The SLP uses appropriate materials to target student goals, e.g., using functional materials with struggling high school students.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● A student says to the SLP, “ I don’t feel like working today, my mom just went into the hospital.” The SLP responds, “I know you must be worried. Come sit by me today and I will help you if you need it.”</li> <li>● The SLP selects developmentally appropriate curriculum-based materials specifically designed to target student goals.</li> <li>● And others...</li> </ul>
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**2b. Demonstrating Flexibility and Responsiveness (Optional)**

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

**Indicators:**

- The SLP acknowledges the actions and reactions of the students as the session is underway in order to enhance the program.
- The SLP adjusts his or her plans and pacing of the session based on student’s needs.
- The SLP uses a variety of strategies to increase the student’s level of engagement and performance.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
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Delaware Framework for Specialists  
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<p>Rubric</p>	<p>The specialist rigidly adheres to his/her plan, even when change is clearly needed. The specialist brushes aside the concerns or questions of the students/ stakeholders. When the program is not successful the specialists blames the students/ stakeholders or the environment.</p>	<p>The specialist attempts to adjust the program when needed with partial success. The specialist attempts to accommodate the concerns and questions of the students/ stakeholders with partial success. The specialist accepts responsibility for the program but has a limited repertoire of strategies.</p>	<p>The specialist makes minor adjustments to the program which enhances the success of the program. The specialist successfully accommodates questions for the students/ stakeholders. The specialist accepts responsibility for the program and works to include students/ stakeholders who are resistant. The specialist has a broad repertoire of strategies.</p>	<p>The specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program. The specialist seizes the opportunity to enhance the program through work with others. The specialist persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>● The SLP ignores the responses of the students.</li> <li>● The SLP adheres to the lesson plan, despite poor student engagement or performance.</li> <li>● The SLP makes no attempt to adjust and differentiate instructional materials to address student's learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP acknowledges the responses of the students, but makes no adjustment to the plans.</li> <li>● The SLP attempts to adjust his or her plans and pacing of the session.</li> <li>● The SLP attempts to use strategies to increase student's level of engagement and performance, but has limited success.</li> <li>● The SLP attempts to adjust and differentiate instructional materials to address students' learning needs, but with limited success.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP acknowledges the responses of the students, and makes adjustments to the plans.</li> <li>● The SLP successfully uses some strategies to increase the student's level of engagement and performance.</li> <li>● The SLP successfully adjusts and differentiates instructional materials to address some students' learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP acknowledges the responses of the students and smoothly adjusts his/her plans and pacing.</li> <li>● The SLP successfully uses a variety of strategies to increase the student's level of engagement and performance.</li> <li>● The SLP successfully adjusts and differentiates instructional materials to address each student's learning needs.</li> </ul>

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Possible Examples	<ul style="list-style-type: none"> <li>● The student is crawling under the table and the SLP continues with lesson as planned.</li> <li>● When student is unsuccessful, the SLP does not try a different strategy. The SLP presents the lesson the same way for all students in the group.</li> <li>● When the student asks the SLP a question, the SLP responds, “You would know the answer if you were paying attention during the whole lesson.”</li> <li>● The SLP is unable to answer student questions.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP uses a visual support, but was unsuccessful and does not attempt another strategy.</li> <li>● The SLP tries to adjust the pace of the lesson but is unsuccessful at increasing student understanding/involvement.</li> <li>● The SLP attempts to answer student questions but the student does not demonstrate understanding.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The student is engaged in lesson, but is not demonstrating understanding of the task and the SLP does make some attempt to modify/rephrase instructions.</li> <li>● The lesson content and pacing is appropriate for the student.</li> <li>● The SLP answers student questions and the student demonstrates some understanding.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The student is engaged in the lesson, but is not demonstrating understanding of the task and the SLP modifies/rephrases instruction appropriate to the student’s level of understanding.</li> <li>● The lesson content and pacing is appropriate for the students and probes for higher level of understanding and participation (e.g., generalization of skills to classroom content).</li> <li>● The SLP answers student questions and the student demonstrates understanding and is able to apply learning to a new problem in the lesson.</li> <li>● And others...</li> </ul>
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**2c. Communicating Clearly and Accurately (Optional)**

Verbal and written communication is clear and appropriate to students’ or clients’ ages, backgrounds, needs, and/or levels of understanding.

**Indicators:**

- Explanations, procedures, and directions are presented to students in clear and “student friendly” terms.
- The SLP modifies explanations, procedures, and directions to meet students’ levels of understanding.

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- The SLP helps students connect background knowledge and/or previous experience to current learning.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The purpose of the communication is unclear or confusing to the students/ stakeholders. It may contain inappropriate language and/ or major errors when speaking or in writing.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders. The explanation is uneven and may be difficult to follow. There are few errors in speaking or writing.	The purpose of the communication is clear to all and the content is appropriate and connects with students'/ stakeholders' knowledge and experience. There are no errors in speaking or writing.	The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers. There are no errors in speaking and writing.
Critical Attributes	<ul style="list-style-type: none"> <li>● The objective of the lesson/ purpose of the communication is absent or unclear to students/ clients. The SLP's written or spoken directions and/or procedures for students are confusing.</li> <li>● The SLP's written or oral communications with students/clients contain major errors.</li> <li>● The SLP's explanation of content and the lesson objective contain major errors and do not contribute to the student's understanding.</li> <li>● The SLP does not utilize multiple modes of</li> </ul>	<ul style="list-style-type: none"> <li>● The objective of the lesson/purpose of the communication is adequate. The student objective consists of a combination of outcomes and activities. Some of the SLP's written or spoken directions may be unclear or confusing to students/clients.</li> <li>● The SLP's written or oral communications with students/clients contain minor errors.</li> <li>● The SLP's explanation of content contains minor errors and contributes to the student's misunderstanding.</li> </ul>	<ul style="list-style-type: none"> <li>● The objective of the lesson/purpose of the communication is clear. The student objective is expressed in terms of student learning. Directions and procedures are clear to students/clients.</li> <li>● The SLP's written or oral communications with students/clients is error-free.</li> <li>● The SLP's explanation of content is thorough and clear, developing conceptual understanding through scaffolding.</li> <li>● The SLP's explains the speech and language program (e.g., reason for therapy,</li> </ul>	<ul style="list-style-type: none"> <li>● The objective of the lesson/purpose of the communication is clear. The objective of the lesson represents high expectations and rigor, is expressed in terms of student learning and fits in an appropriate sequence of student learning. Directions and procedures are clear to students/clients.</li> <li>● The SLP's written or oral communications with students/clients is error-free.</li> <li>● The SLP's explanation of content is thorough and clear, developing conceptual understanding through</li> </ul>

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	<p>communication to support student comprehension.</p> <ul style="list-style-type: none"> <li>● The SLP does not use student’s mode of communication.</li> <li>● The SLP does not explain the speech and language program (e.g., reason for therapy, objectives, therapy goals) in relation to the student’s daily life and personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP partially explains the speech and language program (e.g., reason for therapy, objectives, therapy goals) in relation to the student’s daily life and personal goals.</li> <li>● The SLP utilizes a single mode of communication to facilitate comprehension.</li> <li>● The SLP inconsistently uses the student’s mode of communication.</li> </ul>	<p>objectives, therapy goals) in relation to student’s daily life and personal goals.</p> <ul style="list-style-type: none"> <li>● The SLP utilizes multiple modes of communication to facilitate comprehension.</li> <li>● The SLP consistently uses the student’s mode of communication.</li> </ul>	<p>scaffolding and connecting with student prior knowledge.</p> <ul style="list-style-type: none"> <li>● The SLP’s explanation of the speech and language program (e.g., reason for therapy, objectives, therapy goals) in relation to student’s daily life and personal goals is comprehensive. The SLP facilitates generalization of skills across multiple settings.</li> <li>● The SLP adapts multiple modes of communication to facilitate comprehension with student and team to support integration of communication modes in multiple settings</li> <li>● The SLP uses the student’s mode of communication in structured and unstructured settings.</li> </ul>
<p>Possible Examples</p>	<ul style="list-style-type: none"> <li>● The SLP does not announce the objective for the therapy session to student or explain reason for target skills.</li> <li>● Student looks confused and doesn’t respond after</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP is inconsistent in announcing the objective for the therapy session to student or explain reason for target skills.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP consistently states the objective of the therapy sessions.</li> <li>● Students are able to follow the lesson directions.</li> </ul>	<ul style="list-style-type: none"> <li>● The student is able to identify his target sound and communicate how to produce that sound.</li> <li>● The SLP is able to facilitate the use of all communication modalities between students</li> </ul>

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	<p>instructions are given, SLP does not rephrase or clarify instructions.</p> <ul style="list-style-type: none"> <li>● The SLP only uses verbal directions and does not use the students mode of communication such as visual supports, Picture Exchange Communication System (PECS), Augmentative and Alternative Communication (AAC) or others, as applicable.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP alternates between modes of communication such as visuals, verbal, hands-on, Picture Exchange Communication System (PECS)/ Augmentative and Alternative Communication (AAC) or others in a way that is not conducive to student learning. Student does not respond to SLP.</li> <li>● The SLP inconsistently clarifies tasks when the student demonstrates difficulty understanding the objective of the lesson; for example, the SLP may explain they are working on categorization without explaining what categorization is to students.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP alternates between modes of communication such as visuals, verbal, hands-on, Picture Exchange Communication System (PECS)/ Augmentative and Alternative Communication (AAC) or others in a way that is conducive to student learning.</li> <li>● The SLP includes vocational vocabulary to help the student obtain desired employment.</li> <li>● The SLP checks in with the student and/or teachers to make sure the student is consistently utilizing Augmentative and Alternative Communication (AAC) device, Picture Exchange Communication System (PECS) book, and/or using speech sounds in the therapy room.</li> <li>● And others...</li> </ul>	<p>and peers throughout the lesson.</p> <ul style="list-style-type: none"> <li>● The student is able to identify his target sound and communicate how to produce that sound.</li> <li>● The SLP uses an actual menu from a restaurant where the students want to gain employment to target therapy goals.</li> <li>● The SLP checks in with the student and/or teachers to make sure the student is utilizing Augmentative and Alternative Communication (AAC) device, Picture Exchange Communication System (PECS) book, and/or using speech sounds outside the therapy room.</li> <li>● And others...</li> </ul>
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## 2d Delivery of Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

### Indicators:

- The SLP advocates for a safe, accessible therapy space that is conducive to learning.
- The SLP has clearly established standards of conduct and students can demonstrate an understanding of what is expected of them.
- The SLP ensures all students have the needed materials to be an active participant in the session.
- The SLP models and sets expectations for appropriate equipment use and safety procedures.
- The SLP monitors and corrects any safety infractions.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The setting is not safe and/ or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the specialist. Routines are ineffective resulting in significant loss of time. Standards of conduct are not clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist.	The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the specialist. Routines function moderately well with some loss of time. Standards of conduct may be established but are not consistent. National standards/ models of delivery are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students/stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Standards of conduct are established and generally consistent. National standards/ models of delivery are present and support the success of the program.	The specialist advocates for accessibility of services for all students/stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Standards of conduct are well established and consistent. National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting.



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Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP does not maintain and organize an orderly atmosphere within the therapy setting in order to create a safe physical, emotional and intellectual environment for students.</li> <li>● Therapy rules and expectations are minimal and/or not reinforced resulting in a significant loss of instructional time.</li> <li>● Materials are inaccessible or inappropriate for student use or do not meet the instructional needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP is inconsistent in maintaining and organizing an orderly atmosphere within the therapy setting in order to create a safe physical, emotional and intellectual environment for students.</li> <li>● Therapy rules and expectations are unclear or may be posted but not reinforced during the lesson resulting in some loss of instructional time.</li> <li>● Some materials are inaccessible, inappropriate for student use or do not meet the instructional needs of some students.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP consistently maintains and organizes an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment for students.</li> <li>● Therapy rules and expectations are discussed before or during the lesson resulting in little loss of instructional time.</li> <li>● Materials are accessible and appropriate for student use and meet the instructional needs of most students. Technology is used when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP consistently maintains and organizes an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment and creates routines that allow students to participate in this process.</li> <li>● Therapy rules and expectations are modeled, discussed and reinforced during the lesson in order to maximize instructional time.</li> <li>● Materials are accessible, appropriate for student use and may be differentiated in order to meet the instructional needs of all students. The SLP provides therapy materials to colleagues when needed. Technology is used when appropriate.</li> <li>● The SLP advocates for student's needs when appropriate by contacting counselors, school nurses, family or other resources when needed.</li> </ul>
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Possible Examples	<ul style="list-style-type: none"> <li>● The SLP makes no attempt to communicate with school administrators about limitations of therapy space and/or materials</li> <li>● The Augmentative and Alternative Communication (AAC) device is not within students' reach.</li> <li>● The SLP does not correct unsafe behaviors when using materials and/or transitioning in and out of the therapy space.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP's attempt to communicate with the school administrator about limitations of therapy space and/or materials is unclear.</li> <li>● The Augmentative and Alternative Communication (AAC) device is sometimes within reach and other times not within reach of students.</li> <li>● The SLP inconsistently corrects unsafe behaviors when using materials and/or transitioning in and out of the therapy space.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP communicates with school administrators about limitations of therapy space and/or materials but does not follow up on an initial communication.</li> <li>● The SLP consistently arranges materials for student use such as putting the Augmentative and Alternative Communication (AAC) device within student reach.</li> <li>● The SLP has established and consistently enforces rules for using materials and transitioning in and out of the therapy space.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP keeps ongoing communication with school administrators about limitations of therapy space and/or materials.</li> <li>● The SLP consistently arranges and encourages the use of materials. For example, Augmentative and Alternative Communication (AAC) device is within easy reach for the student and use is modeled by the SLP.</li> <li>● The SLP consistently follows and explains rules for using materials and transitioning in and out of the therapy space.</li> <li>● And others...</li> </ul>

### Component Three: Professional Consultation and Collaboration

The nature of specialists' assignments requires them to form partnerships with families, staff, and/or external agencies. They are skillful in establishing these relationships and understand that the interactions between these parties impact student learning. They understand that they are valued members of the school learning community and that part of their responsibility is to assist clients in addressing school-wide issues, problems, and concerns. This often includes training others and providing awareness of problems and concerns.

Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they may assist staff members in securing resources to meet the individual needs of students, such as technology or materials in other languages.

There are times when a specialist needs to maintain student/client confidentiality. Such circumstances may be related to families, students, staff, or other district employees. Specialists know the appropriate authorities to address issues and make those contacts for the client when appropriate.

#### 3a. Collaborating with Others (Optional)

The specialist develops partnerships with school, district staff, and external agencies to provide integrated services that meet student or client needs.

**Indicators:**

- The SLP collaborates with staff, administrators, and/or other specialists to meet the needs of students.
- The SLP collaborates with staff, administrators, and/or other specialists to meet the needs of the school and/or LEA.
- The SLP participates in state, local, school, and/or LEA committees to ensure student needs are addressed appropriately.
- The SLP participates in state, local, school, and/or LEA committees to ensure services address school and/or LEA needs.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
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Rubric	The specialist declines or resists collaboration with others in the design of the program to meet the needs of the school.	The specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The specialist collaborates with others in the design of the plan and meeting the needs of the school.	The specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP does not collaborate with team members and stakeholders to coordinate content knowledge and educational outcomes for students.</li> <li>● The SLP refuses to participate in activities that promote professional community opportunities with colleagues.</li> <li>● The SLP does not collaborate with team members and stakeholders to address school improvement needs.</li> <li>● The SLP is not a member of any state/national/or LEA initiative to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP minimally collaborates with team members and stakeholders to coordinate content knowledge and educational outcomes for students.</li> <li>● The SLP attends required team meetings but participation in content, activities and discussion is minimal.</li> <li>● The SLP infrequently collaborates with team members and stakeholders to address school improvement needs.</li> <li>● The SLP is an inactive member of state/national/or LEA initiatives to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP collaborates with team members and stakeholders to coordinate content knowledge and educational outcomes for students.</li> <li>● The SLP volunteers for professional community opportunities and actively participates in content and relevant discussions.</li> <li>● The SLP collaborates with team members and stakeholders to address school improvement needs.</li> <li>● The SLP is an active member of state/national/or LEA initiatives to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP designs and leads collaboration with team members and stakeholders to coordinate content knowledge and educational outcomes for students.</li> <li>● The SLP takes a leadership position in professional communities and/or supports the growth of a colleague through mentoring.</li> <li>● The SLP initiates collaborations with team members and/or stakeholders to address school improvement needs.</li> <li>● The SLP assumes a leadership role in state/national/or LEA initiatives to contribute to the profession.</li> </ul>

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Possible Examples	<ul style="list-style-type: none"> <li>● The SLP does not attend meetings, such as faculty meetings, special education meetings, IEP meetings, parent- speech-language pathologists conferences, and district speech-language pathologist meetings,</li> <li>● The SLP does not share information on prompting and using visual cues, techniques for eliciting speech sounds or language structures as part of staff development or through informal communications.</li> <li>● The SLP does not maintain an active membership in the state Speech and Hearing Association or any other related state /national organizations.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends some meetings, such as faculty meetings, special education meetings, IEP meetings, parent- speech-language pathologists conferences, and district speech-language pathologist meetings,</li> <li>● The SLP infrequently shares information on prompting and using visual cues, techniques for eliciting speech sounds or language structures as part of staff development or through informal communications.</li> <li>● The SLP maintains a membership but does not participate in the state Speech and Hearing Association or any other related state/national organizations.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends, and when requested, makes presentations at meetings, such as faculty meetings, special education meetings, IEP meetings, parent - speech-language pathologists' conferences, and LEA speech-language pathologist meetings.</li> <li>● The SLP shares information on prompting and using visual cues, techniques for eliciting speech sounds or language structures as part of staff development or through informal communications.</li> <li>● The SLP maintains an active membership and participates in the state Speech and Hearing Association or the American Speech and Hearing Association, and/or other related state and national organizations.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends and frequently volunteers to present at meetings, such as faculty meetings, special education meetings, IEP meetings, parent- speech-language pathologists conferences, and district speech-language pathologist meetings.</li> <li>● The SLP seeks opportunities to share information on prompting and using visual cues, techniques for eliciting speech sounds or language structures as part of staff development or through informal communications, within the school or LEA.</li> <li>● The SLP takes an active role in the state Speech and Hearing Association or the American Speech and Hearing Association (e.g., presenting at a conference, leading a local group, or serving on the Executive Council.)</li> <li>● And others...</li> </ul>
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**3b. Serving as a Consultant to the School Community (Optional)**

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

**Indicators:**

- The SLP shares information about services in multiple formats to parents, staff, administrators, and stakeholders in the school and/or LEA.
- The SLP contributes to the resolution of school-wide issues, problems, or concerns pertaining to the field of speech/language pathology.
- The SLP educates parents, staff, administrators, and stakeholders in the school and/or LEA on topics related to the scope and sequence of the practice of speech/language pathology.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The SLP declines or resists serving as a consultant to the school community.	The SLP serves as a consultant to the school community, but the services may be inconsistent.	The specialist serves as a consultant to the school community and shares expertise with others frequently.	The specialist serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP makes no attempt to initiate communication with stakeholders.</li> <li>● The SLP never consults with administrative and teaching staff to address issues that may impact student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP infrequently communicates with stakeholders or uses a single format.</li> <li>● The SLP rarely consults with administrative and teaching staff to address issues that may impact student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP communicates with stakeholders using multiple formats.</li> <li>● The SLP consistently consults with administrative and teaching staff to address issues that may impact student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP frequently communicates with stakeholders and uses multiple formats.</li> <li>● The SLP frequently Identifies consults, and follows up with administrative and teaching</li> </ul>

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	<ul style="list-style-type: none"> <li>● The SLP does not establish a confidential, nonjudgmental environment when consulting.</li> <li>● The SLP does not consult with LEA SLPs when appropriate to establish/discuss best practice and/or questions regarding students.</li> <li>● The SLP provides no support to general education/special education teachers and other colleagues to address student specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP establishes a minimally confidential, nonjudgmental environment when consulting.</li> <li>● The SLP rarely consults with LEA SLPs, when appropriate, to establish/discuss best practice and/or questions regarding students.</li> <li>● The SLP provides some support to general education/special education teachers and other colleagues to address student specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP establishes a confidential, nonjudgmental environment when consulting.</li> <li>● The SLP consults with LEA SLPs, when appropriate, to establish/discuss best practice and/or questions regarding students.</li> <li>● The SLP consistently provides support to general education/special education teachers and other colleagues to address student specific needs.</li> </ul>	<p>staff to address issues that may impact student learning.</p> <ul style="list-style-type: none"> <li>● The SLP establishes a highly confidential, nonjudgmental environment when consulting.</li> <li>● The SLP consults with district LEA SLPs when appropriate to establish/discuss best practice and /or questions regarding students.</li> <li>● The SLP provides customized support to general education/special education teachers and other colleagues to address student specific needs.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The SLP does not participate in or is responsive to inquiries from Problem Solving /IST team.</li> <li>● The SLP never presents or actively participates /discusses student cases at SLP district meetings/group.</li> <li>● The SLP makes no attempt to reach parents.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP rarely participates in, or is responsive to, inquiries from Problem Solving team.</li> <li>● The SLP infrequently presents or actively participates/discusses student cases at LEA SLP meetings/group.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends and receives requests from Problem Solving Team related to challenging cases.</li> <li>● The SLP contributes to the profession by providing presentations on various speech-language related topics at LEA sponsored events.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP provides guidance and input to Problem Solving team to assist with challenging cases..</li> <li>● The SLP presents student cases to SLP district meeting/group.</li> <li>● The SLP attempts to contact parent through the parent's preferred contact method or</li> </ul>

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	<ul style="list-style-type: none"> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP tries to contact a parent through written communication only.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● When a parent does not respond to written communication, the SLP leaves a voicemail for the parent.</li> <li>● And others...</li> </ul>	<p>uses multiple formats to reach the parent.</p> <ul style="list-style-type: none"> <li>● And others...</li> </ul>
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### 3c. Providing Resources and Access

The specialist provides school, district, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

#### Indicators:

- The SLP shares information about resources and/or services with colleagues in the school and/or LEA.
- The SLP welcomes inquiries about his or her services and available resources.
- The SLP welcomes the opportunity to assist and/or educate his or her colleagues and students, as appropriate.
- The SLP assists and educates colleagues and students on how to access services and/or resources, as appropriate.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist fails to locate and provide the resources to support the needs to the students/ stakeholders or must be directed to do so. The specialist is not accessible to students/ stakeholders.	The specialist locates resources to support the program but they may be limited to only giving them to the student/ stakeholder when requested to do so. The specialist is accessible to the students/ stakeholder upon request.	The specialist locates resources to support the program that supports the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources.	The specialist locates resources to support the program and the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. The specialist seeks and provides resources beyond the school setting to enhance the program.



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<p>Critical Attributes</p>	<ul style="list-style-type: none"> <li>● The SLP is unaware of resources available to assist and educate colleagues and students.</li> <li>● The SLP does not share information about resources and/or services with colleagues in the school and/or LEA.</li> <li>● The SLP does not respond to inquiries about services and available resources.</li> <li>● The SLP resists the opportunity to assist and/or educate colleagues and students, when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP displays limited knowledge of resources available to assist and educate colleagues and students.</li> <li>● The SLP occasionally shares information about resources and/or services with colleagues in the school and/or LEA, but only when requested.</li> <li>● The SLP acknowledges inquiries about their services but fails to follow up with available services or information about those services.</li> <li>● The SLP acknowledges the opportunity to assist and/or educate their colleagues and students, when appropriate, but fails to follow up on these opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP is aware of multiple resources and shares information about known resources and/or services with colleagues in the school and/or LEA.</li> <li>● The SLP assists colleagues/clients in accessing resources in the school and/or LEA.</li> <li>● The SLP welcomes inquiries about their services and consistently follows up with those who inquire.</li> <li>● The SLP welcomes the opportunity to assist and/or educate their colleagues and students, when appropriate and follows up on these opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP shares information about resources and/or services with colleagues in the school and/or LEA and demonstrates how to effectively implement services.</li> <li>● The SLP seeks opportunities to provide information regarding services and available resources to colleagues.</li> <li>● The SLP seeks opportunities to assist and/or educate their colleagues and students, as appropriate.</li> <li>● The SLP maintains up-to-date information about services and resources available in order to assist and educate colleagues and students about these services and how they can be accessed.</li> </ul>
<p>Possible Examples</p>	<ul style="list-style-type: none"> <li>● The SLP attends required team meetings but says, “I don’t know why I have to be at these meetings. I never have anything to add,”</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends required team meetings but when the teacher has expressed a concern about the student following directions, the SLP shares information about articulation.</li> </ul>	<ul style="list-style-type: none"> <li>● When a colleague asks the SLP for a resource on speech sound development, the SLP responds, “I will come to your room this afternoon and give you three resources to choose</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP takes a leadership position in supporting colleague’s growth through mentoring or leadership within professional communities.</li> </ul>

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	<ul style="list-style-type: none"> <li>● The staff requests the SLP to create a visual schedule. The SLP responds, "That's not my job."</li> <li>● The staff asks the SLP about support groups for students who stutter. The SLP replies, "I do not know of any" and walks away.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The staff requests the SLP to create a visual schedule. The SLP agrees but does not complete the task.</li> <li>● The staff asks the SLP about support groups for students who stutter. The SLP replies, "I do not know of any but I can find out and let you know later today." The SLP does not follow through on this request.</li> <li>● And others...</li> </ul>	<p>from." The SLP follows through on this offer.</p> <ul style="list-style-type: none"> <li>● The SLP provides visuals to the staff for students to use for communication purposes in multiple settings; e.g., a nonverbal student using Picture Exchange Communication System (PECS) to request desired item.</li> <li>● The SLP volunteers for professional community opportunities and actively participates in the content, discussion from the SLP perspective and contributes to the outcomes determined.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP offers to provide graduate externship experiences, when possible.</li> <li>● The SLP mentors student clinicians and clinical fellows in order to promote ongoing education in the profession, when possible.</li> <li>● The SLP creates a database and/or compilation of resources with up to date information for staff and students that includes a list of apps for an iPad to target language skills.</li> <li>● And others...</li> </ul>
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### 3d. Maintaining Professional Standards

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

#### Indicators:

- The SLP carries out student services according to state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice.
- The SLP follows professional standards/protocols for student confidentiality and recording and sharing of data.
- The SLP studies current trends in his or her professional practice.

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- The SLP maintains current and valid credentials, as appropriate.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist resists application of adopted professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The specialist attempts to apply the adopted standards but may do so inconsistently. The specialist does follow the established procedures and guidelines.	The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist shares findings, as appropriate.	The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP delivers inappropriate student services not fully aligned with state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice.</li> <li>● The SLP fails to comply with professional standards/protocols for student confidentiality and recording and sharing of data.</li> <li>● The SLP does not maintain current and valid credentials, as required.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP delivers student services not fully aligned with state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice.</li> <li>● The SLP minimally complies with professional standards/protocols for student confidentiality and recording and sharing of data.</li> <li>● The SLP maintains current and valid credentials, as required.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP provides student services according to state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice.</li> <li>● The SLP follows professional standards/protocols for student confidentiality and recording and sharing of data.</li> <li>● The SLP studies current trends in his or her professional practice.</li> <li>● The SLP maintains current and valid credentials, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP consistently provides student services according to state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice.</li> <li>● The SLP consistently follows professional standards/protocols for student confidentiality and recording and sharing of data.</li> <li>● The SLP selects from a broad repertoire of services and/or strategies aligned to individual student needs.</li> <li>● The SLP maintains current and valid credentials, as</li> </ul>

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				<p>appropriate and expands her expertise above required credentials.</p> <ul style="list-style-type: none"> <li>● The SLP studies current trends in his or her professional practice and shares findings with others when appropriate.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The SLP provides inappropriate articulation as per The American Speech-Language-Hearing Association (ASHA) guidelines.</li> <li>● The SLP consistently uses identifiable student information in an email (e.g., using two or more of the following first name, last name, grade, homeroom, age).</li> <li>● The SLP fails to complete CEU credits.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP provides articulation therapy that is sometimes inconsistent with The American Speech-Language-Hearing Association (ASHA) guidelines.</li> <li>● The SLP uses identifiable student information in an email (e.g. using two or more of the following first name, last name, grade, homeroom, age).</li> <li>● The SLP does not complete CEU credits in a timely manner.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP provides articulation therapy as per The American Speech-Language-Hearing Association (ASHA) guidelines.</li> <li>● The SLP uses student initials in emails in lieu of first and last name.</li> <li>● The SLP participates in professional discussions regarding benefits of “push in” vs. “pull out” therapy.</li> <li>● The SLP completes CEU courses in a timely manner.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP advocates changing a student from individual to group therapy to increase generalization of acquired skills as per The American Speech-Language-Hearing Association (ASHA) guidelines.</li> <li>● The SLP promotes the speech/language profession by assuming a leadership role within the building level, LEA program, or state level through Delaware Speech-Language- Hearing Association (DSHA).</li> <li>● The SLP completes CEU courses and pays professional dues in a timely manner.</li> <li>● And others...</li> </ul>

### 3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

**Indicators:**

- The SLP analyzes assessment responses and student behaviors to assess progress.
- The SLP shares data with colleagues, if permitted/appropriate.
- The SLP provides accurate, constructive, substantive, specific, and timely feedback to stakeholders.
- The SLP uses assessment data to inform future plans and service delivery.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The specialist seeks and uses data to inform some aspects of planning and delivery of services but implementation is inconsistent.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. The specialist uses the data to inform those at the district level of progress.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP inaccurately analyzes all assessment and behavior responses when assessing progress.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP inaccurately analyzes some assessment and behavior responses when assessing progress.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP accurately analyzes assessment responses and student behaviors to assess progress.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP accurately analyzes assessment responses and student behaviors to assess progress and recommend next steps.</li> </ul>

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	<ul style="list-style-type: none"> <li>● The SLP fails to share data with stakeholders to enhance the services provided to students.</li> <li>● The SLP provides stakeholders with feedback that is vague, inaccurate, non-constructive, or non-substantive.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP is inconsistent in sharing data with stakeholders to enhance the services provided to students.</li> <li>● Some of the data provided to stakeholders by the SLP is accurate, constructive, substantive, and/or specific, but may not be provided in a timely fashion.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP frequently shares data with stakeholders to enhance the services provided to students.</li> <li>● The SLP consistently provides accurate, constructive, substantive, specific, and timely feedback to stakeholders.</li> <li>● The SLP uses assessment data to inform future plans and service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP regularly shares data and collaborates with stakeholders to enhance the services provided to students.</li> <li>● The SLP consistently provides accurate, constructive, substantive, specific, and timely feedback to stakeholders.</li> <li>● The SLP uses assessment data to inform future plans, service delivery, and make recommendations to extend student outcomes across multiple settings.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The SLP does not use therapy data and progress monitoring tools to measure student progress.</li> <li>● The SLP does not mail home student progress notes.</li> <li>● The SLP feedback is absent and/or nonspecific.</li> <li>● The SLP data is disorganized.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP inconsistently uses therapy data and progress monitoring tools to measure student progress.</li> <li>● The SLP mails home student progress notes at the end of the school year.</li> <li>● The SLP provides feedback unrelated to identified student needs.</li> <li>● The SLP does not use progress data to guide therapy.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP uses therapy data and progress monitoring tools to measure student progress.</li> <li>● The SLP mails home student progress notes on a quarterly basis.</li> <li>● The SLP provides detailed feedback in a timely manner.</li> <li>● The SLP consistently uses progress data to guide therapy.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP uses therapy data and progress monitoring tools to measure student progress and make recommendations for maintenance and generalization.</li> <li>● The SLP mails home student progress notes on a quarterly basis and makes parent contact.</li> <li>● The SLP provides detailed feedback in a timely manner.</li> </ul>

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		<ul style="list-style-type: none"><li>• And others...</li></ul>	<ul style="list-style-type: none"><li>• And others...</li></ul>	<ul style="list-style-type: none"><li>• The SLP uses progress data to determine if changes in services or amendments to IEP are necessary.</li><li>• And others...</li></ul>
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## Component Four: Professional Responsibilities

Not everything that specialists do can be captured through viewing their practice. They engage in many activities that lie outside of their offices, as they improve services and build an understanding of their program. Component Four addresses such activities but is not expected to be an inclusive document of all professional growth activities. It is intended to focus on professional growth activities within the context of school, district, and student. For Component Four, specialists and administrators gather artifacts of evidence for each of the criteria to be presented during any conference during the school year. Administrators review the evidence presented and make recommendations and/or request additional evidence.

### 4a. Communicating with Families and Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

#### Indicators:

- The SLP provides valuable information about the program in a format(s) accessible to all.
- The SLP provides information using understandable language and terms in a culturally competent manner.
- The SLP provides information about student progress to parents/guardians.
- Communication between the SLP and families is two-way and ongoing and involves the student in the conversations, when appropriate.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner.	The specialist participates in required activities related to communication but offers little additional information. Responses to families/clients are minimal. The specialist makes modest and partially successful attempts to	The specialist provides frequent information to families and clients about the program. Communication about progress and other related information is on a regular basis and addresses the concerns of the	The specialist provides frequent information about the program and seeks additional input on how to improve the program. Communication about progress and other related information is frequent and addresses the



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		engage families and others in the program. Information is provided in a timely manner.	families/clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner.	concerns of the families/clients. The specialist is successful in engaging the program both inside the school setting and beyond. Information is provided in a timely manner and is thorough.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP does not provide valuable/important information about the program to families.</li> <li>● The SLP does not demonstrate cultural empathy and sensitivity when communicating with families.</li> <li>● The SLP does not provide information about student progress to parents/guardians.</li> <li>● The SLP makes information about student progress available to parents/guardians only upon request.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP periodically provides valuable/important information about the program in one format.</li> <li>● The SLP is inconsistent in demonstrating cultural empathy and sensitivity when communicating with families.</li> <li>● The SLP periodically provides information about student progress to parents/guardians or only provides information when required or requested.</li> <li>● The SLP makes some attempt to involve parents in the program, but results are uneven.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP consistently provides valuable/important information about the program in one format.</li> <li>● The SLP frequently demonstrates cultural empathy and sensitivity when communicating with families.</li> <li>● The SLP regularly makes information about student progress available to parents/guardians and involves the student in the conversations, when appropriate.</li> <li>● The SLP makes multiple, successful attempts to involve parents in the program.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP provides valuable/important information about the program in multiple formats in order to make it accessible to all.</li> <li>● Communication with families is two-way and the SLP consistently demonstrates cultural empathy and sensitivity and respect when communicating with families.</li> <li>● The SLP frequently makes information about student progress available and provides activities/recommendation for reinforcement of acquired skills to parents/guardians.</li> <li>● The SLP involves the student in conversation/communication with families, when appropriate.</li> </ul>

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Possible Examples	<ul style="list-style-type: none"> <li>● The SLP does not write a letter of introduction or information about the program to send to parents at the beginning of the school year or at any other time during the year.</li> <li>● The SLP makes no comment on student work sent home after therapy sessions.</li> <li>● The SLP fails to respond to parent inquiries about the program or their child’s progress.</li> <li>● The SLP makes no attempt to use translation services for parents who may need the service to understand the program or communications sent home throughout the year.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP sends a welcome newsletter to parents at the beginning of the year, with no other communication besides what is required.</li> <li>● The SLP sometimes provides a comment on student work sent home after therapy sessions.</li> <li>● The SLP provides a newsletter to staff on school events but not specific to speech/language therapy.</li> <li>● The SLP does not respond to parent inquiries about the program or their child’s progress in a timely manner.</li> <li>● The SLP rarely uses translating services to inform parents of students who exhibit behavioral issues.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP sends monthly newsletter to parents.</li> <li>● The SLP provides a newsletter to staff on strategies they can use in the classroom to reinforce targeted skills.</li> <li>● The SLP regularly provides a comment on student work sent home after therapy sessions.</li> <li>● The SLP provides a newsletter to parents on strategies they can use at home to reinforce targeted skills.</li> <li>● The SLP responds to parent inquiries about the program or their child’s progress in a timely manner.</li> <li>● The SLP frequently uses translating services to inform parents of student progress.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP solicits parent and/ or staff input into their monthly newsletter.</li> <li>● The SLP demonstrates strategies teachers can use in the classroom that are aligned with the curriculum.</li> <li>● The SLP responds to parent inquiries about the program or their child’s progress in a timely manner and is accessible for ongoing dialogue.</li> <li>● The SLP frequently uses translating services to inform parents of student progress and is receptive to parent input specific to student needs.</li> <li>● And others...</li> </ul>
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#### 4b. Recording Data in a Student Record System (Optional)

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

**Indicators:**

- Data is recorded and collected in an organized, accurate, and timely manner.
- The SLP utilizes data to guide the program and services.
- The SLP records and maintains student data in appropriate data systems.
- The SLP shares data with students, parents, staff, administrators, and stakeholders, when appropriate.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students/stakeholders/program or it is in disarray. The specialist records are in such disarray that it results in error and/or confusion.	The record keeping system is rudimentary and only partially effective. The information related to students/stakeholders/program is partially present. The records are accurate but require frequent monitoring by the specialist to avoid errors or confusion.	The record keeping system is complete and effective. The information on progress of students/stakeholders/ program is complete and used to effectively report progress. The information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress. The input from others is used to improve services.
Critical Attributes	<ul style="list-style-type: none"> <li>● The data collected by the SLP is in disarray resulting in errors and confusion about student progress.</li> <li>● The SLP does not utilize student data to guide the program and services.</li> <li>● The SLP fails to record and maintain student data such as student files, reports,</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP’s student data is recorded and collected in an inefficient, unorganized, and/or inaccurate manner.</li> <li>● The SLP collects data but data is not utilized to guide the program and services.</li> </ul> <p>The SLP records and maintains some student data such as student files, reports,</p>	<ul style="list-style-type: none"> <li>● The SLP’s student data is recorded and collected in an organized, accurate, and timely manner.</li> <li>● The SLP consistently collects and utilizes data to guide the program and services.</li> </ul> <p>The SLP consistently records and maintains student data such as student files, reports,</p>	<ul style="list-style-type: none"> <li>● The SLP’s student data is recorded and collected in an effective, organized, accurate, and timely manner.</li> <li>● The SLP frequently analyzes and utilizes data to guide and adjust the program and services, as needed.</li> </ul> <p>The SLP consistently records and maintains organized</p>

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	<p>evaluation data, therapy data, progress monitoring data, observation, parent &amp; teacher input in secure data systems.</p> <ul style="list-style-type: none"> <li>● The SLP shares data in ways that breach student confidentiality guidelines.</li> </ul>	<p>evaluation data, therapy data, progress monitoring data, observation, parent &amp; teacher input in secure data systems.</p> <ul style="list-style-type: none"> <li>● The SLP occasionally shares data with unauthorized students, parents, staff, administrators, and stakeholders.</li> </ul>	<p>evaluation data, therapy data, progress monitoring data, observation, parent &amp; teacher input in secure data systems.</p> <ul style="list-style-type: none"> <li>● The SLP shares data with students, parents, staff, administrators, and stakeholders, when appropriate following confidentiality guidelines.</li> </ul>	<p>student data such as student files, reports, evaluation data, therapy data, progress monitoring data, observation, parent &amp; teacher input in secure data systems.</p> <ul style="list-style-type: none"> <li>● The SLP collaborates with students, parents, staff, administrators, and stakeholders, when appropriate using data to promote improved student outcomes.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The SLP does not collect data during a group fluency lesson in order to guide future therapy sessions for students.</li> <li>● At a scheduled IEP meeting, it is evident that the SLP has not completed progress reports as indicated on the IEP.</li> <li>● When the administrator questions the SLP about the midyear progress of a student, the SLP responds, "I haven't updated his file since the beginning of the year. I expect to be caught up in a week or two."</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP collects some data during a group fluency lesson in order to guide future therapy sessions for groups of students.</li> <li>● The SLP only collects data on students with articulation goals but not for students with language goals.</li> <li>● Progress reports for students are completed on time but lack specificity and dates to show student milestones and progress toward meeting goals.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP collects and analyzes data during a group fluency lesson in order to guide future therapy sessions for groups of students.</li> <li>● A consistent data collection system is evident for students with articulation goals and students with language goals to support progress monitoring for most students.</li> <li>● The SLP shares data collected throughout the year with the parents of a student with severe communication delays to show the progress of their</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP collects and analyzes data during and after a group fluency lesson in order to modify the lesson during instruction and to guide future therapy sessions to meet the needs of individual students within the group.</li> <li>● The SLP develops and shares protocols with colleagues that assist with organizing and maintaining data collection.</li> <li>● The SLP consistently seeks out observations and data, such as Dibels data, from teachers</li> </ul>

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	● And others...	● And others...	child toward meeting goals and for setting goals for the upcoming school year.  ● And others...	when developing goals for students.  ● And others...
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**4c. Growing and Developing Professionally (Optional)**

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

**Indicators:**

- The SLP seeks opportunities to enhance his or her knowledge and/or skills.
- The SLP seeks and participates in opportunities to stay current in the field.
- The SLP selects professional goals directly related to state/national standards, improving student learning, and school improvement.
- The SLP is open to receiving feedback from colleagues and supervisors.
- The SLP participates in school, LEA, and/or state committees and/or councils, as appropriate.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The specialist does not take an active part in the professional learning community both within the school setting and beyond.	The specialist demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice. The specialist takes part in the professional learning community only to the extent to which it is required	The specialist demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The specialist takes an active role in the professional learning community within the school setting.	The specialist demonstrates how he/she takes an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice. The specialist leads the professional learning community within the school setting and contributes to the

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				professional learning community at the local and state level.
Critical Attributes	<ul style="list-style-type: none"> <li>● The SLP does not attend any school or district professional development.</li> <li>● The SLP has limited knowledge of the standards of practice for SLPs.</li> <li>● The SLP is not a member of any school/state/district committee.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends only required professional development.</li> <li>● The SLP attends the minimum required professional development to keep license current.</li> <li>● The SLP is able to identify relevant topics to their practice.</li> <li>● The SLP is aware of national standards of practice but does not apply them to their practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP articulates how she/he will incorporate new knowledge gained from professional development into daily practice.</li> <li>● The SLP offers to present knowledge gained through professional development to peers and/or school staff.</li> <li>● The SLP is able to personally prioritize professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP plans and delivers professional development to colleagues.</li> <li>● The SLP has a formal or informal leadership role in the school/district/state/community.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● The SLP has not attended any LEA meetings scheduled for SLPs.</li> <li>● The SLP rarely attends PLCs or other professional development offerings at the school or LEA level.</li> <li>● The SLP has no knowledge of the school improvement</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP's attendance at required LEA meetings for SLPs is inconsistent.</li> <li>● The SLP occasionally attends PLCs or other professional development offerings at the school or LEA level and can cite an example of how new knowledge has been incorporated into daily practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends most required LEA meetings for SLPs.</li> <li>● The SLP frequently attends PLCs or other professional development offerings at the school or LEA level and can cite multiple ways in which she incorporates new learning into daily practice.</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP attends most required LEA meeting for SLPs and is a frequent contributor to those meetings.</li> <li>● The SLP frequently attends or leads PLCs or other professional development offerings at the school, LEA, state and/or national level and can cite specific ways in which</li> </ul>

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	<p>priorities for the school(s) served.</p> <ul style="list-style-type: none"> <li>● The SLP is not a member of The American Speech-Language-Hearing Association (ASHA), the Delaware Speech-Language-Hearing Association. (DSHA) and/or any other professional organizations, nor is the SLP aware of The American Speech-Language-Hearing Association (ASHA) Scope of Practice.</li> <li>● The SLP cannot identify a recent professional development opportunity attended to enhance therapy practices.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP has some knowledge of the school improvement priorities for the school(s) served.</li> <li>● The SLP is a member of The American Speech-Language-Hearing Association (ASHA), the Delaware Speech-Language-Hearing Association. (DSHA) and/or other relevant professional organizations and can cite an example of how information obtained from these organizations has impacted their practice.</li> <li>● And others...</li> </ul>	<ul style="list-style-type: none"> <li>● The SLP has knowledge of the school improvement priorities for the school(s) served and aligns plans to these school improvement efforts.</li> <li>● The SLP is a member of The American Speech-Language-Hearing Association (ASHA), the Delaware Speech-Language-Hearing Association. (DSHA), and/or other professional organizations and attends events relevant to their professional goals.</li> <li>● And others...</li> </ul>	<p>they incorporate new learning into daily practice.</p> <ul style="list-style-type: none"> <li>● The SLP has knowledge of the school improvement priorities for the school(s) served and aligns, monitors and adjusts plans in order to contribute to those efforts.</li> <li>● The SLP keeps current regarding The American Speech-Language-Hearing Association (ASHA) Scope of Practice and other guidelines and articulates this information as it relates to achievement of professional goals and program goals.</li> <li>● The SLP is an active member or officer in The American Speech-Language-Hearing Association (ASHA) and/or the Delaware Speech-Language-Hearing Association. (DSHA).</li> <li>● And others...</li> </ul>
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#### 4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or district. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

##### Indicators:

- The SLP accurately assesses his or her effectiveness using the various components of the framework for specialists.
- The SLP aligns his or her practice with state/national standards.
- The specialist accurately attributes performance to various inputs and/or conditions (student, teacher, environment, et cetera).
- The SLP accurately assesses and articulates his or her ability to add value to the school community.
- The SLP uses reflection to improve his or her performance and asks for assistance to improve future services, when appropriate.
- The SLP reassess and realigns goals to improve his or her personal practice and documents his or her progress towards achievement of goals.

	<b>Ineffective</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Highly Effective</b>
Rubric	The specialist does not know whether the program was effective, or the goals were achieved using data. The specialist has no suggestions for how the program could be improved or how the goals could have been met.	The specialist has a generally accurate impression of the program’s effectiveness and the extent to which goals were met using data. He/she can make general suggestions about how to improve the program or to meet goals for the next cycle.	The specialist makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data. He/she can make a few specific suggestions of what could be tried to improve the program and meet the goals for the next cycle.	The specialist makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data. He/she draws upon an extensive repertoire of skills and offers specific alternate actions on how to improve the program and meet the goals.
Critical Attributes	● The SLP does not assess their effectiveness and performance or the effectiveness of the program against stated goals and/or	● The SLP occasionally assesses their effectiveness and performance or the effectiveness of the program against stated goals and/or	● The SLP regularly assesses their effectiveness and performance or the effectiveness of the program against stated goals and/or	● The SLP regularly assesses their effectiveness and performance and the effectiveness of the program against stated goals and/or



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	<p>against state and/or national standards of practice.</p> <ul style="list-style-type: none"> <li>● The SLP does not use data to assess the effectiveness of their practice or the effectiveness of the program.</li> <li>● The SLP makes no suggestions for professional improvement.</li> <li>● The SLP is not aware of The American Speech-Language-Hearing Association (ASHA) Scope of Practice.</li> </ul>	<p>against state and/or national standards of practice.</p> <ul style="list-style-type: none"> <li>● The SLP is inconsistent in the use of data to assess the effectiveness of their practice or the effectiveness of the program.</li> <li>● The SLP suggests general modifications for professional improvement.</li> <li>● The SLP is aware of The American Speech-Language-Hearing Association (ASHA) Scope of Practice, but does not use this as a guide for practice.</li> </ul>	<p>against state and/or national standards of practice.</p> <ul style="list-style-type: none"> <li>● The SLP uses data to assess the effectiveness of their practice or the effectiveness of the program.</li> <li>● The SLP uses appropriate resources to recommend alternative strategies to refine professional performance.</li> <li>● The SLP is aware of the Scope of Practice and uses this as a guide for practice.</li> </ul>	<p>against state and/or national standards of practice.</p> <ul style="list-style-type: none"> <li>● The SLP uses data to assess the effectiveness of their practice and the effectiveness of the program and makes adjustments as needed.</li> <li>● The SLP uses extensive resources to identify areas for improvement and professional growth opportunities.</li> <li>● The SLP is aware of The American Speech-Language-Hearing Association (ASHA) Scope of Practice and uses this as a guide for practice and is actively involved in professional committees and organizations that support the profession.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>● In conferencing with parents at an IEP meeting, the SLP never uses data to demonstrate student progress towards meeting goals.</li> <li>● When asked about the effectiveness of the program,</li> </ul>	<ul style="list-style-type: none"> <li>● In conferencing with parents at an IEP meeting, the SLP occasionally uses data to demonstrate student progress towards meeting goals.</li> <li>● In a reflection meeting, the SLP suggests that the therapy session went well but cannot</li> </ul>	<ul style="list-style-type: none"> <li>● In conferencing with parents at an IEP meeting, the SLP cites specific data from one source to show student progress towards meeting speech-language goals. Data about individual students from one source is used to</li> </ul>	<ul style="list-style-type: none"> <li>● In conferencing with parents at an IEP meeting, the SLP always cites specific data from multiple sources to show student progress towards meeting speech-language goals. The SLP uses multiple examples of Individual</li> </ul>

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	<p>the SLP starts with “I think...” and never cites any data to back up the claims made about the program’s effectiveness.</p> <ul style="list-style-type: none"> <li>● In a reflection meeting, the SLP has no suggestions about what went well and what could be improved in an observed therapy session and/or the program.</li> <li>● When developing a plan or setting goals, the SLP does not reference The American Speech-Language-Hearing Association (ASHA) Scope of Practice.</li> <li>● And others...</li> </ul>	<p>be specific about what went well and what could be improved in a future session or in the program in general.</p> <ul style="list-style-type: none"> <li>● The SLP is unsure about what data to use to analyze the effectiveness of the program and to establish program or personal goals for the next school year.</li> <li>● The SLP is unsure about how to align the plan with The American Speech-Language-Hearing Association (ASHA) Scope of Practice.</li> <li>● And others...</li> </ul>	<p>assess the effectiveness of the program.</p> <ul style="list-style-type: none"> <li>● In a reflection meeting, the SLP suggests that the therapy session went well and can cite specific examples of what went well and what did not go well but may not be able to generalize from this session about the effectiveness of the program in general.</li> <li>● The SLP analyzes student data regarding progress towards meeting goals before planning services for the next school year.</li> <li>● The SLP cites references from The American Speech-Language-Hearing Association (ASHA) Scope of Practice when determining program priorities for the school year.</li> <li>● And others...</li> </ul>	<p>student data from various sources to analyze the effectiveness of the program.</p> <ul style="list-style-type: none"> <li>● When working with a fluency student, the SLP is able to reflect accurately upon the student’s performance and his instruction during the therapy session and is also able to recommend and give a rationale for personal and programmatic next steps based upon an assessment of the student’s performance.</li> <li>● The SLP solicits feedback from students, staff, parents and other stakeholders to support assessment of the program.</li> <li>● The SLP cites references from The American Speech-Language-Hearing Association (ASHA) Scope of Practice when determining program and professional priorities for the school year.</li> <li>● And others...</li> </ul>
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