

South Carolina Speech-Language Professional Evaluation Rubric

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

The South Carolina Speech-Language Professional Evaluation Rubric brings a comprehensive focus on four key domains: **Planning, Instruction, Collaboration, and Professionalism.**

Planning			
<ul style="list-style-type: none"> • Demonstrating Knowledge and Skills • Planning Program & Services • Developing the IEP • Conducting the IEP Meeting • Assessing Student Needs 	<ul style="list-style-type: none"> • Creating a Positive Learning Environment • Scheduling Flexible & Responsive Services • Delivering Instruction • Communicating Responsively • Using Feedback 	<ul style="list-style-type: none"> • Collaborating with Professionals • Collaborating with Families 	<ul style="list-style-type: none"> • Demonstrating Compliance • Demonstrating Confidentiality • Demonstrating Ethical Communication • Growing and Developing Professionally • School Responsibilities • Leadership

Performance definitions are provided at levels *Exemplary (4)*, *Proficient (3)*, *Needs Improvement (2)*, and *Unsatisfactory (1)*.

PLANNING

Performance Objective: Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Demonstration & Knowledge of Skills</p> <p><u>Sources of Evidence:</u></p> <ul style="list-style-type: none"> ● <i>Observation of Therapy Session</i> ● <i>Observation of IEP Meeting</i> ● <i>Evaluation Report</i> ● <i>IEPs</i> ● <i>Therapy Session Pre-Conference #1</i> 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> ● Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders. ● Demonstrates knowledge of the needs and characteristics of all students, including their individual approaches to learning, knowledge skills and interests. ● Demonstrates an extensive understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making relevant connections between language and literacy when appropriate. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> ● Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders. ● Demonstrates knowledge of the needs and characteristics of most students, including their approaches to learning, knowledge, skills, and interests. ● Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making the connection between language and literacy when appropriate. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> ● Demonstrates the knowledge and skills to assess and treat a wide range of communication disorders. ● Demonstrates knowledge of the needs and characteristics of students, including their approaches to learning, knowledge skills and interests. ● Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, making moderate connections between language and literacy when appropriate. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> ● Demonstrates the knowledge and skills to assess and treat a range of communication disorders. ● Demonstrates knowledge of the needs and characteristics of students, including their approaches to learning, knowledge skills and interests. ● Demonstrates an understanding of how to embed curricular goals, state standards, and materials into therapy sessions, rarely making connections between language and literacy when appropriate.
	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> ● Selects and utilizes appropriate resources which support the individual needs of each student. ● Designs engaging activities and plans for services that support individual student needs and prompts student thinking. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> ● Selects and utilizes appropriate resources which support the needs of students. ● Designs activities and plans for services that support most student needs. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> ● Selects and utilizes resources which support the needs of students. ● Designs activities and plans for services that support student needs. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> ● Selects and utilizes resources which support the needs of students. ● Designs activities and/or plans for services that support student needs.

PLANNING, *continued*

Performance Objective: In partnership with the team, determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Developing the IEP</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> ● <i>Evaluation Reports</i> ● <i>Eligibility Documentation</i> ● <i>Observation of IEP Meeting</i> ● <i>IEP Meeting Pre-Conference #1</i> ● <i>IEP Meeting Pre-Conference #5</i> ● <i>IEP Meeting Pre-Conference #6</i> ● <i>IEPs</i> 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> ● Analyzes and interprets data from multiple sources to engage in significant decision making for managing and providing exemplary student services and support. ● Develops challenging student goals and benchmarks that are understandable, observable, measurable, and achievable within one year. ● Develops challenging student goals that are directly related to the data reported in the present levels of performance and challenges students to meet and surpass their goals. ● Creates thorough IEPs that contain all required elements. ● Provides opportunities for students to be engaged in the goal setting process and articulate their goals. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> ● Analyzes and interprets most data from multiple sources to engage in adequate decision making for managing and providing student services and support. ● Develops most student goals and benchmarks that are understandable, observable, measurable, and achievable within one year. ● Develops most student goals that are related to the data reported in the present levels of performance. ● Creates IEPs that contain all required elements. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> ● Analyzes and interprets data from sources to engage in decision making for managing and providing some student services and support. ● Develops student goals and benchmarks that are understandable, observable, measurable, and achievable within one year. ● Develops student goals that are related to the data reported in the present levels of performance. ● Creates IEPs that contain some required elements. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> ● Analyzes and interprets data from sources to engage in decision making for managing and providing student services and support. ● Develops student goals and/or benchmarks that are understandable, observable, measurable, and achievable within one year. ● Develops student goals that are related to the data reported in the present levels of performance. ● Creates IEPs that contain all required elements.

PLANNING, *continued*

Performance Objective: In partnership with the team, determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Conducting the IEP Meeting</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • <i>Observation of the IEP Meeting</i> • <i>IEP Meeting Pre-Conference #2</i> 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> • Prepares extensively for IEP meetings. • Explains content of the IEP clearly, using language that parent(s) and other team members understand. • Explains how speech and language goals relate to each student’s success with the curriculum and contributes appropriate information to transition plans. • Is responsive to cultural and linguistic backgrounds when speaking and communicating with parent(s) and students regarding IEP content. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> • Prepares adequately for IEP meetings. • Explains content of the IEP clearly, using language that parent(s) and other team members understand. • Explains how speech and language goals relate to student success with the curriculum and contributes appropriate information to transition plans. • Is responsive to cultural and linguistic backgrounds when speaking with parent(s) regarding IEP content. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> • Prepares for IEP meetings. • Explains content of the IEP, occasionally using language that parent(s) and other team members understand. • Explains how speech and language goals relate to student success with the curriculum and/or contributes information to transition plans. • Is responsive to cultural and linguistic backgrounds when speaking with parent(s) regarding IEP content. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> • Prepares for IEP meetings. • Explains content of the IEP, using language that parent(s) and other team members understand. • Explains how speech and language goals relate to student success with the curriculum and/or contributes information to transition plans. • Is responsive to cultural and linguistic backgrounds when speaking with parent(s) regarding IEP content.
	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> • Collects extensive information from high-quality sources, including all: case history data, performance on classroom and standardized testing, student work samples, observations of the students in the classroom, and input from teachers, parents and the student. • Creates or selects high-quality formal and informal assessment tools that are consistently aligned to student goals and criteria. • Develops high-quality evaluation reports. • Makes exemplary recommendations for dismissing students from speech-language therapy. • Provides opportunities for students to self-assess their own progress and articulate their progress with others. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> • Collects information from a variety of sources, including case history data, performance on classroom and standardized testing, observation of the students in the classroom, and input from teachers and parents. • Creates or selects appropriate formal and informal assessment tools that are aligned to student goals and criteria. • Develops appropriate evaluation reports. • Makes appropriate recommendations for dismissing students from speech-language therapy. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> • Collects information from a variety of sources, including case history data, performance on classroom and standardized testing, observations of the students in the classroom, and input from teachers and parents. • Creates or selects formal and informal assessment tools that are consistently aligned to student goals and criteria. • Develops evaluation reports. • Makes recommendations for dismissing students from speech-language therapy. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> • Collects information from a variety of sources. • Creates or selects formal and informal assessment tools that are aligned to student goals and criteria. • Develops evaluation reports. • Makes recommendations for dismissing students from speech-language therapy.

INSTRUCTION

Performance Objective: Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Creating a Positive Learning Environment</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> Observation of Therapy Session 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills necessary for providing or facilitating treatment of all students from culturally and linguistically different backgrounds. Uses effective strategies to intentionally motivate, engage and empower students in the learning process. Is confident, positive, enthusiastic and patient when working with each student. Demonstrates exemplary behavior management skills that foster positive and respectful interactions with among students. Communicates high expectations and encourages each student to gain independence and ownership in applying their target communication skills. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> Demonstrates knowledge and skills necessary for providing or facilitating treatment of most students from culturally and linguistically different backgrounds. Uses effective strategies to motivate and engage students in the learning process. Is confident, positive, enthusiastic, and patient when working with most students. Demonstrates effective behavior management skills that foster positive interactions with and among students. Communicates expectations and encourages students to gain independence in applying their target communication skills. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> Demonstrates knowledge and skills necessary for providing or facilitating treatment of some students from culturally and linguistically different backgrounds. Uses strategies to motivate students often engaging students in the learning process. Is confident, positive, enthusiastic, and patient when working with some students. Demonstrates effective behavior management skills that foster positive interactions with and among students. Communicates expectations and inconsistently encourages students to gain independence in applying their target communications skills. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> Demonstrates knowledge and skills necessary for providing or facilitating treatment of students from culturally and linguistically different backgrounds. Uses strategies to motivate students and engage students in the learning process. Is confident, enthusiastic, and patient when working with students. Demonstrates effective behavior management skills that foster positive interactions with and among students. Communicates expectations and encourages students to gain independence in applying their target communications skills.

INSTRUCTION, *continued*

Performance Objective: Use appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Scheduling Flexible & Responsive Services</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> ● <i>Copy of Schedule</i> ● <i>Observation of Therapy Session</i> ● <i>Therapy Session Post-Conference #2</i> 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> ● Ensures that high-quality services are delivered for the amount of time (length of session), in the appropriate setting (in or outside of the general education classroom), and frequency (number of times seen per week/month/quarter) necessary to facilitate consistent progress based on individual student needs as indicated in the IEP. ● Uses an extensive repertoire of research based instructional or professional strategies and makes timely modifications to services based on individual student needs. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> ● Ensures that most services are delivered for the amount of time (length of session), in the appropriate setting (in or outside of the general education classroom), and frequency (number of times seen per week/month/quarter) necessary to facilitate progress based on individual student needs as indicated in the IEP. ● Uses a repertoire of instructional or professional strategies and makes modifications to services based on individual student needs. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> ● Ensures that services are delivered for the amount of time (length of session), in the appropriate setting (in or outside of the general education classroom), and frequency (number of times seen per week/month/quarter) necessary to facilitate progress based on individual student needs as indicated in the IEP. ● Uses a repertoire of instructional or professional strategies and occasionally makes modifications to services based on student needs. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> ● Ensures that services are delivered for the amount of time (length of session), in the appropriate setting (in or outside of the general education classroom), and frequency (number of times seen per week/month/quarter) necessary to facilitate progress based on individual student needs as indicated in the IEP. ● Uses a repertoire of instructional or professional strategies and occasionally makes modifications to services based on student needs.
<p>Delivering Instruction</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> ● <i>Observation of Therapy Session</i> ● <i>Therapy Logs</i> ● <i>Therapy Session Pre-Conference #5</i> ● <i>Therapy Session Pre-Conference #6</i> ● <i>Therapy Session Pre-Conference #7</i> ● <i>Therapy Session Post-Conference #3</i> ● <i>Therapy Session Post-Conference #4</i> 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> ● Includes and communicates curricular objectives, expectations for success and a variety of aligned materials in the session. ● Uses current data from all therapy sessions to create a variety of impactful activities that promote measurable progress on students' specific IEP goals. ● Designs varied impactful therapy delivery models based on individual student needs and skills. ● Provides opportunities and scaffolds for students to self-direct their own learning. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> ● Includes curricular objectives and a variety of appropriate materials in the session. ● Uses data from most therapy sessions to create a variety of activities that promote progress on students' specific IEP goals. ● Designs varied therapy delivery models based on individual student needs and skills. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> ● Includes curricular objectives and a variety of materials in the session. ● Uses data from therapy sessions to create activities that promote progress on students' IEP goals. ● Designs varied therapy delivery models based on student needs and skills. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> ● Includes curricular objectives and a variety of materials in the session. ● Uses data from therapy sessions to create activities that promote progress on students' IEP goals. ● Designs varied therapy delivery models based on student needs and skills.

INSTRUCTION, *continued*

Performance Objective: Use appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Communicating Responsively</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> Observation of Therapy Session 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> Uses clear, appropriate verbal and written communication for the students' ages, backgrounds, needs and/or levels of understanding. Provides opportunities for students to communicate their own needs in order to promote student ownership of learning. 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> Uses clear and appropriate verbal and written communication for the students' ages, backgrounds, needs, and/or levels of understanding. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> Uses appropriate verbal and written communication for the students' ages, backgrounds, needs, and/or levels of understanding. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> Uses appropriate verbal and written communication for the students' ages, backgrounds, needs, and/or levels of understanding.
<p>Using Feedback</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> Observation of Therapy Session Therapy Session Post-Conference #1 Therapy Session Post-Conference #5 Therapy Logs Progress Reports Therapy Session Pre-Conference #4 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> Provides accurate and high-quality feedback to students individually. Uses a variety of cues and prompts to promote significant student success. Requires frequent number of responses for each student to make significant progress towards their goals. Monitors and assesses each student's progress by documenting the nature of the services and evidence of significant progress during therapy session. Provides opportunities for students to monitor, self-assess and set personal goals for their own learning. 	<p>The speech-language professional mostly:</p> <ul style="list-style-type: none"> Provides accurate and appropriate feedback to students individually. Uses a variety of cues and prompts to promote student success. Requires sufficient number of responses for most students to make progress towards their goals. Monitors students' progress by documenting the nature of the services and evidence of progress during therapy session. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> Provides accurate and appropriate feedback to students. Uses a variety of cues and prompts to promote student success. Requires sufficient number of responses for students to make progress towards their goals. Monitors students' progress by documenting the nature of the services and evidence of progress during therapy session. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> Provides students with accurate and appropriate feedback. Uses a variety of cues and prompts impacting student success. Requires sufficient number of responses of students impacting progress towards their goals. Monitors students' progress by documenting the nature of the services and evidence of progress during therapy session.
<p>Description of Qualifying Measures</p>	<ul style="list-style-type: none"> Consistent evidence of student-centered learning/student ownership of learning Teacher facilitates the learning 	<ul style="list-style-type: none"> Some evidence of student-centered learning/student ownership of learning Teacher facilitates the learning 	<ul style="list-style-type: none"> Moving toward student-centered learning/student ownership of learning Consistent reliance on teacher direction 	<ul style="list-style-type: none"> Heavy emphasis on teacher direction Minimal evidence of student ownership of learning

COLLABORATION

Performance Objective: Demonstrate collaboration with the classroom teachers and other professionals for students in both general and special education.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Collaborating with Professionals</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • IEP Meeting Post-Conference #2 • Communication Logs with Teachers • Observation of IEP Meeting • IEP Meeting Pre-Conference #4 • Observation of IEP Meeting • IEP Meeting Post-Conference #3 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> • Collaborates and plan interventions for all students on SLP's caseloads and provides guidance for students not on caseload. • Initiates contact and communicates with other professionals on a frequent basis to (a) be knowledgeable about the classroom objectives, expectations for success and the impact of the communication disorder on classroom performance, and (b) offer suggestions and support for classroom reinforcement. • Demonstrates active listening and responding professionally to feedback from teachers, team members and building administrators. • Demonstrates collaboration with teachers, team members and building administrators during IEP and other meetings. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> • Adequately collaborates and plans interventions for students on SLP's caseload. • Initiates contact and communicates with other professionals in the school on a regular basis to (a) be knowledgeable about the classroom objectives and the impact of the communication disorder on classroom performance, and (b) offer suggestions for classroom reinforcement. • Demonstrates active listening and responding professionally to feedback from teachers and other team members. • Demonstrates collaboration with teachers and other team members during IEP and other meetings. 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> • Collaborates and plans interventions for students on SLP's caseload. • Initiates contact and communicates with other professionals in the school to (a) be knowledgeable about the classroom objectives and the impact of the communication disorder on classroom performance, and (b) offer suggestions for classroom reinforcement. • Demonstrates active listening and responding professionally to feedback from teachers and other team members. • Collaborates with teachers and other team members during IEP and other meetings. 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> • Collaborates and plans interventions for students on SLP's caseload. • Initiates contact and communicates with other professionals in the school to (a) be knowledgeable about the classroom objectives and the impact of the communication disorder on classroom performance, and (b) offer suggestions for classroom reinforcement. • Listens and responds professionally to feedback from teachers and other team members. • Collaborates with teachers and other team members during IEP and other meetings.

COLLABORATION, *continued*

Performance Objective: Collaborate with families and provide opportunities for families to be involved in the students' SLP services

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Collaborating with Families</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • Evaluation Reports • Progress Reports • Materials shared with parents about ways to practice SLP goals in the home setting • Communication Logs with Parents • IEP Meeting Post-Conference #1 • Observation of IEP Meeting 	<p>The speech-language professional consistently:</p> <ul style="list-style-type: none"> • Provides detailed reports on student progress to families as often as general education provides progress reports/report cards, as required by law. • Communicates with families to provide them with information about facilitating communication in the home setting and community/social environments. • Solicits input from families during the student assessment process, the drafting of the IEP, and the IEP meeting. • Demonstrates active listening and responds professionally to feedback from parent(s). • Plans and provides parent in-service training that benefits students in special education and regular education. 	<p>The speech-language professional often:</p> <ul style="list-style-type: none"> • Reports on student progress to families as often as general education provides progress reports/report cards, as required by law. • Communicates with families to provide them with information about facilitating communication in the home setting. • Solicits input from most families during the student assessment process, the drafting of the IEP, and the IEP meeting. • Demonstrates active listening and responds professionally to feedback from parent(s). 	<p>The speech-language professional sometimes:</p> <ul style="list-style-type: none"> • Reports on student progress to families as often as general education provides progress reports/report cards, as required by law. • Communicates with families to provide them with information about facilitating communication in the home setting. • Solicits input from families during the student assessment process, the drafting of the IEP, and the IEP meeting. • Demonstrates active listening and responds professionally to feedback from parent(s). 	<p>The speech-language professional rarely:</p> <ul style="list-style-type: none"> • Reports on student progress to families as often as general education provides progress reports/report cards, as required by law. • Communicates with families to provide information about facilitating communication in the home setting. • Solicits input from families during the student assessment process, the drafting of the IEP, and the IEP meeting. • Demonstrates active listening and responds professionally to feedback from parent(s).

PROFESSIONALISM

Performance Objective: Implement services in an ethical manner.

Indicator	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Demonstrating Compliance <u>Sources of Evidence</u> <ul style="list-style-type: none"> • Evaluation Report • Eligibility Documentation • Medicaid Documentation • IEPs 	<ul style="list-style-type: none"> • Completes all documentation, including Medicaid, within identified timelines and adheres to all district, state, and federal compliance guidelines 	Always	Often	Sometimes	Rarely
Demonstrating Confidentiality <u>Sources of Evidence</u> <ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Maintains confidentiality and adheres to the IDEA, Section 504, FERPA, HIPAA, local, state, and federal regulations related to documentation and compliance 	Always	Often	Sometimes	Rarely
Demonstrating Ethical Communications <u>Sources of Evidence</u> <ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Demonstrates respect to students, families, teachers, and other professionals 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> • Presents and communicates with a professional demeanor 	Always	Often	Sometimes	Rarely

PROFESSIONALISM, *continued*

Performance Objective: Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements.

Indicator	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Growing and Developing Professionally</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • Records of participation in professional development • Records of membership or attendance 	<ul style="list-style-type: none"> • Actively seeks diverse opportunities for relevant professional development with a focus on needs of caseload population, professional growth interests, or professional best practices 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> • Participates in professional associations; meetings and conferences; and/or professional learning communities 	Always	Often	Sometimes	Rarely

PROFESSIONALISM, *continued*

Performance Objective: Contribute to various building and/or district initiatives.

Indicator	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
School Responsibilities <u>Sources of Evidence</u> <ul style="list-style-type: none"> • Observations • Samples of presentations made to staff and/or parents • Copies of resources and materials provided to staff 	<ul style="list-style-type: none"> • Participates in building and district activities and initiatives, such as intervention teams, school assessment planning, curriculum teams, and/or positive behavioral support initiatives 	Always	Often	Sometimes	Rarely
Leadership <u>Sources of Evidence</u> <ul style="list-style-type: none"> • Observations 	<ul style="list-style-type: none"> • Takes a leadership role in school or district initiatives 	Always	Often	Sometimes	Rarely