

SPEECH/LANGUAGE PATHOLOGIST TRI-LEVEL EVALUATION
Draft (last amended 7/25/06)

Competency 1: The SLP demonstrates professional knowledge and skills in the diagnosis and management of speech/language impairments and disabilities.

LEVEL I	LEVEL II	LEVEL III
Is knowledgeable about normal speech, language processes and their development including: -Semantics, syntax, morphology and phonology, fluency. -Physiology, anatomy and neurology of speech and language. -Social and cultural aspects of speech and language development. -Speech and language production and perception. -Communicative process: pragmatics, pre-verbal, verbal and non-verbal.	Integrates knowledge about speech-language processes with curriculum demands. .	Shares knowledge of speech-language processes to develop a team approach for increased effectiveness.
Demonstrates knowledge of District policies and procedures as they relate to speech and language services.	Expands skills through consultation with specialists and colleagues.	Increases professional competence through in-service education, reading, research and other professional growth activities

Competency 2: The SLP uses appropriate techniques for the continuous assessment of student progress.

LEVEL I	LEVEL II	LEVEL III
Maintains accurate and complete records of each student's progress.	Modifies planned procedures according to the student's responses.	Evaluates and designs needed changes in a student's IEP based on progress data.
Informs students of the criteria by which they will be evaluated.	Helps students to be aware of their own progress.	Promotes reinforcement outside the clinical setting for carryover and/or follow-up.

Competency 3: The SLP manages the learning environment to allow students to attain their individual goals and objectives.

LEVEL I	LEVEL II	LEVEL III
Establishes an atmosphere conducive to learning. Promotes respect and positive interpersonal relationships among students.	Individualizes therapy within a group and encourages group dynamics.	Works with teachers to develop effective classroom techniques useful for teaching students with speech and language problems.
Establishes a routine which can be followed by students.	Establishes and maintains standards of appropriate student behavior and discipline needed to achieve a functional learning atmosphere in the therapy setting.	Acts as a resource for teachers and parents in developing management techniques for carryover in a variety of settings

Competency 4: The SLP uses appropriate evaluation tools, processes and procedures to determine whether students have met criteria for speech language impairment or disability.

LEVEL I	LEVEL II	LEVEL III
Is skilled in the selection and administration of assessment procedures, including formal and informal, standardized and non-standardized, norm-referenced and criterion-referenced tests.	Analyses and integrates information from many sources including interviews with teachers, parents and other professionals when developing a language profile of a student.	Communicates the results of the assessment effectively in both written and oral form, emphasizing the educational impact of the student's disability.
Follows State and District special education procedures for assessment, applying alternate measures when linguistic, cultural or socioeconomic factors are affecting a student's performance.	Follows State and District special education procedures for assessment, applying alternate measures when linguistic, cultural or socioeconomic factors are affecting a student's performance.	Follows State and District special education procedures for assessment, applying alternate measures when linguistic, cultural or socioeconomic factors are affecting a student's performance.

Competency 5: The SLP establishes routines and procedures for managing cases, time and student records.

LEVEL I	LEVEL II	LEVEL III
Plans case management techniques and materials that are most appropriate for meeting stated IEP goals.	Develops and uses case management techniques and materials that are most appropriate for meeting stated IEP goals.	Evaluates current case management techniques and adjusts to meet students' needs as necessary.
Organizes routines and procedures for handling cases, maintains required records, and manages time needed for completion of required tasks.	Organizes routines and procedures for handling cases, maintains required records, and manages time needed for completion of required tasks.	Organizes routines and procedures for handling cases, maintains required records, and manages time needed for completion of required tasks.

Competency 6: The SLP communicates accurately and effectively.

LEVEL I	LEVEL II	LEVEL III
Establishes and maintains open lines of communication with students, parents and teachers.	Develops effective lines of communication with students, parents and teachers.	Collaborates with classroom teachers, parents and other school staff members in improving students' communication skills throughout their daily activities.
Conducts and/or participates in parent meetings.	Maintains on-going communication with teachers and parents, responding in a timely manner.	Communicates to parents and staff the significance of the speech-language program and recommends ways in which they can provide support to the student.
Assists and guides teachers and parents in referring students for screening for speech, language and and/or hearing impairment.	Works cooperatively to provide pre-referral interventions.	Provides training and education upon request, and serves as a consultant to teachers and school staff members on topics concerning speech-language impairments and disabilities.
Communicates openly with students while maintaining a professional rapport.	Communicates openly with students while maintaining a professional rapport.	Communicates openly with students while maintaining a professional rapport.

Competency 7 : The SLP develops, implements and evaluates individual student instructional programs which address IEP goals and objectives.

LEVEL I	LEVEL II	LEVEL III
Determines appropriate objectives for students that address individual needs as stated in the Individualized Education Plan (IEP).	Consults and works with teachers to implement individual education plan and evaluate student progress in speech and language development	Evaluates the effectiveness of students' program and modifies as needed.
Selects appropriate materials and methods to stimulate and maintain student interest, as well as to meet students' needs.	Adapts and varies materials and methods to stimulate and maintain student interest, as well as to meet students' needs.	Uses effective methods and materials, applying evidence based research or data collection to evaluate student performance and instructional strategies.

***Adapted from existing competencies as presented on the back of the APS SLP Evaluation Form.**