

Framework for Teaching – Speech-Language Therapist

Domain 1: Planning & Preparation				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrates knowledge of speech/language development	Therapist demonstrates little or no knowledge of speech/language development.	Therapist demonstrates basic knowledge of speech/language development.	Therapist demonstrates thorough knowledge of speech/language development.	Therapist demonstrates extensive knowledge of speech/language development and knows variations of the typical patterns and sequences.
1b: Demonstrates knowledge of student's skills and needs.	Therapist displays little or no knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Therapist recognizes the value of understanding students' skills and knowledge but displays this knowledge only for a group of students as a whole.	Therapist recognizes the value of understanding students' skills and knowledge and displays this knowledge for groups of students.	Therapist displays understanding of individual students' skills and knowledge and has a strategy for maintaining such information.
1c: Selects effective instructional goals	Therapist has no clear goals for the student or they are inappropriate based on the situation, evaluations or diagnosis.	Therapist's goals for the student are rudimentary and are partially suitable to the situation, evaluations or age of the students.	Therapist's goals for the student are clear and appropriate to the situation, age of the student and evaluations.	Therapist's goals for the student are highly appropriate to the situation in the school, the age of the students, and the evaluations conducted. They have been developed following consultations with administrators and/or therapists.
1d: Demonstrates knowledge of resources	Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Therapist demonstrates basic knowledge of resources for students available through the school or district.	Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Lesson design demonstrates a logical sequence	The lesson has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
1f: Effectively assess student progress	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for

Framework for Teaching – Speech-Language Therapist

				individual students, as needed.
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Domain 2: The Environment				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creates an environment of respect and rapport	Therapist’s interactions with students are negative or inappropriate; students appear uncomfortable.	Therapist’s interactions are a mix of positive and negative, the social worker’s efforts at developing rapport are partially successful.	Therapist’s interactions with students are positive and respectful; students appear comfortable.	Students seek out the therapist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishes an atmosphere conducive to learning	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
2c: Develops and implements effective classroom procedures	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
2d: Organizes physical space	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.

Framework for Teaching – Speech-Language Therapist

Domain 3: Delivery of Service				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a: Clearly presents lesson objective to student(s)	Therapist's purpose in a lesson or unit is unclear to students.	Therapist attempts to explain the instructional purpose, with limited success.	Therapist's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Therapist makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
3b: Connects to prior learning	Therapist's explanation of the content is unclear or confusing or uses inappropriate language.	Therapist's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Therapist's explanation of content is appropriate and connects with students' knowledge and experience.	Therapist's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
3c: Engages all students in learning	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
3d: Uses a variety of instructional strategies	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but therapist has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
3e: Demonstrates flexibility in response to student needs	Therapist adheres to the plan or program, in spite of evidence of its inadequacy.	Therapist makes modest changes in the plan or program when confronted with evidence of the need for change.	Therapist makes revisions in the plan or program when it is needed.	Therapist is continually seeking ways to improve the plan or program and makes changes as needed in response to student, parent or therapist input.
3f: Creates appropriate instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
3g:	Therapist's directions	Therapist's directions	Therapist's directions	Therapist's directions

Framework for Teaching – Speech-Language Therapist

Communicates assignments/activities clearly	and procedures are confusing to students.	and procedures are clarified after initial student confusion.	and procedures are clear to students.	and procedures are clear to students and anticipate possible student misunderstanding.
3h: Provides feedback to students	Therapist ignores or brushes aside students' questions or interests.	Therapist attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Therapist successfully accommodates students' questions or interests.	Therapist seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
3i: Monitors student progress using various assessment strategies	Therapist does not monitor student learning.	Therapist monitors the progress of the group as a whole but elicits no diagnostic information.	Therapist monitors the progress of the group, making limited use of diagnostic prompts to elicit information.	Therapist actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students using various assessment strategies.
3j: Includes effective closure and manages class time effectively	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Framework for Teaching – Speech-Language Therapist

Domain 4: Professional Responsibilities				
Level of Performance				
Component	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: Demonstrates professional demeanor	Therapist displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.	Therapist is honest in interactions with colleagues, students and the public; plays a moderate advocacy role for students and does not violate confidentiality.	Therapist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Therapist can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students, taking leadership role with colleagues.
4b: Maintains accurate records (plans, notes on student progress, service logs)	Therapist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Therapist's records are accurate and legible and are stored in a secure location.	Therapist's records are accurate and legible, well organized and stored in a secure location.	Therapist's records are accurate and legible, well organized and stored in a secure location. They are written to be understandable to another qualified professional.