

Boulder Valley School District Effective Specialized Service Professionals Standards – Speech-Language Pathologists

Developmentally Appropriate	Standard I: Speech-Language Pathologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element a: School Speech-Language Pathologists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students		
Essentials	Partially Effective	Effective	Highly Effective
➤ Has knowledge of developmental science as it relates to speech and language pathology	<ul style="list-style-type: none"> ➤ Provides instruction that is developmentally appropriate for students ➤ Builds on the interrelatedness of students' intellectual, social and emotional development 	<ul style="list-style-type: none"> ➤ Applies knowledge of current developmental research to adapt lessons that address student needs ➤ Collaborates with colleagues with experience in developmental research to improve the quality of lessons 	Creates an environment where students: <ul style="list-style-type: none"> ➤ Seek materials and resources appropriate for their personal approach to learning ➤ Can answer questions regarding ways to adapt lessons to make them more engaging, challenging and relevant

Literacy	Standard I: Speech-Language Pathologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element b: Speech-Language Pathologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas		
Essentials	Partially Effective	Effective	Highly Effective
➤ Has knowledge of services that reduce barriers to learning	<ul style="list-style-type: none"> ➤ Teaches students how to apply literacy skills in a variety of content areas ➤ Uses instructional strategies that require students to apply and transfer knowledge in a variety of content areas 	<ul style="list-style-type: none"> ➤ Provides specially designed instruction that enhances information literacy and students' connections to learning, using real-world experiences ➤ Focuses lessons on strengthening the students' oral expression and listening to 	Creates an environment where students: <ul style="list-style-type: none"> ➤ Apply literacy skills in a variety of content areas to new/unfamiliar material ➤ Exceed expectations for their ability level in speaking, listening, reading and writing

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		support in a variety of content areas	
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Research	Standard I: Speech-Language Pathologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element c: Speech-Language Pathologists integrate evidence-based practices and research findings into their services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Uses instructional materials that are accurate and appropriate for the lesson being taught 	<ul style="list-style-type: none"> ➤ Studies emerging research to expand personal knowledge of evidence based practices 	<ul style="list-style-type: none"> ➤ Engages students in a variety of explanations and multiple representations of concepts and ideas ➤ Uses a variety of inquiry methods to explore new ideas and theories 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Use a variety of inquiry tools and strategies to learn content and understand central concepts relative to their ability levels ➤ Apply newly learned content skills to unique situations ➤ Discuss intellectually challenging ideas and content relative to their ability levels

Connectedness	Standard I: Speech-Language Pathologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element d: School Speech-Language Pathologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Is aware of the interconnectedness of home, school, and community influences on student achievement 	<ul style="list-style-type: none"> ➤ Establishes an environment and uses instructional strategies that recognize the influence of family and community on learning 	<ul style="list-style-type: none"> ➤ Builds instruction on home and community experiences of students 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Make connections between non-school and school experiences and the current lesson ➤ Use home and community experiences to enhance their

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			learning
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Collaboration	Standard I: Speech-Language Pathologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element e: Speech-Language Pathologists demonstrate knowledge of and expertise in their professions		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Is knowledgeable about the principles and methods of intervention for communication disorders 	<ul style="list-style-type: none"> ➤ Exemplifies the profession’s role and responsibilities regarding students with disabilities ➤ Collaborates with other professionals on reducing the impact of communication disorders on student progress towards academic standards 	<ul style="list-style-type: none"> ➤ Provides school staff members with their expertise to help differentiate among students and support their speech/language. 	Creates an environment where students: <ul style="list-style-type: none"> ➤ Participate willingly in the school speech-language pathologist’s services ➤ Achieve individual goals by actively engaging in services and instruction provided by the speech-language pathologist

Learning Environment	Standard II: Speech-Language Pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element a: Speech-Language Pathologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with supportive adults and peers		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Establishes a nurturing and supportive relationship with students 	<ul style="list-style-type: none"> ➤ Creates a learning environment that is conducive for all students to learn 	<ul style="list-style-type: none"> ➤ Reinforces a learning environment that features mutual respect and positive relationships between and among students 	Creates an environment where students: <ul style="list-style-type: none"> ➤ Respect other students and the school speech-language psychologist ➤ Engage in respectful and open dialogue with each other and the professional staff

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Diversity	Standard II: Speech-Language Pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element b: Speech-Language Pathologists demonstrate respect for diversity with the home, school, and local and global communities		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Creates a learning environment in which diversity is respected 	<ul style="list-style-type: none"> ➤ Uses instructional approaches and materials that reflect students' backgrounds 	<ul style="list-style-type: none"> ➤ Establishes instructional strategies that respect differences in students' backgrounds and abilities ➤ Is sensitive to diverse family structures 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Respect the different abilities and backgrounds of fellow students ➤ Actively listen to a variety of perspectives

Uniqueness	Standard II: Speech-Language Pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element c: Speech-Language Pathologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the importance of recognizing students' unique strengths, needs and interests 	<ul style="list-style-type: none"> ➤ Encourages students to share their interests ➤ Challenges each student to expand their learning 	<ul style="list-style-type: none"> ➤ Ensures that all students participate with a high level of frequency ➤ Asks students appropriately challenging questions that draw upon their individual strengths 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Actively participate in learning activities ➤ Appreciate fellow students' unique contributions to classroom learning

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Community	Standard II: Speech-Language Pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element d: Speech-Language Pathologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Establishes learning environment that is inviting to families and significant adults 	<ul style="list-style-type: none"> ➤ Maintains appropriate and respectful relationships with students, their families, and/or significant adults ➤ Uses a variety of methods to initiate communication with families and significant adults 	<ul style="list-style-type: none"> ➤ Partners with families and significant adults to help students meet education goals ➤ Shares information from families and significant adults with colleagues who provide student services 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Communicate freely and openly with school speech-language pathologists <p>Students, families and significant adults:</p> <ul style="list-style-type: none"> ➤ Discuss student needs with the school speech-language pathologist

Boundaries	Standard II: Speech-Language Pathologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element e: Speech-Language Pathologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Provides rules to guide student behavior in the learning environment ➤ Maintains a safe and orderly environment 	<ul style="list-style-type: none"> ➤ Holds students accountable for adherence to school and/or class rules ➤ Puts procedures in place to enable students to abide by school and class rules 	<ul style="list-style-type: none"> ➤ Supports a learning environment that maximizes appropriate behaviors and enhances instructional time 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Stay engaged during instructional time with the school speech-language pathologist ➤ Help other students abide by school and class rules and stay on task

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Compliance	Standard III: Speech-Language Pathologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element a: Speech-Language Pathologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts’ organized plans of instruction and the individual needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Is knowledgeable about federal and state laws and local policies and procedures 	<ul style="list-style-type: none"> ➤ Collaborates with teachers and other school staff members to support adherence to federal and state laws and local policies ➤ Ensures that recommendations and actions support federal and state laws and district policies and regulations 	<ul style="list-style-type: none"> ➤ Aligns specialized instruction with student learning objectives, district plan for instruction and Colorado Academic Standards ➤ Communicates federal, state and district policies and regulations for colleagues and assists in ensuring practice is compliant 	<p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> ➤ Accept that their educational services and instruction are guided by federal laws, state standards and local policies <p>Students and/or families:</p> <ul style="list-style-type: none"> ➤ Participate in developing and addressing individual goals to meet their needs aligned with extant federal laws, state standards and local policies

Assessment	Standard III: Speech-Language Pathologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element b: Speech-Language Pathologists utilize multiple sources of data, which include valid informal and/or formal measures, to inform services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Uses formal and informal measures to guide intervention and goal setting. 	<ul style="list-style-type: none"> ➤ Aligns specially designed instruction with individualized education program (IEP) goals, academic standards and student assessment results ➤ Monitors 	<ul style="list-style-type: none"> ➤ Analyzes student data and interprets results in developing IEPs ➤ Assists colleagues in reviewing data from multiple sources and making adjustments to 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Participate willingly in formal and informal measures to inform their instruction ➤ Understands their specific goals and progress toward

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	instruction against student performance and makes real-time adjustments	instruction based on data	meeting those goals
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Diagnostic Therapy	Standard III: Speech-Language Pathologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element c: Speech-Language Pathologists plan and consistently deliver services using Evidence-Based Practices to facilitate achievement of individualized student goals.		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Uses Evidence-Based Practices to plan lessons. 	<ul style="list-style-type: none"> ➤ Makes connections between student data and Evidence-Based Practices ➤ Individualizes instruction using Evidence-Based Practices to meet the unique needs of each student 	<ul style="list-style-type: none"> ➤ Monitors student progress and adjusts interventions based on student data and Evidence-Based Practices 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Monitor their level of engagement and progress toward achieving goals ➤ Initiate activities to address their learning strengths and next steps

Technology	Standard III Speech-Language Pathologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element d : Speech-Language Pathologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Uses available technology or assistive technology to facilitate specially designed instruction 	<ul style="list-style-type: none"> ➤ Monitors and evaluates the use of technology or assistive technology in the learning environment 	<ul style="list-style-type: none"> ➤ Employs strategies and procedures to ensure that students have appropriate access to available technology or assistive technology 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Engage in virtual or face-to-face learning activities enhanced by appropriate use of available technology or assistive technology ➤ Use available technology or

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			assistive technology to accelerate their learning
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Establishing high expectations	Standard III: Speech-Language Pathologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element e : Speech-Language Pathologists establish high expectations for their students that support the development of communication skills to enhance critical-thinking, self-advocacy, and problem solving skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Holds high expectations for all students 	<ul style="list-style-type: none"> ➤ Establishes high expectations for students and challenges them to communicate at to their full potential 	<ul style="list-style-type: none"> ➤ Teaches communication skills for higher-order thinking, self-advocacy, and problem-solving skills 	Creates an environment where students: <ul style="list-style-type: none"> ➤ Can demonstrate communication skills to Apply higher-order thinking, self-advocacy and problem-solving skills to address challenging issues

Effective Communication	Standard III: Speech-Language Pathologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element f : Speech-Language Pathologists communicate effectively with students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understand the importance of communicating effectively with students 	<ul style="list-style-type: none"> ➤ Models effective communication skills ➤ Encourages students to communicate effectively 	<ul style="list-style-type: none"> ➤ Teaches effective skills in listening, presenting ideas, and leading discussions ➤ Provides opportunities for students to practice communication skills 	Creates an environment where students: <ul style="list-style-type: none"> ➤ Apply effective oral and written communication skills in their work ➤ Use appropriate oral or written communication in a variety of situations or environments

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Eligibility & Criteria	Standard III: Speech-Language Pathologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element g : Speech-Language Pathologists develop and/or implement services and/or specially designed instruction unique to their professions		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understand the principles and methods of evaluation of communication disorders 	<ul style="list-style-type: none"> ➤ Determines the presence of speech or language impairments through the use of a body of evidence, including both formal and informal methods of assessments 	<ul style="list-style-type: none"> ➤ Communicate level of eligibility whether or not student meets criteria with IEP team 	Creates an environment where students: <ul style="list-style-type: none"> ➤ Understand and mediate the impact of their disability on their education ➤ Understand ability and disability at the appropriate developmental level

Self-Reflection	Standard IV: Speech-Language Pathologists reflect on their practice		
	Element a : Speech-Language Pathologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Self reflects on appropriate data to collect to analyze student progress 	<ul style="list-style-type: none"> ➤ Collects multiple examples to determine student progress over time and make adjustments to instruction 	<ul style="list-style-type: none"> ➤ Applies knowledge of student learning, development, and growth to the development of specially designed instruction strategies 	<ul style="list-style-type: none"> ➤ Offers assistance to colleagues in analyzing student behavioral changes and determining best practice for individual students

Professional Growth	Standard IV: Speech-Language Pathologists reflect on their practice		
	Element b : Speech-Language Pathologists link professional growth to their professional goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Uses performance feedback from supervisor 	<ul style="list-style-type: none"> ➤ Applies knowledge and skills learned through professional 	<ul style="list-style-type: none"> ➤ Selects professional development activities based on 	<ul style="list-style-type: none"> ➤ Develops and follows a long-term professional development plan

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and/or colleagues to improve practice	development to instructional decisions	professional goals related to a positive impact on student learning, current research and evidence based practices	➤ Regularly tries new and different ways of teaching new skills
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Flexibility and Grit	Standard IV: Speech-Language Pathologists reflect on their practice		
	Element c : Speech-Language Pathologists respond to complex, dynamic environments		
Essentials	Partially Effective	Effective	Highly Effective
➤ Understands the complexity and dynamic nature of the learning environment	➤ Maintains a positive, productive and respectful relationship with colleagues	➤ Initiates and leads collaborative activities with colleagues to: ➤ Analyze student data and interpret results ➤ Apply findings to improve teaching practice	➤ Serves a critical role for colleagues, in staying attentive to new ideas and practices and analyzing their application to the current learning environment

Teamwork	Standard V: Speech-Language Pathologists demonstrate collaboration, advocacy, and leadership		
	Element a: Speech-Language Pathologists collaborate team members to meet the needs of students		
Essentials	Partially Effective	Effective	Highly Effective
➤ Shares information about speech language practices with other school personnel	➤ Communicates with school and/or non-school service providers regarding students' educational services	➤ Works collaboratively with team members to enhance student outcomes	➤ Provides in-services or trainings with and/or for team members about speech or language impairments

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Advocates	Standard V: Speech-Language Pathologists demonstrate collaboration, advocacy, and leadership		
	Element b: Speech-Language Pathologists advocate for students, families, and schools		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the need to advocate for students 	<ul style="list-style-type: none"> ➤ Contributes to school, district and/or administrative unit task forces and committees to advocate for students 	<ul style="list-style-type: none"> ➤ Identifies-policies and procedures to administrators in order to better address student and family needs 	<ul style="list-style-type: none"> ➤ Partners with hard-to-reach parents to advocate for their students <p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Know they have an advocate in the speech-language pathologist

Leadership	Standard V: Speech-Language Pathologists demonstrate collaboration, advocacy, and leadership		
	Element c: Speech-Language Pathologists demonstrate leadership in their educational setting(s)		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Participates in school activities beyond those expected 	<ul style="list-style-type: none"> ➤ Contributes to school/district committees and teams and accepts assignments to support them 	<ul style="list-style-type: none"> ➤ Provides leadership to team members in order to enhance the skills and knowledge of colleagues 	<ul style="list-style-type: none"> ➤ Confers with administrators to improve the school speech-language pathologist’s work and student learning conditions ➤ Initiates and leads collaborative activities with colleagues to contribute to school, district goals and support students with disabilities

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Contributing	Standard V: Speech-Language Pathologists demonstrate collaboration, advocacy, and leadership		
	Element d: Speech-Language Pathologists contribute knowledge and skills to educational practices and their profession		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Supports the work of colleagues by providing expertise relevant to their needs 	<ul style="list-style-type: none"> ➤ Contributes knowledge and skills to support student growth and development and contribute to school, district goals 	<ul style="list-style-type: none"> ➤ Provides input to administrators in school, district decision-making processes to improve policies and procedures that affect school climate and student learning 	<ul style="list-style-type: none"> ➤ Leads professional growth and development activities based on their expertise ➤ Provides district, regional, state and/or national level leadership that enhances skills and knowledge of colleagues

Ethics	Standard V: Speech-Language Pathologists demonstrate collaboration, advocacy, and leadership		
	Element e: Speech-Language Pathologists demonstrate high ethical standards		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Maintains confidentiality of student and professional interactions as well as student and personal data as required by law 	<ul style="list-style-type: none"> ➤ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others 	<ul style="list-style-type: none"> ➤ Adheres to highest standards of ethical professional practice 	<ul style="list-style-type: none"> ➤ Requires ethical behavior on the part of students ➤ Encourages colleagues to demonstrate ethical behavior <p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Demonstrate knowledge of ethical behavior