

**A DEVELOPMENTAL CONTINUUM
OF PROFESSIONAL ABILITIES FOR
SPEECH THERAPISTS**

OXNARD UNION HIGH SCHOOL DISTRICT

Teacher Assessment and Support Program

September 2011

**Aligned with the American Speech-Language-Hearing Association
Standards and Implementation Procedures**

Continuum of Speech Therapists Competencies

Domains 25 - 28

DOMAIN 25

Must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders.
PRE-REFERRAL PROCESS - Assists in the processing of student referrals

DOMAIN 26

Demonstrates successful achievement of the knowledge and skills of both formative and summative assessment.
ASSESSMENT AND REPORTING - Gathers a variety of background data. Utilizes a variety of tests, diagnostic procedures and writes reports.

DOMAIN 27

Must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences.
DEVELOPING AND IMPLEMENTING THE IEP - Provides required information needed for IEP development. Developing the IEP in accordance with legal requirements. Developing and implementing the IEP.

DOMAIN 28

PROFESSIONAL RESPONSIBILITIES - Adheres to District, State and Federal Guidelines. Provides consultation and in-service in response to staff needs, as well as administrative requests.

CONTINUUM OF SCHOOL SPEECH THERAPIST ABILITIES

DOMAIN 25 PRE-REFERRAL PROCESS

Sub-Domain A: Assists in the Processing of Student Referrals

	Beginning	Emerging	Developing	Integrating	Innovating
A-1	Participates in the Student Study Team process when appropriate.	Attends SST meetings at the request of the site administrator.	Attends SST meetings and actively assists team in developing an intervention plan.	Frequently attends SST meetings at request of site administrator, assists in gathering background information and participates in brainstorming activity.	Consistently attends SST meetings, actively brainstorms interventions, and volunteers to provide classroom modifications and accommodations as needed.
A-2	Directs parents to principal or classroom teacher to initiate process.	Actively listens to parent concerns and assists them in initiating the SST process at their school site.	Receives and documents concerns and communicates need for SST to the classroom teacher.	Receives and documents parent concerns, contacts classroom teachers and ensures SST coordinator is aware of parent request.	Actively assists parent by documenting referral concerns advising them of SST and Special Education process and ensures SST coordinator is aware of request.

CONTINUUM OF SCHOOL SPEECH THERAPIST ABILITIES

DOMAIN 26 ASSESMENT AND REPORTING

Sub-Domain A: Gathers a Variety of Background Data

	Beginning	Emerging	Developing	Integrating	Innovating
A-1	Performs assessment with no interviews of student, parents, teachers or other personnel familiar with student's background.	Performs assessment using a minimum of interviews (for example only the classroom teachers).	Assessments inconsistently utilize interviews with parents, teachers and other personnel familiar with the student background.	Frequently performs assessment using interviews from parents, teachers and other personnel familiar with the student's background.	Consistently performs assessment utilizing thorough interviews of teachers, student, parents, community contacts and other personnel familiar with the student's background.
A-2	Assessment has limited observational data of student in classroom or on the playground.	Observational data is primarily second hand with no direct observation by examiner.	Assessment often includes teacher observations with occasional first hand observation by examiner.	Assessments include teacher observations & frequently include first hand observations by the examiner.	Assessments consistently include classroom, playground, and assessment observations in addition to second hand reports of school performance.
A-3	Assessments focus only on current behavior & levels of performance with only a cursory review of health and educational history.	Assessments document educational health history & other background information without any insights as to how they affect school performance.	Assessments document educational history, previous testing & health issues affecting school performance.	Assessments frequently include educational history, previous testing, health issues & linguistic issues affecting school performance.	Assessments consistently include a thorough review of educational history, previous testing, health issues and cultural/linguistic/environmental issues with documentation of how they affect school performance.

CONTINUUM OF SCHOOL SPEECH THERAPIST ABILITIES

DOMAIN 26 ASSESMENT AND REPORTING

Sub-Domain B: Utilizes a Variety of Tests, Diagnostic Procedures and Writes Reports

	Beginning	Emerging	Developing	Integrating	Innovating
B-1	Administers only standardized tests.	Administers mostly standardized formal tests with little utilization of authentic assessment measures.	Uses formal and informal assessment procedures in the diagnostic process with some usage of authentic assessment measures.	Uses formal and informal tests and occasionally incorporates curriculum based measurement and dynamic interactive techniques as part of the diagnostic procedure.	Consistently utilizes standardized and criterion referenced tests, curriculum based assessment, and dynamic interactive techniques as a part of the diagnostic procedure.
B-2	Reports test scores with no interpretation of the test results.	Reports test scores along with observational data with a simple summary of finding.	Analyzes test results and observations and summarizes a pattern of strengths and needs.	Integrates test results with background data and observations and summarizes strengths and needs with simple recommendations.	Analyzes test results in a cohesive manner, incorporating background data, interviews and observations into a comprehensive summary of finding with thorough recommendations in a written report.

CONTINUUM OF SCHOOL SPEECH THERAPIST ABILITIES

DOMAIN 27 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain A: Provides Required Information Needed for IEP Development

	Beginning	Emerging	Developing	Integrating	Innovating
A-1	Attends IEP meeting with test scores, draft report and Present Level of Performance page of IEP completed.	Attends IEP meeting with report, Present Level of Performance page of IEP completed, and assists in the generation of goals & objectives at the IEP meeting.	Attends IEP meeting with report, Present Level of Performance page of IEP completed, and goals and objectives in draft form.	Frequently attends IEP meeting with report, proposed goals and objectives in draft form.	Consistently attends IEP meeting with report, proposed goals and objectives in draft form.

CONTINUUM OF SCHOOL SPEECH THERAPIST ABILITIES

DOMAIN 27 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain B: Developing the IEP in Accordance with Legal Requirements

	Beginning	Emerging	Developing	Integrating	Innovating
B-1	Writes a minimum number of goals and objectives in isolation that are unrelated to assessment findings and lack measurable language.	Writes a minimum number of goals and objectives in isolation that are somewhat related to assessment findings but lack measurable language.	Writes clear, measurable goals and objectives related to assessment findings that attempt to address a holistic view of student performance. Elicits student, parent, teacher input in writing goals.	Frequently writes clear, measurable goals and objectives related to assessment findings that address a holistic view of student performance. Elicits student, parent, teacher input in writing goals.	Consistently writes clear, measurable goals and objectives related to assessment correlates speech and language goals with core curricular content standards. Elicits student, parent, teacher input in writing goals.

CONTINUUM OF SCHOOL SPEECH THERAPIST ABILITIES

DOMAIN 27 DEVELOPING AND IMPLEMENTING THE IEP

Sub-Domain C: Developing and Implementing the IEP

	Beginning	Emerging	Developing	Integrating	Innovating
C-1	Implements one standard delivery model for all students without consideration of student needs.	Considers using more than one standard delivery option for all students.	Uses more than one standard delivery option that may relate to their student's needs.	Uses a limited variety of standard delivery options that takes into consideration the holistic needs of the student.	Consistently implements a wide variety of service delivery options that takes into account the holistic needs of the students.

CONTINUUM OF SCHOOL SPEECH THERAPIST ABILITIES

DOMAIN 28 PROFESSIONAL RESPONSIBILITIES

Sub-Domain A: Adheres to District, State and Federal Guidelines

	Beginning	Emerging	Developing	Integrating	Innovating
A-1	Meets compliance requirements in areas such as timelines and processing of SELPA forms.	Occasionally meets compliance requirements. Uses waivers agreed upon by parent when unable to meet compliance timelines.	Meets compliance requirements. Uses timeline waivers agreed upon by parent only in circumstances relating to parent, student, teacher availability.	Frequently meets compliance requirements. Uses timeline waivers agreed upon by parent in rare circumstances relating to parent, student teacher availability.	Consistently meets compliance requirements. Uses timeline waivers agreed upon by parent in rare circumstances.

CONTINUUM OF SCHOOL SPEECH THERAPIST ABILITIES

DOMAIN 28 PROFESSIONAL RESPONSIBILITIES

Sub-Domain B: Staff Development

	Beginning	Emerging	Developing	Integrating	Innovating
B-1	Is aware of the need for consultation and in-service relating to Special Education issues, but does not participate in in-service development or presentation. Answers inquiries of faculty when contacted.	Occasionally provides consultation and in-service to general and special education staff on topics relating to Special Education as directed by the administration.	Provides consultation and in-service to general and special education staff on topics relating to Special Education in response to staff needs, as well as administrative requests.	Frequently provides consultation and in-service to general and special education staff on topics relating to Special Education in response to needs determined by administration & staff.	Consistently provides on-going consultation and in-service to general and special education staff on topics relating to Special Education; coordinates and/or assists Special Education team in providing in-service.

SUMMARY REPORT OF RESULTS

After carefully reviewing results, evidence collected and reflections, the following summary and suggestions are identified for consideration and discussion:

	<u>SPEECH THERAPIST</u>	<u>ADMINISTRATOR</u>
<u>STRENGTHS</u>		
<u>WEAKNESSES</u>		
<u>SUGGESTED CHANGES</u>		

Oxnard Union High School District Speech therapist Assessment and Support Program

Self-Assessment/Area of Investigation

Name: _____

1. If you are on cycle complete #1, #2 and #3. If you are not on cycle, complete #1 only.
2. Please write in the date that you completed your Self-Assessment. Circle your ASP Option:
 - Administrative Mandate
 - Administrative Option
 - Portfolio Option
 - Partner Option Partner's Name _____
3. Area of Investigation: (After reflecting on your Self-Assessment, please list the area(s) you intend to investigate this school year.)

4. Administrator Comments:

Your Signature: _____ Date: _____

Administrator Signature: _____ Date: _____