

## Rubric for Evaluating Colorado Special Services Providers: School Speech-Language Pathologists

| <b>QUALITY STANDARD I</b><br>Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.   |  |  |  |   |
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| Level 1 Practices  | Level 2 Practices  | Level 3 Practices<br>(Meets State Standard)  | Level 4 Practices  | Level 5 Practices   |
| <b>ELEMENT A:</b> Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction, and the individual needs of their students.  |  |  |  |   |
| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Is knowledgeable about current federal and state laws, local (i.e., district/BOCES/AU) policies and procedures, and Colorado Academic Standards.</p> <p>2 Implements current federal and state laws, local (i.e., district/BOCES/AU) policies and procedures, and Colorado Academic Standards with support.</p> | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>3 Ensures that recommendations and actions in personal practice support federal and state laws, local (i.e., district/BOCES/AU) policies and procedures, and Colorado Academic Standards.</p> | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>4 Aligns specialized instruction with student learning objectives, district plan of instruction, and Colorado Academic Standards.</p> <p>5 Collaborates with teachers and other school staff to support adherence to federal and state laws, and local (i.e., district/BOCES/AU) policies and procedures.</p> | <p>... and<br/><b>SIGNIFICANT ADULT(S):</b></p> <p>6 Are informed that the student’s educational services and instruction are guided by federal laws, state standards, and local policies.</p> | <p>... and<br/><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>7 Participate in developing and addressing individual goals to meet student’s needs that are aligned with current federal laws, state standards, and local policies.</p> |

**QUALITY STANDARD I**

Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

| Level 1 Practices | Level 2 Practices | Level 3 Practices<br>(Meets State Standard) | Level 4 Practices | Level 5 Practices |
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**ELEMENT B:** Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.

| THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:           | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:   | ... and<br>SIGNIFICANT<br>ADULT(S):   | ... and<br>STUDENTS:   |
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| <p>1 Has knowledge of services that reduce barriers to and support learning.</p> <p>2 Identifies potential learning barriers and ways to support learning.</p> | <p>3 Develops solutions to barriers that inhibit student learning.</p> | <p>4 Provides specially designed instruction to teach students speech-language skills to support learning.</p> | <p>5 Are aware of speech-language skills and/or strategies to support student learning.</p> | <p>6 Demonstrate knowledge, skills, and/or strategies across educational contexts.</p> |

**ELEMENT C:** Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

| THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:   | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:   | ... and<br>STUDENTS<br>AND/OR<br>SIGNIFICANT<br>ADULT(S):   | ... and<br>STUDENTS<br>AND/OR<br>SIGNIFICANT<br>ADULT(S):  |
|--|--|--|---|--|
| <p>1 Is aware of evidence-based practice and current research relevant to communication disorders.</p> <p>2 Articulates an understanding of the profession’s role and responsibilities regarding students with disabilities.</p> | <p>3 Identifies appropriate evidence-based practices.</p> <p>4 Demonstrates an understanding of their professional role within the educational team.</p> | <p>5 Integrates evidence-based practices and current research into planning and intervention.</p> <p>6 Collaborates with colleagues to integrate evidence-based practices into educational settings.</p> | <p>7 Demonstrate an awareness of skills and strategies to support areas of student’s speech-language needs.</p> | <p>8 Access and utilize skills and strategies to support areas of student’s speech-language needs.</p> |

**QUALITY STANDARD II**

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

| Level 1 Practices | Level 2 Practices | Level 3 Practices<br>(Meets State Standard) | Level 4 Practices | Level 5 Practices |
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**ELEMENT A:** Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

| Level 1 Practices   | Level 2 Practices   | Level 3 Practices<br>(Meets State Standard)  | Level 4 Practices   | Level 5 Practices  |
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| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Recognizes the importance of an educational environment in which students feel safe, connected, and experience a caring relationship.</p> <p>2 Recognizes the importance of establishing behavioral expectations for all students.</p> | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>3 Models empathy and respect among students and significant adults.</p> <p>4 Structures support and/or services to minimize interruption of instructional time.</p> <p>5 Accesses resources to support a safe, accessible, and predictable learning environment and acceptable student behavior.</p> | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>6 Promotes a safe and accessible environment that fosters positive, nurturing relationships.</p> <p>7 Delivers supports and/or services in a way that maximizes learning time.</p> <p>8 Utilizes resources to support a safe, accessible, and predictable learning environment.</p> | <p>... and<br/><b>STUDENTS:</b></p> <p>9 Perceive the learning environment as positive, safe, and caring.</p> | <p>... and<br/><b>STUDENTS:</b></p> <p>10 Demonstrate safe, engaged behaviors within the learning environment.</p> |

**ELEMENT B:** Special Services Providers understand and respond to diversity within the home, school, and community.

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| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Understands that student and family backgrounds, cultures, and experiences influence speech-language development and school performance.</p> | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>2 Considers student and family backgrounds, cultures, and experiences when planning speech-language services and communicating with the family.</p> | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>3 Demonstrates responsiveness to backgrounds, cultures, and experiences to effectively work with and support students, families, and staff.</p> | <p>... and<br/><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>4 Recognize diversity among others and the influences of student and family backgrounds, cultures, and experiences.</p> | <p>... and<br/><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>5 Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.</p> |
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**QUALITY STANDARD II**

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

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**ELEMENT C:** Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

| Level 1 Practices  | Level 2 Practices   | Level 3 Practices<br>(Meets State Standard)  | Level 4 Practices   | Level 5 Practices   |
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| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Understands the importance of recognizing students' unique strengths, needs, and interests.</p> | <p>... and <b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>2 Identifies and targets students' unique strengths and needs to support student engagement.</p> | <p>... and <b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>3 Integrates students' unique strengths and needs into service design to facilitate student engagement.</p> | <p>... and <b>STUDENTS:</b></p> <p>4 Participate in activities with a high level of engagement.</p> | <p>... and <b>STUDENTS:</b></p> <p>5 Demonstrate self-advocacy to support their unique needs and interests.</p> |

**ELEMENT D:** Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

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| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Understands the interconnectedness of home, school, and community influences on student achievement.</p> | <p>... and <b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>2 Establishes appropriate and respectful relationships with students, their families, and/or significant adults.</p> <p>3 Uses a variety of methods to initiate communication with families and significant adults.</p> | <p>... and <b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>4 Partners with families and significant adults to help students meet education goals.</p> | <p>... and <b>SIGNIFICANT ADULT(S):</b></p> <p>5 Are informed of their role within the educational team to support their student.</p> | <p>... and <b>SIGNIFICANT ADULT(S):</b></p> <p>6 Increase participation in educational planning and ongoing communication.</p> |
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**QUALITY STANDARD III**

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

| Level 1 Practices   | Level 2 Practices  | Level 3 Practices<br>(Meets State Standard)   | Level 4 Practices  | Level 5 Practices   |
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| <b>ELEMENT A:</b> Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.  |  |   |  |   |
| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Understands typical speech-language development and how atypical development affects learning.</p> <p>2 Demonstrates an awareness of available resources and activities that support student needs.</p>                          | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>3 Utilizes knowledge of developmental science to identify appropriate instruction based on student needs.</p> <p>4 Provides services that are developmentally appropriate based on students' intellectual, social, and emotional needs.</p>   | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>5 Collaborates with colleagues to support services that address student needs in educational environments.</p>   | <p>... and<br/><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>6 Are aware of identified supports that address the student's unique needs.</p>                                   | <p>... and<br/><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>7 Utilize the identified supports in their educational environments to meet their unique needs.</p>          |
| <b>ELEMENT B:</b> Special Services Providers utilize formal and informal assessments to inform planning and service delivery.   |  |   |  |   |
| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Conducts formal assessments (considering specificity and sensitivity) using standardized procedures.</p> <p>2 Is aware of informal assessment techniques.</p> <p>3 Writes student goals that are aligned to evaluation data.</p> | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>4 Uses a variety of assessment instruments and techniques (e.g., interviews, observations, and targeted/diagnostic assessment tools).</p> <p>5 Determines the presence and educational impact of speech or language impairments through the use of a body of evidence, including both formal and informal methods of assessments.</p> | <p>... and<br/><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>7 Collaborates with colleagues to make student-centered decisions based on the assessment data.</p> <p>8 Writes individual student goals aligned with academic standards and assessment results (formal and informal).</p> | <p>... and<br/><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>9 Are aware of their role and responsibilities when using assessment data to make student-centered decisions.</p> | <p>... and<br/><b>TEACHERS AND/OR ADMINISTRATORS:</b></p> <p>10 Recognize how the assessment data informs instruction related to listening, speaking, reading, and writing.</p> |

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|  | 6 Writes student plans based on formal and/or informal assessment data. |  |  |  |
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**QUALITY STANDARD III**

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

| Level 1 Practices | Level 2 Practices | Level 3 Practices<br>(Meets State Standard) | Level 4 Practices | Level 5 Practices |
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**ELEMENT C:** Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

| THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:   | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:   | ... and<br>STUDENTS<br>AND/OR<br>SIGNIFICANT<br>ADULT(S):                                  | ... and<br>STUDENTS<br>AND/OR<br>SIGNIFICANT<br>ADULT(S):  |
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| <p>1 Explores a variety of available technology to facilitate specially designed instruction.</p> <p>2 Explores a variety of available resources and processes in their educational setting to access assistive technology to facilitate specially designed instruction.</p> | <p>3 Utilizes available resources to facilitate specially designed instruction.</p> <p>4 Monitors and evaluates the use of technology or assistive technology in the learning environment.</p> | <p>5 Collaborates with significant adults to facilitate student use of available assistive technology to engage in authentic learning.</p> | <p>6 Demonstrate awareness of how to access and utilize assistive technology supports.</p> | <p>7 Use and/or support available technology or assistive technology to facilitate student learning and communication.</p> |

**ELEMENT D:** Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.

| THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:                                      | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:   | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>STUDENTS<br>AND/OR<br>SIGNIFICANT<br>ADULT(S):  | ... and<br>STUDENTS:   |
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| <p>1 Recognizes the importance of high expectations for learning for all students.</p> | <p>2 Actively participates on multidisciplinary teams.</p> <p>3 Holds high expectations for students when determining needs, services and educational placement.</p> | <p>4 Implements interventions (e.g., SDI, MTSS) that provide an appropriate level of challenge.</p> <p>5 Provides opportunities for students to practice self-advocacy and/or problem solving during functional</p> | <p>6 Are informed about strategies that promote critical-thinking, problem-solving, and self-advocacy at the student’s individual developmental level.</p> | <p>7 Demonstrate self-advocacy, critical thinking, and problem-solving skills based on their individual developmental level.</p> |

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**QUALITY STANDARD III**

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

| Level 1 Practices  | Level 2 Practices  | Level 3 Practices<br>(Meets State Standard)  | Level 4 Practices   | Level 5 Practices  |
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| <b>ELEMENT E:</b> Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.  |  |  |   |  |
| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Understands the interconnectedness between assessment data (formal and informal) and the development of the IEP.</p> <p>2 Designs individualized instruction that aligns with individual student goals, academic standards, and student assessment results.</p> | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>3 Implements individualized instruction that aligns with individual student goals, academic standards, and student assessment results.</p> <p>4 Integrates and applies assessment data into planning and service delivery.</p> | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>5 Monitors student progress and adapts intervention procedures, strategies, and materials to address student unique needs.</p> <p>6 Collaborates with colleagues in the development, implementation, and monitoring of services to address unique student needs.</p> | <p>... and</p> <p><b>STUDENTS:</b></p> <p>7 Are aware of how to use the knowledge, intervention strategies, and/or skills in support of their goals.</p>    | <p>... and</p> <p><b>SIGNIFICANT ADULT(S):</b></p> <p>8 Receive information on ways to integrate intervention strategies and skills to support student outcomes.</p> |
| <b>ELEMENT F:</b> Special Services Providers model and promote effective communication.  |  |  |   |  |
| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Listens effectively and allows time for responses and discussion.</p>   | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>2 Uses communication skills to establish good working relationships (rapport) with students and significant adults.</p> <p>3 Adjusts communication based on audience (e.g., student, parent, colleague).</p>                   | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>4 Provides opportunities for students to practice communication skills.</p> <p>5 Tailors communications to be both developmentally and culturally relevant.</p>  | <p>... and</p> <p><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>6 Are informed of a variety of strategies for supporting effective communication.</p> | <p>... and</p> <p><b>STUDENTS:</b></p> <p>7 Use effective communication strategies.</p>  |

**QUALITY STANDARD IV**

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

| Level 1 Practices   | Level 2 Practices   | Level 3 Practices<br>(Meets State Standard)  | Level 4 Practices   | Level 5 Practices  |
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| <b>ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.</b>   |   |  |   |  |
| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Recognizes the importance of consistent professional conduct within the educational environment.</p> <p>2 Is familiar with American Speech-Language/Hearing Association (ASHA) Code of Ethics.</p> | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>3 Demonstrates skills related to ASHA Code of Ethics.</p> <p>4 Demonstrates consistent professional conduct with students and significant adults.</p>   | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>5 Upholds ethical standards of practice as defined by the ASHA Code of Ethics and applicable state laws and regulations.</p> <p>6 Upholds high standards of professional conduct with students and significant adults.</p>   | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>7 Models high expectations for ethical behavior for staff and students.</p> <p>8 Models high expectations related to professional conduct for significant adults.</p> | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>9 Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected, and legal channels.</p> |
| <b>ELEMENT B: Special Services Providers link professional growth to their professional goals.</b>  |   |  |   |  |
| <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>1 Completes required professional development according to state and/or district/BOCES policies.</p> <p>2 Develops professional goals.</p>   | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>3 Uses feedback from supervisor, colleague(s), and/or self-reflection to improve practice.</p> <p>4 Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes.</p> <p>5 Selects and participates in professional development to improve professional practice.</p> | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>6 Applies knowledge and skills learned through professional development to instructional decisions.</p> <p>7 Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.</p> | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>8 Demonstrates a growth mindset in all areas of professional practice.</p>  | <p>... and</p> <p><b>THE SCHOOL SPEECH-LANGUAGE PATHOLOGIST:</b></p> <p>9 Develops and follows a long-term professional growth plan.</p>   |

**QUALITY STANDARD IV**

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

| Level 1 Practices | Level 2 Practices | Level 3 Practices<br>(Meets State Standard) | Level 4 Practices | Level 5 Practices |
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**ELEMENT C:** Special Services Providers respond to a complex, dynamic environment.

| THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:   |
|--|---|---|---|--|
| <p><b>1</b> Understands the complexity and dynamic nature of the learning environment.</p> | <p><b>2</b> Collaborates with colleagues to prioritize competing demands within their work environment.</p> | <p><b>3</b> Demonstrates flexibility, priority setting, and effective time management strategies.</p> | <p><b>4</b> Aligns priorities of student, teacher, and other significant adult(s), and makes adjustments to meet student's needs.</p> | <p><b>5</b> Is aware of and responds to changing conditions at the national, state, or local level in order to provide effective services.</p> |

**ELEMENT D:** Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

| THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:  | ... and<br>THE SCHOOL<br>SPEECH-<br>LANGUAGE<br>PATHOLOGIST:   |
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| <p><b>1</b> Participates on school or district teams.</p> <p><b>2</b> Contributes to school or district teams.</p> | <p><b>3</b> Maintains a positive, productive and respectful relationship with colleagues.</p> <p><b>4</b> Reaches out to students, teachers, families, and/or the community in order to understand their needs and advocate for them.</p> | <p><b>5</b> Discusses potential revisions to policies and/or procedures with administrators and/or other team members in order to better address student and school needs.</p> <p><b>6</b> Provides leadership within the school, district, and/or BOCES.</p> | <p><b>7</b> Advocates for curricular, instructional, and school climate improvements.</p> <p><b>8</b> Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.</p> | <p><b>9</b> Advocates for School Speech-Language Pathologist(s) inclusion in administrative decision-making to improve access and student outcomes.</p> <p><b>10</b> Assumes additional duties and/or leadership roles that elevate the School Speech-Language Pathologist profession.</p> |