*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

| Educator Name: Click here to enter text. | School Name: Click here to enter text. |
| --- | --- |
| Evaluator: Click here to enter text. | Date: Click here to enter text. |

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Information from this tool is discussed and utilized to inform the development of at least one Professional Practice Goal (PPG) on the Goal Setting and Planning Tool document.

**Professional Practice Standards**

**Standard 1: SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner.**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Demonstrates competence in oral and written communication skills. | Click here to enter text. |
| Indicator 2: Collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education. | Click here to enter text. |
| Indicator 3: Manages caseload and workload to promote effective service delivery and school team support. | Click here to enter text. |
| Indicator 4: Demonstrates compliance with federal, state, district, and site initiatives. | Click here to enter text. |
| Indicator 5: Earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders.**

| Indicators | Level of Performance and Evidence  |
| --- | --- |
| Indicator 1: Uses formal and informal assessment tools and SLP expertise related to suspected disability, age level, and cultural/linguistic background. | Click here to enter text. |
| Indicator 2: Analyzes and interprets test results to make appropriate recommendations based on SLP expertise. | Click here to enter text. |
| Indicator 3: Creates, in collaboration with team members, schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/mandates. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: SLP, in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs.**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Prepares adequately for MDT and IEP meetings, reviews all records, and solicits input from parents, teachers and students; maintains adherence to IDEA, FERPA, HIPAA, local, state, and federal regulations/mandate. | Click here to enter text. |
| Indicator 2: Writes measurable goals and benchmarks that are achievable within a year and relate to the student’s present levels of performance and the curriculum. | Click here to enter text. |
| Indicator 3: Documents therapy sessions within the district identified timeline and adheres to all district, state, and federal documentation and compliance guidelines. | Click here to enter text. |
| Indicator 4: Engages in data-based decision-making for managing and providing services/support. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students, and reflect evidence-based practices.**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Demonstrates consistent behavior management skills that foster positive interactions with and between students. | Click here to enter text. |
| Indicator 2: Develops and implements appropriate therapy plans for students by providing each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students. | Click here to enter text. |
| Indicator 3: Implements activities that promote progress on student’s specific IEP goals using a variety of instructional materials and strategies and varied service-delivery models based on individual student skills and needs. | Click here to enter text. |
| Indicator 4: Ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means. | Click here to enter text. |
| Indicator 5: Changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal and collects formal and/or informal therapy data directly related to student’s goals and benchmarks. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |