

DRAFT Language for Other Licensed Educational Personnel  
Statewide Performance Evaluation Frameworks

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**DRAFT Language for Teacher-Librarian Standards and Indicators**

(similar to NAC 391.574) Performance Evaluation of teacher-librarian: Required domains.

1. The performance evaluation of each Teacher-Librarian must include an evaluation of the Teacher-Librarian in the following domains:

(a) Instructional practices of the Teacher-Librarian at the school, must account for 30 percent of the performance evaluation;

(b) Professional responsibilities of the Teacher-Librarian, must account for 30 percent of the performance evaluation; and

(c) Except as otherwise provided, the performance of pupils or improvement to library programming which must account for 40 percent of the performance evaluation derived from measures of performance based upon progress of pupils toward annual learning goals OR Library Program Goal.

(similar to NAC 391.575) **Performance evaluation in the domain of instructional practices.** The performance evaluation of a licensed educator who holds a school library media endorsement and is serving in the role of teacher-librarian in a school must include, without limitation, an evaluation of the educator in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580

1. The teacher-librarian ensures New Learning is Connected to Prior Learning and Experience of all pupils, as demonstrated by the following indicators:

(a) Teacher-Librarian independently and/or collaboratively activates all students' initial understandings of new concepts and skills.

(b) Teacher-Librarian independently and/or collaboratively makes connections explicit between previous learning and new concepts and skills for all students.

(c) Teacher-Librarian independently and/or collaboratively makes clear the purpose and relevance of new learning for all students; and

(d) Teacher-Librarian independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings.

2. The teacher-librarian ensures that tasks are based upon High Cognitive Demands for pupils with Diverse abilities, as demonstrated by the following indicators:

(a) Teacher-Librarian independently and/or collaboratively provides tasks purposefully employ all students' cognitive abilities and skills.;

(b) Teacher-Librarian independently and/or collaboratively provides tasks place appropriate demands on each student.;

(c) Teacher-Librarian independently and/or collaboratively provides tasks progressively develop all students' cognitive abilities and skills; and

(d) Teacher-Librarian operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

3. The teacher-librarian ensures that all pupils engage in the act of learning, constructing understandings for themselves, through discourse and other strategies, as demonstrated by the following indicators:

(a) Teacher-Librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students.;

(b) Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations;

(c) Teacher-Librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships.;

(d) Teacher-Librarian structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

4. The teacher-librarian ensures that all pupils engage in metacognitive activity to increase understanding of and accept responsibility for their own learning, as demonstrated by the following indicators:

(a) Teacher-Librarian and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.;

(b) Teacher-Librarian independently and/or collaboratively structures opportunities for self-monitored learning for all students; and

(c) Teacher-Librarian independently and/or collaboratively supports all students to take actions based on the students' own self-monitoring processes

5. The teacher-librarian integrates assessment into instruction, as demonstrated by the following indicators:

(a) Teacher-Librarian independently and/or collaboratively plans on-going learning opportunities based on evidence of all students' current learning status.;

(b) Teacher-Librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria;

(c) Teacher-Librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students.;

(d) Teacher-Librarian adapts actions based on evidence generated in the lesson for all students.

(similar to NAC 391.575) **Performance evaluation in the domain of professional responsibilities.** The performance evaluation of a licensed educator who holds a school library media endorsement and is serving in the role of teacher-librarian in a school must include, without limitation, an evaluation of the educator in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580

1. The teacher-librarian manages collection and information access, as demonstrated by the following indicators:

(a) Teacher-Librarian independently and/or collaboratively implements a selection policy in which print and digital learning resources are selected/deselected based on their ability to support instructional goals, curriculum standards, interests, and needs of the students and school community

(b) Teacher-Librarian uses data, including student perception data, to evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community.

(c) Teacher-Librarian maintains an up to date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading and language

2. The teacher-librarian manages the library environment, as demonstrated by the following indicators:

(a) Teacher-Librarian organizes physical space to enable ease of use.

(b) Teacher-Librarian fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually.

(c) Teacher-Librarian creates and maintains a welcoming, attractive, and supportive library environment.

3. The teacher-librarian demonstrates program planning and management, as demonstrated by the following indicators:

(a) Teacher-Librarian schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities.

(b) Teacher-Librarian advocates for and promotes the library program initiatives and services that support instruction throughout the school community.

(c) Teacher-Librarian develops and implements a plan for the continuous improvement of the library program that includes utilization of available funds to support the learning goals of the school community.

(d) Teacher Librarian implements and facilitates the use of technology to support instruction throughout the school community

4. The teacher-librarian engages the school community and family engagement, as demonstrated by the following indicators:

(a) Teacher-Librarian welcomes parents/guardians and students to become more active members of the school community, and encourages parents/guardians to come into LIBRARY/classroom as volunteers or experts and attend school events.

(b) Teacher-Librarian models respect, courtesy, and integrity in his/her interaction with school community.

(c) Teacher-Librarian fosters the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning

5. The teacher-librarian pursues professionalism and growth, as demonstrated by the following indicators:

(a) Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice.

(b) Teacher-Librarian seeks out feedback from the school community, and uses a variety of data to self-reflect on his or her practice.

(c) Teacher-Librarian follows policies, regulations, and procedures specific to role and responsibilities.

## **DRAFT Language for School Counselor Standards and Indicators**

(similar to NAC 391.580)The performance evaluation of each School Counselor must include an evaluation of the School Counselor in the following domains:

(a) Professional responsibilities of the School Counselor, must account for 100 percent of the performance evaluation

(similar to NAC 391.575) **Performance evaluation in the domain of professional responsibilities.** The performance evaluation of a school counselor who holds a current Nevada license issued by the Superintendent of Public Instruction with the school counselor endorsement and is serving in the role of school counselor in a school must include, without limitation, an evaluation of the educator in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580

1. School counselor partners with multiple stakeholders to plan and implement a comprehensive school counseling program that is preventative, developmental, and responsive, and aligns with the school's goals and mission, as demonstrated by the following indicators:

(a) The school counselor plans to implement a comprehensive school counseling program

(b) The school counselor partners with stakeholders to ensure a comprehensive program is based on needs

(c) The school counselor sets goals, priorities and implementation strategies that align to the school's goals and mission

2. School counselor develops a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing mindsets and demonstrating behaviors for academic, college/career and social/emotional development, as demonstrated by the following indicators:

(a) The school counselor plans and provides effective direct services to support the academic progress of students

(b) The school counselor plans and provides effective direct services to enhance college and career readiness for students

(c) The school counselor plans and provides effective direct services to promote the social/emotional development and well- being of students

3. School counselor collaborates and consults with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students, as demonstrated by the following indicators:

(a) The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success

(b) The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success

(c) The school counselor connects students in need to resources through the use of referrals

4. School counselor collaboratively engages in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly, as demonstrated by the following indicators:

(a) The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements

(b) The school counselor utilizes process, perception, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success

(c) The school counselor has a positive impact on students' attendance, behavior and achievement as evidenced through data

5. School counselor leads and advocates for systemic change to create an equitable, inclusive, safe and respectful, positive learning environment for all students as demonstrated by the following indicators:

(a) The school counselor leads and advocates for systemic change through professional relationships with key stakeholders

(b) The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment

(c) The school counselor advocates for a safe and respectful learning environment for students

6. School counselor adheres to the American School Counselor Association ethical standards, engage in ongoing professional learning, educates stakeholders and promotes the importance of the school counseling role, and refine their work through self- reflection, as demonstrated by the following indicators:

(a) The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local legal requirements

(b) The counselor helps colleagues access and interpret legal requirements and understand their implications

(c) The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and organizations

(d) The school counselor articulates the role of the school counselor in achieving the school's mission and contributes to the advancement of the school counseling profession.

(e) The school counselor engages in self- reflection of practice; sets and monitors individual goals for professional improvement; and participates in professional learning to meet goals, enhance skills, and stay current on professional issues

## **DRAFT Language for School Nurse Standards and Indicators**

(similar to NAC 391.580) 1. The performance evaluation of each School Nurse must include an evaluation of the School Nurse in the following domains:

(a) Professional Practice of the School Nurse, must account for 100 percent of the performance evaluation

(similar to NAC 391.575) **Performance evaluation in the domain of professional practice.** The performance evaluation of a school nurse who holds a current Nevada license issued by the Superintendent of Public Instruction with the school nurse endorsement is serving in the role of school nurse in a school must include, without limitation, an evaluation of the school nurse in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580

1. The school nurse collects pertinent data and information relative to the student and the community's health or the situation, as demonstrated by the following indicators:

(a) Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person

(b) Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations

(c) Prioritizes data collection based on the student's immediate condition or the anticipated needs of the student or situation

(d) Engages the student and other interprofessional team members in holistic, culturally sensitive data collection

2. The school nurse analyzes assessment data to determine actual or potential diagnoses, problems, and or issues, as demonstrated by the following indicators:

(a) Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum

(b) Identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances

(c) Interprets the diagnoses or issues to the student, family, and appropriate school staff

(d) Documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan

3. The school nurse identifies expected outcomes for a plan individualized to the student or the situation; develops a plan that prescribes strategies to attain expected measurable outcomes, as demonstrated by the following indicators:

(a) Advocates for outcomes that reflect the culture, values and ethical concerns

(b) Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team

(c) Includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration

of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care

(d) Engages the student and other interprofessional team members in holistic, culturally sensitive data collection

4. The school nurse implements the identified plan, coordinates care delivery, employs strategies to promote health and safe environment, as demonstrated by the following indicators:

(a) Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community

(b) Engages health promotion/health teaching in collaboration with the values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status

(c) Delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care

(d) Responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide and child neglect or abuse

5. The school nurse evaluates progress toward attainment of goals and outcomes, as demonstrated by the following indicators:

(a) Determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes

(b) Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches

(c) Shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations



## **DRAFT Language for School Psychologist Standards and Indicators**

(similar to NAC 391.580)The performance evaluation of each School psychologist must include an evaluation of the School psychologist in the following domains:

(a) Professional performance of the School psychologist, must account for 100 percent of the performance evaluation

(similar to NAC 391.575) **Performance evaluation in the domain of professional performance.** The performance evaluation of a school psychologist who holds a current Nevada license issued by the Superintendent of Public Instruction who holds a school psychologist endorsement and is serving in the role of school psychologist in a school must include, without limitation, an evaluation of the school psychologist in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580

1. The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes, as demonstrated by the following indicators:

(a) The school psychologist systematically collects data from multiple sources as a foundation for decision making and considers ecological factors (eg, classroom, observation, family, community characteristics) as a context for assessment and intervention in general and special education settings

(b) The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement evidence-based instructional and/or mental health services

(c) The school psychologist uses valid, reliable, and nondiscriminatory assessment techniques to analyze progress toward academic and behavioral goals, to measure response to interventions, and to revise interventions as necessary

(d) The school psychologist promotes the use of systematic and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs

2. The school psychologist participates as part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery; identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes, as demonstrated by the following indicators:

(a) The school psychologist, as part of an interdisciplinary team, conducts psycho-educational assessments including a variety of assessments (both formal and informal) according to standards outlined in the Nevada Administrative Code

(b) The school psychologist develops multidisciplinary reports that are comprehensive (ie, include all a suspected disability and Nevada Administrative Code standards), yet understandable

(c) The school psychologist makes eligibility recommendations that are supported by a preponderance of evidence

3. The school psychologist participates as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery; promoting effective implementation of services, as demonstrated by the following indicators:

(a) The school psychologist participates in team-based planning to develop, review, and design academic or behavioral interventions and collaborates to recommend specific, observable, and measurable goals to evaluate effectiveness

(b) The school psychologist collects and uses assessment data to understand students' difficulties and to select and implement instructional and/or mental health services

(c) The school psychologist engages in consultation and collaboration at the individual, family, group, and system levels and at various stages of intervention

4. The school psychologist demonstrates skills to provide services consistent with ethical, legal, and professional standards; engages in responsible ethical and professional decision making; collaborates with other professionals; and applies professional work characteristics needed for effective practice as a school psychologist This includes respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills, as demonstrated by the following indicators:

(a) The school psychologists respects individuals' rights to privacy and confidentiality as consistent with Family Educational Rights and Privacy Act (FERPA)

(b) The school psychologist actively seeks and participates in professional development opportunities, reflects critically on own strengths and weaknesses, and identifies professional development needs

(c) The school psychologists engages in strong professional presentation and conduct with skills such as communication, interpersonal interactions, responsibility, adaptability, initiative, and dependability

## **DRAFT Language for School Social Worker Standards and Indicators**

(similar to NAC 391.580)The performance evaluation of each school social worker must include an evaluation of the school social worker in the following domains:

(a) Professional responsibilities of the school social worker, must account for 100 percent of the performance evaluation

(similar to NAC 391.575) **Performance evaluation in the domain of professional responsibilities.** The performance evaluation of a school social worker who holds a current Nevada license issued by the Superintendent of Public Instruction who holds a school social worker endorsement and is serving in the role of school social worker in a school must include, without limitation, an evaluation of the school social worker in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580

1. The School Social Worker identifies student, family, and school needs and organizes intervention(s) consistent with professional social work, as demonstrated by the following indicators:

(a) The School Social Worker conducts multi-tiered school and/or system needs assessments independently or in conjunction with other professionals

(b) The School Social Worker identifies school and community resources to maximize student achievement and family empowerment

(c) The School Social Worker establishes collaborative professional relationships

2. The School Social Worker contributes to a positive school environment that is conducive to achievement, demonstrating respect for differences in culture, background, and learning needs , as demonstrated by the following indicators:

(a) The School Social Worker contributes to a safe and healthy school environment

(b) The School Social Worker identifies structural barriers, social inequalities, and educational disparities that impact learning outcomes and advocates for policies, programs, and services accordingly

(c) The School Social Worker provides programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students, families, and school personnel

3. The School Social Worker uses knowledge of social work theory, practice, and research to implement programs and services, as demonstrated by the following indicators:

(a) The School Social Worker implements and monitors multi-tiered evidenced based practices that impact student achievement

(b) The School Social Worker provides programs and specialized services that foster social and emotional competencies

(c) The School Social Worker demonstrates direct involvement with families

(d) The School Social Worker mobilizes school and community resources to maximize student achievement

4. The School Social Worker demonstrates a commitment to professional conduct and code of ethics, as demonstrated by the following indicators:

- (a) The School Social Worker adheres to current federal, state and local laws as well as district policies and procedures that guide school social work practice
- (b) The School Social Worker adheres to the NASW Code of Ethics and SSWAA ethical guidelines
- (c) The School Social Worker maintains timely and accurate records and documentation in compliance with FERPA and state requirements
- (d) The School Social Worker participates in ongoing professional development
- (e) The School Social Worker exhibits self-awareness, self-monitoring, and professional accountability

## **DRAFT Language for School Speech Language Pathologist Standards and Indicators**

(similar to NAC 391.580) The performance evaluation of each speech language pathologist (SLP) must include an evaluation of the speech language pathologist in the following domains:

- (a) Professional practices of the speech language pathologist at the school, must account for 50 percent of the performance evaluation;
- (b) Professional responsibilities of the speech language, must account for 50 percent of the performance evaluation

(similar to NAC 391.575) **Performance evaluation in the domain of professional practice.** The performance evaluation of a school speech language pathologist who holds a current Nevada license issued by the Superintendent of Public Instruction who holds a speech and language impairments endorsement and is serving in the role of speech language pathologist in a school must include, without limitation, an evaluation of the speech language pathologist in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580

1. SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner, as demonstrated by the following indicators:

- (a) SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population
- (b) SLP completes and/or provides in-service training or professional development related to profession or educational setting. (e.g., 1:1 in-service training; conversation with staff; PLC)
- (c) SLP demonstrates competence in oral and written communication skills
- (d) SLP demonstrates consistent behavior management skills that foster positive interactions with and between students

2. SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students, and reflect evidence-based practice, as demonstrated by the following indicators:

- (a) SLP develops and executes appropriate therapy plans for students
- (b) SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies
- (c) SLP provides each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students

3. SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs, as demonstrated by the following indicators:

- (a) SLP prepares adequately for MDT and IEP meetings, reviews all records and solicits input from parents, teachers and students; SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates
- (b) SLP explains IEP content clearly, using language parents and other team members understand. SLP responds appropriately to questions and comments from the team members
- (c) SLP writes measureable goals and benchmarks that are achievable within a year and relate to the student's present educational levels and the curriculum

(d) SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines

4. SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders, as demonstrated by the following indicators:

(a) SLP uses formal and informal assessment tools related to suspected disability, age level and cultural/linguistic background. SLP conducts observations in multiple settings and interviews team members familiar with the student

(b) SLP develops professionally written evaluation reports. SLP analyzes and interprets test results to make appropriate recommendations

(c) SLP 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

5. SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs and skills, as demonstrated by the following indicators:

(a) SLP develops activities that promote progress on student's specific IEP goals

(b) SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means

(c) SLP changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal. SLP collects formal or informal student data directly related to student's goals and benchmarks

(d) SLP designs unique and varied therapy delivery models based on individual student needs and skills

(similar to NAC 391.575) **Performance evaluation in the domain of professional responsibilities.** The performance evaluation of a licensed educator who holds a special education endorsement and is serving in the role of speech language pathologist in a school must include, without limitation, an evaluation of the educator in the following standards of performance, with each standard carrying the weight prescribed by the Department pursuant to NAC 391.580

1. SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education, as demonstrated by the following indicators:

(a) SLP collaborates at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor

(b) SLP responds professionally to communication from other professionals

(c) SLP shows evidence of collaborative planning and interventions with team members

(d) SLP develops and presents training/in-service related to speech and language development and/or disorders for individuals or groups

2. SLP collaborates with families and provides opportunities for them to be involved in their student's speech-language pathology services, as demonstrated by the following indicators:

(a) SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor

(b) SLP demonstrates professional communication with family members

(c) SLP provides parent training or in-service related to student's speech/language progress

3. SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements, as demonstrated by the following indicators:

- (a) SLP completes self- assessment to determine areas of interest or need for additional training
- (b) SLP pursues further development of diagnostic or therapy skills based upon self- assessment, areas of interest and/or supervisor directive

4. SLP complies with various federal, state, district and/or departmental initiatives, as demonstrated by the following indicators:

- (a) SLP demonstrates compliance with federal, state, district and departmental initiatives

5. The SLP oversees program management, as demonstrated by the following indicators:

- (a) SLP systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines
- (b) SLP engages in data-based decision making for managing and providing services/support
- (c) SLP manages program caseload/workload to promote effective service delivery and school team support