SPEECH LANGUAGE PATHOLOGIST PROFESSIONAL PRACTICES RUBRIC

STANDARD 1 PROFESSIONAL RESPONSIBILITIES: SLP demonstrates knowledge and skills in speech language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner	STANDARD 2 EVALUATION: SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders	STANDARD 3 IEP DEVELOPMENT, FACILITATION, IMPLEMENTATION: SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs	STANDARD 4 THERAPY: SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students and reflect evidenced-based practices
Indicator 1 SLP demonstrates competence in oral and written communication skills.	**Indicator 1** SLP uses formal and informal assessment tools and SLP expertise related to suspected disability, age level and cultural/linguistic background.	**Indicator 1** 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/mandate.	**Indicator 1** SLP demonstrates consistent behavior management skills that foster positive interactions with and between students.
Indicator 2 SLP collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education.	**Indicator 2** SLP analyzes and interprets test results to make appropriate recommendations based on SLP expertise.	**Indicator 2** SLP writes measurable goals and benchmarks that are achievable within a year and relate to the student's present levels of performance and the curriculum	**Indicator 2** SLP 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.
Indicator 3 SLP manages caseload/ and workload to promote effective service delivery and school team support.	**Indicator 3** 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.	**Indicator 3** SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines.	**Indicator 3** SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies. SLP implements varied service delivery models based on individual student skills and needs
Indicator 4 SLP demonstrates compliance with federal, state, district and site initiatives.		**Indicator 4** SLP engages in databased decision making for managing and providing services/support.	**Indicator 4** SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means.
Indicator 5 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements.			**Indicator 5** 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 and/or informal therapy data directly related to student's goals and benchmarks.

STANDARD 1 PROFESSIONAL RESPONSIBILITIES: SLP demonstrates knowledge and skills in speech language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner. (PP Standard 1, 2, 3; PR1, 2, 3, 5)

INDICATORS

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 1 SLP demonstrates competence in oral and written communication skills. (PP Standard 1, Indicator 3; Standard 3 Indicator 2; PR Standard 1 Indicator 2; Standard 2 Indicator 2) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Diagnostic reports • Assessment analysis and interpretation summarized in various reports • SLP can verbally support the reason for test selection • Observation of SLP during MDT/IEP and other meetings • Review of written reports • Written correspondence • Direct evaluator observation • Parent survey • Teacher survey • Email correspondence • Homework log • Notes home • Samples of handouts to parents or staff	• SLP's oral and written communication is sensitive to the audience using appropriate social-pragmatic skills (e.g., tone of voice, facial expression, body language, word choice, etc.) PP Stand 1; Indic 3; • SLP explains MDT/IEP content clearly, using language parents and other team members understand. SLP responds appropriately to questions and comments from the team members (includes parents/family) PP Stand 3 Indic 2 • Whenever professional terminology is used it is explained so that it is comprehensible to all participants • SLP is flexible in revising IEP based on team members' data and direct observations • SLP responds appropriately and professionally to questions, comments, communication from parents, team members and/or other professionals (PR Standard 1; Indicator 2; PR Standard 2, Indicator 2) • Demonstrates active listening; Presents with a professional demeanor; Presents factual information in all communication (PR Standard 2; Indicator 2) • Responses are factual and professional • Calls/letters to parents are documented • Contact information is provided to parents • Responds professionally to questions or feedback • Is able to show samples of correspondence, such as newsletters/notes home; emails and/or other electronic correspondence • Observation of SLP during parent-teacher conferences, open house, meetings, after-school activities or parent trainings

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 2 SLP collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education. (PR Standard 1, Indicator 1, 3, 4; Standard 2, Indicator 1, 3; PP Standard 1, Indicator 1, Indicator 2) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Report Review • Informal Notes • Therapy Logs • IEP meeting • MDT meeting • Staff meetings • RTI/MTSS meetings Teacher-SLP collaboration • Parent-teacher conferences • Calendar/meeting dates • Status log review • Email correspondence • Personal contact log • Direct Observation	• SLP collaborates with other professionals to address parent questions/concerns • Evidence of teacher, parent and/or other professional consultations and/or collaborations (e.g., email or personal tracking log) • SLP shows evidence of collaborative planning and interventions with team members (PR Stand 1; Indic 3; PP Standard 2; Indic 1 PL) • Assist family members/teachers/other professionals in understanding needs of student with speech/language disorders; Provide parents/teachers with information about speech/language development; Provide parents/teachers with suggestions to support implementation of students' IEPs (PP Standard 1, Indicator 2) (PR Standard 1, Indicator 4; Standard 2, Indicator 3 ;PP Standard 2; Indic 1 PL)
Indicator 3 SLP manages caseload/ and workload to promote effective service delivery and school team support. (PR Standard 5, Indicator 3) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Five sources of evidence: • MDT reports • Written IEPs • Daily schedule • Weekly schedule • Therapy logs • Updated caseload lists • Documentation provided to school team and/or parents • Communication of schedules with appropriate stakeholders / staff (e.g. emails, parent letters, schedules accessible by school staff)	• Supervisor direct observation • Pre/Post observation	• **Caseload:** MDT / IEP documents completed and documented per state and federal guidelines; Evaluations / reevaluations Eligibility / IEP meetings Implements IEP as written Provides direct services using variety of service delivery options / models • **Workload:** Completes student observation across settings; Documents student services; Serves school site(s) as assigned; Plans and prepares therapy sessions Evidence of teacher, and/or parent consultation/collaboration RTI / MTSS paperwork or tracking system when appropriate; • Designs and maintains flexible schedule

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 4 SLP demonstrates compliance with federal, state, district and site initiatives. (PR Standard 4, Indicator 1) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• SLP has a systematic approach to meeting mandatory due dates and service provision • Confidential folder review • Review of therapy logs • Review of MDT reports • Review of IEPs • RTI / MTSS paperwork • Data collection system • Evidence of compliance with district / department initiatives	• Status record sheets in confidential folder maintained when the SLP is Case Manager • MDT/IEPs completed per federal and state guidelines; • IEP progress notes completed per district guidelines; • Therapy logs completed per district guidelines and contain student-specific data and therapy targets; • Completes other required department paperwork; • MDT and IEP timelines followed and documented; • FERPA and HIPAA polices followed
Indicator 5 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements. (PR Standard 3; Indicator 1, 2; PP Standard 1, Indicator 1) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Self-Assessment Tool • College transcript(s) • CEU certificate Participation certificate(s) • Supervisor training directive • Written or verbal summary of personal study / observation of a colleague(s) • Continuing education • Round tables • Personal research • Peer consultation • Samples of in-service or CEU materials or handouts	• NEPF OLEP Self-Assessment Tool; or previous evaluation • ASHA R&R of School-based SLPs Reflection Tool; • ASHA PACE Self-Reflection Tool; • Personal study; • Online or in-service training; • Coursework • Conferences; • self-study/research articles • Professional Learning Communities (PLCs); • Supervisor directive for training within scope of SLP's • ASHA identified roles and responsibilities and level of education (Bachelor's vs. Master's); • Or develop and deliver in-service training(s) within the field of speech language pathology (PR Standard 1, Indicator 4; Standard 2 Indicator3; PP Standard 1, Indicator 2)

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

PERFORMANCE LEVELS

Indicator 1 SLP demonstrates competence in oral and written communication skills.	Indicator 2 SLP collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education.	Indicator 3 SLP manages caseload/ and workload to promote effective service delivery and school team support	Indicator 4 SLP demonstrates compliance with federal, state, district and site initiatives.	Indicator 5 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements.
Level 4 • SLP effectively communicates oral and written information and initiates engagement with team members • SLP consistently invites team members to ask questions or provide input regarding student performance and/or goals • SLP actively uses a variety of communication modes to clearly communicate with the intended audience • SLP is consistently professional, respectful and responsive when communicating with staff, families and students • SLP uses terminology that is easily understood PP Stand 1; Indic 3 • SLP communicates clearly with the IEP team regarding the student's needs and strengths in language/vocabulary that is appropriate for the intended audience • SLP is consistently responsive to cultural and linguistic backgrounds when speaking with parents regarding IEP content • SLP will seek opportunity to gather feedback and suggestions during the IEP meeting • SLP follows up on parent and/or teacher concerns/suggestions promptly PP Stand 3 Indic 2 • SLP promptly responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed in an effective manner PR Stand. 1; Indic 2; PR Stand 2; Indic 2	**Level 4** • SLP effectively collaborates with family members, teachers and/or other professionals in IEP team meetings and other meetings related to the school setting using clear communication PR Stand 1; Indic 1; PR Stand 2; Indic 1 • SLP effectively collaborates and plans intervention for all students PR Stand 1; Indic 3	**Level 4** • SLP effectively manages caseload and workload responsibilities to promote effective service delivery and school team support with a high level of flexibility and efficiency	**Level 4** • SLP consistently complies with all federal, state, district and departmental initiatives in an effective and timely manner	**Level 4** • SLP clearly completes self-assessment by identifying areas of interest/need for training that would positively impact student achievement PR Standard 3; Indic 1 • SLP effectively pursues identified area of interest need to improve diagnostic or therapy skills PR Stand 3 Indic 2; • SLP consistently demonstrates knowledge of resources available in school, district, state, or nationally and consistently makes use of them PP Standard1 Indic 1 • SLP actively seeks out and shares relevant professional development in order to improve current practices in the speech- language therapy program PP Standard 1 Indic 2

Indicator 1 SLP demonstrates competence in oral and written communication skills.	Indicator 2 SLP collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education.	Indicator 3 SLP manages caseload/ and workload to promote effective service delivery and school team support	Indicator 4 SLP demonstrates compliance with federal, state, district and site initiatives.	Indicator 5 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements.
Level 3 • SLP effectively communicates information to team members in writing and in oral presentations SLP uses terminology that is easily understood • SLP uses a variety of communication modes to adequately communicate with the intended audience • SLP is consistently professional, respectful and responsive when communicating PP Stand 1; Indic 3; • SLP communicates clearly with the IEP team regarding the student's needs and strengths in language/vocabulary that is appropriate for the intended audience • SLP is generally responsive to cultural and linguistic backgrounds when speaking with parents regarding IEP content • All IEP members are provided the opportunity to ask questions and add input during the IEP meeting • SLP follows up on parent and/or staff question/concerns in a timely manner PP Stand 3 Indic 2 • SLP adequately responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed PR Stand 1, Indic 2; PR Stand 2; Indic 2	**Level 3** • SLP adequately collaborates with family members, teachers and/or other professionals in IEP team meetings and other meetings related to the school setting PR Stand 1; Indic 1; PR Stand 2; Indic 1 • SLP sufficiently collaborates and plans intervention for students in special education PR Stand 1; Indic 3	**Level 3** • SLP manages caseload and workload responsibilities to promote adequate service delivery and school team support	**Level 3** • SLP sufficiently complies with all federal, state, district and departmental initiatives in an effective and timely manner	**Level 3** • SLP adequately completes self-assessment by identifying areas of interest/need for training that would positively impact student achievement PR Standard 3; Indic 1 • SLP adequately pursues identified interest area(s) or those identified by supervisor directive to improve diagnostic or therapy skills PR Stand 3 Indic 2; • SLP is aware of resources within the school, district, state or nationally and makes use of them PP Standard 1 Indic 1 • SLP seeks diverse opportunities for relevant professional development based on student workload/caseload ne

Indicator 1 SLP demonstrates competence in oral and written communication skills.	Indicator 2 SLP collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education.	Indicator 3 SLP manages caseload/ and workload to promote effective service delivery and school team support	Indicator 4 SLP demonstrates compliance with federal, state, district and site initiatives.	Indicator 5 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements.
Level 2 • SLP uses unclear oral or written terminology; however, when asked or prompted, is able to clarify • SLP uses limited/minimally effective modes of communication during interactions PP Stand 1;Indic 3; • SLP goes over the content of the IEP and responds to concerns if brought up by a member of the IEP team • SLP is minimally responsive to cultural and linguistic backgrounds when speaking with parents regarding IEP content • Language may be unclear at times due to use of acronyms/professional jargon • SLP follows up on parent and /or teacher concerns after several reminders PP Stand 3 Indic 2 • SLP acknowledges receipt of information / communication from professionals with insufficient follow through PR Stand. 1; Indic 2; PR Stand 2; Indic 2	**Level 2** • SLP's collaboration with family members, teachers and/or other professionals in IEP team meetings and other meetings is minimally effective PR Stand 1; Indic 1; PR Stand 2; Indic 1 • SLP is minimally effective and inconsistent in collaborating and planning intervention for students in special education PR Stand 1; Indic 3	**Level 2** • SLP is inconsistent and minimally effective in balancing caseload and workload responsibilities for service delivery and school team support	**Level 2** • SLP minimally complies with most federal, state, district and departmental initiatives	**Level 2** • SLP inadequately completes self-assessment and identifies and does not create a plan for self-improvement or additional skill training that would benefit students PR Standard 3; Indic 1 • SLP attends minimal number of required trainings related to therapy/diagnostic skills or completes supervisory directive at a minimal level PR Stand 3 Indic 2; • SLP demonstrates limited awareness of resources within the school, district, state or nationally SLP inconsistently makes use of available resources PP Standard1 Indic 1 • SLP's participation in professional development is limited to those that are required PP Standard 1 Indic 2

Indicator 1 SLP demonstrates competence in oral and written communication skills.	Indicator 2 SLP collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education.	Indicator 3 SLP manages caseload/ and workload to promote effective service delivery and school team support	Indicator 4 SLP demonstrates compliance with federal, state, district and site initiatives.	Indicator 5 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements.
Level 1 • SLP does not communicate effectively • Oral and written terminology is unclear and/or not explained clearly. SLP's communication (verbal and /or written) may be inadequate, insensitive and/or inaccurate for the intended audience PP Stand 1;Indic 3; • SLP rarely explains the IEP content and does not offer adequate opportunity for team members to ask questions or make comments • SLP is rarely responsive to cultural and linguistic backgrounds when speaking with parents regarding IEP content • SLP rarely follows up on parent and/or teacher suggestions or comments PP Stand 3 Indic 2 • SLP almost never responds to phone calls/email in a timely manner PR Stand 1; Indic 2; PR Stand 2; Indic 2	**Level 1** • SLP almost never participates in discussions nor responds to questions from family members, teachers, and/or other professionals PR Stand 1; Indic 1; PR Stand 2; Indic 1 • SLP almost never collaborates with others when planning intervention for students in special education PR Stand 1; Indic 3	**Level 1** • SLP almost never manages caseload and workload responsibilities to provide continuity and flexibility in scheduling and service delivery	**Level 1** • SLP almost never complies with required federal, state, district and departmental initiatives	**Level 1** • SLP almost never completes self-assessment to identify areas of need for additional training or skill development PR Standard 3; Indic 1 • SLP almost never attends all recommended/directed in-service trainings related to diagnostic or therapy skill development even when offered by work place PR Stand 3 Indic 2; • SLP demonstrates little or no knowledge of resources for students available through the school, district, state or nationally PP Standard1 Indic 1 • SLP almost never participates in required or relevant professional development activities PP Standard 1 Indic 2

STANDARD 2 EVALUATION: SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders (PP Standard 4)

INDICATORS

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 1 SLP uses formal and informal assessment tools and SLP expertise related to suspected disability, age level and cultural/linguistic background. (PP Standard 4; Indicator 1) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• One selected assessment address concerns/suspected disability that are established in scope of assessment; • and one Confirmatory Evidence Sources	• SLP conducts observations in multiple settings and interviews team members familiar with the student.	• SLP prepares adequately for MDT and IEP meetings, reviews all records, data (if available) and solicits input from parents, teachers and when appropriate, student(s). • SLP maintains adherence to IDEA, FERPA, HIPAA, local and state regulations/mandates. • Assessment includes all required components per federal, state and district guidelines.
Indicator 2 SLP analyzes and interprets test results to make appropriate recommendations based on SLP expertise. (PP Standard 4, Indicator 2) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Observation notes • MDT Reports • Assessment analysis and interpretation summarized in written MDT report • Test results interpreted with consideration of cultural/linguistic background to make recommendations	• Report clarifies language difference vs. language disorder when the students' first language is not English; and includes ELL./WIDA assessment information; SLP analyzes and interprets test results with consideration of cultural/linguistic background to make recommendations**.** Differential diagnosis utilized to determine diagnostic procedure, interpretation of assessments and implication of findings for treatment selection

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 3 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. (PP Standard 4; Indicator 3) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory sources of evidence	• Samples of notices to team members (e.g., email correspondence, phone logs, status record log) • Meeting notices • MDT report • IEP • Direct observation • School special education appointment calendar • SLP schedule/calendar reflects assessments to be conducted/or conducted	• Meeting and Prior Notices completed per district, state and federal guidelines; Completion of additional notices to include: referral for evaluation; and one of the following: permission to assess, no additional assessment needed, or assessment waiver; Interpreters scheduled based on family language needs. • SLP collaborates with team members when scheduling assessments Scope of assessment is completed • When the SLP is Case Manager notices and procedural safeguards are sent home in the home language of the student (when possible)

STANDARD 2 EVALUATION: SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders (PP Standard 4)

PERFORMANCE LEVELS

Indicator 1 SLP uses formal and informal assessment tools and SLP expertise related to suspected disability, age level and cultural/linguistic background.	Indicator 2 SLP analyzes and interprets test results to make appropriate recommendations based on SLP expertise.	Indicator 3 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.
Level 4 • SLP consistently follows NAC guidelines for determining student eligibility • SLP uses appropriate formal and/or informal assessment tools, and data if available, related to suspected disability, age level and cultural/linguistic background • SLP conducts student observations in multiple settings • SLP interviews team and family members familiar with the student • SLP completes a comprehensive file review • Completes a thorough review of available educational and medical history	**Level 4** • SLP consistently writes detailed and comprehensive written evaluation reports • SLP's analysis and interpretation of the test results describe impact on student's academic performance	**Level 4** • SLP demonstrates excellent time management skills • SLP establishes priorities based on student needs and other workload responsibilities • SLP develops and utilizes a monthly/daily/weekly schedule that is flexible to allow completion of all assessments • All assessments are completed by timelines established in accordance with federal, state and/or district regulations/mandates • SLP collaborates with team members to schedule assessments
Level 3 • SLP consistently follows NAC guidelines for determining student eligibility • SLP uses appropriate formal and/or informal assessment tools related to suspected disability, age level and cultural/linguistic background • SLP observes student in the classroom /or one setting) • SLP interviews team and family members familiar with student	**Level 3** • SLP develops professionally written evaluation reports • SLP analyzes and interprets test results to make appropriate recommendations	**Level 3** • SLP develops and utilizes a schedule that is flexible • Assessments are completed by timelines established in accordance with federal, state and/or district regulations/mandates • SLP collaborates with team members to schedule assessments
Level 2 • SLP does not consistently follow NAC guidelines for determining student eligibility • SLP inconsistently uses appropriate formal and/or informal assessment tools related to suspected disability, age level and cultural/linguistic background • SLP does not observe student in the classroom • SLP does not consistently interview team and family members familiar with student	**Level 2** • SLP written evaluation reports include only basic assessment information and lack analysis and interpretation of the impact on the student's academic performance	**Level 2** • SLP has insufficient time management skills • Assessments are not always • completed by timelines established in accordance with federal, state and/or district regulations/ mandates

Indicator 1	Indicator 2	Indicator 3
SLP uses formal and informal assessment tools and SLP expertise related to suspected disability, age level and cultural/linguistic background.	SLP analyzes and interprets test results to make appropriate recommendations based on SLP expertise.	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.
Level 1 • SLP does not follow NAC guidelines for determining student eligibility • Formal and/or informal assessment tools do not address suspected disability, age level, and cultural/linguistic background. • SLP does not observe student in multiple settings or with different providers • SLP almost never interviews team and family members familiar with student	**Level 1** • SLP almost never completes written evaluation report in time for MDT meeting • SLP verbally reports testing information solely from test protocols	**Level 1** • SLP has almost no time- management skills • Assessments are almost never completed by timelines established in accordance with federal, state and/or district regulations/ mandates

STANDARD 3 IEP DEVELOPMENT, FACILITATION, IMPLEMENTATION: SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs (PP Standard 3; PR Standard 4, 5)

INDICATORS

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 1 SLP prepares adequately for MDT and IEP meetings, reviews all records and solicits input from parents, teachers and students. (PP Standard 3, Indicator 1) SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandate. (PP Standard 3, Indicator 1; PR Standard 4, Indicator 1) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Samples of notices to team members (e.g., email correspondence, phone logs, status record log, meeting notices) • Review of MDT report(s) • Review of IEP(s) • Direct observation • Confidential folder review • Review of therapy logs • Evidence of compliance with district/department initiatives	• MDT/IEP meeting notices filed and documented in confidential folder • MDT written report ready for meeting • Meeting notices completed per district, state, and federal guidelines; • Status record sheets in confidential folder maintained when the SLP is Case Manager MDT/IEPs completed by federal and state guidelines; IEP progress notes completed on speech- only goals • Therapy logs completed per district guidelines and contain student specific data and therapy targets • Completes other required department paperwork • MDT and IEP timelines followed and documented • FERPA and HIPAA policies followed
Indicator 2 SLP writes measurable goals and benchmarks that are achievable within a year and relate to the student's present levels of performance and the curriculum. (PP Standard 3; Indicator3) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• One Written IEP • Confirmatory Evidence (optional)	• Direct supervisor observation of SLP during IEP team meeting	• Annual goals and benchmarks achievable within one year • Goals requiring continuation from previous IEP supported by data for continuation and adjusted/scaffolded for student success • Appropriate age/grade/skill level curriculum areas considered and addressed • SLP understands communication demands of curriculum and classroom

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 3 SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines. (PP Standard 3, Indicator 4) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Therapy logs • and one Confirmatory Evidence Source	• Therapy raw data sheets • Therapy logs (session summary) • Direct observation • Progress reports	• Status record sheets in confidential folder maintained for speech- language only students • MDT/IEPs completed by federal and state guidelines • IEP progress notes completed • Medicaid logs (if available) • Therapy logs completed per district guidelines and contain student- specific data and therapy targets • Completes other required department paperwork • FERPA and HIPAA policies followed • Tally sheets, observation notes, and/or consultation notes related to goal or benchmark addressed in preparation for upcoming IEP
Indicator 4 SLP engages in databased decision making for managing and providing services/support. (PR Standard 5, Indicator 1, 2) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Therapy logs • Confidential folder review • MTSS/RtI data collection system • Teacher/parent input • Individual therapy data collection system (raw data) • Completes progress reports on IEP speech/language goals	• Recommendations for therapy based on entrance/exit criteria; IEP present levels of performance; RTI/MTSS data; Research-based therapy techniques • Systematically collects and records data from multiple sources to evaluate effectiveness of therapy activities that promote student progress; Data and observations analyzed and interpreted; Therapy logs indicate clear progress toward students' goals/benchmarks • Goals/benchmarks based on students' present levels of performance • Service delivery model adjusted based on student's therapy progress • Therapy logs completed and contain all elements required by department and/or district (e.g., specific trial data, session length, therapy target, group size) • Documented input from teachers, and/or parents and/or other professionals

STANDARD 3 IEP DEVELOPMENT, FACILITATION, IMPLEMENTATION: SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs (PP Standard 3; PR Standard 4, 5)

PERFORMANCE LEVELS

Indicator 1 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/mandate.	Indicator 2 SLP writes measurable goals and benchmarks that are achievable within a year and relate to the student's present levels of performance and the curriculum.	Indicator 3 SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines.	Indicator 4 SLP engages in databased decision making for managing and providing services/support.
Level 4 • SLP is organized and prepared for meetings • SLP consistently gathers and accurately summarizes all essential data, including input from teaching staff, students and parents in order to prepare in advance for MDT and IEP meetings • Reports are free of grammatical and content errors • SLP is knowledgeable about and consistently adheres to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates	**Level 4** • SLP writes student goals and benchmarks that are observable, measurable and achievable within one year • SLP writes student goals that are directly related to the data reported in present levels of performance • As appropriate, SLP considers how speech and language goals align across curriculum areas in order to generalize targeted skills from therapy into general education setting	**Level 4** • SLP develops and/or uses an effective data management system to document all therapy services monitor student progress and uses the data to adjust student therapy as needed • SLP's data management system is organized and easily accessible • SLP is able to efficiently communicate data about therapy services and progress to teachers/staff, students and parents • SLP completes all documentation within identified timelines and adheres to all district, state and federal compliance guidelines	**Level 4** • SLP effectively and systematically collects and records data from multiple sources to evaluate effectiveness of therapy activities that promote student progress per district, state and federal guidelines (PR Standard 5, Indicator 1) • SLP considers data from multiple sources and settings to engage in effective decision making for managing and providing student services/support
Level 3 • SLP is organized and prepared for meetings • SLP gathers and accurately summarizes most essential data, including input from teaching staff, students and parents in order to prepare in advance for MDT and IEP meetings • Occasional grammatical errors do not interfere with clarity of content • SLP is knowledgeable about and consistently adheres to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates	**Level 3** • SLP writes student goals and benchmarks that are observable, measurable and achievable within one year • SLP writes student goals that are directly related to the data reported in present levels of performance	**Level 3** • SLP documents all therapy services • SLP monitors student progress and implements changes to therapy which is based on data gathered • SLP completes all documentation within identified timelines and adheres to all district, state and federal compliance guidelines	**Level 3** • SLP adequately and systematically collects and records data from multiple sources to evaluate the effectiveness of therapy activities that promote student progress per district, state and federal guidelines (PR Standard 5, Indicator 1) • SLP considers data from multiple sources to engage in adequate decision making for managing and providing student services/support

Indicator 1 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/mandate.	Indicator 2 SLP writes measurable goals and benchmarks that are achievable within a year and relate to the student's present levels of performance and the curriculum.	Indicator 3 SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines.	Indicator 4 SLP engages in databased decision making for managing and providing services/support.
Level 2 • SLP collects some of the important information on which to base decisions regarding eligibility and therapy service plans • Reports are generally accurate but may contain errors or may be lacking in clarity of content • SLP is inconsistent in knowledge and adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates	**Level 2** • SLP writes student goals and benchmarks that are observable, measurable and achievable within one year • SLP writes student goals that are not consistently related to the data reported in present levels of performance	**Level 2** • SLP documents some therapy service • Student progress is inconsistently tracked • There may be insufficient or inadequate data to support changes to therapy • SLP inconsistently completes documentation within identified timelines and adheres to majority of district, state and federal compliance guidelines	**Level 2** • SLP insufficiently collects and records data from multiple sources to evaluate the effectiveness of therapy activities that promote student progress per district, state and federal guidelines (PR Standard 5, Indicator 1) • SLP ineffectively engages in data-based decision making for managing and providing student services/support
Level 1 • SLP neglects to collect important information on which to base eligibility and treatment plans • Reports and documentation are incomplete or inaccurate • SLP consistently lacks knowledge and adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates	**Level 1** • SLP rarely writes student goals and benchmarks that are observable, measurable and achievable within one year • SLP rarely writes student goals that are related to the data reported in present levels of performance or the goals are written without supporting data	**Level 1** • SLP rarely documents therapy services • Data collection is inaccurate or ineffective to track progress • SLP rarely adheres to district, state and/or federal documentation and compliance guidelines	**Level 1** • SLP almost never collects and record data to evaluate the effectiveness of therapy activities that promote student progress per district, state and federal guidelines (PR Standard 5, Indicator 1) • SLP almost never uses data or is minimally effective in using data to manage and provide student services/support

STANDARD 4 THERAPY: SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students and reflect evidenced-based practices. (PP Standard 1, 2, 5 ; PR Standard 1, 2)

INDICATORS

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 1 SLP demonstrates consistent behavior management skills that foster positive interactions with and between students. (PP Standard 1, Indicator 4) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Direct observation • And One Confirmatory Evidence Source	• Physical environment supports the teaching/learning process • Rules/behavior norms are posted/reviewed • Discipline plan is in place and maintained	• Physical environment organized, student friendly, appropriate for age level, with minimal visual distractions • Student behavior monitored and discipline plan in place and maintained • On-task behavior maintained; Respect and courtesy modeled ~~for~~ during student and parent interactions
Indicator 2 SLP 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. (PP Standard 2, Indicator 1, 3) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Observation of SLP during therapy in any setting • Therapy logs • Raw data • Session notes	• Therapy data collection varies by setting and number of students in therapy group; Therapy notes and/or raw data consistently show intensity/number of responses; • Provides accurate, specific and appropriate (culturally, developmentally) feedback to student; • Diagnostic probe conducted to determine stimulability for future goals and benchmarks; • Therapy directly related to IEP goals and benchmarks or related to specific probing for upcoming IEP

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 3 SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies. (PP Standard 2, Indicator 2) SLP implements varied service delivery models based on individual student skills and needs (PP Standard 5, Indicator 4) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Direct observation • Therapy materials and/or activities • Therapy plans • Therapy schedule • Examples of curriculum-based materials used for therapy	• Activities have clearly defined structure and appropriate pacing; • A variety of instructional activities, approaches, and resources used to support student learning, appropriate to student's age and/or academic/performance level; • Use of specific, meaningful and timely feedback to students; • Students provided multiple opportunities to target IEP Goals • SLP adapts instructional grouping to promote generalization of targeted goal(s) • Flexible instructional groupings utilized, reflected in therapy schedule, and documented in therapy notes • SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population **(PP Standard 1, Indicator 1)**
Indicator 4 SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means. (PP Standard 5, Indicator 2) National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Direct observation • Therapy plan • Examples of therapy materials or activities	• Therapy occurs across settings according to the IEP and/or based on individual student needs (e.g., cafeteria, classroom, therapy room, etc.) • SLP follows components of effective lesson and basic principles of learning • Various means used by student to demonstrate learning (e.g., verbal descriptions, diagrams, gestures)

What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practices	Confirmatory Evidence Sources of Professional Practices	Description/Notes
Indicator 5 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 and/or informal therapy data directly related to student's goals and benchmarks. ==(PP Standard 5, Indicator 3)== National Standards ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two Confirmatory Evidence Sources	• Direct observation • Therapy notes • Therapy data • IEP • Therapy materials or activities • Therapy Schedule • Pre/Post Observation Conference	• SLP adapts and modifies activities and therapy (e.g. reducing complexity of the task or verbal instructions) as needed based on student's performance/data • Feedback to student(s) is specific, varied, meaningful, and provided in timely manner; Multiple opportunities for practice/learning provided • SLP scaffolds therapy to ensure student success • Feedback promotes progress toward identified goals and objectives

STANDARD 4 THERAPY: SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students and reflect evidenced-based practices. (PP Standard 1, 2, 5 ; PR Standard 1, 2)

PERFORMANCE LEVELS

Indicator 1 SLP demonstrates consistent behavior management skills that foster positive interactions with and between students.	Indicator 2 SLP 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.	Indicator 3 SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies. SLP implements varied service delivery models based on individual student skills and needs	Indicator 4 SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means.	Indicator 5 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 and/or informal therapy data directly related to student's goals and benchmarks.
Level 4 • SLP has established standards of conduct in the testing and therapy setting • Positive behavioral supports are in place • Student(s) engage(s) in self- monitoring of behavior appropriate to their age and ability level • Students interact appropriately with one another and successfully follow established routines	**Level 4** • SLP has developed a program that is effective, engaging and is evidence and research based • SLP uses a service delivery model that matches student's individual needs identified through assessment which are documented in the IEP • Feedback to student(s) is immediate, accurate, specific, and consistent • SLP uses a wide variety of cues and prompts to promote student success • SLP consistently presents maximum opportunities to practice the targeted skill(s)	**Level 4** • SLP uses a variety of effective, age-appropriate strategies and materials • SLP effectively/fully scaffolds instruction to support student success • SLP clearly understands the communication demands of the curriculum and classroom • SLP designs unique and varied therapy delivery models based on individual student needs and skills • SLP demonstrates flexibility in scheduling therapy based on student needs • SLP varies grouping depending upon student need and availability	**Level 4** • SLP adapts vocabulary and/or communication method for individual student • SLP conveys therapy objectives at least once each session in student-friendly terms • SLP describes and models specific strategies students can use in the context of what they are learning • Student(s) is able to explain or demonstrate what they are learning	**Level 4** • SLP collects qualitative or quantitative data at every session • SLP makes immediate changes or scaffolds therapy to increase students' understanding or success • SLP uses therapy data to make necessary changes for subsequent therapy sessions

| Indicator 1
SLP demonstrates consistent behavior management skills that foster positive interactions with and between students. | Indicator 2
SLP 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. | Indicator 3
SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies. SLP implements varied service delivery models based on individual student skills and needs | Indicator 4
SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means. | Indicator 5
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 and/or informal therapy data directly related to student's goals and benchmarks. |
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| **Level 3**
• SLP has established standards of student conduct in the testing and therapy setting.
• SLP monitors student behavior.
• SLP's response to behavior is appropriate and successful
• SLP monitors student behavior
• SLP's response to behavior is appropriate and successful
• Students interact appropriately with one another and follow established routines with few reminders | **Level 3**
• SLP has developed a program that is effective and engaging
• Service delivery model matches student's individual needs identified through assessment which are documented in the IEP
• Feedback to student(s) is accurate and consistent. SLP uses a variety of cues and prompts to promote student success
• SLP requires sufficient number of responses for the students to make progress towards their goals and benchmarks | **Level 3**
• SLP uses a range of strategies and materials that engage students in the learning process
• SLP adequately scaffolds instruction to support student success
• SLP adequately understands the communication demands of the curriculum and classroom
• SLP designs varied therapy delivery models based on individual student needs and skills
• SLP generally demonstrates flexibility in scheduling therapy based on student needs | **Level 3**
• SLP adapts vocabulary and/or communication method for individual student
• SLP conveys therapy objectives at least once each session in student-friendly terms
• SLP describes specific strategies student(s) can use in the context of what they are learning | **Level 3**
• SLP collects qualitative or quantitative data for each student each session
• SLP makes immediate changes or scaffolds therapy to increase student's understanding or success |

Indicator 1 SLP demonstrates consistent behavior management skills that foster positive interactions with and between students.	Indicator 2 SLP 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.	Indicator 3 SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies. SLP implements varied service delivery models based on individual student skills and needs	Indicator 4 SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means.	Indicator 5 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 and/or informal therapy data directly related to student's goals and benchmarks.
Level 2 • SLP has established standards of conduct for most situations • SLP is usually aware of student behavior • SLP inconsistently responds to student behavior • Student interactions are limited and they need frequent reminders to follow procedures	**Level 2** • SLP develops a program that is minimally effective and engaging SLP delivers a program in a manner that matches the needs of some students • SLP inconsistently provides opportunities for practice of the targeted skill • Feedback to student(s) is inconsistent and not specific to the skill addressed • A limited number of responses are expected	**Level 2** • SLP uses a very limited number of strategies and materials • SLP inconsistently scaffolds instruction to support student success • SLP inadequately understands the communication demands of the curriculum and classroom • SLP inconsistently designs therapy delivery models based on individual student needs and skills • SLP inconsistently creates therapy groups that are based on individual student availability	**Level 2** • SLP does not consistently use age and developmentally appropriate vocabulary • SLP provides limited explanation about what will be learned • SLP inconsistently checks for student understanding of tasks/activities during therapy sessions	**Level 2** • SLP collects limited qualitative or quantitative data for most students • SLP inconsistently makes immediate changes or scaffolds instruction to increase student's understanding or success • SLP's efforts to modify the lesson are only minimally successful
Level 1 • SLP disregards or ineffectively addresses student behavior during testing or therapy • Students do not interact appropriately with one another and do not follow routines or procedures of the therapy setting	**Level 1** • SLP almost never develops nor executes effective therapy related to the student's goals and benchmarks • SLP almost never provides a sufficient number of trials SLP almost never provides specific, accurate or encouraging feedback to students	**Level 1** • SLP uses ineffective strategies and materials • Strategies and materials are almost never appropriate to the student's age level • SLP does not understand the communication demands of the curriculum and classroom • SLP almost never scaffolds instruction to support student success • SLP almost never groups students appropriately based on age and individual student needs and skills	**Level 1** • SLP almost never provides explanations of tasks • The instructional purpose of the activity is almost never clear, and/or the directions are confusing • SLP almost never checks for understanding	**Level 1** • SLP almost never documents quantitative data • SLP almost never recognizes indications of student's lack of understanding during the session • SLP almost never changes or scaffolds therapy to increase student's understanding or success