

## SPEECH-LANGUAGE PATHOLOGISTS (SLP) PROFESSIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
<p>SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner</p>	<p>SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage</p>	<p>SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs</p>	<p>SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders</p>	<p>SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs and skills</p>
<p><b>Indicator 1</b> SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population</p>	<p><b>Indicator 1</b> SLP develops and executes appropriate therapy plans for students</p>	<p><b>Indicator 1</b> SLP prepares adequately for MDT and IEP meetings, reviews all records and solicits input from parents, teachers and students</p> <p>SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates</p>	<p><b>Indicator 1</b> SLP uses formal and informal assessment tools related to suspected disability, age level and cultural/linguistic background</p> <p>SLP conducts observations in multiple settings and interviews team members familiar with the student</p>	<p><b>Indicator 1</b> SLP develops activities that promote progress on student's specific IEP goals</p>

<b>STANDARD 1</b>  SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner	<b>STANDARD 2</b>  SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage	<b>STANDARD 3</b>  SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs	<b>STANDARD 4</b>  SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders	<b>STANDARD 5</b>  SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs and skills
<b>Indicator 2</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)	<b>Indicator 2</b> SLP implements activities that promote progress on student's specific IEP goals using a variety of instructional materials and strategies	<b>Indicator 2</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	<b>Indicator 2</b> SLP develops professionally written evaluation reports  SLP analyzes and interprets test results to make appropriate recommendations	<b>Indicator 2</b> SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means
<b>Indicator 3</b> SLP demonstrates competence in oral and written communication skills	<b>Indicator 3</b> SLP provides each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students	<b>Indicator 3</b> SLP writes measureable goals and benchmarks that are achievable within a year and relate to the student's present educational levels and the curriculum	<b>Indicator 3</b> 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	<b>Indicator 3</b> 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

<b>STANDARD 1</b>  SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner	<b>STANDARD 2</b>  SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage	<b>STANDARD 3</b>  SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs	<b>STANDARD 4</b>  SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders	<b>STANDARD 5</b>  SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs and skills
<b>Indicator 4</b> SLP demonstrates consistent behavior management skills that foster positive interactions with and between students		<b>Indicator 4</b> SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines		<b>Indicator 4</b> SLP designs unique and varied therapy delivery models based on individual student needs and skills

**SPEECH-LANGUAGE PATHOLOGISTS (SLP) PROFESSIONAL PRACTICE STANDARDS AND INDICATORS**

Standard 1 SLP Demonstrates knowledge and skills in speech-language pathology and related subject areas and implements services in an ethical manner							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two (2) confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Continuing education</li> <li>Roundtables</li> <li>Personal research</li> <li>Peer consultation</li> </ul>	<ul style="list-style-type: none"> <li>Continuing education may include: online training, college coursework, district training, self-study/research articles</li> </ul>	<p>SLP consistently provides highly effective services for a range of communication disorders related to their current assignment and clearly understands the communication demands of the curriculum and classroom</p> <p>SLP consistently demonstrates knowledge of resources available in school, district, and state and consistently makes use of them</p>	<p>SLP provides effective and consistent services for a range of communication disorders related to their current assignment, and adequately understands the communication demands of the curriculum and classroom</p> <p>SLP is aware of resources within the school, district or state and makes use of them SLP demonstrates some knowledge and use of external resources available</p>	<p>SLP provides minimally effective services for a range of communication disorders related to their current assignment, and inadequately understands the communication demands of the curriculum and classroom</p> <p>SLP demonstrates limited awareness of resources within the school, district and state SLP inconsistently makes use of available resources</p>	<p>SLP provides ineffective services for a range of communication disorders related to their current assignment, and does not understand the communication demands of the curriculum and classroom</p> <p>SLP demonstrates little or no knowledge of resources for students available through the school or district</p>

What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
				SLP consistently demonstrates knowledge of additional resources available through the SLP's state and national professional organizations	through the school or district		

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Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</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;</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuing education</li> <li>Samples of in-service materials or handouts</li> <li>Documentation of parent training</li> <li>Survey</li> <li>Direct Observation</li> </ul>	<ul style="list-style-type: none"> <li>In-service training with parents</li> <li>Early Childhood parent engagement days</li> <li>Staff education and training</li> <li>Research and resources related to student's disability</li> </ul>	<p>SLP actively provides a leadership role in seeking out and sharing relevant professional development in order to improve current practices in the speech-language therapy program</p> <p>SLP takes an active leadership role in providing professional development for colleagues</p> <p>SLP participates in professional organizations designed to contribute to the field</p>	<p>SLP seeks diverse opportunities for relevant professional development based on student workload/caseload needs</p>	<p>SLP's participation in professional development is limited to those that are required</p>	<p>SLP almost never participates in required or relevant professional development activities</p>

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Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> SLP demonstrates competence in oral and written communication skills</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>• IEP present levels of performance /goals</li> <li>• MDT reports</li> <li>• Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>• Email correspondence</li> <li>• Samples of handouts to parents or staff</li> </ul>	<ul style="list-style-type: none"> <li>• SLP’s oral and written communication is sensitive to the audience using good social-pragmatic skills (e.g., tone of voice, facial expression, body language, choice of words, etc.)</li> </ul>	<p>SLP effectively communicates oral and written information and initiates engagement with team members</p> <p>SLP consistently invites team members to ask questions or provide comments regarding student performance and/or goals</p> <p>SLP actively uses a variety of communication modes to clearly communicate with the intended audience</p> <p>SLP is</p>	<p>SLP effectively communicates information to team members in writing and in oral presentations SLP uses terminology that is easily understood</p> <p>SLP uses a variety of communication modes to adequately communicate with the intended audience SLP is consistently professional, respectful and responsive when communicating</p>	<p>SLP uses unclear oral or written terminology; however, when asked or prompted, is able to clarify</p> <p>SLP uses limited/minimally effective modes of communication during interactions</p>	<p>SLP does not communicate effectively Oral and written terminology is unclear and/or is not explained clearly SLP’s communication (verbal and /or written) may be inadequate, insensitive and/or inaccurate for the intended audience</p>

What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
				consistently professional, respectful and responsive when communicating with staff, families and students SLP uses terminology that is easily understood			



**Standard 1**  
**SLP Demonstrates knowledge and skills in speech-language pathology and related subject areas and implements services in an ethical manner**

Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 4</b> SLP demonstrates consistent behavior management skills that foster positive interactions with and between students</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• One confirmatory source of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment supports the teaching/ learning process</li> <li>• A classroom management/ discipline plan was in place and maintained</li> <li>• Rules/behavior norms are posted/ reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Physical environment is organized, student friendly, appropriate for age level, with visual distractions kept to a minimum</li> <li>• Student behavior was monitored and a classroom management/ discipline plan was in place and maintained</li> <li>• On-task behavior was maintained</li> <li>• Respect and courtesy were modeled student and parent interactions</li> </ul>	<p>SLP has established standards of conduct in the testing and therapy setting</p> <p>Positive behavioral supports are in place</p> <p>Students engage in self- monitoring of behavior appropriate to their age and ability level</p> <p>Students interact appropriately with one another and successfully follow established routines</p>	<p>SLP has established standards of student conduct in the testing and therapy setting.</p> <p>SLP monitors student behavior.</p> <p>SLP’s response to behavior is appropriate and successful</p> <p>SLP monitors student behavior SLP’s response to behavior is appropriate and successful</p> <p>Students interact appropriately with one another and follow established routines with few reminders</p>	<p>SLP has established standards of conduct for most situations</p> <p>SLP is usually aware of student behavior</p> <p>SLP inconsistently responds to student behavior</p> <p>Student interactions are limited and they need frequent reminders to follow procedures</p>	<p>SLP disregards or ineffectively addresses student behavior during testing or therapy</p> <p>Students do not interact appropriately with one another and do not follow routines or procedures of the therapy setting</p>

Standard 2							
SLP provides culturally and educationally appropriate services and/or specifically designed instruction, that are effective, engage students, and reflect evidence-based practices							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> SLP develops and executes appropriate therapy for students</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation of SLP</li> <li>Therapy logs</li> <li>IEP</li> <li>Pre observation conference</li> <li>Post observation conference</li> <li>SLP can explain rationale for therapy focus</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic probes are conducted to determine stimulability for future goals and benchmarks</li> <li>Therapy is directly related to IEP goals and objectives or related to specific probing for upcoming IEP</li> </ul>	<p>SLP has developed a program that is effective, engaging and is evidence and research based</p> <p>SLP uses a service delivery model that matches student's individual needs identified through assessment which are documented in the IEP</p> <p>SLP initiates contact and collaborates with classroom teachers in advance of therapy, provides suggestions and models strategies and utilizes feedback from teacher to review and revise therapy</p>	<p>SLP has developed a program that is effective and engaging</p> <p>Service delivery model matches student's individual needs identified through assessment which are documented in the IEP</p> <p>SLP initiates contact and collaborates with teachers in advance of therapy and offers suggestions for classroom reinforcement</p>	<p>SLP develops a program that is minimally effective and engaging</p> <p>SLP delivers a program in a manner that matches the needs of some students</p> <p>SLP inconsistently collaborates with classroom teachers and infrequently offers suggestions for classroom reinforcement</p>	<p>SLP almost never develops nor executes effective therapy related to the student's goals and benchmarks</p> <p>SLP is rarely available to staff</p>

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What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> SLP uses a variety of instructional materials and strategies and implements activities that promote progress on student's specific IEP goals</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation</li> <li>Therapy logs</li> <li>Session notes</li> <li>Instructional materials</li> <li>IEP goals</li> </ul>	<ul style="list-style-type: none"> <li>Use of materials supports student learning (e.g., appropriate to developmental level, use of realia (i.e. objects or activities from real life), academic materials, and thematic units in the classroom)</li> <li>Activities selected are age appropriate and at student's academic level</li> </ul>	<p>SLP uses a variety of effective, age-appropriate strategies and materials</p> <p>SLP effectively/fully scaffolds instruction to support student success</p>	<p>SLP uses a range of strategies and materials that engage students in the learning process</p> <p>SLP adequately scaffolds instruction to support student success</p>	<p>SLP uses a very limited number of strategies and materials</p> <p>SLP inconsistently scaffolds instruction to support student success</p>	<p>SLP uses ineffective strategies and materials Strategies and materials are almost never appropriate to the student's age level</p> <p>SLP almost never scaffolds instruction to support student success</p>

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What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> SLP provides each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observation of SLP during therapy in any setting</li> <li>Therapy logs</li> <li>Raw data</li> <li>Session notes</li> </ul>	<ul style="list-style-type: none"> <li>Therapy data collection varies by setting and number of students in the therapy group</li> <li>Therapy notes or raw data consistently shows drill intensity/number of responses</li> <li>Provides accurate, specific and appropriate (culturally, developmentally ) feedback to the student</li> </ul>	<p>Feedback to the students is immediate, accurate, specific, and consistent</p> <p>SLP uses a wide variety of cues and prompts to promote student success</p> <p>SLP consistently presents maximum opportunities to practice the targeted skill(s)</p>	<p>Feedback to the student is accurate and consistent. SLP uses a variety of cues and prompts to promote student success</p> <p>SLP requires sufficient number of responses for the students to make progress towards their goals and benchmarks</p>	<p>SLP inconsistently provides opportunities for practice of the targeted skill</p> <p>Feedback to the students is inconsistent and not specific to the skill addressed</p> <p>A limited number of responses are expected</p>	<p>SLP almost never provides a sufficient number of trials SLP almost never provides specific, accurate or encouraging feedback to students</p>

Standard 3							
SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> SLP prepares adequately for MDT and IEP meetings, reviewing all records, soliciting input from parents, teachers and students SLP maintains adherence to IDEA, FERPA, HIPAA, local, State</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Samples of notices to team members (e.g., email correspondence phone logs, status record log) to parents and/or staff parent/guardian meeting notices</li> <li>MDT report</li> <li>IEP</li> <li>Direct observation</li> </ul>	<ul style="list-style-type: none"> <li>MDT/IEP meeting notices are placed and documented in confidential folder</li> <li>Written report is ready at meeting</li> <li>Meeting notices completed per district, state, and federal guidelines</li> <li>Interpreters are scheduled based on family language needs</li> </ul>	<p>SLP is organized and prepared for meetings</p> <p>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</p> <p>Reports are free of grammatical and content errors</p> <p>SLP is knowledgeable about and consistently adheres to IDEA, FERPA, HIPAA, local, state and federal</p>	<p>SLP is organized and prepared for meetings</p> <p>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</p> <p>Occasional grammatical errors do not interfere with clarity of content</p> <p>SLP is knowledgeable about and consistently adheres to IDEA, FERPA, HIPAA, local, state and federal</p>	<p>SLP collects some of the important information on which to base decisions regarding eligibility and therapy service plans</p> <p>Reports are generally accurate but may contain errors or may be lacking in clarity of content</p> <p>SLP is inconsistent in knowledge and adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates</p>	<p>SLP neglects to collect important information on which to base eligibility and treatment plans</p> <p>Reports and documentation are incomplete or inaccurate</p> <p>SLP consistently lacks knowledge and adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates</p>



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SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> SLP explains IEP content clearly, using language parents and other team members understand SLP responds appropriately to questions and comments from team members</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Review of written MDT samples</li> <li>Review of written IEP sample</li> <li>Direct supervisor observation of the SLP during staffing or MDT or IEP meeting</li> <li>Parent survey</li> </ul>	<ul style="list-style-type: none"> <li>Whenever professional terminology is used it is explained so that it is comprehensible to all participants</li> <li>SLP is flexible in revising IEP based on team members' data and direct observations</li> <li>SLP responds appropriately and professionally to questions and comments from parents or team members</li> </ul>	<p>SLP communicates clearly with the IEP team regarding the student's needs and strengths in language/vocabulary that is appropriate for the intended audience</p> <p>SLP is consistently responsive to cultural and linguistic backgrounds when speaking with parents regarding IEP content</p> <p>SLP will seek opportunity to gather feedback and suggestions during the IEP meeting</p> <p>SLP follows up on</p>	<p>SLP communicates clearly with the IEP team regarding the student's needs and strengths in language/vocabulary that is appropriate for the intended audience</p> <p>SLP is generally responsive to cultural and linguistic backgrounds when speaking with parents regarding IEP content</p> <p>All IEP members are provided the opportunity to ask questions and add input during the IEP meeting</p> <p>SLP follows up on parent and/or staff</p>	<p>SLP goes over the content of the IEP and responds to concerns if brought up by a member of the IEP team</p> <p>SLP is minimally responsive to cultural and linguistic backgrounds when speaking with parents regarding IEP content</p> <p>Language may be unclear at times due to use of acronyms/professional jargon</p> <p>SLP follows up on parent and /or teacher concerns after several</p>	<p>SLP rarely explains the IEP content and does not offer adequate opportunity for team members to ask questions or make comments</p> <p>SLP is rarely responsive to cultural and linguistic backgrounds when speaking with parents regarding IEP content</p> <p>SLP rarely follows up on parent and/or teacher suggestions or comments</p>

What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
				parent and/or teacher concerns/suggestions promptly	question/concerns in a timely manner		



Standard 3							
SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> SLP writes measureable goals and benchmarks that are achievable within a year and relate to the student's present educational levels and the curriculum (e.g. listening, speaking, reading, writing in the content area)</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Written IEP *Only one required evidence source needed for this indicator</li> </ul>	<ul style="list-style-type: none"> <li>Direct supervisor observation of SLP during IEP team meeting</li> </ul>	<ul style="list-style-type: none"> <li>Annual goals and benchmarks are achievable within one year</li> <li>Goals requiring continuation from the previous IEP have supporting data for continuation and are adjusted/scaffolded for student success</li> <li>Curriculum areas such as math, (descriptive/ comparative language), history (explain/describe/ narrate), and science (using temporal language to order steps in a process, vocabulary)</li> </ul>	<p>SLP writes student goals and benchmarks that are observable, measurable and achievable within one year</p> <p>SLP writes student goals that are directly related to the data reported in present levels of performance</p> <p>As appropriate, SLP considers how speech and language goals may fit across curriculum areas in order to generalize targeted skills from therapy into the general education setting</p>	<p>SLP writes student goals and benchmarks that are observable, measurable and achievable within one year</p> <p>SLP writes student goals that are directly related to the data reported in present levels of performance</p>	<p>SLP writes student goals and benchmarks that are observable, measurable and achievable within one year</p> <p>SLP writes student goals that are not consistently related to the data reported in present levels of performance</p>	<p>SLP rarely writes student goals and benchmarks that are observable, measurable and achievable within one year</p> <p>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</p>

Standard 3							
SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 4</b> SLP documents therapy sessions within district identified timelines and adheres to all district, state and federal documentation and compliance guidelines</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>• Therapy logs</li> <li>• One item from confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>• Therapy raw data sheets</li> <li>• Therapy logs (session summary)</li> <li>• Direct observation</li> <li>• Progress reports</li> </ul>	<ul style="list-style-type: none"> <li>• Tally sheets, observation notes, and/or consultation notes should be related to goal or benchmark addressed or for preparation for upcoming IEP</li> </ul>	<p>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</p> <p>SLP's data management system is organized and easily accessible</p> <p>SLP is able to efficiently communicate data about therapy services and progress to teachers/staff, students and parents</p> <p>SLP completes all documentation within identified timelines and adheres to all district, state and federal</p>	<p>SLP documents all therapy services</p> <p>SLP monitors student progress and implements changes to therapy which is based on data gathered</p> <p>SLP completes all documentation within identified timelines and adheres to all district, state and federal compliance guidelines</p>	<p>SLP documents some therapy service</p> <p>Student progress is inconsistently tracked</p> <p>There may be insufficient or inadequate data to support changes to therapy</p> <p>SLP inconsistently completes documentation within identified timelines and adheres to majority of district, state and federal compliance guidelines</p>	<p>SLP rarely documents therapy services</p> <p>Data collection is inaccurate or ineffective to track progress</p> <p>SLP rarely adheres to district, state and/or federal documentation and compliance guidelines</p>

Standard 4							
SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> SLP uses appropriate formal and/or informal assessment tools related to suspected disability, age level and cultural/linguistic background Conducts student observations in multiple settings Interviews team and family members familiar with student</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Selected assessment</li> <li>One item from confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic reports</li> <li>SLP can verbally support the reason for test selection</li> <li>Observation of SLP during MDT/IEP</li> <li>Tests are administered according to procedural guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Informal assessment tools may include: parent interview, teacher interview, non-standardized screening tools, checklists, teacher questionnaire, interpreter interview with the student (related to student's conversational skills)</li> </ul>	<p>SLP consistently follows NAC guidelines for determining student eligibility</p> <p>SLP uses appropriate formal and/or informal assessment tools related to suspected disability, age level and cultural/linguistic background</p> <p>SLP conducts student observations in multiple settings</p> <p>SLP interviews team and family members familiar with the student</p> <p>SLP completes a</p>	<p>SLP consistently follow NAC guidelines for determining student eligibility</p> <p>SLP uses appropriate formal and/or informal assessment tools related to suspected disability, age level and cultural/linguistic background</p> <p>SLP observes student in the classroom</p> <p>SLP interviews team and family members familiar with student</p>	<p>SLP does not consistently follow NAC guidelines for determining student eligibility</p> <p>SLP inconsistently uses appropriate formal and/or informal assessment tools related to suspected disability, age level and cultural/linguistic background</p> <p>SLP does not observe student in the classroom</p> <p>SLP does not consistently interview team and family members familiar with student</p>	<p>SLP does not follow NAC guidelines for determining student eligibility</p> <p>Formal and/or informal assessment tools do not address suspected disability, age level, and cultural/linguistic background.</p> <p>SLP does not observe student in multiple settings or with different providers</p> <p>SLP almost never interviews team and family members familiar with student</p>

What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
				comprehensive file review			

Standard 4							
SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> SLP develops professionally written evaluation reports SLP analyzes and interprets test results with consideration of cultural/linguistic background to make recommendations</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Assessment analysis and interpretation are summarized in a written MDT report</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Report clarifies the difference between a language difference versus a language disorder when the student's first language is not English</li> <li>Report acknowledges any language differences versus disorders</li> <li>Report acknowledges the use of an interpreter</li> </ul>	<p>SLP consistently writes detailed and comprehensive written evaluation reports</p> <p>SLP's analysis and interpretation of the test results describe impact on school performance</p>	<p>SLP develops professionally written evaluation reports</p> <p>SLP analyzes and interprets test results to make appropriate recommendations</p>	<p>SLP written evaluation reports include only basic assessment information and lack analysis and interpretation of the impact on the student's academic performance</p>	<p>SLP almost never completes written evaluation report in time for MDT meeting</p> <p>SLP verbally reports testing information solely from test protocols</p>

Standard 4							
SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources of Professional Practice	Confirmatory Evidence Sources of Professional Practice	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> SLP collaborates with other team members to create schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/mandates</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>School special education appointment calendar</li> <li>SLP's schedule/ calendar reflects evaluations to be conducted/ or conducted</li> <li>Reflects evaluations conducted</li> <li>Email, phone logs, confidential folder documentation of contacts related to assessment</li> </ul>	<ul style="list-style-type: none"> <li>Notices include: prior notice; referral for evaluation; and one of the following three: permission to assess, no additional assessment needed or assessment waiver</li> <li>SLP collaborates with team members when scheduling assessments</li> <li>Scope of assessment is completed</li> <li>For speech-only students, notices and procedural safeguards are sent home in the home language of the student (when possible)</li> </ul>	<p>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</p>	<p>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</p>	<p>SLP has insufficient time management skills Assessments are not always completed by timelines established in accordance with federal, state and/or district regulations/mandates</p>	<p>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</p>

Standard 5							
SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b> SLP develops activities that promote progress on student's specific IEP goals</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation of SLP in therapy</li> <li>Examples of therapy materials and/or activities developed</li> <li>Examples of therapy plans</li> <li>Examples of curriculum-based materials from the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Activities have a clearly defined structure and appropriate pacing</li> <li>A variety of instructional activities, approaches, and resources are used</li> <li>Specific, meaningful and timely feedback is offered to students</li> <li>Students are given multiple opportunities for practice and learning</li> <li>IEP goals (e.g., student's learning/outcomes)</li> </ul>	<p>SLP develops follow-up activities for the classroom teacher that promote progress on student's specific IEP goals</p> <p>SLP embeds activities from the classroom curriculum into therapy</p> <p>SLP always uses assessment information for selecting goal development activities</p> <p>SLP uses data from therapy sessions to guide/create therapy activities that promotes progress toward specific IEP goals</p>	<p>SLP sufficiently develops activities that promote progress on student's specific IEP goals</p> <p>SLP frequently uses assessment information for selecting goal development activities</p> <p>SLP uses data from therapy sessions to guide/create activities that promotes progress toward specific IEP goals</p>	<p>Activities are somewhat related to the student's specific IEP goals</p> <p>SLP inconsistently gathers data regarding progress towards goals during therapy</p>	<p>Activities are almost never related to the student's specific IEP goals (e.g., student's learning/outcomes)</p> <p>SLP rarely gathers data regarding progress toward goals/objectives and therapy</p>

Standard 5							
SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> SLP ensures each student understands the purpose of therapy/activity so that they can demonstrate comprehension by various means</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory evidence sources</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation</li> <li>Therapy plan</li> <li>Examples of therapy materials or activities</li> </ul>	<ul style="list-style-type: none"> <li>Observation of SLP can occur across settings where therapy occurs (e.g., cafeteria, classroom, therapy room, etc.)</li> <li>SLP follows the components of an effective lesson and basic principles of learning</li> <li>SLP is able to describe a therapy session that encompasses the components of an effective lesson</li> <li>Various means (e.g., verbal descriptions, diagrams, gestures)</li> </ul>	<p>SLP adapts vocabulary and/or communication method for individual student</p> <p>SLP conveys therapy objectives at least once each session in student- friendly terms</p> <p>SLP describes and models specific strategies students can use in the context of what they are learning</p> <p>Students are able to explain what they are learning</p>	<p>SLP adapts vocabulary and/or communication method for individual student</p> <p>SLP conveys therapy objectives at least once each session in student- friendly terms</p> <p>SLP describes specific strategies student(s) can use in the context of what they are learning</p>	<p>SLP does not consistently use age and developmentally appropriate vocabulary</p> <p>SLP provides limited explanation about what will be learned</p> <p>SLP inconsistently checks for student understanding of tasks/activities during therapy sessions</p>	<p>SLP almost never provides explanations of tasks</p> <p>The instructional purpose of the activity is almost never clear, and/or the directions are confusing</p> <p>SLP almost never checks for understanding</p>



Standard 5 SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> 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</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation</li> <li>Completed therapy data collection system</li> <li>Therapy notes</li> <li>Therapy materials or activities</li> </ul>	<ul style="list-style-type: none"> <li>Based upon each student's in-session performance/data SLP adapts and modifies activities and therapy (e.g., reducing complexity of the task or the verbal instructions)</li> <li>Feedback to students is specific, varied, meaningful, and provided in a timely manner</li> <li>Multiple opportunities for practice/learning are provided</li> <li>SLP scaffolds therapy to ensure student success</li> <li>Gives various means of feedback and reinforcement (e.g., verbal, visual, gestural, tokens) to promote progress toward the identified goals and objectives</li> </ul>	<p>SLP collects qualitative or quantitative data at every session</p> <p>SLP makes immediate changes or scaffolds therapy to increase student's understanding or success</p> <p>SLP uses therapy data to make necessary changes for subsequent therapy sessions</p>	<p>SLP collects qualitative or quantitative data for each student each session</p> <p>SLP makes immediate changes or scaffolds therapy to increase student's understanding or success</p>	<p>SLP collects limited qualitative or quantitative data for most students</p> <p>SLP inconsistently makes immediate changes or scaffolds instruction to increase student's understanding or success</p> <p>SLP's efforts to modify the lesson are only minimally successful</p>	<p>SLP almost never documents quantitative data</p> <p>SLP almost never recognizes indications of student's lack of understanding during the session</p> <p>SLP almost never changes or scaffolds therapy to increase student's understanding or success</p>

Standard 5							
SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 4</b> SLP designs therapy delivery models based on individual student needs and skills</p> <p><b>National Standards</b> ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</p>	<ul style="list-style-type: none"> <li>Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation</li> <li>Therapy notes</li> <li>IEP</li> <li>Therapy schedule</li> </ul>	<ul style="list-style-type: none"> <li>SLP adapts instructional grouping to promote generalization of the targeted goal(s) (e.g., different group sizes, frequency and environment)</li> <li>Flexible instructional groupings were utilized reflected on the therapy schedule, and documented in therapy notes</li> <li>Service delivery options may include 1:1, group size, setting/location, collaborative, consultative, mixed ages &amp; disabilities, home treatment program, etc.)collaborative, consultative, mixed ages &amp; disabilities, home treatment</li> </ul>	<p>SLP designs unique and varied therapy delivery models based on individual student needs and skills</p> <p>SLP demonstrates flexibility in scheduling therapy based on student needs</p> <p>SLP varies grouping depending upon student need and availability</p>	<p>SLP designs varied therapy delivery models based on individual student needs and skills</p> <p>SLP generally demonstrates flexibility in scheduling therapy based on student needs</p>	<p>SLP inconsistently designs therapy delivery models based on individual student needs and skills</p> <p>SLP inconsistently creates therapy groups that are based on individual student availability</p>	<p>SLP almost never groups students appropriately based on age and individual student needs and skills</p>