

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>Indicator 1 SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population</p> <p>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</p>	<ul style="list-style-type: none"> • Two (2) confirmatory evidence sources 	<ul style="list-style-type: none"> • Continuing education • Roundtables • Personal research • Peer consultation 	<ul style="list-style-type: none"> • Continuing education may include: online training, college coursework, district training, self-study/research articles 	<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>Indicator 2 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>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Evidence of continuing education Samples of in-service materials or handouts Documentation of parent training Survey Direct Observation 	<ul style="list-style-type: none"> In-service training with parents Early Childhood parent engagement days Staff education and training Research and resources related to student's disability 	<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>Indicator 3 SLP demonstrates competence in oral and written communication skills</p> <p>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</p>	<ul style="list-style-type: none"> • IEP present levels of performance /goals • MDT reports • Direct observation 	<ul style="list-style-type: none"> • Email correspondence • Samples of handouts to parents or staff 	<ul style="list-style-type: none"> • 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.) 	<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			

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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>Indicator 4 SLP demonstrates consistent behavior management skills that foster positive interactions with and between students</p> <p>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</p>	<ul style="list-style-type: none"> • Direct observation • One confirmatory source of evidence 	<ul style="list-style-type: none"> • The physical environment supports the teaching/ learning process • A classroom management/ discipline plan was in place and maintained • Rules/behavior norms are posted/ reviewed 	<ul style="list-style-type: none"> • Physical environment is organized, student friendly, appropriate for age level, with visual distractions kept to a minimum • Student behavior was monitored and a classroom management/ discipline plan was in place and maintained • On-task behavior was maintained • Respect and courtesy were modeled student and parent interactions 	<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>Indicator 1 SLP develops and executes appropriate therapy for students</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Direct observation of SLP Therapy logs IEP Pre observation conference Post observation conference SLP can explain rationale for therapy focus 	<ul style="list-style-type: none"> Diagnostic probes are conducted to determine stimulability for future goals and benchmarks Therapy is directly related to IEP goals and objectives or related to specific probing for upcoming IEP 	<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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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>Indicator 2 SLP uses a variety of instructional materials and strategies and implements activities that promote progress on student's specific IEP goals</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Direct observation Therapy logs Session notes Instructional materials IEP goals 	<ul style="list-style-type: none"> 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) Activities selected are age appropriate and at student's academic level 	<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>

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>Indicator 3 SLP provides each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory sources of evidence 	<ul style="list-style-type: none"> Observation of SLP during therapy in any setting Therapy logs Raw data Session notes 	<ul style="list-style-type: none"> Therapy data collection varies by setting and number of students in the therapy group Therapy notes or raw data consistently shows drill intensity/number of responses Provides accurate, specific and appropriate (culturally, developmentally) feedback to the student 	<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>Indicator 1 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>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Samples of notices to team members (e.g., email correspondence phone logs, status record log) to parents and/or staff parent/guardian meeting notices MDT report IEP Direct observation 	<ul style="list-style-type: none"> MDT/IEP meeting notices are placed and documented in confidential folder Written report is ready at meeting Meeting notices completed per district, state, and federal guidelines Interpreters are scheduled based on family language needs 	<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>

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>Indicator 2 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>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Review of written MDT samples Review of written IEP sample Direct supervisor observation of the SLP during staffing or MDT or IEP meeting Parent survey 	<ul style="list-style-type: none"> 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 and comments from parents or team members 	<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>Indicator 3 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>National Standards 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"> Written IEP *Only one required evidence source needed for this indicator 	<ul style="list-style-type: none"> Direct supervisor observation of SLP during IEP team meeting 	<ul style="list-style-type: none"> Annual goals and benchmarks are achievable within one year Goals requiring continuation from the previous IEP have supporting data for continuation and are adjusted/scaffolded for student success Curriculum areas such as math, (descriptive/ comparative language), history (explain/describe/ narrate), and science (using temporal language to order steps in a process, vocabulary) 	<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>Indicator 4 SLP documents therapy sessions within district identified timelines and adheres to all district, state and federal documentation and compliance guidelines</p> <p>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</p>	<ul style="list-style-type: none"> • Therapy logs • One item from confirmatory evidence sources 	<ul style="list-style-type: none"> • Therapy raw data sheets • Therapy logs (session summary) • Direct observation • Progress reports 	<ul style="list-style-type: none"> • Tally sheets, observation notes, and/or consultation notes should be related to goal or benchmark addressed or for preparation for upcoming IEP 	<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>Indicator 1 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>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</p>	<ul style="list-style-type: none"> Selected assessment One item from confirmatory evidence sources 	<ul style="list-style-type: none"> Diagnostic reports SLP can verbally support the reason for test selection Observation of SLP during MDT/IEP Tests are administered according to procedural guidelines 	<ul style="list-style-type: none"> 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) 	<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>Indicator 2 SLP develops professionally written evaluation reports SLP analyzes and interprets test results with consideration of cultural/linguistic background to make recommendations</p> <p>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</p>	<ul style="list-style-type: none"> Assessment analysis and interpretation are summarized in a written MDT report 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Report clarifies the difference between a language difference versus a language disorder when the student's first language is not English Report acknowledges any language differences versus disorders Report acknowledges the use of an interpreter 	<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>Indicator 3 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>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</p>	<ul style="list-style-type: none"> Two confirmatory sources of evidence 	<ul style="list-style-type: none"> School special education appointment calendar SLP's schedule/ calendar reflects evaluations to be conducted/ or conducted Reflects evaluations conducted Email, phone logs, confidential folder documentation of contacts related to assessment 	<ul style="list-style-type: none"> Notices include: prior notice; referral for evaluation; and one of the following three: permission to assess, no additional assessment needed or assessment waiver SLP collaborates with team members when scheduling assessments Scope of assessment is completed For speech-only students, notices and procedural safeguards are sent home in the home language of the student (when possible) 	<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>Indicator 1 SLP develops activities that promote progress on student's specific IEP goals</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Direct observation of SLP in therapy Examples of therapy materials and/or activities developed Examples of therapy plans Examples of curriculum-based materials from the classroom 	<ul style="list-style-type: none"> Activities have a clearly defined structure and appropriate pacing A variety of instructional activities, approaches, and resources are used Specific, meaningful and timely feedback is offered to students Students are given multiple opportunities for practice and learning IEP goals (e.g., student's learning/outcomes) 	<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>Indicator 2 SLP ensures each student understands the purpose of therapy/activity so that they can demonstrate comprehension by various means</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Direct observation Therapy plan Examples of therapy materials or activities 	<ul style="list-style-type: none"> Observation of SLP can occur across settings where therapy occurs (e.g., cafeteria, classroom, therapy room, etc.) SLP follows the components of an effective lesson and basic principles of learning SLP is able to describe a therapy session that encompasses the components of an effective lesson Various means (e.g., verbal descriptions, diagrams, gestures) 	<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>Indicator 3 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>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</p>	<ul style="list-style-type: none"> Two confirmatory sources of evidence 	<ul style="list-style-type: none"> Direct observation Completed therapy data collection system Therapy notes Therapy materials or activities 	<ul style="list-style-type: none"> 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) Feedback to students is specific, varied, meaningful, and provided in a timely manner Multiple opportunities for practice/learning are provided SLP scaffolds therapy to ensure student success Gives various means of feedback and reinforcement (e.g., verbal, visual, gestural, tokens) to promote progress toward the identified goals and objectives 	<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>Indicator 4 SLP designs therapy delivery models based on individual student needs and skills</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory sources of evidence 	<ul style="list-style-type: none"> Direct observation Therapy notes IEP Therapy schedule 	<ul style="list-style-type: none"> SLP adapts instructional grouping to promote generalization of the targeted goal(s) (e.g., different group sizes, frequency and environment) Flexible instructional groupings were utilized reflected on the therapy schedule, and documented in therapy notes Service delivery options may include 1:1, group size, setting/location, collaborative, consultative, mixed ages & disabilities, home treatment program, etc.)collaborative, consultative, mixed ages & disabilities, home treatment 	<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>

SPEECH-LANGUAGE PATHOLOGISTS (SLP) PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education							
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>Indicator 1 Collaborates at IEP team meetings and other meetings, demonstrating active listening and a respectful and professional demeanor</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<p>Direct evaluator observation of:</p> <ul style="list-style-type: none"> IEP meeting MDT meeting Staff meetings Teacher-SLP collaboration Parent-teacher conferences Open house Parent Night 	<ul style="list-style-type: none"> Demonstrates active listening Presents a professional demeanor Presents factual information in all communication Log-in sheet from open house or Parent-Teacher Conferences 	SLP effectively collaborates with professionals in IEP team meetings and other meetings related to the school setting using clear communication	SLP adequately collaborates with professionals in IEP team meetings and other meetings related to the school setting	SLP's collaboration with parents and other professionals in IEP team meetings and other meetings is minimally effective	SLP almost never participates in discussions nor responds to questions from colleagues and other professionals

STANDARD 1							
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education							
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>Indicator 2 SLP responds professionally to communication from other professionals</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Written correspondence Direct evaluator observation of conversations or phone calls Direct observation of MDT/IEP and other meetings 	<ul style="list-style-type: none"> Demonstrates active listening Presents with a professional demeanor Presents factual information in all communication Responds professionally to feedback 	SLP promptly responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed in an effective manner	SLP adequately responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed	SLP acknowledges receipt of information/communication from professionals with insufficient follow through	SLP almost never responds to phone calls/email in a timely manner or at all

STANDARD 1							
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education							
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>Indicator 3 SLP shows evidence of collaborative planning and interventions with team members</p> <p>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; ESS</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Calendar/meeting dates Status log review Email correspondence Personal contact log IEP documents Documented participation in transition meetings Documented participation in RTI meetings Direct observation Student study/intervention team 	<ul style="list-style-type: none"> Demonstrates flexibility during scheduling conflicts for meetings and service delivery Is responsive and respectful of team members regarding scheduling 	SLP effectively collaborates and plans intervention for all students	SLP sufficiently collaborates and plans intervention for students in special education	SLP is minimally effective and inconsistent in collaborating and planning intervention for students in special education	SLP almost never collaborates with others when planning intervention for students in special education

STANDARD 1							
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education							
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>Indicator 4 SLP develops and presents training/in-service related to speech and language development and/or disorders for individuals or groups</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Samples of materials and /or handouts Email Personal contact log Course description (as presenter) PowerPoint presentation Sign-in sheets of participation in round tables/PLCs Agenda Direct observation 	<ul style="list-style-type: none"> Demonstrates participation in and/or takes a leadership role in professional development, committees or school- level decision making Individual in-service training includes information shared with parents, teachers and others individually or in small groups 	SLP's in-service training is effective and shows the hallmarks of being well organized, comprehensive and easily understood by the target audience	SLP's in-service training is sufficient and shows the hallmarks of being comprehensive and easily understood by the target audience	SLP's in-service training is minimally effective, lacks content and organization and does not meet the needs of the target audience	SLP almost never provides in-service training to individuals or groups despite the need or specific request

STANDARD 2							
SLP collaborates with families and provides opportunities for them to be involved in their student’s speech- language pathology services							
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>Indicator 1 SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Meeting notes Therapy logs Status record Survey (informal or formal) Direct observation 	<ul style="list-style-type: none"> Demonstrates active listening Demonstrate professional demeanor Presents factual information neutrally and without judgement during interactions 	SLP effectively collaborates with families in IEP team meetings and other meetings related to the school setting using clear communication	SLP sufficiently collaborates with families in IEP team meetings and other meetings related to the school setting	SLP’s collaboration with families in IEP team meetings and other meetings is minimally effective	SLP almost never participates in discussions nor responds to questions from families

STANDARD 2							
SLP collaborates with families and provides opportunities for them to be involved in their student’s speech- language pathology services							
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>Indicator 2 SLP demonstrates professional communication with family members</p> <p>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</p>	<ul style="list-style-type: none"> • Two confirmatory evidence sources • Direct observation 	<ul style="list-style-type: none"> • Email • Survey • Homework log • Notes home • Direct observation 	<ul style="list-style-type: none"> • 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/not es home • Observation of SLP during parent-teacher conferences, open house or meetings, parent nights/school-led parent activities 	SLP effectively responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed	SLP sufficiently responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed	SLP acknowledges receipt of information/communication from parents with inadequate follow through	SLP almost never responds to phone calls/email in a timely manner

STANDARD 2							
SLP collaborates with families and provides opportunities for them to be involved in their student’s speech- language pathology services							
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>Indicator 3 SLP provides parent training or in-service related to student’s speech language progress</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> Personal contact log Notes home Handouts Examples of references, resources or professional articles SLP built website Direct observation 	<ul style="list-style-type: none"> SLP researches parent concern and sends information home SLP collaborates with other professionals to address parent questions/concerns SLP sends homework with directions and follows up with a phone call as needed SLP explains strategies according to parents’ interests/request SLP models homework tasks 	SLP effectively plans and provides parent in- service training that benefits all children	SLP sufficiently plans and provides parent in-service training that benefits students in special education	SLP is minimally effective in planning and providing parent in-service training that benefits students in special education	SLP almost never plans and provides parent in- service training for students in special education despite need or request

STANDARD 3							
SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements							
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>Indicator 1 SLP completes self- assessment to determine areas of interest or need for additional training</p> <p>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; ESS</p>	<ul style="list-style-type: none"> • A self-reflection tool • Supervisor interview 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Roles and Responsibilities of School-based Speech and Language Pathologists Reflection Tool (2010) • Performance Assessment of Contributions and Effectiveness of Speech and Language Pathologists • PACE Speech-Language Pathologists Self-Reflection Tool 	<ul style="list-style-type: none"> • None 	SLP adequately completes self-assessment by identifying areas of interest/need for training that would positively impact student achievement	SLP inadequately completes self-assessment and identifies and does not create a plan for self-improvement or additional skill training that would benefit students	SLP almost never completes self-assessment to identify areas of need for additional training or skill development

STANDARD 3 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements							
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>Indicator 2 SLP pursues further development of diagnostic or therapy skills based upon self-assessment, areas of interest and/or supervisor directive</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory evidence sources 	<ul style="list-style-type: none"> College transcript(s) CEU certificate Participation certificate(s) Written or verbal summary of personal study/observation of a colleague(s) Supervisor training directive 	<ul style="list-style-type: none"> Personal study Online or in-service training Coursework Conferences Professional Learning Communities (PLCs) Supervisor directive for training must be within the scope of the SLP's ASHA identified roles and responsibilities and level of education (Bachelor's vs. Master's) 	SLP effectively pursues identified area of interest need to improve diagnostic or therapy skills	SLP adequately pursues identified interest area(s) or those identified by supervisor directive to improve diagnostic or therapy skills	SLP attends minimal number of required trainings related to therapy/diagnostic skills or completes supervisory directive at a minimal level	SLP almost never attends all recommended/directed in-service trainings related to diagnostic or therapy skill development even when offered by work place

STANDARD 4 SLP complies with various federal, state, district and/or departmental initiatives							
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>Indicator 1 SLP complies with various federal, state, district and departmental initiatives</p> <p>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</p>	<ul style="list-style-type: none"> Confidential folder review Review of therapy logs Review of MDT reports Review of IEPs 	<ul style="list-style-type: none"> RTI/MTSS paperwork Data collection system Evidence of compliance with district/department initiatives 	<ul style="list-style-type: none"> Status record sheets in confidential folder maintained for speech- language only students MDT/IEPs completed by federal and state guidelines IEP progress notes completed on speech- only goals Therapy logs are 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 HIPPA guidelines followed 	<ul style="list-style-type: none"> None 	SLP sufficiently complies with all federal, state, district and departmental initiatives in an effective and timely manner	SLP minimally complies with most federal, state, district and departmental initiatives	SLP almost never complies with required federal, state, district and departmental initiatives

STANDARD 5 Program management							
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>Indicator 1 SLP systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines</p> <p>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</p>	<ul style="list-style-type: none"> Two confirmatory sources of evidence 	<ul style="list-style-type: none"> Therapy logs Confidential folder review Individual therapy data collection system (raw data) RTI data collection system Teacher/parent input Completes progress reports on speech only goals 	<ul style="list-style-type: none"> Therapy logs are completed and contain all elements required by department and/or district (e.g., includes specific data, session length, therapy target, therapy setting and group size) Input by teachers (e.g., email, completed questionnaire, log of consultations) Input from parents is documented (e.g., communication notebook between school and home, email correspondence) Confidential folder review reveals completed status record of required events Documentation of SLP observations (e.g., completed checklists, anecdotal notes, etc.) 	<ul style="list-style-type: none"> None 	SLP adequately and systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines	SLP insufficiently collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines	SLP almost never collects and record data to evaluate the effectiveness of professional practices and therapy activities per district guidelines

STANDARD 5 Program management							
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>Indicator 2 SLP engages in data- based decision making for managing and providing services/support</p> <p>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</p>	<ul style="list-style-type: none"> • Therapy logs • IEP present levels of performance • Speech and Language evaluation reports 	<ul style="list-style-type: none"> • Direct observation 	<p>Makes recommendations based upon:</p> <ul style="list-style-type: none"> • Entrance/exit criteria • IEP present levels of performance • Collected, analyzed and interpreted RTI/MTSS data • Research-based therapy techniques Collected data and observations: • Therapy logs indicate clear progress toward students' goals/benchmarks or short-term objectives • Goals/benchmarks or short- term objectives are based on students' present levels of performance • Service delivery model (e.g., group size, amount/level of service) is adjusted based on child's progress in therapy 	<p>SLP considers data from multiple sources and environments to engage in effective decision making for managing and providing student services/support</p>	<p>SLP considers data from multiple sources to engage in adequate decision making for managing and providing student services/support</p>	<p>SLP ineffectively engages in data-based decision making for managing and providing student services/support</p>	<p>SLP almost never uses data or is minimally effective in using data to manage and provide student services/support</p>

STANDARD 5 Program management							
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>Indicator 3 SLP manages program caseload/workload to promote effective service delivery and school team support</p> <p>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</p>	<ul style="list-style-type: none"> • MDT reports • Written IEPs • Daily schedule • Weekly schedule • Therapy logs 	<ul style="list-style-type: none"> • Supervisor direct observation • Pre/Post observation conference 	<p>Caseload:</p> <ul style="list-style-type: none"> • MDT/IEP documents completed and documented in student’s confidential folder per state and federal guidelines • Evaluations/reevaluations • Eligibility/IEP meetings • Implements IEP as written • Provides direct services using a variety of service delivery options (e.g., push- in, small group, circle time, pull-out) <p>Workload:</p> <ul style="list-style-type: none"> • Completes observation of students across settings • Documents services to students • Serves school sites as assigned • Plans and prepares therapy sessions • Engages in special preparation to provide services to students (e.g., low incidence population, research basis for intervention, best practices) • Evidence of teacher consultations (e.g., email or personal tracking log) • RTI paperwork or tracking system present when appropriate • Designs and maintains a flexible schedule 	SLP effectively manages program caseload and workload responsibilities to promote effective service delivery and school team support with a high level of flexibility and efficiency	SLP manages program caseload and workload responsibilities to promote adequate service delivery and school team support	SLP is inconsistent and minimally effective in balancing caseload and workload responsibilities for service delivery and school team support	SLP almost never manages caseload and workload responsibilities to provide continuity and flexibility in scheduling and service delivery