



EVALUATION SYSTEM USER GUIDE

For Wisconsin Speech-Language Pathologists

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

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Table of Contents

Foreword	iv
Acknowledgements	v
Introduction	1
Quick Guide for Administrators Familiar with the EE Process.....	2
Five Principles of Growth-Centered Evaluation	6
Overview of the SLP Evaluation System	9
Evaluation Cycle of Continuous Improvement	13
Summarization of the Evaluation Cycle Results	30
References	32
Appendices.....	34
Appendix A. SLP Evaluation Rubric	
Domain 1: Planning and Preparation	35
Domain 2: Provision of Therapy Services	43
Domain 3: Professional Responsibilities (<i>including Interprofessional Practice</i>)	55
Appendix B. SPO Resources	
Resource 1: SPO Quality Indicator Checklist	64
Resource 2: SPO End-of-Interval Self-Summary Rubric	66
Appendix C. SMARTE Goal Additional Notes	67
Appendix D. Collection of Evidence: Observations & Artifacts	
Type and Frequency of Observations & Artifacts	68
Tips and Considerations for Conducting Observations	70
Use of High Leverage Evidence Sets	70
Appendix E. SLP Diagnostician or Program Support Teacher Evaluations	72

Foreword



The Wisconsin Department of Public Instruction believes that all professional evaluations should be growth-centered and must move beyond accountability. While speech-language pathologists are not mandated to use the Educator Effectiveness (EE) System, their roles support administrators and teachers.

The Speech-Language Pathologist Evaluation System (System) is parallel in format and rigor to the EE system. Profession-specific systems have been created and are aligned to national standards. The System is designed around the unique needs of speech-language pathologists to support their professional growth and development.

Speech-language pathologists support students with development of functional communication skills, which impact academic achievement, physical and mental well-being, and social and emotional wellness. Highly-effective professionals are at the heart of learning, and lifelong learning is at the heart of a functioning democracy.

Carolyn Stanford Taylor
State Superintendent

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Appleton Area School District (AASD)

Professional Performance Appraisal: Speech and Language Pathologists Evaluation Rubric

The Nevada Department of Education

Nevada Educator Performance Framework: Speech-Language Pathologists (SLPs)
Professional Practice Standards and Indicators

Introduction

[Wis. Admin. Code sec. PI 8.01\(q\)](#) requires district boards to establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. While [WI Act 166 sec. 19\(115.415\)](#) requires the use of the Wisconsin (WI) Educator Effectiveness (EE) System for the evaluation of teachers and principals, the evaluation of all other roles, including speech-language pathologists, remains at the discretion of the district.

The Wisconsin (WI) Speech-Language Pathologist (SLP) Evaluation System has been developed by Wisconsin SLPs, aligned to national professional standards, and is an optional set of tools to facilitate collaboration, coaching, and professional growth (Lipton and Wellman 2013, 1-101). School districts may use the suggested system presented in this guide, choose another system, or develop and utilize a system created locally.

This Evaluation System User Guide for Wisconsin Speech-Language Pathologists (User Guide) was created to help SLPs and their evaluators plan and carry out learning-centered evaluations specific to their unique professional roles.

- If you are well-versed in EE, the next section, “Quick Guide for Administrators Familiar with the EE Process,” highlights the essential components of the WI SLP Evaluation System that are similar to and different from EE.
- If you are new to using an evaluation system, the rest of the User Guide is organized to support speech-language pathologists and their administrators in regard to evaluation.
- The second section briefly describes five principles of Wisconsin’s SLP growth-centered evaluation approach.
- The third section provides an overview of the WI SLP Evaluation System foundation.
- The fourth section illustrates how to leverage the evaluation process as a cycle of continuous improvement throughout the year.
- The last section summarizes how to use end-of-cycle conversations to plan for the coming year and improve practice.

This User Guide provides a foundational understanding of WI’s SLP Evaluation System. Throughout the User Guide, readers may access additional information from the appendices (referenced throughout). Districts may augment the User Guide with additional local, regional, or state professional development and training opportunities to continuously improve the quality and efficacy of the WI SLP Evaluation System.

Quick Guide for Administrators Familiar with the EE Process

The WI SLP Evaluation System is an optional professional evaluation system created by and for WI SLPs is parallel to the Wisconsin Educator Effectiveness (EE) System in format and rigor. The systems are aligned in many respects to follow learning-centered evaluation practices and provide consistency for evaluators while offering specificity for the role of an SLP in schools. The processes, tools, and measures outlined below have been developed to be more relevant and meaningful to the role of an SLP.

Similarities between the SLP Evaluation System and the WI EE Teacher System processes:

- Self-review based on standards
- Professional Practice Goal (PPG)
- Evidence collection
- Observations
- Professional conversations and feedback
- Goal review and assessment

Differences between the SLP Evaluation System and the WI EE Teacher System processes:

- The standards for self-review for SLPs follow state and national standards (SLP Evaluation Rubric) rather than teaching standards.
- Student or Program Outcomes (SPOs) are to be set instead of Student Learning Objectives (SLOs).

The Evaluation Rubric

The WI SLP Evaluation Rubric (Rubric) is intended to provide a common language to help define the roles and responsibilities of an SLP. SLPs should use the rubric as a guide to reflect on their practice, and then plan and apply appropriate strategies which further advance their skills. Evaluators should use the rubric domains, components, leveled descriptors, elements, and examples to provide detailed feedback and coaching to the individual SLP, as well as to guide collaborative professional conversations.

The Rubric is designed to represent all aspects of an SLP's responsibilities. The domains are sequenced to illustrate how SLPs assess, determine needs, plan, deliver services, and engage in their professional community. Each of the three domains is defined by four or five components and contain elements under each component revealing distinct skills. As in other evaluations, throughout the Evaluation Cycle, the SLP collects evidence on component elements used to focus on improving their practice. The evaluator provides the SLP formative feedback throughout the Evaluation Cycle and summative feedback in the Summary Year. Refer to Appendix A for the full Rubric.

WI SLP Evaluation Rubric Domains and Components

Domain 1: Planning and Preparation

Component 1a: Demonstrating knowledge and skills in the area of speech/language

Component 1b: Demonstrating knowledge of students

Component 1c: Individualizing student assessments and using assessments to determine eligibility

Component 1d: Setting student outcomes

Domain 2: Provision of Therapy Services

Component 2a: Designing and delivering effective direct therapy services

Component 2b: Communicating with students

Component 2c: Managing student behavior

Component 2d: Creating an environment conducive to learning

Component 2e: Reflecting on therapy

Domain 3: Professional Responsibilities

Component 3a: Communicating with families, staff, and community partners

Component 3b: Showing professionalism

Component 3c: Growing and developing professionally

Component 3d: Participating in the professional community

Type and Frequency of Observations and Artifacts

The WI SLP Evaluation System mirrors the EE Evaluation Cycle in the type and frequency of observations and artifacts. Refer to Appendix D for a table version outlining evidence sources and the options for each type during supporting and summary years.

Evidence Sources for SLPs and Options for Each Type during Supporting and Summary Years

Announced Observation(s) (long): Evaluators should conduct at least one Announced Observation of the SLP to gather evidence of practice. The Announced Observation should occur during the Summary Year.

Options for Summary Year:

- One full-length, equivalent to one therapy session (see page 25 for more details about Announced Observations); or
- Multiple (3-4) unannounced mini-observations equal to one full observation.

Processes include:

- Pre-observation conference
- Observation
- Post-observation feedback
- Post-observation conference

Tips for Success - Observations should generate evaluative evidence which:

- is specific to the SLP
- can be tagged to a component
- generates actionable feedback

SLPs or evaluators collect artifacts to support the observation and related feedback before or after the event. Evidence may come from any part of the observation process (pre- or post-conferences, observation, reflections on the observation). Districts may use district-created tools.

Mini-observation(s): Evaluators conduct unannounced observations of the SLP multiple times throughout the Evaluation Cycle to gather evidence of practice (see page 26 for more details about mini-observations).

Options for Summary Year of a Multi-Year Evaluation Cycle:

- Two mini-observations are required in the Summary Year, in addition to the one full-length.
- A total of five-to-six mini-observations are required in the Summary Year if using the more frequent mini option instead of the full-length.

Options for a One-Year Summary Year (new SLP staff to the district or charter):

- Three mini-observations are required in the Summary Year, in addition to the one full-length.
- A total of six-to-seven mini-observations are required in the Summary Year if using the more frequent mini-option instead of the full-length.

Supporting Years:

- A minimum of one mini-observation per Supporting Year is required.

Specifics:

- Unannounced observations;
- Feedback is provided following an observation within one week; or
- If using more frequent, mini-observations to replace the announced observation, the evaluator and SLP still meet to determine areas of focus. However, rather than discussing a specific session, the SLP and evaluator discuss identified components or practices to watch for. Collaborative conversations still occur based on observations to plan the next steps.

Tips for Success—Observations should generate evaluative evidence which:

- is specific to the SLP
- can be tagged to a component
- generates actionable feedback
- during a Supporting Year, peers may conduct mini-observations for formative practice.

Artifacts (high-leverage artifact sets): Artifacts include documents or videos which contain evidence of demonstrated practice or support the SPO. Artifacts should be grouped into “high leverage artifact sets” to contextually (and most efficiently) document evidence. See Appendix D (pages 42-43) for more details.

Options per school year:

- Evidence to support the SPO or
- Evidence of SLP practice.

Options per Effectiveness Cycle:

- Evidence of all SLP practice components, or
- Evidence of all SPOs completed within the cycle.

Specifics:

- Upload as often as possible.

Tips for success:

- No specific artifacts are required by the system. SLPs should consider collecting high-leverage artifacts supporting multiple domains or components and provide a rich demonstration of SLP practice and results.
- This process may be SLP or evaluator driven.

Five Principles of Growth-Centered Evaluation

Evaluation systems implemented in isolation as an accountability or compliance exercise will not improve therapy practice or student outcomes. The WI SLP Evaluation System has the potential to improve practice when all five conditions are in place:

1. A foundation of trust between the SLP and the evaluator encourages SLPs to take risks and learn from mistakes.
2. An evaluation rubric designed to focus on research-based, effective practice.
3. A regular application of SLP-developed professional goals based on data.
4. Cycles of continuous improvement, guided by timely and specific feedback through ongoing collaboration.
5. An integration of evaluation processes to complement school and district improvement strategies.

Creating and maintaining these conditions helps move an evaluation system from an accountability or compliance exercise to a growth-centered, continuous improvement process.

Foundation of Trust

Effective schools develop and maintain trust between SLPs, educators, administrators, students, and parents. Within the evaluation context, creating conditions of trust first occurs during an orientation session, where the SLP and the evaluator discuss the following openly:

- The evaluation criteria (i.e., the rubric the evaluator will use to evaluate the SLP),
- The evaluation process, including how and when the evaluator will observe the SLP's professional practice,
- The use of evaluation results, and
- Questions or concerns.

Within schools, administrators should encourage professional growth among SLPs. Evaluators should cultivate a growth mindset through open conversations, which help SLPs build on strengths and gain new skills.

An Evaluation Rubric Focused on Effective Practice

The Rubric was originally developed in response to Wisconsin school districts' request for specific SLP evaluation tools which assess their distinct roles within the education system. During the 2018-2019 school year, the Wisconsin Department of Public Instruction's (DPI) Special Education Team brought together SLPs and special education directors to begin the process of developing an SLP evaluation rubric aligned to national standards.

In the development of the Rubric, 25 SLPs from across the state representing almost every Cooperative Educational Service Agency (CESA) and size of the school district (i.e., urban, suburban, rural) reviewed the following:

- American Speech-Language-Hearing Association (ASHA) *Roles and Responsibilities of SLPs in the Schools*, to consider national professional standards (ASHA 2017)
- ASHA's Performance Assessment of Contributions and Effectiveness (PACE), as an example of an evaluation rubric aligned to national standards (ASHA 2014a; ASHA 2014b)
- Charlotte Danielson's *Framework for Teaching Evaluation Instrument 2013 Edition* (2014), as a model rubric by which Wisconsin teachers are evaluated
- "Nevada Educator Performance Framework: Speech-Language Pathologists (SLPs) Professional Practice Standards and Indicators" (Nevada Department of Education 2018a) and "Nevada Educator Performance Framework-Speech-Language Pathologists (SLPs) Professional Responsibilities Standards and Indicators" (Nevada Department of Education 2018b) to consider a framework from another state also aligned to national professional standards
- "WI Evaluation Rubric for Occupational Therapists and Physical Therapists" (Wisconsin Department of Public Instruction 2017), to consider the format of a WI rubric for a similar role
- Appleton Area School District SLP Evaluation Rubric, to consider a WI rubric already created for SLPs

The workgroup focused on three main tasks (1) identify SLP evaluation rubrics developed by ASHA, Wisconsin districts, and other states; (2) examine these rubrics, align the content to standards established by the American Speech-Language-Hearing Association (ASHA), and select the most relevant components and features; and (3) craft and hone these foundations to create a Wisconsin-specific best practices SLP evaluation rubric. After the review of various rubrics, the workgroup selected the Appleton Area School District Evaluation Rubric as one of the foundations for developing the Rubric.

The Rubric consists of domains of practice, components, descriptive elements, and examples, all which are based on ASHA standards and best practices from research. Through an ongoing feedback process, the rubric was revised multiple times, including a pilot year before finalizing it for the field.

The use of the Rubric and evaluation processes is intended to reflect the unique and important contributions SLPs have on student success and to create a more meaningful professional evaluation experience for both SLPs and their evaluators. This guide provides an explanation of the Rubric and related evaluation processes. The evaluation rubric is found in Appendix A.

Data-Driven and Individually-Developed Goals

As active participants in their own evaluations, SLPs set performance goals based on their analysis of student and school data, as well as assessments of their own practice. These goals address self-identified needs for individual improvement of practice (referred to as the Professional Practice Goals or PPGs) and the positive impact of individual or team practices on student outcome priorities or program outcomes (referred to as the Student or Program Outcomes, or SPOs). The goals have the greatest impact when connected and mutually reinforced (e.g., “I will _____ so students can _____”).

Continuous Improvement Supported by Timely Feedback

A growth-centered evaluation approach facilitates ongoing improvement through regularly repeated continuous improvement cycles. Improvement cycles represent intentional services which involve goal-setting, collection of evidence related to goals, reflection, and revision. Each step in a continuous improvement cycle seamlessly connects to the next step and is repeated as needed.

Professional conversations, coaching, and timely feedback from knowledgeable evaluators strengthen continuous improvement cycles (Lipton and Wellman 2013, 1-101). Evaluators and SLPs can establish a shared understanding and common language regarding best practice, as well as consistent and accurate use of the Rubric when selecting evidence, identifying levels of practice, and facilitating professional conversations to move practice forward (Kluger and DeNisi 1996, 254-284).

Integration with District and School Priorities

Evaluation based on self-identified goals using rigorous data analysis helps personalize the evaluation process and creates ownership of the results. The evaluation process becomes strategic when it also complements school and district priorities. Drawing on the clear connections between the principal, teacher, and the SLP evaluation processes help strategically leverage the evaluation system. As with the purpose of the Wisconsin Educator Effectiveness (EE) System for evaluating teachers and principals, as well as the Wisconsin-created evaluations for other professional staff roles, the Wisconsin evaluation of speech-language pathologists is designed and intended as a performance-based continuous improvement system. The speech-language pathologist evaluation processes and rubrics are intended to provide meaningful and relevant feedback for the speech-language pathologist to support guided, individualized, self-determined professional growth, and development.

Overview of the SLP Evaluation System

The WI SLP Evaluation System is an optional professional evaluation system created by and for WI SLPs which is parallel in format and rigor of the Wisconsin Educator Effectiveness (EE) System. The systems are aligned in many respects to follow learning-centered evaluation practices and provide consistency for evaluators while offering specificity for the role of an SLP in schools. The adjustments made to the process are minor—the tools or measures used have been modified to be more applicable to the role of an SLP.

Similarities between the SLP Evaluation System and the WI EE Teacher System processes are:

- Self-review based on standards
- Professional Practice Goal (PPG)
- Evidence collection
- Observations
- Professional conversations and feedback
- Goal review and assessment.

Differences between the SLP Evaluation System and the WI EE Teacher System processes:

- The standards for self-review for SLPs follow state and national standards (SLP Evaluation Rubric) rather than teaching standards.
- Student or Program Outcomes (SPOs) are to be set instead of Student Learning Objectives (SLOs).

Standards

The WI SLP Evaluation Rubric is based on the *American Speech-Language-Hearing Association (ASHA)'s Roles and Responsibilities of Speech-Language Pathologists in Schools* (2010). ASHA states, “The following roles and responsibilities of SLPs listed below should provide the basis for speech-language services in schools to promote efficient and effective outcomes for students” (ASHA 2010, 2):

Critical Roles: SLPs have integral roles in education and are essential school staff members who work across all levels to support students with a range of needs and work to promote the educational relevance of IEP goals. As experts in language, SLPs provide support which will impact students’ literacy skills. Their knowledge in language development can assist teams in determining appropriate supports for students from different cultural and socio-economic backgrounds, ensuring more culturally-responsive supports for all.

Collaboration: SLPs work in partnership with school staff, families, students, universities, and within the community to meet student needs. ASHA supports interprofessional collaborative practice (IPP), which they define as “two or more professionals collaborate together, without any perceived hierarchy, and with full understanding of each other’s roles and responsibilities, to improve [student] outcomes” (Johnson 2016, 6). “In IPP, each provider becomes aware of—and values—the resources that the other providers bring” (Johnson 2016, 3).

Range of Responsibilities: SLPs have a range of responsibilities in the school setting including supporting students in general education, as well as students in special education.

- SLPs support students in schools at all tiers of Equitable Multi-level System of Supports (eMLSS) by working on teams to:
 - Select appropriate reading curriculum and instructional strategies for supporting language development.
 - Select evidence-based interventions.
 - Problem-solve and monitor student data, assisting in recommendations for adjusting intervention when needed.
- SLPs have additional responsibilities at the individual student level:
 - Conduct evaluations for special education when a disability is suspected.
 - Provide specially-designed instruction and related services by utilizing a continuum of service delivery models to consider the Least Restrictive Environment.
 - Monitor progress on goals and regularly engage in data collection.
 - Comply with federal and state mandates, including IEP development, MA billing, and report writing.

Leadership: SLPs engage in both formal and informal professional development activities, both for parents and staff, as well as supervising and mentoring new staff and student teachers. SLPs stay current on research and evidence-based practices, advocating for services and supports appropriate for students.

The Evaluation Rubric

The WI SLP Evaluation Rubric is intended to provide a common language which helps to define the roles and responsibilities of an SLP. SLPs should use the rubric as a guide to reflect on their practice, and then plan and apply appropriate strategies to further advance their skills. Evaluators should use the rubric domains, components, leveled descriptors, elements, and examples to provide detailed feedback and coaching to the individual SLP, as well as to guide collaborative professional conversations.

The rubric is designed to represent all aspects of an SLP’s responsibilities. The domains are sequenced to illustrate how SLPs assess, determine needs, plan, and deliver services and engage in their professional community. Each of the three domains is defined by four or five

components and contain elements under each component that reveal distinct skills. As in other evaluations, throughout the Evaluation Cycle, the SLP collects evidence on component elements used to focus on improving their practice. The evaluator provides the SLP formative feedback throughout the Evaluation Cycle and summative feedback in the Summary Year. Refer to Appendix A for the full WI SLP Evaluation Rubric.

WI SLP Evaluation Rubric Domains and Components

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge and Skills in the area of Speech/Language

Component 1b: Demonstrating Knowledge of Students

Component 1c: Individualizing Student Assessments and Using Assessments to Determine Eligibility

Component 1d: Setting Student Outcomes

Domain 2: Provision of Therapy Services

Component 2a: Designing and Delivering Effective Direct Therapy Services

Component 2b: Communicating with Students

Component 2c: Managing Student Behavior

Component 2d: Creating an Environment Conducive to Learning

Component 2e: Reflecting on Therapy

Domain 3: Professional Responsibilities

Component 3a: Communicating with Families, Staff, and Community Partners

Component 3b: Showing Professionalism

Component 3c: Growing and Developing Professionally

Component 3d: Participating in the Professional Community

Levels of Performance

The levels of performance provide a proficiency description for each component and element(s) as well as offer a roadmap for growth and improvement of the SLP skill levels. Each component and component element contains leveled descriptors and possible examples of what those skills look like across each level of performance. The descriptors provide guidance to identify the differences between the levels of performance. Identifying practice related to a specific level aids in goal development and progress monitoring; it also lends itself to a consistent structure for conversations between the SLP and the evaluator. SLPs and evaluators should study the full rubric descriptions to gain a solid understanding of skill performance across levels.

Levels of Performance Defined

Unsatisfactory: Descriptors, at this level, describe practices that do not convey an understanding of the concepts underlying the component. This level of performance is doing harm.

Developing: Descriptors at this level describe practices which demonstrate the necessary knowledge, skills, and attitudes to be effective, but the application is inconsistent (perhaps due to recently entering the profession or transitioning to a new building or grade level). SLPs, at this level, do not demonstrate the flexibility and experience reflected at the Proficient level.

Proficient: Descriptors, at this level, refer to successful professional practice. The SLP at the Proficient level consistently provides services at a high level. It is expected most experienced SLPs will frequently perform at this level.

Distinguished: Descriptors, at this level, refer to professional practice involving students in innovative services and creates a true community of learners. Professional practice helps improve the professional practice of other practitioners. SLPs performing at this level are master clinicians and leaders in the field, both inside and outside of their school.

SLPs typically demonstrate varying degrees of proficiency across the components. This variation is expected. SLPs new to their practice may perform within the Developing level of performance. Most SLPs with additional years of experience should practice at the Proficient level most of the time. However, they may demonstrate proficiency at the Distinguished level in some areas. SLPs who achieve the Distinguished level demonstrate persistence and commitment to student growth, professional development for themselves and colleagues, and are leaders in the field.

To focus on growth and improvement, an evaluator should provide feedback to SLPs at the component and element descriptor levels. This is more likely to contribute to constructive dialogue. The SLP may utilize specific information to identify strengths across other domains and components. In addition, the SLP can define current practices focused on growth, compare and contrast practices within the current level to the desired level, and make a specific plan to improve to the desired level. Consistently applying this approach helps provide richer dialogue and actionable feedback relative to the components, which lead to continuous improvement planning. The feedback also informs adjustments to current practices during the year, as well as to future goals at the end of the year.

Evaluation Cycle of Continuous Improvement

Overview of Evaluation Cycles

Wisconsin designed its growth-centered SLP Evaluation System as a cycle of continuous improvement and includes goal development, regular progress monitoring, reflection on goals, strategy adjustments, and action planning across the year. An SLP may complete a one-, two-, or three-year process, known as the Evaluation Cycle. District administration determines the length of an Evaluation Cycle. An SLP new to a district or new to the profession must complete a one-year cycle per Wis. Admin. Code § PI 8.01(q).

The final year of the Evaluation Cycle (or the only year, if a one-year cycle) is called the Summary Year because the SLP and evaluator collaboratively summarize practice across all years. The one or two years prior to the Summary Year (depending on whether a two or three-year cycle is being used) are called Supporting Years. Supporting Years emphasize collaborative discussions with an evaluator or peer around performance planning and improvement. These discussions should include evidence of practice based on the rubric, as well as evidence of student or program progress and the quality of the strategies used to impact progress. In Summary Years, such discussions occur formally with the SLP's evaluator and informally with a peer. Discussions with evaluators during the Supporting Years are optional if there are peer supports or check-ins during these years.

Each Evaluation Cycle includes formal check-ins in the form of the beginning, middle, and end-of-year conferences with evaluators, peers, or coaches. Although the formal check-ins provide a concrete step to keep the evaluation process on track, an informal process of regular and collaborative data review, reflection, and adjustment characterizes sound professional practice.

Lessons learned from each Evaluation Cycle inform the planning and development for the SLP's next cycle. Using data from all years within an Evaluation Cycle, the SLP and evaluator or peer may identify trends in student data and the SLP's practice data to identify and set high-level, long-term goals for the duration of the subsequent evaluation cycles. These high-level goals will inform the development of annual goals within the yearly improvement cycles. Progress on annual goals should move the SLP toward the high-level cycle goal. SLP Evaluation Cycle goals may change during the cycle and may not relate to a previous goal or follow a broad progression.

Annual Improvement Cycles

Improvement cycles represent intentional service and program implementation involving: data-based goal setting, implementation of new strategies or practices to support achieving the goal, collection of evidence related to goals, reflection, and revision of strategies to continue moving forward. Each step in a continuous improvement cycle should seamlessly connect to the next step and be repeated as needed. Some refer to this type of work as a Plan-Do-Study-Act process or a PDSA cycle. (Also referred to as a Plan-Do-Check-Act process).

As illustrated in Figure 1, each year of an Evaluation Cycle follows an improvement, or PDSA cycle, with beginning, middle, and end-of-year conferences as key milestones or formal check-ins with evaluators, peers, or coaches. These milestones help to keep the annual evaluation process on track.

However, the likelihood of success is slim if an SLP and their evaluator or coach only attend to the goal three times a year. Therefore, the SLP must employ rapid mini-cycles between each formal check-in to provide real-time feedback to inform instructional changes, as well as to provide evidence to support the professional conversations with their evaluator or coach during the formal check-ins. Figure 2 illustrates how mini-cycles fit within and support an annual improvement cycle.

SLP Evaluation Milestones: Annual Cycles of Improvement

AUG-OCT	NOV-APR	MAY-JUNE
<p>Orientation Meeting:</p> <p>Overview of the system measures and processes, identify who can provide support, discuss timelines and schedules.</p> <p>Self-Review:</p> <p>SLPs analyze student, school, and personal data to determine areas of strength and those for improvement.</p> <p>Evaluation Plan (EP):</p> <p>SLPs create their Evaluation Plan (EP)</p> <p>Planning Session:</p> <p>Review EP, discuss goals, and adjust if necessary, identify evidence sources, actions, and resources needed.</p>	<p>Evidence Collection and Ongoing Improvement:</p> <p>Ongoing improvement occurs throughout the year based on collected evidence, observations, reflection, and adjustment.</p> <p>Mid-Year Review:</p> <p>Review PPG and SPO, adjusting goals as necessary to achieve planned outcomes.</p>	<p>Review EP Outcomes:</p> <p>Determine the degree of success in achieving SPO and PPG based on evidence. Self-summarize the SPO process at the quality indicator level and on the six levels of the SPO rubric. Evaluator assigns End-of-Cycle SPO Summary rubric levels in Summary Years.</p> <p>End-of-Cycle Conversation and Conference:</p> <p>Receive feedback on achievement and PPG, discuss SPO results, and component results of the SLP Evaluation Rubric. Identify growth areas for the upcoming year.</p>

Rapid or Mini-Improvement Cycles

Rapid, or mini-improvement cycles follow the same PDSA process as longer cycles. Still, they occur across a shorter period to provide immediate feedback to SLPs to inform instructional changes. During a cycle, the SLP engages in an informal process of ongoing (e.g., weekly) and collaborative data review, reflection, and adjustment as part of sound professional practice.

Figure 2 illustrates multiple mini-improvement cycles within one portion of the annual cycle, which inform the next steps as the SLP moves to the next portion of the annual cycle. At this point, the SLP meets with their evaluator or coach for a formal check-in. The SLP should be able to speak to the various strategies attempted and the success of each strategy, as well as how they regularly modified strategies based on what was learned to continuously move learning forward.

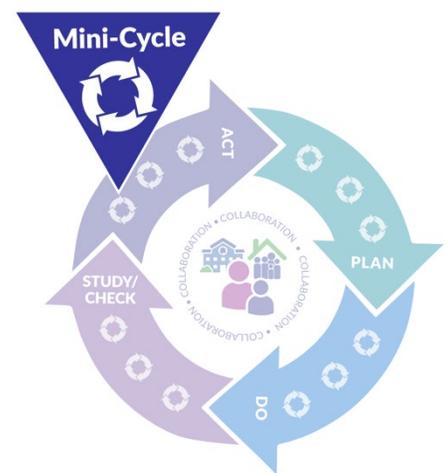


Figure 2: Mini-Improvement Cycles within an Annual Cycle

Starting the Evaluation Cycle

Orientation]

The orientation provides an opportunity for evaluators to build a foundation of trust. Administrators should provide an orientation for the SLP who is new to a district or entering a Summary Year. The orientation allows the opportunity for the SLP and their evaluator to transparently discuss:

- The evaluation criteria or rubric,
- The evaluation process or the ongoing continuous improvement cycles informed by evidence of SLP practice collected during observations,
- The use of evaluation results, and
- Any remaining questions or concerns.

During the orientation, the evaluator should also identify any school or district supports available to assist SLPs with Summary Year processes (e.g., DPI user guide, district handbooks, district training, or knowledgeable staff) and to use Wisconsin's SLP growth-centered evaluation approach to continuously improve (ongoing and embedded structures for regular and collaborative data review, reflection, action planning, peers or coaches).

Self-Review

Completing a yearly self-review using the WI DPI SLP Evaluation Rubric is considered best practice. Self-reflection may assist in focusing the goal-setting process within the Evaluation Plan.

SLPs who analyze and reflect on their own practice understand their professional strengths as well as areas in need of further development. They combine analysis and reflection with peer collaboration to identify opportunities and challenges in their day-to-day work with students, as well as with their roles of coordinating therapy, communication, and documentation. Reflection also allows the SLP to consider how the needs of some students connect to the larger goals of the school. A growth mindset is as important for the adults in the school as it is for the students. Applying goal setting as part of an Evaluation Cycle can help to align priorities and maximize student or program impact.

Developing the Evaluation Plan

The Evaluation Plan (EP)

SLPs create an EP at the beginning of the school year. The EP contains two goals: (1) the Professional Practice Goal (PPG), which focuses on areas of desired growth aligned with the roles and responsibilities outlined in the SLP Evaluation Rubric, and (2) a Student or Program Outcome (SPO) goal focused on measuring the positive impact of SLP practices on student or program outcomes and growth.

SLPs develop both the PPG and the SPO goals after self-reflection, analysis of student needs and past program success, and professional practice data (i.e., their self-reflection and evidence of their own prior performance from past evaluations, if applicable). The SLP should develop goals

distinctive to their practice and relevant to the needs of the students on their caseload. As with any continuous improvement or inquiry cycle, data analysis, and goal development serve as the initial steps. The EP is discussed and revisited in formal conferences with evaluators and in ongoing, informal conferences with peers or coaches during the Evaluation Cycle. Based on data review and feedback, the SLP monitors and adjusts EP goals to best meet the needs of students and the program.

Professional Practice Goal (PPG)

The PPG goal serves as the basis for focused, individualized professional development as the SLP relates their PPG goals to areas of further development within their practice.

The SLP develops a PPG around an area of improvement identified during their self-review and feedback from the evaluator or peer. When writing a PPG, the SLP will develop a year-long plan for goal attainment and include activities and needed resources. The PPG may link to the strategies used to improve impact on Student or Program Outcomes (SPO). This allows the SLP to examine data, determine the area of focus, and then identify the type of professional learning necessary to meet the improved outcomes.

Once developed, the SLP shares the PPG with an evaluator for reflective discussion. In collaboration, the SLP and evaluator continue to monitor PPG progress through evidence collection and reflection during the year. The processes and conversations related to the PPG may also serve as evidence of the SLP's practice, as measured using the rubric.

Questions to ask when developing a PPG:

- *What are my strengths and areas of growth as an SLP?*
- *How is my practice reflected in the SLP Evaluation Rubric?*
- *What am I interested in learning/doing/improving?*
- *Does it make sense for me to connect my PPG to my SPO? Are there strategies or practices to learn that will support progress toward improved student or program outcomes?*
- *Where can I build in meaningful networking and collaboration with colleagues?*

Student or Program Outcome (SPO)

The SPO is the other goal developed by SLPs in an Evaluation Plan (EP). The SPO process represents a continuous improvement process like other inquiry and improvement cycle processes (e.g., Professional Learning Community (PLC), data teams). It is not enough to strive to improve practitioner knowledge, strategies, and implementation of practice. Improved practice is meaningless unless it leads to an improved impact on student success.

An SPO goal focuses on measuring the positive impact of SLP practices on either student progress or program outcomes and growth. SLPs write at least one SPO each year. The SPO

guides the SLP to move student progress or program outcome in one identified area closer to an objective.

The SPO process mirrors practices already in place within PLCs, data teams, or similar processes. The ongoing SPO process of setting goals, monitoring progress, and adjusting practice in response to data can be embedded within existing structures, eliminating duplicative practices.

Within the SPO process, the SLP may work collaboratively with the evaluator, a peer or coach to:

- Determine an essential target for the year (or interval),
- Review student and program data to identify starting points and targeted change associated with the target for the year,
- Review personal, professional practice data (e.g., self-reflection and feedback from prior years' growth-centered evaluations) to identify strong practices to leverage, as well as those to improve, to support meeting the targeted change,
- Determine authentic and meaningful methods to assess progress toward the targets, as well as how to document resulting data,
- Review evidence of progress, as well as evidence of professional practices,
- Reflect and determine if evidence of professional practices point to strengths which support progress toward the targets or practices which need improvement,
- Adjust accordingly, and
- Repeat regularly.

SLPs discuss their SPOs collaboratively with an evaluator to regularly reflect and gather feedback. At the end of each year, the SLP reflects on student progress or program growth across the year using the SPO End-of-Interval Self-Summary Rubric (see Appendix B). The SLP draws upon this reflection to inform the student, program, and practice goals for the coming year.

In the Summary Year, the evaluator reviews all SPOs completed and the corresponding evidence collected in the Evaluation Cycle using the SPO End-of-Interval Self-Summary Rubric and provides feedback to inform areas of strength. The SLP and the evaluator collaboratively create a strategic plan for improving any areas needing growth.

Writing a Meaningful SPO: Student or Program Focus?

District administrators and evaluators should determine the method used to measure a positive impact in consideration of the roles and responsibilities of the SLP, the needs of the students, the availability for practitioner collaboration, and the ability to function as a cohesive program. SLPs should have a voice in the decision-making process used to determine the method of measurement of a positive impact. Districts or employers who employ more than one SLP should determine if the method used to measure positive impact will be uniformly implemented for all SLPs or vary from one to another.

Writing an SPO Goal Using IEP Goal Achievement as the Measure of Impact

Successful achievement of IEP goals may be used as the targeted growth measure for an SPO within an intentional, holistic, big-picture structure of student growth. Upon review, analysis, and reflection on the IEP information and other baseline data, the SLP identifies trends and determines a focus on specific students based on their similar skill levels and needs or the use of similar therapeutic strategies to meet their needs.

The targeted focus on a group of students provides a big picture of the effectiveness of professional practice and therapy (the student population of the SPO would be grouped by skill, but not necessarily receive therapy together as a group). Assessment and other data collected as part of the IEP progress monitoring would be used as evidence toward the SPO goal. The targeted growth of the SPO could be expressed as a tiered goal, with each student of the target group having a different present level and different target outcome, while still focusing on the same skill and need (e.g., speech intelligibility, narrative retell, answering the questions, “who?”, “what?” and “where?”).

It would not be best practice to write an SPO goal stating a specific percentage of students on a caseload would achieve their individual IEP goal(s). All IEP goals should be ambitious and achievable. The overarching objective is always to ensure every student achieves their IEP goals.

Team SPOs

Sometimes teams of SLPs from the same school or district may choose a common focus for their SPOs. This allows the team to collect and discuss data as well as the effectiveness of various professional strategies in an ongoing, collaborative way. The SPO rationale is based on data (student or program) that leads each SLP on the team to focus on their SPO. Importantly, SLPs must then collect baseline data from the students or program and set their own change targets based on the data.

SPOs and New SLPs

SLPs new to working in the school-based environment are faced with certain disadvantages. Without establishing prior data relative to their practice and current assignment, it may be a challenge to narrow the focus of the SPO. These SLPs may reflect on their prior fieldwork or intern experiences of supporting students.

Writing the SPO

Creating a meaningful and achievable SPO is a challenging task. The SPO writing process involves addressing the following key considerations:

- Baseline data
- Rationale (or finding your focus)
- Student population or targeted program
- Targeted growth or change
- Time interval
- Evidence sources

- Professional strategies and supports
- Implementation
- Monitor and adjust

SLPs will find it helpful to reference the SPO Quality Indicators (see Appendix B: Resources) when writing and monitoring the SPO across the interval. They may also use this document to support collaborative conversations regarding the SPO.

Baseline Data

Near the beginning of the interval, the SLP gathers data on the targeted group of students or programs for the SPO. This data is called “baseline data,” and it is reported in the SPO documentation. The baseline marks the starting point for the population group or program.

Rationale

In this part of the process, SLPs explain through narrative and data displays how data analysis and review led to the identification of a specific focus for student or program change. Analysis and reflection of data (when available) are intended to help SLPs identify their own strengths and challenges related to improving student success. By reviewing past data, an SLP may identify trends and make connections between their own professional practice and recurring trends regarding student progress or program change.

Questions to ask when determining rationale:

- *What types of data (both qualitative and quantitative) are available?*
- *How have past students I have worked with progressed?*
- *How effective are the programs I have helped to implement?*
- *Taken together, what story or stories do the data tell?*
- *Are there particular groups of students who typically have more or less success than others? Are there equity issues to consider?*
- *Where do I see trends over time or patterns across assessments?*
- *What improvement goals do I have for my students or program?*
- *What strategies have I implemented?*
- *What successes or barriers have I encountered in my attempts to improve student or program success?*

Student Population or Targeted Program

The SLP’s ability to set and achieve goals for student or program success closely aligns with experience and professional expertise, and the SLP will find themselves uniquely equipped to engage in this process. A thorough data analysis will almost always point to more than one potential area of focus for the SPO population or program. Ultimately, the SLP has the discretion

to choose the student population or targeted program for the SPO. An SLP narrows the focus to an area of professional practice to ensure that with focus and persistence, a student's success increases.

An evaluator should advise an SLP who is struggling to write an SPO to simply get started, determine what is working and what is not, and adjust accordingly. The practitioner's SPO and the associated processes will improve with practice. SLPs must create their SPO using data from their practice. Evaluators will provide feedback regarding the accuracy and appropriateness of the data analysis, reflection, and resulting SPO decisions. This feedback will help the SLP become better at developing SPOs, and using the same skills (data collections, analysis, reflection, and action planning) to drive student or program success forward as part of the SPO and other school improvement goals.

Questions to ask when identifying the student population:

- *Does the data point to a particular student group I should identify as the target population for this SPO?*
- *If this group is exceptionally large, is there a way to narrow the population contained in this SPO to make it more manageable?*
- *If this group is exceptionally large, do I have the knowledge and expertise to write a tiered SPO*

Targeted Growth or Change

SLPs use the baseline data to set an end goal, called the target, for projected student outcomes or program change. The change in the identified student group or program must be measured. The target identifies the amount of change anticipated in the identified student group or program.

For SLPs new to goal setting based on student outcomes or program change over time, setting the target may seem like an educated guess. Conversations with other practitioners may provide insight into how much change may be realistically possible in a focus area in a year or other interval. The goal can be adjusted at mid-interval if it becomes apparent it was set too high or low.

Questions to ask when determining the target:

- *Does the target I have set for students push me outside my comfort zone and stretch all learners (i.e., the students and me)?*
- *Will the target I have set for program change result in better student outcomes?*
- *How have I determined whether a single or tiered SPO is appropriate?*
- *Have I set thoughtful targets for students with different starting points if I am writing a tiered SPO?*

Time Interval

The duration of the SPO, called the interval, should extend across the entire time of the change focus the SPO occurs. For many SLPs, the interval will span an entire school year. For others, the interval might last a semester or another length of time. A longer interval provides more time to apply, monitor, and adjust strategies to achieve higher levels of student or program success.

Evidence Sources

SLPs may find it difficult initially to identify the evidence sources in the SPO process. It may be helpful to consult with peers or coaches to identify one or more ways to monitor student outcomes or program change throughout the interval.

Questions to ask when thinking about evidence sources:

- *Do I currently have a method to measure a given focus area?*
- *If not, can I, or my team, design a method to measure it?*
- *Does the method I identified accurately measure the focus area?*
- *Will this method help me obtain consistent results in student outcomes or program change?*
- *Can this method be used to obtain data regularly for review?*
- *When will I analyze the student or program data, in relation to evidence of my practice, to know whether my strategies are working?*
- *Who will I involve in this ongoing analysis and reflection?*

Services, Strategies, and Supports

SLPs should view services, including strategies and supports, as the key ingredient to SPO success. This calls upon the SLP to be thoughtful and develop a plan of interventions to improve practice. It is important to understand that improved student or program outcomes will not occur if the SLP is not also learning. Simply identifying new strategies without supporting the SLP's ability to learn how to effectively use the strategies will not result in changes to student or program outcomes.

It is critical to identify a few key strategies leading to better results. Too many strategies are guaranteed to be lost in the day-to-day business of a school. Too few strategies or poorly chosen strategies will not have any impact. Strategies fitting one context may not work well in another. SLPs must remember: Even the most carefully thought out, and crafted strategies may need an adjustment (or discarding) as the year goes on as part of continuously improving practice.

Questions to ask when determining services, strategies, or supports:

- *What am I doing or not doing that is leading to changes in student or program outcomes?*
 - *What evidence do I have to support my answers to the question above?*
 - *What actions can I take to improve student or program outcomes? What do I need to start or stop doing?*
 - *Do I have a colleague or mentor who could help me identify ways I might improve practice?*
 - *What kind of learning do I need, and where can I get it?*
-

SPO Goal Statement (SMARTER Criteria)

A SMARTER goal is a goal statement written to include specific components. The components include specific, measurable, attainable, results-based, time-bound, and equitable.

- **Specific:** Identify the focus of the goal; leave no doubt about who or what is being measured.
- **Measurable:** Identify evidence sources (those used at the beginning, middle, and end of the interval to establish baseline and measure).
- **Attainable:** Requires reflection and judgment. The goal should be attainable but also rigorous and speaks to high standards of achievement for all students.
- **Results-based:** The goal statement should include the baseline and target for all students, groups, or programs covered by the SPO. This may be included as a table or in an attachment to clearly spell out the starting point and expected ending point for each student, groups of students, or program.
- **Time-bound:** The goal is bound with a clear beginning and end time. For the SPO, restate the interval (e.g., September 2019 – May 2020).
- **Equitable:** Goals ensure all students who can benefit from a strategy, intervention, or program will have the opportunity to participate regardless of demographic characteristics.

Those new to SMARTER goal writing may find it helpful to underline each component in the goal to ensure all parts are included. Refer to Appendix C for more details on using the SMARTER goal criteria.

Implementation

Even the most thoughtful, well-written SPO will not be successful if the SLP does not implement the identified strategies. Some strategies are straightforward, while others are more complicated and will require multiple steps. SLPs who collaborate in an ongoing way about an unfolding SPO process will benefit from mutual accountability, as well as feedback and support.

Once developed, the SLP shares the PPG and SPO with an evaluator, peer, or coach for reflective discussion. In collaboration, they continue to monitor PPG and SPO progression through evidence collection and reflection over the course of the interval. The next section discusses processes and conversations that support the SLP's EP.

Planning Session and Ongoing Conversation

Collaborative Conversations: Planning Session

Wisconsin's growth-centered evaluation provides multiple opportunities for collaborative conversations. Formal collaborative conversations occur in the beginning, middle, and end of the year, but these conversations should continue informally throughout the year. Collaborative conversations can and should occur with the evaluator, SLP peers, coaches, and other relevant school staff.

Whenever possible, it is highly beneficial for SLPs to be engaged in formative, collaborative conversations with practitioners from their same professional background, as those practitioners understand the unique roles and responsibilities within a school system and can provide feedback to enhance their capabilities as an SLP.

The Planning Session serves as the first formal check-in with the evaluator and allows for conversations around goal development and goal planning. At the Planning Sessions, SLPs receive support, encouragement, and feedback regarding their SPO and PPG processes. Collaborative conversations, such as those occurring as part of the Planning Session, encourage reflection, and promote a professional growth culture.

The SLP prepares for these collaborative conversations by sharing their PPG and SPO with their evaluator. When preparing for a Planning Session, SLPs reflect on the questions addressed as goals were developed and identify where they need support.

Evaluators prepare for these collaborative conversations through a review of the PPG and SPO, develop feedback related to each goal, and identify questions to foster a collaborative conversation. The Wisconsin growth-centered process stresses the need for collaborative conversations to stretch thinking and foster professional growth (Aguilar 2013, 163-174, 247-266). Evaluators may foster such conversations by using a [Coaching Protocol](#) with three key elements: (1) validate, (2) clarify, and (3) stretch and apply.

Validate: What are the strengths of the SPO or PPG? What makes sense? What can be acknowledged?

Clarify: This involves both paraphrasing (to show the message is understood and to check for understanding) and asking questions (to gather information, clarify reasoning, or eliminate confusion).

Stretch and Apply: Raise questions or pose statements to foster thinking, push on beliefs, and stretch goals and practices.

During the Planning Session, the evaluator and SLP discuss and agree upon evidence sources for both the SPO and PPG goals. During a Summary Year, the evaluator and SLP discuss and plan possible observation opportunities and related artifacts to provide adequate evidence for the areas of practice included in the Summary Year evaluation.

For those interested in additional coaching resources, see the WI DPI coaching website at <https://dpi.wi.gov/coaching>. This page includes a [Coaching Competency Practice Profile](#) to support coaching conversations, as well as additional coaching videos, resources, and networking opportunities.

Reflection and Refinement

Following the Planning Session, SLPs reflect further on their goals, make refinements to the EP as needed, and begin to implement the EP strategies as part of ongoing mini- or rapid-improvement cycles. The SLP revisits the goals reflected in the EP over the course of the year as part of the evaluation annual cycle of improvement.

Cycle of Improvement Evidence

Both the evaluator and the SLP collect evidence of practice and student growth or program improvement throughout the year. The SLP and their evaluator should have discussed, agreed upon, and planned for evidence collection at the Planning Session.

Artifact Portfolio

Artifacts are documentation (documents, pictures, charts, graphs, video, etc.) containing evidence of certain aspects of professional practice or SPO implementation that may not be readily visible through an observation. Evaluators and SLPs will use evidence from individual artifacts to inform goal monitoring and feedback, as well as discussions about levels of performance for related rubric components.

There is no requirement related to the number of artifacts for each component. SLPs should strategically identify high-leverage evidence sets relating to more than one component and fill in gaps with other evidence as needed to fully illustrate practice.

SPO Evidence

The SLP plans for and executes practices to ensure the SPO is maintained as an organic, living document across the year (or appropriate SPO interval) by monitoring student or program progress and revising strategies as needed. It is critical SLPs collect data related to the SPO within improvement cycles across the SPO interval through the formative methods identified within the SPO. At the midpoint of the SPO interval, the SLP administers the identified, interim assessment (as appropriate).

It is equally critical for time to be set aside to analyze and reflect on the ongoing data results and identify ways to appropriately adjust practice accordingly to improve student or program outcomes. In instances of team SPOs, where the assessment is developed and administered collaboratively, all team members should engage in analysis and reflection on results. These conversations can help identify what is working and what is not (to adjust).

Observations

Observations are a shared experience between an SLP and their evaluator, peer, or coach. Observations allow evaluators to see SLPs in action and provide the most direct method of obtaining evidence of practice. Examples of appropriate observational opportunities include direct therapy session with a student, small group therapy sessions, co-teaching or support in general education, staff training sessions with or without the student present, IEP or evaluation meetings, and consultation and collaboration with school staff.

Observations are encouraged over the course of the Evaluation Cycle. During a Summary Year, multiple observations occur to allow for a comprehensive window into professional practice and to provide opportunities for ongoing feedback. Ideally, an SLP receives regular and ongoing feedback from peers or coaches within each mini-improvement cycle across the annual evaluation process, regardless of the year within a cycle.

Announced Observation

The announced observation provides a comprehensive picture of practice and is an opportunity for formative feedback at the level of the rubric descriptors. Unannounced observations may be challenging when evaluating an SLP due to the highly variable nature of the positions, as well as the frequent unpredictability of schedules and the possibility of travel. If, based on the local context, the evaluator and SLP collaboratively agree the Evaluation Cycle may be more meaningful for growth, multiple mini-observations may be substituted. This approach should include the same cumulative amount of observation time and include the pre- and post-collaboration conferences. See the *Mini-Observation* section for details.

Holding pre- and post-conference will support the announced observations. A minimum of one formal announced observation should occur in the Summary Year. This is typically one full therapy session. Refer to Appendix D for *Type and Frequency of Observation & Artifacts*.

Pre-conference: The pre-conference allows the SLP to provide context for the observation and what the evaluator should expect to see and hear. It provides essential evidence related to a practitioner's skill in planning and preparation. The pre-conference discussion allows the SLP to identify potential areas that might benefit from feedback and sets the stage for the evaluator to better support the SLP.

Post-conference: The post-conference also plays an important role in the observation process, as it provides immediate, actionable feedback to the practitioner. Wiggins (2012, 10-16) defines actionable feedback as neutral and judgment-free, goal-related facts that provide useful information. The discussion enables the evaluator to learn about the SLP's thinking about the observed activity, what went well, and how it could be improved. The Coaching Protocol can help the evaluator or peer plan questions supporting the SLP in the type of reflective practice that supports continuous improvement.

Mini-Observations

Mini-observations are short observations, typically spanning about 15 minutes each. Mini-observations occur at least once in each Supporting Year and at least twice during a Summary Year in a multi-year Evaluation Cycle (and may occur during naturally occurring opportunities;

see the *Mini-Observation Settings* section for details). Three mini-observations should be part of a new SLP evaluation, with at least one mini-observation of the SLP providing direct services. Mini-observations, combined with the announced observations, allow for a more detailed and timelier portrait of practice and offer multiple opportunities for feedback and improvement. Mini-observations may be announced or unannounced.

Mini-Observation Settings

Evaluators, in particular principals, may have many natural opportunities to observe the SLP while providing consultation or indirect services. These occasions may be utilized to collect additional observation evidence and to provide growth-oriented feedback for the SLP. These opportunities to observe leadership skills and knowledge or expertise are not limited to and may include IEP meetings, team meetings with teachers, consultation check-ins with parents, or brief meetings/discussions over student concerns.

The evaluator should remain engaged in the purpose of the consultation or meeting and not allow evaluation evidence collection to divert their focus. However, the evaluator may choose to collect notes on evidence observed during those interactions and add that information to the evaluation documentation in the form of a mini-observation. This evidence and post-event feedback should be shared with the SLP within the same timeframe as other types of observations.

Mid-Year Review and Ongoing Conversations

Professional conversations continue regularly and informally throughout the Evaluation Cycle. The Mid-Year Review is one of three formal check-ins built into the Wisconsin SLP Evaluation System during which professional conversations occur. At the Mid-Year Review, SLPs converse with their evaluator about evidence of professional practice and student growth or program improvement collected or observed, as well as resulting reflections and strategy adjustments to date.

SLPs prepare for the Mid-Year Review by reviewing progress towards goals (SPO and PPG) based on evidence collected, assessing strategies used to date, and identifying any adjustments to the goal or strategies used, if necessary. They then provide their evaluator with a mid-year progress update. The professional conversation should include an authentic discussion regarding the SLP's learning process and practice (Aguilar 2013, 247-266).

Questions to ask when preparing for the Mid-Year Review:

- *What does the evidence I have collected tell me about the progress of my goals?*
 - *Am I on track to achieve my goals?*
 - *Do I need to adjust my practice so I can achieve my goals?*
 - *What evidence can help identify which practices need adjustment?*
 - *What support do I need to achieve my goals?*
-

Evaluators prepare for the Mid-Year Review by reviewing the SLP's progress toward goals, including evidence collected and strategies used to date, as well as developing formative feedback questions related to the goals.

Evaluators are encouraged to use a [Coaching Protocol](#) to structure middle-of-the year conversations. For example, an evaluator may say:

- **Validate:** "Your SPO consistently details how you expect to monitor student progress or program improvement."
- **Clarify:** "What are some ways you have incorporated what you are learning into your practice?"
- **Stretch and Apply:** "Have you considered collaborating with other SLPs to ask about how to use data to inform one's practice?"

During the Mid-Year Review, the SLP and their evaluator also collaboratively review collected evidence so their growth-centered, practice-focused conversation can speak to the components of the SLP Evaluation Rubric and the SPO End-of-Interval Self-Summary Rubric.

To support ongoing and continuous improvement, feedback must not only be specific and comprehensive, but also regular and timely so the SLP can adjust strategies and practice according to data and evidence. Growth-centered conversations are transparent and supportive, thereby building trust in the process and enhancing results. SLPs who are in a supportive culture embracing continuous growth will excel in advancing their professional practice. Evaluators and colleagues help establish a supportive culture by being thoughtful and purposeful in the types of coaching questions they ask, by providing timely and relevant feedback, and by working collaboratively with SLPs (Aguilar 2013, 147-162).

Conversations to Support PPG Goals

SLPs and evaluators base conversations about the professional practice on collected evidence from observations and artifacts aligned to the SLP Evaluation Rubric. Collaborative conversations grounded in the SLP Evaluation Rubric increase the possibility of authentic and meaningful professional growth. For example, when an SLP and evaluator reflect on collected evidence, review the Evaluation Rubric together, and agree upon the level of performance, strategies for moving practice to the next level can be identified jointly. Descriptors in the evaluation rubric provide direction for improving practice.

Effective feedback related to practice is actionable feedback. It is most helpful when evaluators focus on conversations at the descriptor level of the Evaluation Rubric to provide the most meaningful, specific, and actionable feedback. Feedback should focus on practice and its impact on students, not the SLP. General feedback at the domain or component level is less helpful than feedback specific to performance competencies at the descriptor level. The descriptor level feedback informs adjustments to current strategies during the year, as well as informing future goals at the end of the year, leading to continuous improvement planning.

Conversations Supporting Student or Program Outcomes (SPO) Goals

Mid-Year SPO feedback addresses evidence collected to date and demonstrates student growth or program improvement, as well as the SLP's practices related to the SPO process. Evaluators and SLPs use the SPO Rubric and associated Quality Indicator Checklist (Appendix B) as a collaborative tool to help assess learning, progress, and strategically plan the next steps. Data collected from observations yield important insights into practices influencing the progress and success of the SPO and help identify practice adjustments needed to meet the SPO goal. Strategies an SLP has utilized to work toward SPO achievement can and should be used as evidence of professional practice.

Reflection and Revision

Throughout the Evaluation Cycle, SLPs regularly reflect on their practice and assess their goal progression. After having any collaborative conversations and reviewing the evidence, the SLP should reflect, identify strengths and areas for growth or improvement, and select appropriate strategies to move forward.

The evaluation process is intended to guide professional development by identifying and informing needs in real time to allow for specific adjustments to improve practice and impact student success. For this to occur, the evaluation processes must become part of best practice and integrated into regular mini-improvement cycles during which the SLP regularly monitors and reflects upon data and receives feedback from evaluators, peers or coaches (when available).

Summarization of the Evaluation Cycle Results

Evidence Collection

At the end of each year, SLPs review evidence collected during the cycle supporting their PPG and SPO goals, and represents professional practice related to the SLP Evaluation Rubric. In all years of the cycle, SLPs ensure they have collected evidence demonstrating their progress and successes in achieving both their PPG and SPO goals. SPO evidence will include the final, interim assessment data in the SPO, as well as the results. SLPs in their Summary Year will have additional evidence related to the Evaluation Rubric domains and components, and should ensure they have collected evidence related to each of the components of the SLP Evaluation Rubric aligned with improving their practice.

Completing the SPO

After collecting and reviewing evidence, SLPs self-summarize the CPO process using the levels for each of the six criteria of the SPO Summary Rubric (Appendix B) as well as the Quality Indicators Checklist. Assessing the SPO requires a practitioner to reflect on student or program outcomes data collected and can provide insight about ways to move forward. This self-assessment becomes evidence of their professional ability to accurately reflect on their practice and its impact on student or program outcomes, which the evaluator will use in the Summary Year.

In a Summary Year, the evaluator reviews all available SPOs (three in a typical three-year cycle, only one for a first-year SLP) and identifies the level of performance for each of the six SPO criteria using the SPO Summary Rubric and Quality Indicators Checklist (Appendix B) which best describes practice across years. The evaluator prepares notes for the End-of-Cycle Conference to support conversations and reflections of the SPO criteria to provide the most specific and actionable feedback to inform changes in the practitioner's practice.

End-of-Cycle Conference and Conversation

The End-of-Cycle Conference provides an opportunity for deep learning, reflection, and planning for the next steps. The conference provides the SLP and evaluator an opportunity to align future goals and initiatives. The foundation of trust developed over the course of the ongoing, collaborative process is rewarded as the SLP and their professional leader both grow professionally.

The SLP prepares for the End-of-Cycle conference by sharing the results of their PPG and SPO with their evaluator. In a Summary Year, SLPs also share the SLP Evaluation Rubric evidence and reflections on their growth.

Questions to ask when preparing for the End-of-Cycle Conference:

- *What does the evidence I have collected tell me about the results of my goals?*
 - *Did I achieve my goals?*
 - *If not, why did I not achieve my goals?*
 - *If yes, why did I achieve my goals?*
-

Evaluators prepare for the End-of-Cycle Conference by reviewing goal results, including evidence collected and by developing formative feedback related to the goals. As previously noted, it is likely documents and evidence supporting the PPG and SPO processes will also provide evidence of professional practice and can support conversations and feedback associated with SLP Evaluation Rubric components.

Drawing upon the evidence and prepared feedback, evaluators also develop questions that will promote a collaborative conversation. Again, the coaching protocol can be used to structure the End-of-Cycle conversation. For example, an evaluator may say:

- **Validate:** “You have done a lot of specific reflecting about your SPO.”
- **Clarify:** “Your thinking and discussion about your SPO have substantially evolved over the semester.”
- **Stretch and Apply:** “You have talked about the challenges you faced by using the post-intervention assessment as an outcome measure for your SPO. What might you have done differently?”

During the conference, the evaluator and SLP collaboratively review evidence, goal results, and possible next steps. Preparing ahead of time will help the evaluator to align feedback related to goals and professional practice to structure the end of cycle conference more effectively and efficiently. In a Summary Year, the evaluator shares levels of performance for the SPO and the SLP Evaluation Rubric components. By discussing feedback at the descriptor level, the evaluator and SLP not only identify a few areas of focus (components) for the coming Evaluation Cycle, but they also develop a strategic plan based on actionable changes (strengths to leverage and areas to improve) informed by the descriptors within the identified components. As the SLP collaboratively reflects on their Evaluation Cycle during the conference, they can use the lessons they have learned to begin to plan for a new cycle.

Reflections and Next Steps

Reflection includes identifying successes and areas for improvement. SLPs should review performance achievements to identify factors contributing to the success, factors within their control, and steps they can take to control identified factors in the next cycle. SLPs should also reflect upon areas needing improvement to identify potential root causes and possible practice adjustments to overcome the identified root causes. Reflections should not only occur within the context of what is needed for individual growth, but also within the context of school and district program improvement strategies.

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Appendices

A. SLP Evaluation Rubric

B. SPO Resources

Resource 1: SPO Quality Indicator Checklist

Resource 2: SPO End-of-Interval Self-Summary Rubric

C. SMARTER Goals

D. Collection of Evidence: Observations & Artifacts

Type and Frequency of Observations & Artifacts

Tips and Considerations for Conducting Observations

Use of High Leverage Evidence Sets

E. SLP Diagnostician or Program Support Teacher Evaluation

Appendix A: SLP Evaluation Rubric

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge and Skills in the Area of Speech/Language

ELEMENT: Knowledge of speech and language development and therapy practice in the educational environment.

Unsatisfactory	Developing	Proficient	Distinguished
Does not demonstrate knowledge of important concepts and therapeutic approaches aligned with an evidence-based practice, including language, articulation, fluency, and voice, and how they integrate into the educational environment.	Inconsistently demonstrates knowledge of important concepts and therapeutic approaches aligned with an evidence-based practice, including language, articulation, fluency, and voice, and how they integrate into the educational environment.	Consistently demonstrates knowledge of important concepts and therapeutic approaches aligned with an evidence-based practice, including language, articulation, fluency, and voice, and how they integrate into the educational environment.	Consistently demonstrates extensive knowledge of important concepts and therapeutic approaches aligned with evidence-based practice, including language, articulation, fluency, and voice, and how they integrate into the educational environment. Uses knowledge of important concepts and therapeutic approaches in the field to build capacity in or mentor others.
Examples of evidence (not limited to): Therapy logs show no relationship to the curriculum or show no clear link to the area of need(s).	Therapy logs inconsistently show a relationship to the curriculum or show no clear link to the area of need(s). Speech-Language Pathologist (SLP) plans a lesson on phonemic awareness without linking it to literacy activities in the classroom. SLP plans to focus on the articulation of a specific speech sound at the sentence level, which is a documented area of need; however, the progress monitoring data indicates the student has not yet mastered the speech sound at the word level.	Therapy documents align to IEP present levels and goals with the progression of therapy based on developmental guidelines and evidence-based practice. Therapy documents incorporate curricular content or tools (e.g., graphic organizer) relevant to the classroom environment. SLP plans for the use of a voice output device during a functional activity (e.g., going to the office to complete a school job) for a student who is non-verbal.	SLP collaborates with general education teachers around the use of graphic organizers to help students plan their daily writing. SLP researches to obtain information regarding evidence-based methodologies. SLP researches and creates a presentation to educate others on a communication-related topic (e.g., about dialectal and phonemic differences in a specific student population).
Does not align the service delivery model with student needs or include appropriate integrated classroom-based services.	Inconsistently aligns the service delivery models with student needs to include appropriate integrated classroom-based services.	Consistently aligns service delivery models with student needs to include appropriate integrated classroom-based services.	Advocates for appropriate integrated classroom-based services and supports or mentors others in aligning services to students' needs.

Unsatisfactory	Developing	Proficient	Distinguished
<p>Examples of evidence (not limited to):</p> <p>Weekly or daily schedule includes services similar for all students.</p> <p>Student schedules are created/maintained based on SLP's preferences.</p>	<p>Weekly or daily schedule reflects service delivery models selected based on some student needs; however, groups of students continue to be serviced with a pullout model due to SLP scheduling preference.</p>	<p>Weekly or daily schedule reflects service delivery models selected based on student need(s) with attention to integrated classroom-based services.</p> <p>SLP regularly plans and implements classroom-based lessons for frontloading curriculum-based vocabulary.</p>	<p>SLP engages in conversations with administrator(s) or teacher(s) regarding student placements and collaborates with teachers around supporting student needs in classrooms.</p>
<p>Does not demonstrate knowledge of the relationship between student learning, age or grade level academic standards, and developmental milestones.</p>	<p>Inconsistently demonstrates knowledge of the relationship between student learning, age or grade level academic standards, and developmental milestones.</p>	<p>Consistently demonstrates knowledge of the relationship between student learning, age or grade level academic standards, and developmental milestones.</p>	<p>Consistently demonstrates extensive knowledge of the relationship between student learning, age or grade level academic standards, and developmental milestones, serving as a resource/mentor to others.</p>
<p>Examples of evidence (not limited to):</p> <p>No evidence of communication with teachers regarding age or grade level academic standards and student learning.</p> <p>Therapy notes lack logical progression and evidence of relationship to age or grade level academic standards.</p>	<p>Therapy notes inconsistently show links to age/grade level academic standards and progression of therapy.</p> <p>SLP plans therapy sessions to target students' zone of proximal development but does not always relate work to classroom activities.</p>	<p>SLP meets with classroom teachers periodically to discuss student performance and age or grade level academic standards.</p> <p>Therapy notes show links to age or grade level academic standards and progression of therapy.</p>	<p>SLP observes students in the classroom environment and makes adjustments to therapy plans as necessary to address functional communication skills.</p> <p>SLP has documentation of conversations with general education teachers and other staff regarding their observations and recommendations for adjustments to services.</p>

Suggested evidence sources: information shared with classroom or school staff, observations (to include therapy sessions, evaluation or IEP meetings), written evaluation and IEP paperwork, therapy planning documents, weekly or daily schedule

1b: Demonstrating Knowledge of Students

ELEMENT: Knowledge of the student's learning process, interests, culture, and disability-related needs.

Unsatisfactory	Developing	Proficient	Distinguished
<p>Does not demonstrate knowledge of students' learning styles and interests. Does not incorporate this knowledge into individual therapy plans.</p>	<p>Inconsistently demonstrates knowledge of students' learning styles and interests, inconsistently incorporating this knowledge into individual therapy plans.</p>	<p>Consistently demonstrates knowledge of students' learning styles and interests, incorporating this knowledge into individual therapy plans.</p>	<p>Uses a process to systematically acquire knowledge from several sources and consistently demonstrates knowledge of students' learning styles and interests, incorporating this knowledge into individual therapy plans.</p>
<p>Examples of evidence (not limited to): Therapy plans show no evidence that student interests and learning styles have been considered.</p>	<p>Therapy plan inconsistently incorporates student interests and supports that address learning style. SLP's plan to work with a student on conversational skills includes a visual of topics for conversation but does not take into account high interest topics of the student (e.g., love for vehicles).</p>	<p>Therapy plan reflects activities or topics identified by the student(s) as areas of interest and incorporates one or more supports found to be beneficial for the student. SLP plans for therapy incorporate visual or tactile supports found to be helpful to the student.</p>	<p>Student interest and learning style profiles are part of every student file, and therapy plans reflect information from these sources.</p>
<p>Does not demonstrate knowledge of students' culture and linguistic background. Does not incorporate this knowledge into individual therapy plans.</p>	<p>Inconsistently demonstrates knowledge of students' culture and linguistic background, inconsistently incorporating this knowledge into individual therapy plans.</p>	<p>Consistently demonstrates knowledge of students' culture and linguistic background, incorporating this knowledge into individual therapy plans.</p>	<p>Uses a process to systematically acquire knowledge from several sources and consistently demonstrates knowledge of students' culture and linguistic background, incorporating this knowledge into individual therapy plans.</p>
<p>Examples of evidence (not limited to): Therapy plan shows no indication of knowledge of student culture or linguistic background (e.g., the same book is used for retelling stories across students working on narrative skills).</p>	<p>Therapy plan inconsistently reflects activities sensitive to student culture and linguistic background. SLP adjusts activities for English Learners to incorporate vocabulary and communication styles from students' home culture but does not adjust activities for Black students.</p>	<p>Therapy plan reflects activities sensitive to student culture and linguistic background (e.g., books incorporated into therapy reflect the student's culture). SLP works with a student on conversational skills but does not stress the use of eye contact (i.e., the SLP has spoken to the family and understands eye contact is not a</p>	<p>Student or family interview forms or resources about the student's culture are part of every student file, and therapy plans reflect information from these sources.</p>

Unsatisfactory	Developing	Proficient	Distinguished
		cultural norm for the student and may even be a sign of disrespect).	
Does not demonstrate knowledge of students' disability-related needs. Does not incorporate this knowledge into individual therapy plans.	Inconsistently demonstrates knowledge of students' disability-related needs, inconsistently incorporating this knowledge into individual therapy plans.	Consistently demonstrates knowledge of students' disability-related needs, incorporating this knowledge into individual therapy plans.	Uses a process to systematically acquire knowledge from several sources and consistently demonstrates knowledge of students' disability-related needs, incorporating this knowledge into individual therapy plans.
<p>Examples of evidence (not limited to):</p> <p>Therapy plan documents do not align with individualized education program (IEP) present levels and goals.</p> <p>The SLP prepares a language lesson, with no link to the student's documented area of need, which is fluency.</p> <p>SLP plans a lesson in which verbal responses are required but does not provide an alternative means of communication for a student who is nonverbal.</p>	<p>Therapy plan documents inconsistently align to IEP present levels and goals.</p> <p>SLP plans a lesson to address the student's communication needs but does not include sensory breaks also needed in order to increase the success of the lesson.</p> <p>SLP plans a small group language lesson that addresses the individual needs of only some of the students.</p>	<p>Therapy plan documents align to IEP present levels and goals.</p> <p>Therapy plan for a student working on functional communication skills includes time interacting with others in the school building in order to complete school jobs.</p> <p>SLP plans lessons that provide for an alternative means of communication (i.e., voice output communication aid, picture communication board, etc.) for a student who is nonverbal.</p>	<p>Student files systematically include IEP present levels and goals or are part of therapy plan documents.</p> <p>SLP uses acquired or developed form when gathering knowledge from other sources to ensure thoroughness of the information</p>

Suggested evidence sources: information shared in or with classrooms, school, or staff, observations (to include therapy sessions, evaluation or IEP meetings), written evaluation and IEP paperwork, therapy planning document, a sample of student learning profile data, certificate of attendance for the cultural event with reflection, the parent or student surveys and analysis of results.

1c: Individualizing Student Assessments and Using Assessments to Determine Eligibility

ELEMENT: Reviews existing data and selects and uses appropriate tests and measures for assessment.

Unsatisfactory	Developing	Proficient	Distinguished
Does not review existing data or gather information from stakeholders in order to understand student needs.	Reviews existing data but may not gather sufficient information from stakeholders in order to understand student needs.	Reviews existing data and gathers all necessary information from all relevant stakeholders in order to understand student needs.	Reviews existing data and gathers all necessary information from all relevant stakeholders in order to understand student needs. Takes a leadership role in guiding the evaluation team.
<p>Examples of evidence (not limited to):</p> <p>No evidence of correspondence/ meeting with stakeholders.</p> <p>Evaluation paperwork: existing data portion is incomplete or has not been completed and shows no attempt to gather information from stakeholders.</p>	Evaluation paperwork: existing data documented includes information from parent/caregiver and school staff familiar with the student, but the information is insufficient to clearly identify areas of concern.	<p>Stakeholder correspondence (emails, meeting notes, phone logs) reflects the involvement of SLP with other relevant IEP team members.</p> <p>Evaluation paperwork: existing data documented includes information from parent/caregiver and school staff familiar with the student and clearly identifies areas of strengths and concern.</p>	<p>Stakeholder correspondence (emails, meeting notes, phone logs) reflects the involvement of SLP with other relevant IEP team members.</p> <p>Observation of evaluation meetings (if held) or stakeholder correspondence (logs) reflects SLP taking a leadership role.</p>
<p>Selects and administers formal and informal measures without consideration of the following:</p> <ul style="list-style-type: none"> * student's age * areas of concern * cultural/linguistic background * WI eligibility criteria 	<p>Selects and administers a limited number of formal and informal measures aligned to:</p> <ul style="list-style-type: none"> * student's age * areas of concern * cultural/linguistic background * WI eligibility criteria 	<p>Selects and administers an appropriate array of formal and informal measures aligned to:</p> <ul style="list-style-type: none"> * student's age * areas of concern * cultural/linguistic background * WI eligibility criteria 	<p>Selects and administers an appropriate array of formal and informal measures as needed, aligned to:</p> <ul style="list-style-type: none"> * student's age * areas of concern * cultural/linguistic background * WI eligibility criteria <p>Serves as a resource in the selection and administration of formal and informal measures</p>

Unsatisfactory	Developing	Proficient	Distinguished
<p>Examples of evidence (not limited to):</p> <p>The SLP selects assessments that are inappropriate for the students' age and development level (e.g., uses the PLS5 with a nine-year-old, who has age-appropriate abilities).</p> <p>Assessment measures are selected and administered based on SLP familiarity with the tests, not based on student factors or need, to address eligibility criteria.</p>	<p>The SLP is able to select appropriate assessments for native English speakers but may be unsure of how to adjust assessments for English learners.</p> <p>The SLP has difficulty determining additional assessments to administer when student concerns go beyond their typical limited repertoire of tests.</p>	<p>Observation during a review of existing data meeting (if held): SLP talks about formal/informal assessments and provides reasoning for selecting appropriate tool(s) after going over existing data with the team.</p> <p>Uses results during the assessment to modify/address additional concerns that arise.</p>	<p>Observation during a review of existing data meeting (if held): SLP helps lead a discussion around the area(s) of need and formal/informal assessments, providing reasoning for selecting appropriate tool(s) after going over existing data with the team.</p> <p>Communication logs with colleagues reflect discussions around the area(s) of need and possible assessment plan.</p>

ELEMENT: Analysis and communication of assessment data to determine eligibility.

Unsatisfactory	Developing	Proficient	Distinguished
<p>Inaccurately analyzes and interprets formal and informal test results and their impact on student's educational performance to determine eligibility for special education.</p>	<p>Analyzes but requires assistance to accurately interpret formal and informal test results (including observations) and relate them to the impact on the student's educational performance to determine eligibility for special education.</p>	<p>Accurately analyzes and interprets formal and informal test results (including observations) and their impact on student's educational performance to determine eligibility for special education.</p>	<p>Takes on a leadership role and serves as a resource for colleagues regarding accurate analysis, interpretation of test results, and determination of eligibility for special education. Leads the IEP team in synthesizing information gathered during the evaluation.</p>
<p>Examples of evidence (not limited to): SLP's written results from an evaluation only include scores and may not include information about classroom performance. Documentation does not include all information needed in order to consider the criteria.</p>	<p>SLP seeks assistance from colleagues to determine if assessment information is sufficient to meet eligibility criteria. SLP seeks out assistance from colleagues for help with interpretation of results and their impact on educational performance.</p>	<p>SLP's written results from the evaluation include formal and informal test results and link the results to classroom performance. The documentation clearly speaks to criteria. SLP considers information from other IEP team members and integrates it with information from assessments conducted when considering eligibility.</p>	<p>SLP helps lead the discussion around the interpretation of test results and considering eligibility for special education. Information shared at the meeting is documented clearly in the paperwork for the evaluation.</p>
<p>Communicates only testing information verbally and solely from test protocols.</p>	<p>Communicates assessment results in oral and written form using jargon or without consideration of how the information impacts stakeholders.</p>	<p>Communicates assessment results in oral and written form with empathy and language appropriate to the audience.</p>	<p>Communicates assessment results in oral and written form with empathy and language appropriate to the audience. Communications serve as a model for other IEP team participants.</p>
<p>Examples of evidence (not limited to): SLP comes to the Evaluation Findings meeting without a written report. Information shared at the Evaluation Findings meeting lacks explanation and context (e.g., what do the scores mean and what is the impact on student performance of these findings).</p>	<p>Information about communication shared by the SLP is technically written and presented, but is difficult for non-SLPs to follow or understand.</p>	<p>Information, the SLP shares during the evaluation findings meeting, is jargon-free and in parent-friendly language.</p>	<p>SLP communicates assessment results using jargon-free language but also adds visual documentation to help facilitate understanding of test results. Other IEP team members have been observed to seek the SLP out to use similar support in explaining results from their assessments. Changes are noted in other IEP team members that reflect skills modeled by SLP.</p>

Suggested evidence sources: Stakeholder correspondence (emails, interviews, phone call records), informal data (documented observations, teacher-made tests, etc.), observation at Evaluation or IEP meetings, observations (to include therapy sessions, evaluation or IEP meetings), written evaluation and IEP paperwork.

1d: Setting Student Outcomes

ELEMENT: Partner with the team to set relevant, measurable IEP goals aligned to state standards.

Unsatisfactory	Developing	Proficient	Distinguished
Does not collaborate with team members to develop IEP goals.	Inconsistently collaborates with team members to develop IEP goals.	Consistently collaborates with team members to develop IEP goals.	Consistently collaborates with team members to develop IEP goals. Takes a leadership role in collaboration. Guides other team members in creating collaborative goals.
<p>Examples of evidence (not limited to):</p> <p>The SLP does not have evidence in the IEP of collaboration with other IEP team members in the development of goals.</p> <p>Observation of IEP meetings shows individuals sharing their own information and proposing goals without input from others.</p>	The SLP's IEP paperwork and participation in IEP meetings show inconsistent evidence of obtaining input from others regarding the student's present level of performance.	<p>SLP has documentation (emails, communication logs) of collaboration among IEP team members.</p> <p>Observation of IEP meetings shows the SLP collaborating with other IEP team members in identifying disability related needs and in developing goals.</p> <p>The IEP paperwork clearly provides evidence of input from others regarding the student's present level of performance.</p>	Observation of an IEP meeting highlights the SLP supporting other team members in considering a student's present level of performance across educational environments to jointly create meaningful and relevant communication goal(s).
Does not write IEP goals that are appropriately ambitious, relevant, measurable, and aligned to WI State Standards.	Inconsistently writes IEP goals that are appropriately ambitious, relevant, measurable, and aligned to WI State Standards.	Consistently writes IEP goals that are appropriately ambitious, relevant, measurable, and aligned to WI State Standards in language tailored to the audience.	Guides other team members in writing IEP goals that are appropriately ambitious, relevant, measurable, and aligned to WI State Standards in language tailored to the audience.
<p>Examples of evidence (not limited to):</p> <p>IEP paperwork includes goals that: do not reflect discussion of standards during present level; do not include baseline and level of attainment; are not written in jargon-free language.</p> <p>Goals written contain too many targets that are difficult to meet during the timeframe of the IEP (not aligned to root causes of effects of the disability).</p>	IEP goals focus on student's narrative language skills, but the present level of the IEP does not reflect a discussion of impact in the classroom. IEP goals are relevant but are limited in scope when considering what could be accomplished in a year.	<p>IEP paperwork includes goals that: reflect discussion of standards during present level; include baseline and level of attainment; are written in jargon-free language.</p> <p>Goals written represent concerns of the disability related needs and reflect high leverage skills that will optimize the student's performance in school activities.</p>	During an IEP meeting, the SLP guides the IEP team through the 5 step CCR IEP process to link data with disability related needs before generating goals that are relevant and measurable.

Suggested evidence sources: evidence of communication (communication logs, emails, survey results, texts), observation of Evaluation or IEP meetings, review of Evaluation/IEP paperwork.

Domain 2: Provision of Therapy Services

2a: Designing and Delivering Effective Direct Therapy Services

ELEMENT: Designs and delivers effective therapy services.

Unsatisfactory	Developing	Proficient	Distinguished
Does not establish lesson objectives that are clear and represent relevant learning, as indicated in the student's IEP.	Inconsistently establishes lesson objectives that are clear and represent relevant learning, as indicated in the student's IEP.	In planning, consistently establishes lesson objectives that are clear and represent relevant learning, as indicated in the student's IEP.	In planning, consistently establishes lessons that allow for student choice with lesson objectives that are clear and represent relevant learning, as indicated in the student's IEP.
<p>Examples of evidence (not limited to): SLP has no evidence of IEP-related lesson objectives for therapy sessions. SLP designs the therapy session to target the skill of categorizing even though the student's IEP indicates a need for work on speech sound production.</p>	<p>SLP has evidence of IEP-related lesson objectives for therapy on Monday, but not Wednesday. SLP designs the therapy session to target the IEP-related skill of only one student in the group.</p>	<p>SLP has evidence of IEP-related lesson objectives for each student/group. SLP establishes the lesson objective of identifying main ideas in short stories in the "SLP Announced Observation Planning Form."</p>	<p>SLP collaborates with general education teachers to plan for a variety of WH question activities that are related to classroom work; the students are given a choice as to which WH questions they start with.</p>
Designs therapy activities that do not allow for student choice are not aligned to evidence-based practices (EBPs) and do not connect to classroom instruction.	Designs therapy activities that do not allow for student choice are inconsistently aligned to evidence-based practices (EBPs) and inconsistently connect to classroom instruction.	Designs therapy activities that optimize student choice are aligned to evidence-based practices (EBPs) and connect to classroom instruction.	Designs therapy activities that optimize student choice are aligned to evidence-based practices (EBPs), and incorporate classroom activities into the session.
<p>Examples of evidence (not limited to): SLP plans for a read aloud about narwhals knowing that the student is disinterested in aquatic animals (or when the class is studying jungle animals). SLP is unable to provide an explanation as to how the planned activities for that session are EBP.</p>	<p>SLP uses a few vocabulary words aligned to the fourth-grade Electricity unit without seeking student input or assessment. SLP is only able to provide an explanation as to how some of the planned activities for that session are EBP.</p>	<p>SLP utilizes a variety of sequencing materials-as students learn the "How To" writing process in their language arts class. SLP provides students with a choice of 3 books from the classroom curriculum to work on prepared activities that focus on multiple-meaning words.</p>	<p>SLP utilizes classroom teacher's lesson plan for the word family "-at" to design several activities for the student to practice final /t/ words using an evidence-based strategy. The student is able to pick their target words for the day from that list. SLP provides students with the choice of using physical manipulatives or a computer-based activity to work on the comparing or contrasting of characters in a story.</p>

Unsatisfactory	Developing	Proficient	Distinguished
		Upon request, SLP provides resources that show knowledge of EBP utilized in lesson planning.	
Does not adjust or use scaffolding and differentiation to meet individual needs.	Inconsistently adjusts and uses scaffolding and differentiation to meet individual needs.	Consistently adjusts activity by using scaffolding and differentiation to meet individual needs.	Consistently makes well-timed adjustments to activities and seizes teachable moments to meet individualized student needs and enhance student learning.
<p>Examples of evidence (not limited to):</p> <p>SLP directs all students in a group to imitate her comments on pictures when some of the students would be able to comment independently, given a visual cue.</p>	<p>SLP gives ineffective prompts which have no impact on student's next productions (e.g., "That sounds close").</p> <p>SLP uses verbal prompts when a student needs visual prompts.</p>	<p>SLP notes that the student is struggling to successfully utilize /k/ in words within sentences, so she adjusts the lesson to target /k/ words within phrases.</p> <p>SLP provides a visual prompt to assist students who struggle to follow two-step verbal directions.</p>	<p>SLP seizes on a student's successful production of /r/ as an opportunity to reflect on what the student did to accomplish production so the student can repeat the performance.</p>
The pacing of therapy drags or is rushed, and goals for the session are not met.	Pacing of therapy inconsistently and only partially meets the goals for the session.	The pacing of therapy is appropriate and successful in meeting the goals of the session.	The pacing of therapy demonstrates flexibility and prioritization of lesson objectives so that goals are met. Students have an opportunity for reflection and closure to consolidate their understanding.
<p>Examples of evidence (not limited to):</p> <p>SLP allows students to talk about desired topics for the entire session, preventing the practice of a targeted skill.</p> <p>SLP rushes through the cooking lesson, not taking adequate time to pre-teach vocabulary on an AAC device and flying through the steps to make the recipe without checking for understanding.</p>	<p>SLP rushes through activities in order to complete five planned tasks during the therapy session.</p> <p>SLP struggles to support students in completing a project in a timely manner (e.g., a student takes 20 minutes to color a picture), which takes away from session objectives.</p>	<p>SLP slows the pace of the session, rewords the directions, or uses visuals when a student appears confused so that the student better understands the information presented to them.</p>	<p>SLP encourages students to review/discuss what they worked on in therapy so they can reflect on strategies to improve across other settings.</p> <p>SLP identifies the vocabulary and sequencing of recipe steps that students do not understand and reviews them before proceeding with the lesson activity so that students can participate and communicate with greater independence during the cooking activity.</p>

Unsatisfactory	Developing	Proficient	Distinguished
Students are presented with minimal opportunities to practice target skills.	Students are presented with some opportunities to practice target skills.	Students are presented with several opportunities to practice targeted skills.	Students are presented with maximum opportunities to practice targeted skills.
<p>Examples of evidence (not limited to):</p> <p>SLP is in a general education eighth-grade science classroom during lecture time only; therefore, the student has minimal opportunities to practice the targeted skill of identifying main ideas.</p>	<p>SLP puts more emphasis on therapy activity than the therapy objectives.</p> <p>Due to the length of the reading assignment, students spend most of the therapy session reading before having time to work on the skills of identifying story grammar to engage in a narrative retell.</p>	<p>SLP precuts materials for an accompanying art project so that students can assemble activity with minimal effort, allowing more time to focus on targeted skills.</p> <p>SLP ensures that each animal in a zoo activity is a two-syllable word, which is the target skill the student is working on.</p> <p>SLP works collaboratively with classroom teachers to provide services during center time, where the small group can focus on skills related to IEP goals.</p>	<p>SLP has created an organized session with all needed supports and materials so that students can participate in activities and move from activity to activity to practice a targeted skill.</p> <p>SLP supports students in the general education environment during writer's workshop; students have adequate time to work on the organization and sharing of messages orally before completing graphic organizers to put into writing.</p>
Does not or rarely collects data regarding progress toward goals or objectives and therapy.	Inconsistently collects data regarding progress towards goals during therapy.	Consistently collects quantitative and qualitative data from therapy sessions and uses it to guide or create activities that promote progress toward specific IEP goals.	Collects quantitative and qualitative data from therapy sessions and uses it to guide or create activities that promote progress toward specific IEP goals. Reflects on collected data to consider a modification to the student's speech and language program and provides recommendations for supports in the general education classroom.
<p>Examples of evidence (not limited to):</p> <p>SLP cannot provide written documentation for student sessions for last month.</p> <p>SLP data is subjective (e.g., "did a good job today" or "seems tired today.")</p>	<p>SLP data collection reflects that data is not collected as appropriate for each goal. SLP does not always identify trends in the data to guide session activities.</p> <p>SLP struggles with how much and what kind of data to take in order to capture progress on goals.</p>	<p>Objective data is collected as appropriate for each goal; SLP uses trends in data to adjust therapy activities and to identify and provide support in the classroom for the student's classroom communication needs.</p> <p>After reviewing student data on word finding strategies, the SLP finds that the student is able to identify five</p>	<p>SLP reflects on therapy logs, and narrative language analysis from story retells the student has done in pullout therapy. The SLP collaborates with classroom teachers about narrative skills during writing time, and they discuss strategies and supports the regular education teacher could use to support student's language skills during writing time.</p>

Unsatisfactory	Developing	Proficient	Distinguished
		strategies to use and is now ready to apply the use of the strategies while engaging in an activity with peers.	
Does not use a variety of modalities (verbal, visual, or tactile) to interact with students. Cues are not appropriately matched to student needs and progress.	Inconsistently uses a variety of modalities (verbal, visual, or tactile) to engage students. Cues are not always appropriately matched to student needs and progress.	Consistently uses a variety of modalities (verbal, visual, tactile) to engage students. Cues are appropriately matched to student needs and progress.	Guides other team members and students in using modalities found to be effective in therapy to promote engagement across environments.
<p>Examples of evidence (not limited to): SLP only talks or uses verbal cues when interacting with students. SLP uses excessive abstract and figurative vocabulary when instructing a student with autism who is very literal.</p>	<p>SLP provides only auditory cueing for a student who has a hearing impairment and relies on multiple modes of input (verbal and visual, for example). SLP gives physical and verbal prompts when a visual cue would have been just as effective and would have allowed the student to be more independent.</p>	<p>SLP supports story comprehension by pairing auditory retell with a visual graphic organizer, encouraging the student to take notes prior to starting their retell. SLP uses a hand signal to prompt /k/ sound.</p>	<p>SLP creates, shares, and instructs stakeholders in using visual cues for answering “who” questions during literacy instruction. SLP provides modeling and coaching for staff and peers as they use Aided Language Stimulation with a student who uses Core Vocabulary on a communication device during a classroom science project.</p>
Does not use a variety of modalities (verbal, visual, or tactile) to interact with students. Cues are not appropriately matched to student needs and progress.	Inconsistently uses a variety of modalities (verbal, visual, or tactile) to engage students. Cues are not always appropriately matched to student needs and progress.	Consistently uses a variety of modalities (verbal, visual, tactile) to engage students. Cues are appropriately matched to student needs and progress.	Guides other team members and students in using modalities found to be effective in therapy to promote engagement across environments.
<p>Examples of evidence (not limited to): SLP only talks or uses verbal cues when interacting with students. SLP uses excessive abstract and figurative vocabulary when instructing</p>	<p>SLP provides only auditory cueing for a student who has a hearing impairment and relies on multiple modes of input (verbal and visual, for example).</p>	<p>SLP supports story comprehension by pairing auditory retell with a visual graphic organizer, encouraging the student to take notes prior to starting their retell.</p>	<p>SLP creates, shares, and instructs stakeholders in using visual cues for answering “who” questions during literacy instruction. SLP provides modeling and coaching for staff and peers as they use Aided</p>

Unsatisfactory	Developing	Proficient	Distinguished
a student with autism who is very literal.	SLP gives physical and verbal prompts when a visual cue would have been just as effective and would have allowed the student to be more independent.	SLP uses a hand signal to prompt /k/ sound.	Language Stimulation with a student who uses Core Vocabulary on a communication device during a classroom science project.
Does not provide feedback that is constructive, specific, and timely that shapes the student's response.	Inconsistently provides feedback that is constructive, specific, and timely that shapes the student's response.	Consistently provides feedback that is constructive, specific, and timely that shapes the student's response.	Consistently provides high-quality feedback that is constructive, specific, and timely that shapes the student's response.

Unsatisfactory	Developing	Proficient	Distinguished
<p>Examples of evidence (not limited to):</p> <p>SLP says nothing about a student's efforts or productions.</p> <p>SLP says, "Not quite" or "Try again," which is vague and not specific to the expected student behavior.</p>	<p>SLP does not give feedback about /l/ production until the student has already attempted productions for five minutes.</p>	<p>SLP says, "That /l/ sound was close, but your tongue was sticking out past your teeth. Use this mirror to watch where your tongue goes next time, and try to keep it behind your teeth." Feedback results in students demonstrating expected behavior.</p>	<p>SLP says, "That /l/ sound was close, but your tongue was sticking out past your teeth. I want you to watch me as I produce the sound; tell me where my tongue is. Now I want you to use this mirror to watch where your tongue goes next time and try to keep it behind your teeth." Feedback provided results in students accelerating their IEP goal progress beyond what is expected in the IEP.</p>

Suggested evidence sources: observation of therapy session, student interview, review of data tracking system, review of IEP goals, review of student progress notes, review of therapy planning document

2b: Communicating with Students

ELEMENT: Communicates effectively to support student engagement.

Unsatisfactory	Developing	Proficient	Distinguished
Does not present clear learning objectives in student friendly terms or check for student understanding.	Inconsistently presents clear learning objectives in student friendly terms or checks for student understanding.	Consistently presents clear learning objectives in student friendly terms and checks for student understanding.	Consistently presents clear learning objectives in student friendly terms and checks for student understanding. Connects outcomes to previous and future learning across environments. If able, students are able to explain what they are learning and why.
Examples of evidence (not limited to): SLP does not mention to the student what the target skill is they will be working on. SLP has visuals of tactile cues/prompts for sounds "T, D" posted from a previous session/group; however, the current group is working on "K, G," thus confusing the students.	SLP says, "We are working on easy onset today" without defining the fluency enhancing strategy; however, the SLP has a visual that supports the student in understanding the concept.	At the beginning of the session, SLP states, "Today we will be working on (target skill)" to each student, and then looks to student feedback to check for their understanding. Visual representations of tactile cues or prompts for sounds "K, G" are posted as a student practices these sounds in isolation.	SLP has a data tracking record on the table that allows students to see their goals, targets for the day, and progress made at the end. SLP also asks the student to rate their level of success on a scale of one to five.
Does not provide clear directions with vocabulary that is appropriate to a student's age, grade, cognition, and culture.	Inconsistently provides clear directions with vocabulary that is appropriate to a student's age, grade, cognition, and culture.	Consistently provides clear directions with vocabulary that is appropriate to a student's age, grade, cognition, and culture.	Consistently provides clear directions with vocabulary that is appropriate to a student's age, grade, cognition, and culture. Anticipates possible student misunderstandings by presenting information in multiple modalities. If able, students are given the opportunity to restate directions.
Examples of evidence (not limited to): SLP uses complex vocabulary to provide instructions for a craft project to a kindergarten student with a known receptive language delay.	When playing community helpers Bingo, the SLP and teacher represent community helpers with pictures but do not talk about what each helper does. They also do not explain the rules of the game so that students know how to mark helpers when they are called. When the game is played, students are confused about what to do.	SLP provides visual support and a visual demonstration for multiple step activities for students who are English Learners and students with language delay. SLP uses a whiteboard to quickly draw instructions for a classroom activity for a child with a language delay.	SLP records a demonstration of a lesson and has the student watch the recording prior to class time when the teacher gives directions for the same lesson. Students restate directions in their own words when asked.

Suggested evidence sources: observation of therapy session, review of materials used in and out of therapy setting (visuals, homework notes, etc.)

2c: Managing Student Behavior

ELEMENT: Expectations for student conduct have been established, and the therapist successfully corrects behavior when needed.

Unsatisfactory	Developing	Proficient	Distinguished
Does not establish standards of conduct and expectations for students.	Establishes and implements standards of conduct and expectations with uneven success.	Establishes and successfully implements standards of conduct and expectations in collaboration with students.	Students take an active role in monitoring their own behavior or that of other students against established standards.
<p>Examples of evidence (not limited to):</p> <p>SLP appears to have inconsistent and vague expectations of behavior. Certain behaviors are observed that most educators would have addressed.</p> <p>Expectations of conduct are not visible or otherwise made known to the student.</p>	<p>SLP states, “Remember what MY rules are...” when a student is not following expectations.</p> <p>Students return from a two-week break, and the SLP does not attempt to verbally review classroom expectations with students.</p>	<p>Behavior expectations (which were created with student input) are posted and referenced as needed throughout the session.</p> <p>Students are able to answer questions about “what happens if...” in response to unexpected behavior choices.</p> <p>SLP is observed to commend students for appropriate behavior.</p>	<p>During a therapy session, one student is overheard, reminding another student of an expectation. (i.e., “we could use the timer to take turns).</p> <p>The SLP asks students with challenging behaviors to rate how closely they followed the behavioral expectations that day.</p>
Responds to student behavior with little or no respect for the student’s point of view.	Responds to and monitors student’s behavior inconsistently, sometimes harsh and sometimes lenient. Inconsistently provides feedback and implements positive behavioral supports.	Responds to and monitors student’s behavior effectively and respectfully, provides feedback, and implements positive behavioral supports.	Proactively monitors and redirects behaviors to prevent disruptions to learning. Responds to and monitors student’s behavior effectively and respectfully, provides feedback, and implements positive behavioral supports.
<p>Examples of evidence (not limited to):</p> <p>SLP makes a sarcastic comment of “Seriously?” to a student who spilled paint on the table.</p> <p>SLP continues to allow one of the students to invade the personal space of a peer, even though the peer is visibly upset and asks the student to stop.</p>	<p>SLP reminds a student who is tipping backward on their chair to “keep four on the floor”; however, after a few prompts, the student continues to tip in their chair. The SLP discontinues feedback.</p> <p>SLP consistently provides positive feedback about behaviors to two students but only negative feedback to the third student in a group.</p>	<p>SLP points out misbehavior immediately with respectful words so that the student adjusts behavior, and the activity can continue as planned.</p> <p>SLP gives a student a firm look, and the student stops talking to his neighbor.</p> <p>SLP says to a student, “Thanks for being responsible and pushing in your chair.”</p>	<p>SLP has supports in place during therapy sessions to prevent behavioral disruptions (i.e., visual schedule, hands-on activities) and consistently provides positive feedback and redirection throughout the session; SLP debriefs with the students about the success of the supports after the session as needed.</p>

Suggested evidence sources: Behavior Expectation Chart (visual supports), observation of therapy session, implementation of school-wide behavior plan (e.g., Positive Behavior Intervention and Supports), Functional Behavior Assessment, design or implementation of Behavior Intervention Plan

2d: Creating an Environment Conducive to Learning

ELEMENT: Incorporates knowledge of students' interests, culture, background, developmental skills, and language proficiency when creating or managing an educational environment

Unsatisfactory	Developing	Proficient	Distinguished
Interactions are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.	Interactions are inconsistently positive and respectful and incorporate knowledge of students, culture, backgrounds, and developmental skills levels.	Interactions are consistently positive and respectful and incorporate knowledge of students, culture, backgrounds, and developmental skills levels.	Interactions are consistently positive and respectful and incorporate knowledge of students, culture, backgrounds, and developmental skills levels. Demonstrates knowledge of and caring about individual student's lives beyond the class and school.
<p>Examples of evidence (not limited to):</p> <p>SLP attempts to correct a student's grammar when they are using their home language (e.g., African American English).</p> <p>SLP makes (or witnesses, with no corrective action) a derogatory remark about a student when the student is present.</p>	<p>SLP asks all other students in the group, "What did you get from Santa?" and when engaging with a student who practices Jehovah's Witness, asks, "What did you do over winter break?"</p> <p>SLP conveys high expectations for only some of the students (e.g., I think most of you will be able to do this").</p> <p>SLP demonstrates different rates of positive feedback for some students over others.</p>	<p>SLP responds, "I'll give you some time to think and then come back to you" when a student's response to a question is, "I don't know." The student is then given an opportunity to respond to the question.</p> <p>SLP facilitates regular opportunities for students to contribute to the positive development of the community by sharing their stories (e.g., interests, concerns, celebrations, family activities).</p> <p>SLP demonstrates an equitable rate of positive feedback across all students.</p>	<p>SLP sets up a mock interview to practice the use of fluent speech with a student who shared their dysfluency-related anxieties about interviewing for a job at a grocery store.</p> <p>SLP shares a video of a student successfully utilizing their AAC device with family.</p>
Does not use materials that are suitable to the environment, the student's cultural background, interests, age or grade level, or developmental level.	Inconsistently uses materials that are suitable to the environment, the student's cultural background, interests, age or grade level, or developmental level.	Consistently uses therapy materials that are suitable to the environment, the student's cultural background, interests, age or grade level, or developmental level.	Uses therapy materials in innovative ways that are suitable to the environment, the student's cultural background, interests, age or grade level, or developmental level.

Unsatisfactory	Developing	Proficient	Distinguished
<p>Examples of evidence (not limited to):</p> <p>SLP leaves the student's communication device in a storage bin during therapy sessions.</p> <p>SLP uses a non-fiction book about volcanoes that is significantly above the child's comprehension level.</p>	<p>SLP utilizes materials that may be appropriate for most students but marginalize a few or one student (e.g., has a "Letter to Santa" activity planned, and provides a student who is a practicing Jehovah's Witness an alternate "Friendly Letter" activity).</p> <p>A student is very interested in sports, but SLP rarely incorporates this topic into therapy sessions.</p>	<p>SLP utilizes materials that do not marginalize any students in the group (e.g., provides an activity that does not reference religious holidays when working with a group of students from various cultures).</p> <p>SLP is easily able to use classroom materials in varied ways--increasing complexity as a student is able.</p> <p>SLP uses technology and multiple topics to engage older students--including hands-on materials.</p>	<p>SLP uses materials that would not marginalize any new students joining the group regardless of current group dynamics (e.g., is able to use the same materials in multiple ways for groups with students who have different learning styles, interests, or developmental levels).</p>
<p>Does not communicate the importance of the content and the conviction that with hard work, all students can meet IEP goals.</p>	<p>Inconsistently communicates the importance of the content and the conviction that with hard work, all students can meet IEP goals.</p>	<p>Consistently communicates the importance of the content and the conviction that with hard work, all students can meet IEP goals.</p>	<p>Communicates a passion for the subject. Consistently communicates the importance of the content and the conviction that with hard work, all students can meet IEP goals. Students show ownership in their own learning.</p>
<p>Examples of evidence (not limited to):</p> <p>SLP works with students without discussing the purpose of their work together and how that work supports progress on IEP goals and in school.</p>	<p>SLP discusses IEP goals with some students but not others and does not always link work on IEP goals with classroom success.</p>	<p>SLP discusses datasheets, complete with visual representations of progress, with each student as appropriate, and points out how each goal is helping their participation in classroom activities.</p> <p>SLP discusses progress notes with each student as appropriate and seeks student's input to determine what needs to happen for them to meet their goals.</p>	<p>During therapy sessions, students are able to age-appropriately discuss IEP goals and how meeting their goals will help them in the classroom environment.</p> <p>Students review their datasheets and provide an example of how their growth or regression in speech is helping or hindering their participation in school activities.</p> <p>Students prepare to discuss progress notes with parents at student-led conferences by explaining what they are doing to make progress at school and seeking input from their parents for how to support their speech and language work at home.</p>

Unsatisfactory	Developing	Proficient	Distinguished
<p>The environment lacks organization. Routines and procedures are ineffective and inconsistent, which results in significant loss of instructional time.</p>	<p>Inconsistently creates an environment with organized routines and procedures, which results in some loss of instructional time.</p>	<p>Consistently creates an environment with organized routines and procedures which result in maximized instructional time.</p>	<p>Creates an environment where students are aware of and practice organized routines and procedures, which results in maximized instructional time.</p>
<p>Examples of evidence (not limited to): SLP spends several minutes searching for materials when students have already arrived for the session.</p>	<p>Students need reminders to get their folder and sit at the table to show they are ready to begin their session. SLP tells the student, "Time to clean up" without providing a prior warning.</p>	<p>Students need minimal or no reminders to use a visual schedule to follow the order of tasks for the session. When a timer dings indicating 2 minutes left in the session, students know to put their stickers on their chart and take their homework slip before they leave.</p>	<p>Students enter the room, grab their materials, and begin reviewing practice word lists without needing additional direction from the SLP. SLP discreetly enters the student's classroom with all necessary support tools, where the student has already gathered materials for the task, so they are able to get right to work.</p>

Suggested evidence sources: observation of therapy session, review of materials used in and out of therapy, student work or projects showing progression, online portfolios

2e: Reflecting on Therapy

ELEMENT: Engages in professional self-reflection and its impact on student learning.

Unsatisfactory	Developing	Proficient	Distinguished
Does not analyze the effectiveness of the lesson and the impact it had on student learning and progress on IEP goals.	Inconsistently analyzes the effectiveness of the lesson and the impact it had on student learning and progress on IEP goals.	Consistently analyzes the effectiveness of the lesson and the impact it had on student learning and progress on IEP goals.	Consistently analyzes the effectiveness of the lesson and the impact it had on student learning and progress on IEP goals as well as the impact on classroom performance.
<p>Examples of evidence (not limited to):</p> <p>The session was not successful, so the SLP abandons the target and chooses a different therapy focus.</p> <p>The SLP believed the session was fantastic because the activity was fun, even though the students did not have opportunities to practice targeted skills.</p>	<p>SLP continues to work on a specific skill despite data that shows the student is ready to progress to more rigorous or complex skill development.</p> <p>SLP's weekly data shows a student is not meeting a goal using plurals in phrases but continues to use the same lesson format without adjusting instruction.</p> <p>SLP analyzes data infrequently so that adjustments are not made in a timely manner, resulting in a lack of progress on IEP goals</p>	<p>SLP advances lesson content, complexity, rigor, or generalization when data indicates a student has mastered a specific skill.</p> <p>SLP's weekly data shows that a student is not meeting a goal for using plurals in phrases so that a different teaching strategy will be tried at the next session.</p>	<p>SLP observes a student leaving the therapy room and, once in the hallway, hears them incorrectly use their target sound in conversation. The SLP makes a mental note to begin working on carryover outside of the therapy room (in the classroom, for example).</p> <p>The SLP's data reveals that a student has shown no progress in obtaining Core Vocabulary and realizes that the student is routinely positioned, so she is unable to see the classroom chart used for Aided Language Stimulation. The SLP re-arranges the chart, so all students have access.</p>
Does not identify any modifications in the instructional approach that will impact student learning.	Accurately identifies general modifications in the instructional approach that will impact future therapy to improve student learning.	Accurately identifies specific modifications in the instructional approach that will impact future therapy to improve student learning.	While working with an interprofessional team, accurately identifies specific modifications in the instructional approach that will impact future therapy to improve student learning, citing examples of the probable success of the different courses of action.
<p>Examples of evidence (not limited to):</p> <p>SLP does not adjust instruction even when lessons and student outcomes are not met.</p>	<p>SLP knows to work on slowing down the pacing of lessons so that new learning can be targeted on fewer, high leverage skills.</p> <p>SLP notes the need to work on using the correct type/amount of cues during therapy sessions.</p>	<p>SLP actively adjusts the instructional approach based on learner feedback (e.g., pacing, amount and type of feedback, prompting type, and frequency).</p>	<p>SLP identifies strategies that have resulted in student success and provides examples of how said strategies can be used by other educational team members across educational environments.</p>

Suggested evidence sources: pre/post observation paperwork completed by SLP, therapy plans, schedules-adjustments made, materials-adjustments made, observation at professional learning community (PLC) meetings or Department meetings, reflective notes, documentation of discussion with colleagues or PLC team

Domain 3: Professional Responsibilities (including Interprofessional Practice)

3a: Communicating with Families, Staff, and Community

ELEMENT: Demonstrates interprofessional collaborative practice by engaging in communication and consultation that is both professional and culturally sensitive.

Unsatisfactory	Developing	Proficient	Distinguished
Does not use clear and culturally sensitive communication with stakeholders.	Inconsistently uses clear, timely, and culturally sensitive communications with stakeholders	Consistently uses clear, timely, and culturally sensitive communications with stakeholders.	Effectively uses multiple modalities of clear, timely, and culturally sensitive communication with stakeholders.
<p>Examples of evidence (not limited to):</p> <p>SLP sends home communication in English only even though several students' home languages are not English.</p>	SLP communicates with families in home language with the use of interpreters, but these communications include jargon.	<p>SLP provides evidence of communication with stakeholders in parent friendly language using a variety of modalities (e.g., emails, newsletters, homework, parent-teacher conferences).</p> <p>SLP communicates with families in the way they prefer and in the family's home language with the use of interpreters when needed.</p>	SLP develops strategies for communication that are used by other educators in the school or district.
Does not consider the perspective of others or participate in collaborative practice with stakeholders.	Inconsistently participates in collaborative practice with stakeholders. Does not consider the perspectives of others in evaluation, service provision, and professional development.	Consistently considers the perspective of others and participates in collaborative practice with stakeholders. Participates in interprofessional meetings to ensure evaluation, service provision, and professional development are integrated.	Consistently considers the perspective of others and participates in collaborative practice with stakeholders. Effectively facilitates interprofessional meetings to ensure evaluation, service provision, and professional development are integrated.

Unsatisfactory	Developing	Proficient	Distinguished
<p>Examples of evidence (not limited to): SLP does not attend team planning meetings.</p> <p>SLP conducts assessments and develops IEP goals for students without collaborating with others about student needs and strengths.</p>	<p>SLP commits to a grade level team but only occasionally attends team planning meetings.</p> <p>SLP reports to the evaluation team the assessments they will administer during evaluation without consideration of team discussion.</p>	<p>SLP provides a certificate of attendance or American Speech-Language Hearing Association (ASHA) CEUs or CMHs for professional development attended with team members or SLP colleagues.</p> <p>SLP attends and participates in the collaborative team planning of IEP assessment, development of goals, and service provision.</p>	<p>SLP is a regular member of a professional learning community (PLC).</p> <p>SLP is a leader in ensuring team meetings occur to coordinate services for students who have high needs.</p>
<p>Does not engage families in the instructional program or connect them to relevant community partners when appropriate.</p>	<p>Occasionally engages families in the instructional program and connects them to relevant community partners when appropriate.</p>	<p>Consistently engages families in how to carryover or participate in the instructional program and connects them to relevant community partners when appropriate.</p>	<p>Consistently engages families in how to carryover or participate in the instructional program and connects them to relevant community partners. Follows up after initial recommendations are made.</p>
<p>Examples of evidence (not limited to): Even when families are looking for outside support, the SLP does not actively pursue connecting families with community support.</p>	<p>SLP sends home follow-up communication and activities when asked by parents.</p>	<p>SLP sends home five sentences that include target words for students to practice with parents after the student is accurate in the production of the target sound at the sentence level.</p> <p>SLP refers to or connects families to outside agencies when appropriate.</p>	<p>SLP sends home follow up activities after therapy sessions and checks in with family about their reflection on the work the student produced, discussing next steps.</p> <p>SLP sends home a quick video highlighting a strategy to use with students at home or sends home strategies matched to family resources and preferences to promote learning at home.</p>
<p>Does not engage the school community to identify strategies for teachers, instructional teams, or parents to support struggling students, resulting in failure to make appropriate referrals.</p>	<p>Occasionally engages the school community to identify strategies for teachers, instructional teams or parents to support struggling students, leading to appropriate referrals.</p>	<p>Consistently engages the school community to identify strategies for teachers, instructional teams or parents to support struggling students, leading to appropriate referrals.</p>	<p>Takes a leadership role through community outreach and in engaging the school community to identify strategies for teachers, instructional teams or parents to support struggling students, leading to appropriate referrals.</p>

Unsatisfactory	Developing	Proficient	Distinguished
<p>Examples of evidence (not limited to):</p> <p>SLP refuses to participate on problem-solving teams or pre-referral teams even when asked.</p> <p>SLP refuses to provide strategies for staff to support students.</p>	<p>SLP participates on problem-solving teams or pre-referral teams when asked.</p>	<p>SLP participates in Child Find activities, problem-solving, or pre-referral teams when appropriate.</p> <p>SLP provides strategies to staff to support students either through whole group professional development or 1:1 with teachers when asked.</p>	<p>SLP actively advocates for the sharing of strategies to staff to support students.</p> <p>SLP pursues membership on leadership teams in the building and at the district level.</p> <p>SLP partners with school and community organizations to provide information and resources (e.g., Autism Society Parent Teacher Association, family support organizations).</p>

Suggested evidence sources: documentation of communication in the form of a verbal, written, or electronic documentation of student strategies given to staff who work with the student, evidence of community child-find involvement

3b: Showing Professionalism

ELEMENT: Completes all documentation accurately and within identified timelines and adheres to all district, state, and federal compliance guidelines.

Unsatisfactory	Developing	Proficient	Distinguished
Does not maintain the required district, state, or federal records.	Method for and ability to maintain required district, state or federal records is inconsistent or ineffective.	Method for and ability to maintain required district, state or federal records is both consistent and effective.	Maintains a highly detailed record-keeping system that is consistent and effective and serves as a model in systems for required state, district, or federal records.
Examples of evidence (not limited to): SLP does not have records needed to complete Medicaid billing, progress notes, or IEPs.	SLP's record keeping system results in some IEP meetings being held late and progress notes being incomplete. The record keeping system is in place but not used consistently.	SLP effectively uses a record keeping system to ensure completion of IEPs, progress notes, Medicaid billing, supervision paperwork (if applicable).	SLP designs and uses a form for therapy notes that can easily be used for Medicaid billing and progress notes updates. SLP has their own calendar for monitoring IEP timelines and shares this resource with others.
Does not complete IEP driven documentation that complies with district, state, and federal requirements.	Inconsistently completes IEP driven documentation that complies with district, state, and federal requirements.	Consistently completes IEP driven documentation (e.g., progress reporting) that complies with district, state, and federal requirements.	Consistently completes IEP driven documentation (e.g., progress reporting) that complies with district, state, and federal requirements and serves as a resource for colleagues or improves the efficiency of documentation at the school or district level.
Examples of evidence (not limited to): SLP does not complete IEPs on time. SLP needs more than 60 days to complete assessments during evaluation.	SLP does not provide data for all students when completing progress reports. IEP paperwork is not always completed by the due date, requiring reminders by others.	SLP completes all IEP documents and meetings on time.	SLP meets with other special education staff who have questions regarding the completion of IEP paperwork.
Does not complete non-IEP driven documentation that complies with district, state, and federal requirements.	Inconsistently completes non-IEP driven documentation that complies with district, state, and federal requirements.	Consistently completes non-IEP driven documentation (e.g., Medicaid billing, Indicator 7 reporting) that complies with district, state, and federal requirements.	Consistently completes non-IEP driven documentation (e.g., Medicaid billing, Indicator 7 reporting) that complies with district, state, and federal requirements and serves as a resource for colleagues or improves the efficiency of documentation at the school or district level.

Unsatisfactory	Developing	Proficient	Distinguished
<p>Examples of evidence (not limited to):</p> <p>SLP does not complete Medicaid billing or Indicator 7 reporting when directed to by the district.</p> <p>SLP does not complete district required documents.</p>	<p>SLP completes Indicator 7 reporting but does not consistently complete Medicaid billing.</p>	<p>SLP provides documentation of completed Medicaid billing and Indicator 7 reporting.</p>	<p>SLP has other special education staff meet in their office to complete Indicator 7 reporting for preschool students.</p>

Suggested evidence sources: record keeping system for IEPs, data collection logs, progress notes, Medicaid billing, employee records

ELEMENT: Advocacy, integrity, ethical conduct, and maintains confidentiality.

Distinguished	Unsatisfactory	Developing	Proficient
Stakeholders can count on SLP to hold the highest standards of honesty, integrity, ethical conduct, and confidentiality.	Does not demonstrate honesty, integrity, ethical conduct, or maintain confidentiality in interactions with colleagues, families, and students.	Inconsistently demonstrates honesty, integrity, ethical conduct, and confidentiality in interactions with colleagues, families, and students.	Consistently demonstrates honesty, integrity, ethical conduct, and confidentiality in interactions with colleagues, families, and students.
SLP serves as a mentor to other staff members and is sought out by others when staff is needing support with families.	<p>Examples of evidence (not limited to):</p> <p>SLP has been observed making derogatory comments about students or their families to other staff.</p> <p>SLP leaves confidential records out for others to see.</p> <p>SLP shares confidential student information, including the student's name, when conversing with other school families.</p>	<p>SLP refers to students by initials in email correspondence but does not always obtain releases to communicate with outside providers.</p> <p>SLP has been observed to talk about students with staff that do not have a legitimate educational interest in the student.</p>	<p>SLP obtains releases to communicate with outside providers.</p> <p>SLP has been observed to talk about students only with staff who have a legitimate educational interest in the student.</p> <p>Before forwarding a sensitive email, SLP asks the permission of the author of the email.</p>
Interrupts instances of inequity to ensure equitable opportunities for student participation are available when needed. Provides students with strategies to engage in self-advocacy.	Does not advocate for equitable opportunities for student participation when needed.	Inconsistently advocates for equitable opportunities for student participation when needed.	Consistently advocates for equitable opportunities for student participation when needed.
<p>SLP is observed or reported to call out instances of inequity.</p> <p>SLP follows up with student council advisors when they observe that student members do not mirror the proportion of students of color in the school population.</p> <p>SLP develops and practices self-advocacy skills with students. They provide visual support as reminders of strategies.</p>	<p>Examples of evidence (not limited to):</p> <p>SLP does not participate in discussions around equity or advocate for individual students.</p>	<p>SLP is vocal at staff meetings in support of instructional practices that promote culturally responsive practices but does not discuss equity when working at the team level.</p>	<p>SLP provides examples of advocacy or support shown for students.</p> <p>SLP provides copies of letters written to advocate for a student.</p> <p>SLP supports a student with autism joining the school triathlon club.</p>

Suggested evidence sources: email that shows confidentiality, written correspondence with outside agencies, copies of letters written to advocate for a student

3c: Growing and Developing Professionally

ELEMENT: Enhancement of content knowledge and skill in the provision of best practices.

Unsatisfactory	Developing	Proficient	Distinguished
	Holds DPI license with stipulations.	Holds a DPI license.	Maintains Certificate of Clinical Competence (CCCs) through the American Speech-Language Hearing Association (ASHA) or additional specialist endorsements.
Examples of evidence (not limited to):	SLP holds a license with stipulations and has a plan to obtain a Tier 2 license.	SLP provides evidence of an active DPI license.	SLP maintains ASHA CCCs. SLP holds additional certifications in other related areas.
Does not participate in professional development activities.	Only participates in required professional development activities.	Consistently participates in professional development activities to remain current with best practices.	Seeks out or leads professional development activities to remain current with best practices and aligned with identified areas of need as determined by self-reflection or feedback.
Examples of evidence (not limited to): SLP does not attend district or building level professional development.	SLP attends building and district level professional development but does not seek out professional development outside of the district.	SLP provides evidence of certificates of attendance or CEUs/CMHs, verification of staff development attendance, samples of professional reading with reflection.	SLP provides examples of PowerPoints (PPTs), notes, agenda, or hand-outs from presentations given.
Does not seek out or develop relationships with other professionals.	Occasionally seeks out or develops relationships with other professionals to promote collaborative practice and a culture of professional inquiry.	Consistently seeks out and develops relationships with other professionals to promote collaborative practice and a culture of professional inquiry.	Leads professional practice communities to promote collaborative learning and a culture of professional inquiry.
Examples of evidence (not limited to): SLP does not engage with other professionals during professional development activities.	When prompted, SLP engages in work with other staff around assigned tasks.	SLP provides examples of email correspondence, PLC minutes, book study agendas, notes, documentation of agency collaboration.	SLP is part of the planning team for S/L or school staff professional development and often is a small group leader for such activities.
Does not accept feedback from supervisors and colleagues.	Is reluctant to accept feedback and applies feedback to practice only when coached or reminded by supervisors and colleagues.	Is receptive to and applies feedback received from supervisors and colleagues to practice independently.	Actively seeks feedback from supervisors and colleagues and applies feedback to practice independently.

Unsatisfactory	Developing	Proficient	Distinguished
<p>Examples of evidence (not limited to): SLP does not make adjustments based on supervisor feedback (e.g., does not organize a disorganized therapy room even with regular check-ins with the principal).</p>	<p>SLP does not respond when feedback is given. When asked by the supervisor, SLP acknowledges the feedback and the adjustments that are needed.</p>	<p>SLP provides evidence of self-reflection. SLP makes changes in practice, schedule, procedures, or paperwork as a result of feedback.</p>	<p>SLP invites evaluators or colleagues to observe or provide advice/input related to practice and adjusts practice based on that feedback.</p>

Suggested evidence sources: DPI license, holding CCCs from ASHA, PLC minutes, verification of staff development attendance, verification of the one providing staff development for the group, sample of professional reading with reflection, book study agenda, notes, documentation of agency collaboration

3d: Participating in the Professional Community

ELEMENT: Involvement in the professional community.

Unsatisfactory	Developing	Proficient	Distinguished
Makes no effort to share knowledge with others or to assume professional responsibilities. Relationships with colleagues are characterized by negativity.	Engages in a limited way with colleagues and supervisors in professional conversations about practice. Has cordial relationships with colleagues.	Engages meaningfully with colleagues and supervisors in professional conversations about practice. Relationships with colleagues are characterized by mutual respect, sharing of resources, and expertise.	Serves as a role model for professional relationships. Relationships with colleagues are characterized by mutual respect and cooperation.
Examples of evidence (not limited to): SLP does not contribute to discussions during professional development activities.	When called upon, SLP shares ideas and welcomes thoughts during professional development activities but seldom engages in follow up conversations after structured meetings.	SLP engages in meaningful interactions while participating in school activities or events such as staff meetings, district committee meetings, PLC team meetings.	Volunteers to mentor clinical students or collaborates with universities, state agencies, and regional offices. Is sought out by colleagues for a professional opinion or to be part of a committee.
Is not involved in school committees, events, or professional organizations.	Attends district committees, events, or professional organizations when invited.	Volunteers to participate in professional organizations or district committees, activities or events.	Regularly contributes to or leads committees, activities, or events for professional organizations, the district, or the community.
Examples of evidence (not limited to): SLP is not on any school committees and does not attend district events. SLP is not involved in any organizations related to their profession.	SLP attends school events outlined by building leaders and participates on committees when asked by the leadership.	SLP demonstrates active membership or involvement in ASHA, Wisconsin Speech-Language Hearing Association (WSHA), Cooperative Educational Service Agency (CESA), or district initiatives.	SLP volunteers to lead the school problem-solving team. SLP volunteers to lead professional development activities (e.g., presentations) for WSHA, CESA, or district. SLP volunteers to be on the WSHA planning committee for the convention.

Suggested evidence sources: ASHA membership, WSHA membership, verification of attendance at ASHA or WSHA Convention or sponsored activities, verification of attendance at CESA sponsored professional development, agendas from committee meetings, agenda of or materials for professional development(PD) presentation facilitation

Appendix B: SPO Resources

Resource 1: SPO Quality Indicator Checklist

Quality Indicators		Reflections/Feedback/ Notes for Improvement
Baseline Data and Rationale		
The SLP used multiple data sources to complete a thorough review of student functioning or program status.		
The data analysis supports the rationale for the SPO goal.		
The baseline data indicates the starting point for students included in the target population or current status of the targeted program.		
SMART Goal		
The SPO is stated as a SMART goal.		
Student Population or Program		
The student population or the program identified in the goal(s) reflects the results of the data analysis.		
Targeted Growth		
Growth or change trajectories reflect appropriate gains for students or changes in program functioning, based on identified starting points or benchmark levels.		
Growth or change goals are rigorous, yet attainable.		
Targeted growth or change is revisited based on progress monitoring data and adjusted if needed.		
Interval		
The interval is appropriate, given the SPO goal.		
The interval reflects the duration of time the target student population or program is with the SLP.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
Evidence Sources		
The assessments or measures chosen to serve as evidence appropriately measure intended growth or change goals.		
Assessments or measures are valid, reliable, fair, and unbiased for all students/target population.		

SPO Quality Indicators (cont.)		Reflections/Feedback/ Notes for Improvement
<p>The SLP created rubrics, if used to assess student performance, and have well-crafted performance levels that:</p> <ul style="list-style-type: none"> • Clearly define levels of performance • Are easy to understand, and • Show a clear path to student competency. 		
Strategies and Support		
Strategies reflect a differentiated approach appropriate to the target population or program.		
Strategies were adjusted, when needed, throughout the interval based on progress monitoring data.		
Collaboration with colleagues, families, and students is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
SPO End-of-Interval Self-Summary		
Indicates accurate and appropriate levels of performance on the six (6) rubric criteria.		
Indicated levels are substantiated by student or program data and evidence of the implementation process.		

SPO End-of-Interval Self-Summary Rubric				
Criteria	Level 1	Level 2	Level 3	Level 4
Goal Setting	SLP did not set a goal, set an inappropriate goal(s), or did not consider any data sources.	SLP set a goal(s) with some analysis of some available data sources.	SLP set an attainable goal(s) based on an analysis of all required and some supplemental data sources.	SLP set rigorous, superior goal(s) based on a comprehensive analysis of all required and supplemental data sources.
Use of Assessments	SLP did not use or inappropriately used assessments.	SLP inconsistently used assessments.	SLP used appropriate assessments.	SLP skillfully used appropriate assessments.
Monitored Student or Program Progress	SLP did not monitor progress or monitored progress in an inappropriate way.	SLP inconsistently monitored progress.	SLP monitored progress using appropriate tools and strategies.	SLP continuously monitored progress using innovative tools and strategies.
Adjustment of Strategies	SLP did not make needed adjustments to strategies or adjusted strategies in an inappropriate way.	SLP inconsistently adjusted strategies based on progress monitored data.	SLP appropriately adjusted strategies based on progress monitoring data.	SLP strategically revised strategies based on progress monitoring data.
Reflection	SLP did not reflect on the process across the year/cycle or reflected in an inaccurate way.	SLP reflected on the process across the year/cycle in an inconsistent way.	SLP reflected on the process across the year/cycle in an accurate or consistent way.	SLP reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way.
Outcomes	SLP intervention or program modification resulted in regression or no student growth or program change.	SLP intervention or program modification resulted in minimal or inconsistent student growth or program change.	SLP intervention or program modification resulted in substantive student growth or program change.	SLP intervention or program modification resulted in exceptional student growth or positive program change.

Appendix C: SMARTER Goal Additional Notes

The Wisconsin SLP Evaluation System encourages the use of SMARTER goals when setting both Professional Practice Goals (PPGs) and Student or Program Outcome (SPO) goals. SMARTER is an acronym standing for Specific, Measurable, Attainable, Results-based, Time-bound, and Equitable.

Specific goals are focused, well-defined, and free of ambiguity or generality. The consideration of these questions can help develop specific goals:

- **What?** Specify exactly what the goal seeks to accomplish.
- **Why?** Specify the reasons, purpose, or benefits of the goal.
- **Who?** Specify who this goal includes or involves.
- **When?** Specify the timeline for the attainment of the goal.
- **Which?** Specify any requirements or constraints involved in achieving the goal.

Measurable goals have concrete criteria for measuring progress toward achievement. These goals tend to be quantitative (how much? how many?) as opposed to qualitative (what's it like?). Evidence sources are identified and used at the beginning, middle, and end to establish a baseline and level of attainment.

Attainable goals are reasonably achievable with extra effort. Goals that are too lofty or unattainable will result in failure. Developing attainable goals requires reflection and judgment. Does the goal seem achievable but still represents a bit of a stretch? This speaks to the rigor of the process.

Results-based goals are aligned with the expectations of the district or building goals. These goals focus on results and are relevant to the mission of the school, helping to move the overall effort of the school forward. The goal statement should include the baseline and target for all students, groups, or programs covered by the SPO. This may be included as a table or as an attachment clearly spelling out what the starting point and expected ending point is for each student, a group of students, or program.

Time-bound goals occur within a specified and realistic timeframe, bound by a clear beginning and end. Often in schools, this timeframe may be a school year, although it could be a semester or a multi-year goal, depending on local contexts and needs.

Equitable goals ensure all students who can benefit from the intervention or program will have the opportunity to participate regardless of demographic characteristics.

Those new to SMARTER goal writing may find it helpful to underline each component in the goal to ensure all parts are included.

Appendix D: Collection of Evidence: Observations & Artifacts

Type and Frequency of Observations and Artifacts

The WI SLP Evaluation System models itself after the EE Evaluation Cycle in the type and frequency of observations and artifacts. Table 3 below outlines the expected type and frequency of observations. Districts have options from which to complete required observations, as noted in the options column.

Appendix Table 1: Evidence sources for SLPs and the options for each type during supporting and summary years.

Evidence Source	Definition	Options	Specifics	Tips for Success
<p>Announced Observation(s) (long)</p>	<p>An announced observation of the SLP by their evaluator to gather evidence of practice.</p>	<p><i>Summary Year:</i> One full-length observation or Multiple (three to four) unannounced mini-observations equal a full observation</p>	<p>Pre-Observation(s) conference Observations Post-Observation feedback Post-Observation conference</p>	<p>Observations should generate evaluative evidence that a) is specific to the SLP, b) can be tagged to a component, and c) generates actionable feedback. SLPs or evaluators collect artifacts to support the observation and related feedback before or after the event. Evidence may come from any part of the observation process (pre- or post-conferences, observation, reflections on the observation). During a Supporting Year, peers may conduct mini-observations for formative practice. Districts may use district-created tools.</p>

Evidence Source	Definition	Options	Specifics	Tips for Success
<p>Mini-Observations (short)</p>	<p>Unannounced observations of the SLP by their evaluator to gather evidence of practice.</p>	<p>One-Year Summary Year (new SLP staff to the district or charter): Three mini-observations are required, in addition to one full-length, Or A total of six to seven mini-observations are required if using the more frequent mini option instead of the full-length. <i>Supporting Years:</i> A minimum of one mini-observation per Supporting Year is required.</p>	<p>Unannounced observation Feedback provided following observation within one week If using more frequent, shorter observations, the evaluator and educator still meet to determine areas of focus. However, rather than discussing a specific lesson, the teacher and evaluator discuss identified components or practices to watch for. Collaborative conversations still occur based on observations to plan the next steps.</p>	<p>(Same as Announced Observations above)</p>
<p>Artifacts (High-leverage artifact sets)</p>	<p>Documents or videos that contain evidence of demonstrated practice or the SPO. <i>Artifacts should be grouped into “high leverage artifact sets” to contextually (and most efficiently) document evidence.</i></p>	<p><i>Per school year:</i> Evidence to support the SPO Evidence of SLP practice <i>Per Effectiveness Cycle:</i> Evidence of all SLP practice components Evidence of all SPOs completed within the cycle</p>	<p>Upload as often as possible.</p>	<p>No specific artifacts required by the system. SLPs should consider collecting high-leverage artifacts supporting multiple domains or components, and provide a rich demonstration of SLP practice and results. This process may be SLP or evaluator driven.</p>

Tips and Considerations for Conducting Observations

Focus on what is important and what's immediate

To maximize the impact and relevance of feedback, evaluators should ask what SLPs most desire feedback on and what practices they would most like the evaluator to observe. Additionally, an evaluator can draw upon previous evidence of practice (past cycles or observations) to identify areas for growth.

Manipulate time or remain invisible

The presence of an evaluator may affect how the SLP or the SLP's students behave. Evaluators can avoid this by using a variety of observation methods, including asking SLPs to record themselves in action and submit videos for their evaluators to review. This method not only removes anxiety for the SLP, but can also address the scheduling capacity of the evaluator by removing the requirement for the evaluator to observe the practice in real-time.

Use of High-Leverage Evidence Sets

High-leverage evidence sets result from the intentional and strategic collection and use of observations and artifacts. These evidence sources differ from a random collection of artifacts or observations that are then retroactively assigned to components. Isolated or random evidence sources may provide little insight about professional practice and insufficient information to evaluate individual components, as well as having little strategic value. In contrast, high-leverage evidence sets help illustrate professional practice as it deeply informs instruction, providing a rich basis for reflection and growth.

A high-leverage evidence set covers multiple components. Thus, SLPs may potentially collect fewer evidence examples, which can ease the burden for the SLP. Additionally, high-leverage sets ease the burden of the evaluator, who otherwise must try to figure out what all the disparate artifacts tell about the SLP's practice.

Artifact and Observation Evidence Sets and Associated Components

1. Session notes; observation of the session; pre- and post-conference conversations addressing the session, data from the session, and next steps; SLP reflections

Relevance to multiple components:

1a: Demonstrating knowledge and skills in speech/language

1b: Demonstrating knowledge of students

2a: Designing and delivering effective direct therapy services

2b: Communicating with students

2c: Managing student behavior

2d: Creating an environment conducive to learning

2e: Reflecting on therapy

3a: Communicating with families, staff, and community partners

3b: Showing professionalism

2. IEP documents and facilitation of an IEP meeting

Relevance to multiple components:

1a: Demonstrating knowledge and skills in speech/language

1b: Demonstrating knowledge of students

1d: Setting student outcomes

3a: Communicating with families, staff, and community partners

3b: Showing professionalism

3. Evaluation report and participation in evaluation meeting(s)

Relevance to multiple components:

1a: Demonstrating knowledge and skills in speech/language

1b: Demonstrating knowledge of students

1c: Individualizing student assessments and using assessments to determine eligibility

3a: Communicating with families, staff, and community partners

3b: Showing professionalism

Appendix E: SLP Diagnostician or Program Support Teacher (PST) Evaluations

Diagnosticians and PSTs follow a similar process to the one used by SLPs providing direct intervention. There is, however, one important difference. In a Summary Year, diagnosticians and PSTs are evaluated with only a portion of the components from the Wisconsin SLP Evaluation Rubric (six required components for diagnosticians and four required components for PSTs, plus additional components fitting the diagnostician or PST's specific role in their district), whereas SLPs are evaluated using all 13 components. The required components were identified by an SLP workgroup as common to most diagnosticians or PST roles and responsibilities. The other components are optional. Diagnosticians or PSTs and their evaluators may add as many optional components as relevant to accurately reflect the job functions of the individual diagnostician or PST or to provide them with opportunities to demonstrate new competencies that help them grow in their role.

Diagnostician Required Components for Evaluation

- 1a Demonstrating Knowledge and Skills in the Area of Speech/Language
- 1c Individualizing Student Assessments and Using Assessments to Determine Eligibility
- 1d Setting Student Outcomes
- 3b Showing Professionalism
- 3c Growing and Developing Professionally
- 3d Participating in the Professional Community

Diagnostician Optional Components for Evaluation Depending on Role

- 1b Demonstrating Knowledge of Students
- 2a Designing and Delivering Effective Direct Therapy Services
- 2b Communicating with Students
- 2c Managing Student Behavior
- 2d Creating an Environment Conducive to Learning
- 2e Reflecting on Therapy
- 3a Communicating with Families, Staff and Community Partners

Program Support Teacher Required Components for Evaluation

- 1a Demonstrating Knowledge and Skills in the Area of Speech/Language
- 3b Showing Professionalism
- 3c Growing and Developing Professionally
- 3d Participating in the Professional Community

Program Support Teacher Optional Components for Evaluation Depending on Role

- 1b Demonstrating Knowledge of Students
- 1c Individualizing Student Assessments and Using Assessments to Determine Eligibility
- 1d Setting Student Outcomes
- 2a Designing and Delivering Effective Direct Therapy Services
- 2b Communicating with Students
- 2c Managing Student Behavior
- 2d Creating an Environment Conducive to Learning
- 2e Reflecting on Therapy
- 3a Communicating with Families, Staff and Community Partner

Other Optional Components

Evaluators and PSTs are not required to select a minimum number of additional optional components. Evaluators and PSTs may include the following optional components from the WI Framework for Principal Leadership in the [WI Educator Effectiveness System: User Guide for Principals, Supervisors, and Coaches](#) (WI DPI 2018, 51-69) if those components help to fully define the PST's assigned responsibilities or encourage professional development.

1.1.1 Recruiting and Selecting

1.1.2 Assignment of Teachers and Instructional Staff

1.1.4 Leading Professional Learning

2.2.3 Change Management and Shared Commitment

Evaluators of diagnosticians and PSTs will collect evidence through observations and artifacts of the required components, regardless of the diagnostician or PST's assignment.

Wisconsin Department of Public Instruction • Carolyn Stanford Taylor, State Superintendent

