

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 evidence based practice including language, articulation, fluency and voice and how they integrate into the school environment.	Inconsistently demonstrates knowledge of important concepts and therapeutic approaches aligned with evidence based practice including language, articulation, fluency and voice and how they integrate into the school environment.	Consistently demonstrates knowledge of important concepts and therapeutic approaches aligned with evidence based practice including language, articulation, fluency, and voice and how they integrate into the school 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 school environment. Uses knowledge of important concepts and therapeutic approaches in the field to build capacity in and/or mentor others.
Does not align 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/mentors others in aligning services to students' needs.
Does not demonstrate knowledge of the relationship between student learning, educational standards, and developmental milestones.	Inconsistently demonstrates knowledge of the relationship between student learning, educational standards, and developmental milestones.	Consistently demonstrates knowledge of the relationship between student learning, educational standards, and developmental milestones.	Consistently demonstrates extensive knowledge of the relationship between student learning, educational standards, and developmental milestones, serving as a resource/mentor to others.

Suggested evidence sources: information shared in or with classroom/school/staff, newsletters/presentations, observations (to include therapy sessions, evaluation or IEP meetings), written evaluation and IEP paperwork, therapy planning document, caseload/workload weekly/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
Does not demonstrate knowledge of students' learning styles and interests. Does not incorporate this knowledge into individual therapy plans.	Inconsistently demonstrates knowledge of students' learning styles and interests, inconsistently incorporating this knowledge into individual therapy plans.	Consistently demonstrates knowledge of students' learning styles and interests, incorporating this knowledge into individual therapy plans.	Systematically acquires knowledge from several sources and consistently demonstrates knowledge of students' learning styles and interests, incorporating this knowledge into individual therapy plans.
Does not demonstrate knowledge of students' culture and linguistic background. Does not incorporate this knowledge into individual therapy plans.	Inconsistently demonstrates knowledge of students' culture and linguistic background, inconsistently incorporating this knowledge into individual therapy plans.	Consistently demonstrates knowledge of students' culture and linguistic background, incorporating this knowledge into individual therapy plans.	Systemically acquires knowledge from several sources and consistently demonstrates knowledge of students' culture and linguistic background, incorporating this knowledge into individual therapy plans.
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.	Systematically acquires knowledge from several sources and consistently demonstrates knowledge of students' disability-related needs, incorporating this knowledge into individual therapy plans.

Suggested evidence sources: information shared in or with classroom/school/staff, observations (to include therapy sessions, evaluation or IEP meetings), written evaluation and IEP paperwork, therapy planning document, caseload/workload weekly/daily schedule, progress notes, sample of student learning profile data, certificate of attendance for cultural event with reflection, parent and/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>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>

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

Unsatisfactory	Developing	Proficient	Distinguished
Inaccurately analyzes and interprets formal and informal test results and their impact on student's educational performance to determine eligibility for special education.	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.	Independently and 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.	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.
Communicates only testing information verbally and solely from test protocols.	Communicates assessment results in oral and written form using jargon or without consideration of how the information impacts stakeholders.	Communicates assessment results in oral and written form with empathy and in language appropriate to the audience.	Communicates assessment results in oral and written form with empathy and in language appropriate to the audience. Communications serve as a model for other IEP team participants.

Suggested evidence sources: Stakeholder correspondence (emails, interviews, phone call records), informal data (documented observations, teacher-made tests, etc.), observation at Evaluation/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.
Does not write IEP goals that are relevant, measurable and aligned to WI State Standards.	Inconsistently writes IEP goals that are relevant, measurable and aligned to WI State Standards.	Consistently writes IEP goals that are relevant, measurable and aligned to WI State Standards in language appropriate to the audience.	Guides other team members in writing IEP goals that are relevant, measurable and aligned to WI State Standards.

Suggested evidence sources: evidence of communication (communication logs, emails, survey results, texts), observation of Evaluation/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 identify lesson objectives that are clear and represent relevant learning as indicated in the student's IEP.	Inconsistently identifies lesson objectives that are clear and represent relevant learning as indicated in the student's IEP.	Consistently identifies lesson objectives that are clear and represent relevant learning as indicated in the student's IEP.	Identifies lessons that allow for student choice with lesson objectives that are clear and represent relevant learning as indicated in the student's IEP.
Therapy activities are not aligned to evidence-based practices nor do they connect to classroom instruction.	Therapy activities are inconsistently aligned to evidence-based practices and connect to classroom instruction.	Therapy activities are consistently aligned to evidence based practices and connect to classroom instruction.	Therapy activities are aligned to evidenced based practices and incorporate classroom activities into the session.
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.
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.	Pacing of the therapy achievement of the session goals.	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.
Student is given minimal opportunities to practice target skills.	Student is given some opportunities to practice target skills.	Student is given several opportunities to practice targeted skills.	Student is presented with maximum opportunities to practice targeted skills.
Does not or rarely collects data regarding progress toward goals/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/create activities that promotes progress toward specific IEP goal.	Collects quantitative and qualitative data from therapy sessions and uses it to guide/create activities that promotes progress toward specific IEP goals. Reflects on collected data to consider modification to the student's speech and language program and provides recommendations for supports in the general education classroom.

Unsatisfactory	Developing	Proficient	Distinguished
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.	Routinely uses a variety of modalities (verbal, visual, tactile) to engage students. Cues are appropriately matched to student needs and progress.
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.

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 and/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.
Does not provide clear directions with vocabulary that is appropriate to student's age, cognition, and culture.	Inconsistently provides clear directions with vocabulary that is appropriate to student's age, cognition, and culture.	Consistently provides clear directions with vocabulary that is appropriate to student's age, cognition, and culture.	Consistently provides clear directions with vocabulary that is appropriate to student's age, cognition, and culture. Anticipates possible student misunderstandings by presenting information in multiple modalities. If able, students are able to restate directions.

Suggested evidence sources: observation of therapy session, review of materials used in and out of therapy setting (visuals, homework notes, etc.), electronic communication (emails, Google classroom), student survey results

2c Managing Student Behavior

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

Unsatisfactory	Developing	Proficient	Distinguished
Standards of conduct and expectations have not been established.	Standards of conduct and expectations have been established and implemented with uneven success.	Standards of conduct and expectations have been established and implemented successfully.	Standards of conduct and expectations are clear and individualized to all students, have been developed with student input, and are implemented successfully.
Does not respond to or monitor student behavior, or the response is disrespectful.	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.

Suggested evidence sources: Behavior Expectation Chart (visual supports), observation of therapy session or IEP meeting, stakeholder correspondence regarding responses to student behavior, implementation of school-wide behavior plan (e.g., PBIS), Functional Behavior Assessment, design and/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 incorporates knowledge of students, culture, backgrounds, and developmental skills levels.	Interactions are consistently positive and respectful and incorporates knowledge of students, culture, backgrounds, and developmental skills levels.	Interactions are consistently positive and respectful and incorporates knowledge of students, culture, backgrounds, and developmental skills levels. Demonstrates knowledge of and caring about individual student's lives beyond the class and school.
Does not use materials that are suitable to the environment, the student's cultural background, interests, age level, and/or developmental level.	Inconsistently uses materials that are suitable to the environment, the student's cultural background, interests, age level, and/or developmental level.	Consistently uses therapy materials that are suitable to the environment, the student's cultural background, interests, age-level, and/or developmental level.	Uses therapy materials in innovative ways that are suitable to the environment, the student's cultural background, interests, age-level, and/or developmental level.

Unsatisfactory	Developing	Proficient	Distinguished
Environment lacks organization. Routines and procedures are ineffective and inconsistent, which result in significant loss of instructional time.	Inconsistently creates an environment with organized routines and procedures which results in some loss of instructional time.	Consistently creates an environment with organized routines and procedures which result in maximized instructional time.	Creates an environment where students are aware of and practice organized routines and procedures which results in maximized instructional time.

Suggested evidence sources: observation of therapy session, review of materials used in and out of therapy, Classroom/School Behavior Management rubric, student work/projects showing progression, online portfolios (such as Seesaw)

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.	Inconsistently analyzes the effectiveness of the lesson and the impact it had on student learning.	Consistently analyzes the effectiveness of the lesson and the impact it had on student learning, citing general examples.	Consistently analyzes the effectiveness of the lesson and the impact it had on student learning, citing specific examples.
Does not identify any modifications that will impact student learning.	Accurately identifies general modifications that will impact future therapy to improve student learning.	Accurately identifies specific modifications that will impact future therapy to improve student learning.	While working with an interprofessional team, accurately identifies specific modifications that will impact future therapy to improve student learning, citing examples of probable success of the different courses of action.

Suggested evidence sources: pre/post observation paperwork completed by SLP, therapy plans, schedules-adjustments made, materials-adjustments made, observation at PLC/Department meetings, evidence-based practice research for evaluators to understand process for an SLP, reflective notes, documentation of discussion with colleagues/PLC team

Domain 3: Professional Responsibilities (including Interprofessional Practice)

3a Communicating with Families, Staff, and Community Partners

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.
Does not 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 participates in collaborative practice with stakeholders. Participates in interprofessional meetings to ensure evaluation, service provision, and professional development are integrated.	Consistently participates in collaborative practice with stakeholders. Effectively facilitates interprofessional meetings to ensure evaluation, service provision, and professional development are integrated.
Does not engage families in the instructional program or connect them to relevant community partners when appropriate.	Occasionally engages families in the instructional program and connects them to relevant community partners when appropriate.	Engages families in the instructional program and connects them to relevant community partners when appropriate.	Engages families in the instructional program and connects them to relevant community partners. Follows-up after initial recommendations are made.
Does not engage the larger school community to identify strategies for teachers/ instructional teams/parents to support struggling students, resulting in failure to make appropriate referrals.	Occasionally engages the larger school community to identify strategies for teachers/instructional teams/parents to support struggling students, leading to appropriate referrals.	Consistently engages the larger school community to identify strategies for teachers/ instructional teams/ parents to support struggling students, leading to appropriate referrals.	Takes a leadership role through community outreach and in engaging the larger school community to identify strategies for teachers/instructional teams/ parents to support struggling students, leading to appropriate referrals.

Suggested evidence sources: documentation of communication in form of verbal/written/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 and/or federal records.	Method for and ability to maintain required district, state and/or federal records is inconsistent and/or ineffective.	Method for and ability to maintain required district, state, and/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 and or federal records.
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.
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., MA billing) that complies with district, state and federal requirements.	Consistently completes non-IEP driven documentation (e.g., MA billing) that complies with district, state and federal requirements and serves as a resource for colleagues.

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

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

Unsatisfactory	Developing	Proficient	Distinguished
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.	Stakeholders can count on SLP to hold the highest standards of honesty, integrity, ethical conduct and confidentiality.
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.	Interrupts instances of inequity to ensure equitable opportunities for student participation are available when needed. Provides students with strategies to engage in self-advocacy.

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 provision of best practices.**

Unsatisfactory	Developing	Proficient	Distinguished
	Holds DPI license with stipulations.	Holds DPI license.	Maintains Certificate of Clinical Competence (CCCs) through ASHA and/or additional specialist endorsements.
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 and/or feedback.
Does not seek out or develop relationships with other professionals.	Occasionally seeks out and/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.
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.

Suggested evidence sources: holding CCCs from ASHA, PLC minutes, verification of staff development attendance, verification of the one providing staff development for 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 conversation about practice. Has cordial relationships with colleagues.	Engages meaningfully with colleagues and supervisors in professional conversation about practice. Relationships with colleagues are characterized by mutual respect, sharing of resources and expertise.	Serves as a role model for professional relationships. Mentors clinical students and/or collaborates with universities, state agencies, and regional offices. Relationships with colleagues are characterized mutual respect and cooperation.
Is not involved in school committees, events, or professional organizations.	Attends district committees, events and/or professional organizations when invited.	Volunteers to participate in professional organizations and/or district committees, activities/events.	Regularly contributes to and/or leads committees, activities or events for professional organizations, the district, or the community.

Suggested evidence sources: ASHA, WSHA, CESA involvement, PD attended or was a presenter