

South Carolina Evaluation Crosswalk *South Carolina Teaching Standards & Speech-Language Professionals Evaluation Rubric*

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. **This document is a crosswalk meant to show how the South Carolina Teaching Standards are aligned with the South Carolina Educator Evaluation Rubric for Speech-Language.**

Speech-Language Professionals Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners
<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Demonstration of Knowledge & Skills 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Instructional Plans ○ Assessment ➤ Instruction <ul style="list-style-type: none"> ○ Standards & Objectives ○ Teacher Knowledge of Students ○ Teacher Content Knowledge 	<ul style="list-style-type: none"> ➤ Administrators: When evaluating plans there is evidence that the speech-language professional understands their specialized content and their students in order to develop plans that meet specific needs of students. We will see evidence of this in the therapy plan and also during the delivery of the services. ➤ Practitioners: When developing plans there is evidence that the speech-language professional understands their specialized content standards and their students in order to develop and utilize plans that meet specific needs of students.

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<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Planning & Program Services 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Instructional Plans ➤ Instruction <ul style="list-style-type: none"> ○ Activities & Materials 	<ul style="list-style-type: none"> ➤ Administrators: When evaluating speech-language services the speech-language professional has an understanding of the appropriate activities and materials to utilize in order to meet individual student needs. The evaluator will see the activities and materials referenced in the lesson plan or therapy session but should also see evidence during delivery of instruction. ➤ Practitioners: When planning for high-quality services the speech-language professional has an understanding of the appropriate activities and materials to utilize in order to meet individual student needs.
<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Developing the IEP 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Instructional Plans ○ Assessments ➤ Instruction <ul style="list-style-type: none"> ○ Teacher Content Knowledge 	<ul style="list-style-type: none"> ➤ Administrators: When evaluating services there is evidence that the speech-language professional creates IEPs by using a wide range of data sources. Their content knowledge is evident when creating and supporting IEP goals. They also monitor goals and frequently make adjustments to meet each student's needs. ➤ Practitioners: When planning and developing the IEP there is evidence that the speech-language professional creates IEPs by using a wide range of data sources. Their content knowledge is evident when creating and supporting IEP goals. They also monitor goals and frequently make adjustments to meet each student's needs.

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<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Conducting the IEP Meeting 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Instructional Plans ➤ Instruction <ul style="list-style-type: none"> ○ Teacher Content Knowledge ○ Teacher Knowledge of Students ➤ Environment <ul style="list-style-type: none"> ○ Respectful Culture 	<ul style="list-style-type: none"> ➤ Administrator: When evaluating the speech-language professional evidence of their content knowledge and knowledge of students will be evident when conducting IEP meetings. During the IEP meeting they articulate student goals to team members and parents in a environment that is respectful and student centered. . ➤ Practitioner: The speech-language professional builds on their teacher content knowledge and knowledge of students to plan and conduct effective IEP meetings. During the IEP meeting they articulate student goals to team members and parents in an environment that is respectful and student centered
<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Assessing Student Needs 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Assessment 	<ul style="list-style-type: none"> ➤ Administrator: When observing and evaluating speech-language services there is evidence the speech-language professional grounds their decisions in data and evidence to determine a student’s progress. They are confident in using formal and informal results when setting goals and monitoring progress. ➤ Practitioner: When planning for the assessment of student needs there is evidence the speech-language professional grounds their decisions in data and evidence to determine a student’s progress. They are confident in using formal and informal results when setting goals and monitoring progress.

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<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Creating a Positive Learning Environment 	<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Motivating Students ○ Teacher Content Knowledge ○ Teacher Knowledge of Students ➤ Environment <ul style="list-style-type: none"> ○ Expectations ○ Managing Student Behavior ○ Respectful Culture 	<ul style="list-style-type: none"> ➤ Administrator: When evaluating the speech-language environment there is evidence that the environment is welcoming and celebrates all students from culturally and linguistically different backgrounds. In a speech-language classroom students are engaged in their own learning, communicate with their teacher and peers and apply their targeted communications skills. ➤ Practitioner: The speech-language environment welcomes and celebrates all students from culturally and linguistically different backgrounds. In a speech-language classroom students are engaged in their own learning, communicate with their teacher and peers and apply their targeted communications skills.
<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Scheduling Flexible & Responsive Services 	<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Teacher Content Knowledge ○ Teacher Knowledge of Students 	<ul style="list-style-type: none"> ➤ Administrator: Evidence for scheduling of flexible and responsive services is evident when reviewing the length of time and frequency of services. The speech-language professional also differentiates content specific strategies for individual student needs. ➤ Practitioner: The speech-language professional ensures students receive high quality services for the appropriate length of time and frequency. They also differentiates content specific strategies for individual student needs.

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<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Delivering Instruction 	<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Standards and Objectives ○ Presenting Instructional Content ○ Activities and Materials ○ Teacher Content Knowledge ○ Teacher Knowledge of Students 	<ul style="list-style-type: none"> ➤ Administrators: When evaluating the delivery of instruction the speech-language professional not only plans but delivers strong effective instruction. When delivering instruction there is evidence of curricular objectives anchoring the learning. Often these objectives are differentiated based on individual student needs. There is also evidence of alignment between the objectives and activities and materials being used in the lesson. During the therapy session the speech-language professional models their expectations for their students. ➤ Practitioners: The speech-language professional not only plans but delivers strong effective instruction. With this delivery there is evidence of curricular objectives anchoring the learning. The objectives are often differentiated based on individual student needs. There should be an alignment between the objectives and activities and materials. It is important during the therapy session for the speech-language professional to model their expectations for their students.

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<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Communicating Responsively 	<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Academic Feedback ○ Questioning ○ Teacher Content Knowledge ○ Teacher Knowledge of Students 	<ul style="list-style-type: none"> ➤ Administrators: When capturing evidence of the speech-language professional communicating responsively the evaluator scripts interactions between the practitioner and their students. The analysis of these interactions provides valuable insight into the SLP's understanding of content and knowledge of their students. This evidence can often be captured through SLP and student feedback and questions. ➤ Practitioner: The speech-language professional communicates responsively with their students through their interactions and conversations with students. These interactions provide valuable insight into the SLP's understanding of content and knowledge of their students. The quality of the questions asked and feedback provided to students help to deepen the students' understanding of the curricula objectives.

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<ul style="list-style-type: none"> ➤ Instruction <ul style="list-style-type: none"> ○ Using Feedback 	<ul style="list-style-type: none"> ➤ Planning <ul style="list-style-type: none"> ○ Assessment ➤ Instruction <ul style="list-style-type: none"> ○ Academic Feedback ○ Thinking 	<ul style="list-style-type: none"> ➤ Administrator: The <i>Using Feedback</i> indicator helps us to see that the speech-language professional not only provides feedback but receives feedback from their students to monitor their students' progress during therapy sessions. The academic conversations and cues that occur during the therapy session are evidence of using feedback. ➤ Practitioner: Using and listening to students' feedback is a powerful form of assessment. It is important to remember that feedback is not only one way but feedback can be from the teacher, student to student and student to teacher.

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<ul style="list-style-type: none"> ➤ Collaborating <ul style="list-style-type: none"> ○ Collaborating with Professionals 	<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ Growing and Developing Professionally ○ Reflecting on Teaching 	<ul style="list-style-type: none"> ➤ Administrator: When capturing evidence for this indicator the evaluator will observe how the speech-language professional collaborates with other professionals in the school. Their expertise in language development is a valuable resource for others when working with students on their caseloads and those that are not. They often provide suggestions for classroom teachers to better assist the needs of their students. ➤ Practitioner: The speech-language professional collaborates with other professionals in the school. Their expertise in language development is a valuable resource for others when working with students on their caseloads and those that are not. Working in collaboration with colleagues will result in the strongest plan of action for each student being developed. They often provide suggestions for classroom teachers to better assist the needs of their students.

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<ul style="list-style-type: none"> ➤ Collaborating <ul style="list-style-type: none"> ○ Collaborating with Families 	<ul style="list-style-type: none"> ➤ Professionalism <ul style="list-style-type: none"> ○ Reflecting on Teaching ○ Community Involvement 	<ul style="list-style-type: none"> ➤ Administrator: Evidence of collaborating and communicating with families will be captured during IEP meetings and the review of logs and reports. The interaction between the speech-language professional and the student's family is a critical component to a student's success in the program. The proficient speech-language professional often communicates and documents this collaboration with families. ➤ Practitioner: The speech-language professional's interaction with families is a critical component for student progress towards meeting their IEP goals. The proficient speech-language professional communicates and documents this collaboration with families.