**QUICK GLANCE: FRAMEWORK FOR COMPONENTS OF PROFESSIONAL PRACTICE FOR SPEECH/LANGUAGE THERAPISTS**

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| **Domain 1: Planning and Preparation****1a**. Demonstrating knowledge and skill in speech/language therapy* *Demonstrates extensive knowledge and skill in the therapy area*

**1b**. Establishing goals for the therapy program appropriate to the setting and the student served* *SLP’s goals for the students’ individual therapy plan are consistently appropriate to the situation in the school and to the age of the student*
* *Plans have been developed following collaboration with teachers*

**1c**. Demonstrate knowledge of district, state and federal regulations and guidelines* *SLP demonstrates thorough knowledge of special education*

*laws and RCSD procedures.***1d**. Demonstrating knowledge of resources, both within and beyondthe school and district* *SLP demonstrates extensive knowledge of resources for*

*students available through the school or district and in the larger community.***1e**. Planning the therapy program, integrated with the regular schoolprogram, to meet the needs of individual students* SLP’s lesson plans are highly coherent and preventive, and

serve to support students individually, within the broader educational program.**1f.** Developing a plan to evaluate the therapy program* *SLP’s evaluation plan is highly sophisticated with multiple sources of evidence*
* *SLP’s plan has a clear path toward improving the program on an ongoing basis*
 | **Domain 2: The Learning Environment****2a**.Establishing rapport with students* *Students demonstrate a high degree of comfort and trust in the*

*relationship as evidenced by appropriate interactions and**individualized responses during therapy sessions***2b**. Organizing time effectively* *SLP demonstrates excellent time management skills,*

 *accomplishing all tasks in a seamless manner** *Schedule is understood by teachers and students*

**2c**. Establishing standards of conduct in the therapy setting* *Rituals and routines have been established in the therapy setting.*
* *SLP’s monitoring of students is subtle and preventive*
* *Students engage in self-monitoring of behavior*

**2d**. Organizing physical space for testing of students and providing therapy* *The testing and therapy room contain evident systems of organization that allow students to be active participants in therapy*
* *Materials are clearly organized and readily accessible.*
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| **Domain 4: Professional Responsibilities****4a**. Reflecting on practice* *SLP ’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students*
* *SLP draws on an extensive repertoire to suggest alternative strategies*

**4b**. Collaborating with teachers, families and administrators* *SLP seeks out teachers, administrators and families and integrates their perspectives on individual students.*

**4c**. Maintaining effective data management system* *SLP has developed a highly effective data management system for monitoring student progress.*
* *SLP uses the system to communicate with teachers and*

*parents.***4d**. Participating in a Professional Community* *SLP makes a substantial contribution to school and district events and projects*
* *SLP assumes a leadership role with colleagues*

**4e**. Engaging in Professional Development* *SLP actively pursues professional development opportunities*
* *SLP makes a substantial contribution to the profession through such activities as offering workshops to colleagues*
* *SLP holds a permanent certification, national accreditation and license to practice Speech/ Language Pathology.*

**4f**. Showing Professionalism, including integrity, advocacy and maintain confidentiality* *SLP can be counted on to hold the highest standards of honesty, integrity and confidentiality to advocate for students, taking a leadership role with colleagues*
 | **Domain 3: Delivery of Service****3a.** Responding to referrals, and evaluating student needs* *SLP is proactive in responding to referrals, and makes*

*highly competent assessments of student needs** *SLP consults with classroom teachers regarding classroom*

*performance, and incorporates student strengths and needs into evaluation reports and treatment plans***3b**. Developing and implementing IEPs and/or ERSS programs tomaximize students’ success* *SLP develops and implements comprehensive IEPs and/or*

*ERSS treatment programs for students, finding engaging and creative ways to meet student needs.***3c**. Communicating and engaging with families regarding the Evaluation process and the development and implementation ofIEPs and/or ERSS therapy program* *SLP secures necessary permissions and engages with families in order to create IEPS and/or ERSS therapy programs that address specific student needs.*
* *SLP builds trusting relationships with families of students.*

**3d**. Collecting information; writing reports* *SLP is proactive in collecting important information, interviewing teachers and parents if necessary*
* *reports are accurate and clearly written, and tailored for the audience.*

**3e.** Demonstrating flexibility and responsiveness* *SLP seeks ways to improve therapy program*
* *makes changes as needed in response to student, parent or teacher input*
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