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

|  |  |
| --- | --- |
| **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 beyond  the 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 school  program, 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.* |
| **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 to  maximize 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 of  IEPs 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* |