SPEECH-LANGUAGE PATHOLOGISTS (SLP) PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education	STANDARD 2 SLP collaborates with families and provides opportunities for them to be involved in their student's speech-language pathology services	STANDARD 3 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements	STANDARD 4 SLP complies with various federal, state, district and/or departmental initiatives	STANDARD 5 Program management
Indicator 1 SLP collaborates at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor	Indicator 1 SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor	Indicator 1 SLP completes self-assessment to determine areas of interest or need for additional training	Indicator 1 SLP demonstrates compliance with federal, state, district and departmental initiatives	Indicator 1 SLP systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines
Indicator 2 SLP responds professionally to communication from other professionals	Indicator 2 SLP demonstrates professional communication with family members	Indicator 2 SLP pursues further development of diagnostic or therapy skills based upon self-assessment, areas of interest and/or supervisor directive		Indicator 2 SLP engages in data-based decision making for managing and providing services/support
Indicator 3 SLP shows evidence of collaborative planning and interventions with team members	Indicator 3 SLP provides parent training or in-service related to student's speech/language progress			Indicator 3 SLP manages program caseload/workload to promote effective service delivery and school team support

STANDARD 1 SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education	STANDARD 2 SLP collaborates with families and provides opportunities for them to be involved in their student's speech-language pathology services	STANDARD 3 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements	STANDARD 4 SLP complies with various federal, state, district and/or departmental initiatives	STANDARD 5 Program management
Indicator 4 SLP develops and presents training/in-service related to speech and language development and/or disorders for individuals or groups				

SPEECH-LANGUAGE PATHOLOGISTS (SLP) PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education							
Indicators				**Performance Levels**			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 1 Collaborates at IEP team meetings and other meetings, demonstrating active listening and a respectful and professional demeanor **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory evidence sources	Direct evaluator observation of: • IEP meeting • MDT meeting • Staff meetings • Teacher-SLP collaboration • Parent-teacher conferences • Open house • Parent Night	• Demonstrates active listening • Presents a professional demeanor • Presents factual information in all communication • Log-in sheet from open house or Parent-Teacher Conferences	SLP effectively collaborates with professionals in IEP team meetings and other meetings related to the school setting using clear communication	SLP adequately collaborates with professionals in IEP team meetings and other meetings related to the school setting	SLP's collaboration with parents and other professionals in IEP team meetings and other meetings is minimally effective	SLP almost never participates in discussions nor responds to questions from colleagues and other professionals

STANDARD 1							
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education							
Indicators				**Performance Levels**			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 2 SLP responds professionally to communication from other professionals **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory evidence sources	• Written correspondence • Direct evaluator observation of conversations or phone calls • Direct observation of MDT/IEP and other meetings	• Demonstrates active listening • Presents with a professional demeanor • Presents factual information in all communication • Responds professionally to feedback	SLP promptly responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed in an effective manner	SLP adequately responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed	SLP acknowledges receipt of information/communication from professionals with insufficient follow through	SLP almost never responds to phone calls/email in a timely manner or at all

STANDARD 1							
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 3 SLP shows evidence of collaborative planning and interventions with team members **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESS	• Two confirmatory evidence sources	• Calendar/meeting dates • Status log review • Email correspondence • Personal contact log • IEP documents • Documented participation in transition meetings • Documented participation in RTI meetings • Direct observation • Student study/intervention team	• Demonstrates flexibility during scheduling conflicts for meetings and service delivery • Is responsive and respectful of team members regarding scheduling	SLP effectively collaborates and plans intervention for all students	SLP sufficiently collaborates and plans intervention for students in special education	SLP is minimally effective and inconsistent in collaborating and planning intervention for students in special education	SLP almost never collaborates with others when planning intervention for students in special education

STANDARD 1							
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education							
Indicators				**Performance Levels**			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 4 SLP develops and presents training/in-service related to speech and language development and/or disorders for individuals or groups **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory evidence sources	• Samples of materials and /or handouts • Email • Personal contact log • Course description (as presenter) • PowerPoint presentation • Sign-in sheets of participation in round tables/PLCs • Agenda • Direct observation	• Demonstrates participation in and/or takes a leadership role in professional development, committees or school- level decision making • Individual in-service training includes information shared with parents, teachers and others individually or in small groups	SLP's in-service training is effective and shows the hallmarks of being well organized, comprehensive and easily understood by the target audience	SLP's in-service training is sufficient and shows the hallmarks of being comprehensive and easily understood by the target audience	SLP's in-service training is minimally effective, lacks content and organization and does not meet the needs of the target audience	SLP almost never provides in-service training to individuals or groups despite the need or specific request

STANDARD 2							
SLP collaborates with families and provides opportunities for them to be involved in their student's speech- language pathology services							
Indicators				**Performance Levels**			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 1 SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory evidence sources	• Meeting notes • Therapy logs • Status record • Survey (informal or formal) • Direct observation	• Demonstrates active listening • Demonstrate professional demeanor • Presents factual information neutrally and without judgement during interactions	SLP effectively collaborates with families in IEP team meetings and other meetings related to the school setting using clear communication	SLP sufficiently collaborates with families in IEP team meetings and other meetings related to the school setting	SLP's collaboration with families in IEP team meetings and other meetings is minimally effective	SLP almost never participates in discussions nor responds to questions from families

STANDARD 2							
SLP collaborates with families and provides opportunities for them to be involved in their student's speech- language pathology services							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
Indicator 2 SLP demonstrates professional communication with family members **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory evidence sources • Direct observation	• Email • Survey • Homework log • Notes home • Direct observation	• Responses are factual and professional • Calls/letters to parents are documented • Contact information is provided to parents • Responds professionally to questions or feedback • Is able to show samples of correspondence, such as newsletters/notes home • Observation of SLP during parent-teacher conferences, open house or meetings, parent nights/school-led parent activities	SLP effectively responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed	SLP sufficiently responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed	SLP acknowledges receipt of information/communication from parents with inadequate follow through	SLP almost never responds to phone calls/email in a timely manner

STANDARD 2 SLP collaborates with families and provides opportunities for them to be involved in their student's speech- language pathology services							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
Indicator 3 SLP provides parent training or in-service related to student's speech language progress **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory evidence sources	• Personal contact log • Notes home • Handouts • Examples of references, resources or professional articles • SLP built website • Direct observation	• SLP researches parent concern and sends information home • SLP collaborates with other professionals to address parent questions/concerns • SLP sends homework with directions and follows up with a phone call as needed • SLP explains strategies according to parents' interests/request • SLP models homework tasks	SLP effectively plans and provides parent in- service training that benefits all children	SLP sufficiently plans and provides parent in-service training that benefits students in special education	SLP is minimally effective in planning and providing parent in-service training that benefits students in special education	SLP almost never plans and provides parent in- service training for students in special education despite need or request

STANDARD 3							
SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements							
Indicators				**Performance Levels**			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 1 SLP completes self- assessment to determine areas of interest or need for additional training **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESS	• A self-reflection tool • Supervisor interview	• None	• Roles and Responsibilities of School-based Speech and Language Pathologists Reflection Tool (2010) • Performance Assessment of Contributions and Effectiveness of Speech and Language Pathologists • PACE Speech-Language Pathologists Self-Reflection Tool	• None	SLP adequately completes self-assessment by identifying areas of interest/need for training that would positively impact student achievement	SLP inadequately completes self-assessment and identifies and does not create a plan for self-improvement or additional skill training that would benefit students	SLP almost never completes self-assessment to identify areas of need for additional training or skill development

STANDARD 3							
SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 2 SLP pursues further development of diagnostic or therapy skills based upon self-assessment, areas of interest and/or supervisor directive **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory evidence sources	• College transcript(s) • CEU certificate • Participation certificate(s) • Written or verbal summary of personal study/observation of a colleague(s) • Supervisor training directive	• Personal study • Online or in-service training • Coursework • Conferences • Professional Learning Communities (PLCs) • Supervisor directive for training must be within the scope of the SLP's ASHA identified roles and responsibilities and level of education (Bachelor's vs. Master's)	SLP effectively pursues identified area of interest need to improve diagnostic or therapy skills	SLP adequately pursues identified interest area(s) or those identified by supervisor directive to improve diagnostic or therapy skills	SLP attends minimal number of required trainings related to therapy/diagnostic skills or completes supervisory directive at a minimal level	SLP almost never attends all recommended/directed in-service trainings related to diagnostic or therapy skill development even when offered by work place

STANDARD 4 SLP complies with various federal, state, district and/or departmental initiatives							
Indicators				**Performance Levels**			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 1 SLP complies with various federal, state, district and departmental initiatives **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Confidential folder review • Review of therapy logs • Review of MDT reports • Review of IEPs	• RTI/MTSS paperwork • Data collection system • Evidence of compliance with district/department initiatives	• Status record sheets in confidential folder maintained for speech- language only students • MDT/IEPs completed by federal and state guidelines • IEP progress notes completed on speech- only goals • Therapy logs are completed per district guidelines and contain student-specific data and therapy targets • Completes other required department paperwork • MDT and IEP timelines followed and documented • FERPA and HIPPA guidelines followed	• None	SLP sufficiently complies with all federal, state, district and departmental initiatives in an effective and timely manner	SLP minimally complies with most federal, state, district and departmental initiatives	SLP almost never complies with required federal, state, district and departmental initiatives

STANDARD 5 Program management							
Indicators				Performance Levels			
What SLPs Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
Indicator 1 SLP systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Two confirmatory sources of evidence	• Therapy logs • Confidential folder review • Individual therapy data collection system (raw data) • RTI data collection system • Teacher/parent input • Completes progress reports on speech only goals	• Therapy logs are completed and contain all elements required by department and/or district (e.g., includes specific data, session length, therapy target, therapy setting and group size) • Input by teachers (e.g., email, completed questionnaire, log of consultations) • Input from parents is documented (e.g., communication notebook between school and home, email correspondence) • Confidential folder review reveals completed status record of required events • Documentation of SLP observations (e.g., completed checklists, anecdotal notes, etc.)	• None	SLP adequately and systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines	SLP insufficiently collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines	SLP almost never collects and record data to evaluate the effectiveness of professional practices and therapy activities per district guidelines

STANDARD 5 Program management							
Indicators				**Performance Levels**			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 2 SLP engages in data- based decision making for managing and providing services/support **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• Therapy logs • IEP present levels of performance • Speech and Language evaluation reports	• Direct observation	Makes recommendations based upon: • Entrance/exit criteria • IEP present levels of performance • Collected, analyzed and interpreted RTI/MTSS data • Research-based therapy techniques Collected data and observations: • Therapy logs indicate clear progress toward students' goals/benchmarks or short-term objectives • Goals/benchmarks or short- term objectives are based on students' present levels of performance • Service delivery model (e.g., group size, amount/level of service) is adjusted based on child's progress in therapy	SLP considers data from multiple sources and environments to engage in effective decision making for managing and providing student services/support	SLP considers data from multiple sources to engage in adequate decision making for managing and providing student services/support	SLP ineffectively engages in data-based decision making for managing and providing student services/support	SLP almost never uses data or is minimally effective in using data to manage and provide student services/support

STANDARD 5 Program management							
Indicators				**Performance Levels**			
What SLPs Need to Demonstrate	**Mandatory Evidence Sources**	**Confirmatory Evidence Sources**	**Description/ Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
Indicator 3 SLP manages program caseload/workload to promote effective service delivery and school team support **National Standards** ASHA: Code of Ethics; Scope of Practice; R&R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA	• MDT reports • Written IEPs • Daily schedule • Weekly schedule • Therapy logs	• Supervisor direct observation • Pre/Post observation conference	Caseload: • MDT/IEP documents completed and documented in student's confidential folder per state and federal guidelines • Evaluations/reevaluations • Eligibility/IEP meetings • Implements IEP as written • Provides direct services using a variety of service delivery options (e.g., push- in, small group, circle time, pull-out) Workload: • Completes observation of students across settings • Documents services to students • Serves school sites as assigned • Plans and prepares therapy sessions • Engages in special preparation to provide services to students (e.g., low incidence population, research basis for intervention, best practices) • Evidence of teacher consultations (e.g., email or personal tracking log) • RTI paperwork or tracking system present when appropriate • Designs and maintains a flexible schedule	SLP effectively manages program caseload and workload responsibilities to promote effective service delivery and school team support with a high level of flexibility and efficiency	SLP manages program caseload and workload responsibilities to promote adequate service delivery and school team support	SLP is inconsistent and minimally effective in balancing caseload and workload responsibilities for service delivery and school team support	SLP almost never manages caseload and workload responsibilities to provide continuity and flexibility in scheduling and service delivery