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<th>STANDARD 3</th>
<th>STANDARD 4</th>
<th>STANDARD 5</th>
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<td>SLP complies with various federal, state, district and/or departmental initiatives</td>
<td>Program management</td>
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**Indicator 1**
- SLP collaborates at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor
- SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor
- SLP completes self-assessment to determine areas of interest or need for additional training
- SLP demonstrates compliance with federal, state, district and departmental initiatives
- 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
- SLP demonstrates professional communication with family members
- SLP pursues further development of diagnostic or therapy skills based upon self-assessment, areas of interest and/or supervisor directive
- 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
- SLP provides parent training or in-service related to student’s speech/language progress
- SLP manages program caseload/workload to promote effective service delivery and school team support

Nevada Department of Education, Nevada Educator Performance Framework—SLP Professional Responsibilities Standards & Indicators. **July 2018**
<table>
<thead>
<tr>
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**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

<table>
<thead>
<tr>
<th>Indicators</th>
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<td><strong>What SLPs Need to Demonstrate</strong></td>
<td><strong>Mandatory Evidence Sources</strong></td>
</tr>
<tr>
<td><strong>Indicator 1</strong></td>
<td>SLP collaborates at IEP team meetings and other meetings, demonstrating active listening and a respectful and professional demeanor</td>
</tr>
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<td>National Standards</td>
<td>ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</td>
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Nevada Department of Education – NEPF – SLP Professional Responsibilities Standards and Indicators – July 2018
## STANDARD 1
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education

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<td><strong>Indicator 2</strong>&lt;br&gt;SLP responds professionally to communication from other professionals&lt;br&gt;&lt;br&gt;<strong>National Standards</strong>&lt;br&gt;ASHA: Code of Ethics; Scope of Practice; R&amp;R; PACE; Workload Activity Cluster; Cultural Competence Checklist Interprofessional Education Collaborative (IPEC) Core Competencies NEPF; ESSA</td>
<td><strong>Level 4</strong>&lt;br&gt;SLP promptly responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed in an effective manner&lt;br&gt;&lt;br&gt;<strong>Level 3</strong>&lt;br&gt;SLP adequately responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed&lt;br&gt;&lt;br&gt;<strong>Level 2</strong>&lt;br&gt;SLP acknowledges receipt of information/communication from professionals with insufficient follow through&lt;br&gt;&lt;br&gt;<strong>Level 1</strong>&lt;br&gt;SLP almost never responds to phone calls/email in a timely manner or at all</td>
</tr>
</tbody>
</table>

- Two(confirmatory evidence sources)<br>- Written correspondence<br>- Direct evaluator observation of conversations or phone calls<br>- Direct observation of MDT/IEP and other meetings<br>- Demonstrates active listening<br>- Presents with a professional demeanor<br>- Presents factual information in all communication<br>- Responds professionally to feedback
### STANDARD 1
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education

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| **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 |

Nevada Department of Education – NEPF – SLP Professional Responsibilities Standards and Indicators – July 2018
### STANDARD 1
SLP collaborates with classroom teachers and other professionals to serve the needs of students in both general and special education

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<tr>
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<td>SLP develops and presents training/in-service related to speech and language development and/or disorders for individuals or groups</td>
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</tr>
</tbody>
</table>

**Notes:**
- SLP’s in-service training includes information shared with parents, teachers and others individually or in small groups.
- SLP’s in-service training is well organized, comprehensive and easily understood by the target audience.
### STANDARD 2
**SLP collaborates with families and provides opportunities for them to be involved in their student’s speech-language pathology services**

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<tr>
<th>Indicators</th>
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</table>
| **Indicator 1**  
SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor | **Level 4**  
SLP effectively collaborates with families in IEP team meetings and other meetings related to the school setting using clear communication | **Level 3**  
SLP sufficiently collaborates with families in IEP team meetings and other meetings related to the school setting | **Level 2**  
SLP’s collaboration with families in IEP team meetings and other meetings is minimally effective | **Level 1**  
SLP almost never participates in discussions nor responds to questions from families |

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<th>Level 1</th>
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</table>
| **Indicator 1**  
SLP collaborates with families at IEP team meetings and other meetings demonstrating active listening and a respectful and professional demeanor | 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 |

**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
### STANDARD 2
SLP collaborates with families and provides opportunities for them to be involved in their student’s speech-language pathology services

**Indicators**

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<tr>
<td>SLP demonstrates professional communication with family members</td>
<td></td>
<td>• Two confirmatory evidence sources</td>
<td>• Email</td>
<td>SLP effectively responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed</td>
<td>SLP sufficiently responds to communication in a respectful/neutral tone, provides factual information and requests clarification as needed</td>
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<td></td>
<td>• Direct observation</td>
<td>• Survey</td>
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<td>• Homework log</td>
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<td>• Notes home</td>
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<td>• Direct observation</td>
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<tr>
<td><strong>Indicator 3</strong> SLP provides parent training or in-service related to student’s speech language progress</td>
<td>SLP almost never plans and provides parent in-service training for students in special education despite need or request</td>
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<tr>
<td><strong>National Standards</strong></td>
<td>SLP is minimally effective in planning and providing parent in-service training that benefits students in special education</td>
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<td><strong>Mandatory Evidence Sources</strong></td>
<td>SLP effectively plans and provides parent in-service training that benefits all children</td>
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<tr>
<td><strong>Confirmatory Evidence Sources</strong></td>
<td>SLP researches parent concern and sends information home</td>
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<tr>
<td>• Personal contact log</td>
<td>SLP collaborates with other professionals to address parent questions/concerns</td>
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<td>• Notes home</td>
<td>SLP sends homework with directions and follows up with a phone call as needed</td>
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<td>• Handouts</td>
<td>SLP explains strategies according to parents’ interests/request</td>
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<tr>
<td>• Examples of references, resources or professional articles</td>
<td>SLP models homework tasks</td>
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<td>• SLP built website</td>
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<tr>
<td></td>
<td>SLP adequately completes self-assessment by identifying areas of interest/need for training that would positively impact student achievement</td>
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</table>

**Mandatory Evidence Sources**<br>• A self-reflection tool<br>• Supervisor interview

**Confirmatory Evidence Sources**<br>• Roles and Responsibilities of School-based Speech and Language Pathologists Reflection Tool (2010)<br>• Performance Assessment of Contributions and Effectiveness of Speech and Language Pathologists<br>• PACE Speech-Language Pathologists Self-Reflection Tool

**Description/Notes**<br>• None

**Level 4**<br>SLP adequately completes self-assessment by identifying areas of interest/need for training that would positively impact student achievement

**Level 3**<br>SLP inadequately completes self-assessment and identifies and does not create a plan for self-improvement or additional skill training that would benefit students

**Level 2**<br>SLP almost never completes self-assessment to identify areas of need for additional training or skill development

**Level 1**<br>None
## STANDARD 3
SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements

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<tr>
<td>• Two confirmatory evidence sources</td>
<td>• College transcript(s)</td>
<td>• CEU certificate</td>
<td>• Personal study</td>
<td>SLP effectively pursues identified area of interest need to improve diagnostic or therapy skills</td>
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<td></td>
<td>• Participation certificate(s)</td>
<td>• Online or in-service training</td>
<td>• Coursework</td>
<td>SLP adequately pursues identified interest area(s) or those identified by supervisor directive to improve diagnostic or therapy skills</td>
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<td>• Written or verbal summary of personal study/observation of a colleague(s)</td>
<td>• Conferences</td>
<td>• Professional Learning Communities (PLCs)</td>
<td>SLP attends minimal number of required trainings related to therapy/diagnostic skills or completes supervisory directive at a minimal level</td>
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<td>• Supervisor training directive</td>
<td>• 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)</td>
<td>SLP almost never attends all recommended/directed in-service trainings related to diagnostic or therapy skill development even when offered by work place</td>
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## STANDARD 4
SLP complies with various federal, state, district and/or departmental initiatives

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| **Indicator 1**  
SLP complies with various federal, state, district and departmental initiatives | **Level 4**  
SLP sufficiently complies with all federal, state, district and departmental initiatives in an effective and timely manner |
| **Level 3**  
SLP minimally complies with most federal, state, district and departmental initiatives |
| **Level 2**  
SLP almost never complies with required federal, state, district and departmental initiatives |
| **Level 1**  
SLP minimally complies with all federal, state, district and departmental initiatives |

### What SLPs Need to Demonstrate

#### 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

#### Mandatory Evidence Sources

- Confidential folder review
- Review of therapy logs
- Review of MDT reports
- Review of IEPs

#### Confirmatory Evidence Sources

- RTI/MTSS paperwork
- Data collection system
- Evidence of compliance with district/departme nt initiatives

#### Description/Notes

- 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
### STANDARD 5
Program management

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</table>
| **Indicator 1**  
SLP systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines | **Level 4**  
SLP adequately and systematically collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines  
**Level 3**  
SLP insufficiently collects and records data from multiple sources to evaluate the effectiveness of professional practices and therapy activities per district guidelines  
**Level 2**  
SLP almost never collects and record data to evaluate the effectiveness of professional practices and therapy activities per district guidelines |

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<th>Confirmatory Evidence Sources</th>
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</table>
| **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 | | | |
## STANDARD 5
Program management

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| **Indicator 2**  
SLP engages in data-based decision making for managing and providing services/support | Level 4 | Level 3 | Level 2 | Level 1 |
| **Mandatory Evidence Sources** | 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 and environments 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 |
| **Confirmatory Evidence Sources** | SLP 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 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 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 makes recommendations based upon:  
- Entrance/exit criteria  
- IEP present levels of performance  
- Collected, analyzed and interpreted RTI/MTSS data  
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  - Service delivery model (e.g., group size, amount/level of service) is adjusted based on child’s progress in therapy |
| **Description/Notes** | 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 and environments 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 |
| **What SLPs Need to Demonstrate** | • 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 and environments 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 |

**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

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Nevada Department of Education – NEPF – SLP Professional Responsibilities Standards and Indicators – July 2018
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Performance Levels</th>
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| **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 |  |
| What SLPs Need to Demonstrate | Mandatory Evidence Sources | Confirmatory Evidence Sources | Description/Notes | Level 4 | Level 3 | Level 2 | Level 1 |
| Caseload:  
- MDT reports  
- Written IEPs  
- Daily schedule  
- Weekly schedule  
- Therapy logs |  
- Supervisor direct observation  
- Pre/Post observation conference |  
- 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) | 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 |  |
| 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 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 |  |