

Utah State Board of Education Special Education Services (USBE SES) Handbook for Speech Language Technicians (SLTs) Working in Utah Public Schools



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INTRODUCTION

The Utah State Board of Education (USBE) created a Speech Language Technician (SLT) license area of concentration for individuals who have completed a bachelor's degree in Communication Disorders or Speech and Hearing Science at an accredited higher education institution approved by the USBE and additional training as approved by the USBE. A USBE SLT license holder works under the supervision of a Speech Language Pathologist (SLP) licensed by the USBE.

The USBE Speech Language Technician-Alternative Route to Licensure (SLT-ARL) program is the path to the SLT license area of concentration.

The purpose of the SLT-ARL program is to meet the USBE's responsibility to provide appropriate speech language services to students with disabilities in the State of Utah in the face of critical local and national shortages of qualified SLPs.

This Handbook for Speech Language Technicians Working in Utah Public Schools outlines the roles and responsibilities of SLTs and supervising SLPs.

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This Handbook for Speech Language Technicians Working in Utah Public Schools and supporting documents can be accessed on the [Personnel Preparation](#) tab of the USBE Special Education Effective Instruction and Inclusion webpage.

ROLES AND RESPONSIBILITIES OF SUPERVISING SPEECH LANGUAGE PATHOLOGISTS (SLPs)

SLP ROLES

Supervising SLPs demonstrate skill and meet knowledge competency standards while providing speech-language services to students in Utah public schools.

Supervising SLPs fulfill roles as outlined in professional and state standards.

Supervising SLPs adhere to qualifications, responsibilities, supervision practices and professional development approved by the USBE.

SLP QUALIFICATIONS

1. Hold a current USBE Professional Educator License with a Speech Language Pathologist license area of concentration.
 - a. Additionally, a current American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC-SLP) is recommended.
 - b. See [USBE SLP Licensing](#) section below.
2. Possess at least two years of SLP educational-setting experience.
3. Know, understand, and adhere to the ethical standards of both the USBE and the Speech-language Pathology profession.
4. Adhere to all pertinent laws, regulations, policies, and procedures.

SLP RESPONSIBILITIES

1. Supervise the SLT.
 - a. See [Supervision of Speech Language Technicians \(SLTs\)](#) section below.
2. Serve as the “teacher of record” (file manager, case manager, etc.) for the delivery of services to students served by the SLT.
3. Balance therapy responsibilities with supervisory responsibility for the SLT.
 - a. Student services must remain appropriate to individualized needs documented on the Individualized Education Program (IEP).
4. Determine a student’s eligibility for or termination from speech language services.
5. Conduct and manage diagnostic assessment, program development, and implementation as well as evaluation of program efficacy for students.
6. Select students to be appropriately assigned to the SLT.
7. Conduct diagnostic evaluations or assessments. Interpret obtained data and report to the IEP Team.

8. Review students' IEP goals and progress with the SLT quarterly, or more often as needed.
9. Prepare or approve proposed IEP goals, and/or individual or group therapy plans, and make modifications prior to or during implementation by the SLT.
10. Inform students, parents/guardians, and school personnel the SLT is working with the student under supervision of the SLP.
11. Attend or assign the SLT to be the representative in collaborative, interdisciplinary, and interagency meetings, correspondence, and reports as needed and consistent with the experience and competency of the SLT.
12. Communicate with or assign the SLT to communicate with students, parents/guardians, family members, and staff about diagnosis, prognosis, and therapy plan as needed and consistent with the experience and competency of the SLT.
13. Delegate tasks to the SLT which are within the SLT's scope of practice while retaining legal and ethical responsibility for student services.
14. Sign all formal documents (e.g., evaluation reports, IEPs, therapy plans, reimbursement forms, and reports) consistent with local education agency (LEA) and/or USBE policies.
15. Verify and sign off on activities performed by the SLT as required.
16. Establish and maintain an effective relationship with the SLT.
17. Communicate with other supervisors on a regular basis when multiple supervisors are supervising the same SLT.
18. Participate in discussions and decisions regarding the number (up to three full time equivalent (FTE) of SLTs and/or Clinical Fellows [CFs]) whom the SLP supervises.
 - a. The LEA determines the level of supervision necessary to ensure a free appropriate public education (FAPE) for students.
 - b. Although more than one SLP may supervise an SLT, the SLP should not supervise or be listed as a supervisor for more than the equivalent of three FTE SLTs (and/or CFs). A part-time SLP may supervise up to two FTE SLTs (and/or CFs).
19. Document the training provided to the SLT and provide ongoing support and on-the-job training to the SLT.
20. Protect the personal information and confidentiality of each student as directed by the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

SUPERVISION OF SPEECH LANGUAGE TECHNICIANS (SLTs)

1. Determine the nature of supervision appropriate for each SLT consistent with this Handbook.
2. Supervise no more than the equivalent of three FTE SLTs (and/or CFs) concurrently.
3. Ensure the SLT performs tasks within the SLT scope of practice.
4. Model effective clinical practices with students to be served by the SLT.
5. Provide direct supervision during the SLT's employment.
 - a. Direct supervision is defined as in-view and real-time observation and guidance by the supervising SLP during an assigned activity performed by the SLT.
 - b. Direct supervision is required a minimum of 30% of the time during the first 90 days of SLT FTE employment.
 - c. Direct supervision can decrease at the discretion of the supervising SLP as the SLT's skills and experience increase, but not to less than 10% of the time during the first year of SLT FTE employment.
 - d. Direct supervision is at the discretion of the supervising SLP after the first year of SLT FTE employment but must include SLT observation with each assigned student at least once per year, with no less than one quarter of the students each quarter.
6. Document all SLP supervisory activities completed with the SLT.
7. Provide formative and summative evaluation of therapy sessions conducted by the SLT.
8. Assist the SLT in effectively selecting, preparing, and presenting materials and organizing environments.
9. Train the SLT to check and maintain equipment and to observe universal precautions.
10. Instruct the SLT in the creation of progress notes as well as the maintenance of education and therapy records.
11. Review informal progress notes and records prepared by the SLT at regular intervals.
12. Direct, as allowed by the test publisher, the SLT in administration of appropriate screening and test protocols.
13. Direct the SLT in implementing IEPs including Behavioral Intervention Plans (BIPs).

14. Provide feedback to the SLT regarding skills to improve the delivery of therapy.
15. Establish a system of accountability for document use and supervision of the SLT.
16. Assist the SLT in development and use of effective verbal and written communication when interacting with students, parents/guardians, and professionals.
17. Assist the SLT in development of informal verbal and written communication to effectively communicate about student progress.
18. Plan regular supervisory conferences in collaboration with the SLT.
19. Participate in the performance appraisal of the SLT by LEA administration.
20. Share ethical, legal, and regulatory aspects of professional practice.
21. Model and facilitate professional conduct.
22. Complete 360° Evaluations with the SLT to improve communication and collaboration. (See [Appendix A](#))
23. Inform the SLT of professional learning activities offered through the LEA, community, state, and national organizations.

SLP PROFESSIONAL LEARNING

1. Complete a [USBE-approved or sponsored professional learning course in supervision of SLTs](#) at least every four years.

ROLES AND RESPONSIBILITIES OF SPEECH LANGUAGE TECHNICIANS (SLTs)

SLT ROLES

SLTs demonstrate skill and meet knowledge competency standards while providing speech- language services to students in Utah public schools.

SLTs fulfill roles as outlined in professional and state standards.

SLTs adhere to qualifications, responsibilities, supervision practices and professional development approved by the USBE.

SLT QUALIFICATIONS

1. Hold a current USBE Associate or Professional Educator License with a Speech Language Technician license area of concentration.
2. Have knowledge and proficiency in:
 - a. Basic phonological awareness remediation,
 - b. Basic articulation remediation,
 - c. Basic fluency remediation, and
 - d. Basic receptive and expressive language remediation.
3. Have knowledge of strategies, techniques, and delivery methods of instruction.
4. Know, understand, and adhere to the ethical standards of both the USBE and the profession of Speech Language Pathology.
5. Use effective communication skills (written, verbal, and nonverbal).
6. Have knowledge of, and adhere to, the distinctions in the roles and responsibilities of members of the student's education team.
7. Adhere to all pertinent laws, regulations, policies, and procedures.
8. Provide speech language services only in educational settings.

SLT RESPONSIBILITIES

1. Represent self as the USBE-licensed SLT working under the supervision of the USBE-licensed SLP.
2. Provide speech language therapy services as assigned by the SLP.
 - a. The SLP is legally responsible for each student's evaluation, program development, and implementation.

3. Collaborate with the SLP to plan student lessons, progress monitoring, and reporting expectations by:
 - a. Creating informal progress notes and documentation,
 - b. Following documented therapy plans or protocols collaboratively developed with the Supervising SLP,
 - c. Collecting data for monitoring quality improvement of individual student progress, and
 - d. Collecting data for compliance with regulations and reimbursement requirements.
4. Document student performance and report to the supervising SLP.
5. Organize material and support learning during the instructional therapy process.
6. Represent self and the scope of responsibilities in a manner consistent with the description and expectations set forth in this Handbook during all meetings.
7. Share relevant information with students, parents/guardians, and multi-disciplinary team members at consultations and meetings when directed by the SLP.
8. Relevant information may include sharing assessment results as interpreted by and discussed with the supervising SLP, proposed IEP goals, review of therapy progress and service delivery, as well as counsel or consult with the student, family, or others regarding the student's status, progress, or service.
9. Propose goals for a student's IEP or therapy plan in cooperation with the SLP.
10. Participate in IEP and team meetings within the scope of practice outlined in this Handbook.
11. Protect the personal information and confidentiality of each student as directed by FERPA and HIPPA.
12. Assist with clerical duties and departmental operations (scheduling, record keeping, materials preparation, safety and maintenance of supplies and equipment).
13. Assist in administering speech, language, and hearing screenings, without interpretation as directed by the supervising SLP.
14. Assist the SLP by administering assessments within the scope of the publisher's recommended administration guidance.
15. Defer all screening and assessment of students for feeding/swallowing and apraxia disorders as well as students with acquired brain injury to the SLP.

16. Provide services to students as outlined in the IEP and therapy plan prepared, reviewed, and approved by the supervising SLP.
17. Provide a free appropriate public education (FAPE) to the student and focus on goals which can be readily delivered via technology when providing therapy via teleservices.
18. Utilize secure technology services to protect student privacy and confidentiality.
19. Support a positive learning environment including positive and proactive management strategies to engage students and support the goals of the student's IEP including a behavior management plan as appropriate.
20. Hiring or supervising staff or volunteers is outside the scope of work of the SLT.

SUPERVISION BY THE SPEECH LANGUAGE PATHOLOGIST (SLP)

1. The SLP is responsible for providing direct supervision during SLT FTE employment.
 - a. Direct supervision is defined as in-view and real-time observation and guidance by the supervising SLP during an assigned activity performed by the SLT.
 - b. Direct supervision is required a minimum of 30% of the time during the first 90 days of SLT FTE employment.
 - c. Direct supervision can decrease at the discretion of the supervising SLP as the SLT's skills and experience increase, but not to less than 10% of the time during the first FTE year of employment.
 - d. Direct supervision is at the discretion of the supervising SLP after the first year of SLT FTE employment but must include SLT observation with each assigned student at least once per year, with no less than one quarter of the students each quarter.
2. The SLP may provide more supervision depending on the complexity of the students' needs and the experience and skills of the SLT.
3. The SLT may perform therapy sessions only when a supervising SLP can be reached by personal contact, phone, or other immediate means.
4. If for any reason (i.e., maternity leave, illness, change of jobs), the supervising SLP is no longer available to provide the level of supervision required, the SLT shall not perform direct services until a USBE-licensed SLP has been assigned as the supervisor of the SLT.
5. Complete 360° Evaluations with the Supervising SLP to improve communication and collaboration. (See [Appendix A](#))

6. Collaborate with supervisory activities as outlined in the [Supervision of Speech Language Technicians \(SLTs\)](#) section.

SLT PROFESSIONAL LEARNING

1. The SLT shall receive USBE-approved training to meet core competencies outlined in this document which include:
 - a. Supporting instructional and therapeutic service,
 - b. Demonstrating professionalism and ethical practices,
 - c. Supporting a positive learning environment, and
 - d. Communicating effectively and participating in the team process.
2. Each LEA shall provide the SLT with an adequate onsite practicum experience including:
 - a. Receiving instruction,
 - b. Opportunities to observe various types of speech language therapy and other work-related skills, and
 - c. An opportunity to practice target skills with direct supervision before assuming independent duties of an SLT.

LEA PROFESSIONAL LEARNING RESPONSIBILITY

LEAs will ensure supervising SLPs and SLTs receive USBE-approved professional learning to meet supervision and service delivery competencies outlined in this Handbook.

USBE SLT LICENSING

All educators working in Utah public schools or responsible for a student's education, including specialized instruction of IEP goals, must possess a USBE Educator License.

USBE SLT LICENSING APPLICATION STEPS

1. USBE Speech Language Technician-Alternative Route to Licensure (SLT-ARL) Program

The requirements for acceptance in the USBE Speech Language Technician-Alternative Route to Licensure (SLT-ARL) program are as follows:

1. Bachelor's degree in Communication Disorders, Speech and Hearing Science, or equivalent degree major.
 - a. Submit official transcripts of all colleges/universities attended when submitting the online application.
 - b. The USBE accepts electronic transcripts when sent through a transcript clearinghouse directly from the college/university to the USBE [Transcripts email](#) address.
2. Initiate and pass a [Background Check](#) through the [USBE's Educator Licensing Online](#) website.
 - a. Background checks not initiated and passed through this website are not accepted.
 - b. The background check creates the educator's Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) ID.
 - i. Register for a [Utah Education Network \(UEN\)](#) educator account to access CACTUS and additional resources.
3. Complete the [Educator Ethics Review](#) through the [USBE's Educator Licensing Online](#) website.
4. Employment as an SLT with supervision as outlined in this Handbook.
 - a. Employment can be full- or part-time working directly for an LEA or working for a private contractor providing services to Utah public schools.
5. Complete the USBE SLT Licensing Program Application form.

2. USBE Associate Educator License with an SLT License Area of Concentration

Requirements to apply for the USBE Associate Educator License with an SLT license area of concentration are as follows:

1. Acceptance in the USBE SLT-ARL Program.
2. Successful completion of the [Special Education Law Training](#).
3. Successful completion of the [Associate Educator License \(AEL\) modules](#).
4. Submit the online [SLT Institute Application](#).
5. Successful completion of SLT Jump Start.
 - a. Upon completion of steps 1–4, a USBE SES staff member will enroll the SLT licensure candidate in the SLT Jump Start training (the asynchronous portion of the SLT Institute).

3. USBE Professional Educator License with an SLT License Area of Concentration

Requirements to apply for the USBE Professional Educator License with an SLT license area of concentration are as follows:

1. Earn the Associate Educator License with an SLT license area of concentration.
2. Employment as an SLT with a minimum of one year FTE direct supervision or two years of part-time equivalent (PTE) direct supervision.
3. Successful completion of the synchronous portion of the SLT Institute.
4. Statement of assurances and letter of recommendation signed by the SLT's supervision team.
 - a. The USBE SpEd licensing staff will email the forms through DocHub to the SLT's supervisor upon the SLT's successful completion of the synchronous portion of the SLT Institute.

SPEECH LANGUAGE TECHNICIAN INSTITUTE

The Speech Language Technician Institute is a required component of the USBE SLT licensing process. The Institute bridges the gap between what is learned in a bachelor's degree and what is needed for a Utah Professional Educator License with a Speech Language Technician license area of concentration.

The USBE SES provides the required SLT Institute 40-hour training. The Institute is free of charge to those who meet all criteria to enter the USBE SLT-ARL program. It is broken into both asynchronous and synchronous events. The asynchronous portion, called SLT Jump Start, is required for the Associate License and is available online. A USBE SES staff member will enroll the SLT licensure candidate in this course once requirements submitted have been verified. The synchronous portion of the USBE SLT Institute usually convenes in July.

Contact [Sabrina Gill](#) (801-538-7936) with any questions or concerns.

USBE SLP LICENSING

All educators working in Utah public schools or responsible for a student's education, including specialized instruction of IEP goals, must possess a USBE Educator License.

Licensure through Division of Occupational and Professional Licensing (DOPL) or other professional licensing does not substitute or transfer for a USBE Educator License when working with students in Utah public schools.

USBE SLP LICENSING APPLICATION STEPS

Requirements to apply for a USBE Educator License with an SLP license area of concentration are as follows:

1. MA/MS degree in Speech Language Pathology or equivalent degree major.
 - a. Submit original transcripts of all colleges/universities attended when submitting the application.
 - b. The USBE accepts electronic transcripts when sent through a transcript clearinghouse directly from the college/university to the USBE [Transcripts email](#) address.
2. The SLP license area of concentration requires a master's degree and either a recommendation for a Utah educator license from a graduate program in Utah or an ASHA CCC-SLP.
 - a. Those not recommended for licensure by a Utah graduate program may apply through the [USBE Out-of-State \(OOS\) licensing process](#).
3. Initiate and pass a [Background Check](#) through the [USBE's Educator Licensing Online](#) website.
 - a. Background checks not initiated and passed through this website are not accepted.
 - b. The background check creates the educator's Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) ID.
 - i. Register for a [Utah Education Network \(UEN\)](#) educator account to access CACTUS and additional resources.
4. Complete the [Educator Ethics Review](#) through the [USBE's Educator Licensing Online](#) website.
5. Those who apply through the USBE OOS licensing process must include their ASHA CCC-SLP certification account number and verification letter.
 - a. [ASHA Certification and Ethics Verification](#) can be accessed on the ASHA website.

ADDITIONAL INFORMATION AND RESOURCES

Additional USBE Educator Licensing information and resources can be found at the following links:

- The USBE [Special Education Effective Instruction and Inclusion](#) webpage
- The [USBE Educator Licensing](#) webpage
- The USBE [Apply for an Educator License](#) webpage

APPENDIX A: SPEECH LANGUAGE TECHNICIAN LICENSING PROGRAM 360° EVALUATION

The 360° Evaluation tool increases the communication and feedback between the Speech Language Pathologist and Speech Language Technician. It is not a substitute for the administrative evaluations conducted by the LEA.

360° EVALUATION OF PERFORMANCE INDICATORS

Speech Language Pathologist (SLP) and Speech Language Technician (SLT)
Updated 2020

Name of SLP:

Date SLP Completed:

Name of SLT:

Date SLT Completed:

Directions: The SLP will review these indicators with the SLT at the beginning of the supervision experience and discuss how they can be demonstrated. The SLT and the SLP will complete the corresponding evaluation at the end of the school year and submit to the District SLP Coordinator or LEA administration. Results are used by the administrator to identify areas for training and needed conversation. Circle the appropriate rating – the top indicator of each section serves as an overall indicator for the section. The SLP will rate the SLT using the items in the left column. The SLT will rate the SLP using the items in the right column.

Rating Scale:

3 = Evident: the observation item was consistently implemented and effective

2 = Emerging: the observation item was effectively implemented most of the time

1 = Not Evident: the observation item was not seen

1.SLT deals effectively with students' attitudes and behaviors	3	2	1
a.Maintains appropriate student/teacher relationship	3	2	1
b.Is sensitive to the needs of the student	3	2	1
c. Considers cultural values	3	2	1
d.Demonstrates appropriate self-confidence	3	2	1
e. Establishes rapport with staff/student supervisor	3	2	1
f. Demonstrates insight in student attitude and behavior	3	2	1
g. Directs parents, and school personnel to the supervisor to obtain information about treatment and testing	3	2	1

1.SLP deals effectively with students' attitudes and behaviors	3	2	1
a.Maintains appropriate student/teacher relationship	3	2	1
b.Is sensitive to the needs of the student	3	2	1
c. Considers cultural values	3	2	1
d.Demonstrates appropriate self-confidence	3	2	1
e. Establishes rapport with staff/student supervisor	3	2	1
f. Demonstrates insight in student attitude and behavior	3	2	1
g. Informs SLT of procedure to refer parents, students, and teachers to the supervisor to obtain treatment and testing information	3	2	1

2.SLT uses appropriate language (written and oral) in working with student/parent/teacher etc.	3	2	1
a. Uses language appropriate for age and educational level of student	3	2	1
b. Is courteous and respectful at all times (student/staff/supervisor)	3	2	1
c. Maintains appropriate pragmatic skills	3	2	1

2.SLP uses appropriate language (written and oral) in working with student/parent/teacher etc.	3	2	1
a. Uses language appropriate for age and educational level of student	3	2	1
b. Is courteous and respectful at all times (student/staff/supervisor)	3	2	1
c. Maintains appropriate pragmatic skills	3	2	1

3.SLT deals effectively with SLP supervisor	3	2	1
a. Is receptive to instruction and constructive correction	3	2	1
b. Requests assistance as needed	3	2	1
c. Actively participates in collaboration with supervisor in the planning and development of therapy plans	3	2	1

3.SLP deals effectively with SLT	3	2	1
a. Is receptive to the needs of SLT, gives clear instructions and appropriate correction when needed	3	2	1
b. Receptive to technician request for instruction/training needs	3	2	1
c. Schedules time to collaborate and invites participation of technician in planning and developing therapy plans	3	2	1

4.SLT manages time effectively	3	2	1
a. Arrives punctually and prepared for appointments	3	2	1
b. Arrives punctually for work-related meetings	3	2	1
c. Follows therapy schedule, completes data logs and reports on time	3	2	1

4.SLP manages time effectively	3	2	1
a. Arrives punctually and prepared for appointments	3	2	1
b. Arrives punctually for work-related meetings	3	2	1
c. Follows therapy schedule, completes data, and reports, on time	3	2	1

5.SLT demonstrates appropriate conduct	3	2	1
a. Respects and maintains confidentiality of students	3	2	1
b. Maintains personal appearance appropriate for the work setting	3	2	1
c. Uses appropriate language for the work setting	3	2	1
d. Evaluates own performance	3	2	1
e. Recognizes own professional limitations and performs within boundaries of training and job responsibilities	3	2	1

6.SLT maintains a facilitating environment	3	2	1
a. Organizes treatment area	3	2	1
b. Uses time effectively	3	2	1
c. Performs tasks without unnecessary distractions	3	2	1
d. Completes assigned tasks in a timely manner	3	2	1
e. Selects, prepares, and presents materials effectively	3	2	1
f. Selects appropriate materials based on therapy plan	3	2	1
g. Selects and prepares age-appropriate and effective materials	3	2	1

7.Documentation	3	2	1
a. Documents therapy data, performance, and progress accurately	3	2	1
b. Prepares compliant files and only signs and prepares documents as job description outlines	3	2	1

5.SLP demonstrates appropriate conduct	3	2	1
a. Respects and maintains confidentiality of students	3	2	1
b. Maintains personal appearance appropriate for the work setting	3	2	1
c. Uses appropriate language for the work setting	3	2	1
d. Evaluates own performance	3	2	1
e. Recognizes own professional limitations and performs within boundaries of training and job responsibilities	3	2	1

6.SLP maintains a facilitating environment	3	2	1
a. Organizes treatment area, instructs technician on expectations	3	2	1
b. Uses time effectively and demonstrate skills to SLT	3	2	1
c. Performs tasks without unnecessary distractions	3	2	1
d. Completes required tasks in a timely manner	3	2	1
e. Selects, prepares, and presents materials effectively	3	2	1
f. Selects appropriate materials based on therapy plan	3	2	1
g. Selects and prepares age-appropriate and effective materials	3	2	1

7.Documentation	3	2	1
a. Documents therapy data, performance, and progress accurately	3	2	1
b. Effectively teaches how to manage a file and what documents are to be prepared and signed by SLP	3	2	1

8.Assessments/Trainings	3	2	1
a.Demonstrates knowledge of a variety of screening and assessment tools	3	2	1
b.Can use two to three screening/assessment procedures effectively	3	2	1
c. Can differentiate correct verses incorrect responses	3	2	1
d.Completes all information on screening assessment forms	3	2	1
e.Scores assessments accurately and includes written descriptions as appropriate and as directed by supervisor, does not unilaterally interpret results, or write evaluation summary reports, or make recommendations for treatment	3	2	1
f. Attends SLT in-service trainings	3	2	1
g. Observation of four other SLPs during school year	3	2	1

8.Assessments/Trainings	3	2	1
a.Demonstrates knowledge of a variety of screening and assessment	3	2	1
b.Teaches SLT how to use two to three screening/assessment procedures effectively (demonstrates/observes/checks accuracy)	3	2	1
c. Has instructed and demonstrated how to differentiate correct verses incorrect responses (observes SLT's skills)	3	2	1
d.Provides instruction on procedure to complete and record all information on screening assessment forms	3	2	1
e. Instructs on how to score assessments accurately and how to include written descriptions when in doubt of response, interprets test results and prepares evaluation report, makes recommendation for treatment	3	2	1
f. Attends SLP in-service trainings	3	2	1
g. Facilitates observation of four other SLPs during school year	3	2	1

9.Treatment	3	2	1
a.Performs treatment as outlined and instructed by supervisor	3	2	1
b.Uses constructive feedback from supervisor and demonstrates implementation and improvement	3	2	1
c. Demonstrates skills in managing student behavior during therapy	3	2	1
d.Maintains student on task behavior during therapy	3	2	1
e.Uses appropriate feedback and reinforcement consistent discriminating and meaningful to student	3	2	1
f. Gives clear, concise, and appropriate student directions	3	2	1
g.Applies knowledge of behavior management to therapy	3	2	1
h.Implements IEP goals and objectives in a specified sequence	3	2	1
i. Demonstrates knowledge and understanding of each student's disorder, goals, and objectives	3	2	1
j. Can identify correct and incorrect responses and describe student behavior and level of performance	3	2	1
k. Reports, documents, and keeps supervisor informed of progress and needs of students	3	2	1

9.Treatment	3	2	1
a.Performs and demonstrates appropriate therapy treatment as outlined in IEP, observes SLT doing therapy	3	2	1
b.Gives constructive feedback to the SLT and helps SLT implement treatment giving positive feedback for improvement	3	2	1
c. Demonstrates skills and instructs SLT on effective techniques of managing student behavior during therapy	3	2	1
d.Instructs SLT on how to maintain on-task behavior of students during therapy	3	2	1
e.Demonstrates and teaches SLT appropriate, consistent, discriminating, and meaningful feedback and reinforcement to student	3	2	1
f. Gives student clear, concise, and appropriate directions	3	2	1
g.Demonstrates and shares knowledge of behavior management skills as they apply to individual therapy plans	3	2	1
h.Demonstrates how to implement IEP goals and objectives in a specified sequence	3	2	1
i. Demonstrates knowledge and understanding of each student's disorder goals and objectives, trains the SLT on how to follow treatment plan	3	2	1
j. Can identify correct and incorrect response, describe student behavior and level of performance, and effectively demonstrate skills to SLT	3	2	1
k. Instructs SLT on how to report, document, and keep the LEA informed of progress and needs of students	3	2	1

Positive comments and/or plan for improvement: