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## USBE Speech-Language Technician Licensing Program Application Form

Reminder: You must complete a background check and have a CACTUS ID before completing this application.

### PERSONAL INFORMATION

Last Name	First	Middle	Maiden	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Street Address	City	State	Zip Code	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Telephone	Date of Birth	CACTUS ID	Ethnicity*	Gender
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Email	<input type="text"/>			

Are you currently working in a licensed position? Yes  No  If yes, complete the following:  
If no, contact Sabrina Gill, [Sabrina.gill@schools.utah.gov](mailto:Sabrina.gill@schools.utah.gov), 801-538-7936

**\*Note: If you provide services for multiple districts or charters schools (LEAs), please provide information for each LEA.**

### LEA #1(District or Charter School)

<input type="text"/>		
Supervising Administrator	Email	Telephone
<input type="text"/>	<input type="text"/>	<input type="text"/>
Supervising SLP	Email	Telephone
<input type="text"/>	<input type="text"/>	<input type="text"/>

### LEA #2(District or Charter School)

<input type="text"/>		
Supervising Administrator	Email	Telephone
<input type="text"/>	<input type="text"/>	<input type="text"/>
Supervising SLP	Email	Telephone
<input type="text"/>	<input type="text"/>	<input type="text"/>

**LEA #3(District or Charter School)**

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Supervising Administrator	Email	Telephone

Supervising SLP	Email	Telephone

EDUCATION	College or University	Degree	Date Received	Major	Minor

Minimum training to be accepted into the USBE program is a Bachelor’s Degree in Communication Disorders or Speech and Hearing Science. Please provide USBE an **original transcript** with your degree posted.

**CONVICTION HISTORY**

Have you ever been convicted of violating any law (except minor traffic violations)? You must report Driving Under the Influence convictions. Yes  No

I verify the above statements are true.

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Signature

If a background check reveals you have made false statements, your license may be revoked.

Submit as part of Speech-Language Technician - Alternative Route to Licensure (SLT-ARL) application packet.

E-mail to [licensing@schools.utah.gov](mailto:licensing@schools.utah.gov) OR mail to:  
Utah State Board of Education Licensing SLT-ARL  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200  
Attn: Sabrina Gill

Notify [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov) SLT-ARL application packet has been sent. 801-538-7936

# Appendix C: Speech-Language Technician Professional Growth Plan (PGP)

## USBE Speech-Language Technician Licensing Program PGP Form

Applicant's Name	CACTUS ID	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

LEA (District or Charter School)

- Y The Speech-Language Technician (SLT) has been assigned a supervising Speech-Language Pathologist (SLP).
- Y The PGP includes training and evaluation of competencies for both the SLT and the supervising SLP as outlined in the Handbook for Speech-Language Technicians Working in Utah Public Schools. Specifically, the following are addressed and completed within one year:
  - Y Role and Responsibilities for the supervising SLP
  - Y Role and Responsibilities for the SLT
  - Y Competencies of the supervising SLP
  - Y Competencies of the SLT

Brief description of PGP to complete SLT Institute:

<input type="text"/>	<input type="text"/>
SLT Applicant Signature	Supervising SLP Signature

<input type="text"/>	<input type="text"/>
Special Education Director Signature	USBE Special Education Representative

Submit as part of Speech-Language Technician - Alternative Route to Licensure (SLT-ARL) application packet. E-mail to [licensing@schools.utah.gov](mailto:licensing@schools.utah.gov) OR mail to:

Utah State Board of Education Licensing SLT-ARL  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200  
Attn: Sabrina Gill

Notify [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov) SLT-ARL application packet has been sent. 801-538-7936

## **Attachment D: Utah State Board of Education (USBE) Speech-Language Pathologist License Process**

### **USBE Speech-Language Pathologist Licensing Process Steps**

All educators working in Utah public schools or responsible for a student's education, including specialized instruction of Individualized Education Program (IEP) goals, must possess a USBE Educator License. <https://www.schools.utah.gov/file/0314a92f-36aa-4c07-9e7e-a6cc0a4b9330>

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

Requirements to apply for a Utah School Speech-Language Pathologist (SLP) license area of concentration:

- 1) **MA/MA degree in Speech Language Pathology** or equivalent degree major. Submit original transcripts of all colleges/universities you have attended with your application packet. USBE accepts electronic transcripts only if sent directly from the college/university through a transcript clearinghouse via [transcripts@schools.utah.gov](mailto:transcripts@schools.utah.gov). Please make a note on the application (step 6) your transcripts have been sent electronically to USBE.
- 2) Initiate and pass a USBE **Background Fingerprint Check** at Educator Licensing Online. <https://utah.gov/teachers> Background checks not initiated online for the USBE are not accepted.
- 3) Complete an **Educator Ethics Review** at Educator Licensing Online. <https://utah.gov/teachers>.
- 4) To discover your Comprehensive Administration of Credentials for Teachers in Utah Schools (**CACTUS**) number, please go to <https://my.uen.org> to register for a Utah Education Network (UEN) account 24 hours after initiating a background fingerprint check. Log in to your my.UEN.org account, select the 'Personal Page' option and then click the link to enter CACTUS and retrieve your number. Include this CACTUS number in all communications and on the application form in step 6.

- 5) Complete the USBE **Student Data Privacy Training** at <https://usbe.instructure.com/courses/75/> and save a copy of the completion certificate with your date and name on the certificate (no administrator signature required).
  
- 6) Complete and sign the **Application for Utah Educator License for Out of State (OOS) Educators** and select the Speech-Language Pathologist option. <https://schools.utah.gov/file/b12ac51a-ca1e-48f7-8855-0b4f6f9ab82d>
  
- 7) Submit your American Speech-Language Hearing Association (ASHA) Certificate of Clinical Competence (CCC-SLP) certification account number and verification letter **if your degree is from a non-Utah MA/MS SLP program** (<https://www.asha.org/certification/cert-verify/>).

Assemble the documents listed in steps 5, 6, and 7 as the SLP application packet. E-mail to [licensing@schools.utah.gov](mailto:licensing@schools.utah.gov) OR mail to:

Utah State Board of Education Licensing SLT-ARL  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200  
Attn: Sabrina Gill

Notify [sabrina.gill@schools.utah.gov](mailto:sabrina.gill@schools.utah.gov) the SLP application packet has been sent. 801-538-7936

Candidates in approved Utah Speech-Language Pathologist (SLP) Preparation Programs follow instructions from their program who recommends the candidate for licensure.

<https://schools.utah.gov/curr/licensing/earning?mid=2465&aid=8>

**Additional Utah State Board of Education Educator Licensing information available at:**

<https://schools.utah.gov/specialeducation/resources/effectiveinstruction>

<https://schools.utah.gov/curr/licensing>

<https://schools.utah.gov/curr/licensing/additionalprocesses>

## **Appendix E: 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 Technician (SLT) and Speech-Language Pathologist (SLP) - updated 2020

Name of SLT:	Date:	Name of SLP:	Date:
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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 designated LEA. 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.

**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

*Completed by the SLP*

*Completed by the SLT*

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

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

<b>3</b>	<b>SLT deals effectively with SLP Supervisor</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>SLP deals effectively with SLT</b>	<b>3</b>	<b>2</b>	<b>1</b>
a	Is receptive to instruction and constructive correction	3	2	1	a	Is receptive to the needs of SLT, gives clear instructions and appropriate correction when needed	3	2	1
b	Requests assistance as needed	3	2	1	b	Receptive to technician request for instruction/training needs	3	2	1
c	Actively participates in collaboration with supervisor in the planning and development of therapy plans	3	2	1	c	Schedules time to collaborate and invites participation of technician in planning and developing therapy plans	3	2	1

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

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

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



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

<b>8</b>		<b>Assessments/Trainings</b>			<b>3</b>	<b>2</b>	<b>1</b>	<b>8</b>		<b>Assessments/Trainings</b>			<b>3</b>	<b>2</b>	<b>1</b>
	a	Demonstrates knowledge of a variety of screening and assessment tools			3	2	1		a	Demonstrates knowledge of a variety of screening and assessment			3	2	1
	b	Can use two-three screening/assessment procedures effectively			3	2	1		b	Teaches SLT how to use two-three screening/assessment procedures effectively (demonstrates/observes/checks accuracy)			3	2	1
	c	Can differentiate correct verses incorrect responses			3	2	1		c	Has instructed and demonstrated how to differentiate correct verses incorrect responses (observes SLT's skills)			3	2	1
	d	Completes all information on screening assessment forms			3	2	1		d	Provides instruction for SLT on procedure to complete and record 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		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 SLT in-service trainings			3	2	1		f	Attends SLP in-service trainings			3	2	1
	g	Observation of 4 other SLPs during school year			3	2	1		g	Facilitates observation of 4 other SLPs during school year			3	2	1

<b>9</b>	<b>Treatment</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>9</b>	<b>Treatment</b>	<b>3</b>	<b>2</b>	<b>1</b>
a	Performs treatment as outlined and instructed by Supervisor	3	2	1	a	Performs and demonstrates appropriate therapy treatment as outlined in IEP - observes SLT doing therapy	3	2	1
b	Uses constructive feedback from supervisor and demonstrates implementation and improvement	3	2	1	b	Gives constructive feedback to the technician and helps technician to implement treatment giving positive feedback for improvement	3	2	1
c	Demonstrates skills in managing student behavior during therapy	3	2	1	c	Demonstrates skills and instructs SLT on effective techniques of managing student behavior during therapy	3	2	1
d	Maintains student on task behavior during therapy	3	2	1	d	Instructs SLT on how to maintain on task behavior of students during therapy	3	2	1
e	Uses appropriate feedback and reinforcement consistent discriminating and meaningful to student	3	2	1	e	Demonstrates and teaches assistant appropriate, consistent, discriminating, and meaningful feedback and reinforcement to student	3	2	1
f	Gives clear, concise and appropriate student directions	3	2	1	f	Gives student clear and concise and appropriate directions	3	2	1
g	Applies knowledge of behavior management to therapy	3	2	1	g	Demonstrates and shares knowledge of behavior management skills as they apply to individual therapy plans	3	2	1
h	Implements IEP goals and objectives in a specified sequence	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	3	2	1	i	Demonstrates knowledge and understanding of each student's disorder goals and objectives and trains the SLT how to follow treatment plan	3	2	1
j	Can identify correct and incorrect responses and describe student behavior and level of performance	3	2	1	j	Can identify correct and incorrect response, describe student behavior and level of performance and effectively demonstrate skills to assistant	3	2	1
k	Reports, documents, and keeps supervisor informed of progress and needs of students	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:

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