

Nutley Framework for Professional Practice for Speech Teachers

Domain I: Planning and Preparation

- 1a: Demonstrating knowledge and skill in the speech-language pathology therapy area as evidenced through
- 1b: Establishing speech language pathology plan appropriate to the student's needs in the Least Restrictive Environment or school setting
- 1c: Demonstrating knowledge of district, state, and federal regulations and guidelines for speech-language pathology
- 1d: Demonstrating knowledge of resources, both within and beyond the school and the district
- 1e: Structures therapy services for the therapy services to meet the goals and objectives of individual students
- 1f: Revise the therapy services as needed in order to meet the needs of individual students

Domain II: The Environment

- 2a: Establishing rapport with students
- 2b: Organizing time effectively
- 2c: Managing therapy procedures including instructional groups, materials/supplies, and transitions
- 2d: Establishing standards of conduct in the therapy session
- 2e: Organizing physical space for testing of students and providing therapy

Domain III: Delivery of Service

- 3a: Responding to and evaluating students needs
- 3b: Developing and implementing treatment plans to maximize student success
- 3c: Communicating with families
- 3d: Collecting information; writing reports
- 3e: Demonstrating flexibility and responsiveness

Domain IV: Professional Practice

- 4a: Reflecting on practice
- 4b: Collaborating with teachers and administrators
- 4c: Maintaining an effective data-management system
- 4d: Participating in a professional community
- 4e: Engaging in professional development
- 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality

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Domain 1: Planning & Preparation	BASIC	EMERGING	PROFICIENT	DISTINGUISHED
<p>1a: Demonstrating knowledge and skill in the speech-language pathology therapy area as evidenced through:</p> <ul style="list-style-type: none"> • Articulation • Phonology • Apraxia • Oral Motor • Language-Receptive and Expressive • Fluency • Voice • Pragmatic 	<p>Speech-Language Pathologist demonstrates little or no knowledge and skill in the therapy area; does not hold or maintain the teaching certificate and license.</p>	<p>Speech-Language Pathologist demonstrates basic knowledge and skill in the therapy area; maintains the teaching certificate and license</p>	<p>Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapy area; maintains the teaching certificate and license.</p>	<p>Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapy area; maintains certificate of clinical competence (C's) license and holds additional endorsements that could include ESL, Bilingual etc.</p>
<p>1b: Establishing speech language pathology plan appropriate to the student's needs in the Least Restrictive Environment or school setting</p>	<p>Speech-Language Pathologist has no plan for individualizing speech language services that are appropriate to the student's needs or setting.</p>	<p>Speech-Language Pathologist has a plan for the therapy services that is rudimentary or partially suitable to the setting and to the needs of the students.</p>	<p>Speech-Language Pathologist's has a plan for the therapy services that is clear and appropriate to the setting of the school and to the needs of the students and has been developed collaboratively with different school stakeholders</p>	<p>Speech-Language Pathologist has a plan for the therapy services that is highly appropriate to the school setting and to the needs of the students and has been developed collaboratively with different school stakeholders and includes two or more service delivery models (individual, small group, push-in, inclusion, co-therapy, etc.).</p>

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<p>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines for speech-language pathology</p>	<p>Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures.</p>	<p>Speech-Language Pathologist demonstrates basic knowledge of special education laws and procedures.</p>	<p>Speech-Language Pathologist demonstrates thorough knowledge of special education laws and district procedures and communicates eligibility criteria, district policies and procedures to stakeholders.</p>	<p>Speech-Language Pathologist's knowledge and communication of special education laws and district procedures is extensive; Speech- Language Pathologist takes a leadership role in presenting, reviewing, and revising district policies</p>
<p>1d: Demonstrating knowledge of resources, both within and beyond the school and district</p>	<p>Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district.</p>	<p>Speech-Language Pathologist demonstrates basic knowledge of resources for students available through the school or district</p>	<p>Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.</p>	<p>Speech-Language Pathologist demonstrates extensive knowledge of and accesses resources for students available through the school or district and in the larger community.</p>
<p>1e: Structures therapy services for the therapy services to meet the goals and objectives of individual students</p>	<p>Therapy services consists of a random collection of unrelated activities, lacking coherence or an overall structure and does not link to overall goal(s)/benchmark.</p>	<p>Speech-Language Pathologist has a guiding objective and includes a number of worthwhile activities, but does not meet the overall goal(s)/benchmark.</p>	<p>. Speech-Language Pathologist has a guiding objective and includes a number of worthwhile activities, but does not meet the overall goal(s)/benchmark.</p>	<p>Speech-Language Pathologist therapy serves to support students individually and support carry over across educational or community settings.</p>

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1f: Revise the therapy services as needed in order to meet the needs of individual students	Speech-Language Pathologist has no plan to revise therapy services and resists suggestions that such a revision is important.	Speech-Language Pathologist has a unclear plan to revise therapy services and accepts and implements suggestions for revision of the plan.	Speech-Language Pathologist has a clear plan to revise therapy services that is supported by evidence-based practice and quantitative and qualitative data necessary to revise IEP if appropriate.	Speech-Language Pathologist has a clear plan to revise therapy services that is supported by evidence-based practice and quantitative and qualitative data necessary to revise IEP if appropriate.
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Domain 2: The Environment	BASIC	EMERGING	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students	Speech-language pathologist's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	Speech-language pathologist's interactions are a mix of positive and negative; the speech language pathologist's efforts at developing rapport are partially established	Speech-language pathologist's interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting	Speech-language pathologist's interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors: seeking out the speech language pathologist, cooperating during expected tasks, coming to scheduled therapy sessions (high school), and/or completing home work assignments.
2b: Organizing time effectively	Speech-language pathologist has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	. Speech-language pathologist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner.	. Speech-language pathologist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner	. Speech-language pathologist is highly organized and meets deadlines for evaluating students and completing meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties that will assist in meeting the needs of students at their school

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<p>2c: Managing therapy procedures including instructional groups, materials/supplies, and transitions</p>	<p>Speech-language pathologist does not group students based on age/communication needs, does not have materials/supplies prepared in advance, and does not transition in a timely manner. Poor transitioning results in ineffective use of therapy time.</p>	<p>. Speech-language pathologist groups does not consistently group students based on age/communication needs, does not consistently have materials/supplies prepared in advance, and does not consistently transition in a timely manner.</p>	<p>Speech-language pathologist groups students based on age/communication needs, has materials/supplies prepared in advance, and transitions in a timely manner.</p>	<p>Speech-language pathologist groups students based on age/communication needs, has materials/supplies prepared in advance, and transitions in a timely manner. Students demonstrate an understanding of the above by independently participating in the process</p>
<p>2d: Establishing standards of conduct in the therapy session</p>	<p>Speech-language pathologist has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or treatment</p>	<p>Speech-language pathologist's has clear rules of conduct in the evaluation and therapy session that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and treatment with partial success</p>	<p>Student behavior is generally appropriate. Speech-language pathologist's has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. Rules of conduct are posted and discussed with the students.</p>	<p>Student behavior is entirely appropriate. Speech-language pathologist's has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. Rules of conduct are posted and discussed with the students. Students engage in self-monitoring of appropriate behavior.</p>

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2e: Organizing physical space for testing of students and providing therapy	The speech-language pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are not usually available	The speech-language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is not rearranged or modified to meet each student's individual needs.	The speech-language pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs	has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs. The speech-language pathologist makes effective use of physical resources including computer technology.
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Domain 3: Delivery of Service	BASIC	EMERGING	PROFICIENT	DISTINGUISHED
3a: Responding to and evaluating student needs	SLP fails to respond to referrals or makes hasty assessments of student needs.	SLP responds to referrals when pressed and makes adequate assessments of student needs.	SLP responds to referrals and makes thorough assessments of student needs.	SLP is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize student success	SLP fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	SLP's plans for students are partially suitable for them or sporadically aligned with identified needs.	SLP's plans for students are suitable for them and are aligned with identified needs.	SLP develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	SLP fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	SLP's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	SLP communicates with families and secures necessary permissions for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	SLP secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: Collecting information; writing reports	SLP neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	SLP collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	SLP collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	SLP is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	SLP adheres to the plan or program, in spite of evidence of its inadequacy.	SLP makes modest changes in the treatment program when confronted with evidence of the need for change.	SLP makes revisions in the treatment program when they are needed.	SLP is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

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Domain 4: Professional Practice	BASIC	EMERGING	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	SLP's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	SLP is not available to staff for questions and planning and declines to provide background material when requested.	SLP is available to staff for questions and planning and provides background material when requested.	SLP initiates contact with teachers and administrators to confer regarding individual cases.	SLP seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	SLP's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	SLP has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	SLP has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	SLP has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	SLP's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	SLP's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	SLP participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	SLP makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

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4e: Engaging in professional development	SLP does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	SLP's participation in professional development activities is limited to those that are convenient or are required.	SLP seeks out opportunities for professional development based on an individual assessment of need.	SLP actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	SLP displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	SLP is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	SLP can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.