

Benchmarks for Florida Educator Accomplished Practices Pre-professional Level

Practice Area	Pre-professional Level Benchmarks
1. Instructional Design & Lesson Planning	The speech-language pathologist (SLP) plans intervention activities, drawing upon well-established human development/learning theories or concepts and a variety of information about clients. The SLP communicates and works cooperatively with families and colleagues to improve educational and clinical experiences in schools and other professional settings.
2. Learning Environments	The SLP understands the importance of creating effective learning environments and possesses techniques or strategies to do so, including some that provide opportunities for client input into the processes. The SLP understands the need for a variety of techniques and is working to increase his/her knowledge and skills. The SLP plans intervention activities, drawing upon well-established human development/ learning theories or concepts and a variety of information about clients.
3. Instructional Delivery & Facilitation	The SLP is acquiring performance assessment techniques and strategies that measure higher order thinking skills in clients and is building a repertoire of realistic projects and problem solving activities designed to assist all clients in demonstrating their ability to think creatively. The SLP recognizes the importance of setting high expectations for all clients and works with other professionals to design learning experiences that meet the client's needs and interests. The SLP continually seeks advice/information from appropriate resources, including feedback, interpreting information, and modifying plans. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies along with multiple resources for providing comprehensible instruction for all clients. Upon reflection, the SLP continuously refines outcome assessment and learning experiences.
4. Assessment	The SLP collects and uses data gathered from a variety of sources. These sources will include both traditional and alternative assessment strategies. Furthermore, the SLP can identify and match the clients' clinical intervention plans with their cognitive, social, linguistic, cultural, emotional, and physical needs. The SLP uses technology available at the clinical site as appropriate to the learner. The SLP provides clients with opportunities to actively use technology and facilitates access to the use of electronic resources.

The SLP uses technology to manage, evaluate, and improve instruction.

5. Continuous Improvement

The SLP is aware that he/she is in the initial stages of a life-long learning process and that self-reflection is one of the key components of that process. While the SLP's concentration is, of necessity, inward and personal, the role of colleagues and school-based or clinic improvement activities increases as time passes. Continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

6. Professional Responsibility & Ethical Conduct

Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.