



**Preliminary Speech-Language Pathology Services
Credential Program Standards and
Performance Expectations**
(Effective July 1, 2026)

Commission on Teacher Credentialing

Published February 2025

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[Commission on Teacher Credentialing Program Standards](#)

Program Standards adopted February 2025
Performance Expectations adopted February 2025

Preliminary Speech-Language Pathology Credential Program Standards

Special Note: Throughout this document, reference is made to "all students". This phrase is intended as a widely inclusive term that references all students attending California public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the standards and performance expectations.

Program Standard 1: Program Design and Curriculum

The program curriculum is grounded in theoretical and empirically supported practices for Speech-Language Pathology that address cultural and linguistic diversity, neurodiversity, and inclusion for the care and education of all students. Key curriculum elements include typical and atypical child growth and development from ages birth - 22; understanding learning trajectories of young children to young adults; designing and implementing linguistically, culturally, and neurodiverse affirming assessment and intervention services; implementing instructional strategies to develop early literacy skills; understanding and analyzing student achievement outcomes to improve learning; and understanding the range of factors affecting student learning including social determinants of health.

Program Standard 2: Foundations of Speech-Language Pathology Practice

The program ensures that SLP candidates have received training and/or exposure in a wide variety of specialized academic instructional settings, including but not limited to: the home, virtual education settings, classrooms and programs for students ages 3-22, and public/nonpublic school programs. The program allows candidates to experience service delivery options within one or more of these settings that may include consultation, collaboration, professional development, telepractice, individual, small-group, whole-group, pull-out, and push-in services. The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services. This includes eligibility requirements, and an understanding of federal and state laws related to Speech-Language Pathology services for all students. The program provides candidates with training and opportunities for collaborating effectively with families to support their student's development and learning.

Program Standard 3: Clinical Practice The program ensures that each candidate completes a supervised clinical practicum in the California public school setting. During this time, candidates (1) acquire a minimum of 100 hours in direct services, (2) participate in speech and language evaluation and intervention, (3) write, present, and implement IEPs/IFSPs, (4) assist classroom teachers in providing modifications and accommodations of curriculum for students, and (5) monitor student progress. The program ensures that candidates acquire communication

assessment and intervention experiences within the population of all students ranging in age from birth - 22.

Program Standard 4: Preparing Candidates to Master the Speech-Language Performance Expectations (SLPEs)

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn and apply each SLPE. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the SLPEs and provide timely performance feedback regarding candidates' progress toward mastering the SLPEs

Preliminary Speech-Language Performance Expectations (SLPEs)

Speech-Language Pathology Services Credential candidates will:

1. Demonstrate knowledge of developmental and behavioral milestones for California students from ages birth - 22 required to access the core curriculum.
2. Collect relevant information regarding individuals' past and present status and family and health history.
3. Use knowledge of communication disabilities to determine the potential educational impact.
4. Appropriately select, administer, interpret, and document the results of least-biased assessment measures¹ for all students.
5. Appropriately select, implement, and document intervention services for all students.
6. Demonstrate knowledge of the principles and processes of assessment, selection, and treatment for augmentative and alternative communication (AAC).
7. Demonstrate written communication skills needed to document the performance and progress of students.
8. Engage in interprofessional practice with teachers and other relevant personnel.
9. Demonstrate relevant methods of consultation and collaboration with teachers, families, and additional members of the educational team to support students' learning across educational contexts.

¹ See California Education Code [Section 56320](#)