

APPENDIX F
THE CONNECTICUT COMPETENCIES AND INDICATORS FOR
PERFORMANCE EVALUATION OF SPEECH LANGUAGE
PATHOLOGISTS

**CONNECTICUT
COMPETENCIES AND INDICATORS
FOR PERFORMANCE EVALUATION OF
SPEECH AND LANGUAGE PATHOLOGISTS***

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Certification and Professional Development
Bureau of Special Education and Pupil Services
Vocational-Technical School System

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*Competencies and indicators in this document are not proposed as a complete instrument. School districts may wish to review and use this document to enhance their current evaluation process.

SPEECH AND LANGUAGE PATHOLOGIST COMPETENCIES AND INDICATORS

1.0 Demonstrates facility in the skills of reading, writing and mathematics

2.0 Demonstrates knowledge of the theory and practice of the discipline

- 2.1 Demonstrates knowledge and understanding of the major theories, principles and concepts of communication development and disorders
- 2.2 Demonstrates accurate and up-to-date knowledge of theory and practices of prevention, assessment and intervention in communication disorders
- 2.3 Demonstrates an understanding of the purpose and value of effective communications
- 2.4 Demonstrates the ability to formulate meaningful questions to achieve effective outcomes
- 2.5 Demonstrates the ability to identify appropriate sources of additional information regarding prevention, assessment and intervention in communication disorders
- 2.6 Demonstrates the ability to critically examine new information about communication development and disorders
- 2.7 Demonstrates knowledge of cultural diversity and its relation to communication development and disorders

3.0 Demonstrates knowledge of human growth and development as it relates to the educational process

- 3.1 Demonstrates an understanding of the major theories of human development
- 3.2 Demonstrates an understanding of how physical, social, emotional and intellectual development relate to planning and organizing prevention, assessment and intervention in communication disorders
- 3.3 Demonstrates an understanding of the interrelationship between teaching styles and learning styles
- 3.4 Recognizes the conditions and needs of special children

4.0 Demonstrates knowledge of the American public school system

- 4.1 Knows and understands the governance of schools from the local, state and federal level
- 4.2 Knows and understands how the organization of the district and school has an impact upon the individual speech-language pathologist
- 4.3 Understands the rights and responsibilities of children, parents and teachers

5.0 Effectively assesses student needs and progress

- 5.1 Selects appropriate materials and procedures for assessing children's communication skills
- 5.2 Appropriately uses formal and informal measures of children's communication skills
- 5.3 Accurately interprets all information to describe the current level of communication skills
- 5.4 Recognizes when communication skills are deficient and recommends appropriate action
- 5.5 Uses all information to plan assessment and intervention
- 5.6 Documents and reports assessment results and intervention progress
- 5.7 Creates and selects evaluation instruments or procedures to obtain information for monitoring children's progress
- 5.8 Evaluates children on the basis of criteria that are aligned with instructional objectives

6.0 Plans programs and Interventions to achieve established objectives

- 6.1 Identifies and sequences goals for prevention, assessment and intervention in communication disorders
- 6.2 Identifies and sequences objectives to achieve established goals
- 6.3 Identifies procedures and sequences activities for prevention, assessment and intervention in communication disorders
- 6.4 Selects appropriate human resources, materials and media
- 6.5 Plans activities that provide for individual differences

7.0 Effectively Implements programs and Interventions to achieve established objectives

- 7.1 Presents materials at a level appropriate to the needs, interests, abilities and backgrounds of children
- 7.2 Conducts learning activities in a logical sequence, which is flexible and developmentally appropriate
- 7.3 Provides opportunities for generalization of communication skills and behaviors across a variety of settings
- 7.4 Uses a variety of materials and media
- 7.5 Uses a variety of methods and incorporates advancing technology
- 7.6 Uses a variety of service-delivery models
- 7.7 Uses a balance of individual, small-group and large-group formats
- 7.8 Provides activities that foster involvement of children, families, school and other professional personnel
- 7.9 Matches approaches and methods with the demands of the situation and in consideration of human diversity
- 7.10 Revises approaches and methods on the basis of comments, questions and performance

8.0 Helps students develop positive self-concepts

- 8.1 Recognizes and understands the worth of all individuals and the opportunities provided by human diversity
- 8.2 Demonstrates sensitivity to and respect for the needs and feelings of all children
- 8.3 Conveys patience, empathy and enthusiasm

9.0 Facilitates the development of student Independence

- 9.1 Recognizes and encourages the special interests and abilities of individuals

- 9.2 Assists individuals in selecting their own learning objectives and activities
- 9.3 Poses questions that stimulate individuals to recall, analyze, synthesize and evaluate
- 9.4 Presents that foster thinking skills and problem-solving skills
- 9.5 Assists and encourages individuals to investigate issues of concern to them
- 9.6 Fosters individuals' communications with others about ideas and concerns

10.0 Effectively meets the needs exceptional students

- 10.2 Identifies children who require the assistance of other specialists and makes appropriate referrals
- 10.3 Obtains and uses information from other sources
- 10.4 Provides appropriate equipment, materials and procedures for children with special needs

11.0 Effectively communicates with students, family members, school personnel and members of the community

- 11.1 Communicates expectations, directions and explanations in a clear, coherent and logical manner
- 11.2 Uses acceptable oral and written expression
- 11.3 Provides opportunities for interactive communication
- 11.4 Establishes rapport and fosters positive reinforcement through verbal and nonverbal communication
- 11.5 Conveys personal enthusiasm and self-confidence
- 11.6 Communicates with others, both individually and collectively, about the needs and progress of children

12.0 Promotes a positive learning environment

- 12.1 Demonstrates skills in managing behaviors of individuals and groups
- 12.2 Promotes positive interpersonal relationships

13.0 Encourages and maintains the cooperative Involvement and support of parents and the community

13.1 Provides opportunities for parent and community involvement

13.2 Communicates goals and objectives of the speech, language and hearing program

13.3 Seeks community resources to support the speech, language and hearing program

14.0 Effectively organizes time, space, materials and equipment

14.1 Establishes and maintains service schedules, routines and procedures

14.2 Uses time effectively, paces activities appropriately and maximizes time on task

14.3 Provides an environment that is conducive to learning

14.4 Develops and maintains systems for keeping records

15.0 Meets professional responsibilities

15.1 Advocates for the rights and privileges of children with communication impairments

15.2 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation

15.3 Works cooperatively with colleagues and administrators

15.4 Follows the policies and procedures of the school district

15.5 Demonstrates ethical behavior

