**Transcript Review Worksheet**

**5440- 84 – Educational Speech Language Pathologist Endorsement**

The holder is authorized to provide speech and language services, including case management and comprehensive evaluation services, to individuals age 3 through 21 in a school setting.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

**Speech Language Pathologists who wish to work in school settings must complete this sheet.**

Please list academic coursework that fulfills each competency.

Experience may not be used to meet these requirements.

**Testing Requirement: Praxis Core Series: Pre-Professional Skills Tests in Writing, Reading and Math or an** [**approved alternative test**](http://education.vermont.gov/licensing/become-an-educator/testing-requirements)**.**

| **Content Topic** | **College/****University** | **Course****Number** | **# of Credits** | **Course** **Title** |
| --- | --- | --- | --- | --- |
| A conferred master’s degree or doctoral degree in Speech Language Pathology from an educational institution approved by the American Speech Language-Hearing Association (ASHA)  |  | **N/A** |  |  |
| A current Clinical license as a Speech Language Pathologist in the state of Vermont **(Provide copy of current Clinical SLP License from Vermont Secretary of State’s Office)** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Knowledge Standards** |  |  |  |  |
| **Special Education Law:**Current state and federal laws, regulations, and procedures governing the referral, identification, evaluation, eligibility determination, educational placement and accommodation of individuals with communication delays and disorders |  |  |  |  |
| **The relationship of language and literacy and role of school based SLP:** The impact of receptive or expressive language delays or disorders (including hearing loss or auditory processing disorder) on the acquisition of literacy |  |  |  |  |
| **The relationship of language and literacy and role of school based SLP:** The impact of communication delays and disorders on development across the domains and on the results of other forms of assessment (e.g., psychosocial, cognitive, or vocational) |  |  |  |  |
| **The relationship of language and literacy and role of school based SLP:** Teaching strategies and accommodations which support the learning of individuals with communication delays and disorders, including instructional methodologies and augmentative or alternative communication systems that support language development and/or communication in all modalities |  |  |  |  |
| **Performance Standards** |  |  |  |  |
| Applies appropriate screening and assessment measures to identify individuals with communication delays and disorders who are eligible for special services under federal and state regulations, using appropriate technologies as needed |  |  |  |  |
| Works collaboratively with teachers, parents/caregivers, and other professional personnel to design and implement, or supervise the implementation of, developmentally appropriate educational plans for individuals with communication delays and disorders, including directly teaching, or supervising the teaching of, the communication skills essential to literacy development |  |  |  |  |
| Evaluates individuals' communication status and/or progress in relation to their educational plan goals and communicates information about their needs and progress clearly and effectively to parents and other school personnel, both orally and in writing |  |  |  |  |
| Acts as a case manager to ensure coordinated services for individuals with communication delays and disorders who are eligible for special services |  |  |  |  |
| Assists classroom teachers in accommodating individuals with communication delays and disorders within the regular classroom by identifying or developing educational materials or curricula, aspects of the classroom environment, teaching techniques, and/or classroom management techniques which support the educational and therapeutic needs of individuals with communication delays and disorders |  |  |  |  |
| Trains and supports family members and other communication partners of individuals with communication delays and disorders in techniques and/or strategies to enhance their communication effectiveness |  |  |  |  |
| Provides training and consulting services to teachers, administrators, and other school personnel regarding the implications of communication delays and disorders for learning, as well as modifications and/or accommodations to support the learning of these individuals |  |  |  |  |
| Collaborates with audiologists in the assessment of auditory processing disorders in cases in which there is evidence of speech, language and/or other cognitive-communication disorders; and provides or supervises the intervention for individuals with auditory processing disorders |  |  |  |  |
| Collaborates with teachers of English as a Second Language to enhance students’ communication effectiveness |  |  |  |  |
| Trains and supervises support personnel according to ASHA guidelines for supervision |  |  |  |  |
| **Additional Requirements** |  |  |  |  |
| Clinical Licensure as a Speech Language Pathologist in the State of Vermont | **N/A** | **N/A** | **N/A** | **N/A** |
| A minimum of a practicum in an educational setting in the diagnosis and management of individuals with communication delays and disorders under the supervision of a licensed Educational Speech Language Pathologist or ASHA certified Speech Language Pathologist |  |  |  |  |