EXECUTIVE SUMMARY

Title: Proposed Standards for the Evaluation of Speech-Language Pathologists

Type of Executive Summary:
☐ Consent  ☑ Action  ☐ Action on First Reading  ☐ Discussion  ☐ Information

Policy Implications:
☐ Constitution
☐ General Statute #
☑ SBE Policy #TCP-A-001
☐ SBE Policy Amendment
☐ SBE Policy (New)
☐ APA #
☐ APA Amendment
☐ APA (New)
☐ Other

Presenter(s): Tom Winton (Section Chief, Instructional Support & Related Services of the Exceptional Children Division) and Dr. Lynne Johnson (Director, Educator Recruitment and Development)

Description:
The State Board of Education approved new standards for the evaluation of teachers in June 2007. New standards for the evaluation of speech-language pathologists, aligned with the new teacher standards, have been developed and are presented for discussion this month. When approved by the Board, the new standards will be the basis of new evaluation instruments for speech pathologists which are aligned with the new instruments that have been developed by McREL.

Resources:
Speech-language pathologists will be included in the next stage of development and validation of new instruments.

Input Process:
Committees were convened to draft the new standards and were widely vetted including distribution through the LEAs, Student Support Services Directors, the NCDPI student support services listserv, and university training programs. Directors of Exceptional Children and practicing speech-language pathologists also reviewed this document and provided feedback.

Stakeholders:
LEAs, district level supervisors, school administrators, speech-language pathologists, and university training programs

Timeline For Action:
The proposed standards were presented for discussion last month and are being presented for action this month. Upon SBE approval, work on the development and validation of a new instrument will begin.

Recommendations:
It is recommended that the proposed standards for the evaluation of speech-language pathologists be approved by the State Board of Education. It is also recommended that the job descriptions be used as professional standards support documents.

Audiovisual equipment requested for the presentation:
☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
  Specify: ________________________________

☐ Audio Requirements (computer or other, except for PA system which is provided)
  Specify: ________________________________
Motion By: ______________________________ Seconded By: ______________________________

Vote:  Yes ________ No ________ Abstain ________

Approved ________ Disapproved ________ Postponed ________ Revised ________

*Person responsible for SBE agenda materials and SBE policy updates: Linda Jones (807-3355)
Vision for School Speech-Language Pathologists

The demands of twenty-first century education dictate new roles for school Speech-Language Pathologists. Speech-Language Pathologists create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, school-based speech-language pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational and personal goals.

In order to deliver a comprehensive school speech-language pathology program the professional speech-language pathologist should understand and be competent in the following areas:

- Human growth and development
- Speech and language milestones
- Collaboration with internal and external stakeholders
- Use of data and record keeping
- Legal and ethical guidelines
- Supervision of others as appropriate
- Consultation with parents, school and community personnel
- Implementation of intervention strategies for identified and non-identified students
- Promotion of effective interpersonal relations with students
- Provision of services through a variety of service delivery models in many environments
- Coordination of speech-language services with services provided by other school personnel
- Involving parents, teachers and others to meet the communication needs of students
- Making appropriate referrals to non-school agencies
- Understanding recommendations of audiological/medical professionals and related service professionals
- Application of a workload model to their school setting
- Formal and informal assessment of communication and academic achievement
- Analysis and interpretation of information regarding need for speech-language services
- Knowledge and understanding of the North Carolina Essential Standards
- Employment of evidence-based methods and techniques
- Engagement in continuing education
- Analysis of the impact of the speech-language program on student learning.
Intended Purpose of the Standards

The North Carolina Standards for Speech-Language Pathology have been developed as a resource for speech-language pathologists to enhance their knowledge and skills. Therefore, it is incumbent upon the speech-language pathologist to provide services as part of a comprehensive multidisciplinary team with complementary knowledge, skills, and experiences.

The speech-language pathology standards will

- guide professional development as speech-language pathologists move forward in the twenty-first century;
- provide the focus for schools and districts as they support, monitor and evaluate their speech-language pathologists; and
- assist higher education programs in developing the content and requirements of school speech-language pathology education curricula.

Organization of the Standards

**Standard:** The Standard is the broad category of the Speech-Language Pathologist’s knowledge and skills.

**Summary:** The summary provides explicit descriptions of the Standard’s content.

**Practices:** The practices define the various tasks undertaken to demonstrate the Standard. The list of practices is not meant to be exhaustive.

**Artifacts:** The artifacts are the examples of standard practices the speech-pathologist might include as evidence in meeting the Standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ speech-language pathologists. In developing these standards, the following resources were consulted:

- North Carolina State Board of Education Mission and Goals
- North Carolina State Board of Education Policies QP-C-003 and QP-C-006
- North Carolina General Statutes 115C-333 and 115C-335
- North Carolina Speech-Language Pathologist job description
- The American Speech-Language-Hearing Association’s *Guidelines for the Roles and Responsibilities of the School Based Speech-Language Pathologist*, and *Self-Reflection Professional Performance Review Instrument for the School-Based Speech-Language Pathologist*
- North Carolina Department of Public Instruction’s *Standards for Graduate Training Programs in Speech-Language Pathology*
Included are the major functions of the speech-language pathologist employed in educational environments in North Carolina. Each function is followed by related evidences. As each work situation is different, it is not likely that all of the evidences will be demonstrated by all speech-language pathologists.

**STANDARD 1: SCHOOL SPEECH-LANGUAGE PATHOLOGISTS DEMONSTRATE LEADERSHIP, ADVOCACY, COLLABORATION AND ETHICAL PRACTICES**

School Speech-Language Pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

School Speech-Language Pathologists attend a variety of meetings with other faculty members, parents and other exceptional children teachers on the school and district level to positively impact student outcomes. In addition, they serve on committees at both the school and district level. They provide direct specialized instruction through a variety of service delivery models including classroom based inclusive practices and pull out as well as services on behalf of students through consultation and collaboration with teachers and other professionals.

- Attend meetings, such as faculty meetings, special education meetings and parent-teacher conferences
- Serve on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings
- Conduct themselves in a professional manner in every aspect of their responsibilities
- Model clear speech including use of appropriate grammar, syntax and enunciation

School Speech-Language Pathologists provide appropriate information on an informal or formal basis regarding speech, language and hearing programs.

School Speech-Language Pathologists present information to school personnel to inform them of the Speech-Language Pathologist’s role in literacy, receptive and expressive communication disorders, and speech disorders and these disorders’ impact on learning. They provide information to parents and teachers on the topics of speech, language and hearing development and provide these individuals with information on current procedures and program guidelines. They speak to community organizations and allied professionals by conducting workshops and providing information to the public when appropriate.

- Present information to school personnel about language disorders as they relate to literacy and interactive communication skills
- Present information to school personnel about speech disorders (articulation, voice, fluency) and their impact on communication and learning
- Provide information to parents and teachers about speech, language and hearing development
• Provide information to school personnel, parents and non-school agencies about current procedures and program guidelines
• Speak to community organizations and allied professionals, conducts workshops and provides public information when appropriate

School Speech-Language Pathologists maintain records of the speech-language program and prepare periodic reports as required.

School Speech-Language Pathologists collect and maintain data to inform program decisions for students. They also submit required reports, maintain files, implement safeguards to ensure confidentiality of student records and complete documentation for third party reimbursement in an accurate and timely manner.

• Keep data for program planning and decision making for students
• Submit reports which meet local and state requirements
• Maintain current files for use by authorized school personnel
• Safeguard confidentiality of student records
• Complete records for third party reimbursement accurately and in a timely manner as appropriate

School Speech-Language Pathologists adhere to established rules, regulations, laws and appropriate ethical standards.

School Speech-Language Pathologists provide services holding the best interest of the student paramount and guard against conflicts of interest. They are knowledgeable of local procedures state and federal law and comply with established lines of authority within parameters of professional standards.

• Provide services which hold the well-being of each student paramount
• Guard against conflicts of professional interest
• Demonstrate knowledge of federal, state and local rules, regulations and laws
• Comply with established lines of authority within the parameters of professional standards

School Speech-Language Pathologists supervise graduate interns, paraprofessionals, volunteers and other professionals (as appropriate).

School Speech-Language Pathologists evaluate the effectiveness of personnel assigned to them and maintain records on personnel they supervise. They cooperate with college/university training programs and sponsor professionals during the Clinical Fellowship Year.

• Evaluate effectiveness of personnel assigned to the Speech-Language Pathologist
• Maintain records regarding personnel supervised
• Cooperate with college/university training programs
• Sponsor professionals during Clinical Fellowship Year
STANDARD 2: SCHOOL SPEECH-LANGUAGE PATHOLOGISTS PROMOTE A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Speech-Language Pathologists provide consultation to parents, teacher and other appropriate school personnel.

Speech-Language Pathologists consult with parents and teachers relative to identified and non-identified students. They also consult with other school and community professionals to improve services to identified and non-identified students.

- Consult with parents and teachers relative to identified and non-identified students
- Consult with other personnel such as the principal, nurse, occupational therapist, physical therapist, psychologist, director of exceptional children, social worker, home-school coordinator, guidance counselor, other speech-language pathologists and special educators

Speech-Language Pathologists adjust intervention strategies based upon student performance.

Speech-Language Pathologists use systematic procedures for review of student progress and modify activities as appropriate.

- Use systematic procedures for review of student progress
- Change activities on basis of student progress

Speech-Language Pathologists promote effective interpersonal relations with students.

Speech-Language Pathologists use language appropriate for the listener. They maintain confidentiality of information, respect cultural differences and encourage others to understand and respect individuals with disabilities.

- Use language appropriate for the listener
- Maintain confidentiality of information received
- Promote respect for cultural differences
- Encourage others to understand and respect those with disabilities
STANDARD 3: SCHOOL SPEECH-LANGUAGE PATHOLOGISTS UNDERSTAND AND FACILITATE THE IMPLEMENTATION OF A COMPREHENSIVE APPROACH TO SPEECH-LANGUAGE DEVELOPMENT

Speech-Language Pathologists collaborate/consult with classroom teachers in the management of speech-language disorders.

Speech-Language Pathologists regularly consult and collaborate with teachers to manage speech and language disorders as they are manifest in classroom performance.

School Speech-Language Pathologists coordinate speech-language services with student services provided by other school personnel.

School Speech-Language Pathologists collaborate with other school personnel including teachers, psychologists and administrators to best meet the needs of all students. They collaborate with other service delivery providers to implement individualized education programs.

- Collaborate with school personnel, such as teachers and psychologists, to best meet the needs of all students
- Meet with related school personnel to coordinate specific objectives for individualized educational programs

Speech-Language Pathologists seek the assistance of teachers, parents and others to meet the communication needs of students.

Speech-Language Pathologists provide written information to teachers, parents and others on techniques to foster speech-language growth and talk to teachers informally concerning progress of students.

- Give written information to teachers, parents and others on ways to foster speech-language growth
- Talk with teachers formally and informally about individual student’s needs and progress

Speech-Language Pathologists consult/communicate with non-school agencies to enhance services.

Speech-Language Pathologists request specific information on individuals enrolled in services from a variety of outside agencies as appropriate with a signed release of information. They gather general information about services offered in non-school agencies and coordinate students’ therapeutic service with those in non-school agencies by phone, written communication and/or formal meetings.
• Request specific information on individual student’s receiving services from non-school agencies (e.g., clinics, hospitals, physicians, health departments, day care centers, etc.) with signed release of information
• Gather general information about services offered by non-school agencies
• Coordinates students’ therapeutic service with those provided by non-school agencies by telephone, written communication and/or formal meetings

Speech-Language Pathologists make recommendations and referrals for audiological/medical and related services.

Speech-Language Pathologists determine the need for referrals and collaborate and consult with audiologists regarding hearing services. They perform hearing screenings under the direction of an audiologist in a timely manner and collaborate with other allied health professionals regarding hearing issues as appropriate.

• Determine needs for referrals
• Collaborate and consult with audiologists regarding hearing services
• Perform hearing screenings in a timely manner using proper procedures and instrumentation
• Collaborate appropriately with other allied health professionals (physicians, therapists, etc.)

School Speech-Language Pathologists apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.

• Apply a systematic workload model to facilitate the organization of the speech-language program within the school
• Schedule interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment

| **STANDARD 4: SCHOOL SPEECH-LANGUAGE PATHOLOGISTS** |
| **PROMOTE LEARNING FOR ALL STUDENTS** |

School Speech-Language Pathologists conduct speech, language and hearing screening, administer formal and informal assessments, and obtain additional diagnostic information from appropriate persons and available records for speech-language purposes.

School Speech-Language Pathologists serve on student intervention teams as appropriate and work with other professionals to carry out screenings use appropriate instruments and procedures. School Speech-Language Pathologists observe students in educational settings, select and administer appropriate standard and non-standard instruments using acceptable
procedures. School Speech-Language Pathologists obtain pertinent case history and additional forms of data from parents and professionals.

- Serve on student intervention team/IEP Team as appropriate
- Work with other professionals to carry out the screening process
- Use appropriate screening instruments
- Observe students in educational environments
- Select appropriate assessments based on individual student needs
- Administer tests according to acceptable procedures
- Obtain pertinent case history
- Obtain data from other professionals and parents

School Speech-Language Pathologists analyze and interpret information to make recommendations regarding the need for speech-language services.

School Speech-Language Pathologists integrate data from a variety of assessment techniques and sources to determine the extent that an impairment negatively impacts a student’s access to the general curriculum. They prepare and explain data for presentation to IEP Teams and prepare an evaluation summary.

- Integrate data from a variety of assessment techniques and sources
- Determine the effect of the student’s impairment in regard to accessing the general curriculum
- Present and explain data to IEP Teams
- Prepare evaluation summaries

School Speech-Language Pathologists demonstrate knowledge and understanding of the North Carolina Standard Course of Study, including the Extended Content Standards, in management of communicative disorders.

School Speech-Language Pathologists have knowledge of the North Carolina Standard Course of Study and how communication disorders affect students’ progress toward acquisition of those goals. This includes the Extended Content Standards, which are designed to provide general curriculum access for students with the most significant cognitive disabilities.

- Demonstrate knowledge of the North Carolina Standard Course of Study
- Demonstrate knowledge of how communication disorders affect progress in the North Carolina Standard Course of Study
- Demonstrate knowledge of the Extended Content Standards

School Speech-Language Pathologists plan and deliver evidence-based interventions appropriate for individual students and groups of students.

School Speech-Language Pathologists carefully consider least restrictive environment in planning service delivery models that meet the needs of students. They plan interventions that
are based on evidence gained through research. They modify therapeutic instruction from data gathered during therapy and provide activities that are appropriate for the student’s age, grade and cognitive level as well as interests and aptitudes.

- Implement the service delivery model most appropriate to the students’ degree of severity
- Provide activities commensurate with students’ interests and aptitudes
- Modify therapeutic instructional approaches and other functions from data gathered during therapy
- Select/implement evidence-based practices which support the goals and objectives of the speech, language and hearing program

School Speech-Language Pathologists use evidence-based methods and techniques appropriate to stated objectives.

School Speech-Language Pathologists design select or modify curricula using a variety of equipment, materials, devices or aids. They systematically implement evidence based interventions to foster communicative competence and provide feedback and reinforcement to students.

- Design, selects and/or modifies special curricula/therapy content
- Use a variety of equipment, materials, devices and aids
- Use systematic and evidence-based intervention strategies to foster communicative competence
- Provide feedback and reinforcement to students

### STANDARD 5: SCHOOL SPEECH-LANGUAGE PATHOLOGIST REFLECT ON THEIR PRACTICE

School Speech-Language Pathologists engage in continuing education and professional growth activities related to speech-language-hearing and education.

School Speech-Language Pathologists participate in meetings, symposia and workshops that directly relate to the profession. They review literature and make use of current information during diagnostic and therapy activities. They apply knowledge gained from continuing education activities and explore and disseminate information about new or improved methods for serving students.

- Participate in professional meetings, symposia and workshops directly related to the speech-language-hearing profession
- Review speech, language and hearing literature and makes use of new information during therapy and instructional procedures
- Apply knowledge gained from continuing education activities
- Explore and disseminate information about new and/or improved methods for serving students
School Speech-Language Pathologists analyze the impact of comprehensive speech-language services on student learning.

School Speech-Language Pathologists think systemically and critically about the impact of comprehensive speech-language services on student success. School Speech-Language Pathologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school Speech-Language Pathologists adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.

- Think systemically and critically about the impact of comprehensive speech-language services on student success
- Collect and analyze student data to plan and evaluate the effectiveness of service delivery
- Based on current and relevant research findings and data, school Speech-Language Pathologists adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice
# Standards Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nell Rose</td>
<td>Board of Education Member</td>
<td>Rockingham County Schools</td>
</tr>
<tr>
<td>Gina Smith</td>
<td>Exceptional Children’s Curriculum Coordinator</td>
<td>Charlotte-Mecklenburg County Schools</td>
</tr>
<tr>
<td>Tomma Hargraves</td>
<td>Co-Lead Speech-Language Pathologist</td>
<td>Wake County Schools</td>
</tr>
<tr>
<td>Jenaye Houghton</td>
<td>Lead Speech-Language Pathologist</td>
<td>Jackson County Schools</td>
</tr>
<tr>
<td>Brenda Taylor</td>
<td>Assistant Director of Exceptional Children’s Services</td>
<td>Buncombe County Schools</td>
</tr>
<tr>
<td>Deena Haley</td>
<td>Lead Speech-Language Pathologist</td>
<td>Cabarrus County Schools</td>
</tr>
<tr>
<td>Beth Burnes</td>
<td>Lead Speech-Language Pathologist</td>
<td>Chapel Hill/Carrboro</td>
</tr>
<tr>
<td>Tom Winton</td>
<td>Chief Consultant, Instructional Support Related Services EC Division</td>
<td>North Carolina Department of Public Instruction</td>
</tr>
<tr>
<td>Dr. Susan Battigelli</td>
<td>Lead Speech-Language Pathologist</td>
<td>Winston Salem/Forsyth County Schools</td>
</tr>
<tr>
<td>Amy Sherman</td>
<td>Lead Speech-Language Pathologist</td>
<td>Onslow County Schools</td>
</tr>
<tr>
<td>Dr. Ann Brady</td>
<td>Director of Exceptional Children</td>
<td>Rockingham County Schools</td>
</tr>
<tr>
<td>Beth Ussery</td>
<td>Lead Speech-Language Pathologist Preschool</td>
<td>Rockingham County Schools</td>
</tr>
<tr>
<td>Debbie Lassater</td>
<td>Lead Speech-Language Pathologist</td>
<td>Rockingham County Schools</td>
</tr>
<tr>
<td>Dr. Linda Watson</td>
<td>Professor, Communication Sciences and Disorders</td>
<td>UNC – Chapel Hill</td>
</tr>
<tr>
<td>Linda Tufts</td>
<td>Lead Speech-Language Pathologist</td>
<td>Moore County Schools</td>
</tr>
<tr>
<td>Carolyn Fowler</td>
<td>Lead Speech-Language Pathologist</td>
<td>Lee County Schools</td>
</tr>
<tr>
<td>Dr. Wayne Foster</td>
<td>Director of Exceptional Children</td>
<td>Alamance Burlington (currently in Forsyth County)</td>
</tr>
<tr>
<td>Stephanie Nance</td>
<td>Lead Speech-Language Pathologist</td>
<td>Alamance County Schools</td>
</tr>
<tr>
<td>Georgie Gracy</td>
<td>Lead Speech-Language Pathologist Preschool</td>
<td>Wake County Schools</td>
</tr>
<tr>
<td>Dr. Marianna Walker</td>
<td>Professor, Communication Sciences and Disorders</td>
<td>East Carolina University</td>
</tr>
<tr>
<td>Melanie Mayer</td>
<td>Lead Speech-Language Pathologist</td>
<td>New Hanover County</td>
</tr>
<tr>
<td>Anita Gordon</td>
<td>Lead Speech-Language Pathologist</td>
<td>Harnett County Schools</td>
</tr>
<tr>
<td>Name</td>
<td>Title/Position</td>
<td>Location</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Marilyn Johnson</td>
<td>Lead Speech-Language Pathologist</td>
<td>Cumberland County</td>
</tr>
<tr>
<td>Dr. Tom Layton</td>
<td>Professor and Chair, Communication Sciences and Disorders</td>
<td>North Carolina Central University</td>
</tr>
<tr>
<td>Brandy Joyner</td>
<td>Lead Speech-Language Pathologist</td>
<td>Cherokee County Schools</td>
</tr>
<tr>
<td>Barbara Slingerland</td>
<td>Lead Speech-Language Pathologist</td>
<td>Charlotte/Mecklenburg County Schools</td>
</tr>
<tr>
<td>Beth Helig</td>
<td>Co-Lead Speech-Language Pathologist</td>
<td>Gaston County Schools</td>
</tr>
<tr>
<td>Dr. Ruby Drew</td>
<td>(former) Professor, Communication Sciences and Disorders</td>
<td>Western Carolina University</td>
</tr>
<tr>
<td>Beverly Knight</td>
<td>Co-Lead Speech-Language Pathologist</td>
<td>Wake County Schools</td>
</tr>
<tr>
<td>Nancy Partin</td>
<td>Lead Speech-Language Pathologist</td>
<td>Wayne County Schools</td>
</tr>
<tr>
<td>Betsy Shoaf</td>
<td>Lead Speech-Language Pathologist</td>
<td>Davidson County Schools</td>
</tr>
<tr>
<td>Donna Brown</td>
<td>Professor and Chair, Communication Sciences and Disorders</td>
<td>Appalachian State University</td>
</tr>
<tr>
<td>Leigh Wright</td>
<td>Lead Speech-Language Pathologist</td>
<td>Guilford County Schools</td>
</tr>
<tr>
<td>Barbara Bost</td>
<td>Speech-Language Pathologist</td>
<td>Cabarrus County Schools</td>
</tr>
<tr>
<td>Renee Chapman</td>
<td>Co-Lead Speech-Language Pathologist</td>
<td>Gaston County Schools</td>
</tr>
<tr>
<td>David Mills</td>
<td>(former) Chief Consultant EC Division and Speech-Language Pathologist Consultant</td>
<td>NC Department of Public Instruction</td>
</tr>
<tr>
<td>Chris Cicotello</td>
<td>Lead Speech-Language Pathologist</td>
<td>Asheville City Schools</td>
</tr>
<tr>
<td>Rob Dellinger</td>
<td>Speech-Language Pathologist</td>
<td>Wake County Schools</td>
</tr>
<tr>
<td>Perry Flynn</td>
<td>Consultant in Speech-Language Pathologist</td>
<td>NC Department of Public Instruction</td>
</tr>
</tbody>
</table>