

**Educational Speech
Language Pathologist**

5440-84 Educational Speech Language Pathologist

The holder is authorized to provide speech and language services, including case management and comprehensive evaluation services, to individuals age 3 through 21. (Requires the clinical SLP License)

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Qualification for the Vermont Speech Language Pathology License is a prerequisite for this endorsement. In addition, the candidate shall demonstrate the following knowledge and skills related to the practice of Speech Language Pathology in a public education setting:

Knowledge Standards:

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 impact of receptive or expressive language delays or disorders (including hearing loss or auditory processing disorder) on the acquisition of literacy

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)

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

5440-84 Educational Speech Language Pathologist (Cont'd)

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 American Speech Language Hearing Association (ASHA) guidelines for supervision

Additional Requirements:

Clinical licensure as a Speech Language Pathologist in the state of Vermont

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

School Nurse

5440-65 School Nurse (Revised 3/20/13)

The holder is authorized to provide school health services in grades PK-12 and to collaborate with teachers and administrators to integrate health and wellness knowledge and skills throughout the school and curriculum.

In order to qualify for this endorsement the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge in general nursing and school nursing concepts and skills delineated in current national professional nursing and school nursing standards and health concepts and skills delineated in *Vermont's Framework of Standards and Learning Opportunities*, including:

Pediatric, community health, emergency, adult, and mental health nursing

Current state and federal laws, regulations, and procedures governing identification, referral, healthcare, privacy issues, placement, and accommodation of students

Learning theory as it applies to health behavior

Health promotion strategies for individuals, families, communities, and health risk factors, including the Centers for Disease Control's Priority Risk Behaviors³

Family, interpersonal relationships, cultural, psychological, sociological, emotional, and environmental factors that influence health behaviors

Family and group dynamics

Effective organization, management, communication, and leadership skills

The process and skills for problem solving, decision making, and conflict resolution

The Vital Results for personal development in *Vermont's Framework of Standards and Learning Opportunities*

Professional and ethical issues in general nursing and school nursing

The Vermont *Standards of Practice: School Health Services*

Purposes, elements, and requirements of the Coordinated School Health Program (CSHP) model

Performance Standards:

5440-65 **School Nurse (Cont'd)**

School nurses strengthen and facilitate the educational process by improving and protecting the health status of students and staff; identifying, assisting, overseeing, and collaborating with other school personnel in the removal or modification of health-related barriers to the learning of individual students; and collaborating with other school personnel to promote health education and a healthy learning environment for students and staff. Specifically, the school nurse:

Provision of Health Services:

Organizes, provides, and/or oversees the provision of health assessments for individual students and referrals for health management or treatment

Develops, provides, and/or oversees direct health services and/or health counseling to assist students, families, and staff in making informed decisions on choices related to health

Develops, provides, and/or oversees implementation of student healthcare plans, health management protocols, and policies for all students with health need, and recommends modifications to the school program

Interprets and/or oversees the interpretation of a student's health status to parents/guardians and school personnel

Identifies or assists in identification, refers, and follows through on child abuse and neglect as required by law

Identifies and refers students for psychosocial and substance abuse issues and evaluates interventions

Preventative Health:

Maintains, evaluates, interprets, and/or oversees the review of individual student health records

Develops, implements, and/or oversees the implementation of procedures and protocols for the prevention and management of injuries and acute and chronic illness

Promotes and assists in the control of communicable diseases through development and/or implementation of early detection and preventative immunization programs, surveillance and follow up of contagious diseases, and reporting, as appropriate, to the Vermont Department of Health

Provides health information to individuals, school-related groups, student classes, and community organizations

5440-65 School Nurse (Cont'd)

Collaboration with Other School and Community Personnel:

Participates as the health professional member on a variety of teams, including the child education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students

Acts as the case manager of 504 Plans for students with health issues

Coordinates and/or collaborates with other school and community personnel to ensure a safe and health-promoting school environment and program for students and staff

Coordinates and/or collaborates with other school and community personnel to develop, support, implement, and evaluate a Coordinated School Health Program (CSHP)

Serves as a resource to other teachers and administrators in health education and as a member of the health curriculum committee

Coordinates school health activities and serves as a liaison on health issues between parents/guardians, the school, and the community

Acts as a resource person in promoting health careers

Develops protocols for, trains, and oversees those school personnel delegated to carrying out health service activities in accordance with Vermont *Standards of Practice: School Health Services*

Collaborates in the development of school policies concerning health issues and develops procedures concerning health issues in accordance with school policies

Additional Requirements:

Bachelor's or Master's degree from a nursing program accredited by the National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE)

A current license as a Registered Nurse (RN) in the state of Vermont

Current certificates in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), and first aid

Four years of clinical nursing experience beyond nursing education

Completion of an educational orientation program provided through the Agency of Education and based on the requirements for delivery of health services as defined in the Vermont *School Quality Standards* and the Vermont manual titled *Standards of Practice: School Health Services*

Associate School Nurse

5440-65A Associate School Nurse (Revised 3/20/13)

The holder is authorized to provide school health services in grades PK-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of general nursing and school nursing concepts and skills delineated in current national nursing and school nursing standards and health concepts and skills delineated in *Vermont's Framework of Standards and Learning Opportunities*, including:

Pediatric, community health, emergency, adult, and mental health nursing

Current state and federal laws, regulations, and procedures governing identification, referral, healthcare, privacy issues, placement, and accommodation of students

Health promotion strategies for the individual and health risk factors, including the Centers for Disease Control's Priority Risk Behaviors³

Interpersonal relationships, cultural, psychological, sociological, emotional, and environmental factors that influence health behaviors

Effective organization, time management, and communication skills

Problem solving and decision making skills

The Vital Results for personal development in *Vermont's Framework of Standards and Learning Opportunities*

Professional and ethical issues in general nursing and school nursing

The Vermont *Standards of Practice: School Health Services*

Purposes of the Coordinated School Health Program

Performance Standards:

The associate school nurse improves and protects the health status of students and staff by identifying and participating in the removal or modification of health related barriers to the learning of individual students. Specifically, the associate school nurse:

Provision of Health Services:

5440-65A Associate School Nurse (Cont'd)

Provides health assessments for individual students and initiates referrals to other school personnel and community health resources for health management or treatment as necessary

Provides direct health services and/or health counseling to assist students, families, and staff in making informed decisions on choices related to health

Develops, provides, and/or oversees implementation of student health care plans, management protocols, and policies to meet health needs of students and recommends modifications to the school program

Interprets the student's health status to parents/guardians and school personnel

Identifies or assists in identification, referral, and follow through on child abuse and neglect as required by law

Identifies and refers students for psychosocial and substance abuse issues and evaluates interventions

Preventative Health:

Maintains, evaluates, and interprets individual student health records

Develops and implements procedures and protocols for the prevention and management of injury and acute and chronic illness

Promotes and assists in the control of communicable diseases through development and/or implementation of early detection programs and preventative immunizations, surveillance and follow up of contagious diseases, and reporting, as appropriate, to the Vermont Department of Health

Provides health information to individuals

Involvement with Other School and Community Personnel:

Contributes as needed as the health professional on a variety of teams, including the child education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students

Joins with other school and community personnel to ensure a safe and health-promoting school environment and program for students and staff

Participates in a Coordinated School Health Program (CSHP)

5440-65A Associate School Nurse (Cont'd)

Serves as a liaison on health issues among home, school, and community

Develops protocols for, trains, and oversees those school personnel delegated to carrying out health service activities in accordance with Vermont *Standards of Practice: School Health Services*

Develops procedures concerning health issues in accordance with school policies

Additional Requirements:

Associate's Degree/Diploma from a nursing program accredited by the National League for Nursing (NLN)

A current license as a Registered Nurse (RN) in the state of Vermont

Current certificates in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), and first aid

Four years of clinical nursing experience that must include community health and pediatric nursing

Completion of an approved educational orientation program provided through the Agency of Education and based on the requirements for delivery of health services as defined in the Vermont *School Quality Standards* and the Vermont manual titled *Standards of Practice; School Health Services*

School Psychologist

5440-66 School Psychologist

The holder is authorized to provide school psychological services in grades PK-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Demonstrates knowledge of school psychological concepts and skills delineated in current national professional standards. Specifically, the school psychologist understands:

Data-Based Decision-Making and Accountability: Strategies to assess current problem areas, strengths, and needs at the individual, group, and systems level through assessment, and methods to measure the outcomes of data-based decisions

Interpersonal Communication, Collaboration, and Consultation: Behavioral, mental health, problem solving, instructional, and other consultation models and their application; collaborative models and methods at the individual, group, and systems level

Effective Instruction and Development of Cognitive/Academic Skills: Theories of learning and cognitive development; assessment strategies and techniques, both formal and informal, to identify systemic practices, classroom interventions, and individual student strengths and needs; curriculum and standards-based instruction; instructional intervention strategies for students with cognitive delays or learning disorders; direct and indirect services to facilitate development of cognitive, literacy, and other academic skills to enhance academic learning time and self-monitoring strategies

Socialization and Development of Life Skills: Human development and social/emotional functioning; assessment and intervention techniques to determine student goals and to monitor progress toward those goals; affective curriculum and instruction related to conflict resolution and social skills

Student Diversity in Development and Learning: Individual differences, learning styles, and the ranges of abilities and disabilities; strengths and needs of students from diverse, racial, cultural, ethnic, experiential, and linguistic backgrounds

School and Systems Organization, and Climate: General education and special education federal and state laws, regulations, and mandatory reporting requirements relative to the role of the school psychologist; organizational and system-change theory; safe, supportive, and effective learning environments; current laws, regulations, and procedures governing referrals; identification, evaluation, and placement of students with disabilities

Prevention, Crisis Intervention and Mental Health: Normal and abnormal child and adolescent development; biological, familial, and social influences on behavior; counseling and

5440-66 School Psychologist (Cont'd)

intervention theories and techniques for students with a wide range of needs and disorders; crisis prevention and crisis response techniques

Home-School-Community Consultation and Collaboration: Family systems theory including family influences on student development, learning and behavior, and the community services and supports available to schools, families, and students; curriculum and intervention techniques that enhance academic achievement, parent participation and communication

Research, Program Evaluation, Data-Based Decision Making, and Accountability: Research design, statistical methods, and applied research relevant to educational programs; validated, reliable, and research-based programs/interventions; program evaluation at the individual, group, and systems level

School Psychology Practices and Development: History and foundation of school psychology as a profession; service models, roles, and functions in school psychology; ethical practices and professional issues; federal and state laws and regulations as they pertain to school policies and procedures governing school psychologists

Information Technology: Information technology and related ethical practice specific to school psychology

Performance Standards:

The school psychologist enhances and strengthens the educational process and serves students through collaboration, consultation, and intervention. School psychologists apply knowledge standards at the individual, classroom, family, and systems level. The school psychologist:

Data-Based Decision-Making and Accountability:

Applies standards-based assessment results to address questions about students' progress in learning and achievement and provides data-based recommendations for curriculum change or development through collaboration, consultation, assessment, and intervention

Defines current problem areas, strengths, and needs at the individual, group, and systems level through assessment/measurement techniques

Interpersonal Communication, Collaboration, and Consultation:

Collaborates effectively with school personnel, parents, and community providers in the planning and decision-making process at the individual, group, and systems level

Effective Instruction and Development of Cognitive and Academic Skills:

5440-66 School Psychologist (Cont'd)

Develops, implements, and evaluates appropriate cognitive and academic goals and interventions for students with specific needs

Links assessment results to interventions which enhance student learning

Socialization and Development of Life Skills:

Develops, implements, and evaluates behavioral, affective, adaptive, and social interventions to effect behavioral changes and/or social skills development

Student Diversity in Development and Learning:

Implements strategies based upon individual characteristics, strengths, needs, and cultural factors to adapt curriculum and/or school procedures that will promote successful student outcomes

School and Systems Organizations:

Collaborates with school personnel to design, implement, and evaluate school-wide policies and procedures to enhance the educational structure for students

Prevention, Crisis Intervention, and Mental Health:

Develops prevention and intervention programs that promote mental health, physical well-being, and tolerance for others

Assists schools in the development of crisis response policies, protocols, and other practices that create and maintain safe, supportive, effective learning environments

Home-School-Community Consultation and Collaboration:

Demonstrates effective collaboration with families, educators, and other members of the community to promote and to provide access to comprehensive health and mental health services to children and/or families

Provides support and assistance to parents in situations that may be new, unfamiliar, or stressful for them

Research and Program Evaluation:

Uses research design, statistical procedures, and applied research to plan and conduct investigations of existing or proposed programs

5440-66 School Psychologist (Cont'd)

Critiques curricula programs and applies research knowledge to help guide schools in the selection of curriculum or other academic/intervention programs

Applies and translates research findings into service delivery improvements for students

Defines current problem areas, strengths, and needs at an individual, group, and systems level through assessment/measurement techniques

School Psychology Practice:

Demonstrates knowledge of ethical, professional, and legal standards and incorporates these into all aspects of professional services including protecting the rights of all parties, maintaining confidentiality, and fulfilling legal requirements

Additional Requirements:

A National Association of School Psychologists (NASP) accredited Specialist Level or Doctoral degree or an American Psychological Association accredited Doctoral degree in School Psychology, or the equivalent.

For the purpose of equivalency, a minimum of 60 graduate semester hours (Specialist Level) or a minimum of 90 graduate semester hours (Doctoral Level) in the knowledge and performance domains of School Psychology is required. Individuals who have completed a minimum of 60 graduate semester hours in clinical, counseling, or industrial/organizational psychology shall follow the American Psychological Association guidelines for re-specialization in obtaining the multiple knowledge and performance domain competencies for the practice of school psychology. In addition, fulfillment of these competencies shall be demonstrated by achieving a score of 660 or higher on the Praxis II School Psychology examination administered by the Educational Testing Service (ETS) – test code 10400. **Note: passage of this examination is not required if the applicant has the NASP or APA accredited doctoral degree in school psychology.**

A NASP-approved internship, APA-accredited internship, or an internship with at least 600 clock hours in a school setting, or other appropriate educational setting with students, under the supervision of a licensed or certified School Psychologist who has a minimum of three years of post-degree experience.

An applicant who is a Nationally Certified School Psychologist (NCSP) shall be considered to have fulfilled all of the Knowledge and Performance Standards and all Additional Requirements for licensure as a School Psychologist in Vermont.

School Social Worker

5440-54 School Social Worker

The holder is authorized to provide school social work services to students and their families in grades PK-12.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

Knowledge of the theories and stages of human growth and development, as well as knowledge of the nature of handicapping conditions

An understanding of each child in his or her family, school, and community context, and sensitivity to the variety of economic and cultural influences which affect each child's life

Knowledge of counseling theories and techniques for individuals, groups, and families, and other professional activities which enhance the facilitation of the affective domain and the learning process within a school setting

Knowledge of instructional theories, curriculum development, and program planning

Performance Standards:

The ability to apply skills and techniques of counseling and consultation with school personnel, parents, and the community to assess social, cognitive, and physical functioning toward the end of enhancing students' educational, career, and personal development

The ability to design and implement a program of preventive and development services with the school's instructional program, which assists students in decision making, self-discipline, communication, problem solving, and self-assessment

The ability to plan, implement, evaluate, and coordinate a support services plan which promotes the students' development and affects desired student outcomes

The ability to develop and maintain a student record-keeping system

Additional Requirements:

A Master's degree, in social work or the equivalent

A supervised internship experience (600 clock hours) in social work with a minimum of 60 hours of experience in school social work at **both** the elementary (PK-6) and middle/secondary (7-12) levels, under the supervision of a licensed school social worker