

School-Based Competencies Checklist (added to Calipso performance evaluation)

Met	Not met		
		1	Demonstrates understanding and uses multiple sources of information to participate in progress monitoring and in decision making regarding eligibility and services of students.
		2	Demonstrates effective oral communication with teachers, professionals on interdisciplinary teams; including parents.
		3	Demonstrates understanding and acceptance of difference in culture, cultural heritage, ethnicity, language, age, religion, SES, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.
		4	Exhibits proficiency in a school setting in screening and evaluation, including procedures, techniques and instrumentation.
		5	Assists in preparing IEP with supervisor and reports progress of student during IEP in an effective and clear manner.
		6.	Understands the variety of service delivery models for students
		7.	Demonstrates the ability to participate effectively as a team member for the IFSP/IEP/transitional planning process.
		8.	Plans ahead for all teaching activities, demonstrates preparation for staffing, IEP meetings with school personnel, students and parents.
		9.	Demonstrates the need for student accommodations, modifications and instructional design in their documentation.
		10.	Demonstrates the knowledge of required statewide assessments and local, state and federal accountability systems.
		11.	Demonstrates the ability to use augmentative and assistive technology to facilitate communication, curriculum access and skill development of students with disabilities.
		12.	Plans, implements and evaluates transitional life experiences as a part of interdisciplinary team.
		13.	Communicates effectively with business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.
		14.	Demonstrates knowledge of the development of literacy, including phonological awareness and an understanding of the relationship of speech and language skills to literacy, language arts and access to core curriculum.
		15.	Demonstrates sound evidence-based practices relevant to the contemporary conditions of schools including general education.
		16.	Understands behavior that promotes safe environments in school settings.

		17.	Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection analysis and management in the instructional setting.
		18.	Demonstrates proficiency in the effective use of interpreter/translators in assessment of English language learners.
		19.	Exhibits comprehension of methods in a school setting of preventing communicative disorders including but not limited to, family/caregiver and teacher in-service, consultation and collaboration.
		20.	Effectively implement behavioral intervention strategies and ability to monitor the progress of students.
Improvements since last evaluation			