Speech Lab Candidate Evaluation

EDDH 542 Practicum/Lab
Developing Audition, Speech and Spoken Language in Elementary, Middle and High School-Age Children who are Deaf and Hard of Hearing (30 hours)

TEACHER CANDIDATE _________________________________ DATE __________

We expect CLU teacher candidates to organize their work in their Speech Lab sessions around the areas listed below. Summative and formative evaluations, comments and supports from the university supervisor will help guide the candidate through this process.

Descriptors:

N/O Not Yet Observed = student has not been observed performing this skill/task

1. Unsatisfactory = student has attempted and did not succeed at this skill/task

2. Needs Improvement = student has attempted this skill/task and needs to continue practicing to perform at a satisfactory level

3. Satisfactory = student performed this skill/task at a basic level

4. Excellent = student met and displayed exceptional competence in performing this skill/task

I. Parent Communication and Professional Collaboration

a. Able to communicate effectively with parents and caregivers
b. Works effectively with interpreters and other professionals
c. Provides feedback in a positive manner
d. Maintain ethical standards of confidentiality
e. Guides parents during sessions
f. Provides parents with resources as needed
g. Refers families for additional assessments
h. Maintains regular contact with parents
i. Demonstrates respect for cultural diversity
j. Coordinates services with other agencies
II. General Professionalism

1. Prepares for all lessons in a timely manner
2. Prepares lesson plans appropriately
3. Dresses appropriately
4. Works cooperatively with supervisors
5. Presents information in an unbiased manner
6. Establishes and maintains limits
7. Maintains professional disposition at all times

III. Spoken Language/Communication

1. Expands receptive language in conversation
2. Expands expressive language in conversation
3. Plans language goals based on assessment
4. Plans developmentally appropriate activities
5. Uses audition to maximum possible
6. Student is expected to use highest level of language skills at all times
7. Activities led to desired linguistic goal
8. Uses questions to elicit desired language
9. Uses gestures, signs, or visual information correctly
10. Uses language level appropriate to the student

IV. Speech

1. Assesses phonetic level speech skills
2. Assesses phonologic level speech skills
3. Prepares effective strategies for targets and subskills
4. Provides appropriate feedback and reinforcement
5. Chooses appropriate targets and subskills
6. Achieves targets and subskills
7. Demonstrates appropriate pacing and timing
8. Integrates sense modalities correctly

V. Aural Habilitation

1. Checks hearing devices prior to teaching
2. Uses LSST appropriately
3. Uses audition to attract and maintain attention
4. Presents language via audition unless vision is called for
5. Incorporates listening into all activities
6. Communicates with parents and audiologist as needed
7. Uses auditory curricula appropriately
8. Chooses, plans and implements auditory goals into meaningful and developmentally appropriate activities