

2022-2023

PROFESSIONAL GROWTH SYSTEM

# SPEECH LANGUAGE GROWTH RUBRIC

Observation and Feedback Guidebook



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## MISSISSIPPI DEPARTMENT OF EDUCATION

Kim Benton, Ed.D. · [Interim State Superintendent of Education](#)

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## INTRODUCTION

### How the Professional Growth System Connects to Our Broader Goals

The Mississippi State Board of Education’s Strategic Plan outlines clear goals for advancing public education in the State of Mississippi. Goal 4 of the strategic plan specifically addresses teacher and leader effectiveness by ensuring that “every school has effective teachers and leaders.”

**VISION:** To create a world-class educational system that gives students the knowledge and skills to be successful in college and workforce and to flourish as parents and citizens

**MISSION:** To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

### GOALS

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child has Access to a High-Quality Early Childhood Program
4. Every School has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher Teacher Growth Rubric

### Speech-Language Growth Rubric

Research shows that, within schools, the Speech-Language Pathologist (SLP) and Speech Associate (SA) play a vital role in student learning ([Mullen and Schooling, 2010](#)). In Mississippi, 19-26% of all students eligible for special education services fall under “Speech-Language” designation. These students do not typically have a cognitive disability and spend 80% or more of their school day with non-disabled peers in the general education setting. However, less than 6% of these students were proficient on recent ELA MAAP assessments. This data indicates a lack of consistency across the state in implementation of speech-language supports and access to grade level standards and curriculum. In their critical role, SLPs and SAs also need feedback and high-quality learning experiences to continuously improve their practice and student learning. This feedback and support should be based on a shared understanding and ongoing support of best practice. With input from hundreds of educators, a statewide team of teachers and leaders designed the Mississippi Educator Professional Growth System (PGS) to help ensure that administrators, teachers, and other support staff like SLPs and SAs receive the high-quality feedback necessary to support the growth they must maintain. This system is also intended to provide districts and the Mississippi Department of Education (MDE) with data to strengthen decision-making to ensure all school staff members are better prepared, supported, and retained in order to improve learning for all students.

This rubric is designed to capture the specific duties and responsibilities of two types of Specialized Instructional Support Personnel (SISP), more commonly known as related service providers. Typically,

the SLP and SA would be providing instruction to students with disabilities in the areas of speech and language, including articulation, receptive and expressive language, voice, or fluency (stuttering). The indicators on the Speech-Language Growth Rubric give an overall picture of what is expected of the SLP and SA. However, according to MDE licensure guidelines, the function of these two positions is quite different, and they work under two different MDE educator licenses, as noted below.

## Roles and Responsibilities

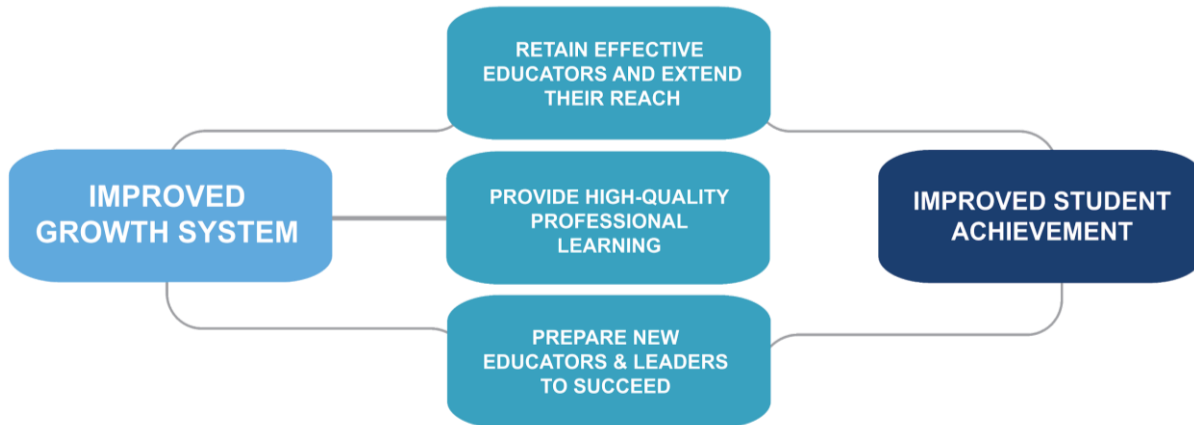
**Speech-Language Pathologists (SLP) (MDE License Type: 215AA)** work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults. SLPs work in many different settings (e.g., hospitals, schools, medical clinics, rehab facilities) with varying roles, levels of responsibility, and client populations. In many settings, SLPs often work as part of a collaborative, interdisciplinary team, which may include teachers, physicians, audiologists, psychologists, social workers, physical and occupational therapists, and rehabilitation counselors. ([www.asha.org](http://www.asha.org)). A school based SLP can diagnose and provide therapy for a wide variety of conditions that may have educational impact on students ages 3-21, depending on the student's Individual Education Program (IEP). These conditions include:

- **Articulation:** Difficulty saying certain sounds
- **Language Disorders/Delays:** Misunderstanding what other people say and/or not using words or the appropriate words to communicate
- **Voice:** Continually hoarse or experiencing pain after talking for very long
- **Stuttering/Fluency:** Words or sounds not coming out smoothly
- **Swallowing:** Coughing or choking when eating some foods or drinking some liquids
- **Infant feeding:** Difficulty feeding an infant, toddler or child certain foods or liquids
- **Aural (re)habilitation:** Communication skills impacted by hearing loss
- **School-aged language:** A school-aged child who may have difficulty understanding that letters stand for sounds and/or a child who struggles with communication and/or understanding what teachers say

**Speech Associates (SA) (MDE License Type: 216A)** have a more restrictive educator license that allows the SA to provide limited services to students strictly in the educational setting. According to the MDE K-12 Licensure Guidelines, “a bachelor’s level Speech Associate shall provide functional articulation therapy, articulation testing, write Individualized Educational Programs and provide speech therapy. The Speech Associate shall not provide language therapy, language assessments, voice or fluency or the corresponding assessments and shall not chair any type of eligibility determination committee. The bachelor’s level Speech Associate must be supervised by a master’s level fully certified Speech/Language Clinician.”

Although the Speech-Language Growth Rubric is a shared document, it is critical to remember the responsibilities of each position when conducting observations and feedback. An important goal for the observer is to recognize how well both the SLP and the SA are functioning within the scope of their individual practice standards.

## Professional Growth System Goals



The following are the goals of the Speech-Language Professional Growth System:

- Provide a shared vision for high-quality teaching and learning, and guide SLPs and SAs in improving their practice
- Encourage regular, evidence-based observation and feedback for all SLPs and SAs
- Support SLPs, SAs, and school leaders in identifying priorities for strengthening practice
- Serve as a guide for SLPs and SAs as they reflect upon their own practices

### SLP/SA and Principal/Observer Responsibilities

#### SLP/SA Responsibilities:

- Know and understand the Speech-Language Growth Rubric domains, standards, and indicators
- Understand the observation process
- Prepare for and fully participate in each component of the observation process
- Develop strategies to improve practice in areas individually or collaboratively identified
- Implement strategies to improve practice in areas individually or collaboratively identified

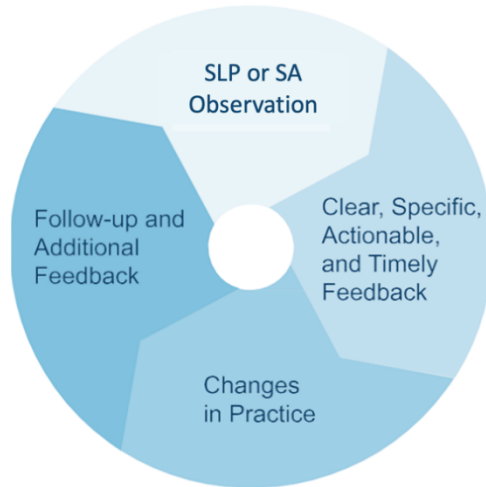
#### Principal/Observer Responsibilities:

- Complete the MDE's PGS Combined Rubric Observer training to understand and implement the Speech-Language Growth Rubric with fidelity and consistency
- Know and understand the Speech-Language Growth Rubric domains, standards, and indicators
- Supervise the observation process and ensure that all steps are conducted according to the process
- Identify the SLP/SA's strengths and areas for growth and provide specific, actionable feedback for improving practice
- Ensure that the Summative Observation Rating accurately reflects practice

### Observers

Local school districts have the discretion to designate administrators and educators to perform observations within their school district. All observations and feedback conversations must be performed by licensed educators or administrators who have successfully completed all MDE training requirements.

## The Observation and Feedback Cycle



The purpose of the PGS is to support all educators in strengthening practice. This purpose is achieved through the cycle of observations, feedback, adjustments in practice, and follow-up to support the growth of SLP/SAs. The Observation and Feedback Cycle will ensure that SLP/SAs receive regular observations to provide accurate and meaningful feedback. Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. Observers should follow up to ensure feedback is effectively implemented and to provide additional assistance if necessary. This cycle provides SLP/SAs with continuous feedback.

## The Observation and Feedback Process



The Observation and Feedback Process is not a mystery. This is the four-step process for collecting evidence to support feedback conversations. These steps should be followed when observing SLP/SAs. This process represents best practice and is not intended to be burdensome but provide observers with a clear process to make identifying high-quality evidence easier. As observers gain experience and expertise with the Speech-Language Growth Rubric, collecting and sorting evidence can be done simultaneously.



**Collect:** An observer looks for and records relevant evidence from a lesson.

**Sort:** The observer organizes the evidence by standards.

**Interpret:** The observer determines performance levels by aligning the evidence to the rubric's indicators.

**Provide Feedback:** The observer uses evidence in discussion with the SLP/SA on how to improve practice.

## Speech-Language Observations and Feedback Conversations

### Speech-Language Therapy Observation

Observations provide the opportunity to view and collect evidence to assess practice using the Speech-Language Growth Rubric. Archer, Cantrell, Holtzman Jow, Tocci, & Wood (2016) wrote:

Evidence is the basis of fair evaluation and meaningful feedback. Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve. When an observer calls attention to specific actions that took place ..., it demystifies the reasons why a specific performance rating is warranted and provides a clear starting point for discussing how to implement changes. A piece of evidence is an objective description of something observed [during observation]. It makes no suggestion of quality (p. 128).<sup>1</sup>

When executed correctly, observations serve as a snapshot of practice captured through watching and providing feedback on what is observed. Observations, both informal and formal, should be of sufficient length so that the observer can analyze the activity or task and accurately collect evidence. Time between observations must be sufficient for SLPs and SAs to improve their practice using the action steps identified during the feedback conversation. If the SLP/SA needs support(s) to improve his/her practice (i.e., coaching and professional learning opportunities), then the time between observations must be sufficient for the SLP/SA to have had the opportunity to access appropriate supports.

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<sup>1</sup> Archer, J., Cantrell, S., Holtzman, S. L., Joe, J. N., Tocci, C. M., & Wood, J. (2016). Better feedback for better teaching: a practical guide to improving classroom observations. San Francisco, CA: Jossey-Bass, a Wiley Brand.

## Speech-Language Observations



### Informal/Walk-Through Observations

Research clearly indicates that adults, including educators, need regular feedback to strengthen practice. Informal observations/walk-throughs are unannounced classroom observations that support the collection of evidence to provide high-quality feedback to SLP/SAs about specific tasks. One of the important findings of the Measures of Effective Teaching (MET) Project sponsored by the Bill and Melinda Gates Foundation was that 15-minute observations were as effective as observations of 45 minutes.<sup>2</sup> The informal/walk-through observations should occur throughout the school year. Two informal observations are required. Beyond the required two, the frequency and length of time of the informal/walk-through observations are at the discretion of the school district. While two is a minimum requirement, more frequent informal observations may be needed to strengthen an SLP/SA's practice. A single informal observation does not need to assess every aspect of a SLP/SA's practice, but observers should use the rubric to identify potential areas for feedback.

### Formal Observations

Formal observations should be announced. Each SLP/SA should receive a minimum of one formal observation per school year. Beyond the required one, the frequency and length of the formal observations are at the discretion of the school district.

### Pre-Observation Conferences

Pre-Observation Conferences, also known as the "Pre-Conference" provide the opportunity for the SLP/SA to describe the context of the session being observed. Pre-Observation Conferences are not required but are useful in building shared trust with the observation process.

### Sample Questions

- What is the focus area of the therapy session?
- What is the targeted objective/outcome of the session? How will you measure progress?
- How have you differentiated to meet the individual needs of students according to their Individualized Education Program (IEP)?

<sup>2</sup> Ho, A. D., & Kane, T. J. (2013, January). The reliability of classroom observations by school personnel (Rep.). Retrieved February 2017, from the Bill and Melinda Gates Foundation website: [k12education.gatesfoundation.org/wp-content/uploads/2015/12/MET\\_Reliability-of-Classroom-Observations\\_Research-Paper.pdf](http://k12education.gatesfoundation.org/wp-content/uploads/2015/12/MET_Reliability-of-Classroom-Observations_Research-Paper.pdf).

## Feedback Conversations

Of all the approaches to promote SLP/SA learning, the most powerful (and embedded in virtually all others) is that of professional conversation.<sup>3</sup> Reflective conversations about practice allow SLP/SAs to understand and analyze events in the classroom or therapy session. Within the PGS, these professional, reflective feedback conversations often take place in the Post-Observation Conference, also called the “Post-Conference.” High-quality feedback helps SLP/SAs improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback after an observation should focus on foundational practices that will have a domino effect on the mastery of other practices (highest leverage), be clear and observable (not vague), and be bite-sized so it can be implemented quickly.<sup>1</sup> Feedback should be provided to the SLP/SA as soon as possible after each observation.



Observers should **prioritize a narrow area of focus** to discuss with the SLP/SA so the observer and SLP/SA can co-plan strategies for implementation which can quickly make a noticeable difference in the classroom or therapy setting.<sup>1</sup> SLP/SAs should always be meaningfully engaged in the feedback conversation and not just recipients of information from the observer. A two-way conversation allows the SLP/SA to better understand the relationships between his/her action and student progress. **Reflective prompts** provide a structure for SLP/SAs to self-analyze their own action and what they might improve.<sup>1</sup>

The onus for identifying techniques to improve practice should not rest only on the SLP/SA. Observers need to bring something to the table. For instance, if the focus of feedback is on meeting compliance deadlines, **the observer should come with a handful of very specific and practical techniques** for doing so. An SLP/SA who leaves a post observation conference with something of value is much more likely to view observation in a positive light.<sup>1</sup>

## Sample Discussion Points

- Fall Observations
  - SLP/SA schedule and caseload/workload
  - Assessment needs, including materials and scheduled time to complete evaluations
- Spring Observations
  - SLP/SA schedule updates and caseload/workload
  - Plan for completing all end-of-year compliance responsibilities

<sup>3</sup> Danielson, C. (2016). *Talk about teaching!: leading professional conversations*. Thousand Oaks, CA: Corwin, a Sage Company.

## Summative Observation Ratings and Conferences

Using the evidence collected over the course of the school year, the observer should apply the four-performance level rating scale to evaluate an SLP/SA's practice using all nine Speech-Language Growth Rubric standards, unless otherwise stated on the rating form. Therefore, the summative observation rating represents where the “preponderance of evidence” exists. The summative observation rating is based upon the aggregate, unweighted domain averages. Each standard is assigned a rating of 1.00 through 4.00 points (options include 1.00, 2.00, 3.00 or 4.00, there are no percentage calculations in standard scores). Domain ratings are calculated by averaging the standards in each domain. These numeric values are then aggregated and divided by four (i.e., the number of domains) to produce a summative observation rating from 1.00 through 4.00 points. Summative observation standard ratings for each SLP/SA will be submitted to the MDE. The method of submission and submission window will be provided to districts between February or March of each year.

### Summative Observation Rating Calculation Example

STANDARDS	4	3	2	1	RATING
<b>Domain I: Lesson Design</b>					
Standard 1: Lessons are aligned to the Mississippi College and Career Readiness Standards and/or Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning.	X				4
Standard 2: Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities.			X		2
DOMAIN I RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					3
<b>Domain II: Student Understanding</b>					
Standard 3. Uses multiple engaging therapy strategies resulting in student achievement of student's long- and short-term goal progress and/or mastery.	X				4

Standard 4: Uses a variety of evidence-based service delivery models and therapy activities aligned with each student's individual needs.		X			3
<b>DOMAIN II RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)</b>					<b>3.5</b>
<b>Domain III: Culture and Learning Environment</b>					
Standard 5: Participates in the team process of identifying students who may need comprehensive assessments to determine a continuum of therapy strategies and/or eligibility for special education and related services.		X			3
Standard 6: Manages therapy time and resources (including technology, when appropriate) that result in a positive and productive learning environment for students.		X			3
Standard 7: Promotes positive interpersonal relationships with students through open communication, honesty, and respect.		X			3
<b>DOMAIN III RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)</b>					<b>3</b>
<b>Domain IV: Professional Responsibilities</b>					
Standard 8: Engages in professional learning and complies with the American Speech-Language-Hearing Association (ASHA) certification maintenance and State certification and licensing requirements.	X				
Standard 9: Collaborates with stakeholders to ensure a comprehensive approach to address student needs, including special education and general education colleagues, school staff and families/guardians.		X			
<b>DOMAIN IV RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)</b>					<b>3.5</b>
<b>SPEECH PATHOLOGIST OBSERVATION RATING (AVERAGE OF DOMAIN RATINGS)</b>					<b>3.25</b>

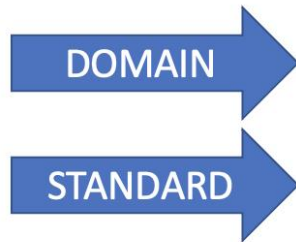
## Summative Observation Conferences

Prior to the end of the school year and in accordance with school district timelines, the observer will conduct a summative observation conference with the SLP/SA. During the conference, the observer and SLP/SA will discuss the SLP/SA's observations, evidence of the SLP/SA's practice, and professional growth opportunities. At this time, the SLP/SA should also receive a summative observation rating.

## Sample Discussion Points

- What worked well for you this year?
- Are there areas where you feel you could use more support?

# SPEECH-LANGUAGE GROWTH RUBRIC DESIGN



## SPEECH-LANGUAGE GROWTH RUBRIC

### Domain I: Lesson Design

**Standard 1:** Lessons are aligned to the Mississippi College- and Career-Readiness Standards and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning

*Evidence:* Examples of objectives taught, and materials used for articulation, language, voice and/or fluency therapy • Individualized Education Program (IEP) • Therapy plans, logs or notes

- 4
- Therapy includes student learning outcomes and instructional activities that:
- are fully aligned to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals
  - demonstrate **proactive and consistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans
- 3
- Therapy includes student learning outcomes and instructional activities that:
- are **aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **and** students' long-/short-term learning goals
  - demonstrate **consistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans
- 2
- Therapy includes student learning outcomes and instructional activities that:
- are **partially aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals
  - Demonstrate **inconsistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans
- 1
- Therapy includes student learning outcomes and instructional activities that:
- are **not aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals
  - **do not demonstrate collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

## Speech-Language Growth Rubric Domains and Standards

The Speech-Language Growth Rubric has four domains and nine standards.

<b>Domain I: Lesson Design</b>	
<b>Standard 1:</b>	Lessons are aligned to the Mississippi College- and Career-Readiness Standards and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning
<b>Standard 2:</b>	Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities
<b>Domain II: Student Understanding</b>	
<b>Standard 3:</b>	Uses multiple engaging therapy strategies resulting in student achievement of students' long- and short-term goal progress and/or mastery
<b>Standard 4:</b>	Uses a variety of evidence-based service delivery models and therapy activities aligned with each student's individual needs
<b>Domain III: Culture and Learning Environment</b>	
<b>Standard 5:</b>	Participates in the team process of identifying students who may need comprehensive assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services
<b>Standard 6:</b>	Manages therapy time and resources (including technology, when appropriate) that result in a positive and productive learning environment for students
<b>Standard 7:</b>	Promotes positive interpersonal relationships with students through open communication, honesty, and respect
<b>Domain IV: Professional Responsibilities</b>	
<b>Standard 8:</b>	Engages in professional learning and complies with the American Speech-Language-Hearing Association (ASHA) certification maintenance and state certification and licensing requirements
<b>Standard 9:</b>	Collaborates with stakeholders to ensure a comprehensive approach to address student needs, including special education and general education colleagues, school staff, and families/guardians.



## SLP/SA Performance Levels

An SLP/SA’s practice on each standard will be evaluated in accordance with a four-level rating scale:

- **Level 4 Practice:** This SLP/SA demonstrates advanced practices, particularly those that foster student ownership and mastery of goals and objectives and carryover to other environments. In Level 4, a strong community has been created in which teachers and the SLP/SA collaborate to ensure student success and directly support the school’s instructional program and goals. The SLP/SA participates in professional development, implements what is learned, and shares new information with other staff members. Level 4 practice goes above and beyond the expectations for an effective SLP/SA.
- **Level 3 Practice:** An SLP/SA demonstrating Level 3 practices is characterized by effectively and efficiently providing services to students and indirectly supporting the school’s instructional program and goals. The SLP/SA participates in professional development and implements what is learned. Level 3 practices are expected of all effective SLP/SAs. Level 3 is the state’s definition of effective practice.
- **Level 2 Practice:** An SLP/SA demonstrating Level 2 practices is making attempts but does not fully demonstrate effectiveness. This SLP/SA has potential to become effective, but requires clear, specific, and actionable feedback to improve his/her practice. An SLP/SA whose practice is at Level 2 is a high potential SLP/SA. High-quality feedback is essential in improving his/her practice.
- **Level 1 Practice:** An SLP/SA demonstrating Level 1 practices should receive immediate and comprehensive professional learning and support(s) designed to address the identified area(s) for growth.

## Descriptors for Speech-Language Growth Rubric Performance Levels

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>● Proactively</li> <li>● Consistently</li> <li>● Successfully</li> <li>● All</li> <li>● Appropriately</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively</li> <li>● Frequently</li> <li>● Collaboratively</li> <li>● Most</li> </ul>	<ul style="list-style-type: none"> <li>● Adequately</li> <li>● Partially</li> <li>● Inconsistently</li> <li>● Almost All</li> </ul>	<ul style="list-style-type: none"> <li>● Inadequately</li> <li>● Rarely</li> <li>● Few</li> <li>● Inappropriate</li> </ul>

#### Level 4

<b>Proactively</b>	This descriptor means that the SLP/SA takes initiative in implementing the indicator
<b>Consistently</b>	The SLP/SA demonstrates that the indicator is enacted at all times in the classroom
<b>Successfully</b>	The descriptor means that the SLP/SA is achieving the desired results
<b>All</b>	The SLP/SA demonstrates that all the students are being well served by instruction and by the services offered
<b>Appropriately</b>	This descriptor refers to the high level of suitability of the action the SLP/SA takes in the particular circumstances

#### Level 3

<b>Effectively</b>	This descriptor means that the SLP/SA's performance is satisfactory, but does not reach the furthest extent possible (Level 4)
<b>Frequently</b>	The SLP/SA demonstrates that the indicator is enacted on many occasions, although there are times when it may not be evident
<b>Collaboratively</b>	The SLP/SA demonstrates a collaborative relationship with school staff, administrators and parents
<b>All</b>	The SLP/SA demonstrates that all the students are being well served by instruction and by the services offered

#### Level 2

<b>Sometimes</b>	The SLP/SA demonstrates this indicator occasionally, rather than on a frequent basis
<b>Inadequately</b>	This descriptor means that the indicator is enacted to a very small extent, and not to the degree needed to score level 3
<b>Few</b>	The SLP/SA demonstrates that a small number (a minority of students on the caseload) are being well served by instruction and by the services offered
<b>Limited</b>	The SLP/SA enacts this indicator to either a very small extent, or in very small amounts, or on very few occasions

#### Level 1

<b>Rarely</b>	This descriptor means the SLP/SA hardly ever enacts the indicator
<b>Ineffectively</b>	The SLP/SA does not produce the desired results
<b>Almost no/never</b>	This descriptor is used to signal that the SLP/SA hardly ever enacts the indicator
<b>Does not</b>	This descriptor means the SLP/SA does not achieve the desired practice or result

# SPEECH-LANGUAGE GROWTH RUBRIC

## Domain I: Lesson Design

**Standard 1:** Lessons are aligned to the Mississippi College- and Career-Readiness Standards and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning

*Evidence: Examples of objectives taught, and materials used for articulation, language, voice and/or fluency therapy • Individualized Education Program (IEP) • Therapy plans, logs or notes*

- 4**
- Therapy includes student learning outcomes and instructional activities that:
- are fully aligned to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals
  - demonstrate **proactive and consistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

- 3**
- Therapy includes student learning outcomes and instructional activities that:
- are **aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **and** students' long-/short-term learning goals
  - demonstrate **consistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

- 2**
- Therapy includes student learning outcomes and instructional activities that:
- are **partially aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals
  - Demonstrate **inconsistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

- 1**
- Therapy includes student learning outcomes and instructional activities that:
- are **not aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals
  - **do not demonstrate collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

**Standard 2:** Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities

*Evidence: Individualized Education Program (IEP), therapy plans, logs, or notes • Therapy data or student progress reports • Therapy materials or activities*

Therapy includes:

- effective scaffolding, coaching, and modeling through visual, verbal, and tactile supports **that are gradually removed when no longer needed**
- 4**
- student activities and tasks that are fully aligned to Individualized Education Program (IEP) goals and are **both rigorous and relevant**
  - activities that are **consistently** based on measurable and achievable Individualized Education Program (IEP) goals

Therapy includes:

- **effective** scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- 3**
- student activities and tasks that are **fully aligned** to IEP goals and are rigorous or relevant
  - activities based on measurable and achievable IEP goals

Therapy includes:

- **appropriate** scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- 2**
- **few** student activities and tasks that are aligned to IEP goals and are **rarely** rigorous or relevant
  - activities that are **inconsistently** based on measurable and achievable IEP goals

Therapy includes:

- **inadequate** scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- 1**
- student activities and tasks that are **misaligned** to the IEP goals and **are not** rigorous or relevant
  - activities that are **rarely** based on measurable and achievable IEP goals

## Domain II: Student Understanding

**Standard 3:** Standard 3: Uses multiple engaging therapy strategies resulting in student achievement of students' long- and short-term goal progress and/or mastery.

*Evidence: Individualized Education Program (IEP) • Therapy plans, logs or notes • Evidence of progress on students' long-/short-term goals • Observations made by teachers, the SLP, and/or administrator of students' application of speech/language therapy in various classroom activities • Therapy data or student progress reports*

- 4**
- Effectively collects and interprets quantitative data to measure progress and to modify therapy as necessary
  - Develops strategies for students' successful mastery of students' long-/short-term goals
  - **Consistently** plans therapy strategies using evidence-based practice and theory related to the population served
  - **Consistently collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

- 3**
- **Effectively** collects and interprets quantitative data to measure progress and **to modify therapy as necessary**
  - **Develops** strategies for student mastery of students' long-/short-term goals
  - Plans therapy strategies using evidence-based practice and theory related to the population served
  - **Collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

- 2**
- **Adequately** collects and interprets quantitative data to measure progress
  - **Inconsistently** develops strategies for mastery of students' long-/short-term goals
  - **Inconsistently** plans therapy strategies using evidence-based practice and theory related to the population served
  - **Inconsistently collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

- 1**
- **Inadequately** collects and interprets quantitative data to measure progress
  - **Rarely** develops strategies for mastery of students' long-/short-term goals
  - **Rarely or does not** plan therapy strategies using evidence-based practice and theory related to the population served
  - **Rarely or does not collaborate** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

**Standard 4: Uses a variety of evidence-based service delivery models and therapy activities aligned with each student's individual needs**

*Evidence: Individualized Education Program (IEP), therapy plans, logs, schedules or notes • Student engagement during therapy sessions • Examples of curriculum-based materials used for therapy • Therapy data or student progress reports*

- 4**
- Prepares for therapy sessions by organizing, selecting, or adapting materials, equipment and/or devices to meet **all** students' needs
  - Uses evidence-based service delivery models that meet the needs of **every** individual student
  - Implements differentiated teaching strategies to enhance **all** students' participation and learning
- 3**
- Prepares for therapy sessions by organizing, selecting or adapting materials, equipment or devices to meet **almost all** students' needs
  - Uses evidence-based service delivery models that meet the needs of **every** individual student
  - Implements differentiated teaching strategies to enhance **almost all** students' participation and learning
- 2**
- Prepares for therapy sessions by organizing, selecting or adapting materials, equipment or devices to meet **most** students' needs
  - Uses evidence-based service delivery models that meet the needs of **every** individual student
  - Implements differentiated teaching strategies to enhance **most** students' participation and learning
- 1**
- Preparation for therapy sessions **meets few** students' needs
  - Services delivery model **meets few** individual students' needs
  - Evidence-based practice and theory **are not** related to populations served
  - Differentiated teaching strategies implemented **do not enhance** student participation or learning

## Domain III: Culture and Learning Environment

**Standard 5:** Participates in the team process of identifying students who may need comprehensive assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services

*Evidence: Emails/call logs/notes to providers when making referrals • Reports which include assessment analysis and interpretation • SLP can verbally support the reason for test selection • Review of Multidisciplinary Evaluation Team process and documentation (referral to eligibility)*

- 4**
- Effectively administers, scores, interprets, and reports results of assessment protocols accurately
  - Effectively employs the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments
  - Consistently supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting
  - Consistently makes appropriate recommendations based on assessment results and involves teachers, families/guardians, **and students** in long-/short-term goal setting based on assessments
  - Consistently demonstrates effective written and oral communication skills in **all** correspondence and/or interactions
  - **215-Licensed SLPs Only:** Effectively **and consistently** refers for other services when necessary (audiology, medical psychology, social and vocational services)

- 3**
- **Effectively** administers, scores, interprets, and reports results of assessment protocols accurately and reports in a timely manner
  - **Effectively** employs the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments
  - **Consistently** supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting
  - **Consistently** makes appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments
  - **Consistently** demonstrates effective written and oral communication skills in **almost all** correspondence and/or interactions
  - **215-Licensed SLPs Only: Effectively** refers for other services when necessary (audiology, medical psychology, social and vocational services)

- 2**
- **Adequately** administers, scores, interprets, and reports results of assessment protocols
  - **Adequately** employs the most current assessment instruments that are culturally and linguistically appropriate for informal and formal assessments
  - **Inconsistently** supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting

- **Inconsistently** makes appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments
- **Inconsistently** demonstrates effective written and oral communication skills in **most** correspondence and/or interactions
- **215-Licensed SLPs Only: Adequately** makes appropriate recommendations and referrals for other services (audiology, medical psychology, social and vocational services)

1

- **Inadequately or inaccurately** administers, scores, interprets, and reports results of assessment protocols
- **Inadequately or does not** employ the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments
- **Rarely or does not** supplement standardized measures with classroom observations, curriculum based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting
- **Rarely or does not make** appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments
- **Rarely or does not** demonstrate effective written and oral communication skills
- **215-Licensed SLPs Only: Inadequately or inaccurately** makes appropriate recommendations and referrals for other services (audiology, medical psychology, social and vocational services)

## Standard 6: Manages therapy time and resources (including technology, when appropriate) that result in a positive and productive learning environment for students

*Evidence: Therapy plans, logs, or notes • Therapy schedule • Past PGS observation feedback and evidence of implementation • Physical environment supports the teaching/learning process*

4

- Effectively organizes and uses available physical space, materials, and resources
- Establishes and states procedural expectations and consistently maximizes available time to promote students' progress by always beginning therapy on time and using appropriate pacing throughout
- **Works with administrators and teachers** to consistently design a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

3

- **Effectively** organizes and uses available physical space, materials, and resources
- Establishes and states procedural expectations and **consistently** maximizes available time to promote students' progress by **always** beginning therapy on time and using appropriate pacing throughout
- **Consistently** designs a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner



- **Adequately** organizes and uses available physical space, materials, and resources
- Establishes and states procedural expectations but **inconsistently** maximizes available time to promote students' progress with **occasional delays** in therapy time and/or appropriate pacing **only some of the time**
- **Inconsistently** designs a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

- **Inadequately** organizes and uses available physical space, materials, and resources
- **Rarely or does not** establish and state procedural expectations and **rarely** maximizes available time to promote students' progress with **frequent delays** in therapy time and/or **inappropriate** pacing
- **Rarely or does not** design a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

## Standard 7: Promotes positive interpersonal relationships with students through open communication, honesty, and respect

*Evidence: Administrator direct observation • Past PGS observation feedback and evidence of implementation • Professional learning focused on age-appropriate, culturally and linguistically responsive teaching • Physical environment supports the teaching/learning process*

- Communicates respectfully with all students
- Provides **ample and** effective opportunities for peer learning and/or flexible grouping and **proactively** facilitates respectful relationships among students
- Demonstrates a strong positive relationship with **all** students and uses effective techniques to deescalate student behavior whenever appropriate
- **Promotes and models** age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement **across learning environments**

- Communicates respectfully with **all** students
- Provides **effective** opportunities for peer learning and/or flexible grouping **and** facilitates respectful relationships among students
- Demonstrates a strong positive relationship with **all** students and uses effective techniques to deescalate student behavior whenever appropriate
- **Effectively** employs age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement

- Communicates respectfully with students **with rare exceptions**
- Provides **adequate** opportunities for peer learning and/or flexible grouping **or** facilitates respectful relationships among students
- Demonstrates a positive relationship with **most** students and uses effective techniques to

deescalate student behavior

- **Adequately** employs age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement

**1**

- **Often communicates disrespectfully** with students
- **Rarely or never provides** opportunities for peer learning and/or flexible grouping **or does not** facilitate respectful relationships among students
- **Does not** demonstrate a strong positive relationship with students and/or **does not use** techniques to de-escalate students' behavior
- **Inadequately or does not** employ age-appropriate, culturally, or linguistically responsive teaching practices to foster student engagement

## Domain IV: Professional Responsibilities

**Standard 8:** Engages in professional learning and complies with the American Speech-Language-Hearing Association (ASHA) certification maintenance and state certification and licensing requirements

*Evidence:* Administrator direct observation • Professional learning certificates • Professional growth documentation  
• MDE and ASHA certifications

**4**

- Proactively seeks out, participates in, integrates, **and shares** professional learning to improve practice based on observer feedback and self-reflection
- Complies with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics
- **Promotes** and adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion
- Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements
- **Promotes understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities **among students, families, and professionals**

**3**

- Proactively seeks out, participates in, and integrates professional learning to improve practice based on observer feedback and self-reflection
- Complies with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics
- Adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion
- Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements

- Demonstrates **understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities

2

- Participates in and integrates **some** professional learning to improve practice based on observer feedback **and/or** self-reflection
- **Complies** with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics
- **Adheres** to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion **with oversight**
- Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements
- Demonstrates **limited understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities

1

- Rarely or does not participate in or integrates professional learning to improve practice based on observer feedback or self-reflection
- **Does not comply** with the approved Code of Ethics of the American Speech-Language-Hearing Association or the Mississippi Educator Code of Ethics
- **Occasionally does not adhere** to standards of professional practice regarding IEP compliance including IEP meeting organization, individual goal development, and paperwork completion
- **Violates** confidentiality of information
- **Does not** demonstrate understanding of Federal, State, and local policies/mandates

**Standard 9:** Collaborates with stakeholders to ensure a comprehensive approach to address student needs, including special education and general education colleagues, school staff, and families/guardians.

*Evidence: PLC involvement with general education teachers • Past PGS observation feedback and evidence of implementation • Sample(s) of educational handouts (i.e., carryover at home, techniques used in the classroom to support student's needs) to education professionals and parents • Documentation of providing guidance and leadership to school staff and parents*

4

- **Proactively initiates** collaboration with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods
- Partners with families or guardians **proactively** to coordinate learning between home and school
- Organizes and facilitates effective meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes
- **Initiates collaboration and provides training and support** to classroom teachers and administrators regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)
- **Includes students in meetings (as appropriate) to develop IEP goals, including behavior goals,**

**and encourages families/student to self-advocate**

**3**

- **Collaborates** with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods
- Provides information, counseling, and support to individuals, families, education teams, and others regarding student's communication disorder
- Organizes and facilitates **effective** meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes
- Collaborates with colleagues to ensure students have access, support, and time to use classroom and school resources including technology
- Collaborates with classroom teachers regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)

**2**

- **Rarely collaborates** with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods
- Provides information **per request** of families, education teams, and others regarding student's communication disorder
- Organizes and facilitates meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes
- **Rarely** collaborates with colleagues to ensure students have access, support, and time to use classroom and school resources including technology
- **Reactively** provides information to classroom teachers regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)

**1**

- **Minimally or does not** collaborate with administrators, general educators, related service providers, and paraprofessionals as required
- **Rarely or never** communicates with families/guardians
- **Rarely or never** collaborates with classroom teachers regarding language development or literacy skills

## RESOURCES

All forms are optional. Documentation of the observations, post-observation conferences, summative conferences and summative rating for each SLP/SA should be on file at each school/district.

## GLOSSARY

**ARTICULATION:** Refers to the way speech sounds are produced.

**ARTIFACTS:** Tangible evidence that is data driven (e.g., budget reports, professional growth goals, documentation of provision, and library schedule).

**ASHA (AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION):** The ASHA is the national professional, scientific, and credentialing association for 223,000 members and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology support personnel; and students. ([www.asha.org/about](http://www.asha.org/about))

**COLLABORATIVE PLANNING:** Collaborative planning is the planning for, involvement with, and support of students by two or more concerned groups, (i.e., administrators, teachers, library media specialists, resource teachers, parents, community representatives.)

**DOMAINS:** Domains are broad categories of skills, knowledge, dispositions, and related elements in a teacher's practice. Domains are umbrella descriptions defined by standards and indicators.

**EVIDENCE:** Evidence is a factual reporting of events that is not biased or clouded with opinion. Evidence may include SLP/SA and student actions as well as SLP/SA documentation.

**FEEDBACK:** Feedback is insight from the observer on a SLP/SA's practice that is grounded in the four domains and nine standards of the Speech-Language Growth Rubric. To effectively support improvements in practice, feedback should be focused and actionable – not a long list of things the SLP/SAs might change.

**FLUENCY:** Refers to the smoothness and fluency of speech production. Also known as stuttering.

**FORMAL OBSERVATION:** A formal observation is a period of time during which a trained evaluator visits the classroom or therapy session and uses a rubric to measure observable processes. These observations may even include staff development meetings or staff orientations hosted and directed by the SLP/SA. Formal observations will be conducted at least once a year.

**INDICATORS:** Indicators are the smallest category for describing and organizing educator knowledge, skills, dispositions, and related elements in an educator performance framework. Indicators are narrow, observable, or measurable descriptors of educator practice.

**INFORMAL/WALK-THROUGH OBSERVATION:** Informal observations are unannounced, used primarily for formative purposes, and narrowly targeted to specific processes. Walk-through visits are a type of informal observation. This type of observation can occur in any setting such as staff meetings, professional learning communities, supervision responsibilities, daily services, etc.

**LANGUAGE:** Refers to receptive skills (how well the student understands what is said to him/her) and expressive skills (how well the student communicates his wants and needs). This may include, but is not

limited to, asking/answering questions, making inferences, using age-appropriate grammar and syntax, etc.

**MEASURES:** Measures are types of instruments or tools used to assess the performance and outcomes of educator practice (e.g., observations, data reports, student surveys, analysis of evidence, library goals, and learning objectives).

**MULTIPLE MEASURES:** Multiple measures include the use of more than one instrument or tool by observers to assess the performance and outcome of SLP/SA practice.

**OBSERVATIONS:** Visually observe the SLP/SA depending on the required evidence (e.g., library web page, training students and/or teachers, and literacy promoting displays).

**POST-OBSERVATION CONFERENCE:** A post-observation conference is a meeting between the SLP/SA and an evaluator that takes place after a formal observation. The purpose of the conference is to allow the observer to ask clarifying questions about how the SLP/SA fulfills their role within each domain. The SLP/SA should also receive feedback and next steps during this conference.

**PRE-OBSERVATION CONFERENCE:** A pre-observation conference is a meeting between a SLP/SA and an observer that takes place prior to a formal observation. The purpose of the conference is to provide the observer with background information about the scheduled observation. Additionally, it is an opportunity for the SLP/SA to ask clarifying questions prior to the formal observation.

**PROFESSIONAL GROWTH PLAN:** A professional growth plan is a plan developed and implemented to identify and address areas for improvement in a SLP/SA's performance. A written plan for improvement includes resources and assistance (intensive support needed to assist the SLP/SA) and the documentation of an acceptable level of performance.

**STANDARDS:** Standards are definitions of the specific teaching activities and responsibilities in each domain that are research-based best practices.

**SUMMATIVE OBSERVATION CONFERENCE:** The Summative Observation Conference is an end-of-year meeting between the SLP/SA and observer. The purpose of this collaborative conversation is to review feedback and summative ratings from observations of practice and to identify successes, areas for growth, and next steps toward the SLP/SA's continued professional growth.

**VOICE:** Refers to how the voice sounds, including hoarseness, and/or inappropriate volume. Voice issues may indicate a physical pathology that should be addressed by a physician.

# THE OBSERVATION AND FEEDBACK CYCLE: BEST PRACTICES FOR COLLECTING EVIDENCE<sup>4</sup>

## Observe

The observer visits the classroom and takes notes on SLP/SA and student/teacher interactions.

### Best Practices for Observation

1. Eliminate effects of bias. Enter the therapy session without judgment and work from evidence.
2. Collect evidence, not interpretation. Write down only what the SLP/SA and students/teachers say and do.
3. Look for learning and/or collaboration. Seek evidence of what students know/do and how the SLP/SA and teacher work together, if applicable.
4. Review and reflect. Pause to organize your evidence before interpreting.

## Collecting evidence during an observation

Collecting evidence during the observation is the first step in ensuring that ratings are accurate, and feedback aligns to SLP/SAs' needed area(s) of improvement. Many observers of SLP/SAs confuse descriptions of practice with opinions about practice. Interpretation can be a reflection of one's biases and personal preferences, particularly when it is not supported by a collection of evidence. **Evidence collecting is a skill**, not knowledge; it comes with practice. When collecting evidence, observers describe what is taking place without drawing conclusions or making judgments about what he or she observes. When collecting evidence on instruction, ask:

- What do you see and hear the SLP/SA and students saying and doing?
- What evidence can you gather about learning or collaboration?
- What will students know and be able to do at the end of the therapy session?
- What will the teachers know at the end of the professional development?
- What resources will teachers have access to after collaborative lesson planning?

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<sup>4</sup> Adapted from New York City Department of Education. (n.d.). The Observation and Feedback Cycle: Best Practices for Low Inference Notes. Retrieved July 7, 2017, from [https://www.weteachnyc.org/media2016/filer\\_public/22/e8/22e801b3-f4c9-4f02-9f20-df500f056337/best-practices-for-low-inference-notes.pdf](https://www.weteachnyc.org/media2016/filer_public/22/e8/22e801b3-f4c9-4f02-9f20-df500f056337/best-practices-for-low-inference-notes.pdf) Policy Guide

## Common mistakes/pitfalls to avoid

- Distinguish between evidence and interpretation. For instance, you can identify keywords that give away subjectivity: e.g., “I think,” or “I feel.” Be cognizant of keeping evidence separate from interpretation, using this framework:

EVIDENCE	INTERPRETATION
<ul style="list-style-type: none"><li>● Is observable</li><li>● Is not influenced by the observer’s perspective</li><li>● Is free of evaluative words</li><li>● Does not draw conclusions</li></ul>	<ul style="list-style-type: none"><li>● Makes inferences</li><li>● Depends on observer’s perspective</li><li>● Includes evaluative words</li><li>● Draws conclusions</li></ul>

- Replace vague quantifiers by capturing more specific evidence (e.g., “students were on task most of the time” vs. “two students sat idle for 8 minutes while the therapist addressed the third student in the group.”)

## Tips for collecting evidence

There are various techniques to collect student outcomes data during an observation:

- If the SLP/SA is leading a lesson on a particular skill or is co-teaching with a teacher:
  - Sit with a table/group of students. Write down the questions asked, and answers given by the students in that group.
  - Select a problem, determine the correct answer, and tally the number of students who give the correct response.
  - Move around the classroom and identify students performing at high, medium, low levels and strategically capture their work.
  - Ask students to tell you what they are learning/doing, why they are learning, and if they have learned anything new today.
- If the SLP/SA is working with teachers, then make sure that notes reflect what the teachers will know and be able to do at the end of the professional development.
  - Collect the agenda, presentation, and any other documents that pertain to the professional development.
- If recording observation notes using a tablet, use the tablet to take pictures of actual work accomplished during the observation.



## How do I capture as much evidence as possible?

- Effective evidence collection can be done using scripting, coding, and anecdotes.
  - **Scripting** – writing down SLP/SA and/or student language verbatim
  - **Coding** – using shorthand to increase how much can be written and the quality of data collected (SLP=speech-language pathologist, SA=speech associate, S=student, CFU=check for understanding)
  - **Anecdotes** – brief descriptions about “who did what” and other important information without specifics about what was said
- Time transitions by using time stamping. Time stamping helps to record more accurate information about the flow of a lesson or task. Time stamping also provides information about lesson pacing and the duration of administrative task.

TIME STAMP EXAMPLES (Therapy Session)	
Time	Student/Teacher Actions
9:15	SLP says to students “Move to your center and I will come around to get you started.”
9:20	Ss moved to centers and began to work on individualized activities
9:40	SLP calls students back to the table one by one and took data on progress made

- Copy learning target or make a note if it is not posted.
- Draw circles to represent groups of students or SLP/SA interaction with students.
- If you notice a trend, create a tally on the side, so you can capture other evidence that may be occurring while also documenting the trend. For example, Jane is the only one responding to the SLP/SA’s questions. You may capture several instances verbatim, but you can also capture how many times it occurs if you can’t capture everything Jane said.
- When appropriate, collect full interactions:
  - When SLP/SA did \_\_, student \_\_. When student said \_\_, SLP/SA said \_\_.

## Sample Codes for Observation Scripting

THE BASICS	
<i>Code</i>	<i>Use</i>
<b>SLP</b>	215-licensed Speech-Language Pathologist
<b>SA</b>	216-licensed Speech Associate
<b>S/T</b>	Student/Teacher
<b>Ss/Ts</b>	Students/Teachers
<b>CAPS</b>	Student/Teacher responses (Saves you from using quotations marks and noting S/T repeatedly)
<b>✓ or tally marks</b>	Repeated action (e.g., L remind to use shelf markers ✓✓✓✓ = 4 reminders)

DESCRIBING SPEECH-LANGUAGE PATHOLOGIST & STUDENT/TEACHER ACTIONS	
<i>Code</i>	<i>Use</i>
<b>HR</b>	Hands raised
<b>CFU</b>	Check for Understanding
<b>FB</b>	Feedback to Students/Teachers
<b>AAS</b>	SLP/SA Asked Another Student
<b>INT</b>	Introduction to New Materials/Mini-Lesson (Students or Teachers)
<b>GP IP</b>	Guided Practice / Independent Practice
<b>RA</b>	Read Aloud
<b>GR</b>	Guided Reading
<b>SR</b>	Shared Reading
<b>NR</b>	No Response from Students/Teachers
<b>D</b>	Disruption

## Evidence Collection

A data binder that is organized by name of document or artifact is the best way for SLP/SAs to collect and organize reports and information for administrators. Photographs are not required as evidence and should not be part of the data/evidence binder.

### Evidence Checklist

The following list includes examples of suggested evidence to demonstrate the skills and competency of the SLP/SA in Domain I, Standards 1-2. A list of potential evidence for each Standard is included on the rubric.

STANDARDS	EVIDENCE
<p>Standard 1: Lessons are aligned to the Mississippi College- and Career-Readiness Standards and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning</p>	<ul style="list-style-type: none"> <li>○ Examples of those objectives taught, and materials used for articulation, language, voice, and/or fluency</li> <li>○ Individualized Education Program (IEP)</li> <li>○ Therapy plans, logs, or notes</li> </ul>
<p>Standard 2: Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities</p>	<ul style="list-style-type: none"> <li>○ Individualized Education Program (IEP), therapy plans, logs, or notes</li> <li>○ Therapy data or student progress reports</li> <li>○ Therapy materials or activities</li> </ul>

## SAMPLE FEEDBACK CONVERSATION PROTOCOL<sup>5</sup>

### Steps for Effective Feedback

LEADERS SHOULD BRING (SUGGESTED):	SPEECH-LANGUAGE PATHOLOGIST SHOULD BRING (SUGGESTED):
<ul style="list-style-type: none"> <li>● Observation Tracker</li> </ul>	<ul style="list-style-type: none"> <li>● Session lesson plans</li> </ul>

<sup>5</sup> From *Leverage Leadership: A Practical Guide to Building Exceptional Schools* by Paul Bambrick-Santoyo. Copyright © 2012 by John Wiley and Sons, Inc. Reproduced by permission of Jossey-Bass, an Imprint of Wiley. [www.wiley.com](http://www.wiley.com)

- One-Pager: Steps for Effective Feedback
- Pre-planned script for the meeting (questions, observation, evidence, data, etc.)

- Progress documentation from the session

## 1 Praise

### PRECISE PRAISE-NARRATIVE THE POSITIVE:

#### SAMPLE PRAISE:

- We set a goal at the beginning of the year of \_\_\_\_\_ and I noticed how [you met the goal] by [state concrete positive actions SLP/SA took.]
- What made you successful? How did it feel?

## 2 Probe

### PROBE-START WITH A TARGETED QUESTION:

#### SAMPLE PROBE:

- What is the purpose of [certain area of practice]?
- What was your objective/goal for \_\_\_\_\_ [are of practice]?

## 3 ID Problem & Action Step

### PROGRESS TO CONCRETE ACTION STEP-ADD SCAFFOLDING AS NEEDED:

#### SAMPLE SCAFFOLDING PROMPTS:

- **(SLP/SA-driven)—SLP/SA self-identifies the problem:** Yes. What, then, would be the best action step to address that problem?
- **(More support)—Ask scaffolded questions:** How did your practice or task try to meet this goal/objective?
- **(More leader guidance)—Present data:** Do you remember what happened when \_\_\_\_\_? [SLP/SA then identifies what happened] What did that do to the outcome?
- **(Leader-driven; only when other levels fail)—State the problem directly:** [State what you observed and what action step will be needed to solve the problem.]

## 4 Practice

### PRACTICE-ROLE PLAY/STIMULATE HOW THEY COULD HAVE IMPROVED TASK:

#### SAMPLE PRACTICE:

- Let's try that. [immediately jump into role play].
- I'm your student. I say/do. How do you respond? 4 [Level 4: Model for the SLP/SA, and then have them practice it.]

### DESIGN/REVISE UPCOMING TASK TO IMPLEMENT THIS ACTION:

#### SAMPLE DESIGN/REVISION PROMPTS:

- When would be best to observe your implementation of this?
- I'll come in tomorrow and look for this technique.

## 5 Plan Ahead

### SET TIMELINE FOR FOLLOW-UP:

#### SAMPLE FOLLOW-UP PROMPTS:

- When would be best to observe your implementation of this? I'll come in on \_\_\_ and look for this technique.

#### Set timeline for:

- **Completed Materials:** when SLP/SA will complete revised report
- **SLP/SA Observes a peer SLP/SA:** when they'll observe peer SLP/SA implementing action step

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