MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI EDUCATOR & ADMINISTRATOR
OBSERVATION FORM
SPEECH-LANGUAGE GROWTH RUBRIC

SLP/SA Name   **215 or 216?**   **Time of Day**

Date of Pre-Observation Meeting   **Date of Observation**   **Date of Post-Observation Meeting**

District & School   **Observer Name or Signature**

Informal Observation   **Formal Observation**   **Setting**

☐ 1   ☐ 2   ☐ 3   ☐ 1   ☐ 2   ☐ 3   ☐ Inclusive   ☐ Resource   ☐ Self-Contained

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

Indicators

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

Evidence Collected

Notes

- o Examples of objectives taught
- o Materials used for articulation, language, voice, fluency therapy
- o IEPs
- o Therapy logs, plans or notes
- o Progress Monitoring

Performance Level

☐ Level 4

☐ Level 3

☐ Level 2

☐ Level 1

DOMAIN I: LESSON DESIGN

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

Indicators

4
Therapy includes**:**
• effective scaffolding, coaching, and modeling through visual, verbal, and tactile supports **that are gradually removed when no longer needed**
• 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

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

2
Therapy includes**:**
• **appropriate** scaffolding, coaching, and modeling through visual, verbal, and tactile supports
• **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

1
Therapy includes**:**
• **inadequate** scaffolding, coaching, and modeling through visual, verbal, and tactile supports
• 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

Evidence Collected	Examples of Evidence
Notes	o Individualized Education Progam (IEP) o Therapy plans, logs or notes o Therapy data, student progress reports o Therapy materials or activities
	Performance Level
	☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1

DOMAIN II: STUDENT UNDERSTANDING

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

Indicators

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

Evidence Collected	Examples of Evidence
Notes	o Individualized Education Progam (IEP) o Therapy plans, logs or notes o Evidence of progress on students' long-/short-term goals o Therapy data or student progress report o Observation of student's application of therapy in classroom activities
	Performance Level
	☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1

DOMAIN II: STUDENT UNDERSTANDING

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

Indicators

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

Evidence Collected	Examples of Evidence
<u>Notes</u>	o Individualized Education Progam (IEP) o Therapy plans, logs, schedules or notes o Use of curriculum based materials in therapy o Observation of student's engagement in therapy o Therapy data or student progress reports

Performance Level

☐ Level 4

☐ Level 3

☐ Level 2

☐ Level 1

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

Indicators

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)

Evidence Collected	Examples of Evidence
Notes	- Emails/call logs/notes to providers when making referrals - Reports with assessment analysis and interpretation - Review of Multidisciplinary Evaluation Team process and documentation

Performance Level

☐ Level 4

☐ Level 3

☐ Level 2

☐ Level 1

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

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

Indicators

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

2
- **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

1
- **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

Evidence Collected	Examples of Evidence
Notes	o Therapy schedule o Therapy plans, logs, schedules or notes o Past PGS feedback and evidence of implementation o Physical environment that supports the therapy process
	Performance Level
	☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

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

Indicators

4
- 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**

3
- 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

2
- 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

Evidence Collected	Examples of Evidence
Notes	o Administrator observation o Prof. Learning focused on culturally and linguistically responsive teaching o Past PGS feedback and evidence of implementation o Physical environment that supports the therapy process
	Performance Level
	☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1

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

Indicators

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-HearingAssociation 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

Evidence Collected	Examples of Evidence
<u>Notes</u>	o Administrator observation o Prof. Learning certificates o Past PGS feedback and evidence of implementation o MDE and ASHA Certifications
	Performance Level
	☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

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

Indicators

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

Evidence Collected	Examples of Evidence
Notes	o Attends PLCs with general ed teachers o Handouts on Speech Language techniques provided to students and teachers o Past PGS feedback and evidence of implementation o Providing Speech Langauge PD to other school staff
	Performance Level
	☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1