Speech Language Pathologist: Who's Evaluating Me?

Welcome

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FYI
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State Board of Education

Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the 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

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State Board of Education Goals
5-Year Strategic Plan for 2016-2020

- ✓ All students are proficient and show growth in all assessed areas
- ✓ Every student graduates high school and is ready for college and career
- ✓ Every child has access to a high quality early childhood program
- ✓ Every school has effective teachers and leaders
- ✓ Every community effectively uses a world-class data system to improve student outcomes

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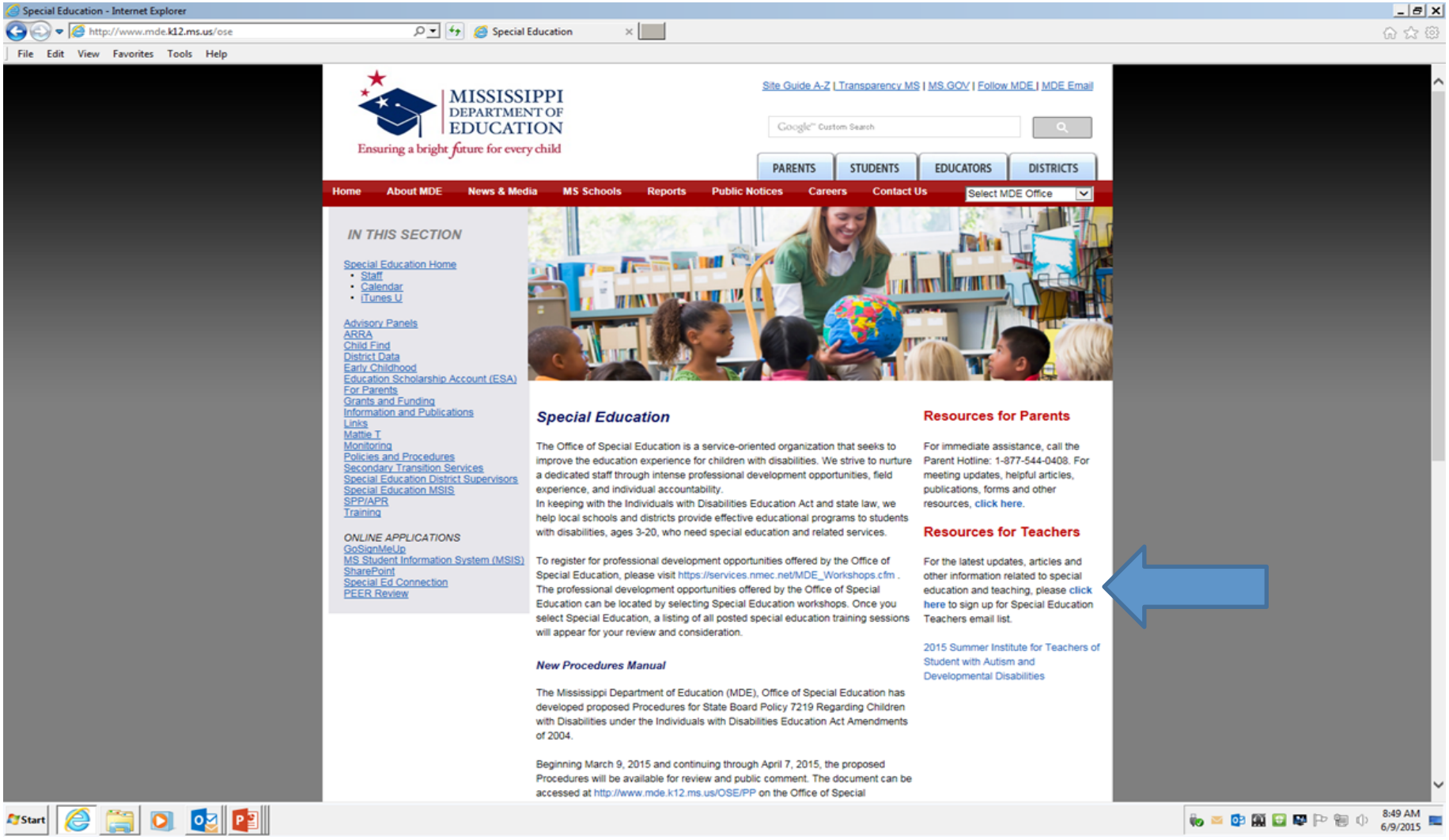
Teacher Listserv

- The Office of Special Education now has a teacher listserv available for special education teachers.

- The purpose of the listserv will be to inform special education teachers of upcoming trainings, upcoming webinars, and other resources provided by MDE.

Teacher Listserv



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Alignment of Training to Strategic Plan

For children to show growth and become proficient in all assessed areas, they must have high quality instruction from effective teachers. Teacher evaluations have been set in place to ensure that the best teachers are in the classroom, and to keep schools accountable for providing teachers with the resources they need to be successful. Participants in this training will learn what is expected for them to meet or exceed expectations.

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Learner Outcomes

- How is the Speech Language Pathologist Assessment different from the Mississippi State Teacher Appraisal Rubric (M-STAR) form?
- Why do SLPs need a different form?
- What skills must the SLP demonstrate in order to be successful?
- What is an artifact, and where do I find it?
- How can I help my SLP if s/he is not effective?

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M-STAR Overview

The Mississippi Statewide Teacher Appraisal Rubric (M-STAR) is:

- Designed to improve the professional performance of all educators.
- A system of performance assessments based on common standards to gauge teacher effectiveness, help track educational progress, identify areas of need, and improve performance throughout a teacher's career.

The Dilemma

- Although many IEP goals are related to the Standards, SLPs do not typically teach them in the same manner as a classroom teacher would.
- Speech/Language instruction is ultimately driven by the IEP, therefore it may look very different from classroom instruction.

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Evaluating Your SLP

- Who was the evaluator?
- Was the evaluator knowledgeable about the SLP's roles and responsibilities?
- Did the evaluator feel confident in scoring the SLP's evaluation?
- Did the SLP get valuable feedback?

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Let's Be Honest

SLPs think:

- "This doesn't really apply to me."
- "No one understands what I do."
- "Do you mean I have to show lesson plans for 60 students?"
- "Manages space effectively? I'm in a closet!"

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Let's Be Honest

Principals think:

- "Where does articulation therapy fall in this rubric?"
- "What does this lesson have to do with the Standards?"
- "How do I know if s/he is doing this correctly?"
- "What IS s/he doing?"

Let's Be Honest

SLPs have a unique set of skills and should be evaluated based on their particular job, similar to student services, librarians, and counselors.

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History of Development

- PACE: Performance Assessment of Contributions and Effectiveness of Speech Language Pathologists (American Speech-Language-Hearing Association, 2012)
- MS Speech-Language-Hearing Association (MSHA) presented to MDE as a possible alternative to M-STAR
- Survey from MSHA membership
- MSHA leaders developed the appraisal rubric to align with M-STAR.

Similarities

- Domain I – Planning
- Domain II – Assessment
- Domain III – Instruction
- Domain IV – Learning Environment
- Domain V – Professional Responsibilities

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Differences – Domain I Planning

M-STAR

•Plans lessons that demonstrate knowledge of content and pedagogy

•Plans lessons that meet the diversity of student's backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs

•Selects instructional goals that incorporate higher level learning for all students

•Plans units of instruction that align with the Science and Social Studies MS Frameworks, MS CCRS for Math and English Language Arts, or other applicable State content standards

SLP Assessment

- Plans long-term and short-term goals that align with the Mississippi College- and Career-Readiness Standards

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Differences – Domain II Assessment

M-STAR

- Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary
- Incorporates assessments into instructional planning that demonstrate high expectations for all students

SLP Assessment

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

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Differences – Domain III Instruction

M-STAR

- Demonstrates deep knowledge of content during instruction
- Actively engages students in the learning process
- Uses questioning and discussion techniques to promote higher order thinking skills
- Brings multiple perspectives to the delivery of content
- Communicates clearly and effectively

SLP Assessment

- Uses service delivery options efficiently and effectively, and actively engages students in the learning process

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Differences – Domain IV Learning Environment

M-STAR

- Manages classroom space and resources effectively for student learning
- Creates and maintains a climate of safety, respect, and support for all students
- Maximizes time available for instruction
- Establishes and maintains a culture of learning to high expectations
- Manages student behavior to provide productive learning opportunities for all students

SLP Assessment

- Creates a positive learning environment for students and colleagues
- Promotes positive interpersonal relationships through open communication, honesty, and respect
- Takes responsibility and conducts self in an ethical manner

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Differences – Domain V Professional Responsibilities

M-STAR

- Engages in continuous professional learning and applies new information learned in the classroom
- Demonstrates professionalism and high ethical standards; acts in alignment with *MS Code of Ethics*
- Establishes and maintains effective communication with families
- Collaborates with colleagues and is an active member of a professional learning community in the school

SLP Assessment

- Meets responsibilities and obligations to students on the caseload
- Keeps clear and comprehensive records and informs parents and teachers of students' progress
- Takes responsibility and conducts self in an ethical manner
- Provides guidance and leadership to school staff

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Role of the Evaluator

- To determine if the Speech Pathologist is meeting professional standards in light of their specific roles and responsibilities
- To guide professional development and ensure continuous professional growth

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Who Will Observe?

It is recommended that it be:

- Someone who is familiar with the roles and responsibilities of the school-based clinician, and
- Someone who is familiar with due process and the documentation involved in the process, particularly for artifact review.

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The Observation Process

- SLP Self-Assessment (Optional)
- Review of Artifacts
- Informal "Walk-Through" Observations
  - 1 required, up to 5 recommended
- Pre-Observation Conference (Optional)
- Formal Observation
  - 1 required, more if deemed necessary
- Post-Observation Conference (Required)
- Summative Scoring

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Pre-Observation Conference

- A pre-observation conference is highly recommended with all formal observations, but no longer required.
- The pre-observation conference provides the opportunity for the SLP to describe the context and plans for the lesson that will be observed.

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Artifacts

- Artifacts = Evidence
- Only required for Domains I, II, and V
- Required items in this presentation are marked with a √.
- Should not be created
- Review should not be overly burdensome for evaluators or SLPs.

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SLP Performance Levels

Distinguished: **Level 4** is the most effective level of an SLP. This rating indicates that the SLP's performance is exemplary and consistently exceeds expectations.

Effective: **Level 3** is the expectation for all SLPs. Scoring at this level indicates that the SLP's performance consistently meets expectations. SLPs who receive this rating should receive professional development/support designed to address the identified area(s) for growth.

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SLP Performance Levels

Emerging: **Level 2** indicates either a beginning SLP or an SLP who needs focused professional development. This rating indicates the SLP is sometimes meeting expectations but not consistently. SLPs who receive this rating should receive professional development, resources and support designed to address the identified area(s) for growth.

Unsatisfactory: **Level 1** is the least effective SLP performance. This level indicates the performance as unacceptable. SLPs who receive this rating should receive immediate and comprehensive professional development and support designed to address area(s) of growth.

DOMAIN I:

Planning

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Domain I: Planning

The SLP plans long term and short term goals that align with the Mississippi College- and Career-Readiness Standards.

- 216 licensed SLPs are not qualified to treat language, voice, or fluency disorders. Rating of Domain I should be based on treatment of articulation disorders only.

Domain I: Planning

1.1 Collaborates with the educational team to create curriculum-based therapy plans that are:

- Measurable
- Educationally relevant

1.2 Incorporates academic curriculum into therapy

Domain I: Planning

1.3 Prepares for therapy sessions by:

- Organizing materials
- Selecting/adapting materials, equipment, devices to meet students' needs

1.4 Chooses service delivery model(s) that meets the needs of individual students

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Domain I: Planning

Assessed via:

- Artifact review
  - ✓Sample Standards-Based IEP goals addressing:
    - Articulation
    - Language
    - Voice
    - Fluency
  - ✓Lesson plan
  - • Description of service delivery models
- Pre- and post-observation conferences

DOMAIN II: Assessments

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Domain II: Assessments

The SLP participates in the team process of identifying students who may need assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services.

- 216 licensed SLPs are not qualified to provide assessment in the areas of language, voice, or fluency. Rating in Domain II applies to articulation assessments only.

Domain II: Assessments

2.1 Administers, scores, analyzes, and interprets results of screening protocols accurately

2.2 Obtains information from a variety of sources, including interviews, file review, questionnaires, checklists, and minutes of meetings to gather relevant information

Domain II: Assessments

2.3 Selects assessment instruments that are the most current and evidence-based

2.4 Selects assessment instruments that are culturally and linguistically sensitive

2.5 Makes appropriate recommendations based on assessment results

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Domain II: Assessments

2.6 Supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures and/or other educationally relevant measures that are aligned with academic standards of the setting

Domain II: Assessments

2.7 Makes referrals for other services when necessary (audiology, medical psychology, social and vocational services)

- Indicator 2.7 is only applicable to 215 licensed SLPs.

Domain II: Assessments

Assessed via:

- Artifact review
  - ✓Copy of Multidisciplinary Evaluation Report
  - ✓Copy of standard assessment protocol
  - Case history form
  - Classroom observation form
  - List of current standardized test protocols used
  - Copy of curriculum-based assessment protocol
  - Copy of data collection sheet (dynamic assessment)
- Pre- and post-observation conferences

DOMAIN III: Instruction

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Domain III: Instruction

The SLP uses delivery options efficiently and effectively, and actively engages students in the learning process.

- 216 licensed SLPs are not qualified to provide instruction in the areas of language, voice, or fluency. Rating in Domain III applies to articulation instruction only.

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Domain III: Instruction

3.1 Provides efficient and effective service delivery and maximizes available time to promote students' progress

3.2 Accommodates students' unique learning styles

3.3 Uses instructional language that is consistent with the students' comprehension level

Domain III: Instruction

3.4 Uses evidence-based practice and theory related to the populations served

3.5 Constructs culturally, linguistically, and developmentally appropriate learning activities

3.6 Uses teaching strategies to enhance students' participation and learning (e.g., pacing, presentation, feedback, redundancy, behavior management)

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Domain III: Instruction

3.7 Develops strategies for students' successful participation in the classroom/curriculum

3.8 Includes student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant

Domain III: Instruction

3.9 Plans therapy strategies using evidence-based practice and theory related to the populations served

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Domain III: Instruction

Assessed via:

- Artifact review
  - Observation
  - Student data sheets / work samples
  - Sticker charts, exit interview, etc.
  - Samples of sources of evidence-based practice
    - ASHA Leader, ASHA website, journal articles
- Pre- and post-observation conferences

DOMAIN IV: Learning Environment

Domain IV: Learning Environment

The SLP creates a positive learning environment for students and colleagues; promotes positive interpersonal relationships through open communication, honesty and respect; takes responsibility and conducts self in an ethical manner.

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Domain IV: Learning Environment

4.1 Organizes and uses available physical space, materials and resources

4.2 Begins class on time and uses appropriate pacing throughout

4.3 Establishes and states procedural expectations

Domain IV: Learning Environment

4.4 Manages student behavior effectively and appropriately

4.5 Treats students with respect, has a strong nurturing relationship with students, and proactively facilitates respectful relationships among students

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Domain IV: Learning Environment

4.6 Collaborates with colleagues to use supplementary resources and technology effectively and ensures students have access, support, and time to use classroom and school resources

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Domain IV: Learning Environment

Assessed via:

- Observation

- Artifacts
  - Copy of classroom rules / procedures

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DOMAIN V: Professional Responsibilities

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Domain V: Professional Responsibilities

The SLP meets responsibilities and obligations to students on the caseload; keeps clear and comprehensive records and informs parents and teachers of students' progress; takes responsibility and conducts self in an ethical manner; provides guidance and leadership to school staff.

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Domain V: Professional Responsibilities

5.1 Collects, and interprets quantitative data to measure progress and to modify therapy as necessary

5.2 Devises and maintains an efficient and effective schedule

5.3 Meets school district requirements for timely and accurate record keeping

Domain V: Professional Responsibilities

5.4 Prioritizes workload

5.5 Delivers services promptly

5.6 Maintains professionalism during interaction with others (e.g. teachers, parents, students, and colleagues)

Domain V: Professional Responsibilities

5.7 Demonstrates excellent written and oral communication skills using correct grammar and enunciation

5.8 Provides information, counseling, and support to individuals, families, educational teams, and others regarding student's communication disorder

Domain V: Professional Responsibilities

5.9 Complies with all State, Federal and local regulatory policies relating to the education of children in a school setting

5.10 Maintains confidentiality

5.11 Respects needs and cultural values of others

Domain V: Professional Responsibilities

5.12 Plans and executes own continuing education based on identified needs for ongoing professional growth

5.13 Responsive to suggestions and feedback

5.14 Complies with the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Code of Ethics

Domain V: Professional Responsibilities

- Artifacts:
  - √ Individualized Education Program
  - √ Parental permission documentation
  - √ Referral to placement documentation
  - √ Dismissal documentation

  These items can be provided through file review.

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Domain V: Professional Responsibilities

- Artifacts:
  - Copy of schedule (including revisions throughout the year)
  - Student progress reports
  - Professional growth documentation (CEU / professional certifications)
  - Documentation of participation in school initiatives, or providing leadership to school staff and parents

Resources

- Resources for SLPs
  - http://www.mde.k12.ms.us/docs/teacher-center/resource-guide-for-slps.pdf?sfvrsn=2
- RESA
  - http://www.northmsec.com/
- MDE Webinars
- SLP Handbook
- Experienced SLPs as mentors
- OSE training

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Website Resources

- Visit the MDE's Office of Educator Quality – Educator Evaluations website for available resources
- Access it two ways:
  1. Directly at http://www.mde.k12.ms.us/OEE
  2. Find it under *MDE Hot Topics*
  3. Other Mississippi Educator Evaluations

Educator Evaluation Resources

MDE Homepage

Educator Evaluations Webpage

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