# TEAM Observation Guidance Documents: Cover Sheet

## BACKGROUND

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the TEAM evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which administrators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the TEAM evaluation rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

## COMPONENTS

The accompanying documents for each educator group are broken down into two components.

1. **The *Observation Guidance* document provides:**
   - a quick glance at some guiding questions and overarching concerns for each educator group; and
   - examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
     - o **NOTE:** Key areas for evidence are not intended to replace the indicators in the TEAM evaluation model, but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.
2. **The *Observation Support* document provides:**
   - additional context for the evaluator when considering the responsibilities of each educator,
   - detailed examples to illuminate some of the key indicators and areas for evidence, and
   - a platform for meaningful discussion between educators and evaluators around best practices.
     - o **NOTE:** This can be especially useful for structuring pre-conference discussions.

**Available observation guidance documents include:**

| GENERAL EDUCATOR RUBRIC | SCHOOL SERVICES PERSONNEL RUBRIC |
|---|---|
| <ul><li>Alternative Educators</li><li>College, Career and Technical Educators (CCTE)</li><li>Early Childhood Educators</li><li>Pre-K Educators</li><li>Early Literacy K-3 Educators</li><li>Gifted Educators</li><li>Interventionists</li><li>Online Educators</li><li>Special Educators</li></ul> | <ul><li>School Audiologists</li><li>School Counselors</li><li>School Psychologists</li><li>School Social Workers</li><li>Speech/Language Pathologists (SLP)</li><li>Vision Specialists</li></ul> |

# TEAM Observation Guidance: Speech/Language Pathologists (SLP)

| PRE-OBSERVATION QUESTIONS |
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1. **How do you ensure that therapy sessions or assessment tasks address the individualized needs and/or IEP goals of students, and, if applicable, how do you do so within a heterogeneous group?**
2. **How do you frame lessons within a broader scope and sequence?**
3. **How do you construct and manage systems to ensure services are delivered in a responsive and timely manner (e.g., IEPs, evaluations, eligibility requirements, parent/teacher conferences, etc.)?**
4. **How do you consult, collaborate, and communicate with classroom teachers, other stakeholders, and special education teachers in delivering services and in the IEP process?**
5. **What are some examples of appropriate materials and activities that you use to augment planned services and what are you doing to evaluate the effectiveness of these materials and activities?**
6. **How do you use data to develop IEPs and document IEP progress?**
7. **How does this lesson relate to what is being taught in the general education curriculum?**
8. **How will this lesson help your students make progress toward the standard?**
9. **How did you select the materials you are using for this lesson?**
10. **How are you using prior knowledge in your lesson?**

| KEY AREAS FOR EVIDENCE |
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1. **Delivery of Services—Delivery of Professional Services**
   - **SLP provides services to support high expectations for the educational success of all students.**
   - **SLP uses a variety of materials, methods, and strategies that are differentiated based on individual student needs to remove learning barriers and promote active student participation.**
   - **SLP actively seeks out opportunities to assist in the development and implementation of specialized programs for students and families.**

2. **Delivery of Services—Communication**
   - **SLP utilizes a balanced mix of communication methods, including but not limited to, graphic, pictorial, cued, signed, written, oral, electronic, etc. that are targeted to specific needs.**
   - **SLP consistently asks purposeful and coherent questions and uses feedback to improve the quality and impact of programs and services offered.**
   - **SLP actively communicates with students, parents, teachers, and other relevant stakeholders about assessment results, service provision, and/or program goals to ensure that services are meeting the differentiated needs of students and their IEPs.**

3. **Delivery of Services—Knowledge of Students**
   - **SLP uses the one-on-one, small group, diagnostic, or therapeutic setting to gain a deep understanding of students' individual strengths, weaknesses, and needs.**
   - **SLP regularly tailors assessment, instruction, and activities to include student interests and cultural heritage in order to increase the level of student interest.**
   - **SLP consistently utilizes differentiated strategies to ensure that students' individual needs are being met.**

4. **Environment—Environment**
   - **The workspace is organized, welcoming, and encourages learning.**
   - **The workspace is deliberately designed to promote individual and group participation.**
   - **Supplies, equipment, and resources are readily accessible and offer numerous opportunities for differentiated learning.**

| EXAMPLES OF EVIDENCE/ARTIFACTS |
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- **Progress reports**
- **Eligibility reports**
- Disability monitoring standards reference sheet
- School team records/referral documentation

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| • **Sample activities/materials and lesson plans**<br>• **IEPs**<br>• **Speech/language evaluation reports**<br>• **Yearly scope and planning calendar** | • IEP data manager (or equivalent)<br>• Needs/skills assessments, surveys, or checklists<br>• Parent contact logs<br>• RTI² documentation |

# TEAM Observation Support: Speech/Language Pathologists (SLP)

The evaluator may need to look more broadly at the SLP than other school services personnel, as the SLP is tasked with assessing and/or serving students and stakeholders in a unique setting. SLP routines may vary at each school (e.g., push-in, pull-out, mobile classroom, etc.), and as such, the pace and structure of services may differ among school sites.

## I. ENVIRONMENT

| EXAMPLE—ENVIRONMENT |
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| **Environment—Environment:**<br><br>**The SLP has created an instructional area that is conducive to learning and makes students feel intellectually stimulated and safe to take risks (e.g., there are posters, examples of student work, etc. prominently displayed). The SLP provides a calm and safe environment for assessment of individual students and administers test protocols in a manner that promotes optimum student performance. The SLP works with students to set high expectations, which are clearly displayed in the learning space. These expectations are upheld and reinforced through both verbal and non-verbal communication with teachers, students, and parents. Supplies and materials are clearly labeled and organized, and are easily accessible to students of all ages and ability levels. There are visibly delineated spaces for different types of activities that can be easily identified by students.** |

## II. DELIVERY OF SERVICES

| EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES |
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| **Delivery of Services—Delivery of Professional Services:**<br><br>**The SLP has a thirty minute session scheduled with a kindergartener with language difficulties. As children at this age are only able to focus on specific tasks for short increments of time, the SLP facilitates a series of several age-appropriate and developmentally appropriate activities targeted at individual student needs. The SLP carefully balances play-based activities (e.g., pretend play) with more structured activities (e.g., flashcards, worksheets, matching tasks, etc.) to ensure the student stays engaged throughout the session. As the session proceeds, the SLP seamlessly inserts several checks for understanding and adjusts further instruction based on level of mastery. At the end of the session, the SLP briefly summarizes the session's activities to further ensure internalization of strategies practiced. The SLP reports results of observations and assessment in a timely manner, giving examples to support understanding. The SLP provides ideas and recommendations to teachers and parents about strategies to support the student in his/her educational program.** |

**EXAMPLE—COMMUNICATION**

**Delivery of Services—Communication:**

**After collaborating with relevant stakeholders to develop IEP goals, the SLP provides timely and appropriate feedback to teachers and parents on the student's progress towards IEP goals. The SLP presents the teacher and parent with samples of activities and/or strategies used in the individual sessions and guides them through any questions they may have about implementing these strategies in the classroom or home environment. The SLP communicates with kindness and clarity the results of observations and assessments and makes recommendations to the teacher and parents about strategies which could be used to support the work of the SLP with the student. The SLP actively seeks input from the teacher and parents about historic and current skills, as well as progress they have seen with the student and any stumbling blocks they have encountered. The SLP keeps a clear and detailed record of these communications in a contact log and is able to reference it easily to track discussion and concerns throughout the year.**

**EXAMPLE—KNOWLEDGE OF STUDENTS**

**Delivery of Services—Knowledge of Students:**

**The SLP works with students and other relevant stakeholders to develop specific and differentiated learning goals for each student. Within these goals, the SLP continuously strives to target activities to student interests. For example, if the IEP goal is targeted at working with a student to increase fluency, the SLP may have the student read passages about dinosaurs or another topic of particular interest to that particular student in order to increase the student's overall level of engagement. The SLP uses guidelines for specific populations effectively, including standard error of measurement and information on racial/ethnic differences. The SLP is also able to demonstrate how activities are monitored and adjusted as needed to meet individual student needs. The SLP has a clear way to evaluate if the student is making progress based on the student work products, and the student can clearly articulate how he/she is being evaluated.**