

Southfield Speech Pathologist - Danielson (v.2021)

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Domain 1: Planning and Preparation

1b Demonstrating Knowledge of Child, Adolescent, and/or Young Adult Development and Therapy Approaches Appropriate to Setting

Ineffective

SLP does not demonstrate knowledge of developmental milestones for the therapy program, or his/her approach is inappropriate for either the situation or the age of the students. SLP has no knowledge of resources available concerning developmental norms. SLP demonstrates no knowledge of test purpose, ages assessed, and administration technique SLP demonstrates no knowledge of accommodation strategies for student success in the classroom (1b.I)

Minimally Effective

SLP demonstrates basic knowledge of developmental milestones for the therapy program. SLP has limited knowledge of resources available concerning developmental norms. SLP demonstrates limited knowledge of test purpose, ages assessed, and administration technique. SLP demonstrates limited knowledge of accommodation strategies for student success in the classroom (1b.ME)

Effective

SLP demonstrates clear understanding and appropriate application of developmental milestones. SLP has knowledge of resources available concerning developmental norms. SLP demonstrates knowledge of test purpose, ages assessed, and administration technique. SLP demonstrates knowledge of accommodation strategies for student success in the classroom (1b.E)

Highly Effective

SLP demonstrates extensive knowledge of developmental milestones. SLP also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, and special needs (1b.HE)

1e Demonstrating Knowledge and skill in Selecting and Using Evaluative Instruments to Assess Students and Determine Eligibilities

Ineffective

SLP demonstrates little or no knowledge and skill in selecting and appropriately administering evaluative instruments to assess students and determine eligibilities. SLP administers assessments with little regard for standardized procedures. SLP does not address eligibility criteria in decision making. (1e.I)

Minimally Effective

SLP routinely administers a generic set of evaluative instruments without regard to the referral concerns when assessing students and determining eligibilities. SLP administers assessments with basic understanding of standardized procedures. SLP references eligibility criteria in decision making (1e.ME)

Effective

SLP consistently selects and uses a range of evaluative instruments based on the referral concerns to assess students and determine accurate eligibilities. SLP administers assessments according to standardized procedures. SLP connects eligibility criteria in decision making (1e.E)

Highly Effective

SLP consistently selects and uses a wide range of evaluative instruments based on the referral concerns and seeks stakeholder input to assess students and determine accurate eligibilities (1e.HE)

Domain 2: Environment

2a Establishing Rapport with Students and Staff Members

Ineffective

Minimally Effective

Effective

Highly Effective

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SLP's interactions with students and staff are negative or inappropriate. SLP does not deal with disrespectful behavior and is insensitive to students' ages, cultural backgrounds and developmental levels. Talk between the SLP and students/staff is disrespectful. SLP does not respond to disrespectful behavior among students. SLP does not make general connections with individual students (2a.I)

SLP's interactions with students and staff are generally appropriate but may reflect occasional inconsistencies and disregard for students' ages, cultures, and developmental levels. SLP attempts to respond to disrespectful behavior, with uneven results. Talk between the SLP and students/staff is somewhat disrespectful. SLP occasionally responds to disrespectful behavior among students. SLP occasionally makes general connections with individual students (2a.ME)

SLP's interactions are friendly and demonstrate general caring and respect. Students and staff exhibit respect for the SLP. Talk between the SLP and students/staff is uniformly respectful. SLP responds to disrespectful behavior among students. SLP makes general connections with individual students (2a.E)

Students and staff seek out the SLP, reflecting a high degree of comfort and trust in the relationship. SLP's interactions are highly respectful, reflecting genuine warmth and caring and sensitivity (2a.HE)

2c Managing time and Priorities in the Therapy Setting

Ineffective

SLP exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost. Transitions within and between therapy sessions are confused and chaotic. Materials needed for therapy are not readily available to the SLP. There are no established procedures or therapy routines. Therapy resources are not arranged to support the instructional goals and learning activities. Available technology is not being used. SLP does not have an effective means for managing his/her caseload. SLP does not make appropriate scheduling changes (2c.I)

Minimally Effective

SLP's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost. Transitions within and between therapy sessions are awkward. Therapy session routines function inconsistently. Some materials needed for therapy are readily available to the SLP. Therapy resources are partially arranged to support the instructional goals and learning activities. SLP makes limited use of available technology. SLP develops means for managing his/her caseload. SLP handles scheduling changes in an untimely manner (2c.ME)

Effective

SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. There is little loss of learning time. Transitions within and between therapy sessions are smooth. Therapy session routines function smoothly. Most of the materials needed for therapy are readily available to the SLP. Therapy resources are arranged to support the instructional goals and learning activities. SLP makes appropriate use of available technology. SLP develops means for managing his/her caseload effectively in response to student needs. SLP handles scheduling changes effectively in a timely manner (2c.E)

Highly Effective

SLP demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. Learning time is maximized (2c.HE)

Domain 3: Delivery of Service

3a Communicating with Students

Ineffective

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Effective

Highly Effective

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SLP's language leaves students confused. The instructional purpose of the activity is unclear to the students and directions are confusing. At no time during the activity does the SLP convey what will be learned. There is no opportunity for questions to be clarified. SLP's vocabulary is inappropriate. Students indicate confusion, physical discomfort, or lack of understanding and SLP does not respond (3a.I)

SLP's attempt to explain the activity has limited success and/or directions must be clarified. SLP's instruction does not invite the students to engage in the activity. SLP does not take into account the individualized level of communicative ability. SLP provides little elaboration or limited explanation about what will be learned. Students are unable to follow directions without extensive clarification. SLP's explanation of tasks consists of a monologue with minimal participation. SLP's explanation of tasks is purely procedural without indicating meaning for the student (3a.ME)

The instructional purpose of the activity is clearly communicated to students. Directions and procedures are explained clearly and may be modeled. Individual communication abilities of the students are considered when providing instruction. SLP states clearly what the students will be learning. If appropriate, SLP models the process to be followed in the task. Students demonstrate the learning task, indicating understanding. SLP describes specific strategies students might use, inviting them to interpret the strategies in the context of what they are learning. SLP's vocabulary is appropriate (3a.E)

SLP links the instructional purpose of the activity to the educational program. The directions and procedures are clear and anticipate possible student misunderstanding. Students contribute to the content of the activity by demonstrating practical application of the skill or strategy (3a.HE)

3b Implementing Treatment Plans to Maximize Students Success

Ineffective

SLP fails to implement treatment plans suitable for students, or plans are mismatched with the findings of assessments. SLP does not use clinical judgment when using therapy materials. Therapy materials are inappropriate for age, development, and assessment areas. Targeted tasks do not match stated goals (3b.I)

Minimally Effective

SLP's plans are inconsistently implemented or sporadically aligned with identified needs of students. SLP randomly selects therapy materials. Therapy materials are sometimes appropriate for age, development, and assessment areas. Targeted tasks partially match stated goals (3b.ME)

Effective

SLP's plans are consistently implemented and aligned with identified needs of students. SLP uses appropriate clinical judgment when selecting therapy materials. Therapy materials are appropriate for age, development, and assessment areas. Targeted tasks match stated goals (3b.E)

Highly Effective

SLP implements comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements (3b.HE)

3c Engaging Students in Learning

Ineffective

Minimally Effective

Effective

Highly Effective

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Activities, materials, and resources are poorly aligned with the instructional outcomes and plans. The therapy session has no clearly defined structure or approach, or the pace of the session is too slow or rushed. SLP does not facilitate the therapy session in a manner and pace that is easily followed by students. Materials and resources are not age- and developmentally appropriate. SLP does not use cues/prompts to elicit student response (3c.I)

The activity has a recognizable structure and the activities, materials, and resources align to the instructional outcomes and plans; however, the pacing or approach of the therapy session may not provide students the opportunity to be actively engaged. SLP struggles to facilitate the therapy session in a manner and pace that is easily followed by students. Materials and resources are partially aligned for age and development. SLP ineffectively utilizes cues/prompts to elicit student response (3c.ME)

The activity is fully aligned with instructional outcomes, and the activities, materials and resources are used to challenge students' ability level. The session has a clearly defined structure, and the pacing and approach of the session is appropriate, providing most students multiple opportunities to be actively engaged. SLP facilitates the therapy session in a manner and pace that is easily followed by students. Materials and resources are age- and developmentally appropriate. SLP utilizes cues/prompts to elicit student response (3c.E)

Most students are actively engaged through well-implemented therapy tasks using an extensive range of activities, materials, and resources. SLP provides suitable scaffolding and challenges individual students' ability level. The session has a clearly defined structure, and the pacing and approach of the session provides students opportunities to practice activities independently in the therapy session (3c.HE)

3d Using Assessment in Instruction

Ineffective

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment. SLP neglects to collect important information on which to base additional learning activities. SLP gives no indication of what high- quality work looks like. SLP makes no effort to make sure students understand. SLP provides no feedback or feedback is global. SLP does not ask students to evaluate their own work. No data is collected (3d.I)

Minimally Effective

Students appear to be only partially aware of the assessment criteria, and SLP monitors student learning. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Specialist collects some information on which to base additional learning activities. There is little evidence that students understand how their work will be evaluated. SLP monitors understanding through a single method or without eliciting evidence of understanding. Feedback to students is vague and not oriented to future improvement of work. SLP makes only minor attempts to engage students in self-assessment. Data collection is inconsistent (3d.ME)

Effective

Students appear to be aware of the assessment criteria, and Specialist monitors student learning. Questions and assessment are regularly used to diagnose evidence of learning. Feedback to students is accurate and specific; some students engage in self-assessment. SLP collects ongoing information on which to base additional learning activities. SLP makes the standards of high-quality work clear. SLP elicits evidence of understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance. Data collection is consistent and relevant (3d.E)

Highly Effective

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teachers and peers, is accurate and specific and advances learning. Students assess and monitor their own progress. SLP successfully differentiates instruction to address individual students' misunderstandings. SLP is proactive in collecting important information on which to base additional learning activities, interviewing teachers and parents if necessary (3d.HE)

Domain 4: Professional Responsibilities

4c Communicating with Families

Ineffective

Minimally Effective

Effective

Highly Effective

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SLP provides little information about the therapy program to families; SLP's communication about students' progress is minimal. SLP does not respond, or responds insensitively, to parental concerns. Little or no information regarding the therapy program is available to parents. Families are unaware of their children's progress. Family-engagement activities are lacking. There is some culturally inappropriate communication (4c.I)

SLP makes sporadic attempts at communication with families about the therapy program and about the progress of individual students but does not attempt to engage families in the program. Moreover, the communication that does take place may not be culturally sensitive to those families. School- or district-created materials about the therapy program are sent home. SLP sends home infrequent or incomplete information about the therapy program. SLP reports quarterly progress but does little else to inform families about student progress (4c.ME)

SLP provides frequent and appropriate information to families about the therapy program and conveys information about individual student progress in a culturally sensitive manner. SLP makes some attempts to engage families in the therapy program. SLP regularly makes information about the therapy program available. SLP regularly sends home information about student progress. SLP develops activities designed to successfully engage families successfully and appropriately in their children's learning. Most of SLP's communications are appropriate to families' cultural norms (4c.E)

SLP communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. SLP responds to family concerns with professional and cultural sensitivity. SLP's efforts to engage families in the therapy program are frequent and successful (4c.HE)

4f Showing Professionalism

Ineffective

SLP displays dishonesty in interactions with colleagues, students, and the public. SLP is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. SLP makes decisions and recommendations based on self-serving interest. SLP does not comply with school and district regulations. SLP is dishonest. SLP does not notice the needs of students. SLP engages in practices that are self-serving. SLP willfully rejects school district regulation (4f.I)

Minimally Effective

SLP is honest in interactions with colleagues, students, and the public. SLP's attempts to serve students are inconsistent, and SLP unintentionally contributes to some students being ill served by the school. SLP's decisions and recommendations are based on limited though genuinely professional considerations. SLP complies minimally with school and district regulations, doing just enough to get by. SLP is honest. SLP notices the needs of students but is inconsistent in addressing them. SLP does not notice that some school practices result in poor conditions for students. SLP makes decisions professionally but on a limited basis. SLP complies with school district guidelines (4f.ME)

Effective

SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. SLP is active in serving students, working to ensure that all students receive a fair opportunity to succeed. SLP maintains an open mind in team or departmental decision making. SLP complies fully with school and district regulations. SLP is honest and known for having high standards of integrity. SLP actively addresses student needs. SLP actively works to provide opportunities for student success. SLP willingly participates in team and departmental decision making. SLP complies completely with school district regulations (4f.E)

Highly Effective

SLP can be counted on to hold the highest standards of honesty, integrity and confidentiality, and takes a leadership role with colleagues. SLP is highly proactive in serving students, seeking out resources when needed. SLP makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. SLP takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. SLP complies fully with school and district regulations, taking a leadership role with colleagues (4f.HE)