Speech-Language Specialist, K-4, Articulation/Speech Therapy

Overview
This Growth Objective was developed by a Speech-Language Specialist (SLS) working in an elementary school. Her goal is clearly aligned with her professional responsibilities as an SLS to **help students improve their speech articulation**.*
Strengths: The SLS uses clear rationale to communicate how her important role is embedded in the academic community. She uses three typically collected measures of student articulation to group her students by starting points. She sets realistic goals for each of these groups recognizing that students with more severe impairments may have significant oral motor disorders and/or other disabilities that hinder the rate at which their speech can be corrected.
Suggestions: The SLS may want to provide information regarding the specific starting points of each student based on the Articulation Therapy Hierarchy including the number of error phonemes for each student. Collecting this information in a spreadsheet will allow for stronger conversations between the SLS and her supervisor about the goal during the SGO consultation.

Name	School	Grade	Assignment	Number of Students	Interval of Instruction
		K-4	Speech-Language Specialist	15	10/15/14-4/30/15

Standards, Rationale, and Assessment Method
Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

Standards:
CCSS.ELA-Literacy.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
CCSS.ELA-Literacy.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Rationale: The student's ability to demonstrate communication competence is a key foundation in the ability to demonstrate knowledge. The ability to speak clearly is a foundation in the English Language Arts standard and as an SLS, I share responsibility for ensuring students master the CCSS. My efforts to help students develop clear speech will reinforce the work of other educators working with these students in my educational community.
Assessment: Hierarchy for Student Centered Traditional Articulation Therapy. This assessment consists of a 20-point checklist for each error phoneme. (Student form of assessment attached.)

Starting Points and Preparedness Groupings
State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of Information used.

Speech Impairment	Information #1	Information #2	Information #3
	Oral Motor/Sequencing Interferes with Speech Production	**Accuracy Rates of Error Phonemes**	**Intelligibility Percentage**
Mild	Minimally	High	> 80% intelligible
Moderate	Moderately	Medium	50-80% intelligible
Severe	Severely/possible AAC use	Low	< 50% intelligible

Student Growth Objective
State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.
Students will increase their rating on the twenty-level Hierarchy for Student Centered Traditional Articulation Therapy by the amount shown in the table below, or achieve mastery of the phoneme. (Mastery is considered when 80% accuracy for 3 consecutive therapy sessions for each targeted phoneme is achieved.)

Speech Impairment	Number of Students in Each Group	Increase in Levels on Articulation Therapy Hierarchy
Mild	4	≥10 levels or mastery on each error phoneme
Moderate	9	≥5 levels
Severe	2	≥2 levels

Scoring Plan
State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Speech Impairment	Student Target Score	Teacher SGO Score Based on Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Mild	10 levels or mastery	4	3	2	1
Moderate	5 levels	7-9	6	4-5	<4
Severe	2 levels	2	1	--	--

Approval of Student Growth Objective
Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____   Signature_____   Date Submitted_____

Evaluator _____   Signature _____   Date Approved _____

Results of Student Growth Objective
Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Speech Impairment	# Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score
Mild			0.27		
Moderate			0.60		
Severe			0.13		

Notes
Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference
Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____   Signature _____   Date _____

Evaluator _____   Signature _____   Date _____

* Even though the role of the speech-language specialist is significantly different from that of the classroom teacher, she can still set measurable and specific goals that reflect her professional responsibilities and effectiveness. However, it may be appropriate to modify the structure of the typical teacher SGO and SGO form to better suit the type of goal set by SLSs and other educational service professionals. Suggested changes in terminology and form structure can be seen in the form above. Educators should make modifications to the Department's optional SGO forms as needed.

SGOs are not a *required* component of the evaluation of Educational Service Professionals but the Department encourages their use as a valuable professional practice.

Acknowledgments
The Department is grateful to the practitioner representatives of New Jersey Association of Speech Language Specialists who collaborated with us to develop this exemplar.

Hierarchy for Student Centered Traditional Articulation Therapy

Goal: 8/10 or 80% accuracy over 3 consecutive therapy sessions for mastery

Student can color or mark off level as mastery is determined.

One page used for each error phoneme. _____

I can listen for my sound.	1
I can pick out my sound in words and sentences.	2
I can hear the incorrect sound in someone else's speech.	3
I can hear the difference between correct and incorrect production of my sound in someone else's speech.	4
I can produce my sound by itself.	5
I can produce my sound with vowels.	6
I can produce my sound consistently at the beginning of words.	7
I can produce my sound consistently at the end of words.	8
I can produce my sound consistently in the middle of words.	9
I can produce my sound in blends.	10
I can catch my own errors in words.	11
I can produce my sound in sentences.	12
I can produce my sound several times in sentences.	13
I can catch my own errors in sentences.	14
I can produce my sound while reading and catch my errors.	15
I use my sound during structured activities in speech class.	16
I use my sound most of the time in speech class.	17
I use my sound in the classroom.	18
I use my sound correctly at home.	19
I use my sound all the time.	20