

# **Possible Guiding Questions: Conversations Between Principals**

## **ROLE: Speech and Language Pathologists**

*This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.*

*Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.*

## Domain 1: Planning and Preparation

### *1a: Demonstrating knowledge of content and pedagogy*

#### **Possible Guiding Questions:**

- What evidence informed (science/evidence-based research) information did you use to develop the goal (s) (IEP)? What evidence did you exclude, why?

### *1b: Demonstrating knowledge of students*

#### **Possible Guiding Questions:**

- How have you used the student information sheet to plan for the session?
- What adjustments have you made since last session utilizing the data/results (progress monitoring)?
- What features (if any) of this student's speech language diagnosis impacted the choice of materials, compensatory strategies and prompting for this session?
- What background information (ex: cultural/linguistic diversity) did you utilize to plan for your student (assessments and interventions)

### *1c: Setting instructional outcomes*

#### **Possible Guiding Questions:**

- What are goals/objectives of this session, how did you develop these goals? How do the goals of this session tie to the student's yearly IEP goals? How do the goals of this session tie to longer term goals of development and functional communication? How will you/I know that you have met your goals?
- What is the connection of your speech language goals to curriculum materials/goals?

### *1d: Demonstrating knowledge of resources*

#### **Possible Guiding Questions:**

- What resources do you utilize to do the following tasks related to your role:
  - Evaluation and diagnosis of speech, language, cognitive linguistic impairments
  - Intervention strategies?
  - Materials?
  - Data collection/Program adjustment?
  - Curriculum and standards aligned goals?
  - Scope and sequence of intervention?

## Domain 1: Planning and Preparation

### *1e: Designing coherent instruction*

#### **Possible Guiding Questions:**

- What features (if any) of this student’s speech language diagnosis impacted the choice of materials, compensatory strategies and prompting for this session?
  - Describe to me any unseen preparation for the session (e.g., programing of communication device, vocabulary observation of student in the classroom, creation of social stories, aided language materials, discussion with outside speech pathologist/consultation with classroom staff)
  - Describe to me how you connect your intervention strategies and compensatory strategies to the home environment?
  - Describe to me how you connect your intervention strategies and compensatory strategies to the classroom environment?

### *1f: Designing student assessment*

#### **Possible Guiding Questions:**

- Do you have a method for documenting the scaffolding of instruction (e.g., prompting hierarchy) that you will be utilizing during the session?
- Describe the frequency and method of data collection for the IEP goal and why you chose that frequency for this student. Why did you design that particular data collection/progress monitoring?

## Domain 2: The Classroom Environment

*2a: Creating an environment of respect and rapport*

**Possible Guiding Questions:**

- How do you demonstrate rapport and respect for your students?

*2b: Establishing a culture for learning*

**Possible Guiding Questions:**

- Tell me about your therapy and/or intervention routines
- How do you make your learning expectations clear?
- Are you students aware of their speech language goals?

*2c: Managing classroom procedures*

**Possible Guiding Questions:**

- Talk to me about how the students know the routines and expectations of your therapy session (examples: visual schedule visible to the student, sticker chart, classroom rules, first/then cards, individual schedules).
- What unique, if any, class environment situations (student allowed to move around the room, etc.) should I be aware of? Why is this unique situation permitted/ utilized to focus student?

*2d: Managing student behavior*

**Possible Guiding Questions:**

- Tell me about behavior management strategies that you typically use in a therapy session. What challenges do you have currently? Are there any new strategies that you have tried? (post observation) ( examples: behavior contracts, rubrics for student self- assessment)
- Do you and the team collaborate in behavior management (what is your role if the student has a behavior plan)?
- Will you have different goals or levels of goals within one session? Describe your plan to incorporate these levels.

*2e: Organizing physical space*

**Possible Guiding Questions:**

- Are your materials readily accessible?
- Is the physical space conducive to effective safe speech language therapy?

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## **Domain 2: The Classroom Environment**

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- What are the pros and cons of your physical space that directly impact your therapeutic intervention?

## Domain 3: Instruction

### *3a: Communicating with students*

#### **Possible Guiding Questions:**

- Tell me how you choose the appropriate manner in which you communicate at the student's level? (look for: language level, age appropriate conversation).
- Tell me about your student's expressive and receptive language levels and how that effects your communication with the student?
- Tell me about compensatory strategies that you utilize in communicating with your students? (examples: visuals paired with verbal, language/directions chunked, modeling of appropriate communication strategies).

### *3b: Using questioning and discussion techniques*

#### **Possible Guiding Questions:**

- Tell me about what type of questioning that you plan to utilize during the session.
- How do you determine what techniques to utilize with a specific student?

### *3c: Engaging students in learning*

#### **Possible Guiding Questions:**

- Based on the goals of the session, how did you select the materials and strategies to embed in the instruction to involve the student in his/her learning? How do the goals of this session tie to the student's yearly IEP goals? How do the goals of this session tie to longer term goals of development and functional communication?
- How do you know that your student is engaged?
- What compensatory strategies have you shared with the classroom teacher to maximize the achievement of the students you serve?

### *3d: Using assessment in instruction*

#### **Possible Guiding Questions:**

- Describe for me your method for scaffolding instruction (e.g., prompting hierarchy) for this session?
- How did you choose this hierarchy? Have you made any changes on this hierarchy?
- Are there any earlier developed or acquired skills that you will be assessing informally during the session?

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## Domain 3: Instruction

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*3e: Demonstrating flexibility and  
responsiveness*

**Possible Guiding Questions:**

- Describe for me your alternative if a student does not respond to the targets during the session?
- How will you utilize already acquired skills within the goal area to promote student success during the session?
- How do you plan to have the targets focused in the lesson transferred into the school and other school environments?

## Domain 4: Professional Responsibilities

### *4a: Reflecting on teacher and student learning*

#### **Possible Guiding Questions:**

- Describe your methods to reflect on your own performance during the session?
- How has your student's progress during prior sessions impact your planning for this session?

### *4b: System for managing students' data*

#### **Possible Guiding Questions:**

- Talk to me about your data collection system? Why did you choose it?

### *4c: Communicating with Families*

#### **Possible Guiding Questions:**

- Describe for me your method for communicating carryover activities, progress on goals, prompting techniques, and/or appropriate expectations for the student's speech language development with families?

### *4d: Participating in a professional community*

#### **Possible Guiding Questions:**

- Have you provided any specific training or professional development to staff regarding any aspect of speech/language intervention?
- Do you participate in any professional learning communities outside in addition to the ones offered by this district?

### *4e: Growing and developing professionally*

#### **Possible Guiding Questions:**

- What methods do you utilize to expand your knowledge of communication/speech/language evaluation and treatment?
- Have you learned or implemented a specific strategy this school year? Where there any results in student achievement from this strategy? If not, any plans to implement this strategy in the future? What changes have you considered?
- If you worked with a particular population and/or disorder that are new to you, how did you learn about the techniques specific to this population?
- What professional development activities have you participated in? How has the content



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## Domain 4: Professional Responsibilities

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### *4f: Showing professionalism*

of these activities changed your practice?

#### **Possible Guiding Questions:**

- What professional development activities have you initiated to improve the connections between speech language related tasks (i.e., speech language development and compensatory strategies) and the general education curriculum?