

TESS SPEECH LANGUAGE PATHOLOGIST RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
1a: Demonstrating knowledge and skills	SLP demonstrates little or no knowledge and skill in the therapy area.	SLP demonstrates basic knowledge and skill in the therapy area.	SLP demonstrates thorough knowledge and skill in the therapy area.	SLP demonstrates extensive knowledge and skill in the therapy area.
1a: SLP Critical Attributes	<ul style="list-style-type: none"> Makes content errors 	<ul style="list-style-type: none"> Cannot make connections within the discipline. 	<ul style="list-style-type: none"> Can make connections within the discipline. Participates in relevant, ongoing continuing education relevant to a SLP's practice. 	<ul style="list-style-type: none"> Can make connections within the discipline. Participates in relevant, ongoing, continuing education relevant to SLP practice. Leads others in professional
1b: Establishing goals for the therapy program appropriate to the setting and the students served	SLP has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	SLP's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students.	SLP's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	SLP's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with
1b: SLP Critical Attributes	<ul style="list-style-type: none"> Does not develop goals OR Goals are not aligned to school and classroom needs 	<ul style="list-style-type: none"> Goals only take into consideration a select portion of the school and classroom needs 	<ul style="list-style-type: none"> SLP develops and articulates consistent program goals that align with school and classroom needs 	<ul style="list-style-type: none"> After collaboration with administrators and teachers, SLP develops and articulates consistent program goals aligned with
1c: Demonstrating knowledge of district, state, and federal regulations/guidelines	SLP demonstrates little or no knowledge of special education laws, rules and procedures.	SLP demonstrates basic knowledge of special education laws, rules and procedures.	SLP demonstrates thorough knowledge of special education laws, rules and procedures.	SLP's knowledge of special education laws, rules procedures is extensive.
1c: SLP Critical Attributes	<ul style="list-style-type: none"> Little or no understanding of special education law in relation to IEP process and related paperwork. Cannot explain procedures to others Does not meet timelines, include all necessary content, or write measureable goals. Holds IEP meetings, but is unable to explain information to parents and school staff. 	<ul style="list-style-type: none"> Limited understanding of special education law in relation to IEP process and related paperwork. Can explain some procedures to others Occasionally meets timelines, includes all necessary content, and writes measureable goals. Holds IEP meetings and is able to explain some information to parents and school staff. 	<ul style="list-style-type: none"> Understands special education law in relation to IEP process and related paperwork. Can explain procedures to others. Proactive in developing his/her own understanding and asks for assistance when needed. Consistently meets timelines, includes all necessary content, and writes measureable goals. Holds IEP meetings and is 	<ul style="list-style-type: none"> Thorough understanding of special education law in relation to IEP process and related paperwork. Able to clearly explain paperwork and/or procedures to others Proactive in developing their own understanding and assists others. Always meets timelines, includes all necessary content, and writes measureable goals. Holds IEP meetings and

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DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
1d: Demonstrating knowledge of resources, both within and beyond the school and district	SLP demonstrates little or no knowledge of resources for students available through the school or district.	SLP demonstrates basic knowledge of resources for students available through the school or district.	SLP demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	SLP demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1d SLP Critical Attributes	<ul style="list-style-type: none"> Unaware of or refuses to seek resources available. 	<ul style="list-style-type: none"> Limited awareness of resources. Inconsistently uses available resources. 	<ul style="list-style-type: none"> Aware of available resources and uses them Limited knowledge of external resources Shares information regarding resources with staff. 	<ul style="list-style-type: none"> Aware of available district or school resources and consistently uses them Aware of additional resources available through the community. Assists students, families, and staff in gaining access to outside resources with administrative support.
1e: Developing therapy program, integrated with the regular school program, by collaborating with teachers and administrators	SLP has developed an ineffective therapy program that does not meet individual needs of students.	SLP has developed a program that is somewhat effective. Program is delivered in a manner that matches some needs of the students.	SLP has developed a program that is effective. Program is delivered in a manner that matches individual needs of students.	SLP has developed a program that is effect, engaging and based on evidence based practice. Therapy program is delivered in a manner that matches individual needs of students.
1e SLP Critical Attributes	<ul style="list-style-type: none"> Does not collaborate with teachers. Does not use culturally and linguistically appropriate services. Therapy is not engaging & does not meet IEP needs Not available to staff for questions and planning. Declines to provide background material when requested. 	<ul style="list-style-type: none"> Inconsistently collaborates with teachers and infrequently offers suggestions for classroom reinforcement. Provides some therapy activities that are culturally/linguistically sensitive and address some needs identified in the IEP. Available to staff for questions and planning, and provides background material when requested. 	<ul style="list-style-type: none"> Collaborates with teachers in advance of therapy; offers suggestions for classroom reinforcement. Incorporates therapy activities that are frequently culturally/ linguistically appropriate. Uses a services delivery model that matches student's individual needs identified through assessment in the IEP. Initiates contact with teachers to confer regarding individual cases. 	<ul style="list-style-type: none"> Collaborates with teachers in advance of therapy and offers suggestions for classroom reinforcement and models suggestions in classroom. Incorporates therapy activities that are consistently culturally/ linguistically appropriate. Uses a services delivery model that matches student's individual needs identified through assessment and included in the IEP. Seeks out teachers and administrators to confer regarding cases.

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DOMAIN 2: CLASSROOM ENVIRONMENT				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
2a: Creating and maintaining rapport with students	SLP's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy setting.	SLP's interactions are a mix of positive and negative; the SLP's efforts at developing rapport are partially	SLP's interactions with students are positive and respectful; students appear comfortable in the testing and	Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship.
2a: Critical Attributes	<ul style="list-style-type: none"> Interaction with some students is negative. Communication is demeaning, sarcastic or inappropriate. Does not provide redirection or correction when students make negative comments or demonstrate inappropriate behaviors. 	<ul style="list-style-type: none"> Demonstrates inconsistent redirection or correction when students make negative comments or demonstrate inappropriate behaviors. Efforts to establish rapport is partially successful by demonstrating a mix of positive and negative interactions with students. 	<ul style="list-style-type: none"> Demonstrates consistent redirection or correction when students make negative comments or demonstrate inappropriate behaviors. Uses positive and consistent language in interactions with students. Establishes rapport by demonstrating general warmth, caring and respect 	<ul style="list-style-type: none"> Interactions demonstrate genuine caring and respect for individual students. Establishes and maintains rapport by demonstrating knowledge of the student's interests in and out of the school environment.
2b: Managing routines and procedures	The SLP exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost.	The SLP's time- management skills are partially well developed; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost.	The SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an effective manner. There is little loss of learning time.	The SLP demonstrates excellent time- management skills, accomplishes all tasks in a seamless manner; teachers and students understand their schedules. Learning time is maximized.
2b SLP Critical Attributes	<ul style="list-style-type: none"> Does not establish priorities or procedures. Does not develop a daily schedule. Transitions within and between therapy sessions are confused and chaotic. 	<ul style="list-style-type: none"> Has difficulty establishing priorities, resulting in disruption of other workload responsibilities. Develops a daily schedule that is not flexible and does not allow completion of all work duties. Transitions within and between therapy sessions are awkward. Therapy session routines function inconsistently. 	<ul style="list-style-type: none"> Establishes priorities, which are based on students' needs. Develops and utilizes a daily/weekly schedule that is flexible to allow completion of all work duties. Uses time appropriately when faced with schedule conflicts. (i.e. school events, absent students). Transitions within and between therapy sessions are smooth. Therapy session routines function smoothly. 	<ul style="list-style-type: none"> Establishes priorities based on students' needs and other workload responsibilities Develops and utilizes a daily/weekly schedule that is flexible to allow completion of all work duties, which is communicated to teachers and students in a manner that is easily understood. Anticipates schedule changes and make adjustments as needed (i.e. field trips, school improvement days, school drills). Goes above and beyond with creative scheduling when needed.

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DOMAIN 2: CLASSROOM ENVIRONMENT <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
2c: Establishing and maintaining clear procedures for consultations	No procedures for consultations have been established; teachers not sure of consultation procedures.	Procedures for consultations have been established, but details are not clear.	Procedures for consultations and meetings with parents and administrators are clear to everyone.	Procedures for all aspects of consultation and use of testing protocols are clear to everyone, and have been developed in consultation with teachers and
2c:SLP Critical Attributes	<ul style="list-style-type: none"> Does not have a procedure for consultations. Does not communicate with teachers and administrators. Does not follow up on consultations. 	<ul style="list-style-type: none"> Has procedures for consultations. Does not always follow through with set procedures. Does not always communicate procedures with staff and administrators. Occasionally follows up on consultations. 	<ul style="list-style-type: none"> Establishes and maintains a consistent procedure for consultations. Informs staff and administrators of proper procedures. Provides feedback on the results of screening/testing to the consultation source. Seeks feedback from teachers and administrators. 	<ul style="list-style-type: none"> Establishes and maintains a consistent procedure for consultations. Informs staff of proper procedures. Seeks feedback from teachers and administrators. Utilizes feedback to review and revise procedures when necessary.
2d: Establishing standards of conduct in the therapy setting	No standards of conduct have been established and SLP disregards or fails to address negative student behavior during evaluation or therapy.	Standards of conduct appear to have been established in the testing and therapy setting. SLP's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established in the testing and therapy setting. SLP monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing and therapy setting. SLP's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior when able to do so
2d: SLP Critical Attributes	<ul style="list-style-type: none"> Has not established a standard of conduct. Student behavior is not monitored. Response to misbehavior is ineffective. Students do not interact appropriately with one another. They do not follow routines and procedures of the therapy environment without frequent reminders. 	<ul style="list-style-type: none"> Has established standards of conduct for most situations. Usually aware of student's behavior. Student behavior is generally inappropriate. Attempts to respond to student's behavior, but with inconsistent results. Student's interactions are limited and they need frequent reminders to follow procedures. 	<ul style="list-style-type: none"> Has established standards of conduct that are clear to all students. Aware of students' behavior at all times. Student behavior is generally appropriate. Response to student's behavior is appropriate and successful. Students interact appropriately with one another and follow established routines/procedures with few reminders. 	<ul style="list-style-type: none"> Has established standards of conduct that are clear and may have been developed with student input. SLP's monitoring of student behavior is subtle and strategies are implemented to maintain positive behaviors. Students respectfully intervene with peers at appropriate moments to ensure compliance with standards of conduct. Response to behavior is highly effective and sensitive to student's needs.

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DOMAIN 2: CLASSROOM ENVIRONMENT <i>(continued)</i>				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
2e: Organizing physical space for assessment of students and providing therapy	The assessment and therapy setting is disorganized and poorly suited for working with students. Materials are difficult to find when needed.	The assessment and therapy settings are moderately organized and moderately suited for working with students. Materials are usually available.	The assessment and therapy setting is organized; materials are available when needed.	The assessment and therapy setting is highly organized and is inviting to students. Materials are convenient when needed.
2e: SLP Critical Attributes	<ul style="list-style-type: none"> • Routines for handling materials consistently results in a loss of instructional time. • Materials are not prepared and ready for use with students. • No attempt is made to arrange therapy environment. 	<ul style="list-style-type: none"> • Routines for handling materials often results in a loss of instructional time. • Attempts to arrange therapy environment but overlooks key components. 	<ul style="list-style-type: none"> • Routines for handling materials occur smoothly with little loss of instructional time. • Arranges the therapy environment to promote optimal use of time (i.e. minimize distractions based on students' needs). • Organizes therapy materials for working in a variety of settings including the classroom and school community. 	<ul style="list-style-type: none"> • Routine for handling materials are seamless with no loss of instructional time. • Arranges the therapy environment to promote optimal use of time. • Adapts therapy environment when needed. • Creates a therapy environment that is student friendly. • Organizes therapy materials for working in a variety of settings including the classroom and school community.

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DOMAIN 3: INSTRUCTION				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
3a: Responding to teacher and/or parent concerns, and evaluating students' needs	SLP fails to establish or makes hasty assessments of students' needs.	SLP responds to concerns when pressed and makes adequate assessments of students' needs.	SLP responds to concerns, and makes a comprehensive assessment of students' needs.	SLP is highly collaborative and prompt in responding to concerns, and makes highly competent and comprehensive assessments of students' needs.
3a:SLP Critical Attributes	<ul style="list-style-type: none"> Does not follow up on parent and/or teacher concerns. Completes observations/assessments of students but does not consider identified needs. Does not follow timelines. 	<ul style="list-style-type: none"> Follows up on parent and/or teacher concerns after several reminders. Completes observations/assessments of students but not always based on identified concerns. Completes evaluations within timelines. Does not differentiate assessment tools based on students' needs. 	<ul style="list-style-type: none"> Follows up on parent and/or teacher concerns once brought to their attention in a timely manner. Completes a comprehensive assessment of student based on identified concerns. Uses most current standardized and non-standardized assessments. 	<ul style="list-style-type: none"> Follows up on parent and/or teacher concerns promptly. Completes a comprehensive assessment of student based on identified concerns. Includes information from teachers, parents, observations and response to intervention information. Communicates with team regarding students' needs and strengths. Is sensitive to cultural and linguistic backgrounds when speaking with parents
3b: Communicating with students	SLP's attempts to explain the activities leaves students confused. The instructional purpose of the activity is unclear, and/or the directions are confusing.	SLP's attempts to explain the activities have limited success, and/or directions must be clarified. SLP's instruction does not invite the student to engage in the activity. The SLP does not take into account the individual level of communicative ability.	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 student are considered when providing instruction.	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.
3b: SLP Critical Attributes	<ul style="list-style-type: none"> At no time during the lesson does the SLP tell what will be learned There is no opportunity for questions to be answered. Vocabulary is inappropriate. Students show confusion, physical discomfort or lack of understanding and there is no response. 	<ul style="list-style-type: none"> Provides little elaboration or limited explanation about what will be learned. Students are unable to follow directions without extensive clarification. Explanation of tasks consists of a monologue with minimal participation. Vocabulary is sometimes too advanced or too juvenile. 	<ul style="list-style-type: none"> Clear explanation of what students will be learning. If appropriate, SLP models the process in the task. Students demonstrate the learning task, indicating understanding. Describes specific strategies students might use, inviting them to interpret the strategies in the context of what they are learning. 	<ul style="list-style-type: none"> Students are able to explain what they are learning. Tasks are explained clearly and imaginatively. Possible areas for misunderstanding are pointed out. Students are able to apply skills and/or strategies to new materials, tasks or settings. Differentiated Vocabulary & Communication

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3c: Developing and implementing IEPs to engage students in learning	SLP fails to create an IEP that is not suitable to students or mismatched with the findings of assessments.	SLP's IEPs are partially suitable, or sporadically aligned with student's individual needs.	SLP develops and executes IEP's that are aligned with each student's individual needs.	SLP develops comprehensive IEPs for students, finding creative ways to meet students' needs.
3c: SLP Critical Attributes	<ul style="list-style-type: none"> • There is no IEP Plan.. • Does not gather data. • Does not use assessment information for goal development. • IEP goals/objectives are not individualized for students' needs. • Does not use cues or prompts to elicit student response. 	<ul style="list-style-type: none"> • Inconsistently uses assessment information for goal development. • Gathers data inconsistently resulting in treatment plans that do not always address students' needs. • IEP goals/objectives are partially aligned with identified students' needs. • Ineffectively uses cues and prompts to elicit student response. 	<ul style="list-style-type: none"> • Frequently uses assessment information for goal development. • Uses data from therapy sessions to guide/create future therapy. • IEPs follow developmental markers. • IEP's is aligned with students' needs. • IEP's incorporate Local/state standards when appropriate. • IEPs are culturally and linguistically sensitive. • Cues and prompts are used effectively to elicit student response. 	<ul style="list-style-type: none"> • Assessment data is always used for goal development. • Data from therapy sessions is used to guide/create future therapy. • IEPs incorporate local/state standards when appropriate. • Therapy plans include connections between their content and other disciplines • Therapy plans are culturally and linguistically sensitive. • A teachable moment is used to enhance a lesson. • Students use self-prompting as facilitated by the SLP.
3d: Using data: Collecting information; Reporting effectiveness	SLP neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	SLP collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	SLP collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	SLP is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3d SLP Critical Attributes	<ul style="list-style-type: none"> • Data collection is absent and/or not accurate during therapy sessions. • Reports contain content errors or no report is written. • Reports are written in a manner with no regard for the intended audience. • Data is given with no explanation. • Assessments are not explained. 	<ul style="list-style-type: none"> • Data collection is inconsistent and/or not always accurate during therapy sessions. • Reports contain accurate content information but may contain other errors (ie. student names, grammar). • Reports are written in a manner that is not easily understood by general audiences (ie. jargon without explanation, uses abbreviations). • Assessments are explained. 	<ul style="list-style-type: none"> • Data collection is consistent and accurate during therapy sessions. • Data collection is relevant to identified students' needs. • Reports are written in a manner that is easily understood by general audiences. • Reports contain no grammatical errors. • Assessment and results are explained clearly. • Reports include information from a variety of sources including parents, teachers and other service providers. 	<ul style="list-style-type: none"> • Data collection is consistent and accurate during therapy sessions. • SLP seeks out additional information regarding students' success with goals in other environments. • Reports contain no errors and are well organized. • SLP demonstrates the ability to differentiate reports based on intended audience (ie. parents, doctors, teachers). • Reports include information from a variety of sources including parents, teachers and other service providers.

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3e: Demonstrating flexibility and responsiveness	SLP adheres to his or her therapy methods, in spite of evidence of the inadequacy.	SLP makes modest changes in therapy methods when confronted with evidence of the need for change.	SLP makes revisions in therapy methods when they are needed.	SLP is continually seeking ways to improve therapy methods, and makes changes to student, parent, or teacher input.
3e: SLP Critical Attributes	<ul style="list-style-type: none"> • Does not make changes in therapeutic strategies even when data supports need for change. • Ignores indications of students' boredom or lack of understanding. • Conveys to students that when they have difficulty with a task, it is their fault. 	<ul style="list-style-type: none"> • Uses data to evaluate therapy and occasionally make changes. • Does not use immediate student feedback during session to make changes. • Efforts to modify the lesson are only partially successful. • Conveys to students a level of responsibility for their learning, but also his or her uncertainty about how to assist them. 	<ul style="list-style-type: none"> • Uses data to evaluate therapy and make necessary changes. • Makes immediate and appropriate changes during therapy session. • When improvising becomes necessary makes adjustments to the lesson. • Conveys to students that he/she has other approaches to try when they experience difficulty. 	<ul style="list-style-type: none"> • Consults with other team members to enhance therapy. • Uses data to evaluate therapy and make necessary changes. • Additional data sources are considered to revise therapy plan. • Makes changes immediately and creatively during sessions. • Adjustments to the session are differentiated • Conveys to students that mastery of a skill is expected

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Domain 4: Professional Responsibilities				
	<i>Ineffective</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
4a: Reflecting on practice	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP's reflection on practice is moderately accurate and objective without citing specific examples, providing only global suggestions as to how it might be improved.	SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.	SLP's reflection is accurate and perceptive, citing specific examples that were positive and negative for some students. SLP draws on extensive repertoire to suggest an alternative as to how the therapy program might be improved.
4a SLP Critical Attributes	<ul style="list-style-type: none"> Suggestions are not relevant or do not make any connections to specific student progress. 	<ul style="list-style-type: none"> Suggestions do not take into consideration specific student progress. 	<ul style="list-style-type: none"> Recognizes and articulates strategies used in therapy and how they contributed to student progress. 	<ul style="list-style-type: none"> Recognizes and articulates strategies and correlates these strategies to student progress. Considers individual rate of student progress. Solicits input from other staff members and parents (i.e. PACE checklists).
4b: Maintaining an effective data management system	SLP's data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or adjust student therapy as needed.	SLP uses an ineffective data management system for monitoring student progress and occasionally uses it to adjust therapy when needed.	SLP uses and/or develops an effective data management system for monitoring student progress and uses it to adjust therapy when needed.	SLP uses and/or develops an effective data management system for monitoring student progress and uses it to adjust student therapy as needed. SLP uses the system to communicate with teachers, parents and students.
4b SLP Critical Attributes	<ul style="list-style-type: none"> Does not use a data management system or system is disorganized. Data management system structure does not provide necessary information to monitor student progress and/or make changes to therapy. 	<ul style="list-style-type: none"> Data management system is basic and not organized in an efficient manner. Data management system structure does not always reflect the need for change in therapy. 	<ul style="list-style-type: none"> Data management system is organized and easily accessible. Data management system allows monitoring student progress and implement changes when necessary. Data management system is structured in a way that promotes efficient communication with teachers, parents, and students. 	<ul style="list-style-type: none"> Data management system is organized and easily accessible. Data management system allows monitoring student progress and implement changes when necessary. Data management system is structured in a way that promotes efficient communication with teachers, parents, and students. Students are actively engaged in tracking their own data to visualize their progress. Additional information regarding students' success with goals in other environments is sought.

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4c: Communicating with families	SLP fails to communicate with families and/or communicates in an insensitive manner.	SLP's communication with families is partially successful and occasionally insensitive to cultural and linguistic traditions.	SLP successfully communicates with families in a manner sensitive to cultural and linguistic traditions.	SLP successfully communicates with families in a manner sensitive to cultural and linguistic traditions. SLP reaches out to families of students to enhance trust and cooperation.
4c: SLP Critical Attributes	<ul style="list-style-type: none"> • Does not communicate with families. • Is not respectful or responsive to cultural and linguistic traditions. 	<ul style="list-style-type: none"> • Communicates with families occasionally. • Is not always respectful and responsive to cultural and linguistic traditions. 	<ul style="list-style-type: none"> • Communicates with families on a regular basis. • Is respectful and responsive to cultural and linguistic traditions. • Initiates two-way communications with families including progress on goals and suggestions for working in the home environment. 	<ul style="list-style-type: none"> • Facilitates effective communication with families in their native language (i.e. arranges for an interpreter to be present at conferences). • Is always respectful and responsive to cultural and linguistic traditions. • Initiates and maintains two-way communications with families including progress on goals and suggestions for working in the home environment.
4d: Participating in a professional community	SLP's relationships with colleagues are negative or self-serving; avoids involvement in school and district events and projects.	SLP's relationships with colleagues are cordial; participates in school and district events/projects when specifically requested.	SLP maintains positive and productive relationships with colleagues, and participates actively in school and district events and projects.	SLP makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.
4d: Critical Attributes	<ul style="list-style-type: none"> • SLP's relationships with colleagues are characterized by negativity or combativeness. • SLP purposefully avoids contributing to activities 	<ul style="list-style-type: none"> • SLP has a pleasant relationship with colleagues. • When invited, SLP participates in activities related to professional inquiry. • When asked, SLP participates in 	<ul style="list-style-type: none"> • SLP demonstrates supportive and collaborative relationships with colleagues. • SLP regularly participates 	<ul style="list-style-type: none"> • SLP demonstrates supportive and collaborative relationships with colleagues. • SLP takes a leadership role in promoting activities related to professional inquiry.

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Domain 4: Professional Responsibilities <i>(continued)</i>				
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4e: Engaging in professional development	SLP does not participate in relevant Professional Development activities, even when such activities are clearly needed for development of skills.	SLP's participation in relevant Professional Development activities is limited to those that are convenient or are required.	SLP seeks out opportunities for relevant Professional Development based on individual assessment of need.	SLP actively provides a leadership role in seeking out and sharing relevant professional development in order to improve current practices in the speech- language program.
4e SLP Critical Attributes	<ul style="list-style-type: none"> Does not participate in relevant professional development. 	<ul style="list-style-type: none"> Participates in professional development when required or when provided by the school district/coop. Attends relevant professional development only if it is convenient. 	<ul style="list-style-type: none"> Seeks regular opportunities for continued relevant professional development. Actively participates in professional organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> Seeks regular opportunities for continued professional development. Utilizes information gained through individual relevant professional development to make improvements to the current therapy program. Takes an active leadership role and provides professional development for colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	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 interests. SLP does not comply with school, district and/or cooperative regulations.	SLP is honest in interactions with colleagues, students, and the public. SLPs' attempts to serve students are inconsistent and does not knowingly contribute to some students being ill served by the school. SLPs' decisions and recommendations are based on limited though genuinely professional considerations. SLP complies minimally with school, district and/or cooperative regulations, doing just enough to get by.	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, district and/or cooperative regulations.	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, district and/or cooperative regulations, taking a leadership role with colleagues.

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4f: SLP Critical Attributes	<ul style="list-style-type: none"> • Violates the ABESPA Practice Act, Rules and Regulations, and ASHA Code of Ethics. • Is dishonest • Engages in practices that are self-serving. • Willfully rejects district policies. • Does not maintain confidentiality. 	<ul style="list-style-type: none"> • Is inconsistent in compliance with the ABESPA Practice Act, Rules and Regulations, and ASHA Code of Ethics. • Is honest. • Makes decisions professionally, but on a limited basis. • Minimally complies with district policies. • Maintains confidentiality. 	<ul style="list-style-type: none"> • Adheres to the ABESPA Practice Act, Rules and Regulations, ASHA Code of Ethics, FERPA and HIPAA. • Is honest and known for having high standards of integrity. • Participates in team and departmental decision-making. • Complies with district policies. • Maintains confidentiality. 	<ul style="list-style-type: none"> • Adheres to the ABESPA Practice Act, Rules and Regulations, ASHA Code of Ethics, FERPA, and HIPAA. • Is considered a leader in terms of honesty, integrity. • Takes a leadership role in team and departmental decision-making. • Takes a leadership role in regarding district policies. • Maintains confidentiality.
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