SPEECH-LANGUAGE PATHOLOGIST RUBRIC

Domain 1: Planning and Preparation

1a - Demonstrating knowledge and skills

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no knowledge and skill in the therapy area.	Demonstrates basic knowledge and skill in the therapy area.	Demonstrates knowledge and skill in the therapy area.	Demonstrates extensive knowledge and skill in the therapy area.

1b - Establishing goals for the therapy program appropriate to the setting and the students served

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Has goals that are rudimentary and are partially suitable to the situation and the age of the students.	Sets goals that are age appropriate. Develops goals that align with the school's goals.	Establishes goals that are highly appropriate to the situation in the school and to the age of the students. Develops goals following consultations with teachers, parents and students, if appropriate.

1c - Demonstrating knowledge of district, state, and federal regulations/guidelines

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no knowledge of special education laws, rules, and procedures.	Demonstrates basic knowledge of special education laws, rules, and procedures.	Knowledgeable of special education laws, rules, and procedures.	Has extensive knowledge of special education laws, rules and procedures.

1d - Demonstrating knowledge of resources, both within and beyond the school and district

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no knowledge of resources for students available through the school or district.	Demonstrates basic knowledge of resources for students available through the school or district.	Knowledgeable of available resources through the school or district. Familiar with available external resources.	Has extensive knowledge of resources for students available through the school or district. Has experience with available external resources.

1e - Developing therapy program, integrated with the regular school program, by collaborating with teachers and administrators

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Develops an ineffective therapy program that does not meet the individual needs of students.	Develops a program that is somewhat effective. Delivers the program in a manner that matches some needs of the students.	Develops an effective program. Provides a program that matches individual student needs.	Develops a program that is effective, engaging, and based on evidence-based practice. Delivers therapy program in a manner that matches the individual needs of students.

Domain 2: The Classroom Environment

2a – Creating and maintaining rapport with students

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Interacts with students in a negative or inappropriate manner. Creates an uncomfortable therapy setting.	Interacts with students in a positive and negative manner. Provides a comfortable therapy setting for some students.	Interacts appropriately with students. Provides a comfortable therapy setting for students.	Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship.

2b – Managing routines and procedures

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. Much learning time is lost.	Has partially developed time-management skills; essential activities are carried out, but not always in the most efficient manner. Some learning time is lost.	Prioritizes, schedules, and carries out tasks in an effective manner. Effectively uses learning time.	Demonstrates excellent time-management skills and accomplishes all tasks in a seamless manner; teachers and students understand their schedules. Maximizes learning time.

2c – Establishing and maintaining clear procedures for consultations

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Establishes no procedures for consultations and teachers are not sure of consultation procedures.	Establishes procedures for consultations, but details are not clear.	Establishes procedures for consultations and meetings with all stakeholders.	Has established clear procedures for every aspect of consultations with input from all stakeholders.

2d – Establishing standards of conduct in the therapy setting

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Establishes no standards of conduct. Disregards or fails to address negative student behavior during evaluation or therapy.	Establishes some standards of conduct. Attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Establishes standards of conduct. Monitors student behavior. Responds to student behavior appropriately and respectfully.	Establishes standards of conduct successfully in the testing and therapy setting. Monitors students in a subtle and preventative manner. Students engage in self-monitoring of behavior when able to do so.

2e – Organizing physical space for assessment students and providing therapy

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Is disorganized and poorly suited for working with students. Materials are difficult to find when needed.	Is moderately organized and moderately suited for working with some students. Materials are usually available.	Is well organized and effective when working with most students. Materials are readily available.	Is highly organized and is inviting to all students. Materials are convenient when needed.

Domain 3: Delivery of Service

3a - Responding to teacher and/or parent concerns, and evaluating students' needs

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Fails to establish or makes hasty assessments of students' needs.	Responds to concerns when pressed. Makes adequate assessments of students' needs.	Responds to concerns. Assesses student needs.	Is highly collaborative and prompt in responding to concerns. Makes highly competent and comprehensive assessments of students' needs.

3b - Communicating with students

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Attempts to explain the activities leave students confused.	Attempts to explain the activities have limited success, and/or directions must be clarified. Instruction attempts do not invite the students to engage in the activity. Does not consider the individual level of communicative ability.	Explains clearly what students will learn and models if necessary. Considers individual communication abilities of students.	Links the instructional purpose of the activity to the educational program. Explains the directions and procedures in a clear manner that anticipates possible student misunderstanding. Students contribute to the content of the activity by demonstrating practical application of the skill or strategy.

3c - Developing and implementing IEPs to engage students in learning

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Fails to create an IEP that is not suitable to students or mismatched with the findings of assessments.	Develops IEPs that are partially suitable, or sporadically aligned with student's individual needs.	Develops IEPs that are aligned with student individual needs. Executes IEPs that are aligned with the student's individual needs.	Develops comprehensive IEPs for students. Finds creative ways to meet students' needs.

3d - Using Data: collecting information; reporting effectiveness

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Neglects to collect important information on which to base treatment plans. Creates reports that are inaccurate or not appropriate to the audience.	Collects most of the important information on which to base treatment plans. Creates reports that are accurate but lacking in clarity and not always appropriate to the audience.	Collects information on which to base treatment plans. Writes reports that are accurate and appropriate to the audience.	Is proactive in collecting important information, interviewing teachers and parents if necessary. Writes reports are accurate, clearly written, and tailored for the audience.

3e - Demonstrating flexibility and responsiveness

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Adheres to his or her therapy methods, despite evidence of the inadequacy.	Makes modest changes in therapy methods when confronted with evidence of the need for change.	Makes revisions in therapy as needed.	Seeks ways to improve therapy methods, and makes changes from student, parent, or teacher input.

Domain 4: Professional Responsibilities

4a - Reflecting on practice

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflects on practice without citing specific examples. Provides global suggestions as to how the program might improve.	Reflects on practice to cite positive and negative characteristics of most students. Makes suggestions on how to improve the program.	Reflects accurately and perceptively on practice. Cites specific examples that were positive and negative for all students. Draws on an extensive repertoire to suggest an alternative as to how the therapy program might be improved.

4b - Maintaining an effective data management system

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Uses a data management system that is either nonexistent or in disarray.

Ineffectively uses data management system to monitor student progress or adjust therapy as needed. | Uses an ineffective data management system for monitoring student progress and occasionally uses it to adjust therapy when needed. | Collects data for monitoring student progress. | Uses and/ or develops an effective data management system for monitoring student progress and uses it to adjust student therapy as needed.

Uses the system to communicate with teachers, parents, and students. |

4c - Communicating with families

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Fails to communicate with families and/or communicates in an insensitive manner.	Communicates with families in a partially successful manner and is occasionally insensitive to cultural and linguistic traditions.	Communicates with families with attention to sensitivity.	Successfully communicates with families in a manner sensitive to cultural and linguistic traditions.

Reaches out to families of students to enhance trust and cooperation. |

4d - Participating in a professional community

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Forms negative or self-serving relationships with colleagues. Avoids involvement in school and district events and projects.	Forms cordial relationships with colleagues. Participates in school and district events/projects when specifically requested.	Maintains positive and productive relationships with colleagues. Actively participates in school and district events and projects.	Makes a substantial contribution to school and district events and projects. Assumes a leadership role with colleagues.

4e – Engaging in professional development

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not participate in relevant Professional Development activities, even when such activities are clearly needed for the development of skills.	Participates in relevant Professional Development activities that are convenient or are required.	Seeks professional development based on individual assessment of need.	Actively provides a leadership role in seeking out and sharing relevant professional development in order to improve current practices in the speech-language program.

4f - Showing professionalism, including integrity, advocacy, and maintaining confidentiality

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Displays dishonesty in interactions with colleagues, students, and the public.	Is honest in interactions with colleagues, students, and the public.	Displays high standards of honesty, integrity, and confidentiality with all stakeholders.	Is counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.	Attempts to serve students are inconsistent and does not knowingly contribute to some students being ill-served by the school.	Works to ensure that all students receive a fair opportunity to succeed.	Is highly proactive in serving students, seeking out resources when needed.
Makes decisions and recommendations based on self-serving interests.	Bases decisions and recommendations on limited though genuinely professional considerations.	Maintains an open mind in departmental decision-making.	Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Does not comply with school, district, and/or cooperative regulations.	Complies minimally with school, district and/or cooperative regulations, doing just enough to get by.	Complies with school, district, or cooperative regulations.	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.