

Speech Language Pathologist Evaluation Rubric

Domain I: Purpose, Curriculum & Pedagogy				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1a: Knowledge of Content (communication development)	SLP's plan makes content errors or displays little understanding of communication development and students' background knowledge.	SLP's plan displays basic content knowledge but cannot articulate connections to communication development.	SLP's plan displays solid content knowledge that reflects best practices and usually adjusts therapeutic strategies based on student needs.	SLP's plan displays thorough content knowledge that reflects best practices and adjusts therapeutic strategies based on student needs the majority of the time.
1b Knowledge of Students	The SLP's plan displays minimal knowledge of developmental levels, learning styles, abilities, disabilities, behaviors, interests, and or cultural heritage.	SLP's plan displays basic knowledge of student differences but displays this for the group as a whole.	SLP's plan displays understanding of individual student differences and reflects this knowledge.	SLP's plan displays a thorough understanding of student differences, and planning reflects differentiated activities to address individual student needs.
1c: Learning Targets	Learning targets are not evident.	Learning targets are unclear and/or not connected to standards.	Learning targets are clear and connected to IEP goals and objectives.	Learning targets are clear and connected to IEP goals and objectives. SLP communicates Learning Targets to students.
1d: Resources & Technology (when appropriate)	Resources are unsuitable and do not engage students academically.	Resources are somewhat suitable and moderately engage students academically.	Resources are suitable to instructional goals and engage students academically.	Resources are suitable to instructional goals and engage students academically. Students use resources to enhance their learning.
1e: Assessment of/for Learning	Assessment methods are unclear, are not aligned with goals and/or are not used in planning.	Assessment methods are unclear, assess some goals, and/or are used for the group as a whole.	Assessment methods are clear, assess most goals, and results are used to plan for individuals and groups.	Assessment methods (rubrics, percentages, grades) are clear, are communicated with students, are aligned with goals, and help students progress towards IEP goals.

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Domain 2: Classroom Environment and Culture				
Element	Unsatisfactory	Basic	Proficient	Distinguished
2a: Environment & Rapport	SLP interactions are negative or inappropriate. Students display disrespect for the SLP, the classroom, and/or classmates.	SLP interactions are generally appropriate with occasional inconsistencies. Students exhibit minimal respect for the SLP, classroom, and/or classmates.	SLP interactions are appropriate. SLP maintains appropriate boundaries and rapport. Students display respect for the SLP, classroom, and classmates.	SLP interactions display genuine caring and respect for students as individuals. SLP builds relationships and fosters community within the classroom.
2b: Culture for Learning	SLP conveys negative attitude towards content, and/or suggests content is mandated or unimportant. Students demonstrate little or no effort and/or do not complete work.	SLP communicates importance of content with little conviction. Students demonstrate minimal effort and/or complete low quality work.	SLP communicates importance of content. Students demonstrate satisfactory effort.	SLP communicates importance of content and creates interest. Students exhibit genuine effort.
2c: Procedures	Procedures and transitions are inefficient, and students are generally off task.	Procedures and/or transitions are somewhat efficient and some students are off task.	Procedures and transitions are efficient, and students are on task.	Procedures and transitions are smooth and systematic. Students are responsible and self-directed.
2d: Behavior Management	Expectations are unclear and not enforced. The SLP is unaware of behaviors. Behaviors are ineffectively and/or disrespectfully addressed.	Expectations are unclear and inconsistently enforced. The SLP is aware of some behaviors. Behaviors are ineffectively addressed.	Expectations are clear, consistent, and effectively enforced. The SLP is aware of most behaviors. Behaviors are addressed respectfully and appropriately.	Expectations are clear, consistent, and effectively enforced. The SLP is aware of behaviors. Behaviors are addressed proactively and respectfully. Students are self-monitored.
2e: Physical Space	The classroom arrangement is unsafe, unsuitable for movement or instruction, and/or impedes supervision.	The classroom arrangement is safe but limits the effectiveness of movement, instruction, or supervision.	The classroom arrangement is safe and effectively enhances movement, instruction, and supervision.	The classroom is safely and skillfully arranged to meet the needs of all students. Movement, instruction, and supervision are maximized.

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Domain 3: Student Engagement				
Element	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communication	Directions and procedures are confusing, vague, or excessively detailed. Verbal/written communication contains multiple errors and/or is inappropriate for students.	Directions and procedures are clarified after confusion. Verbal/written communication contains some errors and/or is inappropriate for students.	Directions and procedures are clear and contain appropriate details. Verbal/written communication is accurate and appropriate for students.	Directions and procedures are clear and anticipate student misunderstanding. Verbal/written communication is intentional and enhances the instruction.
3b: Communication of Learning Targets	SLP does not communicate learning targets.	SLP communicates learning targets. Students do not understand targets.	SLP states and/or posts learning targets. Students demonstrate understanding of targets.	Learning targets are communicated throughout the lesson, and revisited to conclude the lesson.
3c: Questioning	Questioning skills are ineffective.	Questioning skills are somewhat effective and some students respond.	Questioning promotes thinking and understanding based on students functional level. SLP uses a range of strategies to elicit responses from most students. Allows adequate response time.	Questioning skills are of high quality, promote meaningful responses, and elicit student reflection.
3d: Engagement	SLP fails to engage students. Students are inactive.	SLP engages some students with limited strategies. Students are minimally engaged.	SLP engages most students with multiple strategies. Students are actively engaged throughout most of the lesson.	SLP engages all students with multiple strategies. Students are actively engaged throughout the lesson.
3e: Feedback	Feedback is not evident, ineffective and/or is not timely.	Feedback is inconsistent and does not help students progress.	Feedback is timely, specific, and helps students progress.	Feedback is constructive, timely, specific, and helps students progress. Students apply feedback in their learning.
3f: Pacing & Flexibility	Pacing is too slow or rushed. SLP adheres rigidly to a plan.	Pacing is inconsistent. SLP attempts to adjust lesson but is limited in strategies.	Pacing is monitored and adjusted. SLP modifies the lesson as needed.	Pacing is appropriate. SLP monitors and adjusts, seizes the moment to enhance learning, and shows persistence with individual students.
3g: Instructional Organization	Learning activities are either unsuitable, unorganized, unsupported by materials, and/or partially connect to goals.	Some learning activities are suitable, organized, supported by materials, and/or connected to goals.	Learning activities are suitable, connected to student goals supported by appropriate materials, and organized.	Learning activities are connected to student goals and highly organized.

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Domain 4: Professional Collaboration and Communication				
Element	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflection	SLP is unable to articulate the effectiveness of teaching and learning and does not make suggestions for improvement.	SLP has a generally accurate impression of teaching and learning and makes limited suggestions for improvement.	SLP clearly articulates teaching and learning effectiveness and describes future adjustments.	SLP thoughtfully articulates teaching and learning effectiveness with multiple examples for improvement.
4b: Due Process Records	SLP's records are inconsistent and inaccurate. SLP lacks record keeping skills.	SLP's records are inconsistent.	SLP's records are accurate and timely.	SLP's records are accurate, timely, and comprehensive.
4c: Communication with Families	SLP fails to communicate and/or is unprofessional.	SLP communication is minimal, inconsistent, and does not foster relationships.	SLP communicates information and fosters positive relationships.	SLP communicates information to elicit parent engagement in student learning. Communication fosters positive relationships and is proactive.
4d: Professional contributions	SLP is negative, uninvolved, and/or does not collaborate.	SLP is cordial, participates when asked, and attempts to collaborate.	SLP is supportive, cooperative, readily volunteers services in the building or district, and collaborates.	SLP shows initiative, is recognized as a positive leader in the building or district, and facilitates collaboration.
4e: Professional Development	SLP makes little effort to engage in professional development and/or does not apply professional development.	SLP participates in limited professional development and/or attempts to apply professional development.	SLP seeks professional development and applies professional development.	SLP creates specific professional growth goals, applies professional development, and shares knowledge.
4f: Professionalism	SLP lacks professionalism. (e.g. attendance, promptness, demeanor, language, flexibility, confidentiality, etc.)	SLP demonstrates limited professionalism. (e.g. attendance, promptness, demeanor, language, flexibility, confidentiality, etc.)	SLP is professional. (e.g. attendance, promptness, demeanor, language, flexibility, confidentiality, etc.)	SLP is highly professional and exceeds expectations. (e.g. attendance, promptness, demeanor, language, flexibility, confidentiality, etc.)

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Domain V: Assessment for Learning				
Element	Unsatisfactory	Basic	Proficient	Distinguished
5a: Data Collection & Evaluation Reports	SLP demonstrates and lacks understanding of the components in the evaluation process: Test selection, eligibility criteria, and due process procedures.	SLP demonstrates a basic understanding of the evaluation process.	SLP demonstrates a solid understanding of the evaluation process.	SLP assumes an active role in helping members of the assessment team understand the different components of the evaluation process.
5b: Individual Education Plan	SLP's lack the ability to develop, implement, and monitor an IEP in accordance with the due process rules/regulations and/or demonstrates errors.	SLP demonstrates a limited ability to develop, implement and monitor an IEP in accordance with the due process rules/regulations.	SLP develops, implements and monitors an IEP in accordance to the due process rules/regulations	SLP develops, implements, and monitors an IEP in accordance to the due process rules/regulations and shares expertise with the team.
5c: Special Education Meetings	Special education meetings are poorly coordinated, disorganized and/or do not provide a professional atmosphere.	Special education meetings are inconsistently coordinated and/or organized. SLP facilitates a professional atmosphere.	Special education meetings are consistently coordinated, organized and facilitated in a manner that provides a professional atmosphere.	Special education meetings are well coordinated, organized and facilitated in a manner that allows for highly productive communication among the team.