

Speech/Language Pathologist Evaluation Rubric

Domain 1: Planning and Preparation

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: <i>Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</i>	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area.
1b: <i>Establishing goals for the speech/language program appropriate to the setting and the students serviced</i>	Specialist has no clear goals for the program or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with school staff and/or IEP Team.
1c: <i>Demonstrating knowledge of district, state, and federal regulations and guidelines</i>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and practices is extensive.
1d: <i>Demonstrating knowledge of resources, both within and beyond the school district</i>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: <i>Planning the speech/language program, integrated with the regular school program, to meet the needs of individual students</i>	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of activities, but some of them don't apply to the broader goals.	Specialist has developed a plan that includes activities working within the established goals.	Specialist's plan is highly coherent and serves to support students individually within the broader educational program.

Domain 1: Planning and Preparation (continued)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1f: <i>Developing a plan to evaluate the speech/language program</i>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated with several sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Classroom Environment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: <i>Establishing rapport with students</i>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment environment.	Specialist's efforts at rapport are partially successful; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment environment.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: <i>Organizing time effectively</i>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner, teachers and students understand their schedules.
2c: <i>Understanding and communicating clear procedures for referrals</i>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear to the referring staff.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to the referring staff.	Procedures for all aspects of referral are clear and have been developed in consultation with teachers and administrators.
2d: <i>Managing student behavior</i>	No standards of conduct have been established and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established but their implementation is inconsistent. Specialist tries with uneven results to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	The specialist monitors student behavior against established standards of conduct. Specialist response to student misbehavior is consistent, proportionate and respectful to students, and is effective.	Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: <i>Organizing physical space for testing students and providing therapy</i>	The testing environment is disorganized and poorly suited to working with students. Materials are difficult to find when needed.	The testing environment is moderately well organized and moderately well suited to working with students. Basic materials are available.	The testing environment is well organized; a variety of materials are available to meet the student's specific needs.	The testing environment is highly organized and is inviting to students. A variety of materials are available to meet the student's specific needs and convenient when needed.

Domain 3: Instruction – Delivery of Service

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: <i>Responding to referrals and evaluating student needs</i>	Specialist fails to respond to referrals and does not complete testing within the 60-day time frame.	Specialist responds to referrals and makes adequate assessments of a student's needs within the 60-day time frame.	Specialist responds to referrals and prioritizes evaluations given, and makes thorough assessment of student needs within the 60-day time frame.	Specialist is proactive in initiating and/or responding to referrals and makes highly competent assessments of student needs.
3b: <i>Developing and implementing intervention plans to maximize student's success</i>	Specialist fails to develop plans suitable for students, or plans are mismatched with the findings of assessment.	Specialist's plans for students are appropriate for them and are aligned with their needs.	Specialist develops comprehensive plans for students.	Specialist develops comprehensive plans for students finding ways to creatively meet student needs and incorporate staff and/or other team members.
3c: <i>Communicating with families</i>	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: <i>Collecting information, writing reports, sharing reports</i>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate to the audience/team.	Specialist collects most of the important information on which to base plans; reports are accurate but may lack in clarity when shared with team.	Specialist collects all the important information on which to base plans; reports are clear and accurate when shared with team.	Specialist is proactive in collecting important information, interviewing teachers and/or parents if necessary; reports are accurate and clearly written as well as appropriately surmised for the team.
3e: <i>Demonstrating flexibility and responsiveness to intervention plan</i>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the program when evidence indicates a change is needed.	Specialist makes revisions to the program on an ongoing basis.	Specialist is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input.

Domain 3: Instruction – Delivery of Service (continued)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3f: <i>Understanding and communicating clear procedures for referrals</i>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear to the referring staff.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to the referring staff.	Procedures for all aspects of referral are clear and have been developed in consultation with teachers and administrators.

Domain 4: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: <i>Specialist Self-Reflection on Practice</i>	Specialist does not reflect on practice, and/or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions for improvement.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: <i>Collaborating with teachers and administrators</i>	Specialist is not available to staff for questions and planning and declines to provide information and/or requested.	Specialist is available to staff for questions, and planning provides information and material when requested.	Specialist initiates contact with school support teams to confer regarding individual students.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: <i>Maintaining an effective data management system</i>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with support team.
4d: <i>Participating in a school/district community</i>	Specialist's relationships with colleagues are negative or self-serving and specialist avoids being involved in school and district events/projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events/projects when specifically asked to do so.	Specialist participates actively in school and district events/ projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events/ projects and assumes a leadership role with colleagues.

Domain 4: Professional Responsibilities (continued)

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4e: <i>Engage in professional development</i>	Specialist does not participate in professional development activities, even when such activities are required for development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and shares the information with others.
4f: <i>Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and maintains confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
4g: <i>Contributing to School and District Goals</i>	Specialist declines to participate or contribute toward school/district goals and initiatives.	Specialist intermittently participates and contributes toward school and district goals and initiatives.	Specialist consistently participates and contributes toward school/district goals and initiatives.	Specialist consistently provides leadership, ideas and expertise that further school/district goals and initiatives.