



RSU5

Durham – Freeport – Pownal  
Growth & Evaluation

Speech Therapist  
Professional Practice Rubrics  
and Evaluation Summary

## I. PLANNING AND PREPARATION

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
The Speech Therapist:				
<b>a Knowledge</b>	Is an expert in speech and language and in child development as it relates to how students learn and perform in the classroom.	Knows speech and language well and has a good grasp of child development as it relates to how students learn and perform in the classroom.	Is somewhat familiar with speech and language and/or has a few ideas about how students learn.	Has little familiarity with speech and language or with how students learn.
<b>b Goals for program</b>	Establishes goals for the therapy program that are highly appropriate to the situation in the school (including roles in CST and RTI) and to the age and developmental level of the students; develops goals following consultations with administrators and teacher.	Establishes goals for the program that are clear and appropriate to the situation in the school and to the age and developmental level of the students.	Establishes goals for the program that are rudimentary and partially suitable to the situation in the school and to the age and developmental level of the students.	Has no clear goals for the therapy program, or establishes goals that are inappropriate to either the situation or the age and developmental level of the students.
<b>c Interventions match standards</b>	Designs lessons with clear, measurable goals closely aligned with current needs and goals and with learning standards delineated by IEPs.	Designs lessons focused on measurable outcomes aligned with most learning standards delineated by IEP.	Plans lessons with unit goals in mind but without considering IEP learning standards.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
<b>d Differentiation in small group instruction</b>	Designs highly effective lessons that address individual student learning needs and goals.	Designs lessons that target diverse learning needs and goals.	Plans lessons with little thought as to how to accommodate special needs students.	Plans lessons aimed at filling time.
<b>e Engagement</b>	Designs highly relevant goals and lessons that orchestrate student ownership of the objectives of the session.	Designs relevant lessons that promote student ownership of objectives of the session.	Plans lessons that may engage some student interest but may not support all student investment in the objectives of the session.	Plans lessons with little likelihood of engaging or involving students to attain objectives of the session.
<b>f Organizing Learning</b>	Designs lessons that incorporate an appropriate mix of commercially available and curriculum based learning strategies and materials for diverse learners including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
<b>g Organization and use physical space</b>	Organizes testing space and classroom to support therapeutic and learning goals; arranges all materials for convenient access when needed.	Organizes testing space and classroom in an appropriate manner; arranges most materials for convenient access when needed.	Somewhat organizes testing space and classroom, but materials may be difficult to find when needed.	Has little or no organization of testing space and/or classroom, and materials are usually not available.

Overall rating: \_\_\_\_\_

Comments:

## II. DELIVERY OF INSTRUCTION TO STUDENTS

The Speech Therapist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
<b>a Intervention Expectations</b>	Is direct, specific and consistent in communicating intervention goals to students.	Clearly communicates intervention goals to students.	Sometimes communicates intervention goals to students.	Does not communicate intervention goals to students.
<b>b Relationships</b>	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
<b>c Behavioral expectations</b>	Establishes and enforces standards for student conduct and behavior that foster positive interactions and support individual behavior plans developed by Team both in and beyond therapy.	Implements strategies that mostly foster positive interactions and support individual behavior plans developed by Team.	Implements strategies that sometimes foster positive interactions but may not support individual behavior plans developed by Team.	Does not implement strategies to foster positive interactions, or strategies do not support individual behavior plans developed by Team.
<b>d Efficiency</b>	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
<b>e Connections</b>	Makes purposeful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience, and sessions.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/or readings.
<b>f Clarity</b>	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
<b>g Techniques</b>	Consistently implements evidence-based best practices for assessments and interventions with students.	Implements evidence based best practices for assessments and interventions with students.	Attempts to implement evidence-based best practices for assessments and interventions with students are not always successful.	Does not implement evidence-based best practices for assessments and interventions with students.
<b>h Differentiation</b>	Skillfully individualizes instruction to meet the learning needs and styles of all students.	Individualizes instruction to accommodate most students' learning needs.	Attempts to individualize instruction and meet the needs of students with special needs, with mixed success.	Fails to individualize instruction for students with special needs.

<b>i</b> <b>Generalization of skills</b>	Consistently provides activities and strategies that will generalize skills to the classroom and other settings.	Provides activities and strategies that will generalize skills to the classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to the classroom and other settings.	Does not provide activities or strategies that will generalize skills to the classroom and other settings.
<b>j</b> <b>On-Going Assessments</b>	Uses a variety of effective methods to check if session goals are attained for each student and adjusts instruction as needed.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses less effective methods (e.g. thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods (e.g. "Is everyone with me?") to check for understanding
<b>k</b> <b>Feedback</b>	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
<b>l</b> <b>Student Self-Assessment</b>	Has students identify, judge and monitor targeted skills.	Has students set goals, self-assess and monitor their performance.	Urges students to look over their work, see where they had trouble and aim to improve those areas, but does not guide or support such activities.	Allows students to move on without assessing or improving their problems in their work.

Overall rating: \_\_\_\_\_ Comments:

### III. CLINICAL SERVICES

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Needed</b>	<b>1</b> <b>Does Not Meet Standards</b>
The Speech Therapist:				
<b>a</b> <b>Knowledge of regulations</b>	Demonstrates extensive knowledge of special education laws and procedures; takes a leadership role in reviewing and revising district policies.	Demonstrates thorough knowledge of special education laws and procedures.	Demonstrates basic knowledge of special education laws and procedures.	Demonstrates little or no knowledge of special education laws and procedures.
<b>b</b> <b>IDEA &amp; ADA-A regulations &amp; procedures</b>	Fully understands and complies with procedural timelines and safeguards, and shares knowledge with others.	Ensures that all procedures and safeguards are faithfully adhered to.	Established procedures and safeguards are not always followed.	Does not follow established procedures and guidelines.
<b>c</b> <b>Responding to formal CST, Team &amp; IEP Team referrals</b>	Proactively responds to referrals and makes thorough assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals and makes competent assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals when pressed, but may make inadequate assessments of student needs.	Fails to respond or makes hasty assessments of student needs.

<b>d</b> <b>Team assessments</b>	Selects assessments that are consistent with OT or PT practices.	Selects assessments that are generally consistent with OT or PT practices.	Selects assessments that are sometimes consistent with OT or PT practices.	Selects assessments that are not consistent with OT or PT practices.
<b>e</b> <b>Written Consent</b>	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
<b>f</b> <b>Collecting information</b>	Is proactive in collecting relevant information, interviewing both teachers and parents when necessary. Always secures necessary permissions to communicate with outside providers.	Collects all relevant information on which to base treatment plans. Secures necessary permissions to communicate with outside providers.	Collects information on which to base treatment plans, but it may not be the most relevant. Sometimes secures necessary permissions to communicate with outside providers.	Neglects to collect relevant information on which to base treatment plans. Does not secure the necessary permissions to communicate with outside providers.
<b>g</b> <b>Written reports</b>	Presents oral and written reports that are accurate and clear, including educationally relevant recommendations, and are tailored for the audience.	Writes reports that are accurate and appropriate to the audience.	Writes reports that are accurate but lacking clarity and not always appropriate to the audience.	Writes reports that are inaccurate or not appropriate to the audience.
<b>h</b> <b>IEP Goals</b>	Creates well-written, thorough and concise IEP goals that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well written IEP goals that include appropriate recommendations.	Creates IEP goals that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEP goals that are not thorough, are poorly written and include inappropriate recommendations.
<b>i</b> <b>Data management system</b>	Has developed a highly effective data management system for monitoring student progress related to IEPs, and uses it to communicate with teachers and parents and to adjust treatment when needed.	Has developed an effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment when needed.	Has developed a rudimentary data management system for monitoring student progress related to IEPs, and occasionally uses it to adjust treatment when needed.	Has not developed a data management system, or system is in disarray and cannot be used to monitor student progress or to adjust treatment when needed.
<b>j</b> <b>Team Meetings</b>	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follow state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follow state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
<b>k</b> <b>Consultation</b>	Proactively and effectively consults and advocates for students' speech and language needs with administrators, teachers and support personnel as a resource on speech and language.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.

<b>l</b> <b>Assistive technology in IEP</b>	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
<b>m</b> <b>Incorporates IEP goals</b>	Is fully aware of the entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of the entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of the entire IEP and does not incorporate skills from other disciplines even when required.

Overall rating: \_\_\_\_\_ Comments:

#### IV. FAMILY AND COMMUNITY OUTREACH

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Needed</b>	<b>1</b> <b>Does Not Meet Standards</b>
The Speech Therapist:				
<b>a</b> <b>Respect</b>	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
<b>b</b> <b>Communicating with families</b>	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about students.
<b>c</b> <b>Generalization practice</b>	Assigns high-quality, home-based intervention activities and provides rich feedback to students and families.	Assigns quality home-based intervention activities and gives feedback to students and families.	Assigns home-based intervention activities but rarely follows up.	Assigns home-based intervention strategies but is resigned to the fact that many students won't return them, and does not follow-up.
<b>d</b> <b>Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
<b>e</b> <b>Reporting</b>	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.

Overall rating: \_\_\_\_\_ Comments:

## V. PROFESSIONAL RESPONSIBILITIES

The Speech Therapist:	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
<b>a</b> <b>Reliability</b>	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
<b>b</b> <b>Professionalism</b>	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
<b>c</b> <b>Judgment</b>	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
<b>d</b> <b>Contributions to the School Community</b>	Proactively anticipates, demonstrates and cultivates in others, a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
<b>e</b> <b>Communication</b>	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
<b>f</b> <b>Openness</b>	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
<b>g</b> <b>Collaboration</b>	Seeks out teachers and administrators with whom to confer regarding cases, soliciting their perspective on individual students.	Advocates for students with teachers and administrators with whom to confer regarding individual cases.	Is available to staff for questions and planning; provides background material when requested, but does not initiate such interactions.	Is not available to staff for questions and planning; declines to provide background material when requested.
<b>h</b> <b>Reflecting on practice</b>	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies for instruction.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how instruction might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how instruction might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.

<p style="text-align: center;"><b>i</b> <b>Professional Development</b></p>	<p>Integrates best practices from supervisors, colleagues, workshops, readings and other sources.</p>	<p>Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.</p>	<p>Considers new ideas for improving teaching and learning.</p>	<p>Is not open to ideas for improving teaching and learning.</p>
<p style="text-align: center;"><b>j</b> <b>Licensure</b></p>	<p>Holds the necessary and current license and certification, and has participated in advanced professional development in order to meet ASHA CEU requirements.</p>	<p>Holds the necessary and current license and certification. Completes necessary ASHA CEUs to maintain licensure.</p>	<p>Holds Maine Speech Therapy license.</p>	<p>Does not hold the necessary license(s).</p>

Overall rating: \_\_\_\_\_

Comments:



**Evaluation Summary Page**

Speech Therapist's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**RATINGS ON INDIVIDUAL RUBRICS:**

**I. Planning and Preparation**

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

**II. Delivery of Instruction to Students**

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

**III. Clinical Services**

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

**IV. Family and Community Outreach**

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

**V. Professional Responsibilities**

Highly Effective      Effective      Improvement Needed      Does Not Meet Standards

**Professional Practice Overall Rating**

Highly Effective (4)    Effective (3)    Improvement Necessary (2)    Does Not Meet Standards (1)

Professional practice overall rating: \_\_\_\_\_

Evaluator comments including goal progress:

:

Therapist Comments:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Speech Therapist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The speech therapist's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)