

Level of Performance Rubric for **SPEECH-LANGUAGE PATHOLOGIST** based on Framework

DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge and skill in the specialist therapy	Specialist demonstrates little or no knowledge and skill in the therapy area.	Specialist demonstrates basic knowledge and skill in the therapy area.	Specialist demonstrates thorough knowledge and skill in the therapy area.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds the ASHA certificate of clinical competence.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist'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 parents and teachers.
1c: Demonstrating knowledge of district, state and federal regulations and guidelines including the IEP and eligibility processes	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 procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	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 external to the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy 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 worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that supports the classroom curriculum, while meeting individual needs.	Specialist's plan is highly coherent and differentiated, and supportive of classroom curriculum. Students demonstrate awareness of their goals and actively participate in choosing relevant activities.
1f: Developing a plan to evaluate the therapy program	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 therapy 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 imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

Level of Performance Rubric for **SPEECH-LANGUAGE PATHOLOGIST** based on Framework

DOMAIN 2: THE LEARNING ENVIRONMENT

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are mostly positive; the therapist'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 center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	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: Establishing and maintaining clear procedures for referrals	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 or in accordance with district policies and procedures.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone in accordance with district policies and procedures.	Procedures for all aspects of referral and testing protocols are clear to everyone, and teacher and parents have been educated on making appropriate referrals.
2d: Establishing standards of conduct in the treatment center	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 in the testing and treatment center. Specialist's attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful.	Standards of conduct have been established in the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing and treatment of students and providing therapy.	The testing and treatment center is disorganized, and poorly suited for working with students. Materials are difficult to find when needed.	The testing and treatment center is moderately well organized, and moderately well suited for working with students. Materials are usually available.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Level of Performance Rubric for **SPEECH-LANGUAGE PATHOLOGIST** based on Framework

DOMAIN 3: DELIVERY OF SERVICE

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to referrals, and evaluating student needs	Specialist fails to respond to referrals, or makes hasty assessments of student needs.	Specialist usually responds in a timely manner to referrals, and makes adequate assessments of student needs.	Specialist responds to referrals, and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals, and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to plan treatments suitable to students, or mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them, and are aligned with identified needs.	Specialist's plans for students are suitable for them, are aligned with identified needs, and are consistently implemented.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs through collaboration with other disciplines.
3c: Communicating with families	Specialist fails to communicate with families or communicates in an insensitive manner, or fails to secure necessary permission for evaluations or placement.	Specialist's communication with families is successful: permissions for evaluations and placements are obtained.	Specialist communicates with families and secures necessary permission for evaluations, and does 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: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are thorough, accurate and easily understood.	Specialist is proactive in collecting important information and interviewing teachers and parents if necessary; reports are accurate and clearly written, and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to his or her plan, in spite of evidence of its inadequacy.	Specialist makes changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when it is needed.	Specialist is continually seeking way to improve the treatment program, and makes changes as needed in response to student, parent, or teacher input.

Level of Performance Rubric for **SPEECH-LANGUAGE PATHOLOGIST** based on Framework

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	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 for each student. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning, and declines to provide material when requested.	Specialist is available to staff for questions and planning, and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining effective data management system	Specialist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to treatment when needed.	Specialist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed.	Specialist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed.	Specialist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically requested.	Specialist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed and provided by the district.	Specialist 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 makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	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 does not violate norms of 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 advocating for students, and takes a leadership role with colleagues