Speech/Language Therapist Evaluation Rubrics

Domain 1: Planning and Preparation

Component	Ineffective	Developing	Effective	Highly Effective
1a:Demonstrating knowledge and skill in the speech/language therapy	Speech/ Language Therapist demonstrates little or no knowledge and skill in the therapy area.	Speech/ Language Therapist demonstrates basic knowledge and skill in the therapy area.	Speech/ Language Therapist demonstrates thorough knowledge and skill in the therapy area.	Speech/ Language Therapist demonstrates extensive knowledge and skill in the therapy area.
			Examples may Include: -Attempts to make visual supports and social stories for ASD students on own (without teacher consult and collaboration). -Teaches students fluency enhancing strategies but does not provide classroom with visual or environmental support suggestions. -Attends professional development on student population areas of need but does not attempt to share new information with students' teachers.	**Examples may Include:** -Uses total communication cues for limited verbal students, demonstrates awareness of icon locations on AAC device, promotes and assists teachers in developing social stories and visual supports for ASD students, employs fluency enhancing techniques with students and their teachers. -Participates in professional development on student population areas of need and shares with appropriate staff.
1b:Establishing goals for the therapy program appropriate to the setting and the students served	Speech/ Language Therapist has no clear goals for the students' individual therapy plan, or they are inappropriate to either the situation or the age of the students.	Speech/ Language Therapist's goals for the students' individual therapy plan are rudimentary, and are partially suitable to the situation and the age of the students.	Speech/ Language Therapist's goals for the students' individual therapy plan are appropriate to the situation in the school and to the age of the students.	Speech/ Language Therapist's goals for the students' individual therapy plan are consistently appropriate to the situation in the school and to the age of the students. Plans have been developed following collaboration with teachers.
			Examples may Include: -Introduces learning objectives at the beginning of therapy session and closes therapy with achievement reflection with students. -Attempts are made to connect language units to the students' classroom curriculum modules. -Learning objectives and materials are age appropriate and individualized to most of her student's IEP goals.	**Examples may Include:** -Students are able to express their learning objectives of therapy and reflect on their achievement of their goals. -Vocabulary units are linked directly to New York State learning standards. -Learning objectives and materials are age appropriate, taking into account student interest and individualized to students' IEP goals.

1c: Demonstrate knowledge of district, state and federal regulations and guidelines	Speech/ Language Therapist demonstrates little or no knowledge of special education laws and RCSD procedures.	Speech/ Language Therapist demonstrates basic knowledge of special education laws and RCSD procedures.	Speech/ Language Therapist has an understanding of special education laws and RCSD procedures and seeks professional input or assistance as needed.	Speech/ Language Therapist demonstrates thorough knowledge of special education laws and RCSD procedures.
			Examples may Include: -*Dates referrals for evaluation, reports, and progress reports according to state guidelines.* -*Maintains related service logs within district expected timeframe.* -*Prepared with reports and IEP drafts for all students' scheduled CSE meetings.*	**Examples may Include:** -*Knowledgeable about and adheres to all date deadlines, and due process procedures in the referral process.* -*Participates on Response To Intervention teams and consults grade level teams to support student needs.* -*Leads teams in implementing research based methodologies/best practice.*
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Speech/ Language Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Speech/ Language Therapist demonstrates basic knowledge of resources for students available through the school or district	Speech/ Language Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district.	Speech/ Language Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
			Examples may Include: -*Obtains literature to support lessons using library materials for the majority of sessions.* -*Reaches out to central office director to borrow available resources specific to student population and attempts to build school resource inventory specific to school population needs.* - *Supports the program with the use of technology for most of students (Board Maker, Smart Games, virtual field trips, new research based therapy CD/programs)*	**Examples may Include:** -*Obtains literature and uses technology to support lessons using school library, district library inventory, out of district libraries, MIS supports, virtual field trips, and commercial software programs.* --*Reaches out and contacts staff from specialty teams (MATCH, ASD) when appropriate for particular student material needs.* -*Contacts supervisor and other therapists to borrow student specific therapy materials not available in school.*

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.	Speech/ Language Therapist's lesson plans inconsistently address targeted goals through relevant activities.	Speech/ Language Therapist's lesson plans address targeted goals through relevant activities.	Speech/ Language Therapist's lesson plans are highly coherent and preventive, and serve to support students individually, within the broader educational program.
			Examples may Include: -Demonstrates knowledge of the hierarchy of skills as well as the need to build success towards mastery. -Builds mastery of key linguistic directions followed by embedding them into 2 then 3 step directions. -Plans for carryover of fluency skills in the student's various school settings once skills are developed and built for accuracy within the therapy setting (practice in the hallway, office, classroom).	**Examples may Include:** -Develops social stories with ASD students' teaching team, targeting social skills the student may be struggling with across all content areas (Transitions, following teacher directives). -Collaborates with teachers to gain information about the coming vocabulary targets and language sentence structures targeted in the standards to pre-teach and work on in therapy for student success in their classroom.
1f: Developing a plan to evaluate the therapy program.	Speech/ Language Therapist has no specific plan to evaluate the IEP goals.	Speech/ Language Therapist inconsistently uses a systematic approach to evaluate the IEP goals.	Speech/ Language Therapist's plan to evaluate the program is organized around IEP goals and the collection of evidence to indicate the degree to which the goals have been met.	Speech/ Language Therapist's evaluation plan is highly sophisticated, with multiple sources of evidence, and a clear path towards improving the program on an ongoing basis.
			Examples may Include: -Evaluates student's accuracy based on their IEP schedule and method of outcome data collection. -Uses related service log to analyze outcome data to determine if goals for individual students have been met and reflects upon the amount of support needed for success. Subsequent session activities are modified accordingly. This is reflected in their progress reporting.	**Examples may Include:** -In addition to reflecting on student outcomes in therapy using IEP outcome accuracy data, seeks teacher and parent impressions of student's communication progress using interviews, surveys and conferencing specific to the targeted therapy goals.

Domain 2: The Learning Environment (Therapeutic Speech/ Language Therapist)

Component	Ineffective	Developing	Effective	Highly Effective
2a: Establishing rapport with students	Speech/ Language Therapist's interactions with students are inappropriate or negative; students appear uncomfortable in the testing and therapy room.	Speech/ Language Therapist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Speech/ Language Therapist's interactions with students are positive and respectful; students appear comfortable in the testing and therapy room.	Students demonstrate a high degree of comfort and trust in the relationship as evidenced by appropriate interactions and individualized responses during therapy sessions.
			Examples may Include: -*Reviews rituals and routines prior to beginning therapy* -*Student interactions are friendly and demonstrate general caring and respect.* -*Asks daily "check in" questions of students.*	**Examples may Include:** -*Students actively seek out the Speech/ Language Therapist for positive interactions and feedback (helper tasks, fun lunch, etc.).* -*Net result of interactions is that of connections with students as individuals.*
2b: Organizing time effectively	Speech/ Language Therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	Speech/ Language Therapist's time management skills are moderately well developed: essential activities are carried out, but not always in the most efficient manner.	Speech/ Language Therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Speech/ Language Therapist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedule.
			Examples may Include: -*Posts a visual schedule or routine in the therapy room.* -*Reviews learning targets prior to beginning therapy sessions.* -*Lessons are paced appropriately for the allotted time with introduction and closure to maximize student participation.*	**Examples may Include:** -*Displays a visual schedule or routine in the therapy room, as well as, the classroom or on their desk.* -*Lessons are prepared and ready to implement when session begins.* -*Materials and data plans ready prior to the beginning of therapy sessions.* -*Recognizes the need of students and adjusts pacing accordingly.*

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2c: *Establishing standards of conduct in the therapy setting*	No rituals and routines have been established and Speech/ Language Therapist disregards or fails to address negative student behavior during evaluation or treatment.	Rituals and routines appear to have been established in the therapy setting. Speech/ Language Therapist's attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful.	Rituals and routines have been established in the therapy setting. Speech/ Language Therapist monitors student behaviors against those standards; response to students is appropriate and respectful. **Examples may Include:** -*Behavior management rules displayed in the speech room to show speech expectations.* -*Uses positive verbal reinforcement of rules (i.e. "Use a quiet voice" instead of "Don't yell out").*	Rituals and routines have been established in the therapy setting. Speech/ Language Therapist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior. **Examples may Include:** -*Students monitor their own behavior during session. At the end of the speech session, students self-reflect on their effort, participation and behavior.* -*Students track their own data related to therapy goals, as well as, self-reflect on their progress.*
2d: *Organizing physical space for testing of students and providing therapy*	The testing and therapy room is disorganized and poorly suited for working with students. Materials are not readily accessible.	The testing/ therapy room demonstrates shows signs of organizational plan. Some materials are accessible.	The testing and therapy room is organized; materials are easily accessible when needed. **Examples:** -*Area is organized and materials are ready for testing.* -*Materials for therapy are easily accessible for use during therapy.*	The testing and therapy room contain evident systems of organization that allow students to be active participants in therapy. Materials are clearly organized and readily accessible. **Examples:** -*Speech room is inviting and accommodating to the student.* -*Testing table is clear for student to be comfortable.* -*Makes accommodations for the environment (i.e. reduces noise and/or distractions, allows movement breaks, provides sensory input needs, preferential seating) when needed.*

Domain 3: Delivery of Service (Therapeutic Speech/ Language Therapist)

Component	Ineffective	Developing	Effective	Highly Effective
3a: Responding to referrals, and evaluating student needs	Speech/ Language Therapist fails to respond to referrals, and/or makes inadequate or incomplete assessments of student needs. Speech/ Language Therapist does not consult with classroom teacher regarding classroom performance.	Speech/ Language Therapist responds when asked to complete to referrals and makes adequate assessments of student needs. Speech/ Language Therapist occasionally consults with classroom teachers regarding classroom performance.	Speech/ Language Therapist responds to referrals, and makes thorough assessments of student needs. Speech/ Language Therapist consults with classroom teachers regarding classroom performance. **Examples may Include:** -*Completes assessment within identified time frame.* -*Reaches out to teacher to gather background information on student's functional skills in the classroom setting. This information is incorporated in the diagnostic report.* -*Completes a cursory Cumulative Folder review and a Speech-Language and Hearing File review if applicable.* -*Uses a standard battery of diagnostic instruments to evaluate student needs.*	Speech/ Language Therapist is proactive in responding to referrals, and makes highly competent assessments of student needs. Speech/ Language Therapist consults with classroom teachers regarding classroom performance, and incorporates student strengths and needs into evaluation reports and treatment plans. **Examples may Include:** -*Reaches out to parent, teacher, and other related service staff to gather background information on student's functional skills in all settings. This information is incorporated in the diagnostic report.* -*Completes a thorough Cumulative Folder review and Speech-Language and Hearing File review if applicable.* -*Uses professional judgment to tailor the choice of diagnostic instruments to evaluate specific areas of identified concern based on the referral.* -*Uses knowledge about diagnostic instruments currently available and seeks them from the broader SLH department if the required testing instrument is not available in his/her building.*

3b: Developing and implementing IEPs and/or ERSS programs to maximize students' success	Speech/ Language Therapist fails to develop and implement an IEP and/or ERSS treatment program suitable to students, or that is mismatched with the findings of assessments.	Speech/ Language Therapist's IEPs and/ or ERSS treatment programs for students are inconsistently suitable for them, or inconsistently aligned with identified student needs.	Speech/ Language Therapist's IEPs and/ or ERSS treatment programs are appropriately developed and implemented and are aligned with identified student needs.	Speech/ Language Therapist develops and implements comprehensive IEPs and/ or ERSS treatment programs for students, finding engaging and creative ways to meet student needs.
			Examples may Include: -*Using student's identified goals, creates treatment plans that target the student's needs and incorporates curriculum based materials and learning standards.*	**Examples may Include:** -*Lessons are highly engaging, foster participation.* -*Lessons are skill based and lead to opportunities for carryover to other areas.* -*Lessons are scaffolded on prior learning.*
3c: Communicating and engaging with families regarding the evaluation process and the development and implementation of IEPs and/or ERSS therapy program	Speech/ Language Therapist fails to engage families in the process in order to secure necessary permission for evaluations.	Speech/ Language Therapist's inconsistently engages families in the process.	Speech/ Language Therapist engages families in dialogue in order to secure necessary permission for evaluations and maintains this dialogue throughout the process.	Speech/ Language Therapist secures necessary permissions and engages with families in order to create IEPS and/or ERSS therapy programs that address specific student needs. Speech/ Language Therapist builds trusting relationships with families of students.
			Examples may Include: -*Communicates at scheduled times such as beginning of the year, parent teacher conferences, quarterly progress reports and CSE meetings.* -*Demonstrates an awareness and knowledge of the cultural and linguistic traditions of their students.* -*Maintains a parent contact log with type of contact noted.*	**Examples may Include:** -*Develops an open relationship with the parent where the parent is comfortable contacting the Speech/ Language Therapist as necessary to discuss student needs and progress.* -*Incorporates the cultural and linguistic traditions of their students into the therapy plan where appropriate.* -*Incorporates positive feedback about students to parent throughout year.* -*Maintains a parent contact log with type of contact, topics and outcomes noted.*

3d: Collecting information; writing reports	Speech/ Language Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Speech/ Language Therapist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Speech/ Language Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Speech/ Language Therapist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written, and is tailored for the audience.
			Examples may Include: -*Communications with parents (letters home, progress reports, clinical notes) describe the student's current level of performance incorporating professional terminology.*	**Examples may Include:** -*Communications with parents (letters home, progress reports, clinical notes) are written in parent friendly language, which clearly and succinctly describes the student's current level of performance. Use of professional terminology is interpreted and explained to parents.*
3e: Demonstrating flexibility and responsiveness	Speech/ Language Therapist adheres to his or her plan, in spite of evidence of its inadequacy.	Speech/ Language Therapist makes modest changes in the treatment program when confronted with evidence of the need for change.	Speech/ Language Therapist makes revisions in the treatment program when it is needed.	Speech/ Language Therapist seeks ways to improve therapy program making changes as needed in response to student, parent, or teacher input.
			Examples may Include: -*Occasionally monitors student performance across school settings and modifies the treatment plan accordingly.*	**Examples may Include:** -*Consistently monitors student performance across all settings and modifies the treatment plan accordingly.* -*Keeps parent and teacher apprised of modifications to the treatment plan.*

Domain 4: Professional Responsibilities (Therapeutic Speech/ Language Therapist)

Component	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on practice	Speech/ Language Therapist does not reflect on practice, or the reflections are inaccurate or self-serving.	Speech/ Language Therapist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Speech/ Language Therapist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Speech/ Language Therapist makes some specific suggestions as to how the therapy program might be improved. **Examples may Include:** -*Lesson plans reflect possible changes to treatment practice, or materials to better serve students, such as modifying the level of prompts cues and reinforcement*	Speech/ Language Therapist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Speech/ Language Therapist draws on an extensive repertoire to suggest alternative strategies. **Examples may Include**: -*Demonstrates/provides specific examples of meeting the diverse linguistic and cultural needs of students on caseload.*
4b: Collaborating with teachers, families and administrators	Speech/ Language Therapist is not available to staff for questions and planning and fails to provide background material when requested.	Speech/ Language Therapist is available to staff and families for questions and planning, and provides background material when requested.	Speech/ Language Therapist initiates contact with teachers, administrators and families to confer regarding individual cases, and does so in a manner sensitive to cultural and linguistic traditions. **Examples may Include:** -*Utilizes a variety of methods of communication with teachers and families.*	Speech/ Language Therapist seeks out teachers, administrators and families and integrates their perspectives on individual students. **Examples may Include:** -*Communicates with teachers on a consistent basis evidenced by lesson plans reflecting curriculum vocabulary and topics and sharing of therapy strategies for carry-over.* -*Shares successes and concerns with teachers and families, and keeps documentation of this communication.*

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4c: *Maintaining effective data management system*	Speech/ Language Therapist'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.	Speech/ Language Therapist has developed a rudimentary data management system for monitoring student progress; occasionally used it to make adjustments to treatment when needed.	Speech/ Language Therapist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed.	Speech/ Language Therapist has developed a highly effective data management system for monitoring student progress. Speech/ Language Therapist uses the system to communicate with teachers and parents.
			Examples may Include: *-Maintains daily lesson plans and RS log entries within 48-hour window.* *-Completes progress reports with specific data interpretation and diagnostic reports in a timely fashion.* *-Documents parent communication using their own system.*	**Examples may Include:** *-Documents parent communication in IEP Direct Contact Log and/or Power School.*
4d: *Participating in a professional community*	Speech/ Language Therapist's relationships with colleagues are negative or self-serving; Speech/ Language Therapist avoids school involvement and district events and projects.	Speech/ Language Therapist's relationships with colleagues are cordial, participating in school and district events and projects when specifically requested.	Speech/ Language Therapist participates actively in school and district events and maintains positive and productive relationships with colleagues.	Speech/ Language Therapist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.
			Examples may Include: *-Attends functions outside of school as part of the school community.*	**Examples may Include**: *-Assumes a leadership role on school committees (BINGO night, roller skating, hosting a book study.* *-Provides staff development related to domains of communication.*

4e: Engaging in professional development	Speech/ Language Therapist does not participate in professional development activities, even when such activities are clearly needed to perform.	Speech/ Language Therapist participation in professional development activities is limited to those that are convenient or are required.	Speech/ Language Therapist seeks out opportunities for professional development based on an individual assessment of need.	Speech/ Language Therapist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. Speech/ Language Therapist holds a permanent certification, national accreditation and license to practice Speech/ Language Pathology.
			Examples may Include: -Accrues 30 Professional Development hours to satisfy requirements to maintain NYS License and ASHA Certification	**Examples may Include:** -Accrues more than 30 Professional Development hours to satisfy requirements to maintain NYS License and ASHA Certification. -Provides PD to other professionals to share knowledge with others. -Takes part in Action Research. -Holds licensure in NYS and Certificate of Clinical Competence through the American Speech and Hearing Association (ASHA)
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Speech/ Language Therapist displays inappropriate interactions with colleagues, students and the public, and/or violates principles of confidentiality.	Speech/ Language Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate principles of confidentiality.	Speech/ Language Therapist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Speech/ Language Therapist 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.
			Examples may Include: -Takes part in department meetings. -Displays professionalism and confidentiality at all times	**Examples may Include:** -Proactive when servicing students and takes a leadership role on teams when discussing and advocating for their students. -Provides information regarding resources available in the community to help support the student and family.