

# Rubric Speech Pathologist

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Job Title:

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## Speech Pathologist Rubric - Standards, Indicators, & Elements

### I. CURRICULUM, PLANNING AND ASSESSMENT

#### Knowledge

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is an expert in speech and language and in child development as it relates to how students learn and perform in the classroom. Extensive knowledge of laws and procedures and takes a leadership role in district policy-making and professional development.	Demonstrates thorough knowledge of subject content across grades Applies and integrates subject content knowledge in ways that build teacher knowledge and interest and impact teacher planning and instruction.	Is somewhat familiar with speech and language, and/or has a few ideas about how students learn. Demonstrates basic knowledge of laws and procedures but does not always follow them.	Has little familiarity with speech and language or with how students learn. Demonstrates little knowledge of laws and procedures and does not follow them.

#### Goals for speech and language program

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

#### Interventions match standards

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

#### Differentiation in instruction

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Responding to formal CST, Team & IEP referrals

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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 makes inadequate assessments of student needs.	Fails to respond or makes hasty assessments of student needs.

## Team assessments

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Selects assessments that are consistent with ASHA Preferred Practice Patterns.	Selects assessments that are generally consistent with ASHA Preferred Practice Patterns.	Selects assessments that are sometimes consistent with ASHA Preferred Practice Patterns.	Selects assessments that are not consistent with ASHA Preferred Practice Patterns.

## Written reports

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Presents oral and written reports that are accurate and clear, including include educationally relevant recommendations, and are tailored for the audience.	Writes reports that are accurate and appropriate to the audience.	Somewhat organizes testing space and classroom, but materials may be difficult to find when needed.	Writes reports that are inaccurate or no appropriate to the audience.

## IEP Writing

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs	Creates accurate, well written IEPs that include appropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.

## Team Meetings

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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 follows state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follows state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.

## Organization and use of physical space

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## II. DELIVERY OF INSTRUCTION TO STUDENTS

### Intervention Expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

### Relationships

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

### Behavioral expectations

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

### Efficiency

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

### Connections

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Clarity

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Evidence-based practices

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Has developed a highly effective data management system to monitor student progress. Consistently uses the best data from that system to implement evidence-based best practices for assessments and interventions with students.	Has developed an effective data management system to monitor student progress. Effectively uses data to implement evidence-based best practices for assessments and interventions with students.	Has developed a rudimentary data management system to monitor student progress. Attempts to implement evidence-based best practices for assessments and interventions with students are not always successful.	Has not developed a useful data management system to monitor student progress. Does not implement evidence-based best practices for assessments and interventions with students.

## Incorporates IEP goals

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of 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 entire IEP and does not incorporate skills from other disciplines even when required.

## Differentiation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Generalization of skills

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Provides activities and strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities or strategies that will generalize skills to classroom and other settings.

## On-going assessments

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Feedback

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Student Self-assessment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## III. FAMILY AND COMMUNITY OUTREACH

### Respect

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

### Communicates with families

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

### Responsiveness

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

### Reporting

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## IV. PROFESSIONAL RESPONSIBILITIES

## Reliability

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Professionalism

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Judgment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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

## Contributions

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.

## Communication

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Openness

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Collaboration and Consultation

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Seeks out teachers and administrators with whom to confer regarding cases, soliciting their perspective and advocating for the needs of individual students.	Advocates for students with teachers and administrators with whom to confer regarding individual cases.	Sometimes consults with colleagues or advocates for students. Available to staff for questions and planning; provides background material when requested, but does not initiate such interactions	Does not consult or advocate for students and is not available to staff for questions and planning; fails to provide background material when requested.

## Reflecting on Practice

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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.

## Professional Development

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Integrates best practices from supervisors, colleagues, workshops, readings and other sources.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	Considers new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.

## Flexibility

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Easily adapts to changes in schedules, case load, and other issues as needed.	Is able to adapt to changes in schedules, case load, and other issues as needed.	Has difficulty adapting to changes in schedules, case load, and other issues.	Is unable to adapt to changes in schedules, caseload, and other issues

## Licensure

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Holds the necessary and current license and DESE certification, and has participated in advanced professional development in order to meet ASHA CEU requirements.	Holds the necessary and current license and DESE certification. Completes necessary ASHA CEUs to maintain licensure.	Holds Massachusetts Speech Therapy license; is working on DESE certification with waiver.	Does not hold the necessary license(s) or DESE certification.