

# EES 2019-20 Rubric for Evaluating and Enhancing Professional Practice:

SLPA



<b>DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION</b>						
<b>Competencies</b>		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	<b>N/A</b>
<b>Uses current and appropriate practices/procedures for screening</b>	<b>1.1</b>	Assistance provided consistently improves the outcomes of the screenings.	Assist the supervisor with speech-language and hearing screenings (without interpretation).	Requires multiple requests by the supervisor to receive assistance with speech-language and hearing screenings (without interpretation).	Fails to assist the supervisor with speech-language and hearing screenings when requested. OR SLPA provides interpretation of the screening results.	
<b>Evaluation procedures</b>	<b>1.2</b>	Assistance provided consistently improves the outcomes of the evaluation.	Assist the supervisor during assessment of students.	Requires multiple requests by the supervisor to receive assistance.	Fails to assist the supervisor.	
<b>Purposeful Planning (a)</b>	<b>1.3</b>	Takes lead on identifying documentation needed and adjusts to meet student levels of performance.	Assist with informal documentation as directed by the supervisor.	Documentation does not contain all required components but can be located upon request.	Documentation is incorrect or missing.	
<b>Purposeful Planning (b)</b>	<b>1.4</b>	Performs checks and maintenance of equipment without reminders. Informs supervisor of needed improvements or repairs.	Perform checks and maintenance of equipment.	Requires multiple requests by the supervisor to receive assistance.	Fails to assist the supervisor.	
<b>Uses current and comprehensive content/specialty area knowledge for planning (a)</b>	<b>1.5</b>	Seeks out opportunities to improve projects, in-service trainings, and public relations programs.	Support the supervisor in the following: projects, in-service trainings, and public relations programs.	Requires multiple requests by the supervisor to receive assistance.	Fails to assist the supervisor.	
<b>Uses current and comprehensive content/specialty area knowledge for planning (b)</b>	<b>1.6</b>	Consistently monitors and revises instruction throughout the session to identify and meet the student needs based on performance levels.	Displays knowledge of performance levels for each student, and plans for appropriate approaches to facilitate their learning.	Does identify student present levels of performance but does not adapt instruction to meet student needs.	Does not instruct with student performance levels and needs in mind.	

<b>DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT</b>						
<b>Competencies</b>		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	<b>N/A</b>
<b>Physical environment</b>	<b>2.1</b>	Therapy area is inviting to students and displays are developmentally appropriate. Student work/data is displayed, and/or behavior strategies showcased.	Therapy area is well organized; materials are available when needed.	Therapy area lacks organization and materials may be not readily available when needed. Space lacks identified student work areas or areas are cluttered with non-essential materials.	Therapy area is disorganized and poorly suited to working with students. Physical space is not safe, hazards present that could result in injury, doors are not easily accessible for easy exit.	
<b>Promotes generalization across settings</b>	<b>2.2</b>	Monitors and collects data in two or more settings/ situations to promote generalization of skills.	Monitors student progress in two or more settings/ situations to promote generalization of skills.	Only monitors student progress in therapy session.	Does not collect data consistently across therapy sessions.	
<b>Uses Strategies that promote student engagement (a)</b>	<b>2.3</b>	All students are actively engaged throughout the entire session.	Providing adequate opportunities to respond and students are engaged, participating when prompted.	Provides few opportunities to respond. Students are engaged in the lesson only when directly prompted by the therapist. Other students are disengaged from learning while they wait for their turn.	Students are not prompted to engage in the lesson.	
<b>Uses Strategies that promote student engagement (b)</b>	<b>2.4</b>	Students demonstrates self-monitoring techniques based on therapist feedback.	Consistent, specific, and relevant feedback is provided.	Feedback is general and lacks clinical impression.	Students are not provided with feedback regarding their performance.	
<b>Uses Strategies that promote student engagement (c)</b>	<b>2.5</b>	Students can explain what they are learning and why it is important, beyond repeating the stated objective.	Student therapy goals are reviewed so students understand the connection to their school success.	Therapist targets goals but does not review with students.	Therapy sessions fail to address student goals.	
<b>Creates an effective learning environment</b>	<b>2.6</b>	Uses behavior management system consistently regardless of student behavior.	Standards of conduct have been established, communicated, and reviewed as necessary.	The standards of conduct have been established, but are not consistently reinforced.	Fails to address challenging student behavior that impacts learning.	

<b>Instructional Support</b>	<b>2.7</b>	Consults with supervisor on the manner of following the treatment plans or protocols.	Follow documented treatment plans or protocols developed by the supervisor.	Has a fragmented approach to following treatment plans or protocols.	Fails to follow plans or protocols with fidelity, making detrimental mistakes and/or disregards plans/protocols.	
<b>DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES</b>						
		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	<b>N/A</b>
<b>Record Maintenance (a)</b>	<b>3.1</b>	Consistently reviews the effectiveness of the data collection and discusses needed changes with supervisor.	Documents student performance and report information to the supervising SLP, for example, tallying data, preparing charts, records and/or graphs.	Records do not contain all required components but can be located upon request.	Records are incorrect or missing.	
<b>Record Maintenance (b)</b>	<b>3.2</b>	Reviews data frequently and provides updated information to supervisor consistently.	Collects data for quality improvement.	Does not consistently collect data.	Does not collect data.	
<b>Manages schedules</b>	<b>3.3</b>	Promptly communicates scheduling issues to supervisor.	Assists supervisor by managing and adjusting schedules as requested.	Time-management skills are developing. Essential activities are carried out, but enhancements could be made to the schedule to improve efficiency.	Displays poor judgment which results in frequently missed sessions, confusion amongst co-workers, and conflicting schedules.	
<b>Collaborates &amp; communicates professionally (a)</b>	<b>3.4</b>	Creates opportunities to collaborate with site personnel.	Collaborates with site personnel.	Fails to collaborate with site personnel.	Does not consider other's viewpoints.	
<b>Collaborates &amp; communicates professionally (b)</b>	<b>3.5</b>	Attends additional school events and functions outside of the school day.	Engages in all forms of parent outreach required by the school.	Inconsistently attends required parent outreach.	Does not attend required outreach events.	
<b>Contributes to the school, district, and/or co-op</b>	<b>3.6</b>	Participates in additional PLCs/committees either as presenter or participant.	Attends and actively participates in all discipline-specific PLC opportunities.	Only attends mandatory PLCs.	Fails to attend mandatory PLCs.	

<b>Advances professional skills &amp; knowledge (a)</b>	<b>3.7</b>	Earns additional credits/hours or advanced degrees in the field.	Participates in outside professional development to stay current on best practice.	Attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth.	Rarely or never attends professional learning opportunities.	
<b>Advances professional skills &amp; knowledge (b)</b>	<b>3.8</b>	Maintains records of accurate implementation of IPLA Guidelines.	Implements IPLA Guidelines.	Is unclear of IPLA Guidelines.	Is unwilling to follow IPLA Guidelines.	
<b>Carries out all Due Process Responsibilities (a)</b>	<b>3.9</b>	No Highly Effective practice for this competency.	Documents required for due process are submitted to supervisor within required time frame.	Documents required for due process are submitted to supervisor but not within required time frame.	Documented evidence required for due process is non-existent or unavailable.	
<b>Carries out all Due Process Responsibilities (b)</b>	<b>3.10</b>	No Highly Effective practice for this competency.	Documents submitted for due process contain appropriate information.	Documented evidence required to be submitted to supervisor for due process is incomplete or limited in scope.	Documents submitted for due process contain inappropriate comments or information.	
<b>Carries out all Due Process Responsibilities (c)</b>	<b>3.11</b>	Testimony or participation in resolutions, mediations, etc. clearly indicates a high level of knowledge related to the case and special education laws/rules.	Testimony or participation in resolutions, mediations, etc. is factual and without bias.	Testimony or participation in resolutions, mediations, etc. indicates limited understanding of the case and/or of special education law.	Testimony is not based on fact and/or documented evidence	

**DOMAIN 4: CORE PROFESSIONALISM** - These indicators illustrate the minimum competencies expected in any profession.

	<b>Indicator</b>	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>	<b>If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score.</b>
<b>1</b>	<b>Attendance &amp; On-Time Arrival</b>	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.	
<b>2</b>	<b>Policies and Procedures</b>	School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
<b>3</b>	<b>Respect</b>	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
<b>4</b>	<b>Ethical</b>	School Professional exhibits behavior in accordance with the established EES code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established EES code of conduct and/or has performed the job in an ethical manner.	