EES 2021-2022

Rubric for Evaluating and Enhancing Professional Practice:

Speech and Language Pathologists

THERAPIST EFFECTIVENESS RUBRIC
SLP

DOMAIN 1: PURPOSEFUL PLANNING

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Utilizes current and appropriate practices and procedures for screening (a)	1.1	Administers screening accurately within 10 school days of receiving the signed screening permission.	Administers screening accurately within 15 school days.	Administers screening but has errors/missing components and/or within 15 to 30 days.	Does not administer two or more screenings or respond to screening requests within 30 days.	
Utilizes current and appropriate practices and procedures for screening (b)	1.2	Provides written screening results to parents/teachers and initiates testing referral or RtI process within 10 days of receiving screening consent.	Provides written results to parents/teachers within ten days. Makes appropriate recommendations with regard to future testing.	Completes screening, but does not report results in writing to teachers/parents.	Completes screening, but does not report results to teachers/ parents. Does not make referral within 30 days.	
Utilizes current and appropriate practices and procedures for screening (c)	1.3	Schedules follow-up screening dates for students whose initial screen does not result in an evaluation.	Develops a tracking system for follow-up screenings for students that do not qualify.	Tracking system is developed but not updated with new screening information monthly.	Does not maintain a history of screenings for students that do not qualify.	
Evaluation Procedures (a)	1.4	Consults with other professionals regarding the need for additional referral.	Utilizes referral concern and academic information to determine educational impact and test selection.	Providing the same assessment tools for all students assessed rather than considering student need and ignoring the referral concern.	Failing to assess students when there is a signed consent for assessment. Failure to address a referral concern.	
Evaluation Procedures (b)	1.5	No Highly Effective practice for this competency.	Faithfully administers and scores tests accurately and according to the directions of the assessment tool.	Has a fragmented approach to assessments. Does not administer a comprehensive battery of tests to determine functional performance.	Relies solely on subtests to make eligibility determinations.	

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Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (a)	1.6	Test results are an accurate representation of student skills, including a narrative statement of educational impact.	Analyzes standard scores/student responses to interpret assessment information and develop a clear diagnostic impression.	Limited analysis and interpretation of the evaluation results that fails to identify student weakness and strengths.	Fails to analyze and interpret results accurately.	
Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (b)	1.7	Report is free of educational jargon. When discipline specific terminology is used it is defined for easy understanding or examples are given.	Professionally written evaluation report clearly communicates results using understandable terminology and includes all required components.	All components of the report are represented; however, there are three or more spelling/grammatical errors.	Necessary/required components are missing from report.	
==**Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (c)**==	1.8	Evaluation report is completed and provided to team members/parents prior to the case conference.	The evaluation report is completed and provided during the conference. Exception: Parent requested a copy before the meeting by selecting, "a copy of the educational evaluation report prior to the case conference committee meeting" on initial referral.	Report results are shared at the case conference but the physical report is not written and/or provided.	Failure to have report results to share at the case conference. Does not meet timelines.	
Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (d)	1.9	No highly effective practice for this competency.	Makes eligibility determination on three prongs: (1) Skills discrepant from same age peers. (2) Has to have an educational impact. (3) Has to have a need for specialized service. All three areas are represented in the report.	Makes eligibility determination on the three prongs but there is a weak correlation represented in the report.	Report does not reflect all three areas of the three prongs of eligibility.	

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Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (e)	1.10	Prior to case conference the therapist actively seeks out information from all team members regarding priorities and needs that impact the student.	Collaborates with members of the Case Conference Committee to determine the best service delivery model for the student to receive FAPE.	Fails to provide the case conference committee with a variety of options for service delivery.	Does not collaborate with team members when determining service recommendation.	
Uses current and comprehensive content/specialty area knowledge for planning (a)	1.11	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, plans for appropriate approaches to facilitate their learning, and collects data throughout the session.	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.	
==**Uses current and comprehensive content/specialty area** knowledge for planning (b)==	1.12	Provides documentation and research supporting the best practice techniques used in observation session.	Utilizes knowledge of evidence based practice to target the needs of the students on the caseload.	Therapeutic approach is based on past practice rather than evidence based practice.	Makes no attempt to incorporate evidence based practice to meet student needs.	
Uses current and comprehensive content/specialty area knowledge for planning (c)	1.13	Intentionally provides services within the classroom setting.	Intentionally incorporates general education curriculum into therapy plans.	Provides limited evidence of incorporating general education curriculum into therapy plans.	Does not have evidence to support incorporation of general education curriculum into therapy session.	
Reevaluation procedures	1.14	Actively reviews and assesses consultation cases before the annual case review.	Utilizes progress monitoring to determine the need for reevaluation.	Does not use progress monitoring to initiate a reevaluation.	Does not conduct reevaluations when team feels it is appropriate.	

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Physical Environment	2.1	Therapy space 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 room lacks organization and materials may be not readily available when needed. Room lacks identified student work areas or areas are cluttered with non-essential materials.	Therapy room 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.	
Promotes generalization across settings (a)	2.2	Train team members to use supports (such as, visual cues, social stories, or equipment) to promote skill generalization in other settings.	Provides supports (such as, visual cues, social stories, or equipment) to promote skill generalization in other settings.	Provides supports (such as, visual cues, social stories, or equipment) only during therapy sessions.	Does not attempt to address skills or supports in other settings.	
Promotes generalization across settings (b)	2.3	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.	
Promotes generalization across settings (c)	2.4	Consultation goals are standard based and can be tracked through grades or progress in the general education setting.	When student is on consultation, therapist continues to monitor and track data regarding generalization of skills in all settings.	When student is on consultation, therapist continues to monitor generalization of skills in educational settings.	When student is on consultation, therapist fails to monitor and track data regarding generalization of skills.	
Uses Strategies that promote student engagement (a)	2.5	All students are actively engaged in learning activities 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.	
Uses Strategies that promote student engagement (b)	2.6	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.	
Uses Strategies that promote student engagement (c)	2.7	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.	

| Creates an effective learning environment | 2.8 | 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. | Therapist fails to address challenging student behavior that impacts learning. | |

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Advocates for student success (a)	3.1	Provides and reviews IEP information with all involved teachers absent from the case conference meeting. Strategies and supports required for student success are consistently made available for teachers to use in the classroom.	Provides IEP information to all teachers involved with student and notifies when changes have been made. Strategies and supports required for student success are consistently made available for teachers to use in the classroom.	Provides IEP information to teachers; however, strategies and supports required for student success are not consistently made available for teachers to use in the classroom.	Does not provide IEP information, supports, or strategies to teachers.	
Advocates for student success (b)	3.2	Proactively provides information for staff and/or parents on differentiating between appropriate developmental milestones and atypical indicators.	Provides information for staff and/or parents on differentiating between appropriate developmental milestones and atypical indicators upon request.	Addresses student needs but does not differentiate between appropriate developmental milestones and atypical indicators.	Does not communicate correct information on student needs and developmental guidelines with others.	
Advocates for student success (c)	3.3	Displays commitment to the education of all the students in the school and participates in Building Based Teams.	Displays commitment to the education of the students on your caseload by participating in Building Based Teams.	Only attends Building Based Teams when requested.	Fails to participate in Building Based Teams when requested.	
Record Maintenance (a)	3.4	(No Highly Effective practice for this competency) *Go Solution materials are uploaded into IIEP and shared with third party.	Maintains chronological student records, meeting EES standards as outlined on the "IEP Coversheet" and reflects all changes represented in IIEP. Records meet legal requirements and do not have supplemental information included.	Records do not contain all required components but can be located upon request.	Records are incorrect or missing.	

Record Maintenance (b)	3.5	Documents all activities and correspondence, including parent communication, relating to students on caseload in IIEP under the Communications Tab.	Documents activities and correspondence (including parent communication) relating to students on caseload.	Does not consistently document parent communication.	Does not document parent communication.	
Therapist Assistant supervision (a)	3.6	Maintains records of accurate implementation of IPLA Guidelines for Supervision.	Implements IPLA Guidelines for Supervision.	Is unclear of IPLA Guidelines for Supervision.	Is unwilling to follow IPLA Guidelines for Supervision.	
Therapist Assistant supervision (b)	3.7	Frequently evaluates the workload of the Assistants and initiates reassignment as indicated.	Expectations are clear and the Assistant is assigned for maximum productivity.	Limits scope of Assistant to clerical duties, with minimal student contact.	Allows Assistant to perform duties outside the scope of IPLA guidelines.	
Therapist Assistant supervision (c)	3.8	Maintains a system for ensuring fidelity of therapeutic interventions.	Therapy data collected by the Assistant is evaluated regularly and accurately.	Does not consistently review therapy data.	Does not review therapy data.	
Manages schedules	3.9	Therapy schedules are clearly communicated to teachers, students, and supervisors/ building personnel and monitored/updated, as needed.	Efficiently manages and adjusts schedules by appropriately grouping and scheduling students to maximize therapy time with minimal interruptions to general education instruction.	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 deadlines, confusion amongst co-workers, and conflicting schedules.	
Case conference preparation (a)	3.10	Prepares and reviews draft documentation for IEP that is appropriately completed prior to all case conference meetings.	Consults with CCC members prior to conference to gather student performance information.	Does not consult with CCC members prior to the conference.	Fails to consider or gather team input during the case conference meeting.	
<mark>**Case conference preparation (b)**</mark>	3.11	Provides adequate notice of the conference date & time to CCC members.	Arranges conferences at a mutually agreed upon place and time.	Therapist sets conference without consulting with team members and obtains excusals.	Therapist sets conferences without consulting with team members and holds meetings without them.	
Case conference preparation (c)	3.12	Signed Case Conference Notice is uploaded in IIEP prior to the case conference.	Obtains written parent permission on Case Conference Notice prior to the case conference.	Case Conference Notices are generated but not signed. No attempts are documented to obtain signature.	Does not generate a Case Conference Notice.	

| TOR responsibility | 3.13 | Finalizes the IEP and provides a copy to the parents the day of the conference. | Addresses all aspects of the IEP and provides parents with all supporting documents and elicits team discussion and feedback to create a relevant IEP. | Does not consistently address all aspects of the IEP and supporting documents such as, DOE survey and Procedural Safeguards. | Fail to prepare draft IEP prior to the meeting and/or fails to bring all necessary documents to the meeting. | |

IEP content (a)	3.14	Goals are written to be met within the duration of the IEP and rigor matches student ability.	Goals are consistently measurable, clearly written, and based on present levels of performance.	Goals are not consistently measurable, clearly written, and/or based on present levels of performance.	Any of the following: Present levels are not identified. Goals are unmeasurable. Goals are carried over from prior year without modification.	
IEP content (b)	3.15	Service provider explains educational terms relevant to the student within the body of the IEP.	IEP passes the "stranger test," it is free of professional and educational jargon that is understood by team members.	The IEP contains professional and educational jargon that is not understood by all team members.	IEP contains educational / professional jargon and/or contains statements based on personal opinion.	
IEP content (c)	3.16	Reasons for accommodations and modifications are discussed and documented throughout the year and evident on the IEP.	Accommodations and modifications match student needs and goals.	Recommended accommodations and modifications are not appropriate to student need, and their use is not clearly defined.	All accommodations and modifications are the same across IEPs and/or they are not reviewed and updated yearly.	
IEP content (d)	3.17	Provides parents with a narrative along with the level of performance per rubric.	Documents progress monitoring data once a grading period for all students.	Documents progress monitoring data once a grading period for most students.	Fails to document progress monitoring data once a grading period over two grading periods.	
Collaborates & communicates professionally (a)	3.18	Serves as a mentor to peers, interns & newly hired therapists, including assisting others in the use of the IIEP and Go Solutions system.	Collaborates with other professionals and appropriate personnel regarding changes in students, staff, or programming.	Fails to take the lead on collaboration; other staff members initiate the collaboration.	Does not consider other's viewpoints when making decisions about students, staff, or programming.	
Collaborates & communicates professionally (b)	3.19	Responds to communication and the processing of information within 24 hours on a routine basis.	All responses to inquiries or requests are handled in a timely manner, usually within 48 hours.	Inconsistently responds to communication in a timely manner, response time is usually greater than 48 hours.	Rarely responds to communication in a timely manner.	

Engages families in student learning (a)	3.20	Strives to form relationships in which parents are given multiple opportunities for communication. Examples include, utilizing communication logs, emails, Blackboard, school website. Consistently provides and monitors the return of home practice.	Proactively reaches out to parents in a variety of ways to engage them in student learning. Consistently provides home practice.	Relies on the same method of communication for all parents. Does not provide home practice over a period of 2 months.	Only communication occurs at case conferences or when parent has a concern. Does not provide home practice.	
Engages families in student learning (b)	3.21	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.	
Contributes to the school, district, and/or co-op	3.22	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.	
<mark>**Advances professional skills & knowledge**</mark>	<mark>3.23</mark>	Earns continuing education units/hours beyond IPLA (36 hours/2 years) and ASHA (30 hours/3 years) requirements.	Participates in enough professional development to maintain IPLA/ASHA/DOE licensure.	Attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth.	Rarely or never attends professional learning opportunities.	

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

	Indicator	Meets Standard	Does Not Meet Standard	If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score. (CHECK)
1	**Attendance & On-Time Arrival**	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.	
2	**Policies and Procedures**	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.	
3	**Respect**	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.	
4	**Ethical**	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 not performed the job in an ethical manner.	