

EES 2021-2022

Rubric for Evaluating and Enhancing Professional  
Practice:

SLP Department Head



## SLP DEPARTMENT HEAD EFFECTIVENESS RUBRIC

<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>Recruits, Interviews/ Hires, and Retains Quality Employees</b>	<b>1.1</b>	<p>Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests changes when needed</p> <p>Demonstrates the ability to think creatively and adopt new methods for recruiting when necessary</p>	<p>Consistently determines and uses a candidate's level of effectiveness as the primary factor in recruiting, hiring, and assigning decisions</p> <p>Demonstrates the ability to maintain and retain effective and highly effective personnel</p> <p>Aligns personnel decisions with the vision and mission of the co-op</p> <p>Follows all hiring procedures appropriately</p> <p>Finds replacements for open positions in a timely manner</p> <p>Hires staff with appropriate licensing/credentials</p> <p>Communicates with HR Coordinator and shares accurate information with the candidate</p> <p>Provides appropriate follow up after recommending employment</p>	<p>Inconsistently uses established procedures for recruiting and hiring staff</p> <p>Does not always actively or urgently pursue filling vacancies</p>	<p>Does not follow established procedures for recruiting and hiring staff</p> <p>Does not actively or urgently pursue filling vacancies</p>	
<b>Speech Section of Earlywood Website (add shared drive)</b>	<b>1.2</b>	Updates Speech section of Earlywood website and shared speech drive to reflect current procedures and forms	Update the Speech section of the Earlywood Website to ensure staff information/assignments and forms are current	Makes little effort to update the website with current staffing information	Make no attempt to remove old information from website	
<b>Effectively Carries out Personnel Evaluation Procedures</b>	<b>1.3</b>	Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process	<p>Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate</p> <p>Visits all personnel with sufficient frequency to accurately assess performance</p>	<p>Evaluation procedures are not systematic or timely, and vary from the co-op evaluation plan</p> <p>Evaluations do not differentiate the performance of personnel</p>	Evaluations are incomplete, inaccurate and/or do not reflect staff performance	

			<p>Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data</p> <p>Uses evaluations to credibly differentiate the performance of personnel</p> <p>Follows processes and procedures outlined in the corporation evaluation plan for all staff members</p>	Evaluations across personnel are skewed toward the positive or negative extremes		
<b>SLP Assignments</b>	<b>1.4</b>	<p>Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision</p>	<p>Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports co-op goals</p> <p>Implements a system for accurately projecting caseloads/workloads for hiring and assignment purposes</p> <p>Always considers the best interest of the students, the co-op and local districts when making staff assignments</p> <p>Reacts promptly when assignment changes are needed</p> <p>Notifies appropriate personnel of staff assignment changes</p>	<p>Assignment of staff sometimes occurs without regard to staff qualifications, nature of the position, or best interest of the co-op or local district</p> <p>Does not promptly address assignment issues that may require a change</p> <p>Overlooks some of the co-op and district personnel in the notification on staff assignments</p>	<p>Assignment of personnel creates unnecessary difficulties for the co-op or districts</p> <p>Rarely addresses problems created by inappropriate assignments</p> <p>Rarely notifies appropriate district and co-op personnel regarding changes of assignment</p>	
<b>Clinical Fellow Supervision</b>	<b>1.6</b>	<p>Completes all skills inventories in a timely manner and completes direct/indirect supervision hours per ASHA guidelines and addresses areas for potential growth for each CF candidate.</p>	<p>Completes all skills inventories in a timely manner and completes direct/indirect supervision hours per ASHA guidelines.</p>	<p>Fails to complete supervision requirements of CF personnel per ASHA guidelines.</p>	<p>Unclear of ASHA CF Supervision Guidelines.</p>	

<b>Go Solutions Procedures</b>	1.7	Ensures that data entry has been entered quarterly and reports missing parent consent reports to speech therapists.	Ensures staff is trained in the system, shares data entry expectations, and checks quarterly to make sure data entry has occurred.	Shares data entry expectations but does not monitor its completion or missing parent consents/referrals.	Fails to communicate data entry due dates or monitor status parent consent.	
<b>Speech Committees</b>	1.8	Actively facilitates committee meetings and shares finished projects with the speech team.	Spearhead speech committees and promote collaborative discussion for needed changes to procedures and materials	Organizes committees but does not facilitate meetings or discussion for improved practices.	Committees do not meet.	
<b>Professional Development of the SLP Team</b>	1.9	<p>Provides learning opportunities to personnel aligned to professional needs and the strategic plan</p> <p>Monitors the impact of implemented learning opportunities on staff effectiveness</p> <p>Systematically provides opportunities for emerging leaders to distinguish themselves</p>	<p>Provides learning opportunities to personnel aligned to professional needs and the strategic plan</p> <p>Promotes, supports and encourages leadership and growth as evidenced by assigning selected personnel to leadership positions or learning opportunities</p>	Misses the opportunity to provide professional development to staff	<p>Meaningful staff development opportunities are non systematic or lacking in identified areas of need</p> <p>Creates unnecessary barriers to talent development</p>	

<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>Promotes Effective Use of Service Delivery Time</b>	<b>2.1</b>	Systematically monitors the use of work time to create innovative opportunities for increased professional effectiveness	Monitors service delivery schedules to maximize effort focused on instructing and/or supporting students  Ensures efficient service delivery by observing staff and providing recommendations for improvement	Sometimes fails to monitor service delivery schedules  Sometimes service delivery recommendations are not made when inefficiency occurs	Service delivery schedules are not monitored or recommendations are not provided to improve efficient use of time	
<b>Progress Monitoring</b>	<b>2.2</b>	Conducts Progress Monitoring audits and makes inquiries regarding reevaluations, when needed	Conducts Progress Monitoring audits three times a year	Conducts Progress Monitoring audits once a year	Fails to conduct Progress Monitoring audits	
<b>Evaluation Procedures (a)</b>	<b>2.4</b>	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.	
<b>Evaluation Procedures (b)</b>	<b>2.5</b>	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.	
<b>Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (a)</b>	<b>2.6</b>	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.	
<b>Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation</b>	<b>2.7</b>	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 the report.	
<b>Completes Existing Data Section of IEP</b>	<b>2.8</b>	Inputs the Summary of Performance and evaluation results into the Existing Data section of IIEP.	Uploads evaluation into IIEP and inputs evaluations information into the Existing Data portion of the present level of performance	Uploads evaluation into IIEP and inputs evaluations information into the Existing Data portion of the present level of performance	Does not upload evaluation into IIEP.	

<b>Promotes Rigor and Use of Data in IEP Development</b>	<b>2.9</b>	Reviews IEPs and provides meaningful feedback and examples of ideal content and rigor.	Reviews IEPs and provides meaningful feedback regarding content and rigor.	Reviews IEPs but doesn't provide meaningful feedback regarding IEP content and rigor.	Does not collaborate with team members when determining service recommendation.	
<b>Reviews Evaluations</b>	<b>2.10</b>	Reviews evaluations and provides meaningful feedback regarding content, format, and eligibility recommendations	Reviews evaluations and provides meaningful feedback regarding content and eligibility recommendations	Reviews evaluations but doesn't provide meaningful feedback regarding IEP content and rigor.	Does not review evaluations written by speech therapists.	
<b>Record Review</b>	<b>2.11</b>	Reviews student files and provides meaningful feedback regarding missing content and organization.	Reviews student files and provides therapists with feedback regarding content and organization	Review student files but doesn't provide meaningful feedback to therapist	Does not review student files	

### DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
<b>Advocates for Student Success</b>	<b>3.1</b>	Promotes the SLPs role in parent education regarding information pertinent to speech language through multiple modes of communication (website, see saw, blackboard)	Holds SLPs responsible for providing parent education regarding information pertinent to speech and language.	Inconsistently checks SLPs practice of parent education regarding information pertinent to speech and language.	Does not promote the practice of parent education.	
<b>Review Therapist Assistant Supervision</b>	<b>3.2</b>	Reviews staff SLP records reflecting the accurate implementation of IPLA Guidelines for Supervision.	Communicates IPLA Guidelines for Supervision to appropriate SLP/SLPA.	Fails to communicate IPLA Guidelines for Supervision to appropriate SLP/SLPA.	Actions indicate an unclear understanding of IPLA Guidelines for Supervision.	
<b>Contributes to the school, district, and/or co-op</b>	<b>3.3</b>	Plans and participates in Speech PLCs/committees either as presenter or participant.	Plans and facilitates Speech PLC opportunities.	Does not attend mandatory speech PLCs.	Fails to plan PLCs.	
<b>Advances professional skills &amp; knowledge</b>	<b>3.4</b>	Maintains licensure with ASHA/IDOE/IPLA.	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.	

**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	<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.	
2	<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.	
3	<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.	
4	<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 not performed the job in an ethical manner.	