

Speech-Language Pathologist Growth Rubric

Level 4 - Meets Level 3 and extends impact of the standard

Level 3 - Addresses the standard fully

Level 2 - Occasionally addresses the standard but not at Level 3

Level 1 - Rarely or never addresses the standard

Domain I: Planning

Standard 1: The SLP plans long term and short term goals that align with the Mississippi College and Career Readiness Standards

(216 licensed SLPs are not qualified to treat language, fluency or voice disorders. The rating of Domain I indicators for 216 licensed SLPs applies to the treatment planning of articulation disorders only.)

Evidence:

- Examples of objectives taught and materials used for articulation, language, voice, and/or fluency

Indicators

- 1.1 Demonstrates collaboration with the educational team to create curriculum based therapy plans that are observable and measurable and educationally relevant
- 1.2 Implements activities to incorporate academic curriculum into therapy
- 1.3 Prepares for therapy sessions by organizing materials and selecting/adapting materials, equipment and/or devices to meet students' needs
- 1.4 Chooses service delivery model(s) that meets the needs of individual students

Domain II: Assessments

Standard 2: The SLP participates in the team process of identifying students who may need assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services

(216 licensed SLPs are not qualified to provide assessment in the areas of language, fluency or voice. The rating of Domain II indicators for 216 licensed SLPs applies to articulation assessments only.)

Evidence:

Sample Caseload Files

Evidence in the caseload files provide the following assessment evidence:

- Multidisciplinary Evaluation Report
- Standard Assessment protocols
- Other assessment Data

Indicators

- 2.1 Administers, scores, analyzes, and interprets results of assessment protocols accurately and reports in a timely manner
- 2.2 Gathers case history information from a variety of sources
- 2.3 Utilizes appropriate assessment instruments that are the most current evidence-based, including both formal and informal assessments
- 2.4 Selects assessment instruments that are culturally and linguistically appropriate
- 2.5 Makes appropriate recommendations based on assessment results

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Domain II: Assessments

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Evidence:

Sample Caseload Files

Evidence in the caseload files provide the following assessment evidence:

- Multidisciplinary Evaluation Report (MDE)
- Standard Assessment protocols
- Other assessment Data

Indicators

2.6 Supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures and/or other educationally relevant measures that are aligned with academic standards of the setting

2.7 Makes referrals for other services when necessary (audiology, medical psychology, social and vocational services) **(Indicator 2.7 is only applicable to 215 licensed SLPs)**

Domain III: Instruction

Standard 3: The SLP uses delivery options efficiently and effectively and actively engages students in the learning process.

(216 licensed SLPs are not qualified to provide instruction in the areas of language, fluency or voice. The rating of Domain III indicators for 216 licensed SLPs applies to articulation instruction only.)

Evidence:

- Observations
- Student data sheets/daily student data
- Student homework/class folders

Indicators

3.1 Demonstrates efficient and effective service delivery and maximizes available time to promote students' progress

3.2 Develop activities to accommodate students' diverse learning styles

3.3 Uses instructional language that is consistent with the students' comprehension level

3.4 Uses evidence-based practice and theory related to the populations served

3.5 Develops culturally, linguistically, and developmentally appropriate learning activities

3.6 Uses differentiated teaching strategies to enhance students' participation and learning (e.g., pacing, presentation, feedback, redundancy, behavior management)

3.7 Develops strategies for students' successful participation in the classroom/curriculum

3.8 Includes student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant

3.9 Plans therapy strategies using evidence-based practice and theory related to the populations served

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Domain IV: Learning Environment

Standard 4: The SLP creates a positive learning environment for students and colleagues; promotes positive interpersonal relationships through open communication, honesty and respect; takes responsibility and conducts self in an ethical manner

Evidence

- Observations

Indicators

- 4.1 Organizes and uses available physical space, materials and resources
- 4.2 Begins class on time and uses appropriate pacing throughout
- 4.3 Establishes and states procedural expectations
- 4.4 Manages student behavior effectively and appropriately
- 4.5 Interacts with students and their families in a respectful manner and has a strong nurturing relationship with students
- 4.6 Proactively facilitates respectful relationships among students
- 4.7 Collaborates with colleagues to use supplementary resources and technology effectively and ensures students have access, support, and time to use classroom and school resources

Domain V: Professional Responsibilities

Standard 5: The SLP meets responsibilities and obligations to students on the caseload; keeps clear and comprehensive records and informs parents and teachers of students' progress; takes responsibility and conducts self in an ethical manner; provides guidance and leadership to school staff

Evidence:

Sample Caseload Files

Evidence in the caseload files provide the following evidence of professional responsibilities

- Individualized Education Plan
- Parent Permission documentation
- Referral to Placement documentation
- Dismissal Documentation

Other evidence of professional responsibilities

- Copy of schedule (including revised schedules throughout the year)
- Copy of student progress report
- Professional growth documentation
- Documentation of providing guidance and leadership to school staff and parents

Indicators

- 5.1 Collects, and interprets quantitative data to measure progress and to modify therapy as necessary
- 5.2 Designs a schedule that allows completion of all work activities in an efficient and effective manner
- 5.3 Meets school district requirements for timely and accurate record keeping

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Domain V: Professional Responsibilities

Standard 5: The SLP meets responsibilities and obligations to students on the caseload; keeps clear and comprehensive records and informs parents and teachers of students' progress; takes responsibility and conducts self in an ethical manner; provides guidance and leadership to school staff

Source of Information:

Sample Caseload Files

Evidence in the caseload files provide the following evidence of professional responsibilities

- Individualized Education Plan
- Parent Permission documentation
- Referral to Placement documentation
- Dismissal Documentation

Other evidence of professional responsibilities:

- Copy of schedule (including revised schedules throughout the year)
- Copy of student progress report
- Professional growth documentation
- Documentation of providing guidance and leadership to school staff and parents

Indicators

5.4 Prioritizes workload

5.5 Delivers services promptly

5.6 Maintains professionalism during interaction with others (e.g., teachers, parents, students, and colleagues)

5.7 Demonstrates excellent written and oral communication skills using correct grammar and enunciation

5.8 Provides information, counseling, and support to individuals, families, educational teams, and others regarding student's communication disorder

5.9 Complies with all state, federal and local regulatory policies relating to the education of children in a school setting

5.10 Maintains confidentiality

5.11 Respects needs and cultural values of others

5.12 Plans and executes own continuing education based on identified needs for ongoing professional growth

5.13 Responsive to suggestions and feedback

5.14 Complies with the approved Code of Ethics of the American Speech-Language-Hearing Association