

# SPEECH-LANGUAGE GROWTH RUBRIC

## Domain I: Lesson Design

**Standard 1:** Lessons are aligned to the Mississippi College- and Career-Readiness Standards and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning

*Evidence: Examples of objectives taught, and materials used for articulation, language, voice and/or fluency therapy • Individualized Education Program (IEP) • Therapy plans, logs or notes*

- 4**
- Therapy includes student learning outcomes and instructional activities that:
- are fully aligned to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals
  - demonstrate **proactive and consistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

- 3**
- Therapy includes student learning outcomes and instructional activities that:
- are **aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **and** students' long-/short-term learning goals
  - demonstrate **consistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

- 2**
- Therapy includes student learning outcomes and instructional activities that:
- are **partially aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals
  - Demonstrate **inconsistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

- 1**
- Therapy includes student learning outcomes and instructional activities that:
- are **not aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals
  - **do not demonstrate collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

**Standard 2:** Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities

*Evidence: Individualized Education Program (IEP), therapy plans, logs, or notes • Therapy data or student progress reports • Therapy materials or activities*

Therapy includes:

- effective scaffolding, coaching, and modeling through visual, verbal, and tactile supports **that are gradually removed when no longer needed**
- 4**
- student activities and tasks that are fully aligned to Individualized Education Program (IEP) goals and are **both rigorous and relevant**
  - activities that are **consistently** based on measurable and achievable Individualized Education Program (IEP) goals

Therapy includes:

- **effective** scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- 3**
- student activities and tasks that are **fully aligned** to IEP goals and are rigorous or relevant
  - activities based on measurable and achievable IEP goals

Therapy includes:

- **appropriate** scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- 2**
- **few** student activities and tasks that are aligned to IEP goals and are **rarely** rigorous or relevant
  - activities that are **inconsistently** based on measurable and achievable IEP goals

Therapy includes:

- **inadequate** scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- 1**
- student activities and tasks that are **misaligned** to the IEP goals and **are not** rigorous or relevant
  - activities that are **rarely** based on measurable and achievable IEP goals

## Domain II: Student Understanding

**Standard 3:** Uses multiple engaging therapy strategies resulting in student achievement of students' long- and short-term goal progress and/or mastery.

*Evidence: Individualized Education Program (IEP) • Therapy plans, logs or notes • Evidence of progress on students' long-/short-term goals • Observations made by teachers, the SLP, and/or administrator of students' application of speech/language therapy in various classroom activities • Therapy data or student progress reports*

- 4**
- Effectively collects and interprets quantitative data to measure progress and to modify therapy as necessary
  - Develops strategies for students' successful mastery of students' long-/short-term goals
  - **Consistently** plans therapy strategies using evidence-based practice and theory related to the population served
  - **Consistently collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

- 3**
- **Effectively** collects and interprets quantitative data to measure progress and **to modify therapy as necessary**
  - **Develops** strategies for student mastery of students' long-/short-term goals
  - Plans therapy strategies using evidence-based practice and theory related to the population served
  - **Collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

- 2**
- **Adequately** collects and interprets quantitative data to measure progress
  - **Inconsistently** develops strategies for mastery of students' long-/short-term goals
  - **Inconsistently** plans therapy strategies using evidence-based practice and theory related to the population served
  - **Inconsistently collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

- 1**
- **Inadequately** collects and interprets quantitative data to measure progress
  - **Rarely** develops strategies for mastery of students' long-/short-term goals
  - **Rarely or does not** plan therapy strategies using evidence-based practice and theory related to the population served
  - **Rarely or does not collaborate** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

**Standard 4:** Uses a variety of evidence-based service delivery models and therapy activities aligned with each student's individual needs

*Evidence: Individualized Education Program (IEP), therapy plans, logs, schedules or notes • Student engagement during therapy sessions • Examples of curriculum-based materials used for therapy • Therapy data or student progress reports*

- 4**
- Prepares for therapy sessions by organizing, selecting, or adapting materials, equipment and/or devices to meet **all** students' needs
  - Uses evidence-based service delivery models that meet the needs of **every** individual student
  - Implements differentiated teaching strategies to enhance **all** students' participation and learning

- 3**
- Prepares for therapy sessions by organizing, selecting or adapting materials, equipment or devices to meet **almost all** students' needs
  - Uses evidence-based service delivery models that meet the needs of **every** individual student
  - Implements differentiated teaching strategies to enhance **almost all** students' participation and learning

- 2**
- Prepares for therapy sessions by organizing, selecting or adapting materials, equipment or devices to meet **most** students' needs
  - Uses evidence-based service delivery models that meet the needs of **every** individual student
  - Implements differentiated teaching strategies to enhance **most** students' participation and learning

- 1**
- Preparation for therapy sessions **meets few** students' needs
  - Services delivery model **meets few** individual students' needs
  - Evidence-based practice and theory **are not** related to populations served
  - Differentiated teaching strategies implemented **do not enhance** student participation or learning

## Domain III: Culture and Learning Environment

**Standard 5:** Participates in the team process of identifying students who may need comprehensive assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services

*Evidence: Emails/call logs/notes to providers when making referrals • Reports which include assessment analysis and interpretation • SLP can verbally support the reason for test selection • Review of Multidisciplinary Evaluation Team process and documentation (referral to eligibility)*

- 4**
- Effectively administers, scores, interprets, and reports results of assessment protocols accurately
  - Effectively employs the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments
  - Consistently supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting
  - Consistently makes appropriate recommendations based on assessment results and involves teachers, families/guardians, **and students** in long-/short-term goal setting based on assessments
  - Consistently demonstrates effective written and oral communication skills in **all** correspondence and/or interactions
  - **215-Licensed SLPs Only:** Effectively **and consistently** refers for other services when necessary (audiology, medical psychology, social and vocational services)

- 3**
- **Effectively** administers, scores, interprets, and reports results of assessment protocols accurately and reports in a timely manner
  - **Effectively** employs the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments
  - **Consistently** supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting
  - **Consistently** makes appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments
  - **Consistently** demonstrates effective written and oral communication skills in **almost all** correspondence and/or interactions
  - **215-Licensed SLPs Only: Effectively** refers for other services when necessary (audiology, medical psychology, social and vocational services)

- 2**
- **Adequately** administers, scores, interprets, and reports results of assessment protocols
  - **Adequately** employs the most current assessment instruments that are culturally and linguistically appropriate for informal and formal assessments
  - **Inconsistently** supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting

- **Inconsistently** makes appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments
- **Inconsistently** demonstrates effective written and oral communication skills in **most** correspondence and/or interactions
- **215-Licensed SLPs Only: Adequately** makes appropriate recommendations and referrals for other services (audiology, medical psychology, social and vocational services)

1

- **Inadequately or inaccurately** administers, scores, interprets, and reports results of assessment protocols
- **Inadequately or does not** employ the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments
- **Rarely or does not** supplement standardized measures with classroom observations, curriculum based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting
- **Rarely or does not make** appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments
- **Rarely or does not** demonstrate effective written and oral communication skills
- **215-Licensed SLPs Only: Inadequately or inaccurately** makes appropriate recommendations and referrals for other services (audiology, medical psychology, social and vocational services)

## Standard 6: Manages therapy time and resources (including technology, when appropriate) that result in a positive and productive learning environment for students

*Evidence: Therapy plans, logs, or notes • Therapy schedule • Past PGS observation feedback and evidence of implementation • Physical environment supports the teaching/learning process*

4

- Effectively organizes and uses available physical space, materials, and resources
- Establishes and states procedural expectations and consistently maximizes available time to promote students' progress by always beginning therapy on time and using appropriate pacing throughout
- **Works with administrators and teachers** to consistently design a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

3

- **Effectively** organizes and uses available physical space, materials, and resources
- Establishes and states procedural expectations and **consistently** maximizes available time to promote students' progress by **always** beginning therapy on time and using appropriate pacing throughout
- **Consistently** designs a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

- **Adequately** organizes and uses available physical space, materials, and resources
- Establishes and states procedural expectations but **inconsistently** maximizes available time to promote students' progress with **occasional delays** in therapy time and/or appropriate pacing **only some of the time**
- **Inconsistently** designs a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

- **Inadequately** organizes and uses available physical space, materials, and resources
- **Rarely or does not** establish and state procedural expectations and **rarely** maximizes available time to promote students' progress with **frequent delays** in therapy time and/or **inappropriate** pacing
- **Rarely or does not** design a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

**Standard 7: Promotes positive interpersonal relationships with students through open communication, honesty, and respect**

*Evidence: Administrator direct observation • Past PGS observation feedback and evidence of implementation • Professional learning focused on age-appropriate, culturally and linguistically responsive teaching • Physical environment supports the teaching/learning process*

- Communicates respectfully with all students
- Provides **ample and** effective opportunities for peer learning and/or flexible grouping and **proactively** facilitates respectful relationships among students
- Demonstrates a strong positive relationship with **all** students and uses effective techniques to deescalate student behavior whenever appropriate
- **Promotes and models** age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement **across learning environments**

- Communicates respectfully with **all** students
- Provides **effective** opportunities for peer learning and/or flexible grouping **and** facilitates respectful relationships among students
- Demonstrates a strong positive relationship with **all** students and uses effective techniques to deescalate student behavior whenever appropriate
- **Effectively** employs age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement

- Communicates respectfully with students **with rare exceptions**
- Provides **adequate** opportunities for peer learning and/or flexible grouping **or** facilitates respectful relationships among students
- Demonstrates a positive relationship with **most** students and uses effective techniques to

deescalate student behavior

- **Adequately** employs age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement

**1**

- **Often communicates disrespectfully** with students
- **Rarely or never provides** opportunities for peer learning and/or flexible grouping **or does not** facilitate respectful relationships among students
- **Does not** demonstrate a strong positive relationship with students and/or **does not** use techniques to de-escalate students' behavior
- **Inadequately or does not** employ age-appropriate, culturally, or linguistically responsive teaching practices to foster student engagement

## Domain IV: Professional Responsibilities

**Standard 8:** Engages in professional learning and complies with the American Speech-Language-Hearing Association (ASHA) certification maintenance and state certification and licensing requirements

*Evidence: Administrator direct observation • Professional learning certificates • Professional growth documentation • MDE and ASHA certifications*

**4**

- Proactively seeks out, participates in, integrates, **and shares** professional learning to improve practice based on observer feedback and self-reflection
- Complies with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics
- **Promotes** and adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion
- Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements
- **Promotes understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities **among students, families, and professionals**

**3**

- Proactively seeks out, participates in, and integrates professional learning to improve practice based on observer feedback and self-reflection
- Complies with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics
- Adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion
- Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements



- Demonstrates **understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities

2

- Participates in and integrates **some** professional learning to improve practice based on observer feedback **and/or** self-reflection
- **Complies** with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics
- **Adheres** to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion **with oversight**
- Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements
- Demonstrates **limited understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities

1

- Rarely or does not participate in or integrates professional learning to improve practice based on observer feedback or self-reflection
- **Does not comply** with the approved Code of Ethics of the American Speech-Language-Hearing Association or the Mississippi Educator Code of Ethics
- **Occasionally does not adhere** to standards of professional practice regarding IEP compliance including IEP meeting organization, individual goal development, and paperwork completion
- **Violates** confidentiality of information
- **Does not** demonstrate understanding of Federal, State, and local policies/mandates

**Standard 9:** Collaborates with stakeholders to ensure a comprehensive approach to address student needs, including special education and general education colleagues, school staff, and families/guardians.

*Evidence: PLC involvement with general education teachers • Past PGS observation feedback and evidence of implementation • Sample(s) of educational handouts (i.e., carryover at home, techniques used in the classroom to support student's needs) to education professionals and parents • Documentation of providing guidance and leadership to school staff and parents*

4

- **Proactively initiates** collaboration with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods
- Partners with families or guardians **proactively** to coordinate learning between home and school
- Organizes and facilitates effective meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes
- **Initiates collaboration and provides training and support** to classroom teachers and administrators regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)
- **Includes students in meetings (as appropriate) to develop IEP goals, including behavior goals,**

**and encourages families/student to self-advocate**

**3**

- **Collaborates** with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods
- Provides information, counseling, and support to individuals, families, education teams, and others regarding student's communication disorder
- Organizes and facilitates **effective** meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes
- Collaborates with colleagues to ensure students have access, support, and time to use classroom and school resources including technology
- Collaborates with classroom teachers regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)

**2**

- **Rarely collaborates** with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods
- Provides information **per request** of families, education teams, and others regarding student's communication disorder
- Organizes and facilitates meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes
- **Rarely** collaborates with colleagues to ensure students have access, support, and time to use classroom and school resources including technology
- **Reactively** provides information to classroom teachers regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)

**1**

- **Minimally or does not** collaborate with administrators, general educators, related service providers, and paraprofessionals as required
- **Rarely or never** communicates with families/guardians
- **Rarely or never** collaborates with classroom teachers regarding language development or literacy skills

## RESOURCES

All forms are optional. Documentation of the observations, post-observation conferences, summative conferences and summative rating for each SLP/SA should be on file at each school/district.