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

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

**4**

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

**3**

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

**2**

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

**1**
<table>
<thead>
<tr>
<th>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</th>
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<tbody>
<tr>
<td><strong>Evidence:</strong> Individualized Education Program (IEP), therapy plans, logs, or notes • Therapy data or student progress reports • Therapy materials or activities</td>
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</table>

**Therapy includes:**
- effective scaffolding, coaching, and modeling through visual, verbal, and tactile supports that are gradually removed when no longer needed
- 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

**4**

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

**3**

**Therapy includes:**
- appropriate scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- 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

**2**

**Therapy includes:**
- inadequate scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- 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

**1**
### Domain II: Student Understanding

**Standard 3: 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*

- 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

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<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
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<td>4</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>Adequately collects and interprets quantitative data to measure progress. Inconsistently develops strategies for 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.</td>
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<td>2</td>
<td>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.</td>
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<tr>
<td>1</td>
<td>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.</td>
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</table>
• 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)

• 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

• 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

• 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
### 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

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<td><strong>2</strong></td>
<td>Adequately organizes and uses available physical space, materials, and resources • Establishes and states procedural expectations but <strong>inconsistently</strong> maximizes available time to promote students' progress with <strong>occasional delays</strong> in therapy time and/or appropriate pacing <strong>only some of the time</strong> • Inconsistently designs a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner</td>
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<tr>
<td><strong>1</strong></td>
<td>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 <strong>frequent delays</strong> in therapy time and/or <strong>inappropriate</strong> 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</td>
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- 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

- **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

- 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

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

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