



MISSISSIPPI EDUCATOR & ADMINISTRATOR
PROFESSIONAL GROWTH SYSTEM

SPEECH LANGUAGE PATHOLOGIST GROWTH RUBRIC
 Evidence Collection Sheet

NOTE: Enter the ratings for each standard into the spreadsheet located in your district's SharePoint folder. See PGS Speech Language Pathologist Growth Rubric for detail explanation of ratings.

LEGEND
 1 = Rarely or never addresses the standard
 2 = Occasionally addresses the standard but not at Level 3
 3 = Addresses the standard fully
 4 = Meets Level 3 and extends impact of the standard

Speech Language Pathologist Name	License Number (circle one)	Grade Levels	Time of Day
	215 OR 216		
Date of Pre-Observation Meeting	Date of Observation	Date of Post-Observation Meeting	
District & School	Observer Name or Signature		
Informal Observation	Formal Observation	Summative Observation	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1	

Standard	Collection of Evidence (Description)	Rating (1-4)
DOMAIN I: PLANNING		
1. The SLP plans long term and short-term goals that align with the Mississippi College and Career Readiness Standards.		
<small>(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.)</small>		
DOMAIN II: ASSESSMENTS		
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.		
<small>(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.)</small>		

DOMAIN III: INSTRUCTION

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.)

DOMAIN IV: LEARNING ENVIRONMENT

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.

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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; and provides guidance and leadership in school staff.

STRENGTHS

AREAS OF IMPROVEMENT