

## Readington Township School District Observation Rubric – Speech Language Specialist

### Domain 1: Planning and Preparation

Component	Ineffective	Partially Effective	Effective	Highly Effective
1a. Demonstrating knowledge and skill in the delivery of speech-language therapy practices	Speech-language specialist's plan and practice demonstrates little or no knowledge in the application of therapeutic services within a school-based program.	Speech-language specialist's plan and practice demonstrates basic knowledge and skill in the application of therapeutic services within a school-based program.	Speech-language specialist plan and practice demonstrates thorough knowledge and skill in the application of therapeutic services within a school-based program and the communication practices specific to the identified needs of the students receiving services.	Speech-language specialist's plan and practice demonstrates extensive knowledge and skill in the application of therapeutic services within a school-based program. The communication practices specific to identified needs of the students receiving services builds upon knowledge of best practices.
1b. Demonstrating knowledge of speech/language development	Speech-language specialist demonstrates little or no knowledge of speech/language development	Speech-language specialist demonstrates basic knowledge of speech/language development	Speech-language specialist demonstrates thorough knowledge of speech/language development	Speech-language specialist demonstrates extensive knowledge of speech/language development and knows variations of the typical patterns and sequences.
1c. Demonstrating knowledge of district, state, and federal regulations and guidelines for speech-language pathology	Speech-language specialist demonstrates little or no knowledge of governmental regulations and procedures.	Speech-language specialist demonstrates basic knowledge of governmental regulations and procedures	Speech-language specialist demonstrates thorough knowledge of governmental regulations and procedures as it relates to the provision of school-based services	Speech-language specialist's knowledge of governmental regulations and procedures are extensive; speech-language specialist takes a leadership role within the team in reviewing and revising district practices as they relate to therapeutic services within a school-based program.
1d. Demonstrating knowledge of resources, both within and beyond the school and district	Speech-language specialist demonstrates little or no knowledge of resources for students available through the school or district.	Speech-language specialist demonstrates basic knowledge of resources for students available through the school or district.	Speech-language specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Speech-language specialist demonstrates extensive knowledge of resources for students available through the school, the district, and outside the district and seeks the necessary resources as needed for the provision of service within a school-based program.
1e. Formulating a diagnostic plan for the therapy services to meet the needs of students in a school-based program	Planning consists of a random collection of unrelated activities, lacking coherence or an overall structure and does not link to overall goal(s)/benchmark(s).	Speech-language specialist's planned sessions have guiding objectives and, include a number of meaningful activities, but does not meet the overall goal(s)/benchmark(s) of the student(s) receiving services.	Speech-language specialist has developed planned sessions that include the diagnostically aligned activities that correspond to the identified goal(s)/benchmark(s) of the student(s) receiving services.	Speech-language specialist's planned sessions are coherent and effective supporting the identified students and facilitate generalization across educational or community settings.
1f. Effectively assess student progress	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.

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### Domain 2: The Environment

Component	Ineffective	Partially Effective	Effective	Highly Effective
2 a. Establishing rapport with students	Speech-language specialist interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	Speech-language specialist interactions are a mix of positive and negative; the speech-language specialist efforts at developing rapport are partially established.	Speech-language specialist interactions with students are positive and respectful; students appear comfortable in the evaluation and therapy setting.	Speech-language specialist interactions with the students are positive and respectful; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors: seeking out the speech-language specialist, cooperating during expected tasks, coming to scheduled therapy sessions independently, and/or completing homework assignments.
2b. Utilizing therapeutic time efficiently	Speech-language specialist has no organizational skills demonstrated by the inability to meet deadlines for evaluations and meetings, not providing therapy based on a set therapy schedule, and not completing paperwork in a timely manner.	Speech-language specialist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on a set therapy schedule, and completes some paperwork in a timely manner.	Speech-language specialist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set therapy schedule, and completes paperwork in a timely manner.	Speech-language specialist is organized and meets deadlines for evaluating students and conducting meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties that will assist in fulfilling the needs of students assigned to the caseload for services.
2c. Managing therapy procedures including instructional groups, materials/supplies, and transitions	Speech-language specialist does not group students based on age/communication needs, does not have materials/supplies prepared in advance, and does not transition in a timely manner. Poor transitioning results in ineffective use of therapy time.	Speech-language specialist does not consistently group students based on age/communication needs, does not consistently have materials/supplies prepared in advance, and does not consistently transition in a timely manner.	Speech-language specialist considers student needs in developing therapy groups based upon age/communication needs, has materials/supplies prepared in advance, and transitions in a timely manner.	Speech-language specialist groups students based on age, communication needs, has materials/supplies prepared in advance, and transitions in a timely manner. Students demonstrate an understanding of their goals by independently incorporating the skills derived from the therapy services.
2d. Establishing standards of conduct in therapy sessions	Speech-language specialist has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or therapy.	Speech-language specialist has clear rules of conduct in the evaluation and therapy session that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and therapy are only partially successful.	Speech-language specialist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and the efforts to monitor and correct negative student behavior are successful. Rules of conduct are posted and accessible to students.	Speech-language specialist has clear rules of conduct in the evaluation and therapy session that are consistently enforced and the efforts to monitor and correct negative student behavior are successful. Rules of conduct are accessible to students and discussed with the students. Students engage in self-monitoring of appropriate behavior.
2e. Organizing physical space for testing of students and providing therapy	The speech-language specialist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are not readily available.	The speech-language specialist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and therapy. The setting is not rearranged or modified to meet each student's individual needs.	The speech-language specialist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and therapy. The setting is rearranged or modified to meet each student's individual needs.	The speech-language specialist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and therapy. The setting is rearranged or modified to meet each student's individual needs. The speech-language specialist seeks out additional equipment, materials, and therapeutic resources to enhance student achievement of therapeutic goals.

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### Domain 3: Delivery of Service

Component	Ineffective	Partially Effective	Effective	Highly Effective
3a. Responding to referrals and evaluating student needs	The speech-language specialist fails to respond to a written referral upon receipt of the documentation within the mandated time frame.	The speech-language specialist responds to a written referral within the mandated time frame, but the response does not fully address the identified areas of concern listed in the referral. There are no clear explanations of planned interventions and/or assessment.	The speech-language specialist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessments, which have been aligned to the identified areas of need within the referral.	The speech-language specialist is proactive in responding to written referrals within the mandated time frame and completes the indicated assessments documented in the referral with clear explanations of the interventions/assessments that were provided. The speech-language specialist collaborates with all appropriate stakeholders involved with the student's educational program.
3b. Developing and implementing goals and benchmarks to maximize students' successes	The speech-language specialist fails to develop goals suitable for students, or goals are mismatched with the findings of assessments.	Speech-language specialist goals for students are only partially suitable for them or the alignment lacks connection with identified individual needs.	Speech-language specialist goals for students are diagnostically aligned with identified needs and individual goals are appropriately assessed in the student's educational plans.	Speech-language specialist develops comprehensive goals for students, finding ways to meet student needs and incorporate the diagnostically relevant interventions that correspond with assessment data. Student progress is documented to measure rate of progress and update goals as appropriate.
3c. Engaging students in therapeutic services	Therapy activities, materials, and groupings of students are inappropriate to meet the goals set for the student(s) involved in therapeutic services resulting in little to no student engagement.	Therapy activities, materials, and groupings of students are moderately appropriate to achieve the goals set for the student(s) involved in therapeutic services resulting in moderate student engagement.	Therapy activities, materials, and groupings of students are fully appropriate to achieve the goals set for the student(s) receiving services. Students are fully engaged and the therapy sessions illustrate a diagnostically aligned level of challenge to achieve the intended performance from the student.	Therapy activities, materials, and groupings of students are effective in achieving the therapy goals set for the student(s) involved in therapy. As applicable, the students are able to demonstrate independence in the execution of the therapeutic activities resulting in improved performance from the student.
3d. Collecting information and writing reports	Speech-language specialist neglects to gather relevant information on which to base therapy goals; reports are inaccurate or unsubstantiated.	Speech-language specialist gathers limited information on which to base therapy goals; reports are accurate, but lacking in clarity and only partially substantiated.	Speech-language specialist gathers sufficient information on which to base therapy goals; reports are accurate and substantiated.	Speech-language specialist is proactive in gathering relevant information, interviewing teachers and parents if necessary; reports are accurate, clearly written, and substantiated.
3e. Demonstrating flexibility and responsiveness	The speech-language specialist adheres to the IEP goals and benchmarks, in spite of evidence of its inadequacy. Minutes of service are not individualized to meet the student's needs.	The speech-language specialist makes modest changes in the interventions and documents the changes in the progress reports, but does not amend the IEP when confronted with evidence of the need for change. Student's needs are considered when assigning minutes of service.	The speech-language specialist amends the IEP when there is evidence of a need for change and makes revisions in the treatment program. Students' needs are monitored on an ongoing basis as a part of the determination of their needs for services.	The speech-language specialist amends the IEP when there is evidence of a need for a change in services. Revisions of therapy goals are coordinated with the student's demonstrated level of need and minutes of service are adjusted accordingly. Evidence-based practices are used to determine if adjustment in goals, benchmarks, and/or minutes of service are needed.

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### Domain 4: Professional Responsibilities

Component	Ineffective	Partially Effective	Effective	Highly Effective
4a. Reflecting on practice	The speech-language specialist does not reflect on practice, or the reflections are inaccurate or self-serving. The speech-language specialist is unable to identify any evidence-based practice to support therapeutic interventions.	The speech-language specialist reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. The speech-language specialist demonstrates a vague understanding of evidence-based practice and how it relates to their therapeutic interventions.	The speech-language specialist's reflection provides an accurate and objective description of practice, citing specific evidence. The speech-language specialist makes some specific suggestions as to how the therapy program might be improved through use of evidence-based practice.	The speech-language specialist's reflection is accurate and perceptive, citing specific examples. The speech-language specialist draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence-based practices.
4b. Maintaining an effective data management system	The speech-language specialist data management system is either nonexistent or inappropriate; it cannot be used to monitor student progress or to adjust therapeutic goals.	The speech-language specialist has developed a rudimentary or insufficient data management system for monitoring student progress and occasionally uses it to adjust therapeutic goals.	The speech-language specialist has developed an organized data management system for monitoring student progress and uses it to update therapeutic goals.	The speech-language specialist has developed an effective data management system for monitoring student progress across settings and uses it to update therapeutic goals. The speech-language specialist uses the system to communicate with stakeholders.
4c. Communicating with parents, staff, and administrators	The speech-language specialist is unavailable to stakeholders for questions and planning and does not provide background material when requested.	The speech-language specialist is available to stakeholders for questions and planning and provides background material when requested.	The speech-language specialist initiates contact with staff/administration to provide information pertaining to students and documents consultation/collaboration in progress notes and data collection. Parents are informed as needed.	The speech-language specialist seeks out staff/administration to provide information pertaining to students, solicits their perspectives on individual students, documents consultation and collaboration in progress notes and data collection. Parents are informed on an ongoing basis.
4d. Participating in a professional community	The speech-language specialist relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and/or projects.	The speech-language specialist relationships with colleagues are cordial, and they participate in school and district events and/or projects when requested.	The speech-language specialist participates in school and district events and/or projects and maintains positive and productive relationships with colleagues.	The speech-language specialist makes a substantial contribution to school and district events and/or projects and assumes a leadership role with colleagues.
4e. Growing and developing professionally	The speech-language specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. The speech-language specialist is resistant to feedback from supervisors or colleagues.	The speech-language specialist participates in professional development activities that are convenient or are required. The speech-language specialist accepts, with some reluctance, feedback from supervisors and colleagues.	The speech-language specialist seeks opportunities for professional development based on an individual assessment of need and shares expertise with others. The speech-language specialist welcomes feedback from supervisors and colleagues.	The SLS seeks out opportunities for professional development based upon individualized assessment of need and contributes to the professional development of others through such activities as workshops/staff development to colleagues. Additionally, the speech-language specialist seeks constructive feedback from supervisors and colleagues as appropriate in the pursuit of his/her ongoing professional growth.
4f. Showing professionalism	The speech-language specialist is not trustworthy or dependable in his/her interactions with colleagues, students and the public. The speech-language specialist fails to comply with school and district policies and practices. The speech-language specialist violates practices of confidentiality as defined by state and federal law.	The speech-language specialist is trustworthy and dependable in interactions with colleagues, students, and the public. The speech-language specialist complies minimally with school and district policies and practices. The speech-language specialist plays a moderate advocacy role for students, and does not violate practices of confidentiality.	The speech-language specialist displays high standards of honesty, integrity, and confidentiality in documentation and interactions with colleagues, students, and the school community. SLS advocates for students when needed. The speech-language specialist complies fully and voluntarily with school and district policies and practices and maintains confidentiality as required by state and federal law.	The speech-language specialist demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and sound therapeutically meaningful interactions with colleagues, students and the school community. The speech-language specialist consistently advocates for students and takes a leadership role with colleagues.