

Speech And Language Pathologist

Rubric ID = 8674

Domain 1: Classroom Environment / Speech				
Creating an Environment of Respect and Rapport				
Possible Evidence: background knowledge of student, personable conversations, positive classroom dynamics (having fun, laughing, smiling), age appropriate interactions, hallway connections, social contract/behavioral expectations, outside connections, sharing good things, positive student body language, risk free environment				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Classroom Interactions (Knowing and Connecting with Students)	The Speech and Language Pathologist's interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the Speech and Language Pathologist and/or one another.	Speech and Language Pathologist-student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students cultures. Students exhibit only minimal respect for the Speech and Language Pathologist and/or one another.	Speech and Language Pathologist-student interactions are mutually respectful. Such interactions are appropriate to developmental and cultural norms. Students exhibit role respect for the Speech and Language Pathologist and one another.	The Speech and Language Pathologist demonstrates genuine caring and respect for individual students including cultural norms. Students and Speech and Language Pathologist exhibit role respect and rapport with one another.
Managing Classroom Procedures				
Possible Evidence: classroom responsibility charts, student jobs, classroom expectations, established routines, classroom agenda, bell to bell engagement, lesson plans, smooth transition times				

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Management of Materials, Supplies, and Time (Maximize Instructional Time)	Materials are handled inefficiently. There is significant loss of instructional time. Transitions are inefficient.	Routines for handling materials and supplies function moderately well. Transitions are sometimes inefficient. There is loss of instructional time.	Routines for handling transitions, materials and supplies occur smoothly. There is little loss of instructional time.	Routines for handling transitions, materials and supplies are seamless, with students assuming some responsibility for efficient operation. Strategies to maximize instructional time are consistently utilized.
Managing Student Behavior				
Possible Evidence: Speech and Language Pathologist response to off task behavior, Speech and Language Pathologist response to inappropriate behavior, social contract/behavioral expectations, CKH students checking behavior, Speech and Language Pathologist response to positive behavior, reward system, verbal and non-verbal reminders				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Expectations, Monitoring, and Responding to Student Behavior (Classroom Management)	No standards of conduct appear to have been established or followed. The students are confused about the classroom expectations. The Speech and Language Pathologist frequently does not respond or responds inappropriately to conduct.	Standards of conduct appear to have been established for some situations. Some students seem to understand the expectations and follow them. The Speech and Language Pathologist does not respond or responds inappropriately to conduct.	Standards of conduct have been established and followed. Expectations of conduct are clear to students. Responses to inappropriate conduct is appropriate, successful, and respects the students' dignity.	Standards of conduct have been established for situations and are followed by students. Expectations appear to have been developed with student participation. Students help monitor their own and other students' behavior. Responses to inappropriate conduct is sensitive to

students' individual needs.

Holding High Expectations for All Learners

Possible Evidence: student questioning, active participation, current curriculum standards, students on task, essential questions/big ideas, extension activities

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Expectations for Learning and Achievement (High Student Learning Expectations)	The Speech and Language Pathologist conveys a negative attitude toward content. Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement. Little or no student engagement is evident.	The Speech and Language Pathologist communicates the importance of the work but with little conviction and only minimal apparent buy-in by students. Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement. Some student engagement is evident.	The Speech and Language Pathologist has genuine enthusiasm for the subject and students demonstrate consistent buy-in. Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement. Frequent student engagement is evident.	Both students and the Speech and Language Pathologist establish and maintain high expectations for the learning of all students, as evidenced by the quality of learning activities, interactions, and the classroom environment. Consistent student engagement is evident.

address multiple learning styles, students engaged at their appropriate level, level groups, differentiated questioning, leveled assignments/assessments, learning accommodations, multiple intelligences, alternative assignments/assessments, differentiated assignments, choice charts

Element	Ineffective	Minimally Effective	Effective	Highly Effective
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Differentiation for Individual Student Achievement (Differentiated Instruction)	The Speech and Language Pathologist rarely uses effective strategies and techniques for differentiating curriculum and instruction based on student needs.	The Speech and Language Pathologist occasionally uses effective strategies and techniques for differentiating curriculum and instruction based on student needs.	The Speech and Language Pathologist frequently uses effective strategies and techniques for differentiating curriculum and instruction based on student needs.	The Speech and Language Pathologist consistently uses successful strategies and techniques for differentiating curriculum and instruction based on student needs.
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Alignment to Curriculum

Possible Evidence: standard based assessments, current curriculum checklists, current curriculum standards, lesson plans, report cards

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Lesson/Unit Representation and Alignment to Curriculum (Curriculum Alignment)	Lesson/Unit goals are only loosely based on the district standards and benchmarks. The course of study leaves out many of the district curriculum requirements. Content is inappropriate and unclear.	Lesson/Unit goals are occasionally taken from the district standards and benchmarks. The course of study includes many of the district curriculum requirements, but not all. Content is inconsistent in quality.	The majority of lesson/unit goals are taken from the district standards and benchmarks. The course of study includes most course requirements as stated in the district curriculum. Content is consistent in quality.	Virtually all lesson/unit goals are taken from the district standards and benchmarks. The course of study includes all course requirements as stated in the district curriculum. Content is appropriate and linked well with students' knowledge and experience.

Possible Evidence: communicated objective (verbal or written), learning target, exit tickets, wrap up activity, KWL, Stars and Wishes, rubrics, real world connection

Element	Ineffective	Minimally Effective	Effective	Highly Effective
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Lesson Clarity and Communication (Lesson Objective)	Lesson goals are not shared with students.	Lesson goals are not clear to students, and/or they are not told how goal attainment will be measured.	Lesson goals are clearly communicated to students, and students are told how goal attainment will be measured.	Lesson goals are clearly communicated and made relevant to students, and it is clear to students how goal attainment will be measured.
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Designing Coherent Instruction

Possible Evidence: clear and engaging beginning and end of lesson, transitions, cooperative grouping, use of technology to enhance lesson, leveled grouping, gradual release model, discussion, questioning techniques, formative assessments, checking for understanding, lecture = age 5, brain breaks, essential questions/big ideas

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Lesson Design	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for students.

Possible Evidence: active participation, students asking relevant questions, students answering questions, on task, body language, active listening, note taking, relevant technology use, student motivation, group work, engaging scenario, experiments, literacy interventions

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Engaging Student in Learning (Student Engagement)	Few students are intellectually engaged or	Only minimal thinking done by students, allowing most to	Active intellectual engagement by most students	Virtually all students are intellectually engaged in

	interested. The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	be passive or merely compliant. The lesson or unit has a recognizable structure, although the structure is not maintained throughout. Most time allocations are reasonable.	with important and challenging content, and with Speech and Language Pathologist scaffolding to support that engagement. The lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.	challenging content, through well-designed learning tasks, and suitable scaffolding by the Speech and Language Pathologist. The lesson or unit structure is clear and allows for different pathways according to student need. Time allocations are reasonable and efficient.
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Using Assessment in Instruction

Possible Evidence: formative assessments, classroom discussion, classroom questioning, exit ticket, written response, check for understanding, think/pair/share, nonverbal cues, journaling

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Monitoring Student Learning (Check for Understanding)	Speech and Language Pathologist does not monitor student learning in the curriculum.	Speech and Language Pathologist monitors the progress of the class as a whole but elicits no individual student assessment/feedback. Speech and Language Pathologist's feedback is not timely and not consistent.	Speech and Language Pathologist monitors the progress of groups of students in the curriculum, making use of student assessment/feedback to elicit information. Speech and Language Pathologist's feedback to students is timely and consistent.	Speech and Language Pathologist actively and systematically elicits student assessment/feedback from individual students regarding their understanding and monitors the progress of individual students using multiple methods.

Modeling Thinking and Learning Strategies and Processes

Possible Evidence: exploration learning, comprehension/thinking strategies, Bloom's taxonomy, hands on learning, experiments, real world application/project based learning, thinking maps, problem solving application, research-based literacy strategies

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Thinking and Learning Strategies (Critical Thinking)	The Speech and Language Pathologist demonstrates limited knowledge of how to apply thinking and learning processes and strategies, and/or does not model or teach them, and/or does not require students to use them. Lower level thinking and learning processes characterize classroom instruction and assignments.	The Speech and Language Pathologist occasionally models thinking and learning processes and strategies, and/or does not help students apply these thinking processes and strategies.	The Speech and Language Pathologist frequently models a wide range of thinking and learning processes and strategies, and often helps students apply higher-level thinking processes and strategies. Speech and Language Pathologist questions include scaffolding and require students to use higher order thinking skills.	The Speech and Language Pathologist consistently and effectively models a wide range of thinking and learning processes and strategies, and consistently requires that students apply these thinking processes and strategies. The use of higher-level thinking and learning strategies are the classroom norm.

Demonstrating Content Knowledge and Pedagogical Skill

Possible Evidence: cooperative learning, learning centers, direct instruction, student conferencing, online interactive, peer instruction, lab/studio activities, discussion, student engagement, demonstration, guided practice, project based learning, Socratic Seminar, standardized testing strategies, Universal Design for Learning, service learning, differentiation

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Content Related Pedagogy (Use Multiple Instructional	The Speech and Language	The Speech and Language	The Speech and Language	The Speech and Language

Strategies)	Pathologist is unwilling, unable, or displays little understanding of the use of different pedagogical practices.	Pathologist infrequently uses multiple pedagogical practices.	Pathologist frequently uses multiple pedagogical practices.	Pathologist consistently and successfully uses multiple pedagogical practices.
Possible Evidence: connection to prior knowledge, appropriate assessments, questioning, discussing, big Ideas/essential questions, engaging scenarios, thematic units, lecture, outcomes, learning target, knowledge of current curriculum standards, multidisciplinary connections				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Knowledge of Content and Prerequisite Relationships (Content Knowledge and Connections)	The Speech and Language Pathologist consistently makes content errors. The Speech and Language Pathologist does not consistently correct content errors students make. The Speech and Language Pathologist displays little understanding of prerequisite knowledge important for student learning of the content.	The Speech and Language Pathologist displays some content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. The Speech and Language Pathologist indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	The Speech Language Pathologist displays solid content knowledge and makes connections with other parts of the discipline and other disciplines. The Speech and Language Pathologist's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	The Speech and Language Pathologist displays extensive content knowledge and makes connections with the discipline and other disciplines. The Speech and Language Pathologist actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.

Domain 2: Professional Responsibilities

Contributing to the School and District

Possible Evidence: collaborative, positive attitude, social interaction, staff events, mentoring, technology support, learning communities, friendly, approachable, relational with all staff, subject/department leadership, sharing professional development, peer coaching, sharing ideas

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Relationships with Colleagues	The Speech and Language Pathologists relationships with colleagues are negative or self-serving.	The Speech and Language Pathologist maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues. The Speech and Language Pathologist maintains an open mind and participates in team or departmental decision-making.	Support and cooperation characterize relationships with colleagues. Speech and Language Pathologist takes initiative with others and is highly respected role model among colleagues. The Speech and Language Pathologist maintains an open mind and participates in team or departmental decision-making.

Possible Evidence: school/district committee membership/participation, staff events, educational pilots, attendance at student events, volunteering at student events, coaching, advising, before/after school help for students, lunch tutoring, department chair, leading professional development, community involvement, mentor, grant writing

Element	Ineffective	Minimally Effective	Effective	Highly Effective
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Participation in School and District (School/District Involvement)	The Speech and Language Pathologist avoids becoming involved in school and district.	The Speech and Language Pathologist participates in school/district events/initiatives only when asked/suggested.	The Speech and Language Pathologist volunteers to participate in school/district events/initiatives, making contributions.	The Speech and Language Pathologist volunteers to participate in school/district events/initiatives, making multiple and substantial contributions.
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Communicating with Families

Possible Evidence: progress reports, newsletters, phone calls, emails, letters/notes home, personal interactions, weekly updates, websites, social media, promotional items, accurate records, updated grades, student growth updates, contact log

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Communication with Families (Communicate Student Information)	The Speech and Language Pathologist makes no attempt to communicate with families in the instructional program and seldom works with families to develop interventions that will address problems or challenges related to student learning, behavior, or progress, and/or is ineffective in doing so. The Speech and Language Pathologists maintenance of student information is in disarray.	The Speech and Language Pathologist makes modest and inconsistently successful attempts to communicate with families in the instructional program. The Speech and Language Pathologist occasionally works with families and/or parents to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The Speech and Language Pathologist's	The Speech and Language Pathologists efforts to communicate with families in the instructional program are successful and regular. The Speech and Language Pathologist usually works well with families to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The Speech and Language Pathologist's maintenance of student information is accurate and	The Speech and Language Pathologists efforts to communicate with families in the instructional program are successful and frequent. The Speech and Language Pathologist is consistently proactive in working with families to develop interventions that will address problems or challenges related to student learning, behavior, and progress. The Speech and Language Pathologist's maintenance of student

		maintenance of student information is frequently out of date or unused.	frequently up to date.	information is accurate and up to date
Professional Behavior				
Possible Evidence: staff interactions, student interactions, community interactions, respectful of others opinions, early interventions, role model, professional attire, follows school rules, CKH strategies/philosophy, follow school policies, staff checking behaviors				
Element	Ineffective	Minimally Effective	Effective	Highly Effective
Professionalism (Professional Attributes)	Speech and Language Pathologist displays dishonesty in interactions with colleagues, students, and the public with no regard for confidentiality. Speech and Language Pathologist rarely follows building/district policies. Speech and Language Pathologist is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.	Speech and Language Pathologist is honest in interactions with colleagues, students, and the public with some regard for confidentiality. Speech and Language Pathologist occasionally follows building/district policies. Speech and Language Pathologist's attempts to serve students are inconsistent. The Speech and Language Pathologist does not knowingly contribute to some students being ill-served by the school.	Speech and Language Pathologist is honest in interactions with colleagues, students, and the public with regard for confidentiality. Speech and Language Pathologist consistently follows building/district policies. Speech and Language Pathologist is active in serving students, working to insure that all students receive a fair opportunity to succeed.	Speech and Language Pathologist can be counted on to hold high standards of honesty and integrity in interactions with colleagues, students, and the public with high regard for confidentiality. Speech and Language Pathologist is highly consistent in following building/district policies. Speech and Language Pathologist is highly proactive in serving students.

Possible Evidence: online resource, conferences/training, professional readings, professional associations, book clubs, social networking, learning new technology, continuing education classes

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Enhancement of Content Knowledge and Pedagogical Skill (Professional Development)	The Speech and Language Pathologist does not participate in, or does not engage in, professional development activities to enhance knowledge or skill.	The Speech and Language Pathologist occasionally participates in professional development activities to enhance knowledge or skill when they are offered.	The Speech and Language Pathologist actively engages in professional development. The Speech and Language Pathologist views the improvement of his/her content knowledge and pedagogical skill as a professional responsibility and seeks out opportunities to improve.	The Speech and Language Pathologist actively engages in professional development. The Speech and Language Pathologist often seeks out opportunities for professional development to enhance content knowledge and pedagogical skill above and beyond district expectations.

Responding to Formative and Summative Assessment Data

Possible Evidence: summative assessment data, formative assessment data, standardized assessment data, local assessment data, surveys, reflection form, altering lesson plans, altering instruction, reflections on data with colleagues, colleague classroom observations, learning community reflection

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Evaluate Effectiveness of Instruction (Reflection on Instruction)	Teaching techniques and strategies do not change in response to student data. The Speech and Language Pathologist is unwilling to	Teaching techniques and strategies change occasionally in response to student data. Instructional reflection is based on one	Teaching techniques and strategies change frequently in response to student data. Instructional reflection is based on at least two data	Teaching techniques and strategies change consistently in response to student data making students more successful. Instructional

	reflect on his/her instruction.	data source. The Speech and Language Pathologist inaccurately reflects on his/her instruction.	sources. The Speech and Language Pathologist accurately reflects on his/her instruction.	reflection is based on multiple data sources. The Speech and Language Pathologist accurately reflects on his/her instruction.
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Domain 3: Professional Growth

Development toward Professional Growth Plan/Goals

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Speech and Language Pathologists goals	Minimal attempt or no attempt made to meet goals.	Some attempts made to meet goals.	Attempts clearly made to meet goals.	Met goal(s) or made significant attempts to meet goals.

Domain 4: Student Growth Data

Goal is to use triangulated data (state, local, other standardized)

Monitors and Demonstrates Increase in Student Achievement

Element	Ineffective	Minimally Effective	Effective	Highly Effective
Student Growth Data	59% or below demonstrate growth	60%-69% demonstrate growth	70%-89% demonstrated growth	90% and above demonstrated growth