Staff: _____   **Supervisor:** _____

Position: _____   **Date Completed:** _____

Rubrics for Self-Assessment
Instructional Support Services: Speech and Language Pathology
Domain 1 – Planning and Preparation

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Assessment ☐ N/A: (rationale required)	Consistently uses and interprets a variety of formal and informal assessments to evaluate and monitor student needs and chooses them to address referral questions with sensitivity to students' developmental level and cultural and linguistic background. Takes an individualized flexible approach to assessment based on student needs and responses. Consistently collects data and integrates assessment results to inform others in the planning and development of appropriate interventions/strategies. Consistently communicates assessment results prior to the IEP team meeting to a variety of audiences in a useful, sensitive, and culturally appropriate manner.	Consistently uses and interprets a variety of formal and informal assessments to evaluate and monitor student needs and chooses them to address referral questions with sensitivity to students' developmental level and cultural and linguistic background. Consistently collects data and integrates assessment results to inform others in the planning and development of appropriate interventions/strategies. Consistently communicates assessment results to a variety of audiences in a useful, sensitive, and culturally appropriate manner.	Occasionally uses and interprets a variety of formal and informal assessments to evaluate and monitor student needs and chooses them to address referral questions with sensitivity to students' developmental level and cultural and linguistic background. Occasionally collects data and integrates assessment results to inform others in the planning and development of appropriate interventions/strategies. Occasionally communicates assessment results to a variety of audiences in a useful, sensitive, and culturally appropriate manner.	Infrequently uses and interprets a variety of formal and informal assessments to evaluate and monitor student needs and chooses them to address referral questions with sensitivity to students' developmental level and cultural and linguistic background. Infrequently collects data and integrates assessment results to inform others in the planning and development of appropriate interventions/strategies. Infrequently communicates assessment results to a variety of audiences in a useful, sensitive, and culturally appropriate manner.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Resource Utilization ☐ N/A: (rationale required)	Consistently researches and uses a variety of materials, technology, and/or equipment to remove barriers to learning to promote active student participation.	Consistently uses a variety of materials, technology, and/or equipment to remove barriers to learning to promote active student participation.	Occasionally uses a variety of materials, technology, and/or equipment to remove barriers to learning to promote active student participation.	Infrequently uses a variety of materials, technology, and/or equipment to remove barriers to learning to promote active student participation.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Establishes Goals/ Recommendations for Services Appropriate to the Setting and Students Served ☐ N/A: (rationale required)	Consistently develops goals/recommendations appropriate to the school and students, developed following consultation with others and relevant assessments of student factors and shares that information with staff and/or parents.	Consistently develops goals/recommendations appropriate to the school and students, developed following consultation with others and relevant assessments of student factors.	Occasionally develops goals/recommendations appropriate to the school and students, developed following consultation with others and relevant assessments of student factors.	Infrequently develops goals/recommendations appropriate to the school and students, developed following consultation with others and relevant assessments of student factors.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Assessment Tools ☐ N/A: (rationale required)	Consistently researches and educates self on current research-based assessment tools, and uses this knowledge to consistently update assessment practices.	Consistently educates self on current research-based assessment tools, and uses this knowledge to consistently update assessment practices.	Occasionally educates self on current research-based assessment tools, and uses this knowledge to occasionally update assessment practices.	Infrequently educates self on current research based assessment tools, and uses this knowledge to infrequently update assessment practices.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Community Resources ☐ N/A: (rationale required)	Consistently researches, identifies and shares with parents, staff and students the available community resources to improve student participation/ learning. Consistently assumes a leadership role as the liaison between the school, family, and community therapy resources for students on caseload.	Consistently identifies and shares with parents, staff and students the available community resources to improve student participation/ learning. Consistently serves as a liaison between the school, family, and community therapy resources for students on caseload.	Occasionally identifies and shares with parents, staff and students the available community resources to improve student participation/ learning. Occasionally serves as a liaison between the school, family, and community therapy resources for students on caseload.	Infrequently identifies and shares with parents, staff and students the available community resources to improve student participation/ learning. Infrequently serves as a liaison between the school, family, and community therapy resources for students on caseload.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Service Documentation ☐ N/A: (rationale required)	Consistently, accurately and continuously submits appropriate records and service documentation as required by the organization.	Consistently submits appropriate records and service documentation as required by the organization.	Occasionally submits appropriate records and service documentation as required by the organization.	Infrequently submits appropriate records and service documentation as required by the organization.

Comments:

Domain 2 – Professional Practice

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Direct Service Support ☐ N/A: (rationale required)	Consistently provides SLP services as outlined in IEP's that are influenced by the most current research/practice and philosophies. Services shall include data collection, regular reporting of student progress, and a range of services, such as individual, group, and/or whole classroom. Consistently provides leadership with accurate knowledge of child development, diagnosis and prognosis to student, parents, and staff as needed.	Consistently provides SLP services as outlined in IEP's. Services shall include data collection, regular reporting of student progress, and a range of services, such as individual, group, and/or whole classroom. Consistently provides accurate knowledge of child development, diagnosis and prognosis to students, parents, and staff as needed.	Occasionally provides SLP services as outlined in IEP's, Services shall include data collection, regular reporting of student progress, and a range of services, such as individual, group, and/or whole classroom. Occasionally provides knowledge of child development, diagnosis and prognosis to students, parents, and staff as needed.	Infrequently SLP services as outlined in IEP's. Services shall include data collection, regular reporting of student progress, and a range of services, such as individual, group, and/or whole classroom. Infrequently provides knowledge of child development, diagnosis and prognosis to student, parents, and staff as needed.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Problem Solving ☐ N/A: (rationale required)	Consistently initiates and participates in problem solving teams to remove barriers to learning and promote student achievement. Consistently communicates knowledge of impact of students' speech/ language functioning on achievement.	Consistently participates in problem solving teams to remove barriers to learning and promote student achievement. Consistently communicates knowledge of impact of students' speech/ language functioning on achievement.	Occasionally participates in problem solving teams to remove barriers to learning and promote student achievement. Occasionally communicates knowledge of impact of students' speech/language functioning on achievement.	Infrequently participates in problem solving teams to remove barriers to learning and promote student achievement. Infrequently communicates knowledge of impact of students' speech/language functioning on achievement.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Data Based Decision Making ☐ N/A: (rationale required)	Consistently practices and models for others the making of educational decisions for students based on data from valid and reliable techniques implemented with fidelity, including appropriate data collection regarding the use of equipment, technology, and specific treatment techniques.	Consistently practices the making of educational decisions for students based on data from valid and reliable techniques implemented with fidelity, including appropriate data collection regarding the use of equipment, technology, and specific treatment techniques.	Occasionally practices the making of educational decisions for students based on data from valid and reliable techniques implemented with fidelity, including appropriate data collection regarding the use of equipment, technology, and specific treatment techniques.	Infrequently practices the making of educational decisions for students based on data from valid and reliable techniques implemented with fidelity, including appropriate data collection regarding the use of equipment, technology, and specific treatment techniques.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Instruction to Professional Staff and Other Adult Learners ☐ N/A: (rationale required)	Consistently assesses professional staff/adult learner needs in relation to student needs and develops and implements presentations, materials, resources for use by staff/ adult learners to promote student engagement, positive behavior and student achievement. Exhibits a willingness to share best practices strategies, relevant information and how it impacts student learning and engagement via demonstrations through modeling and/or training.	Consistently assesses professional staff/adult learner needs in relation to student needs and develops and implements presentations, materials, resources for use by staff/ adult learners to promote student engagement, positive behavior and student achievement.	Occasionally assesses professional staff/adult learner needs in relation to student needs and develops and implements presentations, materials, resources for use by staff/ adult learners to promote student engagement, positive behavior and student achievement.	Infrequently assesses professional staff/adult learner needs in relation to student needs and develops and implements presentations, materials, resources for use by staff/ adult learners to promote student engagement, positive behavior and student achievement.

Comments:

AREA	
-Job Specific Responsibilities	
Comments:	

Domain 3 – Professional Growth

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Reflects on Practice for Continuous Improvement ☐ N/A: (rationale required)	Reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some students and/or districts. Draws on an extensive repertoire to suggest alternative strategies.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the delivery of services might be improved.	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Does not reflect on practice or the reflections are inaccurate or subjective.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Engages in Goal Directed Professional Development ☐ N/A: (rationale required)	Actively pursues PD that is aligned to individual professional needs and is aligned with the needs of the district or students. PD opportunities connect to best practice and staff makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Actively pursues PD that is aligned to individual professional needs based on an individual assessment of need and is connect to best practice.	Participates in PD activities limited to those that are convenient or are required.	Does not participate in PD activities, even when activities are needed for skill development.

Comments:

Domain 4 – Professional Responsibilities

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Oral Communication ☐ N/A: (rationale required)	Consistently speaks positively and constructively in discussions with colleagues, families and students. Communication is cordial and non-threatening and productive. Communications reflect sensitive to the specific situation Empowers others to communicate effectively.	Often speaks positively and constructively in discussions with colleagues, families and students. Communication is cordial and non-threatening and productive.	Sometimes speaks positively or constructively in discussions with colleagues, families and students.	Infrequently speaks positively and constructively in discussions with colleagues, families and students.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Written Communication ☐ N/A: (rationale required)	Communications are consistently comprehensive, accurate, well written, timely, and always convey technical information in a clear, concise manner and are written to allow a layperson/parent to understand the contents and implications. These communications assist others in planning and implementing strategies for students.	Communications are often comprehensive, accurate, well written, timely, and consistently convey technical information in a clear, concise manner and are written to allow a layperson/ parent to understand the contents and implications.	Communications are sometimes comprehensive, accurate, well written, timely, and inconsistently convey technical information in a clear, concise manner and are written to allow a layperson/parent to understand the contents and implications.	Communications are infrequently comprehensive, accurate, well written, timely, and do not convey technical information in a clear, concise manner and are written to allow a layperson/parent to understand the contents and implications.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Consultation ☐ N/A: (rationale required)	Consistently develops effective consultative and collaborative relationships to provide education, support, training, and student evaluations to improve student achievement. Is instrumental in organizing collaborative partnerships with school and community personnel to remove barriers to learning and student success.	Consistently develops effective consultative and collaborative relationships to provide education, support, training, and student evaluations to improve student achievement.	Occasionally develops consultative and collaborative relationships to provide education, support, training, and student evaluations to improve student growth.	Infrequently develops consultative and collaborative relationships to provide education, support, training, and student evaluations to improve student growth.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Collaboration ☐ N/A: (rationale required)	Consistently collaborates with others to reflect, problem solve, share new experiences and ideas, seek and give feedback to improve the profession. Assumes a leadership role as appropriate.	Often collaborates with others to reflect, problem solve, share new experiences and ideas, seek and give feedback to improve the profession.	Sometimes collaborates with others to reflect, problem solve, share new experiences and ideas, seek and give feedback to improve the profession.	Infrequently collaborates with others to reflect, problem solve, share new experiences and ideas, seek and give feedback to improve the profession. Relationships with colleagues are negative and self-serving, avoids being involved in school and district projects.

Comments:

AREA	HIGHLY EFFECTIVE	EFFECTIVE	MINIMALLY EFFECTIVE	INEFFECTIVE
-Adheres to regulations/guidelines *- Application of best practice* ☐ N/A: (rationale required)	Routinely demonstrates personal integrity and maintains professional and ethical standards appropriate to professional discipline. Routinely applies knowledge of theories and best practices appropriate to professional discipline. Maintains confidentiality with respect to oral and written communication and with records.	Typically demonstrates personal integrity and maintains professional and ethical standards appropriate to professional discipline. Typically applies knowledge of theories and best practices appropriate to professional discipline. Maintains confidentiality with respect to oral and written communication and with records.	Inconsistently demonstrates personal integrity and maintains professional and ethical standards appropriate to professional discipline. Inconsistently applies knowledge of theories and best practices appropriate to professional discipline. Maintains confidentiality with respect to oral and written communication and with records.	Rarely demonstrates personal integrity and maintains professional and ethical standards appropriate to professional discipline. Rarely applies knowledge of theories and best practices appropriate to professional discipline. Inconsistently maintains confidentiality with respect to oral and written communication and with records.

Comments: