

**CCSD SPEECH LANGUAGE PATHOLOGISTS EVALUATION SYSTEM  
PERFORMANCE RUBRIC WITH EXAMPLES OF EVIDENCE**

**DIAGNOSTIC EVALUATION AND INTERPRETATION (DEI):** *The SLP makes decisions about evaluating and diagnosing speech-language disorders that demonstrate a deep understanding of communication development and its impact on student achievement.*

**STANDARD ELEMENT 1 (DEI1):** Selects appropriate tests and administers according to established procedures and test manual instructions.

**NOT EVIDENT:** There is no evidence that the SLP considered available student data when developing a diagnostic battery.

**EMERGING:** There is evidence that the SLP uses available student data to develop and administer a diagnostic battery that helps to identify the student's strengths and weaknesses.

**PROFICIENT:** There is evidence that the SLP consistently uses available student data to develop and administer a diagnostic battery, that includes extension testing in order to identify a student's strengths and weaknesses.

- Does not select a test battery with regard for student data
- Does not include a variety of contexts in language sample
- Does not include a complete narrative assessment in the evaluation when indicated
- Does not use tests recommended by team, Lead SLP or diagnostician
- Does not conduct observations of students when needed for diagnostic information

- Independently selects some appropriate tests with consideration for student data and relevant factors.
- Familiarizes self with test administration guidelines in the manual prior to the evaluation.
- Accurately administers the battery and consistently scores tests accurately.
- Includes informal measures such as language samples and teacher checklists in the evaluation.
- Administers additional assessments in areas of suspected weakness.
- Seeks/accepts guidance from others regarding selection of formal/informal measures.

- Independently selects a comprehensive assessment battery with consideration for all relevant factors.
- Efficiently and accurately administers the battery and consistently scores tests accurately.
- Includes informal measures such as language samples and teacher checklists in the evaluation.
- Adapts to needs of student during testing sessions.
- Administers additional assessments in areas of suspected weakness.
- Actively seeks and utilizes new assessment instruments.
- Serves as a resource for SLPs and other professionals.

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**DIAGNOSTIC EVALUATION AND INTERPRETATION (DEI):** *The SLP makes decisions about evaluating and diagnosing speech-language disorders that demonstrate a deep understanding of communication development and its impact on student achievement.*

**STANDARD ELEMENT 2 (DEI2):** Analyzes and interprets diagnostic information to identify speech-language disorders.

**NOT EVIDENT:** There is insufficient evidence that the SLP considers the available diagnostic information in the determination of a speech-language disorder.

- Relies primarily on test scores without considering other relevant data to determine if a disorder exists.
- Does not address incongruencies noted on evaluation report between test data and SLP's interpretation.
- Misinterprets information from other sources.
- Does not adequately and consistently consider the educational impact and developmental appropriateness of differences in determining communication disorders.

**EMERGING:** There is evidence that the SLP uses some diagnostic information to determine the presence of a speech-language disorder and its educational impact on the student.

- Consistently uses information obtained from all sources to make differential diagnoses.
- Establishes a specific and reasonable therapy plan that includes long term goals and measurable short-term objectives based on grade level standards.
- Identifies the educational impact of the disorder.
- Summarizes information on eligibility report and IEP appropriately.
- Develops goals and objectives based on present levels of performance.
- Makes appropriate referrals to other professionals within the district.

**PROFICIENT:** There is evidence that the SLP consistently synthesizes a variety of evaluative information to identify a speech language disorder and its educational impact..

- Collaborates with other school professionals involved in the diagnostic process (psychologist, educational diagnostician, etc).
- Seeks additional information from various resources (web, journals, recognized experts) when confronted with unusual cases.
- Serves as a resource to other professionals and colleagues in the decision-making process.

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**CLASSROOM ENVIRONMENT STANDARD (CE):** *The SLP creates a safe, productive, collaborative and inviting learning environment that fosters a sense of personal responsibility to ensure that students maximize learning.*

**STANDARD ELEMENT 1 (CE1):** Clear behavior and learning expectations are set and communicated to students and parents.

**NOT EVIDENT:** There is no evidence that the SLP establishes rules and procedures to support a positive and productive learning environment. The SLP does not adequately monitor students and/or respond to inappropriate behavior.

**EMERGING:** There is evidence that the SLP establishes rules and procedures that set clear behavioral and learning expectations, however these are not consistently enforced or communicated to students and parents.

**PROFICIENT:** There is evidence that the SLP establishes classroom rules and procedures that result in a positive and productive learning environment. These are consistently enforced and communicated to both students and parents.

- Does not consistently demonstrate or model respect and acceptance in interactions with students (e.g., use of sarcasm, limited interactions with individual students, inappropriate classroom management techniques/discipline, excessively loud voice)
- Provides a physical environment with components that may be a safety hazard or limit access for some students (e.g., arrangement of furniture)
- Fails to use practices to enhance acceptance of all students (e.g., teacher directed activities with limited opportunity for students to learn from and about classmates)
- Does not monitor student activities
- Does not respond to inappropriate student behavior in productive ways
- Does not have classroom/school rules/procedures posted in the classroom

- Establishes, implements, and maintains a behavior management plan in compliance with school and District policies and procedures.
- Provides close supervision of students.
- Develops effective and efficient therapy routines and procedures.
- Demonstrates effective management of student behaviors.
- Responds appropriately to stressful and/or disciplinary situations during therapy.
- Relates individual learning expectations to students.
- Makes referrals to school administration and/or guidance department when appropriate.
- Organizes classroom to ensure a safe academic and physical environment.
- Takes all reasonable measures to protect students' health and safety.

- Consistently maintains appropriate and effective management of student behavior in the therapy room.
- Communicates instructional goals, high expectations and examples of acceptable student work frequently and clearly to students and parents.
- Ascertains that students are clearly aware of the purpose of therapy and can state learning goals when appropriate.

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<p><b>CLASSROOM ENVIRONMENT STANDARD (CE):</b> <i>The SLP creates a safe, productive, collaborative and inviting learning environment that fosters a sense of personal responsibility to ensure that students maximize learning.</i></p>		
<p><b>STANDARD ELEMENT 2 (CE2):</b> Respect is displayed and modeled towards students and others.</p>		
<p><b>NOT EVIDENT:</b> There is evidence that the SLP demonstrates lack of respect toward students, staff or parents.</p>	<p><b>EMERGING:</b> There is evidence that the SLP inconsistently demonstrates respect toward students, staff, and parents.</p>	<p><b>PROFICIENT:</b> There is evidence that the SLP consistently demonstrates respect toward students, staff and parents and fosters a climate of mutual respect and acceptance among students.</p>
<ul style="list-style-type: none"> <li>• Exhibits behaviors that demonstrate a lack of acceptance of students as unique learners</li> <li>• Marginalizes some students or groups of students or allows them to be marginalized by other students</li> <li>• Does not display student work in the classroom or beyond in a manner that acknowledges achievement (e.g., no student work on display or all student work is displayed without regard to quality)</li> <li>• Does not provide positive verbal and/or non-verbal reinforcement or recognition of student achievement</li> <li>• Does not promote or model active listening when working with students</li> <li>• Does not demonstrate respectful behavior to others</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with students and others in a respectful manner</li> <li>• Seeks to ensure timely transfer of information between school and parents.</li> <li>• Considers cultural differences when addressing students and parents.</li> <li>• Provides constructive feedback to improve student learning and behavior.</li> <li>• Offers praise and positive reinforcement consistently, even for small gains</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages students to participate in setting expectations and monitoring behavior.</li> <li>• Organizes tasks for group work with students assuming responsibility for productivity</li> <li>• Uses cultural characteristics, experiences, and perspectives of diverse students to create culturally rich lessons</li> <li>• Provides feedback to students that is specific and promotes changes in behavior and learning.</li> <li>• Promotes acceptance of individual differences among students</li> </ul>

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<p><b><i>ASSESSMENT, PLANNING AND INTERVENTION STANDARD (API): The SLP develops and implements treatment plans based on assessment data that demonstrate knowledge of research-based interventions, the Georgia Performance Standards and individual student needs.</i></b></p>		
<p><b>STANDARD ELEMENT 1 (API1): Structures therapy sessions and uses instructional time effectively.</b></p>		
<p><b>NOT EVIDENT:</b> There is no evidence that a structured routine is implemented during therapy sessions and as a result, instructional time is minimized.</p>	<p><b>EMERGING:</b> There is evidence that therapy sessions have an established structure and routine to maximize instructional time; however SLP provides limited guidance to students</p>	<p><b>PROFICIENT:</b> There is evidence that therapy sessions have an established structure and routine to maximize instructional time and this is communicated to students.</p>
<ul style="list-style-type: none"> <li>• Provides minimal opportunities to students to respond and/or practice skills</li> <li>• Spends instructional time searching for materials</li> <li>• Lacks a defined structure to therapy sessions.</li> <li>• Does not provide direction to students regarding content/activities of session.</li> </ul>	<ul style="list-style-type: none"> <li>• Structures therapy sessions and designs activities to address student objectives.</li> <li>• Provides sufficient opportunities for students to practice skills.</li> <li>• Places therapy materials to be readily available during therapy.</li> <li>• Adheres to schedule - starts and ends sessions on time.</li> <li>• Schedules therapy according to IEP program summary.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures students receive maximum opportunities to practice skills.</li> <li>• Prompts students take responsibility for self monitoring responses.</li> <li>• Ensures students understand and follow the routine</li> <li>• Posts session routine (for example- visual schedule, list of activities)</li> <li>• States focus of session and provides activities that build for transfer</li> <li>• Demonstrates evidence of broad knowledge-base of effective therapy techniques and strategies.</li> <li>• Capitalizes on teachable moments.</li> <li>• Demonstrates flexibility in unforeseen circumstances.</li> </ul>

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**ASSESSMENT, PLANNING AND INTERVENTION STANDARD (API):** *The SLP develops and implements treatment plans based on assessment data that demonstrate knowledge of research-based interventions, the Georgia Performance Standards and individual student needs.*

**STANDARD ELEMENT 2 (API2):** **Chooses materials and evidence-based strategies appropriate to stated objectives and student age/grade level.**

**NOT EVIDENT:** There is no evidence that the teacher is using research-based instructional strategies or appropriate materials to engage students in learning.

**EMERGING:** There is evidence that the SLP uses appropriate materials and some research-based practices in therapy resulting in some positive impact on student learning.

**PROFICIENT:** There is evidence that the SLP consistently uses therapeutic materials and interventions that reflect research-based practices, and as a result, students are engaged in learning.

- Does not use motivating strategies that engage students in learning
- Does not provide opportunities for choice or student decision-making, but instead regulates all aspects of therapy
- Does not use research-based strategies
- Explains content in one way only
- Provides no logical purpose for selected strategies
- Teaches all students in the same way, not adapting lessons for students needs
- Ignores students' attempts to contribute prior knowledge or experience
- Does not use appropriate therapy materials

- Utilizes available resources for therapy, such as News 2 You, MindWing materials, Scholastic Scope, children's literature.
- Differentiates instruction as needed.
- Selects materials and activities that are motivating to students.
- Targets specific IEP objectives with activities selected.
- Utilizes available technology, such as AAC devices, switches, auditory trainers, smart boards.
- Uses evidence-based strategies to address student objectives
- Sometimes chooses materials or activities that may not be appropriate to age/developmental level of students

- Seeks out programs and therapy approaches to address difficult situations.
- Creates and shares materials/ideas for addressing specific therapy needs.
- Demonstrates expertise in use of speech-language department initiatives such as Boardmaker, MindWing materials, etc.
- Demonstrates expertise in use of PICASSO, and other instructional support tools.
- Consistently uses a variety of appropriate materials and effective, evidence-based therapy techniques.
- Integrates technology with therapy strategies, including AT devices, etc.

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<p><b><i>ASSESSMENT, PLANNING AND INTERVENTION STANDARD (T): The SLP develops and implements treatment plans based on assessment data that demonstrate knowledge of research-based interventions, the Georgia Performance Standards and individual student needs.</i></b></p>		
<p><b>STANDARD ELEMENT 1 (API3): SLP uses an organizing framework for developing IEPs and lesson plans.</b></p>		
<p><b>NOT EVIDENT:</b> There is no evidence that the SLP is using an organizing framework to identify student strengths and weaknesses, select IEP objectives or write lesson plans.</p>	<p><b>EMERGING:</b> Task – There is some evidence that the SLP uses an organizing framework for identifying student strengths and weaknesses, selecting IEP goals and writing lesson plans; SLP may need assistance in selecting objectives to target or activities to address the objectives.</p>	<p><b>PROFICIENT:</b> There is evidence that the SLP uses an organizing framework for identifying student strengths and weaknesses, selecting IEP goals and objectives and writing lesson plans.</p>
<ul style="list-style-type: none"> <li>• Does not use an organizing framework to develop IEPs or lesson plans</li> <li>• Does not include necessary information in the Current Functioning of the IEP</li> <li>• Omits critical information in lesson plans, i.e.: activity description, goals or materials</li> <li>• Does not develop appropriate objectives to address weaknesses</li> <li>• Does not include baseline data in IEPs</li> <li>• Does not modify objectives from previous years</li> </ul>	<ul style="list-style-type: none"> <li>• Develops goals and objectives from a developmental or researched hierarchy.</li> <li>• Usually develops goals and objectives based on the student's Current Functioning in IEP, addressing students' identified weaknesses.</li> <li>• Uses data from previous therapy to set mastery criteria for goals and objectives.</li> <li>• Indicates baseline data in IEP objectives most of the time</li> <li>• Modifies goals and objectives to address individual needs and current functioning</li> <li>• Usually chooses therapy activities that are based on evidence or research</li> <li>• Includes clearly stated objectives and activities in lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Selects goals and objectives that are based on developmental hierarchy and student needs</li> <li>• Aligns IEP objectives to GPS</li> <li>• Selects research or evidence-based activities to address IEP objectives</li> <li>• Uses information on students' strengths to address their needs in therapy</li> <li>• Develops comprehensive lesson plans that include all necessary components</li> </ul>

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***ASSESSMENT, PLANNING AND INTERVENTION STANDARD (API): The SLP develops and implements treatment plans based on assessment data that demonstrate knowledge of research-based interventions, the Georgia Performance Standards and individual student needs.***

**STANDARD ELEMENT 4 (API4): Regularly implements ongoing assessment and data collection to design effective treatment plans.**

**NOT EVIDENT: There is no evidence that the SLP is using a data collection system that can be linked to treatment plans**

**EMERGING: There is evidence that the SLP collects and uses data to some extent in developing treatment plans**

**PROFICIENT: There is evidence that the SLP consistently uses a systematic data collection process and utilizes it to make decisions about therapy**

- Does not systematically collect data.
- Does not organize and record data in a meaningful way.
- Does not link recorded data to specific objectives.
- Cannot explain inconsistencies in data
- Collects data inaccurately; for example, marking a response correct without indicating prompts or supports used
- Ignores current data in developing lesson plans

- Collects data systematically
- Consistently uses data to monitor progress on goals and objectives.
- Interprets data for others if it appears unclear.
- Interprets data to plan for instruction.
- Maintains data system throughout the year.
- Usually uses data to develop Present Levels of Performance and Goals/Objectives in IEPs.
- Usually recognizes when strategies are ineffective and makes modifications to insure student success.
- Challenges students to improve.

- Collects and organizes data in a systematic way.
- Makes data available to students to monitor their own progress.
- Shares data with classroom teachers on a regular basis to assist with instructional planning.
- Adjusts therapy based on student need, performance factors and data.
- Shares data in a clear, concise way with parents and others.
- Uses data to select appropriate evidence-based interventions.



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<p><b>PROGRAM MANAGEMENT STANDARD (PM):</b> <i>The SLP creates a system of program management that results in appropriate scheduling, regular communication with parents and staff and adherence to Speech-Language Department initiatives.</i></p>		
<p><b>STANDARD ELEMENT 1 (PM1):</b> Schedules caseload and workload appropriately.</p>		
<p><b>NOT EVIDENT:</b> There is no evidence that the SLP has developed a schedule that takes into account student needs, workload responsibilities and school schedule.</p>	<p><b>EMERGING:</b> There is evidence that the SLP has developed a schedule collaboratively with the school staff, but it may not balance caseload and workload responsibilities.</p>	<p><b>PROFICIENT:</b> There is evidence that the SLP works collaboratively with the school staff to develop a schedule with regard to student needs, school schedule, and departmental expectations.</p>
<ul style="list-style-type: none"> <li>• Does not post schedule or make available on request.</li> <li>• Does not balance caseload and workload responsibilities on schedule.</li> <li>• Does not follow schedule.</li> <li>• Does not take into account staff and student needs when developing schedule.</li> <li>• Does not complete IEPs, Progress Reports, Medicaid documentation, etc. as scheduled to meet timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules therapy to reflect IEPs and individual student needs.</li> <li>• Usually follows posted schedule.</li> <li>• Consistently maintains caseload information for Medicaid and documents services according to guidelines.</li> <li>• Reflects workload and caseload responsibilities on schedule.</li> <li>• Schedules IEPs according to district guidelines.</li> <li>• Schedules IEP conferences with regard to other participants' schedules.</li> <li>• Prepares for and participates in required Speech-Language Department meetings.</li> <li>• Provides schedule to administrators and lead as directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates, implements, and follows through with various non-classroom activities which impact the entire school and support the SIP, mission statement, and beliefs.</li> <li>• Consistently stays ahead of workload, planning, reports, etc.</li> <li>• Actively seeks input from coworkers to schedule students and workload.</li> <li>• Collaborates with other teachers to provide services to students.</li> <li>• Plans for expected absences and provides opportunities to make up missed time with students if needed.</li> </ul>

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<p><b>PROGRAM MANAGEMENT STANDARD (PM):</b> <i>The SLP creates a system of program management that results in appropriate scheduling, regular communication with parents and staff and adherence to Speech-Language Department initiatives.</i></p>		
<p><b>STANDARD ELEMENT 2 (PM2):</b> Communication with parents and staff is conducted in a professional manner and with appropriate frequency.</p>		
<p><b>NOT EVIDENT:</b> There is no evidence that the SLP establishes and maintains communication with parents and staff with regard to student performance.</p>	<p><b>EMERGING:</b> There is some evidence that the SLP regularly communicates with parents and staff regarding student performance.</p>	<p><b>PROFICIENT:</b> There is evidence that the SLP has established a system for effective communication that serves to keep parents and staff informed about student performance</p>
<ul style="list-style-type: none"> <li>• Does not maintain a documentation of parent communication (Phone Log, emails, etc).</li> <li>• Does not share student goals and progress with teachers.</li> <li>• Provides confusing and inaccurate information about student performance.</li> <li>• Becomes confused or defensive when asked questions or when frustrated.</li> <li>• Has difficulty describing the speech – language services available.</li> <li>• Disregards parent/teacher input at meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts parent conferences/IEPs in a professional manner.</li> <li>• Adjusts communication so that listeners have clear understanding of the information being presented.</li> <li>• Marginally participates in RTI process</li> <li>• Demonstrates effective listening, writing and speaking skills in a variety of settings.</li> <li>• Informs parents when IEP amendment is required to meet students’ changing needs.</li> <li>• Evidence of some communication between school and home, but is not regular or consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates and documents frequent formal and informal communication with parents.</li> <li>• Consistently provides multiple venues for communication with parents regarding students’ progress toward goals and objectives.</li> <li>• Uses available technologies to facilitate communication.</li> <li>• Provides information and resources to parents and staff.</li> <li>• Maintains a blog or webpage on the school server.</li> <li>• Develops and consistently maintains a system for ongoing school-to-home communication.</li> <li>• Actively participates in RTI process.</li> </ul>

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**PROGRAM MANAGEMENT STANDARD (PM):** *The SLP creates a system of program management that results in appropriate scheduling, regular communication with parents and staff and adherence to Speech-Language Department initiatives.*

**STANDARD ELEMENT 3 (PM3):** Promotes the Speech Language Disorders Program.

<b>NOT EVIDENT:</b> There is insufficient evidence that the SLP promotes the Speech Language Disorders Program.	<b>EMERGING:</b> There is some evidence that the SLP promotes the Speech Language Disorders Program and serves as a resource to the school in the area of communication skills.	<b>PROFICIENT:</b> The SLP actively promotes the Speech Language Disorders Program in the school community and serves as a resource to the school in the area of communication skills and their impact on learning.
<ul style="list-style-type: none"> <li>• Does not provide information regarding the Speech-Language Program to the school community.</li> <li>• Does not provide an In-Service to the faculty.</li> <li>• Has difficulty clearly describing the speech language program at their school.</li> <li>• Makes negative statements regarding the speech language program.</li> <li>• Does not always advocate for students with disabilities.</li> <li>• Presents a negative and unprofessional attitude in challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates for students with disabilities</li> <li>• Shares best practices with others.</li> <li>• Models professional demeanor in challenging situations.</li> <li>• Fosters teamwork and a cooperative working environment with co-workers and staff.</li> <li>• Promotes the responsible use of materials and equipment.</li> <li>• Provides information regarding the Speech Language Program to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors less experienced SLPs</li> <li>• Documents, shares, and presents successful therapy strategies and techniques to classroom teachers and other SLPs to facilitate student achievement.</li> <li>• Recognized by staff and peers alike as one of the finest instructional leaders in the school.</li> <li>• Maintains membership in professional organizations.</li> <li>• Is a resource to the school in the area of communication development in children.</li> <li>• Provides In-Services to faculty to promote understanding of speech and language disorders and services provided by the SLP.</li> <li>• Viewed as a resource by staff and other SLPs.</li> </ul>