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| Domain 1: Planning and Preparation | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 1a: Demonstrating knowledge and skill in the specialist area: holding the relevant certificate or license.  . | Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. | Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. | Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. |
| Evidence | | | | |
| 1b: Establishing goals for the therapy program appropriate to the setting and the students served. | Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Specialist’s goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. | Specialist’s goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Specialist’s goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administers and teachers. |
| Evidence | | | | |
| 1c: Demonstrating knowledge of district, state, and federal regulations and guidelines. | Specialist demonstrates little or no knowledge of special education laws and procedures. | Specialist demonstrates basic knowledge of special education laws and procedures. | Specialist demonstrates thorough knowledge of special education laws and procedures. | Specialist’s knowledge of special education laws and procedures is extensive; specialist takes a leadership role in revising district policies. |
| Evidence | | | | |

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| Domain 1: Planning and Preparation | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district. | Specialist demonstrates little or no knowledge of resources for students available through the school or district. | Specialist demonstrates basic knowledge of resources for students available through the school or district. | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| Evidence | | | | |
| 1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students. | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with broader goals. | Specialist has developed a plan that includes the important aspects of work in the setting. | Specialist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program. |
| Evidence | | | | |
| 1f: Developing a plan to evaluate the therapy program | Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Specialist has a rudimentary plan to evaluate the therapy program. | Specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |
| Evidence | | | | |

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| **Domain 2: The Environment** | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 2a: Establishing rapport with students. | Specialist’s interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center. | Specialist’s interactions are a mix of positive and negative; the specialist’s efforts at developing rapport are partially successful. | Specialist’s interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. | Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. |
| Evidence | | | | |
| 2b: Organizing time effectively. | Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Specialist’s time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. |
| Evidence | | | | |
| 2c: Establishing and maintaining clear procedures for referrals. | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. | Specialist has established procedures for referrals, but the details are not always clear. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. |
| Evidence | | | | |

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| **Domain 2: The Environment** | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 2d: Establishing standards of conduct in the therapy center. | No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. | Standards of conduct appear to have been established for the testing and therapy center. Specialist’s attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | Standards of conduct have been established for the testing and therapy center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established for the testing and therapy center. Specialist’s monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. |
| Evidence | | | | |
| 2e: Organizing physical space for testing of students and providing therapy. | The testing and therapy center is disorganized and poorly suited to working with students. Materials are usually available. | The testing and therapy center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The testing and therapy center is well organized; materials are available when needed. | The testing and therapy center is highly organized and is inviting to students. Materials are convenient when needed. |
| Evidence | | | | |

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| **Domain 3: Delivery Of Service** | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 3a: Responding to referrals and evaluating student needs. | Specialist fails to respond to referrals or makes hasty assessments of student needs. | Specialist responds to referrals when pressed and makes adequate assessments of student needs. | Specialist responds to referrals and makes thorough assessments of student needs. | Specialist is proactive in responding to referrals and makes highly competent assessments of student needs. |
| Evidence | | | | |
| 3b: Developing and implementing treatment plans to maximize students’ success. | Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. | Specialist’s plans for students are partially suitable for them or sporadically aligned with identified needs. | Specialist’s plans for students are suitable for them and are aligned with identified needs. | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |
| Evidence | | | | |
| 3c: Communicating with families. | Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. | Specialist’s communications with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. |
| Evidence | | | | |

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| **Domain 3: Delivery Of Service** | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 3d: Collecting information; writing reports. | Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. |
| Evidence | | | | |
| 3e: Demonstrating flexibility and responsiveness | Specialist adheres to the plan or program, in spite of evidence of its inadequacy. | Specialist makes modest changes in the treatment program when confronted with evidence of the need for change. | Specialist makes revisions in the treatment program when they are needed. | Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. |
| Evidence | | | | |

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| **Domain 4: Professional Responsibilities** | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 4a: Reflecting on practice. | Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. | Specialist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. | Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | Specialist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies. |
| Evidence | | | | |
| 4b: Collaborating with teachers and administrators. | Specialist is not available to staff for questions and planning and declines to provide background material when requested. | Specialist is available to staff for questions and planning and provides background material when requested. | Specialist initiates contact with teachers and administrator to confer regarding individual cases. | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| Evidence | | | | |
| 4c: Maintaining an effective data management system.  . | Specialist’s data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. | Specialist has developed a rudimentary data management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Specialist has developed an effective data management system for monitoring student progress and uses it to adjust treatment when needed. | Specialist has developed a highly effective data management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. |
| Evidence | | | | |

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| **Domain 4: Professional Responsibilities** | | | | |
| **Component** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| 4d: Engaging in professional development. | Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Specialist’s participation in professional developmental activities is limited to those that are convenient or are required. | Specialist seeks out opportunities for professional development based on an individual assessment of need. | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| Evidence | | | | |
| 4e: Showing professionalism, including integrity, advocacy, and maintaining confidentiality. | Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed. | Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. |
| Evidence | | | | |

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| **Scoring Rubric**  The Components in each Domain will be rated on a scale of 1 to 4 (Unsatisfactory equals one, Needs Improvement equals two, Proficient equals three and Excellent equals four). The Component scores, within each Domain, are then averaged. The average Domain score is then multiplied by the percentage value for that Domain. This is the Domain Scaled Score. The four Domain Scaled Scores are added together to produce the overall rating.  An overall rating of “**Excellent**” is attained by scoring an average of **3.50-4.00**.  An overall rating of “**Proficient**” is attained by scoring an average of **2.50-3.49**.  An overall rating of “**Needs Improvement**” is attained by scoring an average of **1.50-2.49**.  An overall rating of “**Unsatisfactory**” is attained by scoring an average of **1.00-1.49**. | | | | |
| Domain 1 | Raw Score | Average Score | 3.67 x 20% = 0.734 | Domain 1 Scaled Score |
| 1a | 3 | 22÷6 = 3.67 | **0.734** |
| 1b | 3 |
| 1c | 4 |
| 1d | 4 |
| 1e | 4 |
| 1f | 4 |
| Domain 2 | Raw Score | Average Score | 3.2 x 25% = 0.8 | Domain 2 Scaled Score |
| 2a | 4 | 16÷5 = 3.2 | **0.8** |
| 2b | 3 |
| 2c | 3 |
| 2d | 3 |
| 2e | 3 |
| Domain 3 | Raw Score | Average Score | 2.80 x 35% = 0.98 | Domain 3 Scaled Score |
| 3a | 2 | 14÷5 = 2.80 | **0.98** |
| 3b | 2 |
| 3c | 4 |
| 3d | 3 |
| 3e | 3 |
| Domain 4 | Raw Score | Average Score | 3.17 x 20% = 0.634 | Domain 4 Scaled Score |
| 4a | 3 | 19÷6 = 3.17 | **0.634** |
| 4b | 4 |
| 4c | 4 |
| 4d | 4 |
| 4e | 4 |
|  |  |  |  | Total Scaled Score | Overall Summative Rating |
|  |  |  |  | **3.148** | **Proficient** |

The Speech and Language Pathologist’s signature below should not be construed to mean that he/she necessarily agrees with the contents of the summative evaluation, only that they have been discussed. A Speech and Language Pathologist may submit additional comments to the written evaluation if he/she so desires. All written evaluations and the Speech and Language Pathologist’s comments are to be placed in the Speech and Language Pathologist’s personnel file. The immediate supervisor shall sign the response acknowledging that he/she read the material. A copy of the response shall be provided to the immediate supervisor.

Teacher Date

Evaluator Date