



NEE

Network for Educator Effectiveness
College of Education
University of Missouri

Speech-Language Pathologist Scoring Rubric

Standard 1 – Professional growth. Demonstrates professional knowledge in the subject area of speech-language pathology and related areas (e.g., literacy) through continuing education or participation in high-quality professional development (HQPD – “High-quality” refers to structured, research-based practices delivered by the content expert). (PACE #1)

0 – No evidence of participation in professional development (PD). (Minimal PD, such as reading a book on one’s own, would qualify as a 1.)

2 – Participates in PD that is inconsistent or moderate in quantity and quality (e.g., sitting in on building-wide PD, but not actively participating.)

4 – Participates in substantial HQPD (e.g., attending a class, supervising others, conducting a book study with others), or provides evidence of recently having passed an ASHA-approved exam in SLP.

Standard 2 – Provides services that are compliant with state and federal regulations for children with Individualized Education Programs (IEPs). (PACE #3)

0 – Noncompliance. IEP goals and services are not appropriate or relevant to student needs and are not aligned with Missouri Learning Standards. IEPs do not pass DESE review and are not completed within legal timelines. Few or no appropriate forms are used. Information is not shared with team members.

2 – Partial compliance. Some IEPs, but not all, include goals and services appropriate or relevant to student needs and are aligned with Missouri Learning Standards. Some IEPs, but not all, pass DESE review and are completed within legal timelines. Some appropriate forms are used. Some information is shared with team members.

4 – Full compliance. All IEP goals and services are appropriate or relevant to student needs and are fully aligned with Missouri Learning Standards. IEPs pass DESE review and are completed within legal timelines and fully compliant with local, state, and federal policies. All appropriate forms are used. All information is shared with team members.

Standard 3 – Conducts comprehensive evaluations for students who may be experiencing a variety of communication disorders. (PACE #4)

0 – Does not use appropriate assessments or misinterprets results of assessments in the evaluation of students with communication disorders. Provides only one or two pieces of evaluation evidence on most students.

2 – Uses appropriate assessments or correctly interprets results of assessments in evaluations for 50% of students with communication disorders or uses half the expected forms of assessments. These include standardized tests, input from families and other school personnel, observation notes, informal assessments, and evidence of classroom performance. Provides at least a few pieces of evidence for most students.

4 – All case files include appropriate assessments. All evaluations include a full array of assessments. All recommendations are based on accurate interpretation of assessments.

Standard 4 – Provides appropriate and educationally relevant services reflecting evidenced-based practices. (PACE #5)

0 – Does not use a variety of appropriate services and activities for the stated communication disorder.

2 – Service delivery is somewhat varied for some students. Frequency and location of speech-language support services are appropriate to 50% of students’ individual needs.

4 – Service delivery is appropriately varied for all students. Uses appropriate variation in frequency and location of speech-language support services relevant to all students’ individual needs.

Standard 5 – Demonstrates collaboration with the school community (classroom teachers and other professionals). (PACE #6)

0 – No evidence of collaboration with teachers and other professionals.

2 – Some evidence of moderate collaboration with teachers. There is occasional collaboration, but no systematic program of collaboration.

4 – Strong evidence of ongoing, consistent collaboration with teachers and other professionals without clearly missed opportunities.

Standard 6 – Demonstrates collaboration with families. (PACE #7)

0 – No evidence of providing opportunities for parent involvement in services.

2 – Some evidence of moderate parent involvement, such as asking parents for input on IEP goals, scheduling parent meetings, developing home-based materials, and ongoing parent communication logs.

4 – Strong evidence of ongoing, consistent parent involvement without clearly missed opportunities.

Standard 7 – Contributes to various building or district initiatives. (PACE #9)

0 – Does not contribute to building or district initiatives.

2 – Participates in building or district initiatives about half of the time. Participates, but could participate at a higher level. Misses opportunities. Evidence may include being on committees, RTI activities, materials or presentations provided to staff, etc.

4 – Participates strongly in building or district initiatives and is a substantive contributor to initiatives.

Standard 8 – Contributes to student learning.

0 – No evidence of student learning is provided.

2 – Some evidence of student learning is provided for some students. Evidence may include quarterly probes, benchmark data, student performance samples, etc.

4 – Clear evidence of student learning is provided.

This document is aligned with the Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE) produced by the American Speech-Language-Hearing Association (ASHA). See Appendix A of the PACE manual.

Additional Measures of Performance:

1. **Student survey** – The Student Survey may be used with SLPs if their caseload is sufficient (i.e., at least ten students complete the survey).
2. **Observation** – PACE Performance Standard #2 – *provides appropriate educationally relevant services reflecting evidenced-based practices* – is measured through observation. According to ASHA’s PACE document, observation of therapy should be conducted by a professional familiar with communication disorders and treatment, preferably a certified SLP.
 - a. **Indicator 1.1 – Displays and communicates content knowledge and academic language** – from the Teacher Evaluation Rubric should be applied to all SLPs.
 - b. In addition, some NEE member districts have made the decision to apply all, or most, of their prioritized indicators used with classroom teachers to SLPs as well. These include:
 - i. **Indicator 1.2 – Cognitively engages students in subject**
 - ii. **Indicator 4.1 – Uses instructional strategies leading to student problem-solving and critical thinking**
 - iii. **Indicator 5.3b – Establishes secure teacher-child relationships**
 - iv. **Indicator 7.4 – Monitors effect of instruction on individual and class learning**
 - v. **Indicator 4.2 – Appropriately uses instructional resources to enhance student learning**
 - vi. **Indicator 5.2 – Manages time, space, transitions, and activities** (used primarily with new teachers)



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