



**Speech and Language Pathologist Rubric - Essential Element 1
 for Practitioners with Permanent Status**

Essential Element 1	<p>Not Meeting Standards Approaching</p>		<p>Meeting Standards</p>		
<p>Provides services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, the district’s organized plans of instruction and the individual needs of their students.</p>	<p>Is unaware of federal and state laws.</p> <p>Rarely plans instruction in alignment with laws, policies, or student learning objectives.</p> <p>Rarely uses student IEP goals to plan instruction.</p>	<p>Has some knowledge of state and federal laws.</p> <p>Occasionally plans instruction in alignment with laws, policies, and academic standards.</p> <p>Occasionally uses student IEP goals to plan instruction.</p>	<p>Regularly follows all state and federal laws and district policies.</p> <p>Regularly plans instruction in alignment with laws, policies, and academic standards.</p> <p>Regularly uses student IEP goals to plan instruction.</p>	<p>Regularly communicates state and federal laws and district policies with students and families.</p> <p>Regularly supports classroom teachers and other staff in adhering to laws and policies and ensures practices are in compliance.</p> <p>Regularly aligns instruction with student goals with IEPs and state standards.</p>	<p>Regularly supports students/families in participation in developing and addressing individual goals to meet their needs aligned with current federal laws, state standards and local policies.</p> <p>Regularly involves classroom teachers and other staff to ensure laws and policies and ensures practices are in compliance and aligned with standards and student IEP goals.</p>



**Speech and Language Pathologist Rubric - Essential Element 2
 for Practitioners with Permanent Status**

Essential Element 2	Not Meeting Standards Approaching		Meeting Standards		
<p>Utilizes multiple sources of data, which include valid, informal and/or formal assessments to inform services and specially designed instruction.</p>	<p>Rarely uses assessment information to adjust services.</p> <p>Is unaware of formative assessment practices.</p>	<p>Uses some assessments that are aligned with IEP goals.</p> <p>Inconsistently adjusts service delivery based on assessment data and plans similar lessons for all students.</p> <p>Rarely uses formative assessment strategies.</p>	<p>Regularly uses a variety of assessment data to inform services for students.</p> <p>Regularly adjusts services and instruction based on assessment data.</p> <p>Regularly uses a variety of formative assessment practices.</p>	<p>Regularly integrates a broad range of data to set learning goals and adjust services to students.</p> <p>Regularly aligns services with content standards where applicable.</p> <p>Regularly modifies lessons during instruction based on a variety of formative assessments.</p>	<p>Regularly reflects on a variety of evidence of student learning continuously to make ongoing refinements to learning goals for each student.</p> <p>Regularly uses a variety of evidence of student learning to systematically refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning.</p>



**Speech and Language Pathologist Rubric - Essential Element 3
 for Practitioners with Permanent Status**

Essential Element 3	Not Meeting Standards Approaching		Meeting Standards		
Develops and implements services and specially designed instruction unique to their professions.	<p>Rarely demonstrates an understanding of the principles and methods of evaluation of communication disorders.</p> <p>Rarely uses speech and language strategies related to student needs and IEP goals.</p>	<p>Occasionally determines the presence of speech or language impairments through the use of a body of evidence, including both formal and informal methods of assessments.</p> <p>Occasionally uses speech and language strategies related to student needs and IEP goals.</p>	<p>Regularly uses a variety of evidence-based tools in the intervention and remediation of communication disorders.</p> <p>Regularly uses speech and language strategies related to student needs and IEP goals.</p>	<p>Regularly assists colleagues, parents, and students in understanding ways to remediate communication disorders.</p> <p>Regularly uses a variety of speech and language strategies related to student needs and IEP goals.</p>	<p>Regularly collaborates with colleagues, parents, and students in understanding ways to remediate communication disorders.</p> <p>Consistently uses a variety of speech and language strategies related to student needs and IEP goals.</p>



**Speech and Language Pathologist Rubric - Essential Element 4
 for Practitioners with Permanent Status**

Essential Element 4	<p>Not Meeting Standards Approaching</p>		<p>Meeting Standards</p>		
<p>Demonstrates knowledge of current developmental science, the ways in which learning takes place through language and the appropriate levels of intellectual, social and emotional development of their students.</p>	<p>Does not demonstrate knowledge of developmental science as it relates to speech and language pathology.</p> <p>Rarely builds on the interrelatedness of students' intellectual, social and emotional development.</p>	<p>Occasionally provides instruction that is developmentally appropriate for students.</p> <p>Occasionally builds on the interrelatedness of students' intellectual, social and emotional development.</p>	<p>Regularly plans and delivers services that are developmentally appropriate and address student needs.</p> <p>Regularly assists colleagues in using speech and language strategies related to student needs and IEP goals.</p> <p>Regularly models and provides instruction on skills that develop resiliency and support intellectual, emotional and cultural safety.</p>	<p>Regularly delivers services with materials and resources to maintain a physically, intellectually, culturally, and emotionally safe environment focused on student needs and ability level.</p> <p>Regularly integrates support for students to take risks and feel intellectually, emotionally and culturally safe.</p>	<p>Regularly shares responsibility with the students for establishing and maintaining a physically, intellectually, culturally, and emotionally safe environment focused on their needs and ability level.</p> <p>Regularly assists students on reflecting on their own progress.</p>



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Speech and Language Pathologist Rubric - Essential Element 5
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Essential Element 5	Not Meeting Standards	Approaching	Meeting Standards		
Integrates evidence-based practices and research findings into services and/or specially designed instruction.	<p>Rarely engages in professional learning (reads research, book study, attends professional development, etc.) to expand personal knowledge of evidence-based practices.</p> <p>Rarely uses instructional materials that are accurate and/or appropriate for the lesson being taught.</p>	<p>Occasionally engages in professional learning to expand personal knowledge of evidence-based practices.</p> <p>Occasionally uses instructional materials that are accurate and/or appropriate for the lesson being taught.</p>	<p>Regularly engages in professional learning to expand personal knowledge of evidence-based practices.</p> <p>Regularly uses instructional materials that are accurate and/or appropriate for the lesson being taught.</p>	<p>Regularly engages in professional learning to deepen personal knowledge of evidence-based practices.</p> <p>Regularly uses materials that engage students in a variety of explanations and multiple representations of concepts and ideas.</p>	<p>Regularly provides and/or facilitates professional learning to deepen personal knowledge of evidence-based practices for colleagues.</p> <p>Regularly uses a variety of evidence-based inquiry tools and materials to support students in learning about their ability levels and ways to improve targeted skills.</p>



Speech and Language Pathologist Rubric - Essential Element 6
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Essential Element 6	Not Meeting Standards		Approaching			Meeting Standards				
<p>Coordinates speech-language services and collaborates with parents and school personnel, (e.g. classroom teachers, psychologists, and administrators) to best meet needs of all students.</p>	<p>Rarely communicates with parents, teachers, and other service providers to coordinate services and discuss progress.</p>	<p>Occasionally communicates with parents, teachers, and other service providers to coordinate services and discuss progress.</p>	<p>Regularly communicates with parents, teachers, and other service providers to coordinate services and discuss progress.</p>	<p>Regularly communicates and collaborates with parents, teachers, and other service providers to coordinate services and discuss progress</p>	<p>Regularly facilitates communication and collaboration with parents and other support providers to coordinate services and discuss progress.</p>	<p>Rarely collaborates with colleagues.</p>	<p>Occasionally collaborates with classroom teachers to support student needs.</p>	<p>Regularly collaborates with classroom teachers to support student needs.</p>	<p>Regularly interacts with members of the broader professional community to access resources and research to support students.</p>	<p>Regularly collaborates with appropriate school personnel to coordinate services for identified and non-identified students.</p> <p>Regularly initiates and develops professional learning opportunities for colleagues within the broader professional community focused on student progress.</p>



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**Speech and Language Pathologist Rubric - Essential Element 7
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Essential Element 7	Not Meeting Standards Approaching		Meeting Standards		
<p>Maintains records of the speech-language program and prepares periodic reports as required.</p>	<p>Rarely completes procedural documents appropriately, (including attendance records, IEP paperwork, and all other data collection) on time.</p> <p>Does not know and/or follow rules of confidentiality of student records and assessments.</p>	<p>Occasionally completes procedural documents appropriately and in a timely manner.</p> <p>Knows, but inconsistently follows rules of confidentiality of student records and assessments.</p>	<p>Regularly completes procedural documents appropriately within required timelines.</p> <p>Regularly follows rules of confidentiality of student records and assessments.</p>	<p>Regularly uses a record keeping template or system for collecting student data and completes procedural documents appropriately and within required timelines.</p> <p>Regularly assists classroom teachers in following rules of confidentiality of student records and assessments.</p>	<p>Regularly supports colleagues in developing and using a student record-keeping system and completes procedural documents appropriately, including attendance records, IEP paperwork, all other required data collection and within required timelines</p> <p>Regularly collaborates with classroom teachers and other staff in following rules of confidentiality of student records and assessments.</p>



**Speech and Language Pathologist Rubric - Essential Element 8
 for Practitioners with Permanent Status**

Essential Element 8	Not Meeting Standards	Approaching	Meeting Standards		
Reflects on student learning, development, and growth to improve practice.	Rarely reflects, and is unsure what evidence to use for reflection on practice or is unclear on the need for reflection.	Occasionally reflects on evidence of practice and focuses on overall student learning needs rather than individual student progress.	Regularly reflects on the relationship between making adjustments in service delivery and impact on student progress.	Regularly reflects individually and with colleagues on refinements in service delivery practice and connections among the elements of all professional standards to positively impact all students receiving services.	Regularly maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.