

The Alton Framework for Teaching: Observation Rubric for Speech Lang. Pathologists

Directions: Evaluators will use the Observation Rubric when observing and providing written feedback following any observation. Evaluators will note any evidence collected in the “Evidence” rows underneath each component description.

DOMAIN 1: PREPARATION AND PLANNING				
	Unsatisfactory <input type="radio"/>	Needs Improvement <input type="radio"/>	Proficient <input type="radio"/>	Excellent <input type="radio"/>
1a: Demonstrating knowledge and skill in the speech pathology, therapy area	Specialist demonstrates little or no knowledge and skill in the therapy area.	Specialist demonstrates basic knowledge and skill in the therapy area.	Specialist demonstrates thorough knowledge and skill in the therapy area.	Specialist demonstrates extensive knowledge and skill in the therapy area.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory <input type="radio"/>	Needs Improvement <input type="radio"/>	Proficient <input type="radio"/>	Excellent <input type="radio"/>
1b: Establishing goals for the therapy services appropriate to the setting and the students served	Specialist has no clear goals for the therapy services, or they are inappropriate to either the situation or the age of the students.	Specialist’s goals for the therapy services are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist’s goals for the therapy services are clear and appropriate to the situation in the school and to the age of the students.	Specialist’s goals for the therapy services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with teachers.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws or 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.
Strengths				
Areas of Improvement				
Evidence				
	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.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1e: Planning the therapy services, integrated with the regular school program, to meet the needs of individual students	Therapy services consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's therapy services have a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the IEP goals.	Specialist has developed therapy services that includes the important aspects of work in the setting.	Specialist's therapy services are highly coherent and serves to support students individually, within the educational setting .
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
1f: Developing a plan to evaluate the therapy services	Specialist has no plan to evaluate the services or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy services	Specialist's plan to evaluate the services 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 services on an ongoing basis.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 2: THE ENVIRONMENT

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate.	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.	Specialist's interactions with students reflect a high degree of comfort and trust and are appropriate, positive and respectful.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
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; and effectively communicates schedule to students and teachers.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
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 meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2d: Establishing standards of conduct in the treatment 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 treatment 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 treatment 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 treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 3: DELIVERY OF SERVICES

	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 takes initiative in responding to referrals and makes highly competent assessments of student needs.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
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.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication 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.
Strengths				
Areas of Improvement				
Evidence				
	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 takes initiative in collecting important information, consulting with teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
Strengths				
Areas of Improvement				
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.
Strengths				
Areas of Improvement				
Evidence				

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	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.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
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 administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4c: Maintaining an effective data-management system	Specialist's data-management system is neither 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.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Strengths				
Areas of Improvement				
Evidence				

	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4e: 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 development 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 sharing information with colleagues.
Strengths				
Areas of Improvement				
Evidence				
	Unsatisfactory ○	Needs Improvement ○	Proficient ○	Excellent ○
4f: 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.
Strengths				
Areas of Improvement				
Evidence				