

**CONTINUOUS IMPROVEMENT OF TEACHER EFFECTIVENESS (CITE)
SPEECH LANGUAGE PATHOLOGIST RUBRIC
2023-2024**

The PROFESSIONAL	The PRACTICE
Standard 1: Culture and Climate Standard 2: Professionalism	Standard 3: Assessment Standard 4: Programming Standard 5: Compliance

Reminder: All elements build from 2-4. For example, all aspects of a level 2 and 3 must be present for the educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for the educator to be rated a 4.

The PROFESSIONAL			
Standard 1- CULTURE AND CLIMATE: Speech Language Pathologist collaborates with all students to create a respectful and positive culture and climate.			
1.1 Speech Language Pathologist establishes and models positive relationships with students.			
1: Speech Language Pathologist does not establish or model positive relationships with students.	2: Speech Language Pathologist is beginning to establish and model positive relationships with students.	3: Speech Language Pathologist establishes and models positive relationships with students.	4: Speech Language Pathologist maintains positive relationships by interacting with every student as an individual and differentiates interactions based on knowledge of each student, inside and outside the

			classroom.
1.2 Speech Language Pathologist creates a learning environment that is safe, accessible and predictable.			
1: Speech Language Pathologist does not create a learning environment that is safe, accessible or predictable.	2: Speech Language Pathologist is beginning to create a learning environment that is safe, accessible and predictable.	3: Speech Language Pathologist creates a learning environment that is safe, accessible and predictable.	4: Speech Language Pathologist uses proactive and preventative measures to ensure a safe learning environment and is sensitive to individual student needs and respectful of students' dignity.
1.3 Speech Language Pathologist engages and honors students as individuals with diverse strengths, needs and interests, across a range of ability levels by adapting services for the benefit of students.			
1: Speech Language Pathologist does not engage and honor students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	2: Speech Language Pathologist is beginning to engage and honor students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	3: Speech Language Pathologist engages and honors students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	4: Speech Language Pathologist creates an environment where students participate with a high level of engagement and demonstrate self advocacy related to their interests, needs and interests, as developmentally appropriate.
1.4 Speech Language Pathologist demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.			
1: Speech Language Pathologist does not demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	2: Speech Language Pathologist is beginning to demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	3: Speech Language Pathologist demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	4: Speech Language Pathologist is aware of changing conditions at the national, state, or local level and responds appropriately to changes in the school or student environment in order to provide effective services.
Standard 2 - PROFESSIONALISM: Speech Language Pathologist demonstrates professional growth, leadership, and professionalism.			
2.1 Speech Language Pathologist collaborates and communicates with relevant adults.			

1: Speech Language Pathologist does not collaborate or communicate with relevant adults.	2: Speech Language Pathologist is beginning to communicate and collaborate with relevant adults.	3: Speech Language Pathologist collaborates and communicates with relevant adults.	4: Speech Language Pathologist provides mutual support and cooperation in collaborative settings. Speech Language Pathologist assumes a leadership/proactive role in at least one aspect of school or district life.
--	--	--	--

2.2 Speech Language Pathologist develops goals aligned to professional growth needs.

1: Speech Language Pathologist does not develop goals aligned to professional growth needs.	2: Speech Language Pathologist is beginning to develop goals aligned to professional growth needs.	3: Speech Language Pathologist develops goals aligned to professional growth needs and the Speech Language Pathologist measures progress toward professional goals.	4: Speech Language Pathologist is a reflective practitioner, regularly reflecting on and adjusting their growth plan in order to achieve new goals and continuously improve.
---	--	--	--

2.3 Speech Language Pathologist engages in professional learning to refine their practice.

1: Speech Language Pathologist does not engage in professional learning to refine their practice.	2: Speech Language Pathologist is beginning to engage in professional learning to refine their practice.	3: Speech Language Pathologist engages in professional learning to refine their practice and measures the impact of their professional learning.	4: Speech Language Pathologist actively seeks feedback from supervisors and colleagues and initiates additional learning opportunities for themselves and others in the school community.
---	--	---	--

2.4 Speech Language Pathologist differentiates communication and engagement opportunities with families and relevant adults based on the individual needs of students.

1: Speech Language Pathologist does not differentiate communication and engagement opportunities with families and relevant adults based on the individual needs of the students.	2: Speech Language Pathologist is beginning to differentiate communication and engagement opportunities with families and relevant adults based on the individual needs of students.	3: Speech Language Pathologist differentiates communication and engagement opportunities with families and relevant adults based on the individual needs of students and promotes a strong partnership between school and home.	4: Speech Language Pathologist communicates effectively with families and relevant adults in a culturally sensitive manner and invites students to contribute to the communication (as appropriate) in order to engage families in a partnership with the school community.
---	--	--	---

2.5 Speech Language Pathologist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.

1: Speech Language Pathologist does not demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	2: Speech Language Pathologist is beginning to demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	3: Speech Language Pathologist demonstrates professional and ethical conduct including following all laws, district policies and school procedures and displays professionalism, respect, honesty, integrity, and confidentiality in interactions with staff, students, and the community.	4: Speech Language Pathologist consistently models professional and ethical conduct and is a resource for colleagues to ensure the highest professional standards are held in all school-related interactions and decisions.
---	--	---	--

The PRACTICE

Standard 3 - ASSESSMENT: Speech Language Pathologist collects and analyzes assessment data as part of an individualized body of evidence.

3.1 Speech Language Pathologist selects and/or creates formal and informal assessments that guide programming and instruction and align with identified area(s) of need.

1: Speech Language Pathologist does not select or create formal and informal assessments that guide programming and instruction nor do the assessments align with the identified area(s) of need based on the IEP.	2: Speech Language Pathologist is beginning to select formal and/or informal assessments that guide programming and instruction. Selected assessments may align with some of the identified area(s) of need.	3: Speech Language Pathologist selects and/or creates appropriate formal and informal assessments that guide programming and instruction and align with the identified area(s) of need.	4: Speech Language Pathologist collaborates with teachers, administrators and/or relevant adults in order to recognize how the assessment data gathered from formal and informal measures informs and guides programming and instruction.
--	--	---	---

3.2 Speech Language Pathologist uses individualized, data-driven practices to formally and/or informally assess growth on IEP goals and/or objectives in the identified area(s) of need.

1: Speech Language Pathologist does not use individualized, data-driven practices to formally and/or informally assess growth on IEP goals and/or objectives in the identified area(s) of need.	2: Speech Language Pathologist is beginning to use individualized, data-driven practices to formally and/or informally assess growth on IEP goals and/or objectives in the identified area(s) of need.	3: Speech Language Pathologist uses individualized, data-driven practices to formally and/or informally assess growth on IEP goals and/or objectives in the identified area(s) of need.	4: Speech Language Pathologist engages with students at their developmental level in self-reflection and monitoring of progress, either by their own initiative or as a result of tasks
---	--	---	---

			designed by the Speech Language Pathologist.
3.3 Speech Language Pathologist analyzes all assessment data to support decisions regarding individualized programming and instruction.			
1: Speech Language Pathologist does not analyze all assessment data to support decisions regarding individualized programming and instruction.	2: Speech Language Pathologist is beginning to analyze all assessment data to support decisions regarding individualized programming and instruction.	3: Speech Language Pathologist consistently analyzes all assessment data support decisions regarding individualized programming and instruction.	4: Speech Language Pathologist engages students in understanding their individualized area(s) of need and supports students as they monitor their own learning at the appropriate developmental level.
3.4 Speech Language Pathologist provides students and relevant adults with feedback on growth toward individualized IEP communication goals.			
1: Speech Language Pathologist does not provide students and relevant adults with feedback on growth toward individualized IEP communication goals.	2: Speech Language Pathologist is beginning to provide students and relevant adults with feedback on growth toward individualized IEP communication goals.	3: Speech Language Pathologist provides students and relevant adults with feedback on growth toward individualized IEP communication goals, and ensuring precise, accurate, timely and actionable feedback.	4: Speech Language Pathologist consistently offers opportunities for students to engage in using feedback and supports them as they make progress toward individualized goals aligned to their appropriate developmental level.
Standard 4 - PROGRAMMING: Speech Language Pathologist facilitates learning opportunities for identified areas of student need to demonstrate adequate growth.			
4.1 Speech Language Pathologist uses individualized, evidence-based strategies to facilitate learning opportunities for students to demonstrate adequate growth on IEP goals and/or objectives.			
1: Speech Language Pathologist does not use individualized, evidence-based strategies to facilitate learning opportunities for students to demonstrate adequate growth on IEP goals and/or objectives.	2: Speech Language Pathologist is beginning to use individualized, evidence-based strategies to facilitate learning opportunities for students to demonstrate adequate growth on IEP goals and/or objectives.	3: Speech Language Pathologist uses individualized, evidence-based strategies to facilitate learning opportunities for students to demonstrate adequate growth on IEP goals and/or objectives.	4: Speech Language Pathologist engages students to make them aware of how to apply the interventions, knowledge, strategies and/or targeted skills across educational environments at their developmental level.

4.2 Speech Language Pathologist differentiates instruction and demonstrates flexibility to meet individualized student needs.

1: Speech Language Pathologist does not differentiate instruction or demonstrate flexibility to meet individualized student needs.	2: Speech Language Pathologist is beginning to differentiate and/or demonstrate flexibility to meet individualized student needs.	3: Speech Language Pathologist differentiates instruction and demonstrates flexibility to meet individualized student needs.	4: Speech Language Pathologist facilitates appropriate opportunities for students to advocate for themselves and ensures students are provided opportunities to take ownership of their own learning based on their developmental level.
--	---	--	--

4.3 Speech Language Pathologist uses developmentally appropriate strategies to support students' development of critical thinking, problem solving skills and self-advocacy.

1: Speech Language Pathologist does not use developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	2: Speech Language Pathologist is beginning to use developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	3: Speech Language Pathologist uses developmentally appropriate strategies to support students' development of critical thinking, problem-solving skills and self-advocacy.	4: Speech Language Pathologist consults with relevant adults to promote students' development of critical thinking, problem-solving skills and self-advocacy. Students demonstrate critical thinking, problem-solving skills and self-advocacy based on their developmental level.
---	--	---	---

4.4 Speech Language Pathologist works collaboratively to educate staff, families, and/or relevant adults regarding strategies to make adequate growth toward IEP goals.

1: Speech Language Pathologist does not work collaboratively to educate staff, families, and/or relevant adults regarding strategies to make adequate growth toward IEP goals	2: Speech Language Pathologist is beginning to work collaboratively to educate staff, families, and/or relevant adults regarding strategies to make adequate growth toward IEP goals	3: Speech Language Pathologist works collaboratively to educate staff, families, and/or relevant adults regarding strategies to make adequate growth toward IEP goals.	4: Speech Language Pathologist works collaboratively with staff to support implementation of targeted strategies across educational environments.
---	--	--	---

4.5 Speech Language Pathologist facilitates opportunities for all students to purposefully and safely use tools and available technology to access and/or participate in the education setting in order to make adequate progress toward IEP goals.

1: Speech Language Pathologist does not facilitate opportunities for students to purposefully use tools and available technology to access and/or participate in the educational setting in order to make adequate progress toward IEP goals.	2: Speech Language Pathologist is beginning to facilitate opportunities for all students to purposefully use tools and available technology to access and/or participate in the educational setting in order to make adequate progress toward IEP goals.	3: Speech Language Pathologist facilitates opportunities for all students to purposefully and safely use tools and available technology to access and/or participate in the educational setting in order to make adequate progress toward IEP goals.	4: Speech Language Pathologist facilitates students' choice in selection and use of a variety of tools and available technology to enhance their access and/or participation in the educational setting in meaningful and relevant ways aligned with their developmental level.
---	--	--	---

Standard 5 - COMPLIANCE: Speech Language Pathologist demonstrates professional and ethical conduct including following all laws, district policies, and procedures.

5.1 Speech Language Pathologist uses an appropriate and individualized body of evidence to determine the presence of an educational impact and the identification of special education eligibility of speech language services.

1: Speech Language Pathologist does not use a body of evidence to determine the presence of an educational impact and/or the identification of a special education eligibility of speech language services.	2: Speech Language Pathologist is beginning to use a body of evidence to determine the presence of an educational impact and/or the identification of a special education eligibility of speech language services.	3: Speech Language Pathologist uses an appropriate and individualized body of evidence to determine the presence of an educational impact and the identification of a special education eligibility of speech language services.	4: Speech Language Pathologist collaborates with students and/or relevant adults to support their understanding of how the body of evidence was used to determine eligibility of speech language services.
---	--	--	--

5.2 Speech Language Pathologist collaborates with relevant adults to write legally defensible IEPs, including appropriate goals.

1: Speech Language Pathologist does not collaborate with relevant adults in order to write defensible IEPs, including appropriate goals.	2: Speech Language Pathologist minimally collaborates with relevant adults in order to write defensible IEPs, including appropriate goals.	3: Speech Language Pathologist collaborates with relevant adults in order to write defensible IEPs, including appropriate goals.	4: Speech Language Pathologist collaborates with relevant adults and students (where appropriate) in order to write legally defensible IEPs.
--	--	--	--

5.3 Speech Language Pathologist provides services that align with students' unique needs to ensure compliance with current special education laws, Colorado Academic Standards, and local policies and procedures.

1: Speech Language Pathologist does not provide services that align with students' unique needs to ensure compliance with current special education laws, Colorado Academic Standards, and local policies and procedures.	2: Speech Language Pathologist is beginning to provide services that align with students' unique needs to ensure compliance with current special education laws, Colorado Academic Standards, and local policies and procedures.	3: Speech Language Pathologist provides services that align with students' unique needs to ensure compliance with current special education laws, Colorado Academic Standards, and local policies and procedures.	4: Speech Language Pathologist uses feedback and critical thinking to adapt services to meet students needs.
---	--	---	--

5.4 Speech Language Pathologist completes necessary documentation of services.

1: Speech Language Pathologist does not complete necessary documentation of services.	2: Speech Language Pathologist is beginning to complete necessary documentation of services.	3: Speech Language Pathologist completes documentation of services.	4: Speech Language Pathologist consistently completes necessary documentation of services in a timely manner.
---	--	---	---

5.5 Speech Language Pathologist uses a body of evidence to purposefully monitor growth on IEP goals.

1: Speech Language Pathologist does not use a body of evidence to purposefully monitor growth on IEP goals.	2: Speech Language Pathologist is beginning to use a body of evidence to purposefully monitor growth on IEP goals.	3: Speech Language Pathologist uses a body of evidence to purposefully monitor growth on IEP goals.	4: Speech Language Pathologist consistently analyzes progress monitoring data to adapt services to meet students needs.
---	--	---	---

CITE Rubrics are designed to measure research-based, effective qualities. While the rubric describes various levels of attainment, evaluation will always be subject to individual evaluator expectations and interpretations. *Reminder: All elements build from 1-4. For example, all aspects of a level 2 and 3 must be present for an educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for an educator to be rated a 4.*