Rubric for Evaluating North Carolina's Speech-Language Pathologists

STANDARD 1: School speech-language pathologists demonstrate leadership, advocacy, collaboration, and ethical practices. School speech-language pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

a. **School speech-language pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.** School speech-language pathologists attend a variety of meetings with other faculty members, parents and other exceptional children teachers on the school and district level to positively impact student outcomes. In addition, they serve on committees at both the school and district level. They provide direct specialized instruction through a variety of service delivery models including classroom based inclusive practices and pull out as well as services on behalf of students through consultation and collaboration with teachers and other professionals.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Attends meetings, such as faculty meetings, special education meetings, IEP meetings, parent-teacher conferences, and district speech-language pathologist meetings (if appropriate).	. . . and ☐ Shares information, ideas, materials and resources with peers and others. ☐ Collaborates with colleagues to improve the quality of learning in the school.	. . . and ☐ Serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings. ☐ Participates in implementing and/or the supporting school improvement plan.	. . . and ☐ Accepts leadership positions in professional organizations and/or with state or local education agencies.	

b. School speech-language pathologists provide appropriate information on an informal or formal basis regarding speech, language and hearing programs. School speech-language pathologists present information to school personnel to inform them of the speech-language pathologist's role in literacy, receptive and expressive communication disorders, and speech disorders and these disorders' impact on learning. They provide information to parents and teachers on the topics of speech, language and hearing development and provide these individuals with information on current procedures and program guidelines. They speak to community organizations and allied professionals by conducting workshops and providing information to the public when appropriate.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Provides information to school personnel, parents and non-school agencies about current procedures and program guidelines.	☐ Presents information to school personnel about language disorders as they relate to literacy, learning, and communication skills. ☐ Provides information to parents and teachers about speech, language and hearing development.	☐ Contributes to the development of program guidelines and practices. ☐ Provides the school staff members with information about how to apply current research findings for the benefit of students.	☐ Speaks to community organizations and allied professionals, conducts workshops, and provides public information. ☐ Presents to regional and/or national audiences on effective therapeutic practices and procedures.	

c. School speech-language pathologists maintain records of the speech-language program and prepare periodic reports as required. School speech-language pathologists collect and maintain data to inform program decisions for students. They also submit required reports, maintain files, implement safeguards to ensure confidentiality of student records and complete documentation for third party reimbursement in an accurate and timely manner.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Completes procedural documentation appropriately.	☐ Maintains confidentiality of all records.	☐ Mentors colleagues in the use of student record keeping systems.	☐ Contributes to the design of a record-keeping and evaluation reporting system corresponding to eligibility guidelines.	
☐ Knows and follows the sequence of procedural compliance paperwork.	☐ Submits required reports on time.	☐ Uses simple data analysis procedures to enhance the use of student and program data.		
☐ Keeps attendance records	☐ Keeps data for program planning and decision making for students.		☐ Implements a record-keeping template or system for collecting student data.	
☐ Uses simple data collection systems.	☐ Maintains current files for use by authorized school personnel.	☐ Leads discussions of student data to inform program decisions.		
☐ Understands the importance of confidentiality and its legal implications.	☐ Submits reports which meet local and state requirements.	☐ Monitors changes in speech-language pathology programs to determine their efficacy on student learning and achievement.	☐ Shares results of monitoring with other professionals.	
	☐ Completes records for third party reimbursement accurately and in a timely manner as appropriate.			
	☐ Maintains schedule for speech-language screening, hearing screening, diagnostic assessments, therapy/ instructional services and other activities.			

d. School speech-language pathologists adhere to established rules, regulations, laws and appropriate ethical standards. School speech-language pathologists provide services holding the best interest of the student paramount and guard against conflicts of interest. They are knowledgeable of local procedures, state and federal law, and comply with established lines of authority within parameters of professional standards.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators, the Standards for Professional Conduct, the American Speech-Language Hearing Association Code of Ethics, and the North Carolina Board of Examiners in Speech-Language Pathology and Audiology Code of Ethics.	☐ Upholds the Code of Ethics for North Carolina Educators, Standards for Professional Conduct, the American Speech-Language Hearing Association Code of Ethics and the North Carolina Board of Examiners in Speech-Language Pathology and Audiology Code of Ethics.	☐ Demonstrates professional performance in litigious environments. ☐ Consults with colleagues regarding ethical and/or litigious situations.	☐ Creates and delivers in-service presentations/work-shops regarding policies and procedures related to professional ethics. ☐ Serves on state and local committees related to policies and practices to improve student learning.	
☐ Implements appropriate policies and practices affecting student learning.	☐ Adheres to federal, state and local policies and procedures.			
☐ Complies with established district administrative hierarchy within the parameters of professional standards.	☐ Adheres to, communicates, and recommends actions that follow federal and state laws and regulations.			
☐ Provides services which hold the well-being of each student paramount.	☐ Communicates as needed with colleagues regarding procedural and compliance issues.			
☐ Explains conflicts of professional interest.				

e. School speech-language pathologists supervise graduate interns, paraprofessionals, volunteers and other professionals (as applicable). School speech-language pathologists evaluate the effectiveness of personnel assigned to them and maintain records on personnel they supervise. They cooperate with college/university training programs and sponsor professionals during the Clinical Fellowship Year.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Explores opportunities to supervise/ develop the skills of graduate interns, para-professionals, volunteers, and other professionals.	. . . and ☐ Cooperates with college/ university training programs. ☐ Evaluates effectiveness of graduate interns assigned to the speech-language pathologist ☐ Maintains records regarding personnel supervised. ☐ Provides informal support to colleagues, paraprofessionals and volunteers.	. . . and ☐ Supervises and evaluates the effectiveness of graduate interns and new employees assigned to the speech-language pathologist.	. . . and ☐ Mentors fellow speech-language pathologists on how to evaluate clinical fellows and speech-language pathologists who are new to the system to determine whether their performance is at an acceptable level.	

Examples of artifacts that may be used to support performance ratings:

☐ IEPs
☐ Plan of Care
☐ Relevant Data
☐ Service on Committees
☐ Records of Meeting Attendance
☐ Membership in Professional Organizations
☐ Formal and Informal Mentoring
☐ Schedule
☐ Communications with parents and the community
☐ Documentation of Presentations

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished").

Comments of Person Being Evaluated (Optional):

STANDARD 2: School speech-language pathologists promote a respectful environment for a diverse population of students.

a. Speech-language pathologists provide consultation to parents, teachers and other appropriate school personnel. Speech-language pathologists consult with parents and teachers relative to identified and non-identified students. They also consult with other school and community professionals to improve services to identified and non-identified students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Understands the roles of support specialists with respect to helping meet the special needs of students.	☐ Communicates with school personnel to determine student needs and how to address them. ☐ Consults with parents and teachers relative to identified and non-identified students.	☐ Consults and collaborates with community professionals and the identified students' families to address concerns. ☐ Meets with appropriate educational personnel to assess student knowledge and skills in order to adjust instructional practices. ☐ Problem solves barriers to communication between families, community, and school.	☐ Facilitates training for school system staff, parents, and community with information regarding special education programs' parameters and criteria.	

b. Speech-language pathologists adjust intervention strategies based upon student performance. Speech-language pathologists use systematic procedures for review of student progress and modify activities as appropriate.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Identifies: ☐ The unique learning needs of students. ☐ Intervention strategies based on student performance.	**. . . and** ☐ Uses systematic procedures for review of student progress. ☐ Identifies appropriate developmental levels of students and differentiates instruction. ☐ Adjusts intervention strategies based on student performance.	**. . . and** ☐ Helps colleagues adapt and differentiate instruction for students.	**. . . and** ☐ Develops a detailed analysis to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	

c. Speech-language pathologists promote effective interpersonal relations with students.

Speech-language pathologists use language appropriate for the listener. They maintain confidentiality of information, respect cultural differences and encourage others to understand and respect individuals with disabilities.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Uses language appropriate for the listener. ☐ Maintains confidentiality of information received.	☐ Promotes understanding of cultural differences and respect for students with disabilities. ☐ Models trust and understanding throughout the school community. ☐ Uses a variety of methods, technology, and materials to communicate with students. ☐ Explains the influence of cultural differences (e.g., race, ethnicity, gender, religion, and socioeconomics) on students' development and attitudes.	☐ Creates and uses a variety of methods, materials and technology to communicate with students. ☐ Encourages and advises others to provide a nurturing and positive learning environment for students. ☐ Creates situations and discussions in understanding and respect for those with cultural (e.g., race, ethnicity, gender, religion, and socioeconomics) differences and disabilities.	☐ Influences the development of district-wide polices to require respect and understanding of students with disabilities and cultural (e.g., race, ethnicity, gender, religion, and socio-economics) differences.	

Examples of artifacts that may be used to support performance ratings:

☐ Communication with Parents and the Community
☐ IEP Meeting Attendance and/or Minutes
☐ Documentation of Referral Data and Use of IEPs
☐ Professional Development on Cultural Attitudes
☐ Use of Culturally Sensitive Materials
☐ Cooperation with ESL teachers and Other Support Personnel
☐ Relevant data

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished").

Comments of Person Being Evaluated (Optional):

STANDARD 3: School speech-language pathologists understand and facilitate the implementation of a comprehensive approach to speech-language development.

a. Speech-language pathologists collaborate/consult with classroom teachers in the management of speech-language disorders.
Speech-language pathologists regularly consult and collaborate with teachers to manage speech and language disorders as they are manifested in classroom performance.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Explains the role of consultation and collaboration in the school community.	☐ Assists teachers in incorporating speech and language goals and accommodations at the classroom level.	☐ Creates and distributes information to aid teachers in incorporating speech and language goals and accommodations at the classroom level.	☐ Provides in-services/ workshops at the district level to aid teachers in incorporating speech and language goals and accommodations at the classroom level.	

b. School speech-language pathologists coordinate speech-language services with student services provided by other school personnel. School speech-language pathologists collaborate with other school personnel including teachers, psychologists and administrators to best meet the needs of all students. They collaborate with other service delivery providers to implement individualized education programs.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Available to parents, teachers, and other service providers to discuss student progress. ☐ Periodically checks in with teachers to determine how best to collaborate.	. . . and ☐ Collaborates with school personnel, to best meet the needs of all students. ☐ Meets with related school personnel to coordinate specific objectives for individualized educational programs.	. . . and ☐ Facilitates collaborative meetings with school personnel, to best meet the needs of all students.	. . . and ☐ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. ☐ Meets with related school personnel to coordinate objectives for identified and non-identified students.	

c. Speech-language pathologists seek the assistance of teachers, parents and others to meet the communication needs of students. Speech-language pathologists provide written information to teachers, parents and others on techniques to foster speech-language growth and talk to teachers informally concerning progress of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Provides information to explain speech-language development and/or disorders.	. . . and ☐ Talks with teachers formally and informally about individual student's needs and progress. ☐ Gives written information to teachers, parents and others on ways to enhance speech and language growth for individual students.	. . . and ☐ Creates and distributes materials fostering speech and language growth for identified student use.	. . . and ☐ Creates and distributes district-wide materials fostering speech and language growth.	

d. Speech-language pathologists consult/communicate with non-school agencies to enhance services. Speech-language pathologists request specific information on individuals enrolled in services from a variety of outside agencies as appropriate with a signed release of information. They gather general information about services offered in non-school agencies and coordinate students' therapeutic service with those in non-school agencies by phone, written communication and/or formal meetings.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Refers students for services provided by non-school agencies, local education agencies and/or state programs. ☐ Shares information about services offered by non-school agencies with other school personnel.	☐ Provides information about non-school agencies to school personnel, parents, and community members.	☐ Communicates with all school and non-school service providers regarding students' therapeutic services.	☐ Provides staff development on how to communicate with non-school service providers and agencies to enhance services.	

e. Speech-language pathologists make recommendations and referrals for audiological/ medical and related services. Speech-language pathologists determine the need for referrals and collaborate and consult with audiologists regarding hearing services. They perform hearing screenings under the direction of an audiologist in a timely manner and collaborate with other allied health professionals regarding hearing issues as appropriate.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Explains process for hearing screening and referrals to audiologists and allied health professionals.	**. . . and** ☐ Determines the need for referrals for audiological/medical and related services.	**. . . and** ☐ Collaborates and consults with audiologists and allied health professionals regarding audiological/medical and related services.	**. . . and** ☐ Provides staff development opportunities related to the referral process for audiological/medical and related services	

f. School speech-language pathologists apply a systematic workload model to facilitate and organize the speech-language program within the school and schedule interventions using a variety of service delivery models.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Keeps an updated schedule of each student's therapy sessions. ☐ Provides copy of schedule to relevant school personnel.	☐ Applies a systematic workload model to facilitate the organization of the speech-language program within the school. ☐ Schedules interventions using a variety of service delivery models to meet student needs in the least restrictive environment. ☐ Follows schedules for assigned schools and informs appropriate personnel of departures from schedule.	☐ Analyzes and monitors systematic workload model to improve the organization of the district speech and language program.	☐ Provides training on systematic workload model and its implementation.	

Examples of artifacts that may be used to support performance ratings:

☐ Relevant Data
☐ Master schedule of work with all schools to which assigned
☐ Referral logs
☐ Logs of conversations with audiologists and other professional service providers
☐ List of school and non-school service providers and the types of services offered
☐ Documentation of communication and collaboration with school and non-school staff
☐ Copies of materials created for district wide distribution
☐ Documentation of in-service workshops provided and attended

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished").

Comments of Person Being Evaluated (Optional):

STANDARD 4: School speech-language pathologists promote learning for all students.

a. School speech-language pathologists conduct speech, language and hearing screening, administer formal and informal assessments, and obtain additional diagnostic information from appropriate persons and available records for speech-language purposes.

School speech-language pathologists serve on student intervention teams as appropriate, work with other professionals to carry out screenings, and use applicable instruments and procedures. School speech-language pathologists observe students in educational settings, select and administer suitable standard and non-standard instruments using acceptable procedures. School speech-language pathologists obtain pertinent case history and additional forms of data from parents and professionals.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Is aware of requirements for screenings and evaluations.	☐ Uses appropriate screening instruments and other evaluation tools based on individual student needs.	☐ Mentors/educates colleagues on strengths and weaknesses of various assessment tools.	☐ Participates in development and/or revision of appropriate speech-language pathologist/ parent checklists and other assessment tools.	
☐ Serves on student intervention team/ IEP teams as appropriate.	☐ Observes students in varied educational environments.			
☐ Administers formal and informal assessments.	☐ Obtains data from other professionals, parents, available records.			
☐ Is aware of standardized and non-standardized evaluation instruments to administer for screening and evaluation.				

b. School speech-language pathologists analyze and interpret information to make recommendations regarding the need for speech-language services. School speech-language pathologists integrate data from a variety of assessment techniques and sources to determine the extent that an impairment negatively impacts a student's access to the general curriculum. They prepare and explain data for presentation to IEP Teams and prepare an evaluation summary.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Prepares evaluation summaries highlighting functional strengths and areas in need of improvement.	Develops appropriate individualized education programs based on: Students' strengths and needs. Data from a variety of assessment techniques and sources.	☐ Consults with teachers and other personnel to help them understand and address how language disorders differ for bilingual and culturally diverse students. Helps students understand the need for and benefits of speech and language therapy. Actively participates in IEP Teams by: ☐ Preparing individualized education program assessment reports. ☐ Presenting and explaining evaluation standard and non-standard data to IEP team members ☐ Determining the effect of the student's impairment on their ability to access the general curriculum.	☐ Participates in the creation of a database of classroom recommendations based on student needs.	

c. **School speech-language pathologists demonstrate knowledge and understanding of the *North Carolina Standard Course of Study*, including the Extended Content Standards, in management of communicative disorders.** School speech-language pathologists have knowledge of the *North Carolina Standard Course of Study* and how communication disorders affect students' progress toward acquisition of those goals. This includes the Extended Content Standards, which are designed to provide general curriculum access for students with the most significant cognitive disabilities.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Demonstrates knowledge of the *North Carolina Standard Course of Study.*	**. . . and** ☐ Explains how communication disorders affect progress in the *North Carolina Standard Course of Study.* ☐ Sets therapy goals based on the *North Carolina Standard Course of Study.*	**. . . and** ☐ Collaborates with classroom teachers on the impact of communication disorders on student progress toward the goals and objectives in the *North Carolina Standard Course of Study.*	**. . . and** ☐ Provides staff development on the impact of communication disorders on student progress toward the goals and objectives in the *North Carolina Standard Course of Study.*	

d. School speech-language pathologists plan and deliver evidence-based interventions appropriate for individual students and groups of students. School speech-language pathologists carefully consider least restrictive environment in planning service delivery models that meet the needs of students. They plan interventions that are based on evidence gained through research. They modify therapeutic instruction from data gathered during therapy and provide activities that are appropriate for the student's age, grade, and cognitive level as well as interests and aptitudes.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Uses evidence-based approaches to intervention. ☐ Understands that therapy materials and activities must be appropriate for students' age, grade, cognitive level, interests, and aptitudes.	☐ Implements the service delivery model most appropriate to the students' communication challenges and needs. ☐ Modifies therapeutic instruction based on data gathered during therapy. ☐ Selects/implements evidence-based practices which support student goals and objectives.	☐ Actively investigates and considers alternative research-based approaches to improve therapy and uses such approaches as applicable. ☐ Promotes generalization of therapeutic intervention by providing materials and strategies to enhance therapy.	☐ Provides training regarding evidence-based interventions and/or techniques for modifying instruction appropriate to students' age, grade, cognitive level, interests, and aptitudes.	

e. School speech-language pathologists use evidence-based methods and techniques appropriate to stated objectives. School speech-language pathologists design, select or modify curricula using a variety of equipment, materials, devices and/or aids. They systematically implement evidence based interventions to foster communicative competence and provide feedback and reinforcement to students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Demonstrates awareness of the variety of methods to meet the needs of students. ☐ Uses a variety of equipment, materials, devices and/or aids. ☐ Expresses thoughts and ideas clearly and effectively. ☐ Provides feedback and reinforcement to students.	**. . . and** ☐ Designs, selects and/or modifies special curricula/therapy content. ☐ Uses systematic and evidence-based intervention strategies to foster communicative competence. ☐ Uses and maintains facilities, materials and equipment including assistive technology in an optimal manner. ☐ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses. When appropriate, teaches students strategies needed to: ☐ Exercise and communicate sound reasoning. ☐ Draw conclusions ☐ Think creatively and critically. ☐ Synthesize knowledge. ☐ Frame, analyze and solve problems. ☐ Understand connections.	**. . . and** ☐ Uses a variety of research-based approaches to improve teaching and learning. ☐ Incorporates emerging research and new and innovative materials and technologies into lesson plans and instructional strategies.	**. . . and** ☐ Participates in research studies to improve the effectiveness of therapy delivery models.	

Examples of artifacts that may be used to support performance ratings:
☐ Therapy plans ☐ Documentation of participation in research studies ☐ Documentation of training and in-service programs attended and presented ☐ Examples of materials used with students
Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished").
Comments of Person Being Evaluated (Optional):

STANDARD 5: School speech-language pathologists reflect on their practice.

a. School speech-language pathologists engage in continuing education and professional growth activities related to speech-language-hearing and education. School speech-language pathologists participate in meetings, symposia and workshops that directly relate to the profession. They review literature and make use of current information during diagnostic and therapy activities. They apply knowledge gained from continuing education activities and explore and disseminate information about new or improved methods for serving students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Understands the importance of professional development.	☐ Participates in professional development directly related to the speech-language-hearing profession as they relate to students' needs.	☐ Applies knowledge gained from continuing education activities.	☐ Assumes a leadership role in professional learning community.	
☐ Has knowledge of opportunities and the need for professional growth.	☐ Reviews speech, language and hearing literature and makes use of new information during therapy and instructional procedures.	☐ Explores and disseminates information about new and/or improved methods for serving students.	☐ Participates in presentation of professional development about new and/or improved methods for serving students.	
☐ Attends professional learning community meetings.	☐ Participates in professional development aligned with professional goals.			

b. School speech-language pathologists analyze the impact of comprehensive speech-language services on student learning. School speech-language pathologists think critically about the impact of comprehensive speech-language services on student success. School speech-language pathologists collect and analyze student data to plan and evaluate the effectiveness of service delivery. Based on current and relevant research findings and data, school speech-language pathologists adapt their practices to best meet the needs of students, schools, families, and communities, thus improving their practice.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
☐ Articulates the importance of thinking critically about the impact of comprehensive speech-language services on student success.	☐ Collects and analyzes student data to plan and evaluate the effectiveness of service delivery based on current and relevant research findings and data. ☐ Adapts practices to best meet the needs of students, schools, families, and communities.	☐ Consistently collects and analyzes student data to plan and evaluate the effectiveness of service delivery based on current and relevant research findings and data. ☐ Consistently adapts practices to meet the needs of students, schools, families, and communities.	☐ Advocates for district policies and practices to comprehensively meet the needs of students, families, and the community. Trains others to: ☐ Evaluate service delivery based on current and relevant research findings. ☐ Adapt practices to best meet the needs of students, schools, families and communities.	

Examples of artifacts that may be used to support performance ratings:

☐ Relevant data
☐ Use of student data to customize therapy sessions
☐ Use of data to evaluate effectiveness of service delivery
☐ Notes from advocacy sessions
☐ Professional learning community minutes

Evaluator Comments (Required for all ratings of "Not Demonstrated," recommended for all others, particularly "Distinguished.")

Comments of Person Being Evaluated (Optional):

Rubric Signature Page

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Speech-Language Pathologist Signature   Date

_____

Principal/Evaluator Signature   Date

_____

Principal/Evaluator Signature   Date
(Signature indicates question above regarding comments has been addressed)

Note: The speech-language pathologist's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the speech-language pathologist has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Speech-Language Pathologist Evaluation Process.