PACE

Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists

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Introduction

Background of the Performance Assessment of Contributions and Effectiveness of SLPs (PACE)

The goal of creating a value-added system specifically for assessing the performance of speech-language pathologists (SLPs) would be to ensure that evaluation measures accurately reflect the unique role SLPs play in facilitating children's overall performance as well as their success in the school community. SLPs have an integral and active role in that community; in collaboration with other educators, they inform curriculum decisions. SLPs provide quality, culturally competent, assessment and treatment of communication disorders or difficulties for students in all educational settings, from pre-kindergarten through high school.

However, research on value-added assessment (VAA) has primarily focused on teachers, raising concerns about VAA's applicability to SLPs. With those concerns in mind, specific accountability measures—other than student performance on standardized tests—were reviewed. Of a range of measures—classroom observation, principal evaluation, instructional artifact (e.g., student progress log), portfolio, and teacher self-report—portfolio assessment, "classroom" observation, and "teacher" self-report appeared to be the most flexible and comprehensive options for evaluating SLPs.

The Performance Assessment of Contributions and Effectiveness (PACE) for SLPs was developed by the American Speech-Language-Hearing Association (ASHA) to be used as an accountability measure of the instructional contributions of school-based SLPs. It comprises the **PACE Self-Reflection Tool**, the **PACE Observation Form**, and the **PACE Matrix**, which is based on ASHA's Roles and Responsibilities of Speech-Language Pathologists in Schools policy document and used to evaluate the portfolio and findings on the **PACE Observation Form**. The following guiding principles represent the PACE performance objectives and were considered in the development of the PACE performance indicators:

1. Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implement services in an ethical manner.

2. Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practice.

3. In partnership with the team, determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs.

4. Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders.

5. Use appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs.

6. Collaborate with classroom teachers and other professionals to serve the needs of students in both general and special education.

7. Collaborate with families and provide opportunities for them to be involved in their student's speech-language pathology services.

8. Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements.

9. Contribute to various building and/or district initiatives.

ASHA recommends that PACE be used in lieu of VAA systems that are based on student performance on state tests to evaluate SLPs' contributions to student performance. All state association and ASHA member SLPs are encouraged to become actively involved in advocating for

- adoption of PACE as their local or state performance evaluation tool,
- use of PACE in their district's or state's development of an accountability system.

ASHA members can propose—and states can use—all, or parts, of the model to develop a state or local accountability system for SLPs. In addition, related service provider groups may want to adapt PACE for use as an integrated component or stand-alone measure of instructional accountability for their school-based members.

Overview of the PACE Implementation Guide

PACE is designed to be implemented in a collaborative manner by SLPs and their supervisors. The *PACE Implementation Guide* features helpful tools and other resources.

- The **PACE Matrix** contains PACE performance objectives and associated examples of portfolio and observational evidence (evidence gathered during observation of the SLP providing services). The level of performance can be recorded for each performance objective.

- The **PACE Step-by-Step Guide** provides suggested time points for implementing components of PACE throughout the school year.

- The **PACE SLP Toolkit** includes "Developing a Portfolio for the PACE," the **PACE SLP Self-Reflection Tool**, and copies of checklists for parents, classroom teachers, and students**.**

  - o The **Self-Reflection Tool** for professional skills associated with performance objectives helps SLPs develop an annual professional development plan.

  - o The **checklists** are used to record parents', classroom teachers', and students' (as appropriate) satisfaction with speech-language-pathology services.

- The **PACE Evaluator Toolkit** includes the **PACE Evaluator Guide**, **PACE Observation Form,** and **Matrix**.

  - o The **Evaluator Guide** explains why PACE should be used to evaluate SLPs. The guide includes a chart that aligns performance indicators and recommended administrative support for each performance objective.

  - o The **Observation Form** is used to record observational evidence associated with the performance objectives; findings should be assessed using the **Matrix**.

- Additional resources, including a **glossary of terms** and the **PACE Framework**, can be found on the PACE webpage.

  - o The **Framework** offers an overview of performance indicators, examples of portfolio and observational evidence, and description of administrative support related to each performance objective.

The PACE Matrix

The PACE Matrix is the foundational tool of the PACE evaluation system. The SLP and the evaluator review the data presented in the portfolio (which contains the checklists, self-reflection tool, observation form, and other artifacts) to determine a rating for each performance objective. Suggestions for portfolio and observational evidence are provided for each objective. Results of this matrix may be used to develop the professional development plan for the next school year.

Performance Objective	Portfolio Evidence	Observational Evidence (i.e., look fors)	Evaluation Ratings	Comments
Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implement services in an ethical manner	• Evidence of having passed a national ASHA-approved exam in speech-language pathology • Evidence of participation in consistent high-quality professional development programs on speech and language topics Input from the SLP	Does the SLP • work across all ability levels and provide services for a range of disorders, as appropriate for the setting? • complete and provide in-services (i.e., complete professional development)? • demonstrate competence in oral and written communication? • follow risk management procedures? • organize work space materials and equipment?		

Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices	• Observation of therapy conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP
	  • Self-assessment
	  • Teacher survey
	  • Parent survey
	  • Student survey, where appropriate
	Input from the SLP
		Does the SLP
		• engage students in the session's activities?
		• provide accurate and appropriate feedback to students individually?
		• implement activities that promote progress on each student's specific IEP goals?
		• have good behavior management skills?
		• use the allocated time efficiently and effectively?
		• foster a positive interaction with students?
		• provide each student with an opportunity for a significant number of responses?
		• include curricular objectives or materials in the session?
		• develop and execute appropriate therapy plans?
		• demonstrate knowledge and skills necessary for providing or facilitating treatment for		

Performance Objective	Portfolio Evidence	Observational Evidence (i.e., look fors)	Evaluation Ratings	Comments
		children from culturally and linguistically different backgrounds? • advocate for appropriate services for the students? • document the nature of services and evidence of progress?		
Partner with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs	• IEP goals, supports, and services that are appropriate/relevant to the needs of the student and tied to the common core or state standards, as evidenced by review of the IEP of an agreed-upon sample of case files • Observation of therapy conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP • Self-assessment • Teacher survey • Parent survey • Student survey, where appropriate • Review of case files to demonstrate – all evaluation and IEP documents were completed within the timelines using procedures compliant with federal, state, and local requirements – appropriate forms were used – information was shared with	Does the SLP • prepare adequately for meetings? • explain IEP content clearly, using language that parents and other team members understand? • explain how speech and language goals relate to student success with the curriculum? • develop understandable and measurable goals? • respond appropriately to questions and comments of other team members? • deal appropriately with conflicts that may occur during the meeting? • provide evidence that parent(s) and other team members were involved in creating IEP content? • explain how IEP goals are related to the present educational levels? • accurately bill Medicaid and complete other compliance requirements? • complete documentation within a specific timeline using appropriate forms • contribute appropriate information to transition plans? • solicit feedback from parents, teachers, and students about documentation and compliance via checklists and surveys? • maintain confidentiality and adhere to IDEA, Section 504, FERPA, and HIPAA regulations		

Performance Objective	Portfolio Evidence	Observational Evidence (i.e., look fors)	Evaluation Ratings	Comments
	all team members – parents and teachers had an opportunity to contribute to the documents as appropriate Input from the SLP	related to documentation and compliance? • offer evidence that contributes to the eligibility determination?		
Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	• Case files include comprehensive evaluations that incorporate • a variety of appropriate standardized tests • input from families and other school personnel • observation notes • a variety of informal assessment strategies • evidence of the student's performance in the classroom • interpretation of the test results designed to make appropriate recommendations Input from the SLP	Does the SLP • gather case history information? • use appropriate formal and informal assessment tools? • report assessment findings in a timely manner? • develop appropriate evaluation reports? • observe informal and formal testing using a variety of assessment strategies? • appropriately analyze and interpret test results to make appropriate recommendations? • create schedules that reflect assessments to be conducted at designated times (i.e., scheduling blocks)? • demonstrate knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds?		
Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs	• Copy of schedule showing variation in frequency and location of speech-language support services based on student's individual needs • Evidence IEPs include a variety of service delivery frequency and location • Self-assessment Input from SLP	Does the SLP: • develop activities that promote progress on students' specific IEP goals? • design a schedule that allows completion of all work activities in an efficient and effective manner? • change the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal?		

Performance Objective	Portfolio Evidence	Observational Evidence (i.e., look fors)	Evaluation Ratings	Comments
		• record data on the student's performance during the session?		
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	• Therapy schedule showing classroom-based services • Samples of RTI activities done with classroom teachers • Logs showing consultation/collaboration sessions with classroom teachers • Checklist evaluations completed by classroom teachers • Evidence that IEP goals and progress on the goals have been shared with classroom teachers Input from the SLP	Does the SLP • respect teachers and other professionals? • demonstrate active listening? • present with a professional demeanor? • respond professionally to feedback? • demonstrate collaborative instruction or co-teaching? • demonstrate collaboration at IEP team meetings and other meetings?		
Collaborate with families and provides opportunities for families to be involved in the student's SLP services	• Parent checklist of SLP services that shows satisfaction rate • Materials sent to families about ways to practice therapy goals in the home setting • Ongoing parent communication logs • Evidence parents were asked for suggestions for IEP goals Input from the SLP	Does the SLP • respect students and families? • demonstrate active listening? • present with a professional demeanor? • respond professionally to feedback? • demonstrate collaboration with families in IEP team meetings and other meetings? • show evidence of communication with families (e.g., parent communication log)?		
Earn continuing education or professional development units sufficient to meet ASHA requirements for	• Copy of ASHA CEU Compliance form • Copy of state professional development participation record	Does the SLP • complete in services (i.e., complete professional development)? • provide in services (i.e., provide professional development)?		

Performance Objective	Portfolio Evidence	Observational Evidence (i.e., look fors)	Evaluation Ratings	Comments
certification maintenance as well as state certification and licensing requirements	• Copy of ASHA CE Registry Input from the SLP	• participate in state, school, or local associations; meetings and conferences; and/or professional learning communities?		
Contribute to various building or district initiatives	• Record of participation in building or district committees • Examples of RTI activities • Samples of presentations made to staff and/or parents • Self-assessment checklist • Administrator input • Teacher input • Copies of resources and materials provided to staff Input from the SLP	Does the SLP participate in • school assessment planning? • RTI initiatives? • curriculum teams? • positive behavioral support initiatives?		

Step-by-Step Guide for the PACE Evaluation System

This step-by-step guide outlines the process for the SLP and the evaluator to complete the PACE evaluation system. The specific timelines can be adjusted depending on the school district's evaluation process.

Time of School Year	Action	Who?
Late Summer/August	- Conduct discussion on roles and responsibilities of SLP - Review PACE Implementation Guide - Review PACE Matrix - Discuss developing a portfolio (SLP) - Discuss informal vs. formal observation - Observations: 2 informal & 1 formal, 1 per quarter - Discuss PACE Self-Reflection Tool - Discuss development of Professional Plan - Determine criteria for selecting approximately 5 case files for review during the upcoming school year	SLP Evaluator & SLP Evaluator & SLP SLP Evaluator& SLP Evaluator Evaluator & SLP Evaluator & SLP Evaluator &SLP
Fall, 1st Quarter	Conduct formal or informal observation (#1) using PACE Observation Form	Evaluator & SLP
Fall, 1st Quarter	Initiate portfolio compilation, update throughout the year	SLP
November/December	Complete PACE Self-Reflection Tool Create professional development plan	SLP
November/December	Discuss professional development plan created based on self-reflection	Evaluator & SLP
Winter, 2nd Quarter	Complete formal or informal observation (#2) using PACE Observation Form	Evaluator
Spring, 3rd Quarter	Complete formal or informal observation (#3) the PACE Observation Form	Evaluator
May	Complete PACE Matrix Develop new professional development plan for the upcoming school year	Evaluator & SLP
Summer and upcoming school year	Execute new professional development plan	SLP with resources provided by Administrator/LEA
Repeat evaluation process annually.		

Developing a Portfolio for the PACE

ASHA recommended the Performance Assessment of Contributions and Effectiveness (PACE) as an evaluation tool for speech-language pathologists (SLPs), because the evidence indicates that using multiple measures produces the most accurate evaluation.

The PACE is based on building a portfolio of information for the professional to use when interacting with the evaluator. The portfolio is a comprehensive collection of data, the majority of which is readily available. The portfolio can be organized electronically or in print. A process should be developed and implemented early in the school year to allow for the ongoing collection of data and other information to be presented at the time of the formal evaluation. The process should begin with completion of a self-evaluation tool.

The following table is provided to assist with the data collection process and includes check-off items the SLP can use to track the completion of data collection.

Performance Objective	Completed	Portfolio Evidence
Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy)		Evidence of having passed a national, ASHA-approved exam in speech-language pathology
		Evidence of participation in consistent high-quality professional development programs on speech and language topics
Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices		Observation of therapy conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP
		Self-Reflection Tool
		Teacher Checklist
		Parent checklist
		Articles on evidence-based practice
Partner with the team to determine eligibility and recommends services that are compliant with state and federal regulations for children with IEPs		IEP documents showing goals, supports, and services that are appropriate/relevant to the needs of the student and tied to the Common Core State Standards or state standards, as evidenced by review of the IEPs of an agreed-upon sample of case files
		Observation Form
		Self-Reflection Tool

Performance Objective	Completed	Portfolio Evidence
		Teacher Checklist
		Parent Checklist
		Case files to demonstrate • all evaluation and IEP documents were completed within the timelines using procedures compliant with federal, state, and local requirements • appropriate forms were used • information was shared with all team members • parents and teachers had an opportunity to contribute to the documents as appropriate
Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders		Case files including comprehensive evaluations that incorporate • a variety of appropriate standardized tests • input from families and school personnel • observation notes • a variety of informal assessment strategies • evidence of student's performance in the classroom • interpretation of test results designed to make appropriate recommendations
Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs		Copy of schedule showing variation in frequency and location of speech-language support services based on student's individual needs
		Copies of IEPs that show a variety of service delivery frequencies and locations
		Self-Reflection Tool
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education		Therapy schedule showing classroom-based services
		Samples of RTI activities done with classroom teachers
		Logs showing consultation/collaboration sessions with classroom teachers
		Teacher Checklist
		Evidence that IEP goals and progress on goals have been shared with classroom teacher

Performance Objective	Completed	Portfolio Evidence
Collaborate with families and provide opportunities for families to be involved in student's therapy		Parent Checklist
		Materials sent to families about ways to practice SLP goals in the home setting Ongoing parent communication logs and other communications with parents
		Evidence parents were asked for suggestions for IEP goals
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements		Copy of ASHA CEU Compliance form
		Copy of state professional development participation record
		Copy of ASHA CE Registry transcript
Contribute to various building or district initiatives		Record of participation in building or district committees
		Examples of RTI activities
		Samples of presentations made to staff and/or parents
		Teacher Input
		Copies of resources and materials provided to staff

Speech-Language Pathologist Self-Reflection Tool

This tool is designed to assist the speech-language pathologist (SLP) in determining areas of strengths and areas for which additional professional development is needed. At the beginning of the school year, the SLP should reflect on each skill and rate each: 3 = a strength, 2 = adequately developed, 1 = training needed. The results should be used to create a professional development plan for the year.

Name: _____

Date: _____

Current name of building(s) served: _____

Current number of students served with IEP: _____ 504 plan:_____ RTI plan: _____

Rate your skill level on each item listed below. Using the following rating scale:

    1- I need more information and training to further develop this skill.   **3-** This skill is a strength area for me.

    2- This skill is developed appropriately/I have developed this skill   **NA-** Not applicable

    appropriately.

Performance Objective	Skill	1	2	3	NA	Comments
Demonstrate knowledge and skills in speech-language pathology and related subject areas	Demonstrates knowledge of assessment and treatment in					
	• speech sound production					
	• semantics					
	• syntax					
	• morphology					
	• pragmatics/social language					
	• voice					
	• fluency					
	• literacy					
	• feeding and swallowing					
	• hearing loss and deafness					
	• other medical or educational topics related to communication					

Performance Objective	Skill	1	2	3	NA	Comments
Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practice	Applies principles of evidence-based practice					
	Demonstrates cultural competence with colleagues, students, and families					
	Applies effective strategies to motivate and engage students in the learning process					
	Relates therapy to academic standards					
	Demonstrates a clear understanding of how to embed curricular goals, Common Core State Standards (CCSS), and materials into therapy sessions					
	Uses emerging evidence-based practice in treatment					
	Collects and analyzes and applies data effectively					
	Advocates for appropriate materials, supports, and schedules necessary to provide Free Appropriate Public Education (FAPE)					
	Advocates for appropriate services for students					
Performance Objective	**Skill**	1	2	3	NA	Comments
Partner with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs	Understands and operates within the timelines mandated for assessment and IEP development					
	Prepares well for and appropriately participates in IEP meetings					
	Demonstrates an ability to deal with differing opinions within team meetings					
	Contributes expertise and data to educational team to make appropriate placement and program decisions					
	Uses a range of strategies to engage parents and other educational team members in assessment and IEP process					

Performance Objective	Skill	1	2	3	NA	Comments
	Understands and demonstrates ability to write relevant, measurable IEP goals tied to CCSS or state standards.					
	Assesses progress on IEP goals and shares with parents and educational staff					
	Understands and responds to Medicaid billing requirements					
	Understands and responds to FERPA and HIPAA requirements					
Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	Uses and interprets a variety of assessment tool appropriately for all areas of communication:					
	• classroom observations					
	• standardized assessments					
	• classroom-based assessments					
	• input from teachers, parents, and students					
	• case history					
	• other					
	Solicits relevant information from parents to include in assessment process					
	Solicits information from general education teachers and other relevant educational team members to include in assessment process					
	Understands and applies cultural competence to the assessment process					
Performance Objective	**Skill**	**1**	**2**	**3**	**NA**	**Comments**
Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual	Understands and uses a variety of service delivery models (i.e., location, frequency, and amount of service)					
	Applies dynamic service delivery (i.e., uses a range					

student needs	of service delivery options based on student needs, varying amount, location, and frequency of services)					
	Understands and uses methods, strategies, and activities that promote progress on IEP and academic goals					
	Understands how to make changes in a therapy session to assist the student to be successful					
	Appropriately records student data					
Performance Objective	**Skill**	**1**	**2**	**3**	**NA**	**Comments**
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	Communicates on a regular basis with other educational team members for students with IEPS and 504 plans					
	Demonstrates the expertise and participates in the Response to Intervention (RTI) process					
	Demonstrates confidence and expertise to work in the classroom setting as appropriate					
	Provides screening to identify students at risk for communication disorders and collaborates with other educational professionals in the screening process					
	Participates in a professional learning community					
Performance Objective	**Skill**	**1**	**2**	**3**	**NA**	**Comments**
Collaborate with families and provide opportunities for families to be involved in student speech/language program and service delivery	Provides detailed progress reports to families that includes data to support the findings					
	Solicits input from the families to include in evaluation and IEP reports, including family history					
	Provides families with information/materials to					

| help them support student progress at home | | | | | | |
| Responds to parent initiated-communication within a reasonable time period | | | | | | |

Performance Objective	Skill	1	2	3	NA	Comments
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements	Participates in district professional development					
	Participates in state and national conferences and professional development programs					
	Participates in online professional development programs					
	Keeps current with emerging practices, policies, and procedures					
	Advocates for the opportunity to participate in relevant professional development programs					

Performance Objective	Skill	1	2	3	NA	Comments
Contribute to various building, district initiatives and community partners	Participates in RTI initiatives					
	Serves on various district committees					
	Participates in union or other teacher representative groups					
	Provides professional development training to staff and training to parents					
	Supervises student interns, speech-language pathology assistants (SLPAs), and/or clinical fellows					
	Collaborates with universities to contribute to research, understand promising practices, and engage with students					
	Collaborates with relevant community partners (e.g., physicians, private therapy practitioners, vocational rehabilitation therapists, and social service agencies and private schools)					

Self-Reflection Notes:

Classroom Teacher Checklist

Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE)

Speech-language pathologist to be reviewed: _____

Teacher completing review: _____

Please indicate the speech-language pathologist's performance of each activity below by choosing yes or no. Please comment as appropriate.

Activity	Yes	No	Comments
Asks for information when conducting an evaluation of students in my classroom			
Provides me with results of assessments and screenings of students in my classroom in a timely way			
Involves me in the IEP-development process			
Responds promptly to my requests for screening of students with potential communication weaknesses			
Provides me with suggestions for improving the communication skills of students in my classroom with speech/language IEP goals			
Provides me with progress reports of students in my classroom with speech/language IEP goals			
Participates in Response to Intervention (RTI) initiatives for students in my classroom experiencing communication weaknesses			
Conducts observations of students of concern in my classroom upon request, in a timely fashion			
Collaborates with me to address curricular areas relative to the student's communication disorder			
Provides useful information about the connection between language and literacy			

Please add any additional comments that you feel are helpful.

Parent Checklist

Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE)

Speech-language pathologist being reviewed: _____

Parent completing the survey: _____

Please use the table below to describe how the speech-language pathologist interacts with you and your child. Please add comments as appropriate.

SLP's Actions	Yes	No	Comments
Asks me for information about my child to be included in the IEP and other reports			
Clearly explains the results of my child's speech and language assessment in an understandable way			
Provides services that help my child make progress on IEP goals			
Responds to e-mails and other communication promptly and satisfactorily			
Gives me suggestions for helping my child to communicate better			
Reports on my child's progress toward meeting speech/language IEP goals			
Provides reports in a timely manner			

Would you like to receive additional information to help you understand your child's speech and language skills?
Yes ◯   **No** ◯

Please add any additional comments that you feel are helpful.

Student Checklist

Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE)

Speech-language pathologist being reviewed: _____

Student completing the survey: _____

Please tell us how you feel about your speech-language pathologist (SLP) by checking yes or no next to the statements listed below. Feel free to add comments.

Statement	Yes	No	Comments
I understand what I am supposed to be learning with the SLP.			
I understand how my speech/language goals can help me to be more successful in my classwork.			
If I don't understand something, my SLP explains it another way.			
My SLP explains things in A way I understand			
My SLP asks questions to be sure I am following along when s/he is teaching.			
My SLP explains what I am learning and why it is important.			
My SLP helps me to understand how much progress I am making.			
My SLP encourages me to do my best.			

Please include any other comments that are important to share.

The Role of the Evaluator

It is strongly recommended that evaluators have experience and expertise in the professional area of the individual being evaluated. Districts do not always have the administrative resources to hire an individual with those qualifications. The evaluator who does not hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) should become familiar with the roles and responsibilities of a school-based SLP. See the table below.

Consideration should be given to collaborating with university speech/language program personnel or forming a consortium with surrounding districts to contract with an individual who holds the CCC-SLP and has experience and expertise in evaluating school-based SLPs.

The purpose of a professional evaluation is twofold. First, the evaluation is to determine if the professional is meeting professional standards in light of the individual's specific roles and responsibilities. Second, evaluation results are used to guide professional development to ensure continuous professional growth.

ASHA's Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (PACE) is an appropriate tool for evaluating SLPs in your school.

The PACE Step-by-Step Guide is available to assist the administrator and the SLP in understanding and completing the PACE process.

PACE Components

1. **PACE Matrix** contains a series of performance objectives that a school-based SLP should achieve. The **Matrix** rates the SLP's level of competency for each performance indicator. Examples of performance indicators for each objective are listed in the chart below.

2. **PACE Self-Reflection Tool** allows the SLP to self-evaluate professional skills associated with PACE performance objectives.

3. **PACE Observation Form** records observational evidence associated with PACE performance objectives.

This table defines the principle performance objectives and indicators for success applicable to speech-language pathologists working in schools. It describes the necessary administrative support districts/schools need to provide to ensure that SLPs are able to meet their obligations to students and satisfy their roles as professional members of the school community.

Performance Objective	Indicators	Necessary Administrative Support
Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy)	SLPs should have the knowledge and skills to assess and treat a wide range of communication disorders, as well as understand the connection between language and literacy. They also should be knowledgeable about the general education curriculum and the communication demands of the curriculum and classroom.	There are a wide range of communication disorders addressed within the school community, but an SLP may not have expertise in all areas. Additional training is often necessary to address areas such as feeding and swallowing. Districts must provide continuing education specific to the SLP's needs.
Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices	SLPs have a wide range of resources from which to choose treatment strategies. Their work must support students in achieving both academic and social success. The evaluator should see the SLP using different strategies and materials based on the individual needs of the students.	The workload/caseload must be manageable so that the SLP has the opportunity to collaborate with other staff to ensure strong ties between the SLP's treatment and students' academic success. It is important to provide SLPs with a schedule that allows them to complete the full range of roles and responsibilities, including collaboration, consultation, documentation, and direct service.
Partner with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs	A review of a sampling of the SLP's files should indicate that documents (a) are drafted and presented to the educational team within timelines mandated by federal and state regulations and (b) contain all required elements. The SLP should also have collected information from a range or sources, including the classroom teachers, and parents.	The SLP must have all resources necessary to be compliant with state and federal regulations for children with disabilities.
Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	Assessment needs to be a dynamic process, involving a wide range of standardized assessments as well as other sources, including performance on classroom and state assessments, observation of the student in the classroom, and teacher and parent input.	Districts must provide SLPs with adequate funding for purchasing current standardized speech and language assessments as well as time to collect the wide range of data produced by these tools.

Performance Objective	Indicators	Necessary Administrative Support
Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs	Services should be delivered for the amount of time (length of sessions), in the appropriate setting (in or outside of the general education classroom) and frequency (number of times seen per week) necessary to facilitate progress based on individual student needs. The SLP's schedule should reflect changes in service delivery based on student growth and other factors.	The SLP should be provided with an appropriate workload that allows for flexibility in scheduling based on student need.
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	The SLP should communicate with other professionals in the school on a regular basis (a) to be knowledgeable about the classroom objectives and the impact of the communication disorder on classroom performance and (b) to inform teams about facilitating communication in their settings.	It is important to provide the SLP with a caseload, time, and opportunity to collaborate with classroom teachers to ensure strong ties between the SLP's treatment plan and students' academic success.
Collaborate with families and provide opportunities for families to be involved in the student's SLP services	The SLP reports on student progress to families as often as general education provides progress reports/report cards, as required by law. Additionally, the SLP should solicit input from families during the student assessment process, as well as during drafting of the IEP. In many cases it is appropriate to have regular communication with families to provide them with information about facilitating communication in the home setting.	It is important to provide the SLP with time to collaborate with families to ensure family support and active participation in the therapy process.

Performance Objective	Indicators	Necessary Administrative Support
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements	SLPs are required to maintain state or national certification. It may also be required to maintain educational credentials and licensure. It is always necessary to acquire new information to better serve students.	SLPs must have access to and financial support for professional development training specific to their unique roles and responsibilities.
Contribute to various building or district initiatives	SLPs need to be involved in building and district activities, such as Response to Intervention (RTI), as well as show evidence of sharing their expertise through presentations to families and educators.	SLPs need to be included in RTI teams and invited to provide information to staff and families about links between communication skills and academic success.

Post-Evaluation Process

Once the evaluation process has been completed, professional development goals should be discussed and a plan and training resources established. Release time and funding for SLPs to access appropriate training should be provided.

Additional Resources

- Roles and Responsibilities of Speech-Language Pathologists in Schools
  www.asha.org/SLP/schools/prof-consult/guidelines.htm

- Knowledge and Skills Needed by Speech-Language Pathologists Providing Clinical Supervision
  www.asha.org/docs/html/KS2008-00294.html

- Scope of Practice in Speech-Language Pathology
  www.asha.org/docs/html/SP2007-00283.html

- ASHA's Code of Ethics
  www.asha.org/docs/html/ET2010-00309.html

- Preferred Practice Patterns for the Profession of Speech-Language Pathology
  www.asha.org/docs/html/PP2004-00191.html

- ASHA's Portal Page on Caseload/Workload
  www.asha.org/practice-portal/professional-issues/Caseload-and-Workload/

It is important that the evaluator be familiar with the SLP's caseload and other workload responsibilities. SLPs who have an appropriate workload are better able to perform all of the roles and responsibilities necessary for full integration and collaboration in the school community and are better able to facilitate progress for students.

Observation Form

This form is designed to be used by the evaluator to document the results of observations of the SLP. Observations can take place in a therapy room or classroom, during an in-service or IEP or team meeting, etc. Therefore, not all evidence will be demonstrated in all observations. It is recommended that at least two direct observations of therapy occur during the school year. After each observation, the results should be shared with the SLP.

Speech-language pathologist: _____

Evaluator (name, title): _____

NOTE: The observation items preceded by an asterisk (*) are most likely to be observed during IEP or other meetings with families.

Performance Objective	Observational Evidence (What have you observed that shows the SLP performs these activities/duties?)	Observation 1 Date:	Observation 2 Date:	Observation 3 Date:
Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy)	Works with individuals at all ability levels and serves a range of disorders, as appropriate for the setting			
	Completes and provides in-services (i.e., completing professional development)			
	Demonstrates competence in oral and written communication			
	Follows risk management procedures			
	Organizes work space materials and equipment			
Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices	Engages students in the session's activities			
	Provides accurate and appropriate feedback to students individually			
Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices	Implements activities that promote progress on the students' specific IEP goals			

Performance Objective	Observational Evidence (What have you observed that shows the SLP performs these activities/duties?)	Observation 1 Date:	Observation 2 Date:	Observation 3 Date:
	Has good behavior management skills			
	Uses the allocated time efficiently and effectively			
	Fosters a positive interaction with students			
	Provides each student with an opportunity for a significant number of responses			
	Includes curricular objectives or materials in the session			
	Develops and executes appropriate therapy plans			
	Demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds			
	Advocates for appropriate services for students			
	Documents the nature of services and evidence of progress			
Partner with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs	*Prepares adequately for meetings?			
	*Explains contents of the IEP clearly, using language that parents and other team members understand?			
	*Explains how speech and language goals relate to student success with the curriculum			
	Develops understandable and measurable goals			
	*Responds appropriately to questions and comments of other team members			
	*Deals appropriately with conflicts that may occur during the meeting			
	*Provides evidence that parent(s) and other			

Performance Objective	Observational Evidence (What have you observed that shows the SLP performs these activities/duties?)	Observation 1 Date:	Observation 2 Date:	Observation 3 Date:
	team members have been involved in creating IEP content			
	Explains how IEP goals relate to present educational levels			
	Accurately bills Medicaid and complete other compliance requirements			
	Completes documentation within a specific timeline using appropriate forms			
	*Contributes appropriate information to transition plans			
	*Solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys			
	Maintains confidentiality and adheres to the IDEA, Section 504, FERPA, and HIPAA regulations related to documentation and compliance			
	*Offers evidence that contributes to the eligibility determination			
Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	Gathers case history information			
	Uses appropriate formal and informal assessment tools			
Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	Reports assessment findings in a timely manner			
	Develops appropriate evaluation reports			
	Observes informal and formal testing using a variety of assessment strategies			
	Appropriately analyzes and interprets test results to make appropriate recommendations			
	Creates schedules that reflect assessments to be conducted at designated times (i.e.,			

Performance Objective	Observational Evidence (What have you observed that shows the SLP performs these activities/duties?)	Observation 1 Date:	Observation 2 Date:	Observation 3 Date:
	scheduling blocks)			
	Demonstrates knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds			
Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs	Develops activities that promote progress on students' specific IEP goals			
	Designs a schedule that allows completion of all work activities in an efficient and effective manner			
Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs	Changes activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal			
	Records data on the student's performance during the session			
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	*Respects teachers and other professionals			
	*Demonstrates active listening			
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	*Presents with a professional demeanor			
	*Responds professionally to feedback			
	Demonstrates collaborative instruction or co-teaching			
	*Demonstrates collaboration in an IEP team meeting and other meetings			
Collaborate with families and provide opportunities for families to be involved in the student's SLP services	*Respects students and families			
	*Demonstrates active listening			

Performance Objective	Observational Evidence (What have you observed that shows the SLP performs these activities/duties?)	Observation 1 Date:	Observation 2 Date:	Observation 3 Date:
Collaborate with families and provide opportunities for families to be involved in the student's SLP services	*Presents with a professional demeanor			
	*Responds professionally to feedback			
	Demonstrates collaboration with families in an IEP team meeting and other meetings			
	*Shows evidence of communication with families (e.g., parent communication log)			
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements	Completes in-services (i.e., completes professional development)			
	Provides in-services (i.e., provides professional development)			
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements	Participates in state, school, or local associations; meetings and conferences; and/or professional learning communities			
Contribute to various building or district initiatives	Participates in school assessment planning			
	Participates in RTI initiatives			
Contribute to various building or district initiatives	Participates in curriculum teams?			
	Participates in positive behavioral support initiatives			

Summary of Observation Finding: