

## PACE Framework

Performance Objective	Indicators	Portfolio Evidence	Observational Evidence (i.e., look fors)	Necessary Administrative Support
Demonstrate knowledge and skills in the subject areas of speech-language pathology and related areas (e.g., literacy). x	An SLP 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.	<ul style="list-style-type: none"> <li>Evidence of having passed a national, ASHA-approved exam in speech-language pathology</li> <li>Evidence of participation in consistent high quality professional development programs on speech and language topics</li> <li>Input from the SLP</li> </ul>	Does the SLP: <ul style="list-style-type: none"> <li>work across all ability levels and serve a range of disorders, as appropriate for the setting?</li> <li>complete and provide in-services (i.e., completing professional development)?</li> <li>demonstrate competence in oral and written communication?</li> <li>follow risk management procedures?</li> <li>organize work space materials and equipment ?</li> </ul>	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, etc.  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 the student 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.	<ul style="list-style-type: none"> <li>Observation of therapy conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP</li> <li>Self-assessment</li> <li>Teacher survey</li> <li>Parent survey</li> <li>Student survey, where appropriate</li> <li>Input from the SLP</li> </ul>	Does the SLP: <ul style="list-style-type: none"> <li>engage students in the session's activities?</li> <li>provide accurate and appropriate feedback to students individually?</li> <li>Implement activities that promote progress on the students' specific IEP goals?</li> <li>have good behavior management skills?</li> <li>use the allocated time efficiently and effectively?</li> <li>foster a positive interaction with students?</li> <li>provide each student with an opportunity for a significant number of responses?</li> <li>include curricular objectives or materials in the session?</li> <li>develop and execute appropriate therapy plans?</li> <li>demonstrate knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds?</li> <li>advocate for appropriate services for the students?</li> <li>document the nature of services and evidence of progress?</li> </ul>	Ensure a manageable workload/caseload for the SLP that allows for the opportunity to collaborate with other staff to ensure strong ties between the SLP's treatment and 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.
The SLP partners with the team to determine eligibility and recommends 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 are drafted and presented to the educational team within timelines mandated by federal and state regulations, and contain all required elements. They should also have collected information from a range or sources, including the classroom teachers and parents.	<ul style="list-style-type: none"> <li>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</li> <li>Observation of therapy conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP</li> <li>Self-assessment</li> <li>Teacher survey</li> <li>Parent survey</li> <li>Student survey, where appropriate</li> <li>Review of case files to demonstrate               <ul style="list-style-type: none"> <li>all evaluation and IEP documents were completed within the timelines using</li> </ul> </li> </ul>	Does the SLP: <ul style="list-style-type: none"> <li>prepare adequately for meetings?</li> <li>explain the contents of the IEP clearly, using language that the parents and other team members understand?</li> <li>explain how the speech and language goals relate to the student's success with the curriculum?</li> <li>develop understandable and measurable goals?</li> <li>respond appropriately to questions and comments of other team members?</li> <li>deal with any conflicts that may occur within the meeting appropriately?</li> <li>provide evidence that shows that parent(s) and other team members have been involved in creating the IEP content?</li> <li>provide information in the present educational levels supportive of the goals included in the IEP?</li> </ul>	Ensure that the SLP has all resources necessary to be compliant with state and federal regulations for children with disabilities

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		<ul style="list-style-type: none"> <li>procedures compliant with federal, state, and local requirements               <ul style="list-style-type: none"> <li>- appropriate forms were used</li> <li>- information was shared with all team members</li> <li>- parents and teachers had an opportunity to contribute to the documents as appropriate</li> </ul> </li> <li>• Input from the SLP</li> </ul>	<ul style="list-style-type: none"> <li>• accurately bill Medicaid and complete other compliance requirements?</li> <li>• Complete documentation within a specific timeline using appropriate forms</li> <li>• contribute appropriate information to transition plans?</li> <li>• solicit feedback from parents, teachers, and students about documentation and compliance via checklists and surveys?</li> <li>• maintain confidentiality and adhere to the IDEA, FERPA, and HIPAA regulations related to documentation and compliance?</li> <li>• Offer evidence that contributes to the eligibility determination?</li> </ul>	
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, using a wide range of standardized assessments as well as other assessment sources, including performance on classroom and state assessments, observation of the student within the classroom and teacher and parent input.	<ul style="list-style-type: none"> <li>• Case files include comprehensive evaluations that incorporate               <ul style="list-style-type: none"> <li>- a variety of appropriate standardized tests</li> <li>- input from families and other school personnel</li> <li>- observation notes</li> <li>- a variety of informal assessment strategies</li> <li>- evidence of the student's performance in the classroom</li> <li>- interpretation of the test results designed to make appropriate recommendations</li> <li>- Input from the SLP</li> </ul> </li> </ul>	Does the SLP: <ul style="list-style-type: none"> <li>• gather case history information?</li> <li>• use appropriate formal and informal assessment tools?</li> <li>• report assessment findings in a timely manner?</li> <li>• develop appropriate evaluation reports?</li> <li>• observe informal and formal testing using a variety of assessment strategies?</li> <li>• appropriately analyze and interpret test results to make appropriate recommendations?</li> <li>• create schedules that reflect assessments to be conducted at designated times (i.e., scheduling blocks)?</li> <li>• demonstrate knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds?</li> </ul>	Districts must provide SLPs with adequate funding for purchasing current standardized speech and language assessments as well as time to collect this wide range of data.
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 (within or outside of the general ed. classroom) and frequency (number of times seen per week) necessary to facilitate progress. The SLPs schedule should reflect changes in service delivery based on student growth and other factors.	<ul style="list-style-type: none"> <li>• Copy of schedule showing variation in frequency and location of speech-language support services based on student's individual needs</li> <li>• Evidence IEPs include a variety of service delivery frequency and location</li> <li>• Self-assessment</li> <li>• Input from SLP</li> </ul>	Does the SLP: <ul style="list-style-type: none"> <li>• develop activities that promote progress on the students' specific IEP goals?</li> <li>• design a schedule that allows completion of all work activities in an efficient and effective manner?</li> <li>• change the activities, feedback or direction of the session when a student is not understanding or able to demonstrate success with the session goal?</li> <li>• record data on the student's performance within the session?</li> </ul>	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. x	An SLP should communicate with other professionals in the school on a regular basis to be knowledgeable about the classroom objectives, the impact of the communication disorder on classroom performance, as well as providing teams with information about facilitating	<ul style="list-style-type: none"> <li>• Therapy schedule showing classroom-based services</li> <li>• Samples of RTI activities done with classroom teachers</li> <li>• Logs showing consultation/collaboration sessions with classroom teachers</li> <li>• Checklist evaluations completed by classroom teachers</li> </ul>	Does the SLP: <ul style="list-style-type: none"> <li>• respect teachers and other professionals?</li> <li>• demonstrate active listening?</li> <li>• present with a professional demeanor?</li> <li>• respond professionally to feedback?</li> <li>• demonstrate collaborative instruction or co-teaching?</li> <li>• demonstrate collaboration within an IEP team meeting and other meetings?</li> </ul>	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 and academic success.

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	communication in their setting.	<ul style="list-style-type: none"> <li>Evidence that IEP goals and progress on the goals have been shared with classroom teachers</li> <li>Input from the SLP</li> </ul>		
Collaborates with families and provides opportunities for families to be involved in the student's SLP services.	SLP reports progress information 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 assessment as well as when developing the draft 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.	<ul style="list-style-type: none"> <li>Parent checklist of SLP services that shows satisfaction rate</li> <li>Materials sent to families about ways to practice SLP goals in the home setting</li> <li>Ongoing parent communication logs</li> <li>Evidence parents were asked for suggestions for IEP goals</li> <li>Input from the SLP</li> </ul>	Does the SLP: <ul style="list-style-type: none"> <li>respect students and families?</li> <li>demonstrate active listening?</li> <li>present with a professional demeanor?</li> <li>respond professionally to feedback?</li> <li>demonstrate collaboration with families in an IEP team meeting and other meetings?</li> <li>show evidence of communication with families (e.g., parent communication log)?</li> </ul>	It is important to provide the SLP with time to collaborate with families to ensure family support and active participation in the therapy process.
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.	<ul style="list-style-type: none"> <li>Copy of ASHA CEU Compliance form</li> <li>Copy of state professional development participation record</li> <li>Copy of ASHA CE Registry</li> <li>Input from the SLP</li> </ul>	Does the SLP: <ul style="list-style-type: none"> <li>complete in-services (i.e., completing professional development)?</li> <li>provide in-services (i.e., provide professional development)?</li> <li>participate in state, school, or local associations; meetings and conferences; and/or professional learning communities?</li> </ul>	SLPs must have access 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, as well as show evidence of sharing their expertise through presentations to families and educators.	<ul style="list-style-type: none"> <li>Record of participation in building or district committees</li> <li>Examples of RTI activities</li> <li>Samples of presentations made to staff and/or parents</li> <li>Self-assessment checklist</li> <li>Administrator input</li> <li>Teacher input</li> <li>Copies of resources and materials provided to staff</li> <li>Input from the SLP</li> </ul>	Does the SLP participate in: <ul style="list-style-type: none"> <li>school assessment planning?</li> <li>RTI initiatives?</li> <li>curriculum teams?</li> <li>positive behavioral support initiatives?</li> <li>etc.?</li> </ul>	SLPs need to be included in RTI teams, and invited to provide information to staff and family about links between communication and academic success.

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Consider additional activities or contributions from the SLP that could enhance the profession and school community

*Examples:*

- provides appropriate supervision of clinical practicum students, clinical fellows, or speech-language pathology assistants
- conducts clinical research to enhance clinical services
- generates clinical research publications to enhance clinical services
- develops programs, models, or other resources to enhance clinical services
- serves on local, state, and national committees, task forces, or initiatives
- involved in their union