

The PACE Matrix for Portfolio Assessment

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 the subject areas of speech-language pathology and related areas (e.g., literacy) and implement services in an ethical manner	<ul style="list-style-type: none"> 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 	<p>Does the SLP:</p> <ul style="list-style-type: none"> work across all ability levels and serve a range of disorders, as appropriate for the setting? complete and provide in-services (i.e., completing 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	<ul style="list-style-type: none"> 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 	<p>Does the SLP:</p> <ul style="list-style-type: none"> engage students in the session's activities? provide accurate and appropriate feedback to students individually? Implement activities that promote progress on the students' specific IEP goals? have good behavior management skills? 		

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	<p>appropriate</p> <ul style="list-style-type: none"> Input from the SLP 	<ul style="list-style-type: none"> 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 children from culturally and linguistically different backgrounds? advocate for appropriate services for the students? document the nature of services and evidence of progress? 		
<p>Partner with the team to determine eligibility and recommends services that are compliant with state and federal regulations for children with IEPs</p>	<ul style="list-style-type: none"> 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 	<p>Does the SLP:</p> <ul style="list-style-type: none"> 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 		

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	<p>disorders and treatment, preferably a certified SLP</p> <ul style="list-style-type: none"> • Self-assessment • Teacher survey • Parent survey • Student survey, where appropriate • Review of case files to demonstrate: <ul style="list-style-type: none"> ○ all evaluation and IEP documents were completed within the timelines using procedures compliant with federal, state, and local requirements ○ appropriate forms were use ○ information was shared with all team members ○ parents and teachers had an opportunity to contribute to the documents as appropriate • Input from the SLP 	<p>measurable goals?</p> <ul style="list-style-type: none"> • respond appropriately to questions and comments of other team members? • deal appropriately with conflicts that may occur during the meeting appropriately? • 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 the IDEA, Section 504, FERPA, and HIPAA regulations related to documentation and compliance? • offer evidence that contributes to the eligibility determination? 		

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<p>Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders.</p>	<ul style="list-style-type: none"> • Case files include comprehensive evaluations that incorporate: <ul style="list-style-type: none"> ○ 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 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • 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? 		
<p>Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs</p>	<ul style="list-style-type: none"> • 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 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • develop activities that promote progress on the 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 		

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	<ul style="list-style-type: none"> • Self-assessment • Input from SLP 	<p>direction of the session when a student is not understanding or able to demonstrate success with the session goal?</p> <ul style="list-style-type: none"> • record data on the student's performance within the session? 		
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	<ul style="list-style-type: none"> • 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 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • 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 within an IEP team meetings and other meetings? 		
Collaborate with families and provide opportunities for families to be involved in the student's SLP services	<ul style="list-style-type: none"> • 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 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • respect students and families? • demonstrate active listening? • present with a professional demeanor? • respond professionally to feedback? • demonstrate collaboration with families in an IEP team meetings and 		

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	<ul style="list-style-type: none"> • suggestions for IEP goals • Input from the SLP 	<ul style="list-style-type: none"> • 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 certification maintenance as well as state certification and licensing requirements	<ul style="list-style-type: none"> • Copy of ASHA CEU Compliance form • Copy of state professional development participation record • Copy of ASHA CE Registry • Input from the SLP 	<p>Does the SLP:</p> <ul style="list-style-type: none"> • complete in-services (i.e., completing professional development)? • provide in-services (i.e., provide professional development)? • participate in state, school, or local associations; meetings and conferences; and/or professional learning communities? 		
Contribute to various building or district initiatives	<ul style="list-style-type: none"> • 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 	<p>Does the SLP participate in:</p> <ul style="list-style-type: none"> • school assessment planning? • RTI initiatives? • curriculum teams? • positive behavioral support initiatives? 		