

PACE 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: Use the observational evidence as a guide to evaluate the performance objective.
 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)	<ul style="list-style-type: none"> • 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 			

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: _____
Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices	<ul style="list-style-type: none"> • Engages students in the session’s activities • Provides accurate and appropriate feedback to students individually • Implements activities that promote progress on the students’ specific IEP goals • 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 			

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: _____
Partner with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs	<ul style="list-style-type: none"> • *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 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 			

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 ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	<ul style="list-style-type: none"> • Gathers case history information • Uses appropriate formal and informal assessment tools • 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., 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	<ul style="list-style-type: none"> • 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 • 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 			

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 collaboration with classroom teachers and other professionals for students in both general and special education	<ul style="list-style-type: none"> • *Respects teachers and other professionals • *Demonstrates active listening • *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	<ul style="list-style-type: none"> • *Respects students and families • *Demonstrates active listening • *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	<ul style="list-style-type: none"> • Completes in-services (i.e., completes professional development) • Provides in-services (i.e., provides professional development) • Participates in state, school, or local associations; meetings and conferences; and/or professional learning communities 			

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: _____
Contribute to various building or district initiatives	<ul style="list-style-type: none"> • Participates in school assessment planning • Participates in RTI initiatives • Participates in curriculum teams? • Participates in positive behavioral support initiatives 			

Summary of Observation Finding: