

## PACE Observation Form for Diagnostic SLPs

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 or during an in-service or IEP or team meeting. 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): \_\_\_\_\_

Name of building/school: \_\_\_\_\_

**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:
<b>Provide culturally and educationally appropriate assessments that are effective, engage students, and reflect evidence-based practice</b>	Has good behavior management skills			
	Uses the allocated time efficiently and effectively			
	Fosters positive interaction with students			
	Demonstrates knowledge and skills necessary for providing appropriate assessments of students from diverse cultural and linguistic backgrounds			
<b>Partner with the team to determine eligibility and recommend services that comply with state and federal regulations for children with IEPs</b>	Prepares adequately for meeting			
	*Explains contents of the assessments clearly, using language that parents and other team members understand			
	*Responds appropriately to questions and comments of other team members			

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:
	*Deals appropriately with conflicts that may occur during meetings			
	*Provides evidence that parent(s) and other team members have contributed to the assessment process.			
	Maintains confidentiality and adheres to the IDEA, ADA, Section 504, FERPA, and HIPAA regulations related to documentation and compliance			
	*Offers evidence that contributes to the eligibility determination			
	*Advocates for appropriate services for students			
	*Explains how IEP goals relate to assessment concerns (if appropriate)			
<b>Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders</b>	Gathers case history information			
	Uses appropriate formal and informal assessment tools			
	Develops appropriate evaluation reports			
	Reports assessments in a timely manner			
	Appropriately analyzes and interprets test results to make recommendations			
	Creates an assessment schedule			
	Demonstrates knowledge and skills necessary for providing or facilitating assessment of			

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:
	children from diverse cultural and linguistic backgrounds			
<b>Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education</b>	*Respects teachers and other professionals			
	*Demonstrates active listening			
	*Presents with a professional demeanor			
	*Responds professionally to feedback			
	*Demonstrates collaboration in meetings			
<b>Collaborate with families and provide opportunities for families to be involved in their children’s SLP services/assessment</b>	*Respects students and families			
	*Demonstrates active listening			
	*Presents with a professional demeanor			
	*Responds professionally to feedback			
	Demonstrates collaboration with families in meetings			
	*Shows evidence of communication with families			
<b>Earn continuing education or professional development units/hours sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensure requirements</b>	Completes in-service training			
	Provides in-service training			
	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:
<b>Contribute to various building- or district-level initiatives</b>	Participates in RTI initiatives			
	Provides input to positive behavioral support initiative			
	Is involved in the recommendation process for selection of new assessment materials			

**Summary of Observational Findings:**