

The PACE Matrix for Diagnostic SLPs

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 (examples)	Observational Evidence (i.e., look fors)	Evaluation Ratings	Comments
1. Demonstrate knowledge and skills in speech-language pathology and related subject 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 provide services for a range of disorders, as appropriate for the setting? complete and provide in-service training (i.e., complete professional development)? demonstrate competence in oral and written communication? follow risk management procedures? organize work space materials and equipment? 		
2. Provide culturally and educationally appropriate assessments that are effective, engage students, and reflect evidence-based practice	<ul style="list-style-type: none"> Observation of assessment and presentation of assessment results conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP <ul style="list-style-type: none"> Self-assessment Teacher checklist Parent checklist Student checklist, where appropriate Input from the SLP 	<p>Does the SLP</p> <ul style="list-style-type: none"> 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? demonstrate knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically diverse backgrounds? 		
3. Provide assessments that comply with state and	<ul style="list-style-type: none"> Reports show that assessment results are individualized and provide 	<p>Does the SLP</p> <ul style="list-style-type: none"> prepare adequately for meetings? 		

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federal regulations for students with IEPs	<p>sufficient information for the team to make an eligibility determination</p> <ul style="list-style-type: none"> • Self-assessment • Teacher checklist • Parent checklist • Student checklist 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 that comply with federal, state, and local requirements – appropriate forms were used – information was shared with all team members – parents, teachers, and other professionals had an opportunity to contribute to the documents as appropriate • Input from the SLP 	<ul style="list-style-type: none"> • explain assessment results using language that parents and other team members understand? • respond appropriately to questions and comments from other team members? • deal appropriately with conflicts that may occur during meetings? • complete documentation within a specific timeline required by state and federal regulations using appropriate forms? • solicit feedback from parents, teachers, other professionals, and students about documentation and compliance via checklists and surveys? • maintain confidentiality and adhere to IDEA, ADA, Section 504, FERPA, and HIPAA regulations related to documentation and compliance? • offer evidence that contributes to the eligibility determination? 		
4. Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	<ul style="list-style-type: none"> • Case files that include comprehensive evaluations and incorporate <ul style="list-style-type: none"> a variety of appropriate standardized tests input from families and 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 		

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		<p>designated times (i.e., scheduling blocks)?</p> <ul style="list-style-type: none"> demonstrate knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically diverse backgrounds? 		
5. Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	<ul style="list-style-type: none"> Logs or other evidence of consultations/collaborations with classroom teachers or other professionals regarding assessment Checklist evaluations completed by classroom teachers Input from the SLP Results of RTI screening as appropriate 	<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 collaboration at IEP team meetings and other meetings? 		
6. Collaborate with families and provide opportunities for families to be involved in the student's SLP assessment	<ul style="list-style-type: none"> Parent checklist of SLP services that shows satisfaction rate Evidence parents were asked for suggestions for IEP goals Provide families with information about improving communication for children who do not qualify for services Input from the SLP 	<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 IEP team meetings and other meetings? show evidence of communication with families (e.g., parent communication log)? 		
7. Earn continuing education or professional development units/hours sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensure 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 transcript Input from the SLP 	<p>Does the SLP</p> <ul style="list-style-type: none"> complete in-service training? provide in-service training? participate in national, state, or local associations; school and state meetings and conferences; and/or professional learning communities? 		

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<p>8. Contribute to various building- or district-level initiatives</p>	<ul style="list-style-type: none"> • Record of participation in building- or district-level 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 <ul style="list-style-type: none"> • Input from the SLP 	<p>Does the SLP participate in</p> <ul style="list-style-type: none"> • school assessment planning? • RTI initiatives? • positive behavioral support initiatives? 		