PACE
Performance Assessment for Contributions and Effectiveness of Speech-Language Pathologists

Overview

The following information was directly obtained from the following source:

This document was developed to serve as a tool to help speech-language pathologists navigate through value added assessment (VAA) systems as they are introduced in the states. Several states have developed VAA systems for classroom teachers. As more states and local school districts follow suit, they can be expected to include other professionals, including SLPs, who play an integral role in the school community.

A large segment of the reviewers were in agreement with the concept that student test scores should not be a component of the SLP’s evaluation process. Another segment indicated that a data point, such as student test scores, should be a component of the evaluation. As a result of this dichotomous feedback, the team renewed its efforts to find research or other documentation to support evaluating SLPs based on student scores on high stakes tests. No evidence was found to support this practice. Continued efforts will be made to review new research, and the document will be updated as new information warrants.

PACE includes evidence for the following goals:

1. Demonstrate knowledge in the subject area of speech-language pathology and related areas (e.g., literacy, consistent with Roles and Responsibilities of Speech-Language Pathologists in Schools).

2. Provide appropriate educationally relevant services reflecting evidence-based practices.

3. Provide services that are compliant with state and federal regulations for children with IEPs.

4. Demonstrate the ability to conduct appropriate comprehensive evaluations and assessments of students experiencing, or at risk for, a variety of speech, language, and swallowing disorders.

5. Provide appropriate and dynamic service delivery methods (e.g., variations in frequency, intensity, duration, and setting based on student needs) consistent with a wide variety of individual student needs.

6. Demonstrate collaboration with classroom teachers and other school professionals.

7. Provide opportunities for families to be involved in the student’s SLP services.
8. Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state requirements.

9. Contribute to various building or district initiatives (e.g., instructional design and professional development programming, including participating in RTI supports and services, district and building-level committees, etc.).

**Current State of Affairs:**

Several states have developed VAA systems for classroom teachers. As more states and local school districts follow suit, they can be expected to include other professionals, including SLPs, who play an integral role in the school community.
Roles and Responsibilities of Speech-Language Pathologists in Educational Settings:

While school-based SLPs have an extensive role in several aspects of education, there are three major areas where they can make notable contributions to individual student learning, in addition to a school's achievement initiatives: evidence-based practice (EBP), a multi-tier system of supports (e.g., RTI), and literacy initiatives.

**Evidence-Based Practice (EBP)**
All professional practice should be rooted in evidence. EBP is the integration of clinical expertise, current best evidence, and client/patient perspectives in an effort to ensure delivery of high-quality services (Dollaghan, 2007; Sackett, Straus, Richardson, Rosenberg, & Haynes, 2000). Clinical expertise refers to the clinician’s skills and past experiences used to inform clinical practice. Current best evidence is clinically relevant research from applied and basic sciences. Last, to encourage buy-in to therapy and facilitate generalization of treatment outcomes, clients’ unique preferences, concerns, and expectations should be integrated into clinical decision making.

EBP is strongly linked to educator effectiveness, the cornerstone of accountability, as well as to data-driven decision making, which is a school-wide process for analyzing and using achievement results to inform the design of a school improvement plan. This is consistent with ESEA and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), which requires the use of EBP as part of school-wide academic improvement efforts, such as in a multi-tier system of supports.

**Multi-tier System of Supports: Response to Intervention**
RTI is one method of providing a multi-tier system of supports that fall under the umbrella of early intervening services as defined in IDEA 2004. RTI is used to identify and provide services to students in the general education population who are at risk for school failure. RTI uses EBP as the basis for providing high-quality instruction to all students through a tiered approach in which the intensity of the intervention increases in each successive tier to match the learning needs of students. Other components of RTI include universal screening, frequent progress monitoring, and the use of child response data to make educational decisions. Through RTI, the use of a “wait to fail” model is eliminated. Instead, students are given high-quality instruction designed to prevent the need for further services under special education. SLPs are essential contributors to the development and provision of RTI services to struggling students in the general education population. For more information, see ASHA’s RTI resource.

**The Speech-Language Pathologist’s Role in Literacy**
SLPs play a critical and direct role in the development of literacy, the umbrella term for reading and writing. Researchers have long established that spoken language provides the foundation for the development of reading and writing, and spoken and written language have a reciprocal relationship such that each builds on the other to result in oral language and literacy competence—meaning children with spoken language disorders often have difficulty learning to read and write, and children with reading and writing problems often have difficulty with spoken language. Because of the fundamental connections between spoken and written language, intervention for language disorders must target both spoken and written language deficits. Thus, SLPs are uniquely trained and skilled to address both the spoken language and literacy needs of school-aged children. For more information, see ASHA’s Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents.
### Appendix A: Performance Assessment of Contributions and Effectiveness of SLPs (PACE) Matrix

| Performance                                                                 | As demonstrated by:                                                                                                                                                                                                 | Evaluation | notes |
|---|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|
| 1. Demonstrate knowledge in the subject areas of speech-language pathology and related areas (e.g., literacy). | 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 | yes         | no          | notes |
| 2. Provide appropriate and educationally relevant services reflecting evidence-based practices.                           | 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 appropriate  
Other input from the SLP | yes         | no          | notes |
| 3. Provide services that are compliant with state and federal regulations for children with IEPs.                     | IEP goals, supports, and services that are appropriate/relevant to the needs of the student and tied to the state standards, as evidenced by review of the IEPs of an agreed-upon sample of case files  
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 appropriate  
Review of case files to demonstrate  
- all evaluation and IEP documents were completed within the timelines using procedures compliant with federal, state, and local requirements  
- appropriate forms were used  
- information was shared with all team members  
- parents and teachers had an | yes         | no          | notes |
# Appendix A: Performance Assessment of Contributions and Effectiveness of SLPs (PACE) Matrix

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<thead>
<tr>
<th>Performance</th>
<th>As demonstrated by:</th>
<th>Evaluation</th>
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<td>opportunity to contribute to the documents as appropriate</td>
<td>Other input from the SLP                                                                ês</td>
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| 4. Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders. | Case files include comprehensive evaluations that incorporate:  
  - 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  
  Other input from the SLP                                                                                                                                   |            |
| 5. Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs. | 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  
  Self-assessment  
  Other input from SLP                                                                                                                                     |            |
| 6. Demonstrate collaboration with classroom teachers and other professionals. | 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  
  Other input from the SLP                                                                                                                                     |            |
**Appendix A: Performance Assessment of Contributions and Effectiveness of SLPs (PACE) Matrix**

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<td>7. Provide opportunities for families to be involved in the student’s SLP services.</td>
<td>Parent checklist of SLP services that shows satisfaction rate&lt;br&gt;Materials sent to families about ways to practice SLP goals in the home setting&lt;br&gt;Ongoing parent communication logs&lt;br&gt;Evidence parents were asked for suggestions for IEP goals&lt;br&gt;Other input from the SLP</td>
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<td>8. Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements.</td>
<td>Copy of ASHA CEU Compliance form&lt;br&gt;Copy of state professional development participation record&lt;br&gt;Copy of ASHA CE Registry&lt;br&gt;Other input from the SLP</td>
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<td>9. Contribute to various building or district initiatives.</td>
<td>Record of participation in building or district committees&lt;br&gt;Examples of RTI activities&lt;br&gt;Samples of presentations made to staff and/or parents&lt;br&gt;Self-assessment checklist&lt;br&gt;Administrator input&lt;br&gt;Teacher input&lt;br&gt;Copies of resources and materials provided to staff&lt;br&gt;Other input from the SLP</td>
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