

PACE Self-Reflection Tool for Diagnostic SLPs

This tool is designed to help the SLP determine personal strengths and skills for which additional professional development is needed. At the beginning of the school year, the SLP should reflect on and rate each skill as a strength (3), adequately developed (2) or in need of further development (1). The results should be used to create a professional development plan for the year.

Name of speech-language pathologist: _____

Date: _____

Name of current building(s) served: _____

Current number of students served with IEP: _____ 504 plan: _____ RTI plan: _____

Number of students evaluated: _____

Rate your skill level on each item listed below. Use the following rating scale:

1 – I need more information and training to further develop this skill.

2 - This skill has been adequately developed.

3 - This skill is a strength of mine.

NA – Not applicable

Performance Objective	Skill	1	2	3	NA	Comments
Demonstrate knowledge and skills in speech-language pathology and related subject areas	Demonstrates knowledge of assessment and treatment in					
	• speech sound production					
	• semantics					
	• syntax					
	• morphology					
	• pragmatics/social language					
	• voice					
	• fluency					
	• literacy					
	• feeding and swallowing					
	• hearing loss and deafness					
• other medical or educational topics related to communication						

Provide culturally and educationally appropriate assessments that are effective, engage students, and reflect evidence-based practice	Applies principles of evidence-based practice				
	Demonstrates cultural competence with colleagues, students, and families				
	Applies effective strategies to motivate and engage students in the assessment process				
	Uses evidence-based practice in assessment				
	Collects, analyzes, and applies data effectively				
Partner with the team to determine eligibility and recommend services that comply with state and federal regulations for children with IEPs	Understands and operates within the timelines mandated for assessment and IEP development				
	Prepares well for and appropriately participates in IEP meetings				
	Demonstrates ability to deal with differing opinions within team meetings				
	Contributes expertise and data to the educational team to make appropriate placement and program decisions				
	Uses a range of strategies to engage parents and other educational team members in the assessment and IEP process				
	Understands and demonstrates an ability to write relevant, measurable IEP goals tied to CCSS or state standards				
	Understands and responds to FERPA, ADA, and HIPAA requirements				
	Advocates for appropriate services for students				

Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	Appropriately uses and interprets a variety of assessment methods and tools for all areas of communication, including				
	• classroom observations				
	• standardized assessments				
	• classroom-based assessments				
	• input from teachers, parents, and students				
	• case history				
	• other:				
	Solicits information from general education teachers and other relevant educational team members to include in the assessment process				
	Chooses assessments that show how the student's communication skills impact academic performance				
	Understands and applies principles of cultural competence to the assessment process				
Communicates on a regular basis with other educational team members for assessment purposes					
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	Demonstrates expertise and participates in the Response to Intervention (RTI) process				
	Demonstrates confidence and expertise when working within the classroom to collect assessment data				
	Collaborates with other educational professionals in the screening process				
	Participates in a professional learning community				
	Solicits input, including family history, from the families to include in evaluation and IFP reports				

Collaborate with families and provide opportunities for them to be involved in their children's speech/language assessment	Provides opportunities for families to be engaged in the assessment process					
	Provides families with information about improving communication for students who do not qualify for services					
	Explains assessment results to families					
	Participates in local, state, and national conferences and professional development programs					
Earn continuing education or professional development units/hours sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensure requirements	Participates in online professional development programs					
	Keeps current with emerging practices, policies, and procedures					
	Advocates for the opportunity to participate in relevant professional development programs					
	Serves on various district committees					
	Participates in union or other groups that represent teachers					
Contribute to various building- or district-level initiatives and community partners	Provides professional development training to staff and communicates suggestions and assistance to parents					
	Supervises student interns, SLPAs, and/or clinical fellows					
	Collaborates with universities to contribute to research, understand promising practices, and engage with students					
	Collaborates with relevant community partners (e.g., physicians, private therapy practitioners, social service agencies, private schools, and vocational rehabilitation agencies)					

