

Developing a Portfolio for the PACE

ASHA recommended the Performance Assessment of Contributions and Effectiveness (PACE) as an evaluation tool for speech-language pathologists (SLPs), because the evidence indicates that using multiple measures produces the most accurate evaluation.

The PACE is based on building a portfolio of information for the professional to use when interacting with the evaluator. The portfolio is a comprehensive collection of data, the majority of which is readily available. The portfolio can be organized electronically or in print. A process should be developed and implemented early in the school year to allow for the ongoing collection of data and other information to be presented at the time of the formal evaluation. The process should begin with completion of a self-evaluation tool.

The following table is provided to assist with the data collection process and includes check-off items the SLP can use to track the completion of data collection.

Performance Objective	Completed	Portfolio Evidence
Demonstrate knowledge and skills in speech-language pathology and related subject 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
Provide culturally and educationally appropriate services that are effective, engage students, and reflect evidence-based practices		Observation of therapy conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP
		Self-Reflection Tool
		Teacher Checklist
		Parent checklist
		Articles on evidence-based practice
Partner with the team to determine eligibility and recommends services that are compliant with state and federal regulations for children with IEPs		IEP documents showing goals, supports, and services that are appropriate/relevant to the needs of the student and tied to the Common Core State Standards or state standards, as evidenced by review of the IEPs of an agreed-upon sample of case files
		Observation Form
		Self-Reflection Tool
		Teacher Checklist

Performance Objective	Completed	Portfolio Evidence
		Parent Checklist
		Case files to demonstrate <ul style="list-style-type: none"> • 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 opportunity to contribute to the documents as appropriate
Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders		Case files including comprehensive evaluations that 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 student's performance in the classroom • interpretation of test results designed to make appropriate recommendations
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
		Copies of IEPs that show a variety of service delivery frequencies and locations
		Self-Reflection Tool
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education		Therapy schedule showing classroom-based services
		Samples of RTI activities done with classroom teachers
		Logs showing consultation/collaboration sessions with classroom teachers
		Teacher Checklist
		Evidence that IEP goals and progress on goals have been shared with classroom teacher
Collaborate with families and provide opportunities for families to be involved in student's therapy		Parent Checklist
		Materials sent to families about ways to practice SLP goals in the home setting Ongoing parent communication logs and other communications with parents
		Evidence parents were asked for suggestions for IEP goals

Performance Objective	Completed	Portfolio Evidence
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements		Copy of ASHA CEU Compliance form
		Copy of state professional development participation record
		Copy of ASHA CE Registry transcript
Contribute to various building or district initiatives		Record of participation in building or district committees
		Examples of RTI activities
		Samples of presentations made to staff and/or parents
		Teacher Input
		Copies of resources and materials provided to staff