

PACE Speech-Language Pathologist Self-Reflection Tool

This tool is designed to assist the speech-language pathologist (SLP) in determining areas of strengths and areas for which additional professional development is needed. At the beginning of the school year, the SLP should reflect on each skill and rate each: 3 = a strength, 2 = adequately developed, 1 = training needed. The results should be used to create a professional development plan for the year.

Name: _____

Date: _____

Current name of building(s) served: _____

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

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

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

2- This skill is developed appropriately/I have developed this skill appropriately.

3- This skill is a strength area for me.

NA- Not applicable

Performance Objective	Skill	1	2	3	N/A	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					

Performance Objective	Skill	1	2	3	N/A	Comments
	<ul style="list-style-type: none"> • voice 					
	<ul style="list-style-type: none"> • fluency 					
	<ul style="list-style-type: none"> • literacy 					
	<ul style="list-style-type: none"> • feeding and swallowing 					
	<ul style="list-style-type: none"> • hearing loss and deafness 					
	<ul style="list-style-type: none"> • other medical or educational topics related to communication 					
Provide culturally and educationally appropriate services 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 learning process					
	Relates therapy to academic standards					
	Demonstrates a clear understanding of how to embed curricular goals, Common Core State Standards (CCSS), and materials into therapy sessions					
	Uses emerging evidence-based practice in treatment					
	Collects and analyzes and applies data effectively					

Performance Objective	Skill	1	2	3	N/A	Comments
	Advocates for appropriate materials, supports, and schedules necessary to provide Free Appropriate Public Education (FAPE)					
	Advocates for appropriate services for students					
Partner with the team to determine eligibility and recommend services that are compliant 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 an ability to deal with differing opinions within team meetings					
	Contributes expertise and data to educational team to make appropriate placement and program decisions					
	Uses a range of strategies to engage parents and other educational team members in assessment and IEP process					
	Understands and demonstrates ability to write relevant, measurable IEP goals tied to CCSS or state standards.					
	Assesses progress on IEP goals and shares with parents and educational staff					
	Understands and responds to Medicaid billing requirements					

Performance Objective	Skill	1	2	3	N/A	Comments
	Understands and responds to FERPA and HIPAA requirements					
Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders	Uses and interprets a variety of assessment tool appropriately for all areas of communication:					
	• classroom observations					
	• standardized assessments					
	• classroom-based assessments					
	• input from teachers, parents, and students					
	• case history					
	• other					
	Solicits relevant information from parents to include in assessment process					
	Solicits information from general education teachers and other relevant educational team members to include in assessment process					
	Understands and applies cultural competence to the assessment process					
Provide appropriate and dynamic service delivery methods consistent with the wide variety of	Understands and uses a variety of service delivery models (i.e., location, frequency, and amount of service)					
	Applies dynamic service delivery (i.e., uses a					

Performance Objective	Skill	1	2	3	N/A	Comments
individual student needs	range of service delivery options based on student needs, varying amount, location, and frequency of services)					
	Understands and uses methods, strategies, and activities that promote progress on IEP and academic goals					
	Understands how to make changes in a therapy session to assist the student to be successful					
	Appropriately records student data					
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education	Communicates on a regular basis with other educational team members for students with IEPs and 504 plans					
	Demonstrates the expertise and participates in the Response to Intervention (RTI) process					
	Demonstrates confidence and expertise to work in the classroom setting as appropriate					
	Provides screening to identify students at risk for communication disorders and collaborates with other educational professionals in the screening process					
	Participates in a professional learning community					
Collaborate with families and provide	Provides detailed progress reports to families that includes data to support the findings					

Performance Objective	Skill	1	2	3	N/A	Comments
opportunities for families to be involved in student speech/language program and service delivery	Solicits input from the families to include in evaluation and IEP reports, including family history					
	Provides families with information/materials to help them support student progress at home					
	Responds to parent initiated-communication within a reasonable time period					
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements	Participates in district professional development					
	Participates in state and national conferences and professional development programs					
	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					
Contribute to various building, district initiatives and community partners	Participates in RTI initiatives					
	Serves on various district committees					
	Participates in union or other teacher representative groups					
	Provides professional development training to staff and training to parents					

Performance Objective	Skill	1	2	3	N/A	Comments
	Supervises student interns, speech-language pathology assistants (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, vocational rehabilitation therapists, and social service agencies and private schools)					

Self-Reflection Notes:
