

Developing a Portfolio for the Diagnostic SLP

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	Date 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 assessments that are effective, engage students, and reflect evidence-based practice		Observation of an assessment conducted by a professional who is familiar with communication disorders and treatment, preferably a certified SLP
		Self-Reflection Tool
		Teacher Checklist
		Parent Checklist
Provide assessments that comply with state and federal regulations for children with IEPs		Articles on evidence-based practice
		Reports that show that assessment results are individualized and provide sufficient information for the team to make an eligibility determination
		Observation of the assessment and/or presentation of assessment results
		Self-Reflection Tool
		Teacher Checklist
		Parent Checklist
	Case files to demonstrate <ul style="list-style-type: none"> • all evaluations were completed within the timelines, using procedures that comply with federal, state, and local requirements • appropriate forms were used 	

Performance Objective	Date Completed	Portfolio Evidence
		<ul style="list-style-type: none"> information was shared with all team members parents, teachers, and other professionals 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
Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education		Logs or other evidence of consultations/collaborations with classroom teacher and other professionals regarding assessment
		RTI screening results
		Evidence that teachers and other professionals were asked for input
Collaborate with families and provide opportunities for families to be involved in students' SLP assessments		Parent Checklist
		Ongoing parent communication logs and/or other communications with parents
		Evidence that parents were asked for input to the assessment process
		Evidence that parents were provided with information about improving communication skills for students not qualified to receive services
		RTI screening results
Earn continuing education or professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensure requirements		Copy of ASHA Certification Maintenance Compliance Form
		Copy of state professional development participation record
		Copy of ASHA CE Registry transcript
Contribute to various building- or district-level initiatives		Record of participation in building- or district-level committees
		Examples of RTI activities
		Samples of presentations made to staff and/or parents
		Teacher input
		Copies of resources and materials provided to staff