Value-Added Assessment and Practical Use of the PACE Tool

INTRODUCTION

Do you know the difference you make in the lives of your clients? Do others? Knowing and being able to demonstrate your professional value is critical not only to improved patient outcomes but also to receive appropriate reimbursement for services. In school settings, many administrators do not fully understand the roles and responsibilities of a school-based SLP. This lack of understanding often results in appraisals that do not truly reflect the SLP’s value. This course will explore the Performance Assessment of Contributions and Effectiveness (PACE) tool and how it can be used to bring meaning to the appraisal and increase awareness for school administrators.

LEARNING OUTCOMES

*After completing this session, you will be able to:*

- discuss the impact of demonstrating your professional value
- introduce the campus administrator to the PACE tool
- advocate for the use of a meaningful appraisal tool in the local school district

PROGRAM HISTORY and IMPORTANT INFORMATION

**Original recording date:** November 18, 2016  
**End date:** November 18, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before **November 18, 2020**.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at [www.asha.org/shop](http://www.asha.org/shop).

This course is offered for **0.05** ASHA CEUs (**Intermediate** level, **Related** area).
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006