



Speech & Language Professional Learning Community

1:00 a.m. – 4:00 p.m. (Ipad app. Share until 5)
12/14/2011

Meeting Outcomes

- o Knowledge of:
 - o Available CEUs
 - o SLP appraisal/evaluation system example
 - o SLP's role in Early Childhood Special Education Indicators 6 & 7
 - o Our SLP PLC Wikispace
 - o Progress monitoring tool for oral expression & listening comprehension
 - o Explicit instruction- SLP video
 - o Remaining PLC's for 2011-12
 - o I pad apps (optional)
- o Each district will form connections with 2 other districts through strategic networking 😊

SB-C.E.U.s & ASHA Verification of Attendance

- o SB-CEUs for P.L.C. meetings
 - o 3 hours long- sign in/sign out
 - o Attend a minimum of 4 out of 6 P.L.C. meetings = 3.0 SB-CEUs
- o ASHA Verification of Attendance for Certification Maintenance hours

o Thank you, Ericka Shuptar, Williamston SLP



****Sign in & sign out**

2011-12 PLC #2:
Wednesday, December 14th
1:00 pm-4:00 pm
(TEC rooms ABC)

Agenda:

- o Available CEUs
- o SLP appraisal/evaluation system example
- o SLP's role in Early Childhood Special Education Indicators 6 & 7
- o Our SLP PLC Wikispace
- o Progress monitoring tool for oral expression & listening comprehension
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SLP Appraisal and Individual SLP Goals Examples

- o Ingham ISD SLP Appraisal Example

Cindy Anderson, Ingham ISD Assistant Superintendent, Instruction

- o [Ingham ISD SLP Self-Assessment Rubric](#)

- o [Student Growth Plan](#)

SLP's Role in Early Childhood Special Education Indicators 6 & 7

o Overview

Karen West, Ingham ISD Supervisor, Special Education

Our SLP Wikispace

o Slpplc.wikispaces.com

- o From this main page, there are additional page links (top & right)
- o Create & respond to the discussion board (top)
- o View previous PLC information (right)



Networking Activity #1

- o Reorganize seating (at least 3 districts represented at each table)
 - o Note-taker
 - o Reporter
- o Group discussion:
 - o Had opportunity to view Wikispace site?
 - o Confidence level using this space
 - o Feedback about Wikispace

Bite-Sized “Hit & Runs” Defining the Role of the SLP



“Put things in simple terms. Talk about complex ideas in simple terms. Organize and push around simple messages.”

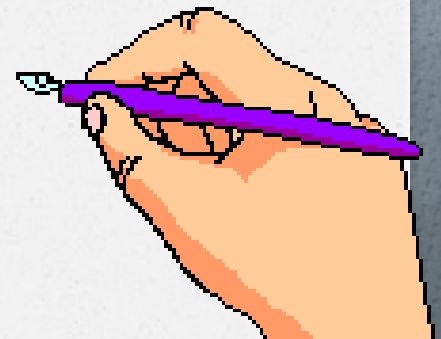
Lou Anna Simon, President, MSU, November 18th, 2011, C200 Women’s Conference

- o Explain “why” you are doing something. Explain why you did it, what went wrong, and why. Transparent credibility. Communicate all along the bad that might happen.
- o Be able to change what you’ve created to move the organization forward. Change things you did right to give the organization a boost of energy to move forward. We have the social responsibility to the organization to take the risk to move the good forward. It takes a lot of courage to change what’s going well to stay ahead of the curve. Leaders stay ahead of the curve.
- o We have to work in the world while we change it... change the fan belt while the motor is running.
- o Give collective energy and enthusiasm, not for the “I,” but for the “We.”
- o Understand the culture around you.
- o If you can’t solve the question, redefine the question into simple mindset to move organization forward. Redefine the problem to make progress
- o Level of plain fearlessness. Be confident enough to move things and change. Rely on consensus and be fearless enough to know you are going to make some mistakes. Fearless leader- taking calculated risk.
- o Discern between mistakes of direction vs. mistakes of execution. Base this on facts.

List **ideas** and **explicit statements** that can be shared with others
(staff, administration, parents, etc.)

These statements/ideas should be **concise** and designed to
capture the interest and intrigue of others

The focus should be on ways in which to describe, define, expand
our **roles** and demonstrate areas of **SLP skill sets**



Progress Monitoring Tool for Listening Comprehension and Oral Expression

o Overview

- o Dory Steinbart, Okemos SLP
- o Lori Torres, Ingham ISD SLP

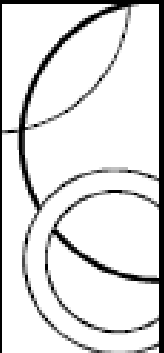
Progress Monitoring Tool for Listening Comprehension and Oral Expression

- o Wendy Robinson, Assistant Director of Professional Development, Heartland AEA 11, “Response to Intervention for Curriculum-Based Language Concerns”
- o Rationale for curriculum based evaluation (Language)
 - o Assessment should include language beyond the sentence level
 - o Assessment should focus on what to teach and how to teach to improve academic outcomes for students
 - o Assessment should link to successful strategies or teaching recommendations
 - o Assessment should be as close to student’s age/grade and current curriculum level as possible

Why is it important?

- o Oral language skills are the foundation of literacy skills. The competency of a student's language skills typically determine the competency of a student's reading and writing skills
- o The attainment of literacy skills is critical for academic and life success
- o 60-70% of preschool children with communication concerns are at-risk for literacy failure by grade two
- o Language and communication skills are considered the "hidden curriculum" in most schools (the common core has speaking and listening standards)

...Wendy Robinson



Why should SLPs be involved in reading?

- Children with a history of oral language impairment are **4-5 times** more likely to present with reading difficulties than the general population (their peers).

(Catts et al., 2001)

Why is it important?

- o Maxims of Student Growth

- o <http://www.education-consumers.org/maxims.pdf>

Chapter 23 from the book:

Annual Growth for All Students, Catch-up Growth for Those Who are Behind

by Lynn Fielding, Nancy Kerr, and Paul Rosier

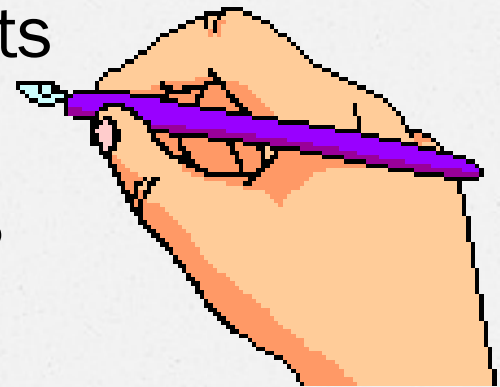
Networking Activity #2

Generate “Great Ideas”

o Topic examples:

- service delivery, progress monitoring
- data collection, intervention, scheduling
- organizational/time-saving tips
- sensitive/specific assessments

o Success stories & challenges?



More powerful instruction involves:

More instructional time (more minutes per session or more sessions per week) } resources

Smaller instructional groups

More precisely targeted at right level

Clearer and more detailed explanations skill

More systematic instructional sequences

More extensive opportunities for guided practice

More opportunities for error correction and feedback

Explicit Instruction

Effective and Efficient Teaching

Anita L. Archer and Charles A. Hughes

- o Explicit instruction & identify possible concerns (p.1, 17-21)
- o Elements of explicit instruction 1-8 vs. The 6 teaching functions
- o Elements of explicit instruction 9-16 vs. The 6 teaching functions
- o The underlying principles of effective instruction & ways of optimizing instructional time
- o How to use the 6 principles & Research in general ed.
- o Research in special ed. & Recent government reports

Google “Anita Archer videos”

SLP Classroom Intervention Video

Upcoming Speech & Language PLCs

- o PLC #3:
- o **Guest Speaker:** Maureen Staskowski, Ph.D., CCC-SLP
Speech, Language, and Literacy Consultant at Macomb ISD
RSVP to Patty Altimore: paltimore@inghamisd.org
Administrators are invited to attend this event
- o Date: Thursday, January 26th, 2012
- o Time: 1:00 p.m. – 4:00 p.m.
- o Location: Ingham ISD Thorburn Education Center (TEC) Rooms A-B-C

- o PLCs #4 & #5: **Morning and afternoon event**
- o **Guest Speaker:** Laurie Church, SLP at Lenawee ISD
- o Date: Friday, February 24th, 2012
- o Time: 8:30-11:30 a.m. & 12:30 p.m. - 3:30 p.m.
- o Location: Ingham ISD Capital Area Career Center (CACC) Rooms 605-606

- o PLC #6:
- o Date: Monday, April 30th, 2012
- o Time: 8:30 a.m. - 11:30 a.m.
- o Location: Ingham ISD Thorburn Education Center (TEC) Rooms A-B-C

Feedback form

Sign out

Ipad App. Share



Professional Learning: Apps

