

COLLABORATIVE PROFESSIONAL LEARNING COMMUNITY

Speech-Language Pathologist Professional Learning Community

January 14th, 2014, 12:30 p.m. - 3:45 p.m.

Ingham ISD TEC Room 302

Facilitated by:

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Today's PLC Description

This Speech-Language Pathologist professional learning community discussion will center around curriculum-based and other progress monitoring tools (including Universal Design for Learning) and case discussion. Time will be reserved for sharing information with each other and generating possible solutions to areas of need such as measurable goals/benchmarks and service delivery.



PLC...Getting to Know Our Community

Please share:

- Where do you work?
- What student population do you work with?
- What are you most interested in learning/sharing today?

Have You Thought About...

- To prepare for future PLC work we will be collecting areas of interest, suggestions and questions to address.
- Please post questions, comments and direction for future PD on sticky notes. Put sticky notes on chart paper in back of room.
- Don't be shy 😊

Learning Outcomes of this PLC

- 1) The learner will be able to distinguish between short term instructional objectives and benchmarks.
- 2) The learner will be able to describe two UDL examples/resources

Agenda

- Introductions
- Measurable goals (short term objectives vs. benchmarks)
- Curriculum-based and other progress monitoring tools
- Service Delivery
- Universal Design for Learning
 - App share
- Case discussion

MEASURABLE GOALS

Short Term Objectives vs. Benchmarks

Generally, one annual goal would not include both short-term objectives and benchmarks. Whether short-term instructional objectives or benchmarks are used for a particular annual goal is at the discretion of the Committee.

Short-term instructional objectives

Short-term instructional objectives are the intermediate knowledge and skills that must be learned in order for the student to reach the annual goal. Short-term instructional objectives break down the skills or steps necessary to accomplish an annual goal into discrete components.

For example, the sequential steps that one student must demonstrate in order for him to reach the annual goal to “read orally at 80-100 words per minute with 95% accuracy” are as follows:

- Mike will identify and record unfamiliar words prior to engaging in oral reading.
- Mike will make a prediction about the topic of the passage(s) he will read.
- Mike will self-monitor his reading fluency and accuracy on a daily basis.

Benchmarks

Benchmarks are the major milestones that the student will demonstrate that will lead to the annual goal. Benchmarks usually designate a target time period for a behavior to occur (i.e., the amount of progress the student is expected to make within specified segments of the year). Generally, benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of their child’s progress toward the annual goals. For example:

- By November, Mike will orally read 70 – 80 words per minute
- By February, Mike will orally read 80 – 90 words per minute
- By April, Mike will orally read 90 – 100 words per minute

MDE Quick Reference Guide

A well-written goal has four critical elements:

- Target date for achieving the goal.
- Identification of what the student will demonstrate.
- Under what conditions or to what level/degree the student will perform.
- How progress will be assessed/evaluated

By _____, (the student) will _____ when/at _____ as measured by
date *skill/behavior* *condition/criteria*

assessment/evaluation

Speech and Language

- Skill/behavior
- Condition/criteria
- Assessment/evaluation

By _____, (the student) will _____ when/at _____ as measured by

date *skill/behavior* *condition/criteria*

assessment/evaluation

Group Brainstorming “Focus Zone”

- Early Literacy
- Pragmatics
- Math
- Writing
- Reading
- Listening
- Speaking
- Thinking

Group Brainstorming

- Each group will need 3 pieces of large Post It paper.
- Please label each paper with your “focus zone” and each of these (one per paper):

Paper 1. “ _____ Skill/behavior”

Paper 2. “ _____ Condition/criteria”

Paper 3. “ _____ Assessment/evaluation”

Please identify your facilitator, timekeeper, and speaker.

We will spend 20 minutes brainstorming and then report out.

Speech and Language

- Skill/behavior
- Condition/criteria
- Assessment/evaluation

By _____, (the student) will _____ when/at _____ as measured by

date *skill/behavior* *condition/criteria*

assessment/evaluation

Let's Practice

Measurable Goals			
Annual Goal	Criteria	Method	Schedule
Given 5th grade material, Mike will read orally at 80-100 words per minute with 95% accuracy	for 3 consecutive trials	1 minute oral reading probe with charting of words per minute and error count	Weekly
Short Term Objectives			

Group Discussion

In your “Focus Zone” group:

- Brainstorm and list evidence-based curriculum and other progress monitoring tools to match the goal (benchmarks/objectives) (Including apps)
- Brainstorm and list service delivery models that may efficaciously target the goal (benchmarks/objectives)

Please identify a facilitator, timekeeper, and speaker.

You will need more paper for this activity 😊

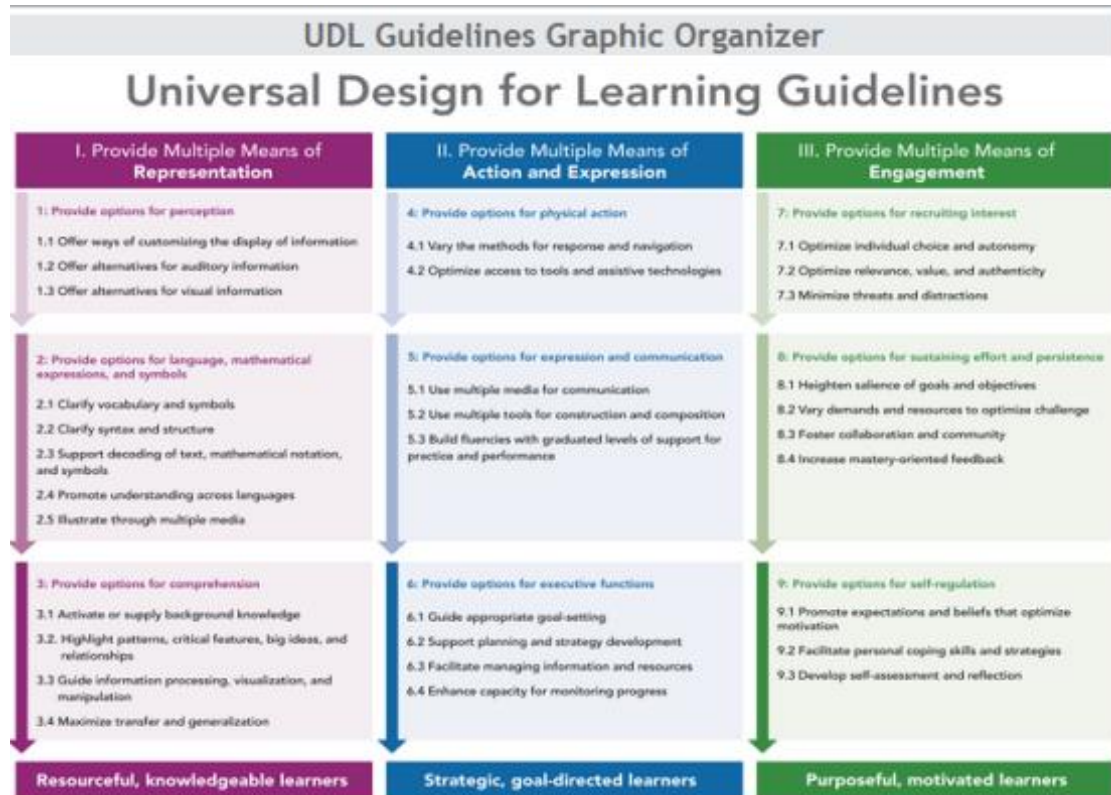
We will spend 20 minutes working on this activity.

Popular Apps

http://speech-language-pathology-audiology.advanceweb.com/All-About-Apps/Features/Articles/Digital-Media-in-the-Clinical-Practice-Part-1.aspx?utm_campaign=1429805&utm_content=9567866902&utm_medium=email&utm_source=Emailvision

UNIVERSAL DESIGN FOR LEARNING

National Center of Universal Design for Learning



http://www.udlcenter.org/aboutudl/udlguidelines/udlguidelines_graphicorganizer

National Center of Universal Design for Learning

<http://www.udlcenter.org/implementation/examples>

National Center of Universal Design for Learning

[http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines_2.0_Educator_Checklist%20\(1\)_0.pdf](http://www.udlcenter.org/sites/udlcenter.org/files/Guidelines_2.0_Educator_Checklist%20(1)_0.pdf)

National Center of Universal Design for Learning

Resources and Examples

http://www.udlcenter.org/implementation/examples/example_s2_1

Support and practice: *Idioms*

<http://bookbuilder.cast.org/library.php>

Other Useful Resources

In groups with technology access, explore the UDL website.

What useful resources did you find?

CASE DISCUSSION

Thanks for making this a great PLC!

- Please:
 - Complete the feedback form
 - Initial out on the sign out form
 - Take an ASHA CMU form
 - Add to the future PLC topic list

