# Professional Development Plan

**School Year:** 2013-2014  
**Years of Experience:** 13  
**Professional Status (Probationary, Tenured, Tenured Under Evaluation):** P X T TE

**Name:**  
**Position/Subject Area:** Speech/Language  
**School:**

**Mentor:** N/A  
**Position/Subject Area:**  
**School:**

## A. District Goals (CSIP Goals)

| 1.1.1 | Implement research-based strategies to differentiate instruction based on analysis of relevant student data. | Goal 1 – To improve reading, writing, and math achievement for all students. | 1.2 – Cognitively engages students in subject.  
5.1 – Motivates and affectively engages students.  
7.4 – Monitors effect of instruction on individual and class learning. |

## Individual Teacher PD Goal(s)

Through research, reflection, and collaboration, I will learn how to develop and implement a Speech Lab that will allow for short, semi-independent, and drill-based articulation sessions for select speech intervention and IEP students in order to:

- Elicit a high number of target sound productions per session as measured by student tally counters.
- Improve student self-monitoring skills through use of student data collection.
- Facilitate carryover by establishing procedures for independent practice of speech skills.

_This section aligns with Element 1 on the Professional Development Plan Scoring Guide._

## B. Sequence of PD Activities that are Aligned to PD Goals (Include at least 3)

*Include timeline. Describe (a) collaboration (who, where, when). Describe how this plan will help you improve (b) student engagement, (c) differentiation, and (d) family or community involvement in the learning process.*

1. Find and examine research on the efficacy of drill-based articulation therapy versus traditional speech services.
2. Explore options for auditory bombardment/feedback using technological tools (computer or iPad) as a component of Speech Lab.
3. Locate and evaluate packaged programs designed around a drill-based articulation therapy model.
4. Gather information about current trends in the provision of articulation services/intervention by other public school SLPs via blogs, listservs, websites and/or social media sources.
5. Evaluate existing articulation materials in terms of their capacity for differentiation and inherent response rate in order to be able to design a variety of activities (Stations) that can be used as components of the Speech Lab.
6. Gather and examine student data to determine which students are good candidates for Speech Lab. In order to participate,
students need to be able to produce their target sound in at least one position of words with a verbal model with 90% accuracy. In the case of R or lateral lisps, progressive approximations may be accepted depending on the student and their data.

a) Collaboration – I will be collaborating with another SLP on an ongoing basis as we learn to implement similar programs this year. We will be meeting as an Elementary Speech Department during some PLC dates and at other PD times throughout the school year. Together we will engage in planning, reflection, and sharing of resources and materials found through our research.

b) Student Engagement – Students will be using tally counters to tally the number of responses as they work at their Stations. They will be instructed to repeat any words that they hear produced incorrectly one time, so they will be evaluating their own target sound productions. The tally counters are very motivating for students and the activities they will be given during Speech Lab require full and sustained student engagement.

c) Differentiation – Speech Lab is really the ultimate differentiation model. Each student works on their individual sound errors at a level that is where they are ready to independently practice and stabilize, and Station activities are assigned to each student to specifically target their abilities and needs. For example, Student A may be given the task of doing carrier sentences using final “air” words, and Student B may be drilling on single words that begin with “r” using a dry-erase worksheet that contains multiple repetitions of the same words. Student C may be with me at the table producing “er” because he needs a verbal model, visual placement cues, and immediate direct feedback.

d) Family and/or Community Involvement – Students may be sent home with homework activities that closely resemble Station activities that they have been successful with in Speech Lab. Parents will be able to see what students are doing in Speech and can hear their target sound productions. In addition, students could complete their work or practice their speech sounds in the classroom as time allows, which further facilitates carryover and allows their teachers to hear their correct sound productions.

Data Used to Determine Need
Provide examples, such as the previous year’s Summative Report, observation data, student survey results, self-assessment, etc.

In 2008, I helped develop the Speech Intervention Program (SIP) that was implemented for the first time that year. Non-IEP students with non-developmental speech errors received individual, brief, drill-based sessions in the hallway outside their classroom. We modeled our program loosely on the “5 Minute Kids” by Sue Sexton. The SIP program has been extremely successful with over 90% of SIP students never needing a special education referral.

With the advent of RtI and other interventions, our hallways have become extensions of the classroom and are frequently in use. In addition, it is difficult to see and hear certain speech sounds in the hallway. What has been effective about the SIP program, however, is the inherently high response rate that comes from drill-based therapy. I wanted to find a way to give IEP and intervention students the best of both worlds – the focused environment of my classroom, the high response rate of drill, the ability to use new speech sounds in a small group therapy setting, and the fast paced format of drill based speech therapy.

I took baseline data on the number of target sound productions in a traditional 5-10 minute speech intervention session. Students produced their target sound an average 38 times in a five-minute period. With a group of three or four students at a table with an SLP, students typically take turns, which is beneficial for providing feedback and placement cues, but limits response rate significantly. It also inhibits student engagement and motivation to some degree.
Research Base for PD Activities

Explain the connection between cited research and PD activities that will affect student performance.

There is clear evidence that individual drill-based therapy results in better outcomes than the traditional 20-30 minute group sessions that are common in the public schools. Strand reports that “Group therapy decreases the potential of responses per session for each child…” (Strand, 1995). The following components are cited by Montgomery as making any intervention more intensive, and the Speech Lab includes each of these:

- Many repetitions to trigger retention
- Conducted over short periods of time
- High level of engagement
- Provide homework
- Self-regulation
- Provide collaborative instruction with teacher (Montgomery, 2006)

Action research conducted in a Michigan school district found that using a drill-based approach yielded good outcomes in far less time spent outside the regular classroom setting (7 hours/year “drill burst” vs. 63 hours/year of traditional). Students were dismissed after an average of 9.6 months of individual articulation therapy vs. 18 months with traditional therapy (Sexton, 2006).

Prior Related PD

Provide a brief description regarding how these PD activities build upon prior PD or whether they are a new venture. **This is not required for a first-year teacher.**

This Speech Lab idea is a new venture for our school district. There are a few similar programs for sale, most notably Artic Lab by Super Duper, Inc. Instead of purchasing a packaged program, we will be using existing materials that the district already owns, eliminating any cost. Also, customizing the program and creating Stations in this manner allows us to differentiate the activities better.

This section aligns with Elements 2-8 and 10 on the Professional Development Plan Scoring Guide.

REFERENCE NOTE FOR #6: Family involvement can occur at school or at home, such as supervising homework, volunteering at school, or attending learning activities. Families should be invited to be collaborators in their child’s learning, but not be forced to do so. Involvement should be structured for success regardless of family resources. Research suggests this may be especially important for low-SES and ethnic minority students, and caution is warranted regarding homework because some parents lack skills, or might “help” in ways that cause confusion and/or tension. Community involvement can take many forms, such as guest speakers with content expertise, field trips to community sites relevant to the content, etc.

Pre-Implementation Approval:

Teacher’s Signature: ____________________________ Mentor’s Signature: ____________________________ Administrator’s Signature: ____________________________

Date: ________________ Date: ________________ Date: ________________

Plan: [ ] Individual [ ] Monitored [ ] Directed
Professional Development Plan – Mid-Year Review to be completed by (date) 

Teacher: ___________________________________________  Academic Year: ________________________________________

C. Data-driven Evidence of Progress Toward Specific Goals

Data-driven Evidence of Progress

Provide explicit evidence of how the PD activities impacted your teaching practice (observation data) or student performance (assessment data).

This section aligns with Element 9 on the Professional Development Plan Scoring Guide.

D. Teacher’s Comments  Mentor’s Comments  Administrator’s Comments

Teacher’s Signature: ________________________  Mentor’s Signature: ________________________  Administrator’s Signature: ________________________

Date: ________________________  Date: ________________________  Date: ________________________
Professional Development Plan – End-of-Year Review to be completed by (date) ____________________

Teacher: ________________________________  Academic Year: ________________________________

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<th>Data-driven Evidence of Progress Toward Specific Goals to be Addressed/Enhanced</th>
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This section aligns with Element 9 on the Professional Development Plan Scoring Guide.

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