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Clarke School Series
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Listening and Spoken Language

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>> JUDY: Good afternoon everyone. Welcome to "Brick by Brick: Building a Thriving Network of Listening and Spoken Language Professionals". My name is Judy Sexton. I'm the director of the Clarke Schools for Hearing and Speech.

>> DAN: And I'm Dan Salvucci. I'm the interim director of the Smith College Clarke Schools Master of Education for the Deaf Program.

>> JUDY: We're delighted that you've joined us this afternoon and we're equally excited about this presentation. I would like to give you a little bit of background on my experience in the field and then I will turn it over to Dan. I have been in the field as a deaf educator for 34 years. My experience has been in both the public and private sector in the state of Pennsylvania. In addition to that, I am on several committees, one of those committees being the Pennsylvania Advisory Committee for newborn screening

through the Department of Health. My position as director of Clarke Schools in Pennsylvania ranges from overseeing a program, a center actually, from early intervention which would be birth through 5, mainstream, where we are working in public and private schools from elementary through high school and also which is very exciting is working with state departments of Ed and school districts in three state area on mentoring programs for listening and spoken language.

>> DAN: This is Dan. And in the photo that you're seeing that's me up in the corner I'm the older the two goats in the picture. And my background is as a teacher of the deaf and an audiologist. I've been in the field of deaf education, specifically listening and spoken language for about 31 years and currently working with graduate students in listening and spoken language training program. This webinar is coming to you via one of the Clarke Schools programs and Clarke is - you can see the Mission there - but children at Clarke learn to listen and talk over six different campuses located in Massachusetts, New York, Pennsylvania and Florida.

>> JUDY: Today's webinar is the first webinar in a series for 2014. The 2014 Wednesday webinar series, being the second series, there was another series which you can access on the Clarke School's web site which were the Wednesday webinars for 2013. Today's webinar is going to cover a specific topic for listening and spoken language and professional learning, but the Wednesday webinars focus, this one focuses on listening and spoken language designed for professionals who work with children who are deaf and hard of hearing and their families. There will be certificates of participation and listening and spoken language continuing ed credits, which will be available by filling out the evaluation that will be e-mailed to you tomorrow. If you questions during this presentation you can submit them using the control panel on the right-hand side of your screen. We will address them if we have time during the session, and if not, afterwards. More information about the rest of the series can be found at the Clarke School's web site, which is on the slide. The learning objectives for this webinar today focus on three areas. The first objective is we're going to define the role professional development/learning plays in a listening and spoken language program. The second objective is we will list and describe the common elements and unique set of skills necessary at

each tier of experience for being an effective educator. The last objective will identify resources and explain how professionals can acquire the knowledge and skill sets needed to be an effective listening and spoken language educator. As we move through the webinar this afternoon I would like you to think about your own organization, whether you're an administrator or a teacher or a speech pathologist working in a setting and you're working with a child who is deaf or hard of hearing. I'm going to ask you to consider two questions or ask yourself two questions throughout this webinar. The first question would be why is it important to build a thriving professional network? Why is it important to your organization, to your school culture and why is it important to each professional who is working within your organization? What we know is that 85% of families have chosen spoken language options for their children. Over the past decade there has been tremendous progress in ensuring that families have access to hearing screening when a baby is born. So we have this model across the country, which is called the 1-3-6 model. It relates to early identification of children who are deaf or hard of hearing, so we would hope by one month a child would be identified with a hearing loss, by three months they would be amplified and by six months, they would be in early intervention and if all those things are in place for that child and their family we could expect that those children would move into the mainstream by the time they're in kindergarten. And they're moving into mainstream environments into your schools and working with professionals who may not have the skill set or the expertise. You may not have a professional network within your organization. Children who are deaf or hard of hearing and have developed spoken language through listening, developed reading ability, comparable to their hearing peers who are typical, who have typical hearing. The second question I would ask that you consider as you move through this webinar is to ask yourself who are the professionals in your school, in your district that need the unique set of skills necessary to be a listening and spoken language educator. You'll see on the slide we have "LSL" and I wanted to bring to the table this afternoon when we refer to "LSL" we mean listening and spoken language.

>> DAN: And sometimes we will use the term "Lissels" because it's comfortable for us.

>> JUDY: The premise behind this webinar today is professionals working with these children in your

programs... the professionals themselves are responsible for their own learning and a relationship with their supervisors who can support that learning.

>> DAN: Today we're going to talk about professionals who work with children using listening and spoken language with a focus on building a network for these professionals. The term "network" can mean two things. It can be a group of colleagues who are listening and spoken language specialists and/or the network can be a growing number of professionals who work with children who use listening and spoken language to communicate. On this slide you will note that listening and spoken language specialists help children who are hard of hearing develop spoken language and literacy primarily through listening. These professionals guide parents in helping their children develop intelligible spoken language through listening and coach them in advocating their children's inclusion in a mainstream school. Ultimately, parents gain confidence that their children will have access to the full range of educational, social and vocational choices in life. This is a reference right out of the A. G. Bell academy.

>> JUDY: Dan, one of the things I wanted to mention as you're going through this slide is some of you may be participating today because you're working with a child in your school, some of you may be participating because your administrator told you this was something good for you to be participating in with the expectation that maybe you're getting a child next year who is deaf or hard of hearing. So for those of you who may not have experience with listening and spoken language, these are children who learn to listen and talk.

>> DAN: Right. Okay so we know that every student deserves an effective teacher. That's why you are here today! Every one of us wants to be as effective as we can and that will impact all our students' learning. This quote from Ellen Moore is a good one: "As we focus on teacher effectiveness to increase student learning, we cannot merely focus on accountability. We must also remember teachers are learners too. Only when accountability is paired with professional learning can we dramatically create outcomes in classrooms across the state". That's why it's important to have a specialist in listening and spoken language to ensure that effectiveness. As Judy mentioned newborn screening has allowed children to be identified earlier, hopefully by one month, amplified

hopefully by three months and getting early intervention by six months. Some of these students are already ready to be mainstreamed by kindergarten or first grade and the professionals out there serving them need to have a professional learning continuum. Many professionals serving them in public or private schools have little knowledge about hearing loss. The way we can ensure these skills is through a process of professional learning.

>> JUDY: Dan, I really like that quote, every student deserves an effective teacher. As you said, that's why those of you that are participating in the webinar are here today because you also believe that every student deserves an effective teacher and I think that we revisit that as we go through the webinar, that's why we're here today.

>> DAN: Let's take a closer look at the difference between professional development and professional learning. Professional learning is often confused with that term "professional development" but professional learning is ongoing so any administrator or professional in the school setting working with children who are deaf and hard of hearing would develop their own plan as they work their way up a trajectory of learning. Oftentimes we will interchange these terms and our recommendation is for us to move away from the term professional development. Take professional development out of your vocabulary completely. Most evidenced-based practice is geared toward ongoing progress. So what we have here are examples of professional development being a typical, single-shot, one-size-fits-all workshop that might be based in one individual's expertise, delivering that information. Some folks would say that professional development is three one-half day workshops each year. I would beg to differ that's not professional development that's a one-shot sit and get information from somebody which is how the learning forward folks refer to it. Professional learning is a target -- it's targeted and based on the specific learning needs of students in the school community. So it individualizes the strengths and needs that a teacher has and it's grounded in adult learning theories. It's sustained and supported through the implementation of coaching and follow-up and it's consistently monitored and assessed to evaluate the impact it has on student learning and is adjusted when necessary. We're using the term "professional learning" because we're reflective in our learning and the professional sees

themselves as a reflective part of that learning community.

>> JUDY: One of the things, Dan, when I think about the difference between professional development and professional learning is that over the course -- being in the field for 34 years, professional development was a way to get information to staff and schools, but it was more authoritative. So your supervisor said here is the day of the workshop, everybody is going to this and you're going to like it and then you're going to come back and implement what you've learned. Where professional learning -- the professional learning model is more reflective, where you are working with your supervisor or administrator but coming up with your own plan so you're reflective and it's purposeful, it has meaning to you as a professional, whether you're a beginner teacher or in the field as long as we're in the field.

>> DAN: Right. So you're choosing what meets your needs versus someone telling you what your needs are.

>> JUDY: Exactly, right.

>> DAN: A quote that I like says "a teacher researcher is an observer, a questioner and a learner as a result a more complete teacher."

So professional learning -- a professional learning model as a researcher is as a researcher someone who goes to an one-day workshop, again, that tends to be more of professional development where professional learning is an ongoing process. You might come away from a workshop with a few strategies, techniques or ideas that you use in your teaching whereas the professional learner is engaged in this process of ongoing change.

>> JUDY: So if we take a moment to think about the last 15 minutes and realize that at this point we're professional learning, we're on a journey. And we do believe that every student deserves an effective teacher, effective professional, and we may interchange those words - teacher - but there are many professionals in school settings that could benefit from this webinar and who are working with a child. We have early intervention specialists, your school nurse, your speech and language pathologist, audiologist, general educators, and special educators and teachers of the deaf. So there are a number of professionals within a school setting that would benefit from this model. Right now at this point we can assume that every professional in an educational community should be engaged in an ongoing learning

continuum. If you have a child who is deaf or hard of hearing you want to make sure that you get yourself on a continuum of learning, because we know we need it! We know why we need it now, and we have to consider the role that it plays to be an effective teacher, to support that child in meeting their needs. It's actually part of your own professional development plan that your administration will be evaluating you by, and we all know that we have performance appraisals that we participate in either twice a year or once a year so this is the plan that you set in place with your administration to, in the end, look at your effectiveness as the professional in the school culture. As we said the professional learning plan is more reflective than authoritative.

We're going to move into what does this mean and how is it organized? In the state of Pennsylvania we follow, as part of our professional appraisals, our professional learning we follow the Danielson model. That's the model we're going to use today. We're going to talk about this model and it is used across the state in general and in special education. But your state, whatever state you're calling in from has some framework to evaluate effectiveness in the classroom with their staff. You can apply what you're learning today as we move toward listening and spoken language competencies; you can apply those to the framework of instruction that you're being -- that is used as that evaluation protocol for you. Today I just want you to be aware and there is a web site reference, the link at the bottom of this slide. We are going to be using the Danielson model. There are four components of instruction in the Danielson model. As a teacher in a classroom, as a speech and language pathologist you're look at planning and preparation. You're looking at your classroom environment, your instruction and your professional responsibilities.

There are tools and competencies under each of these components to be used as a foundation for your coaching, your professional development and your teacher evaluation process. So you're taking your state framework and now we're going to look at the listening and spoken language competency model that you will be incorporating into those areas, into that framework. So your components of a professional learning model in listening and spoken language is a set of tools that develop skills and practices of a systematic purposeful inquiry and critical reflection in nine domains of learning for listening and spoken language. This needs to be a critical component of

the educational culture of a school. The premise is that years ago you may have had one child who was deaf or hard of hearing in your program and if we reflect back on the 1-3-6 model, and the mandatory newborn screenings, more children who are using hearing aids and cochlear implants are moving into the mainstream. So this isn't just a need it should be a critical component of your culture, no matter what type of educational system that you're in, best practice is to have a learning model protocol for your team. This quote -- we really like this quote but Dan would really like me to share this with you, because if you don't have a plan in place for your program, if everybody just does their own thing and doing your own thing can be not doing anything, the effectiveness of your school program is weak, and this quote comes from a book on supervision called "Supervision a Redefinition", by Sergiovanni and Starratt. And the quote says -- and we think about it, because it's actually true. "If we don't have guidance, if no one is moving the plan forward in a school, the metaphor of a mind field is appropriate because the activity, if not carefully mapped, structured and supported can trigger toxic, legal and political explosives that can affect morale and the running of a school."

What does that mean, Dan?

>> DAN: That means be careful of due process hearings!

(Chuckles.)

>> JUDY: When you look at it, if somebody -- if everybody is doing their own thing and we're not meeting the needs of those children in the classroom, you can have a lot of issues arise.

>> DAN: That's right, not just within the school but between families and between school systems and departments of education.

>> JUDY: Now you've identified the professionals, you may be thinking now, gee, I'm one of those professionals, I'm so glad I joined the webinar today and I'm going to join the other three as they are scheduled. You may be an administrator thinking I have a child coming in next year and I think probably I'm not just going to focus on the teacher of the deaf making sure that they have competencies in listening and spoken language, I'm going to bring in the speech and language pathologist, the general educator and I might ask the school nurse to be part of this and some of the other teachers, specializations. So these are -- we know what the Danielson framework is that comes from the state level

that administrators are using for evaluation and we're taking those four areas of planning and preparation, classroom environment, instruction and professional responsibilities and we're going to merge them with the unique set of listening and spoken language skills that a professional community would require to the growing need of children coming into programs. These are the listening and spoken language core competencies, taken from the A. G. Bell association web site academy. These are the competencies that a professional working with a child, who is deaf or hard of hearing would want to have some level of expertise or skill set in. The requirements for the listening and spoken language specialist as Dan had referred to earlier, that is a certification. It includes a universal set of core competencies, which you see in front of you and it includes professional standards for knowledge, skills and practices, which includes experience and it's necessary for the provision of listening and spoken language intervention for children. These nine domains can be part of any professional learning for any educator at any level. Even if there is a general educator in your program whose plan is not to obtain listening and spoken language certification, it's still important for them to have a skill set and knowledge in those domains. We expect teachers should have a level of competency for every teacher - it doesn't matter where they are in their years of experience. So, our question is how do we incorporate them? Dan and I have talked a lot about this, given this a lot of thought. We're never finished with our professional learning.

>> DAN: Right.

>> JUDY: So you can be a first-year teacher or a 30-year teacher but you're always looking at being on this trajectory of learning in any one of those domains.

>> DAN: That's right.

>> DAN: So let's look at a tiered approach to learning. We're proposing that teachers play a key role in deciding which of the competencies are most significant given their needs at a given time and if you are familiar with the conscious competence model you know that, as a professional, I need to know what I don't know. So in an effort to get everyone on board we recognize that each professional comes to this model with different levels of experience and expertise. Now we're going to merge the two, take the listening and spoken language competencies and the components of instruction to create this tiered model.

You can see that the diagram is setting a framework of expectations for professionals at each level. There are a common set of elements that are unique to listening and spoken language and these elements are important at every single level of this tier, at each tier. In this model there are six tiers and we recognize that it begins with the undergraduate professional. That person is likely to have fundamental knowledge and basic skills and at the graduate level at tier 2 we expect those learning professionals are developing essential knowledge and skills similar to what they are required to have from the council of exceptional children and the educators of the deaf, listening and spoken language domains or even the state licensure requirements in order to be a certified teacher of the deaf within a particular state. Professionals at years 1-3 might be taking that knowledge and applying it and putting theory into practice not just now and then as a graduate -- like a graduate student might but they're doing it every day all day. Professionals in the 3-5 year range are refining and gaining more knowledge and experience and determining what their needs are so as a teacher becomes more proficient they should be able to identify their own needs using general educational frameworks with the listening and spoken language essential knowledge and skill sets woven into those. For example, if you're an undergraduate and you're learning about cochlear implants you might know a lot about how a cochlear implant works.

At the next level a graduate student might be expected to truly understand the anatomy and the physiology related to a cochlear implantation and be able to understand how a cochlear implant works in terms of explaining it to another professional or a parent and the difference between the two, the access that's provided through a cochlear implant and at a higher level a professional who has been working for one to three years you might have had a chance to apply this over time and begin to see the differences or the changes in a child's perception and production based on the amount of time they have had a cochlear implant and some of that higher level knowledge.

As you move up the tiers, your knowledge of cochlear implants, the differences in the devices and the nuances of what children are able to do in order to access the curriculum with them would become more apparent and part of your learning trajectory.

>> JUDY: My favorite word "trajectory!"

And why do we have these, why are these tiers

important?

We go back to that quote, "every student deserves an effective teacher" and if we stop anywhere on any one of those tiers that student is in trouble.

>> DAN: Just remember, you're on the blue tier.

>> JUDY: I'm on the blue tier. I wonder where you go after the blue!

(Chuckles.)

>> DAN: Okay.

>> JUDY: Now this just pulls it all together.

We have our framework for teaching, in any general ed program, any state -- how a state chooses to have their teacher growth and evaluation take place and then we have next to that listening and spoken language core competencies.

So then the question is how does each one of the core competencies, how does that get merged into any one of the four components of this framework.

What we are looking at is how can we build that framework.

All the nine domains on the left-hand side of the screen can be addressed at any one of the levels in the framework.

It's the teacher who identifies -- this is so important!

It is the teacher or the professional working with that child who identifies their own need at any level of the pyramid.

From that need, that's where the administration supports their staff in the development of the professional learning plan that each individual staff member has designed.

So, for instance, if you're in tier 3, you might sit down with your administrator and identify what you need to know and with the support of the administrator, how will you meet those needs and acquire the knowledge and skills at that level?

You could be in planning and preparation, you could be at -- you may be a six-year teacher and yet your knowledge and skill set in a listening and spoken language core competency may be a baseline skill.

So at another level with instruction, possibly your skill set in child development may be at the level of your experience.

That's why the plan is fine-tuned for you as the professional and only you know what your professional needs are.

The teacher -- you as a professional or teacher have to evaluate your competencies regarding any one of those four frameworks for teaching.

So when Dan and I were preparing for this he challenged me and said "give me an example."

So it made me take a step back and think about this because we do this every day in our own programs.

So we -- the first example that I thought might be helpful -- actually Dan thought it might be helpful was to look at the domain 1 in listening and spoken language. And the domain 1 in listening and spoken language is hearing and hearing technology.

So to be LSL certified you would have an expertise in that domain.

So you have a child coming into your program who has a cochlear implant and you are -- you are a third-year of experience teacher. You want to look at the classroom environment.

>> We appear to be having tech difficulties.

We will be right back.

>> DAN: We're back!

>> JUDY: So we're looking at hearing and hearing technology and as a teacher you are a third-year teacher so you fall into tier 1 because any teacher with experience of 1-3 years would be -- any teachers with 3 years of experience would fall into that tier.

And you want to look at classroom environment and how do you set up a classroom environment that's conducive to the curriculum, especially for a child who has a hearing loss.

So if you look at -- we have 2A, 2B, 2C, you would be proficient at those.

As a new teacher coming in, look at 2E, organizing physical space.

So you come in September, you are organizing your classroom, you have everything set up and someone says to you, well you have a child coming in who has a hearing loss, so you're going to want to look at how you're organizing that physical space.

If you're new to this you are on that level -- that's the beginning level.

What are you going to look at?

You may go to your administrator and say I would like in part of my professional development -- professional learning plan, we don't say development anymore

>> DAN: That's right; we're trying to get rid of that.

>> JUDY: Right. Part of your professional learning plan might be to participate in more workshops and seminars on hearing and hearing technology because you may have no knowledge of what that means and the impact that background noise may

have on access to the language and vocabulary of the curriculum.

That would be an example there.

If we go to the next slide, you may be in tier -- you may be a fourth-year teacher and it moves you into a different tier.

Let's take the example of domain 3 in the framework.

Typical framework in any general ed setting is instruction, so you have communicating with students using questioning and discussion techniques, engaging students using assessment, demonstrating flexibility.

You have some proficiency in that area as a general educator.

Then you learn you're going to have a child in your classroom who has a hearing loss.

Your instruction possibly using questions and discussion techniques are going to change.

What do you know about that?

That's where you go to your administrator and say, you know, I'm not quite sure how that should differ by how I present in discussion groups with children who have typical hearing and what that might be for a child with a hearing loss.

Are you if you look in the listening and spoken language domains, what are the expectations for student learning?

Is there an adequate use of questioning and discussion strategies?

Some of the strategies may be that you're doing more small group with discussion groups.

You have -- you're using your FM system, you're making sure that if that child isn't amplified, doesn't have binaural amplification, which means both ears are amplified that you may need to sit with the better ear toward the discussion that's taking place.

Is the teacher asking a question, identifying the student she is asking the question to and then repeating the answer so those are listening and spoken language strategies that if a teacher is not aware of that, that could have an impact on the child in that classroom.

>> DAN: These strategies may seem similar to good teaching practice but when you have a child with a hearing loss in your classroom they're even more important because you're checking for comprehension, what that student is really understanding on a continual basis.

>> JUDY: When we are doing in-services, many times after the in-service we will have teachers say, we do that with our children.

>> DAN: Right.

>> JUDY: What we're doing is purposely identifying the strategies that would best support that child in a classroom who has a hearing loss and yes the strategies do work for other children but we can never assume the child with the hearing loss is getting that information; we want to make sure everything is set in place.

>> DAN: If we are effective teachers, we're ensuring that children with hearing loss are accessing the curriculum at all times.

>> JUDY: Exactly right. So what I thought might be helpful to share with you -- and this is just one model - this is the Clarke Pennsylvania Professional Development Program for 2013 to 2014 so do we talk the talk or walk the talk?

>> DAN: We do both!

>> JUDY: Okay!
We took into consideration the professionals on our team.

Audiologists, teachers of the deaf, speech and language therapists and regular educators. With that in place how can we develop a professional learning plan and it says professional development.

>> DAN: We're going to change that!

>> JUDY: We are going to change that, it's a professional learning plan -- how can we design that program for teachers, SLPs, audiologists and general educators who we have staff that have come in their first professional year and some of us who are in their 34th year.

Some of us have more than 34 years, I'm not going to say who that is, but they know who they are.

As the administrator how do I design a professional learning plan that will meet the needs of everyone's level of experience in the field and also their areas of expertise.

Instead of having a professional development plan where I do a couple of workshops a year and everybody

attends, this identifies the areas and opportunities for professionals to devise -- to design their own plan and provide them with the opportunities that they can pick and choose.

So if you notice there are three columns, part 1, 2 and 3.

The professionals have met with me as the administrator and come up with a plan meaning at the time of their performance appraisals, they have listed what they have attended what they have participated in.

In addition it's important for me to know because they have purposely considered -- they -- staff will come to see and say I would really like to go to this conference at Children's Hospital on a specific topic.

If it's not supporting their plan - I will ask is this supporting your professional development plan?

If it's not I would rather use funding that we have available toward something that's going to support their professional learning plan.

Because there are a lot of great and wonderful workshops out there.

We could go to all of them!

But we want to make sure that we are fiscally responsible using the funding that we have available for professional learning.

So in part 1 we have two workshops.

The one workshop, that first workshop we actually opened that up to professionals across the country and we did have several people come in from other states.

So it wasn't just geared toward the staff at Clarke, Pennsylvania.

If you look at March 10th, we brought another speaker in and everybody did participate in that.

The selection of these presenters, their agenda met the needs of any professional.

It didn't matter what level of expertise you were at.

Then also we recommend that our professionals get out to see other programs.

So everybody has to do one school visit.

When we are looking at part 2, each staff member is responsible for five professional learning activities of their choice.

These are some of the suggestions but it's not limited to those suggestions.

They can read books, they can do online webinars, but what they do is after they have finished that, they complete a form that they submit to me so that at

the time of their performance appraisal we sit down and go over it and, you know, if I see that maybe someone has only -- by January if someone has only participated in one professional development I need to discuss that.

There may be challenges; maybe someone is having a hard time trying to find a substitute or -- so I really take serious consideration as to why aren't you moving forward at a faster rate with your plan.

Then part 3 is we do have five -- we plan five in-house professional learning presentations and staff can pick three so, again, you can select -- our staff selects what's going to meet their need and is it at a more basic level?

We don't want to waste anybody's time we want people to be effective.

>> DAN: Tell us about that process that you went through with your staff and how you did a group professional learning or professional planning time with all of them together.

>> JUDY: With the video I showed you this morning?

>> DAN: That's right.

>> JUDY: We have to have fun when we come to work and we do want to take ourselves seriously because we want to be really effective professionals but we want to have a little fun afterwards.

So one of our staff -- and I don't take responsibility for this myself.

I have other team members who have supported the development of this professional learning plan.

On March 10th we had an in-service day, an all-day, in-service day and to incorporate fun into that after lunch we had everybody write on a paper airplane what their professional learning goals were for the year and what they have achieved or what they would like to continue to look at, maybe they haven't reached those goals yet.

So they wrote it on paper airplanes and we all went to the top of the hill, all 28 of us, and we had someone videotape us and we threw the airplanes to see whose went the farthest.

It was a fun activity.

You know, when you're working with children, young adults, we have to put things in perspective and

know why we're in the field and just to be effective and meet their needs and to let them know we care about their progress.

That was a fun activity.

Just gave us a few minutes to have a good laugh and mine fell to my feet.

(Chuckles.)

I'm not good at making paper airplanes.

>> DAN: It was a nice activity and it looked like they were having fun, too. That's one, let me be very clear, professional learning program, the one you use at Clarke, PA.

There are other professional learning models that we need to acknowledge. There are many.

You can go on the internet and find all kinds of professional learning models or designs out there.

One that I really find helpful is all of the professional learning information from the www.learningforward.org group.

It's an association with support from Met Life Foundation and it's a great resource for understanding the benefits of the breadth of professional learning.

They believe that learning models relate to the increase in educator effectiveness and student outcomes.

So they take it very seriously and they include when they focus on these models, they include a real design that applies learning theories and the research that's already out there. They use a variety of models, from face-to-face to online learning to hybrid formats.

They keep in the forefront of their minds that the adult is a learner, an adult learner with the expectation that they are an active participant in their own learning so they have active engagement.

That learning includes the acquisition of knowledge, the acquisition of skills, the transfer of those skills into practice and this also is supported through reflection, assessment and evaluation. But it's important to remind everyone that it's not just for the professionals, but the whole impact of change is really the impact that it has on student outcomes.

>> JUDY: Ultimately that's it.

That's what this all about.

It's supporting the teacher, but what are the outcomes for the children, effective teachers.

>> DAN: Goes back to that quote, and the fact

that the teacher has effective student outcomes. One of the models that I looked at quickly and I recognize that oops there's a cutoff there on that slide but I'd like to describe it. In New Jersey there is a model that can be used and the first that we talked about were reflecting listening and spoken language but other models like this New Jersey Department Of Ed model can be used by any program however it can be an opportunity for you to apply it and incorporate the listening and spoken language competency that Judy identified and gave us an example from.

So in this particular model the focus is professional learning goals, professional learning activities, then essential resources and a progress summary.

Again, it's just one more example of many models that are out there.

>> JUDY: Just to consider with these various models, it's not a one-size-fits-all.

I think that's what we're stressing in this webinar today is that we really need to purposely consider where every professional is in their career.

>> DAN: Uh-huh.

>> JUDY: Because it's not a one-size-fits-all and once you move toward that you move away from professional learning and move into the professional development model.

>> DAN: It becomes less individualized because it's a template you put on everyone rather than a framework you can use for individual professional learning.

>> JUDY: Exactly.

>> DAN: Some of the resources we found effective were Judith Warren Little, "excellence in professional development and professional community" is a great resource by the department of ed that is available.

Topics to guide schools that are assessing professional development/professional learning, supervision and staff development or learning efforts, it's important to ensure that you're linking to student learning goals.

So student outcomes, linking what the professional is gaining to student outcomes. Organization of teachers' work, the participation in professional in activities, it's not a sit and get where you go to a workshop and listen and you walk

away with a few tidbits, staff evaluation is important, assessing where a staff member is and where they want to be. It doesn't have to be separate from a person's own desires but they should be using their own reflection and your evaluation as an administrator or supervisor to help build their knowledge and skill base.

Then a program, a school or department that has value for learning, a culture of learning is one that can really incorporate new models of learning most effectively.

>> JUDY: And Judith Warren Little's presentation she developed these topics to guide schools in assessing their own professional learning programs and under each of these categories or statements or topics, administrators are to ask questions as to, for instance, links to student learning is what elements of the school culture build a teacher's individual and collective responsibility.

When I look at the value system, does the school value professional learning?

That's an important one.

If you're in a school that doesn't value it, you're not going to get very far with a professional learning plan.

>> DAN: As a faculty member of a college that prepares teachers, one of the things we're saying to new professionals going out into the work force is ask those questions in the interview.

Does the school that you're applying to have professional learning opportunities, what are they like?

What's the school culture around professional learning.

>> JUDY: Right.

>> DAN: Some of the resources that we liked included A. G. Bell's information from their academy and the listening and spoken language specialization certification program, Dennis Sparks at Word Press "First Years" which is an online intervention training program, with coaching and mentoring components. "Learning Forward" as I mentioned and other online opportunities that are great resources for all of us are "Hope Online" and "Learning Opportunities". Websites like the EDHI website, Karen Anderson's website and these are all general resources that we go to on a regular basis and we will provide you with

links after the webinar and the list of resources that we have here so that you can have them as well. One of the resources that is great is the one that's provided by the academy of A. G. Bell at A. G. Bell and it has a suggested reading list and we will share that link with you so that you can have that in terms of good materials to be looking at all the time and preparing for working with children who use listening and spoken language.

>> JUDY: It's a three slide --

>> DAN: You can see it's a three-slide.

That ends our webinar for today but we want to make you aware of the next webinar offered by the Clarke Schools, Wednesday June 4th, noon until 1.

The topic is "Authentic Engagement: Empowering parents to participate during the preschool years", the presenter is Meredith Berger, the director of the Clarke Schools' New York program and continuing education credits are pending approval but you can check on the web site, www.clarkeschools.org/webinars for more information or to register.

I want to remind everyone that there is a follow-up and evaluation an archive of this webinar will be available in the next few weeks at the link provided and tomorrow all of you will receive a follow-up email that includes a link to an evaluation. If you wish to receive a certificate of participation or CEUs for your listening and spoken language specialization certification you must first complete this evaluation.

Please direct any questions that you have in the webinar to this webinars@clarkeschools.org and Judy and I would be happy to answer those.

As I said we will provide you with the list of the resources that we used for the webinar. Do we want to take any questions at this time?

Okay.

>> JUDY: One of the questions is if the slides will be available.

The resources, I believe, will be available but the intent was to have the recorded webinar so you have access to the recorded webinar and you can revisit that and the resources will be available to you.

>> DAN: If there are no other questions, we want to thank everyone. Judy is looking at questions. We're just --

>> JUDY: I think we have covered that.

That question came up several times if the slides

would be available.

>> DAN: Okay. So thank you everyone for letting us talk with you about something that Judy and I are passionate about.

We may not be the complete and ultimate experts in professional learning but it is a passion for the two of us and we were excited to be able to work together and put something out there that we would challenge you all to engage in.

>> JUDY: Thank you.

>> DAN: Thank you.

Have a great day.

(End of webinar)

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