

STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE:	Severe Language Learning Disabilities (SLLD) Program Development – ESE (RESTRICTED ACCESS)
IDENTIFIER NUMBER:	2102004
MAXIMUM POINTS:	60
GENERAL OBJECTIVE:	To provide professional knowledge and skill development to SLLD teams and support personnel focusing on student academic progress.
RESEARCH BASE:	<p>Beck, McKeown and Kucan (2002). <i>Bringing Words to Life: Robust Vocabulary Instruction</i>.</p> <p><i>Language-Reading Connection for SLPs</i> (2006) In-service presented by Project CENTRAL and FL DOE</p> <p>Nelson, N. (1989) Curriculum-Based Language Assessment and Intervention. <i>Language, Speech, and Hearing Services in Schools</i>, April, (20), 170-184.</p> <p>Miller, L. (1989) Classroom-Based Language Intervention. <i>Language, Speech, and Hearing Services in Schools</i>, April, (20), 153.</p> <p>ASHA Committee on Language Learning Disorders. (1991) <i>A Model for Collaborative Service Delivery for Students with Language-Learning Disorders in the Public Schools</i>. www.asha.org.</p> <p>Westby, C. (1997) There's More to Passing than Knowing the Answers. <i>Language, Speech, and Hearing Services in Schools</i>, July, (28), 274-287.</p>

SPECIFIC OBJECTIVES:

During the duration of the component, participants will:

1. Identify and define explicit vocabulary instruction methods and strategies.
2. Define and select tier 2 vocabulary words for therapeutic intervention.
3. Implement explicit vocabulary instruction using presented strategies and methods.
4. Collect data on students' vocabulary development using presented methods.

5. Identify and define comprehension strategies supported by research.
6. Implement comprehension strategies using presented methods and strategies.
7. Identify and apply different types of curriculum to instruction and intervention.
8. Identify and use meta-linguistic and meta-cognitive strategies in therapy and instruction.
9. Identify language-based targets for implementation in therapy, small group, and classroom intervention.
10. Identify and define academic and social participation targets for intervention.
11. Identify and define team teaching strategies for classroom implementation.
12. Implement reading and writing intervention programs consistent with current directives.
13. Demonstrate the ability to incorporate adopted curriculum content and skills in therapeutic intervention and instruction.
14. Collect and synthesize annual data on academic and language progress of students.
15. Revise program design, rationale, and delivery model guidelines for SLLD program through research and data review.

DELIVERY PROCEDURES:

1. Attend staff development workshops on Professional Development Days, Teacher Work Days, and/or after-hours meetings as scheduled annually.
2. Read and discuss research and select materials applicable to the activities.
3. Read and discuss curriculum and Sunshine State Standards to become familiar with their contents.

EVALUATION OF PARTICIPANTS:

Participants will demonstrate a minimum of 80% mastery of each objective targeted in a scheduled activity as measured by:

1. Evaluation of select products developed by participants for the SLLD program.
2. Pre- and post-tests will be administered for each planned workshop targeting selected objectives.

FOLLOW-UP ACTIVITIES:

Participants will submit:

1. Completion of lesson/unit development using targets presented. Student performance data will be submitted for select targets.

COMPONENT EVALUATION:

Participants will assess the degree to which the professional development procedures addresses the specific objectives of the component and will make recommendations through the evaluation instrument.