



SPEECH-LANGUAGE PATHOLOGIST



INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

VISION



Essential Conditions

- Division engages in conversations around building shared beliefs and an understanding of phonological awareness and literacy development, and how it affects a student's ability to learn in the school environment.

ACTION



The Speech-Language Pathologist (SLP) will:

- Provide ongoing information and education about phonological awareness and how it impacts literacy throughout the school year to school staff.

SUCCESS



Indicators

- Teachers promote phonological awareness in the classroom.

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LEADERSHIP



Essential Conditions

- SLPs will work with school staff to identify appropriate supports as they promote phonological awareness strategies throughout the school environment including:
 - A strong understanding of phonological awareness and literacy;
 - Ability to apply phonological awareness strategies; and
 - Collaboration with other phonological awareness leaders to mentor new staff.

ACTION



The Speech-Language Pathologist (SLP) will:

- Build capacity in understanding phonological awareness and how to apply best practices; and
- Determine which strategies will be embraced to enhance phonological awareness and literacy development the division.

SUCCESS



Indicators

- Teachers/students use phonological awareness strategies in their classrooms which are embedded in their practice.
- SLPs meet regularly with school staff responsible for implementing phonological awareness strategies.

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RESEARCH AND EVIDENCE



Essential Conditions

- School, division and provincial assessments are analyzed by staff to track growth, determine positive trends, identify areas for improvement, and to inform programming needs, next steps and further interventions.

ACTION



The Speech-Language Pathologist (SLP) will:

- Keep up to date regarding the newest research about phonological awareness and literacy development;
- Provide research and evidence supporting the use of phonological awareness strategies in the classroom; and
- Work with teachers to trial a variety of strategies in their classrooms and help teachers to observe what strategies work with different students.

SUCCESS



Indicators

- Staff use phonological awareness strategies with students in the learning environment.

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RESOURCES



Essential Conditions

- SLP provides information on phonological awareness and literacy development to learning support teachers and school staff:
 - Teachers use quality resources; and
 - Students have access to varied learning resources that complement their diverse needs.

ACTION



The Speech-Language Pathologist (SLP) will:

- Collaborate with Alberta Health Services, learning services team members and the school linked team to determine what resources are required at the division level, and how to provide ongoing support as these resources become embedded in practice.

SUCCESS



Indicators

- SLP observes teachers/students using phonological awareness strategies in the learning environment.
- SLP receives feedback regarding an increase in students' phonological awareness skills.

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PROFESSIONAL GROWTH

Essential Conditions

- SLP collaborates with other team members and front line staff to determine what strategies are effective, and utilize other professional development opportunities as they arise throughout the school year.

ACTION

The Speech-Language Pathologist (SLP) will:

- Attend professional development opportunities focused on providing universal supports at the classroom level with a focus on phonological awareness.

SUCCESS

Indicators

- SLP shares new information with team members at regular meetings.

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TIME

Essential Conditions

- Teachers are given time and support to build, enhance, and/or modify their current literacy practices to include phonological awareness practices.

ACTION

The Speech-Language Pathologist (SLP) will:

- Provide support, ideas and explanations to school staff during school visits and at scheduled professional development opportunities.

SUCCESS

Indicators

- SLP visits each school at least once a month to support staff in schools and respond to specific questions via phone and email within one week of receiving them.

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COMMUNITY ENGAGEMENT



Essential Conditions

- Division office and schools communicate with the board, parents and community members, to build a common understanding of phonological awareness and literacy development, and how it affects a student's ability to learn in the school environment.

ACTION



The Speech-Language Pathologist (SLP) will:

- Participate in school presentations and workshops (when appropriate) to deepen their understanding of phonological awareness and literacy development; and
- Participate in division leadership team meetings (when appropriate) to deepen their understanding of phonological awareness and literacy development and how it affects their students in their learning environment.

SUCCESS



Indicators

- Increase in awareness of phonological awareness and literacy development and how it affects students' learning.