

MDE Updates and Frequently Asked Questions

Speech-Language Webinar Series

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



What's New?

MSHA/MDE Collaborative Webinars

- <https://www.mdek12.org/OSE/Special-Education-Training/Webinars>
 - February, 2018 – Eligibility Determination and Report Writing
 - April, 2018 – EBP and Resources for SLPs
- 2-3 times per school year; upcoming dates TBD
- Send topic requests to tlaney@mdek12.org

216 Update

- The title of the 216 educator license has changed from Speech Therapist to Speech Associate per the recommendations of the original task force.
- 216 Speech Associates should follow their signature with SA to correctly identify their credentials.

SLP Listserv

- Join the SLP listserv to receive registration links to webinars and conferences and other relevant information.
- Go to <https://www.mdek12.org/OSE> and follow the directions to sign up.

Hot Topics

216 Mentoring Guidance

- Developed by MSHA
- Not required by MDE
- May be used as a part of the evaluation process, or simply as a conversation-starter between mentor and mentee
- <https://www.mdek12.org/OSE/IP>

216 Mentoring Guidance

Mentoring Documentation for Speech Therapist (216 License): 2017-2018 School Year

- 215 Mentor: _____ License number: _____
- 216 License Holder: _____ License number: _____
- 216's years of experience as a practicing Speech Therapist: _____
- School District/School Location: _____

Stages of mentoring:

1. Direct/Active: 215 gives direct feedback and direction regarding roles and responsibilities to the 216's duties and speech therapy related job performance
2. Collaborative: 216 becomes more decisive toward their role in decision-making and communicates with mentor more as a colleague than a supervisor
3. Consultative: 216 is aware of their actions and offers own self-evaluations regarding performance and performs duties without extensive assistance from the 215

Recommended use of this documentation sheet: At the present time, there are no specific requirements under the Mississippi Department of Education mandating how a 215-license holder should mentor or the amount of mentorship needed to effectively train a 216-license holder. ASHA outlines the following recommended frequency/duration of mentoring a Speech Language Pathology Assistant (SLPA):

216 Mentoring Guidance

Date(s) of supervision: _____

Identify the stage of mentoring the 216 license holder is presently performing at and describe why:

Rate the 216-license holder's professionalism and skill in the following areas:

(1-Dependent, 2- Emergent, 3- Developed, 4- Proficient/Independent):

1) Conducts thorough and appropriate articulation evaluations	1	2	3	4
2) Selects appropriate goals from evaluation data	1	2	3	4
3) Writes complete reports and IEP's	1	2	3	4
4) Plans and implements effective and research based therapy	1	2	3	4
5) Collects meaningful data	1	2	3	4
6) Maintains paperwork/adheres to MDE regulations	1	2	3	4
7) Maintains ethics/practices under the scope of a 216	1	2	3	4
8) Collaborates with other professionals and students' parents	1	2	3	4
9) Conducts IEP, etc. meetings efficiently	1	2	3	4
10) Accurately represents their credentials to parents/caregivers	1	2	3	4
11) Engages in self-reflection and communicates with mentor to increase the effectiveness of their craft	1	2	3	4

Estimated hours of direct supervision during the listed dates: _____

Estimated hours of indirect supervision during the listed dates: _____

Other comments regarding 216's performance as a Speech Therapist: _____

216 Roles and Responsibilities

- A 216-licensed Speech Associate may only provide assessment and treatment in the area of articulation.
- A 216 Speech Associate who also has a 221 (mild-moderate special education) license is not qualified to provide language services to a student when the IEP committee determines there is a need for language therapy.

Preschool Certification Requirements

- The Office of Educator Licensure will continue to oversee the obtainment of endorsements.
- The Office of Early Childhood will be responsible for any other components of certification.
- Once the changes go into effect, SLPs will not be allowed to be the primary teacher of a preschool class without the 122 certification.

Preschool Certification Requirements

Teachers are required to follow one of the pathways listed below:

153 (Pre-K/K) endorsement
(Praxis 5024)

OR

116 (K-3) endorsement
152 (K-4) endorsement

&

12 early childhood college credit hours
OR
Praxis 5024 to add 153 (Pre-K/K) endorsement
OR
Completion of an approved program*

OR

120 (K-6) endorsement

&

Add 150 (N-1) supplemental endorsement
OR
Praxis 5024 to add 153 (Pre-K/K) endorsement
OR
Completion of an approved program*

OR

Other endorsement

&

Degree to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement
AND
Any additional requirements as listed above for 116 (K-3), 120 (K-6), 152 (K-4)

OR

Early Childhood Bachelor's Degree
(no endorsement)**

&

Praxis Core or ACT (page 35 of *Licensure Guidelines K-12*)
AND
Praxis II – Principals Learning and Teaching (PLT)
AND
Praxis 5024 to obtain license with 153 (Pre-K/K) endorsement

Preschool Certification Requirements

Special Education Teachers are required to follow one of the pathways listed below:

SPECIAL EDUCATION PRE-KINDERGARTEN CLASSROOMS

**Hold Birth-K Special
Education License (211)**

OR

**Hold Mild to Moderate
Disability K-12 (221)
License**

**Hold Severe Disability K-12
(222) License**

**Hold Mild to Moderate
Disability K-8 (223)
License**

AND

12 early childhood college credit hours*

OR

Attain a passing score on the appropriate MSBE approved
licensure assessment to add 153 (Pre-K/K) endorsement

OR

Completion of a early childhood training program*

Preschool Certification Requirements

*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director's Credential, Montessori Credential, and the MDE's intensive specialized early childhood training program (122). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration.

**Early Learning Collaborative teachers in sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program.

Preschool Certification Requirements

The 122 certification will be required for:

- An SLP who serves as the primary teacher in a special education classroom

The 122 certification will NOT be required for:

- An SLP that only tests preschool children
- An SLP who serves as the primary or related service provider in an individual, small group or inclusion setting

Preschool Certification Requirements

Questions about this process should be addressed to:

Joyce Greer

Early Childhood Instructional Specialist

jgreer@mdek12.org

601-359-2942

Kindergarten-First Grade Screenings

The policy requires that the Local Education Agency (LEA):

1. Adopt a policy to ensure that students will be screened by a 215AA licensed Speech-Language Pathologist before the end of grade 1 in the areas of articulation, language, voice, and fluency.
2. If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.

Kindergarten-First Grade Screenings

3. If a student fails the screener, the school district may perform a comprehensive speech-language evaluation.
4. If the parent or legal guardian of a student who fails the screener exercises the option to have a subsequent evaluation performed, the resulting diagnosis must be considered by the school for the purpose of determining eligibility.

Kindergarten-First Grade Screenings

5. A parent or legal guardian may provide written notification to the local school district opting out of the mandatory screening provided by the district.
 - Each district establishes its own policy and referral procedures.
 - Know your district policy!

Screenings – General Information

- Parental permission must be obtained before individual students are screened.
- With parental permission, preschoolers who are identified through Child Find may be screened before the MET meeting to gather information.
- Children who fail a hearing screening, or cannot be conditioned, must be referred to a professional to obtain a formal hearing evaluation before assessments are administered.

Battelle Developmental Inventory – 2 NU Screener



- Must be administered to 3-5 year-olds who are entering special education.
- Must be re-administered upon exit from special education services, or before the child turns 6 years of age, whichever comes first.
- Results are reported to measure early childhood progress on three indicators established by OSEP.

Battelle Developmental Inventory – 2 NU Screener

- There are three measurable outcomes:
 - A - Positive social/emotional skills
 - B - Acquisition and use of knowledge and skills
 - C - Use of appropriate behaviors to meet needs
- All screener data must be entered into the BDI-2 NU Data Manager by June 30 of each year.

Battelle Developmental Inventory – 2 NU Screener

Questions about this process should be addressed to:

Candice Taylor

Preschool/619 Coordinator

cataylor@mdek12.org

601-359-2586

Duration and Frequency of Services

- Duration and frequency must be addressed on the IEP
- The IEP should be written to pass the “stranger test”
- Duration and frequency of services should match the student’s and service-provider’s schedule as closely as possible
- Be as specific as possible

Duration and Frequency Examples

- 10 minutes, 4 times/week – student needs short, intense therapy sessions (e.g. apraxia)
- 20 minutes, 3 times/week – student needs frequent review of specific strategies or devices
- 30 minutes, 2 times/week or 60 minutes, once a week
- 45 minutes + 15 minutes once a week – student needs both push-in and pull-out

Duration and Frequency Examples

- Consultative services should be listed under Supports for Personnel.
- Estimate the time you would spend consulting with the teacher and other service providers.
- The student will not appear on your caseload, nor will you provide direct service to the student.

Make-Up Sessions

- No Mississippi or Federal policy requires missed therapy sessions to be made up; however every attempt should be made to do so
- Service providers must ensure that FAPE is provided as outlined in the IEP
- [OSEP guidance letter on missed sessions](#)

ASHA Town Hall

Topics covered included:

- School Funding
- Caseload/Workload
- Paperwork/Documentation
- Service Delivery
- View the recording at <https://www.asha.org/town-hall/>

ASHA SLP Standards Changes for 2020

- Fully implemented by 2020
- Ethics: 1 hour of CEU per 30 must address ethics
- Supervision: All clinical supervisors and Clinical Fellow (CF) mentors must complete a minimum of 2 hours of professional development in the area of supervision/clinical instruction AND have 9 months practice experience before serving as such

<https://www.asha.org/Certification/Prof-Dev-for-2020-Certification-Standards/>

References

- [Approved dyslexia screeners](#)
- [Preschool certification information](#)
- [Battelle Developmental Inventory Screener information](#)
- [MS Handbook for Speech-Language Pathologists](#)
- [Virginia Handbook for Speech-Language Pathologists](#)





MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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