

MDE Updates

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Office of Early Childhood

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

September 2023



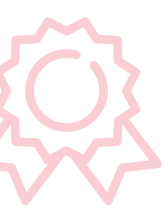
VISION

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



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

EVERY School Has Effective Teachers and Leaders

4



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

5



EVERY School and District is Rated “C” or Higher

6



- Identify updates in the Speech-Language Professional Growth Rubric
- Discuss educator licensure requirements and updates
- Preview the newly revised SLP Handbook



Upcoming Events



To register: [ASHA Convention: Information for Attendees](#)



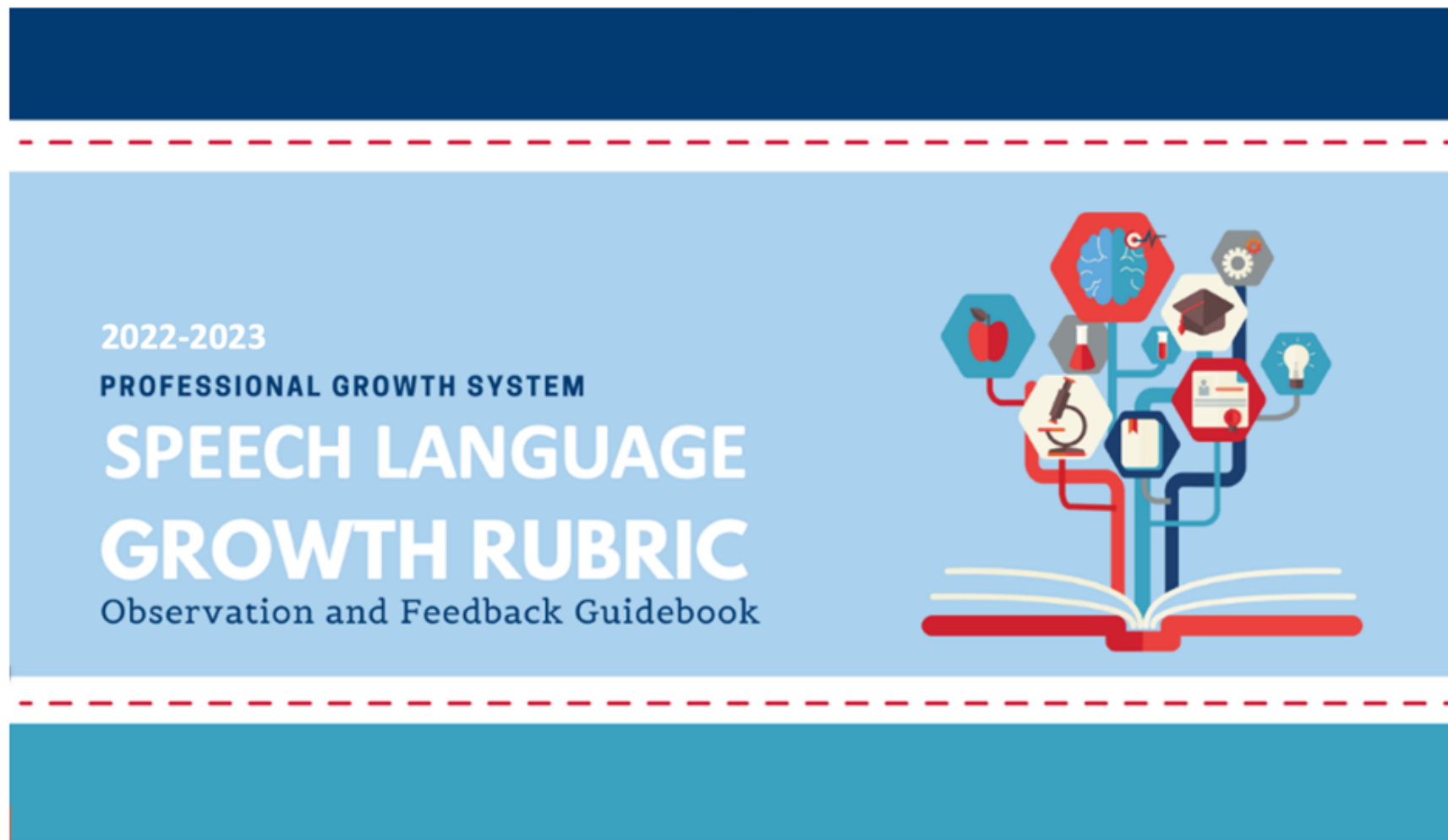
SLP Office Hours



Virtual – Live Sessions:

- October 24 8:30-11:30
- November 7 8:30-11:30
- January 17 8:30-11:30
- February 21 8:30-11:30
- March 20 8:30-11:30
- April 17 8:30-11:30

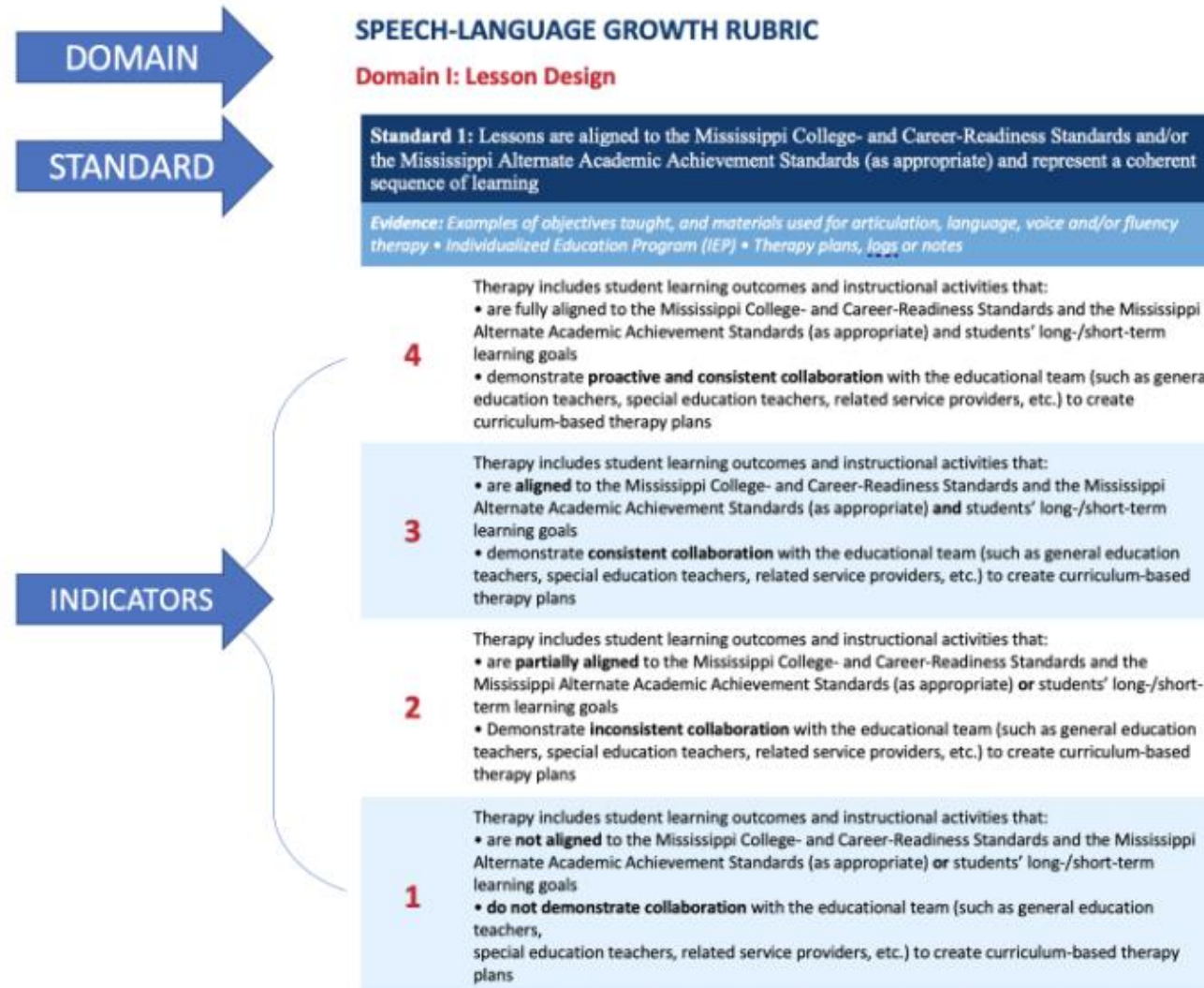
Speech-Language Professional Growth Rubric



- Know and understand the SL Growth Rubric Domains, Standards, and Indicators
- Understand the observation process
- Prepare for and fully participate in each component of the observation process
- Develop and implement strategies to improve practice in areas individually or collaboratively identified



- SLP Self-Assessment (Optional)
- Pre-Observation Conference (Optional)
- Formal Observation
 - 1 required
- Informal Observations (unannounced)
 - 2 required
- Post-Observation Conference (Required)
- Summative Scoring



Level 4 is the most effective level of an SLP or SA. This rating indicates that performance **consistently exceeds expectations and is exemplary**. Student involvement in their own progress is evident.

Level 3 is the expectation for all SLPs and SAs. Scoring at this level indicates that performance **consistently meets expectations**. SLPs who receive this rating may receive professional development/support designed to address any identified area(s) for growth.

Level 2 may indicate either a new (or new to schools) SLP or one who needs focused professional development. This rating indicates that **expectations are sometimes met, but not consistently**. Those who receive this rating should receive professional development, resources and support designed to address the identified area(s) for growth.

Level 1 is the least effective and unacceptable level of performance. **Expectations are rarely or never met**. Those who receive this rating should receive immediate and comprehensive professional development and support designed to address area(s) of growth.

DOMAIN →

STANDARD →

INDICATORS →

DOMAIN I: LESSON DESIGN

Standard 2: Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities

Indicators

4 Therapy includes:

- effective scaffolding, coaching, and modeling through visual, verbal, and tactile supports that are gradually removed when no longer needed
- student activities and tasks that are fully aligned to Individualized Education Program (IEP) goals and are both rigorous and relevant
- activities that are consistently based on measurable and achievable Individualized Education Program (IEP) goals

3 Therapy includes:

- effective scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- student activities and tasks that are fully aligned to IEP goals and are rigorous or relevant
- activities based on measurable and achievable IEP goals

2 Therapy includes:

- appropriate scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- few student activities and tasks that are aligned to IEP goals and are rarely rigorous or relevant activities that are inconsistently based on measurable and achievable IEP goals

1 Therapy includes:

- inadequate scaffolding, coaching, and modeling through visual, verbal, and tactile supports
- student activities and tasks that are misaligned to the IEP goals and are not rigorous or relevant activities that are rarely based on measurable and achievable IEP goals

NOTES →

Evidence Collected

Examples of Evidence

Notes

- Individualized Education Program (IEP)
- Therapy plans, logs or notes
- Therapy data, student progress reports
- Therapy materials or activities

EVIDENCE ←

NOTES →

Performance Level

☐ Level 4

☐ Level 3

☐ Level 2

☐ Level 1

RATING ←

Lessons are aligned to the Mississippi College- and Career-Readiness Standards and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning.

- Connect therapy to the MCCRS or MAAAS as appropriate.
- Collaborate with all team members to create curriculum-based therapy plans.

4	<p>Therapy includes student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none">• are fully aligned to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals• demonstrate proactive and consistent collaboration with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans
3	<p>Therapy includes student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none">• are aligned to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals• demonstrate consistent collaboration with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

2	<p>Therapy includes student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none">• are partially aligned to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) or students' long-/short-term learning goals• Demonstrate inconsistent collaboration with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans
1	<p>Therapy includes student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none">• are not aligned to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) or students' long-/short-term learning goals• do not demonstrate collaboration with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities.

- Use scaffolding, coaching, and modeling through visual, verbal, and tactile supports.
- Student activities are rigorous, relevant and aligned to IEP goals and objectives.

Uses multiple engaging therapy strategies resulting in student achievement of students' long- and short-term goal progress and/or mastery

- Collect data and interpret it to make adjustments to therapy activities.
- Use evidence-based practices that are relevant to each student.
- Collaborate with others to promote carryover of skills learned in therapy.

Uses a variety of evidence-based service delivery models and therapy activities aligned with each student's individual needs

- Be prepared for therapy by selecting, organizing, and adapting materials to meet all students' needs.
- Use a variety of service delivery models and therapy strategies.

Participates in the team process of identifying students who may need comprehensive assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services

- Administer, score and report assessment results accurately.
- Supplement standardized assessments with a variety of data.
- Analyze assessment team results to make appropriate recommendations.
- Demonstrate effective written and oral communication skills.

Manages therapy time and resources (including technology, when appropriate) that result in a positive and productive learning environment for students

- Effectively organize and use available space and resources.
- Maximize time by beginning and ending therapy on time.
- Design a schedule that allows time for all work activities and therapy.

Promotes positive interpersonal relationships with students through open communication, honesty, and respect

- Develop personal relationships with students that communicate respect and foster positive behavior.
- Promote positive relationships between students.
- Engage students with activities that foster student engagement.

Engages in professional learning and complies with the American Speech-Language-Hearing Association (ASHA) certification maintenance and state certification and licensing requirements

- Participate in professional learning to improve practice.
- Comply with ASHA Code of Ethics and MS Educator Code of Ethics.
- Maintain confidentiality of student information.
- Understand Federal, State and local policies and procedures regarding identifying and educating children with disabilities.

Collaborates with stakeholders to ensure a comprehensive approach to address student needs, including special education and general education colleagues, school staff, and families/guardians.

- Collaborate with school administrators and staff
- Collaborate with families
- Facilitate meetings
- Collaborate with classroom teachers regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)

Licensure Updates

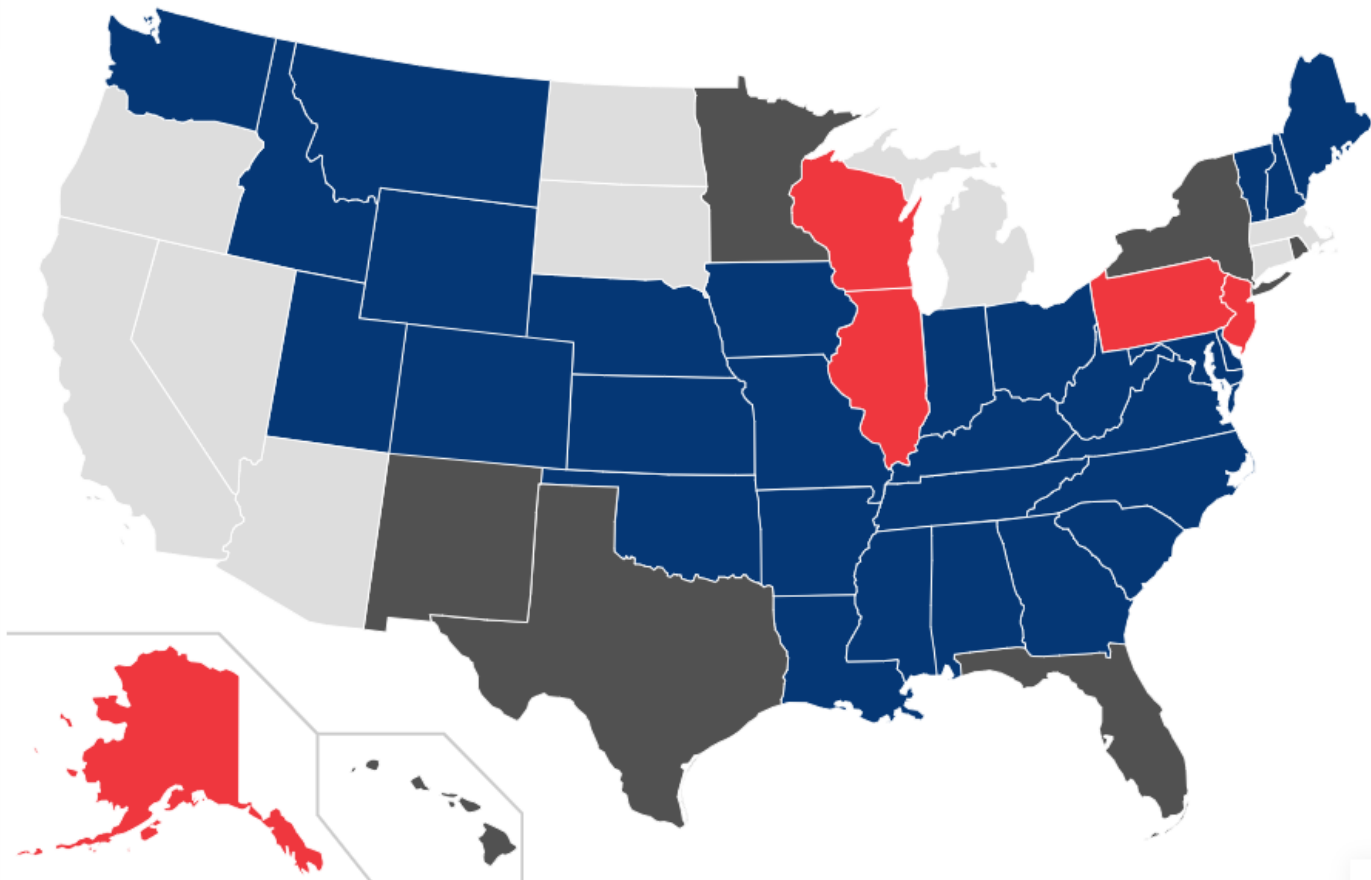
- Applicants for MDE licensure that were not unconditionally admitted to and actively enrolled in a licensure-track educator, administrator, or supplemental service provider preparation program outside of Mississippi on or before February 22, 2021, shall first be licensed in the state where the preparation occurred in order to be considered for initial licensure in the state of Mississippi by way of completion of a program outside of Mississippi.



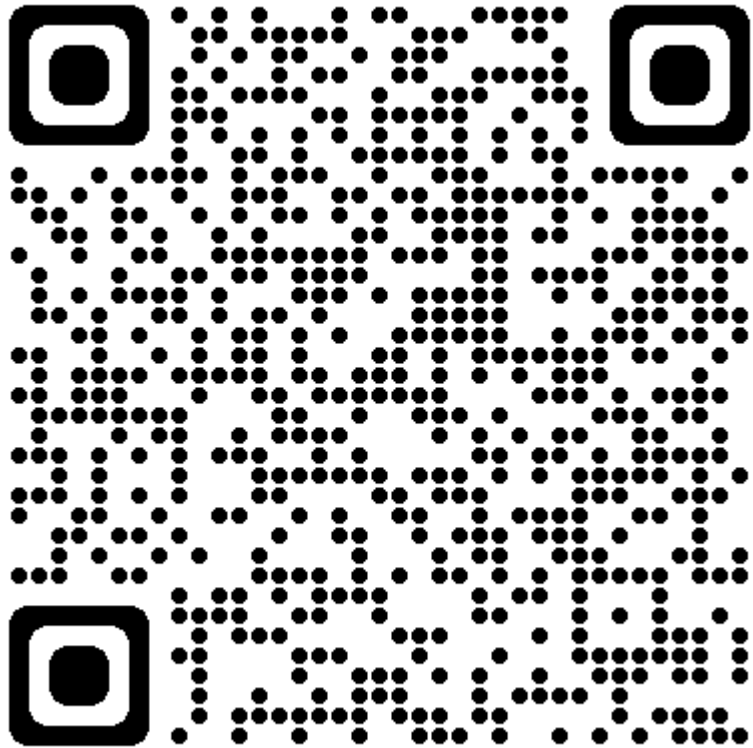
- Any person applying for an MDE educator license **who obtained their degree from another state** must first obtain an educator license in that state. MS will grant reciprocity to educator licenses from other states if the applicant meets all requirements.
- MDE Licensure: Tamika Lipsey tlipsey@mdek12.org

Audiology and Speech Language Pathology Interstate Compact (ASLP-IC) 31

Not Introduced Legislation Pending Legislation Enacted Legislation Not Enacted



- Increase public access to audiology and speech-language services
- Enhance the states' ability to protect the public's health and safety
- Encourage cooperation of member states in regulating multi-state audiology and speech-language pathology practice
- Support spouses of relocating active-duty military personnel
- Enhance the exchange of licensure, investigative and disciplinary information between member states
- Allow a remote state to hold a provider of services with a compact privilege in that state accountable to that state's practice standards
- Allow for the use of telehealth technology to facilitate increased access to audiology and speech-language pathology services



- Compact Toolkit
 - Legislation
 - Summary
 - Legislator FAQ
 - What is a compact?
 - Infographic
 - Fact Sheet
 - Issue Brief
 - Legislative Summit video

Handbook for SLPs in Mississippi Schools

Handbook for

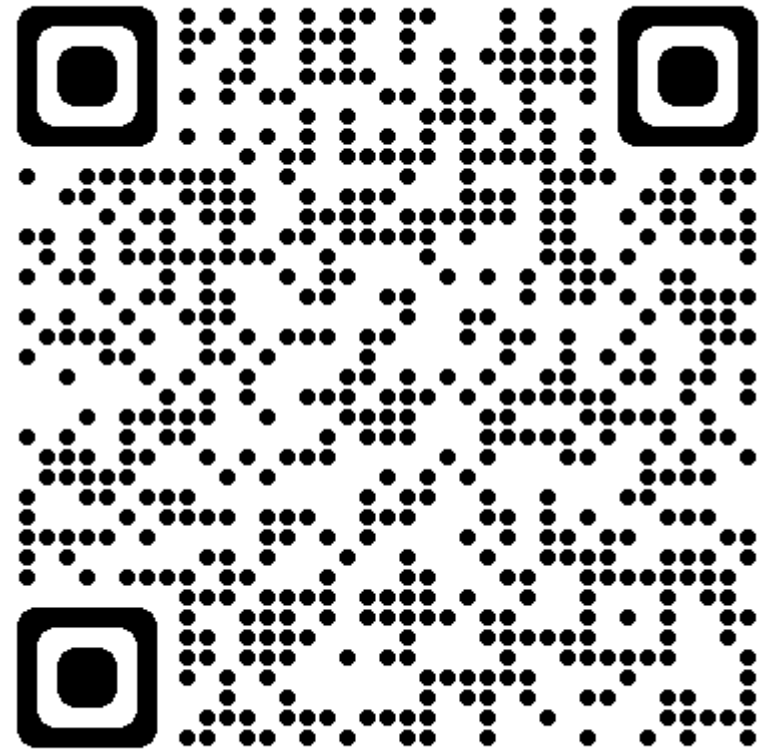
Speech-Language Pathologists

in Mississippi Schools



Where Do I Find the Handbook?

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- Stacey Garcia, Biloxi School District
- Rachel Powell, Brookhaven School District
- Wendy Boyd, Coahoma County School District
- Stacey Mathis, DeSoto County School District
- Heather Boldin, Lauderdale County School District
- Diane Freeman, Lauderdale County School District
- Joanna Ozbirn, New Albany School District
- Landon Wallis, Union County School District
- MS State Research and Curriculum Unit (RCU)

- Chapter 1: Roles, Responsibilities and Scope of Practice
- Chapter 2: Evaluation and Assessment
- Chapter 3: Service Delivery
- Chapter 4: SLP and Literacy
- Chapter 5: Strategies for Deaf/Hard of Hearing Students
- Chapter 6: Special Topics
 - Dysphagia
 - Culturally and Linguistically Diverse School-Aged Children
 - Preschool
 - Private School vs. Public School Services
 - Workload/Caseload
 - Assistive Technology

Collaboration



General Education Teachers	Occupational Therapists	School Psychologists	Social Workers
Special Education Teachers	Physical Therapists	Audiologists	Behavior Specialists
Literacy Specialists	Psychometrists	Counselors	Others

Work Environment

Adequate facilities for the many services provided by SLPs are necessary to meet the IEP requirements of students and to meet IDEA and Americans with Disabilities Act of 1990 regulations. In addition, specialized equipment and materials may be required to meet the goals and objectives of students' IEPs. Table 1 contains recommendations to meet the need for adequate facilities and materials and equipment.

TABLE 1: Equipment, Materials, and Space for School-Based SLP Use in School Setting		
Equipment	Materials	Space
Teacher's desk and chair; Student furniture of correct sizes and adequate number; File cabinets or drawers with locks; Adequate and secure storage for materials and equipment; Marker or chalk board, bulletin board, mirror; Computer, microphone, speakers, printer, and workstation for computer; Clock; and Access to: Penlight and otoscope; recording and playback equipment; assistive communication devices; audiometer (calibrated annually); phone for confidential conversations; and copy machine and paper shredder.	Computer software, including word processing, spreadsheet, database and creation software; clinical evaluation and instructional software; assistive technology software; Current norm-referenced assessment tools and protocols; Materials for informal assessment; Therapy and instructional materials and supplies; Access to instructional materials and textbooks used in the classrooms; File folders/pocket folders; Disposable gloves (latex-free); and Office supplies, including: Stapler/staples, scissors, pencil sharpener, paper clips, pens/pencils, correction fluid, post-its, hole punch, chalk, or dry erase markers.	Location: The room should be located away from noisy activities (gym, band room, cafeteria, etc.) and in an area that is readily accessible to non-ambulatory students. Size: The room should be of an adequate size to allow for small group activities. Generally, 180 square feet is recommended if the room also serves as an office for the SLP. Climate control: The room should have adequate ventilation and climate control. Lighting: Adequate lighting is necessary to allow for testing and observing. Internet access Wiring: A minimum of two 110-volt double outlets Availability: To provide privacy for assessment, conferences, and therapy. Acoustics: Acceptable acoustics optimize instruction.

Hearing and Vision Guidelines

- Aligned with MDE nursing guidelines
- Pass/fail criteria included

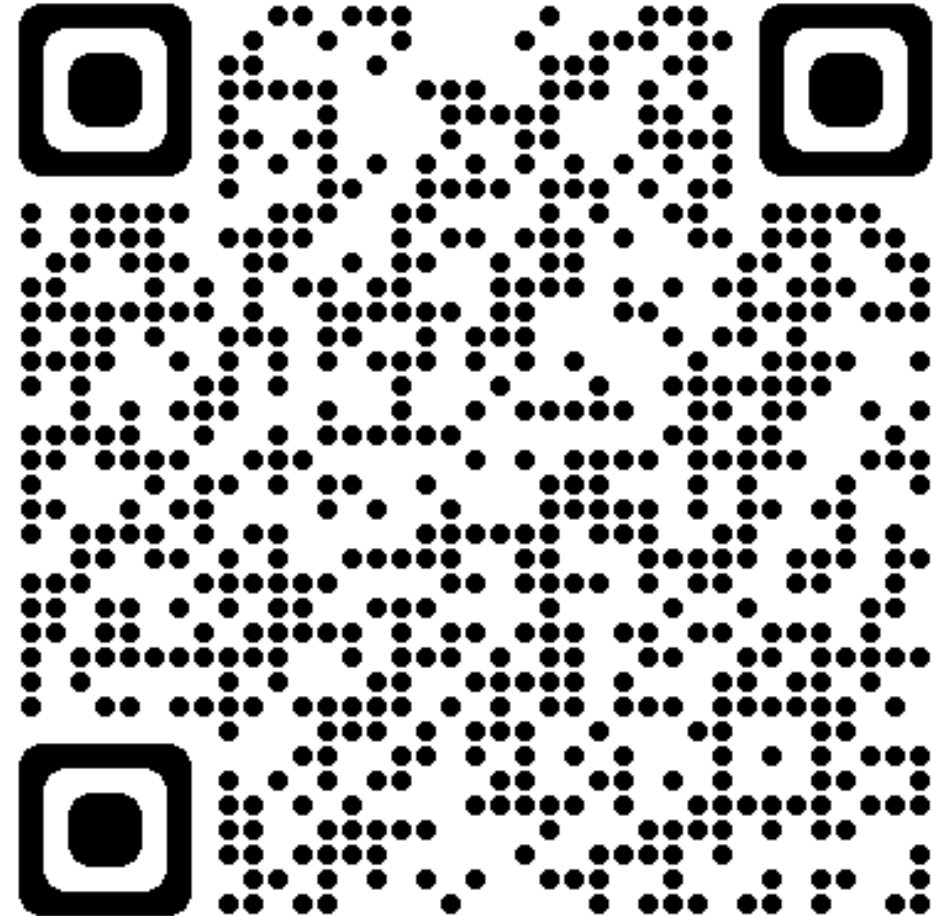


- Speech-Language Professional Growth System
- Continuum of Service Provision
- Missed Visits
- Combined Direct and Indirect Services Using a 3:1 Model
- Service Delivery Options and Response to Intervention
- Workload vs. Caseload
- Private vs. Public School services

- The SLP's Role in Dyslexia Assessment and Treatment
- The SLP's Role in Reading Instruction
- Classroom Strategies for Deaf/Hard of Hearing Students
- Dysphagia
- Comparison of English Learners With and Without Disabilities
- Preschool Continuum of Service Provision
- Child Outcomes Summary Information

Child Outcomes Summary Contact and Information

- [Indicator 7: Preschool Outcomes](#)
 - COS webinar links
 - COS process manual
 - State Board-approved anchor assessments
 - COS FAQ
- More questions?
 - **Dr. Becky Palculict, MDE**
619 Coordinator



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