



Slide 1. This presentation explores the professional development resources related to the Dynamic Learning Maps[®], or DLM[®], alternate assessment. The DLM professional development website is located at dlmpd.com.

Slide 2. Shown here is the home page of the DLM professional development site.

Slide 3. The resources on dlmpd.com are provided courtesy of the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. The Center for Literacy and Disability Studies is an established leader in the field of professional development for teachers of students with significant cognitive disabilities.

Slide 4. The site includes tabs for exemplar text supports, instructional resources, professional development, frequently asked questions, and a blog. While the professional development tab is used to access the professional development modules, the other tabs provide a wealth of information teachers will find useful to their professional development. For example, the instructional resources tab includes text resources, communication supports, writing resources, and lesson supports. The professional development tab is where the professional development modules are listed.

Slide 5. All the resources provided on dlmpd.com were developed especially for teachers of students with significant cognitive disabilities. The site includes access to many modules that address topics for English language arts, or ELA, mathematics, and science. Some of the modules address more fundamental topics, such as Universal Design for Learning and IEP development. Sets of these modules are combined into professional development packages. Then, supports for writing, communication, and lesson planning are also offered.

Slide 6. The professional development tab of the site provides access to a library of modules that can be searched alphabetically by title or by subject or claim. The professional development packages offer opportunities to explore sets of related modules.

Slide 7. For example, one of the professional development packages is about the foundations of instruction for students with significant cognitive disabilities. It suggests five specific modules that collectively help teachers better understand this topic. In total, those five modules are estimated to take about five hours to complete. These packages provide a thoughtful approach to maximizing the benefits of the modules so that teachers can better practice the skills and principles in their classroom instruction.

Slide 8. All the professional development modules are offered in two formats. The self-directed modules include a combination of videos, onscreen questions, and then a post-test. Teachers can conveniently choose a module and review its content when and as they wish. A passing score on the module's post-test will generate a certificate of completion. The modules are also offered in a facilitated format. This option is useful for groups of teachers who want to explore a module together. An agenda, links to the module videos, the video transcripts and PowerPoint slides, handouts, and pre- and post-learner assessments are all provided among the facilitated materials. The facilitated option does not require the facilitator to have expertise in the module's topic. These are not train-the-trainer modules. Instead, a facilitator uses the provided materials to guide the audience through the module and facilitate discussion.

Slide 9. Continuing education credit for completed modules, whether self-directed or facilitated, is not provided via the DLM program. However, states and districts can decide if credit is given for completing DLM professional development modules. Information is provided with each module to guide this decision. The Continuing Education Credit, or CEU, information includes module objectives, author biographies, and a time-ordered agenda for each module.

Slide 10. In conclusion, the DLM professional development modules foster continued improvement in classroom instruction to help teachers consider more than the act of administering the alternate assessment. Teachers who have completed the modules report that the information the modules provide is empowering.

Slide 11. The Center for Literacy and Disability Studies is committed to making web content and professional development coursework accessible to individuals with disabilities. Use the feedback button located on the right side of each page of dlmpd.com to report any accessibility issues.

Slide 12. For questions or assistance with any issues accessing anything on the DLM professional development site, contact the DLM professional development team at dlmpd@unc.edu.