

Fink 3-Column Table for AAC Alternative Professional Learning Plan

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Learning Goals	Assessment/Evidence	Learning Activities
Teachers will understand the purpose and importance of AAC integration in the classroom.	Teacher reflections, discussion participation, pre/post confidence surveys	Intro AAC training, discussion of current classroom barriers, review of student communication needs, baseline data collection
Teachers will confidently use iPads with Proloquo2Go during instruction.	Classroom walkthrough observations, AAC usage logs, coaching notes	Hands-on AAC device practice, guided modeling sessions, role-play communication scenarios, peer demonstrations
Teachers will learn how to embed AAC into daily content instruction.	Lesson plans showing AAC integration, student participation data	Content-specific planning sessions, co-planning with SLPs, collaborative lesson design
Teachers will develop comfort modeling AAC naturally during instruction.	Observation checklists, mentor feedback, self-reflection journals	Co-teaching opportunities, live classroom modeling from SLPs and mentor teachers, PLC practice sessions
Teachers will collaborate with peers, SLPs, and families to support AAC carryover.	Family communication logs, PLC participation, collaboration reflections	Team meetings, family workshops, strategy-sharing sessions, collaborative problem-solving discussions
Teachers will analyze student growth and adjust AAC supports accordingly.	Student engagement data, communication tracking, progress-monitoring notes	Reflection meetings, reviewing communication samples, adjusting supports based on student needs
Teachers will help normalize AAC as part of classroom culture.	Increased AAC participation across settings, teacher/student feedback	Peer interaction activities, inclusive classroom discussions, modeling AAC during whole-group instruction
Teachers will build long-term independence and ownership of AAC implementation.	End-of-year implementation reflections, campus growth data	Teacher-led showcases, sharing success stories, mentoring newer teachers, expansion planning discussions

How will self-directed learning be fostered?

Self-directed learning will happen by giving teachers chances to explore AAC in ways that fit their classrooms and students' needs. Instead of just sitting through training, teachers will get hands-on practice with AAC devices, work through real classroom situations, and reflect on what's working and what needs to change. They'll also have flexibility in how they use AAC in their lessons, which helps build confidence and ownership over time. PLC's (professional learning communities), peer support, coaching, and reflection activities will encourage teachers to solve problems on their own while still having support when needed. The goal is to create a space where teachers feel comfortable trying new things, learning from mistakes, and continuously growing in their AAC practices.

Who will lead what sections?

Team Member/Role	Responsibilities
PL Coordinator/Administrator	Oversees implementation, organizes training timelines, monitors progress, communicates expectations, and ensures alignment with the innovation plan
SLPs/AAC Specialists	Lead AAC training sessions, model device use, provide classroom coaching, troubleshoot AAC challenges, and support teachers during implementation
Mentor Teachers	Demonstrate classroom AAC integration strategies, support peers during implementation, share successful practices, and help build teacher confidence
Department Chairs/Team Leads	Coordinate scheduling, encourage teacher participation, facilitate collaboration, and monitor team progress
Administrators	Provide campus support, attend trainings and classroom walkthroughs, celebrate teacher growth, and ensure staff have needed resources
Families	Support AAC carryover at home, provide student feedback, and collaborate with school teams to strengthen communication consistency
Teachers	Implement AAC strategies during instruction, participate in collaboration and reflection activities, track student progress, and adjust supports based on student needs