

2025-26 Professional Learning Opportunities

Professional learning opportunities offered through Oakland Schools' Special Populations Department are designed in partnership with districts to improve the capacity of school SLPs to deliver effective specially-designed instruction and support services to students with IEPs. In-person, live virtual and asynchronous professional learning opportunities for school speech-language pathologists are included below.

Registration is available now (or will be soon!) using this [LINK](#). Sessions related to [speech, language, communication, or literacy](#) are accepted as Professional Development Hours (PDHs) for [ASHA](#) and may be used as Continuing Professional Development (CPD) credit for [LARA's](#) SLP License with an [ASHA Verification form](#). SCECHs (for renewal of an [MDE](#) Teaching Certificate) are pending for most sessions.

COMMUNICATION, SPEECH & LANGUAGE *Relevant*

Professional Learning Opportunities:

[Professional Learning Opportunities by Strand](#)

[Professional Learning In-District or At Home](#)

[Professional Learning Offered by Other Groups](#)



SLP Professional Learning Opportunities by Strand:

SPEECH, LANGUAGE & LITERACY

Dynamic Measures of Narrative Language and Decoding (DYMOND™) Training

Presented by Dr. Doug Petersen and Dr. Trina Spencer, Language Dynamics Group

VIRTUAL Workshop: August 14, 2025 (8:30 am - 3:30 pm)

This virtual training session will cover the administration, scoring, and interpretation of the Dynamic Measures Of Narrative Language and Decoding (DYMOND™), a dynamic assessment of oral language and decoding skills. Stipends available for current Oakland County public school staff.

*The **DYMOND** is a diagnostic assessment that can be used to identify oral language disorder, Dyslexia or disorders of word recognition and decoding, and instructional learning targets. This dynamic assessment can be used as part of multidisciplinary team evaluations for SLI and SLD with students aged 5 - 14.5 years old. Subtests have demonstrated excellent identification accuracy (95% sensitivity/91% specificity) for both monolingual English speakers and English Learners.*

Stuttering Evaluation & Therapy: A Verbal-Diversity Affirming Approach for K-12

Presented by Dr. J. Scott Yaruss

VIRTUAL Workshop: September 15, 2025 (8:30 am - 3:30 pm)

Learn to provide comprehensive assessment and treatment for school-age children who stutter so that you can develop individualized treatment plans that affirm verbal diversity. A neurodiversity paradigm encourages society to view stuttering not as a problem to be solved, but as a natural variation in human experience in communication. As SLPs, we have a powerful role in fostering the acceptance and inclusivity of the students we serve. In this day-long, virtual session, participants will review specific strategies for reducing:

- *Negative reactions by the speaker and those in their environment,*
- *Functional communication difficulties,*
- *The negative impact of stuttering on the speaker's overall quality of life, and*
- *The surface behaviors of stuttering*

and learn:

- *Affirming evaluation techniques*
- *Strategies for improving ease of speech, communication attitudes, and communication skills.*
- *How to approach stuttering from a neurodiversity-affirming framework that highlights the value that clinicians can play in improving the lives of children who stutter*
- *Treatment goals and activities you can incorporate in therapy, the very next day.*

Enhancing Comprehension with Notice and Note

Presented by Dalyce DePauw, Diane Katakowski and Jason Haffner

IN PERSON Workshop: September 16, 2025 (9:00-3:00 pm)

Notice & Note is a close reading strategy created by Kylene Beers and Bob Probst. The Notice & Note strategy applies signposts, or visual text features that support and deepen student comprehension through both inquiry and dialogic practice. Intended session outcomes include: understanding the Notice & Note Close Reading fiction and nonfiction signposts,

engaging signposts within simple and complex texts, and creating an introductory Notice & Note Close Reading lesson classroom-ready.

To Refer or Not to Refer? Using MTSS to Drive Prevention, Screening, and Referral for SLI

Presented by Melanie Harper, Diane Katakowski, and Jennifer Ryan

IN-PERSON Workshop: October 24, 2025 (8:30-11:30 am)

Successful MTSS makes SLP workload more manageable in all of the following ways:

- Colleagues utilize your unique skill set to inform core instruction and prevent speech and language problems in the classroom
- Tiered speech and language supports tease out which students can learn without specially-designed instruction
- Inappropriate referrals for SLI evaluations are reduced or even eliminated
- Time spent in speech and language service delivery with students on IEP caseload is maximized

If you are supporting MTSS but not realizing these benefits, this session is designed for you! Our session will include interactive, application-oriented discussions of the SLP roles in MTSS and how tiered supports can streamline prevention, pre-referral, and SLI evaluation strategies. A model flowchart to guide MTSS decision-making will be presented along with entrance and exit criteria for tiered supports. Case studies will be presented to align thinking about how MTSS supports may or may not lead to SLI referral.

SLPs can come learn as a team or attend individually. Learners should plan to take the content back to their district to share as they innovate or evaluate their own local systems of support.

Assessing Learning: Dynamic Assessment Practices for Initial Special Education Evaluations

Presented by Diane Katakowski and Jennifer Ryan

IN-PERSON Workshop: October 24, 2025 (12:30-3:30 p.m.)

Dynamic assessment is a research-validated strategy that can be employed during special education evaluations. Incorporating dynamic assessment practices into initial evaluations allows educators to tease out whether a student's learning differences are due to a mismatch of instruction, cultural or linguistic diversity, or a true disability that requires specially-designed instruction. Dynamic assessment involves collecting data during a short interaction to measure a student's ability to learn and respond to instruction, without any requirement for assumed background knowledge. Dynamic assessment practices are an important part of any high-quality, valid, and reliable special education evaluation that honors an individual's unique learning experiences and diversity.

Learners will walk away from this session with:

1. An understanding of why to incorporate dynamic assessment practices as part of an initial evaluation
2. Access to specific dynamic assessment tasks that utilize either a Test-Teach-Retest approach or a Graduated Prompting approach for oral language, written language, and social skills
3. Practice with administering, scoring, and interpreting dynamic assessment tasks as one piece of data collection for initial evaluations

Understanding The Reading Brain: Implications for All, Including Students with Dyslexia

Presented by Dr. Susan Koceski, Diane Katakowski, Jillian Keith, Christina Carlin

VIRTUAL Workshop: [October 29, 2025](#), or [March 25, 2026](#) (8:30 - 11:30 am)

IN-PERSON Workshop: [November 14, 2025](#) (8:30-11:30 am)

This session is designed to equip educators with an understanding of how the brain processes print differently from oral language and how this impacts all learners. We will explore common myths, the prevalence and characteristics of dyslexia, and its secondary consequences. This session will highlight literacy practices that are critical for students who are poor decoders or have dyslexia, including why a code-emphasis instructional approach is needed.

This session supports K-12 Literacy and Dyslexia legislation (2025), the MDE Dyslexia Handbook, GLEN's Essential Practices, and the Intensifying Literacy Instruction: Essential Practices. This session is for special educators and general educators who support students with IEPs.

Structured Literacy and the Essential Practices: What, Why, and for Whom

Presented by Dr. Susan Koceski, Diane Katakowski, Jillian Keith, Christina Carlin

VIRTUAL Workshop: [October 29, 2025](#), or [March 25, 2026](#) (12:30 - 3:30 pm)

IN-PERSON Workshop: [November 14, 2025](#) (12:30-3:30 pm)

This session will deepen the learner's understanding of Michigan's K-12 Literacy and Dyslexia legislation regarding the requirements of structured literacy and the science of reading, and align these requirements with the GELN Essential Instructional Practices. Participants will learn about the what, how, and why of structured literacy approaches and how they align with students for whom this approach has benefits. This session will pull together knowledge that teachers can use to leverage efficient instructional practices, including explicit instruction to improve outcomes for students within a structured literacy framework.

This is based on the research in the following documents:

- GELN [Essential Instructional Practices](#)
- [Intensifying Literacy Instruction: Essential Practices](#)
- [IES Foundational Skills to Support Reading for Understanding in K through 3rd Grade](#)
- The [Teaching Reading Sourcebook](#)
- The [MDE Dyslexia Handbook](#), as well as the requirements of [Michigan's K-12 literacy and dyslexia legislation](#).

This session is for educators who support students with IEPs.

Instructional Routines: Phonological Awareness

Presented by Diane Katakowski and Susan Koceski

VIRTUAL Workshop: December 4, 2025 (8:30 - 11:30 am)

This session provides foundational training for special educators and ancillary staff working with students with IEP goals in the areas of phonological awareness. The session will review the research base for this big idea of early reading and the developmental scope and sequence of phonological and phonemic awareness. Educators will learn research-informed instructional routines and then practice delivering lessons that facilitate phonological awareness. Educators will receive Heggerty's Bridge the Gap material so that they can deliver effective PA instruction the next day with students. View all offerings in our Instructional Routines for Students with IEPs series [HERE](#).

Instructional Routines: Vocabulary

Presented by Diane Katakowski, Jillian Keith, and Susan Koceski

VIRTUAL Workshop: January 30, 2026 (8:30 - 11:30 am)

This session provides foundational training for special educators and ancillary staff working with students with IEP goals in the areas of vocabulary. The session will review the research base for this big idea of early reading and how to build vocabulary breadth, depth, and fluency. Content will cover intentional instruction of vocabulary words as well as intentional word learning strategy instruction. Educators will learn research-informed instructional routines and then practice delivering lessons that facilitate vocabulary breadth and depth. Educators will receive the CORE Vocabulary Handbook material so that they can deliver effective vocabulary instruction the next day with students. View all offerings in our Instructional Routines for Students with IEPs series [HERE](#).

Instructional Routines: Narrative Language & Comprehension (Story Champs)

Presented by Diane Katakowski and Jennifer Ryan

IN-PERSON Workshop: February 24, 2026 (8:30 am - 11:30 am)

Do you work with young students who have language comprehension and vocabulary learning needs? Successful acquisition of literacy depends on adequate development of word recognition skills as well as language skills for comprehension. This session is a foundational training for narrative intervention that facilitates comprehension, vocabulary, and meaning-making within a structured, explicit, and systematic instructional routine. Narrative intervention teaches kids to understand and tell stories so that they can connect with others, build empathy, and share their own experiences in speaking, listening, reading, and writing using academic vocabulary and complex language.

Learners will walk away with an understanding of how narrative language instruction accelerates speaking, listening, reading and writing skills.

Content will cover:

- The layout of one set of research-validated materials for teaching narrative language ([Story Champs](#) materials)
- How to teach narrative lesson components
- Practice with delivering the lesson components as part of core classroom instruction or intervention
- Setting goals and progress monitoring for narrative language

Current Oakland County public school educators will receive a Story Champs kit as part of the session. If the district is using other narrative intervention materials, they should bring those to this session so the instructional routine can be applied within their local context.

This session supplements core classroom instruction that targets Essential Practices 2, 3, 6, 7, and 9 and is aligned with the Intensifying Literacy Instruction: Essential Practices and requirements of Michigan's K-12 literacy and dyslexia legislation.

If you support students with complex communication needs, consider registering for [Narrative Intervention Modifications & Story Champs AAC](#).

COMPLEX COMMUNICATION NEEDS & SPECIAL POPULATIONS

English Learners Cultural Differences or Disability?

Presented by Diane Katakowski, Susan Koceski, and Suzanne Toohey

VIRTUAL Workshop: October 7, 2025 (8:30 - 11:30 am)

Throughout the county, school districts face challenges of both over- and under-identifying English Learners as students with disabilities. As an educator, you may find yourself called upon to problem-solve for English Learners encountering learning and/or behavior difficulties. Uncover the intriguing connection between acculturation and learning disabilities, as we explore how characteristics of acculturation can mirror certain challenges faced by English Learners. Gain valuable insights and strategies to address these issues effectively in your educational setting. We will explore the following outcomes:

- examine cultural and linguistic characteristics of English Learners
- synthesize impacts of culture and acculturation on learning and behavior
- explore how cultural differences can mirror certain disabilities

Reframing Autism: Affirming Approaches to Evaluation and Report Writing

Presented by Dr. Kawena Begay

IN-PERSON Workshop: November 20, 2025 (8:30 am - 3:30 pm)

During this interactive session, participants will gain an understanding of the importance of thoughtful and flexible approaches to identifying autism eligibility and will learn about neuro-affirming approaches to sharing evaluation results with families and providers. Participants will explore how their own individual backgrounds can impact accurate identification and learn how to adapt evaluation and reporting practices for effective and affirming identification and support of autistic students.

This session meets the continuing education requirements for special educators licensed under the Michigan Public Health Code by LARA and is open to all Oakland County Public School ancillary staff working with students with IEPs.

Foundational Literacy Skills in Linguistically Diverse Environments (3-Day Series)

Presented by Dr. Jasmine Rogers, CCC-SLP

3-DAY Series: December 2, 2025, January 12, and March 17, 2026 (9:00 am - 3:00 pm)

Grounded in the values of both the [Essential Instructional Practices](#) and [Essential Organizational Practices](#), this professional learning series promotes asset-oriented environments where all students are valued and have a sense of belonging. This series will focus on ways to honor and support the learning of linguistically diverse students while fostering strong foundational literacy skills. Participants will explore the impact of linguistic norms on students' learning assets, gaining strategies to strengthen foundational literacy instruction that affirms and builds upon students' linguistic identities. This series is a collaboration with Dr. Jasmine Rogers, a leading national voice on Black language and the science of reading.

Supporting Autistic Students: Best Practices for SLPs

Presented by Jennifer Ryan and Briona McKinney

IN-PERSON Workshop: December 9, 2025 (8:30 am - 3:30 pm)

SLPs are uniquely qualified to influence the educational systems that help Autistic students thrive academically, socially, and communicatively within their classrooms and communities. Whether you have one Autistic student on your caseload or support only Autistic students throughout your district, this session is for you.

Participants will explore evidence-based strategies and best practices for:

- *Conducting comprehensive, strengths-based assessments that highlight the unique communication and language needs of Autistic learners.*
- *Practical approaches for writing effective and individualized goals and evaluation reports, highlighting student strengths while demonstrating essential IEP support.*
- *Specially designed instruction that supports social and communication needs while respecting and celebrating the neurodiversity of Autistic students.*
- *Influencing the educational system to provide neurodiversity-affirming, inclusive support to Autistic students.*

Session content will be balanced with opportunities for SLPs to apply strategies and concepts to their student cases through problem-solving, IEP goal or evaluation report editing/drafting, or creating plans/materials for specially designed instruction.

This session is open to Oakland County Public School SLPs working with students with IEPs.

Narrative Intervention Modifications & Story Champs AAC

Presented by Diane Katakowski, Jennifer Ryan, and Stacey Fox

IN-PERSON Workshop: February 24, 2026 (12:30-3:30 pm)

Do you work with students with complex communication needs? Narrative intervention can offer powerful possibilities to support students by using engaging stories and predictable, explicit instructional routines. With opportunities to learn about and tell stories, narrative intervention can be a perfect complement to a comprehensive literacy program that will empower students to connect with others, build empathy, expand language, and share their experiences using various communication modalities.

Learners of this session will walk away with an understanding of how to provide narrative language instruction to support students with complex communication needs, including those who use AAC.

Learners will explore modifications to traditional Story Champs materials that can support students with complex communication needs. Participants will also learn how to teach narrative lesson components using one set of research-validated materials (Story Champs AAC Booster Pack). We will practice delivering the lesson components as part of special education classroom instruction or intervention. Participants will explore setting goals and progress monitoring for narrative language, student engagement, and beyond! Current Oakland County public school educators will receive a Story Champs AAC Booster Pack as part of the session.

English Learners with Suspected Disabilities: a Multidisciplinary Approach to Problem Solving (4-Session Event)

Presented by Diane Katakowski, Susan Koceski, and Suzanne Toohey

Voices from the field include Lindsey Woodberg and Cassandra Griffin

VIRTUAL Workshop: April 21, May 5, May 12, and May 29, 2026 (8:30 - 11:30 am)

A dynamic, interactive three-part professional learning series devoted to learning how to implement the Oakland Schools guidance in our "Separating Difference from Disability in English Learners who Struggle" document. English Learners are the fastest-growing student group in Oakland County. Across the county, districts are over- and under-identifying English Learners as students with disabilities. It is likely that you have been, or will be, called upon to problem solve about an English Learner with learning difficulties. Learning in the sessions will be grounded in the guidance document and corresponding tools. Resources have been updated to support local education agencies in developing their own written protocol and procedures for determining whether the learning difficulties of an English Learner are the result of the influence of second language learning differences or a true, pervasive disability present in all languages of the child.

Outcomes of the series include:

- learn about an articulated protocol with guidance and steps to take when an English Learner is struggling*
- try out new tools for collecting data on English Learners*
- articulate short- and long-term plans for non-discriminatory identification practices*
- synthesize information to formulate next steps for the multidisciplinary team*

Multidisciplinary teams (EL + Special Education) are especially encouraged to attend together to develop their internal protocols to determine difference from disability. The third session will highlight voices from the field and share the journeys of teams from two local districts.

Neurodiversity in Education Series: Strengthening Mindsets, Empowering Educators

VIRTUAL Workshops: Sept 18 (8:30-11:30 am), Oct 10 (12:30-3:30 pm), Nov 13 (8:30-11:30 am), Dec 4 (12:30-3:30 pm), Jan 21, 2026 (8:30-11:30 am), and Feb 10, 2026 (8:30-11:30 am)

Join us for our speaker series, Neurodiversity in Education: Strengthening Mindsets, Empowering Educators. This series is designed to promote understanding, acceptance, and implementation of neurodiversity-affirming practices. Our invited national speakers will

explore a variety of topics throughout the 25/26 school year to spark growth in our practice as educators.

Participants can register one time for this year-long speaker series and attend any or all sessions. Each half-day session topic will stand alone, but educators who attend all sessions will walk away with an understanding of neurodiversity-affirming practice from our speakers' lived experiences.

Whether you're just beginning your journey or seeking to expand your knowledge, we hope you'll join us as we work to create a more inclusive, affirming, and equitable educational landscape where every student has the opportunity to learn, grow, and succeed, regardless of their neurological differences.

Sept 18, 2025 8:30-11:30 am

- Dr. Matt Lowry ~Understanding the Autistic Neurotype: A Deep-Dive from an Autistic Psychologist

Oct 10, 2025 12:30-3:30 pm

- Dr. Shelley Moore ~Supporting One, Supporting All: Collaborative classroom support models for inclusive classrooms

Nov 13, 2025 8:30-11:30 am

- Kieran Rose ~An Ecology of Stigma: Identity Development, Trauma and Masking in Autistic Children and Young People

Dec 4, 2025 12:30-3:30 pm

- endever* corbin ~AAC access for all Autistic students: Fostering communicative choice for more effective learning

Jan 21, 2026 8:30-11:30 am

- Kristy Forbes ~Beyond Behaviour: Understanding Pathological Demand Avoidance (PDA) Through a Neuroaffirming Lens

Feb 10, 2026 8:30-11:30 am

- Katie Oswald ~What it Really Means to be a Neuroaffirming Educator in Michigan

PROFESSIONAL ISSUES & COMMUNITIES OF PRACTICE

SLP Community of Practice: Supporting Secondary

Facilitated by Diane Katakowski, Jennifer Ryan, and Local School SLPs

IN-PERSON WORKSHOP: November 11, 2025 (8:30 am - 11:30 am)

Lunchtime VIRTUAL Community of Practice Meeting 1/14/26 (12:00-1:00 pm)

SLPs work with students throughout their educational careers. At the secondary level, SLP practice often shifts to focus more intensely on the development of self-advocacy, self-determination, and engagement with the community in ways that are meaningful to individual students. Supporting secondary students is critically important and can be hugely rewarding. If you support children from middle school to post-secondary, we welcome you to join our SLP Community of Practice!

Connect with a community of speech-language pathologists from around Oakland County to engage in cross-county collaboration and deepen our practice. We will provide a forum for identifying evidence-based solutions to common problems and current trends in our changing educational landscape.

We welcome you to join us and share your needs, expertise, and passion for secondary-level students with our community! We will have the opportunity to meet as a community for a virtual lunchtime session in January to continue our dialogue and connection.

SLP Community of Practice: Early Childhood

Facilitated by Diane Katakowski, Jennifer Ryan, and Local School SLPs

IN-PERSON WORKSHOP: November 11, 2025 (12:30 pm - 3:30 pm)

Lunchtime VIRTUAL Community of Practice Meeting 1/14/26 (11:00 am - 12:00 pm)

SLPs are often the first point of contact between families and the school district. Practicing in Early Childhood is hugely rewarding and critically important. If you support children from birth to 5, we welcome you to join our SLP Community of Practice for Early Childhood!

Connect with a community of speech-language pathologists from around Oakland County to engage in cross-county collaboration and deepen our practice. We will provide a forum for identifying evidence-based solutions to common problems and current trends in our changing educational landscape.

We welcome you to join us and share your needs, expertise, and passion for our youngest learners with our community! We will have the opportunity to meet as a community for a virtual lunchtime session in January to continue our dialogue and connection.

The Power of Together: Empowering Teams to Cultivate Success

Presented by Nicole Kata and Jennifer Ryan

In-Person Workshop: February 5, 2026 (8:30 - 11:30 am)

"My team saves me.", "I work with the most amazing people." "I couldn't do this work without my team." If those are things you say, this session is for you. If those are things you wish you could say, this session is also for you!

We'll explore high-leverage practices for classroom success and use the shared knowledge of the group to address barriers common in classes educating students with high support needs. Walk away with tools you can use right away to foster belonging, define roles, collaborate efficiently, and tend to the well-being of everyone who experiences your classroom.

Multidisciplinary teams are encouraged to attend together, but individual participants are also welcome. Paraeducators who can attend with classroom teachers will also find this offering beneficial.

Addressing Implicit Bias: Cultivating Cultural Humility in Special Education

Presented by Cornelius Godfrey

VIRTUAL Workshop: March 26, 2026 (9 - 11 am)

We invite you to join us for an engaging and interactive virtual learning experience, specially crafted for special educators looking to deepen their understanding of implicit bias and develop actionable strategies for fostering culturally responsive practices in special education. This live, virtual session is designed to fulfill the continuing education requirements for both LARA (Licensing and Regulatory Affairs) and ASHA (American Speech-Language-Hearing Association), equipping educators with the tools to create inclusive and equitable classrooms for all students.

Participants will explore core concepts of implicit bias and its effects within special education, with opportunities to examine how cultural, linguistic, and ability-based biases intersect in this field. We'll share evidence-based strategies for identifying and addressing these biases, encouraging participants to reflect on how bias influences the assessment and identification of students with special needs. Through interactive discussions, we'll also emphasize the critical role of collaboration with families and communities in building a more inclusive, supportive learning environment.

Don't miss this chance to expand your skills, gain valuable insights, and play a part in shaping a more inclusive special education landscape.

This session meets the continuing education requirements for special educators licensed under the Michigan Public Health Code by LARA and is open to all Oakland County Public School ancillary staff working with students with IEPs.

SLP Professional Learning Opportunities - In District or At Home

In-District Professional Learning Requests 	miPLACE Learn & Collaborate 
Purpose: In-district group learning that may be used during school hours, PD days, or PLC time.	Purpose: Online, self-paced, individual learning courses that offer SCECHs and/or a certificate of completion.
Topics: - Professional Practices of School SLPs - SLP Workload Analysis - SLI Evaluation - Dynamic Assessment - To Refer or Not? MTSS that Drives Prevention, Screening & Referral for SLI - Special Education Evaluations of English Learners (ELs) - Instructional Routines for Students with IEPs: Phonemic Awareness - Instructional Routines for Students with IEPs: Vocabulary - Story Champs Instruction & Intervention - Goal Setting and Progress Monitoring for Speech & Language Specially-Designed Instruction - Implementation Support for any Event Management offered, Communication, Speech-Language Professional Learning	<u>Relevant Courses & Topics for SLPs:</u> - Reducing Implicit Bias: Culturally Responsive Practice in Special Education - Stuttering Evaluation: A Verbal Diversity Affirming Approach for K-12 - DYMOND - Diagnostic Assessment for Language Disorder & Dyslexia - Dynamic Assessment Practices - Reframing Social Supports - What is Dyslexia? - Complexity Principles for SSD - Complexity Principles for Teletherapy - Why /r/ is So Hard (and How to Make it Easy) - CUBED: NLM- Listening Training - Story Champs Training - Ethical Practices for School-Based SLPs 2023 - ASHA CF Supervision Courses - Preschool & School-Age Stuttering - Selective Mutism: School-Based Assessment and Intervention Strategies for Multidisciplinary School Teams - Options for meeting LARA's human trafficking training requirement - Options for meeting LARA's pain and symptom management CPD credit requirement

Oakland County School SLPs can email diane.katakowski@oakland.k12.mi.us and jennifer.ryan@oakland.k12.mi.us to schedule.

Visit <https://www.miplacek12.org/course/view.php?id=490>

Using a Google account to log in →
Search "Oakland County School SLP PL & Resources" in the LEARN → FIND LEARNING tab

Professional Learning Offered by Other Groups

Session descriptions and registration links can be found using a **keyword or filter search** at this link:

<https://www.oakland.k12.mi.us/district-support/professional-learning>

Oakland Schools Complete Professional Learning Listing

[Special Populations & District and School Services](#)

From this screen, choose "Filter By:" on the left and then select "Speech and Language" from the content areas. Click "LOAD MORE" to load events across the entire school year.

Feel free to apply other filters as needed!

AAC Professional Learning AAC Professional Learning	Special Education Teachers Special Education Teacher Professional Learning	Educators Supporting Autistic Students ASD Educator PL Smore
AT Professional Learning AT Professional Learning	Literacy Professional Learning Accelerating Literacy for Students w/ IEPs Smore OS Literacy Team Offerings K-12 Literacy and Dyslexia Law Offerings Leveraging Linguistic Differences	English Learners- Separating Difference From Disability English Learner-Special Ed Smore
Early Childhood Special Educators ECSE Professional Learning		Early On & Early Intervention Early On Professional Learning

Speech, Language & Literacy

Complex Communication Needs & Special Populations

Communities of Practice & Professional Issues

Oakland Schools * Special Populations * <https://www.oakland.k12.mi.us/district-support/professional-learning> *

5/20/25

In accordance with state and federal law, Oakland Schools does not discriminate, nor permit discrimination, on the basis of race, color, national origin, ethnicity, religion, sex, pregnancy or parental status, gender identity, gender expression, sexual orientation, disability, age, height, weight, marital status, military service, veteran status, genetic information, or any other legally protected status, in its educational programs and activities, employment, or enrollment. The District also provides equal access to the Boy Scouts and other designated youth groups.

For questions or complaints regarding unlawful discrimination or harassment, employees should contact the Assistant Superintendent of Human Resources, Personnel Management and Labor Relations at (248) 209-2429 or HR@oakland.k12.mi.us. Students and others should contact the Civil Rights/Title IX Coordinator at (248) 209-2590 or Jacqueline.Zablocki@oakland.k12.mi.us.