

October 18, 2022

Professional Learning Teams



Above: CASE creates learning teams for all disciplines within the cooperative that meet at regular intervals during the school year to collaborate and share in professional learning. In September, many of the learning teams met for the first time including (left to right): Occupational Therapy Learning Team, the Mentor Learning Team (currently with 34 active mentor pairs), and the Social Work & Psychologist Learning Team. In addition to the above learning teams, CASE supports professional learning teams for Speech-Language Pathologists, Physical Therapists, Adaptive PE, Special Education Teachers, Instructional Support Team, Vision Itinerants and Hearing Itinerants. A CASE administrator leads each learning team to facilitate professional development.



Left: Glenbard Early Childhood Collaborative (GECC) recently won new grant funding from Birth to 5 Illinois, Bright and Early DuPage, and the YWCA/INCCRRA. A large portion of these funds is dedicated to outreach and connecting families with early childhood resources such as home visiting, preschool, developmental screenings, and childcare. The GECC team was very excited to launch these outreach efforts at the Glendale Heights Health and Safety Fair. (Pictured: Araceli Chavez, CASE GECC)



Speech-Language Services

(Right): CASE Speech-Language Pathologist, Melissa Jenkins, works with students who use assistive technology at Heritage Lakes Elementary School in District 93. CASE speech-language pathologists currently support 52 students with assistive technology devices or services within member districts.

Assistive Technology



Right: Special Education Teacher, Kiley Greco (CASE, District 89) works with students in her classroom (grades 3-5) at Park View Elementary School. Several of Kiley's students use assistive technology to support communication.

AT in the Classroom

(Right): CASE Speech-Language Pathologist, Rebecca Luedtke, teaches her Phonologic / PALS class in District 89. This class supports preschool students with phonological processing disorders and creates an opportunity for small-group services instead of on an individual itinerant basis.

Phonological Awareness

