

Professional Development Plan (PDP)

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Phone: Cell _____ Home _____ Work _____

E-mail _____

Number of CEHs you would like to earn. Maximum 20 hours each cycle. _____

Mentor who will be confirming appropriate completion of tasks. _____

What specific skill enhancement goals will you be working toward?

- | | |
|--|------------|
| <input type="checkbox"/> Ethical Decision Making | CEHs _____ |
| <input type="checkbox"/> Study of Cued Language | CEHs _____ |
| <input type="checkbox"/> Study of English Phonology | CEHs _____ |
| <input type="checkbox"/> Study of Foundations of Linguistics | CEHs _____ |
| <input type="checkbox"/> Study of Signed Language or Signing Systems | CEHs _____ |
| <input type="checkbox"/> Mechanics of Cued American English | CEHs _____ |
| <input type="checkbox"/> Prosody in Transliteration and Interpretation | CEHs _____ |
| <input type="checkbox"/> Receptive Skills in Cued American English | CEHs _____ |
| <input type="checkbox"/> Cued to Spoken Skills | CEHs _____ |
| <input type="checkbox"/> Study of Foreign Cueing Systems | CEHs _____ |
| <input type="checkbox"/> Chunking/Paraphrasing | CEHs _____ |

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Professional Development Plan (PDP) continued

- | | |
|---|-----------|
| <input type="checkbox"/> Auditory Environmental Stimuli | CEHs_____ |
| <input type="checkbox"/> Music, both instrumental and with words | CEHs_____ |
| <input type="checkbox"/> Two part performance in Cued American English | CEHs_____ |
| <input type="checkbox"/> Transphonation Skills | CEHs_____ |
| <input type="checkbox"/> Dialect | CEHs_____ |
| <input type="checkbox"/> Verbatim Skills for Cued American English | CEHs_____ |
| <input type="checkbox"/> Syllables per Second for Cued American English | CEHs_____ |
| <input type="checkbox"/> Other | CEHs_____ |

What activities will you be doing to achieve the above goal(s)?

- | | |
|---|-------------------|
| <input type="checkbox"/> Complete LMI's <i>Cued English, Gaining Fluency</i> , then record yourself at Level 5 and submit recording for a review with mentor. | CEHs <u> 2 </u> |
| <input type="checkbox"/> Complete LMI's <i>Becoming a Proficient Cuer</i> . Complete entire workbook and submit for a review with mentor. | CEHs <u> 2 </u> |
| <input type="checkbox"/> Complete LMI's <i>Building Cue Reading</i> . Complete entire workbook and submit for a review with mentor. | CEHs <u> 4 </u> |
| <input type="checkbox"/> Review LMI's <i>Native Intuition</i> , write a two page Reflection paper and submit for a review with mentor. | CEHs <u> 1 </u> |
| <input type="checkbox"/> Read Fleetwood and Metzger's <i>Cued Language Structure and Analysis</i> , write an annotated bibliography in APA style and submit for a review with mentor. | CEHs <u> 2 </u> |
| <input type="checkbox"/> Read Fleetwood & Metzger's <i>Guide to the Proper Practice of Cued Language Transliteration</i> , write a two-page reflection paper and submit for a review with mentor. | CEHs <u> 1 </u> |
| <input type="checkbox"/> Read Cornett & Daisy's <i>The Cued Speech Resource Book</i> , write an annotated bibliography in APA style and submit for a review with mentor. | CEHs <u> 2 </u> |
| <input type="checkbox"/> Read LaSasso, Crain & Leybaert's <i>Cued Speech and Cued Language for the Deaf and Hard of Hearing</i> and write an annotated bibliography in APA style and submit for a review with mentor. | CEHs <u> 2 </u> |
| <input type="checkbox"/> Other | CEHs_____ |
