

Maegan Sprow

Education

Special Education Administration Program, Grand Valley State University	2017-2019
Master of Arts, Speech-Language Pathology, Wayne State University, Detroit, MI	1999
Bachelor of Science in Education, Wayne State University, Detroit, MI	1997

Endorsements/Certifications

School Administrator Certificate <i>Elementary and Secondary Administration K-12</i>	2019
Full Approval for Director of Special Education	2019
Full Approval for Supervisor of Special Education	2019
Professional Education Certificate <i>Elementary K-5 all subjects, K-8 all subjects self contained classroom Speech and Language Impairment K-12</i>	1999-present
Certificate of Clinical Competence <i>American Speech-Language Hearing Association</i>	1999-present

Professional Experience

Livonia Public Schools, Livonia, MI <i>Program Specialist Speech-Language Pathologist</i>	2015-present 2005-2015
Waterford Graded School District, Waterford, WI <i>Speech-Language Pathologist</i>	2001- 2005
Livingston Educational Services Agency, Howell, MI <i>Speech-Language Pathologist</i>	1999- 2001
East Detroit Public Schools, Eastpointe, MI <i>Middle School Special Education Teacher</i>	1997

Professional Duties and Specialties

● Post High School

- Knowledgeable of transition planning requirements
- Member, Michigan Transition Services Association
- Liaison between Livonia Transition Program and outside agencies (MRS/STEP)
- Trained in Project SEARCH model
- Develop rubric for student worksite placement
- Participate in skill assessments for worksite placement
- Established relationships with job site supervisors at area businesses
- Refine curriculum for Financial Literacy, Modern Technology, Safety & Wellness courses
- Develop curriculum for Culinary Arts course
- Develop course assessments to measure progress
- Facilitate student placement with cooperative agreements from neighboring school districts
- Develop and update paraprofessional supporting material for post high school program

- Run building staff meetings
 - Schedule building events (open house, schedule pick up, conferences)
 - Organize/run safety drills for program (fire, tornado, lock down)
 - Develop paraprofessional staffing plan
 - Coordinate school lunch program/payroll/ ordering of materials
- **Curriculum**
 - Developed Science and Social Studies Resource Guide for staff using Essential Elements
 - Co-chaired district curriculum committee for K-12 Essential Elements
 - Presented Essential Elements curriculum inservices to all essential elements staff, K-12
 - Presented at CEC on Writing Curriculum
 - Researched reading programs for use in middle/high school resource programs
 - Member of the RESA Essential Elements ELA Assessment Committee
 - Co-taught weekly with regular education teachers at the middle school level
- **Consultation**
 - Monthly consultation with classroom teams including:
 - Scheduling, behavior intervention, paraprofessional support
 - Ongoing consultation to support:
 - Curriculum, differentiated instruction, placement considerations
 - Frequent consultation with new teachers regarding case management, including:
 - instructional lead responsibilities, curriculum, assessment, transition planning
- **School Improvement**
 - Member of District Special Education QAR team
 - Member of Webster Elementary School Improvement/QAR Team
 - Develop school improvement goals and rubric for demonstrating student's progress based on essential elements in ELA and math
 - Present to staff/QAR team on school improvement data
- **Behavioral Supports**
 - **Positive Behavioral Intervention and Supports**
 - Member of district Social Emotional Learning curriculum committee
 - Developed PBIS expectations for school wide program
 - Created posters displaying PBS behaviors for school
 - Created social stories explaining PBS behaviors across school environments
 - Created picture supported 'think about it' sheet for behavior reflection
 - Member of ACT18 K-8 PBIS team
 - **Behavior Intervention**
 - Member of District Behavior Response Team
 - Develop functional behavioral assessments and behavior plans for students
 - Collaborate to determine additional staffing needs and scheduling
 - Crisis Response Team participant with RESA behavior consultant for students with self-injurious or aggressive behaviors
 - CPI trained
- **Professional Development/Training Presentations**
 - Presented at SLIP on 4 Blocks to Literacy Instruction for Special Education
 - Presented at Council for Exceptional Children Annual Conference on Core Vocabulary
 - Plan and Implement training for staff, including:
 - Transition Planning
 - Positive Behavioral Interventions and Supports
 - Data driven Functional Behavioral Analysis and Behavior Intervention Plans
 - Essential Elements/Curriculum
 - School Improvement/QAR
 - Formulating compliant IEPs, including measurable goals, baseline data

- Social stories, AAC, and visual supports
- Medicaid Billing
- Provided parent education workshops:
 - Open House/Curriculum Night presentation
 - Quarterly Parent Support Group
 - Visual supports, PECS, Early Language Development, AAC
 - Student Change of Placement
- Provided student education: "What is autism?"

● **IEP Process**

- Conduct IEP reviews to ensure compliance
- Develop and implement IEPs for students from preschool through post high school with special education certifications of ASD, CI, EI, HI, OHI, LD, SLI, SXI, and VI
- Provide program tours to families and students in special education programs, preschool through post-high school
- Assist families/school districts to complete enrollment paperwork for county based and local special education program
- Participate in initial evaluations and placement recommendations for students with SLI, LD, CI, HI, VI, ASD, OHI, EI, and SXI

● **Communication**

- RESA Core Vocabulary Committee for Wayne County Programs
- Established Links/peer-buddy program for students with autism at upper elementary and middle school
- Participated in START training

● **Other Professional Responsibilities**

- Facilitate nurse trainings for staff at specialized programs at elementary, middle, and post high school level for students with healthcare plans
- Provide homebound services for students in middle school and preschool
- Develop and update budget supporting materials for PreK-8 ACT18 programming; including staffing, technology, and building needs
- Knowledgeable of current district and county entry/exit criteria for special education programs
- Knowledgeable of local and ACT18 programs and services across the county
- Facilitate transition of students between special education programs across the county
- Support team and make recommendations regarding least restrictive environment, including change of placement
- Developed Child Study Team, including meeting norms, RTI, and classroom modifications for upper elementary and middle school level

Committee Work

● District Behavior Response Team	District	2017-present
● Special Education Leadership Team	District	2015-present
● Essential Elements ELA Assessment Committee	RESA	2013-2014
● School Improvement Team	Webster	2012-present
● Positive Behavioral Supports Committee	Webster	2011-2014
● Essential Elements Committee	District	2015-present
● District Special Ed QAR team	District	2018
● Symbols and AAC: Wayne County Core Vocabulary for Center Programs	RESA	2014-2015
● Elementary Consultation Team	District	2015-2018
● District Assistive Technology Team	District	2016-present