The purpose of IMSLEC is to accredit training courses for the professional preparation of the Multisensory Structured Language Education specialist. IMSLEC is committed to quality training of MSLE clinicians and teachers, establishing standards and criteria of excellence for the programs it accredits.

Currently 36 accredited training courses are located throughout the United States. A full description of the Accreditation Process and an Application can be found on the IMSLEC website, www.imslec.org.

Spalding Honors Mary and Warren North for 26 Years of Service

Spalding Education International (SEI) CEO and President Warren North and his wife, SEI Director of Research & Curriculum Mary E. North, Ph.D., were scheduled to officially retire from SEI at a Spalding Certified Teacher Instructors Seminar in Phoenix last April. Unfortunately, Warren passed away April 10, just weeks before the event.

He had a long and distinguished career at NASA, which included participating in the formation of the agency. While there, he served on the selection team for the seven original astronauts and worked on Projects Mercury, Gemini, and Apollo. After retiring from NASA, Warren turned his attention, energies, and the last 26 years of his life to advancing literacy through SEI’s “The Writing Road to Reading” — an integrated, research-based, language arts program using the principles of instruction in The Spalding Method® for teaching speech, spelling, writing and reading.

His aunt, Romalda Spalding, had asked Warren to establish a non-profit foundation to train teachers in her method. Characteristically, Warren enrolled in her reading course and, having determined its efficacy, undertook the task. Warren knew that the Peoria Unified School District in Arizona had become a stronghold of Spalding training and instruction. What he didn’t know was that the district curriculum director named Mary was responsible. When he went to Arizona to see if there was enough Spalding activity to warrant locating the foundation in the Phoenix area, Mary introduced him to enthusiastic teachers and administrators in Peoria and in other districts where Mrs. Spalding had taught on her frequent trips to Arizona.

The rest, as the saying goes, is history.

This foundation later became what is now Spalding Education International.

“For more than 26 years, under the leadership of Warren and Mary, The Spalding Method has been taught with integrity and focus, reaching tens of thousands of
Dear Friends,

IMSLEC has earned a reputation as an organization that strives to improve the field of multisensory, structured, language education through meeting high standards and adhering to a strong set of principles of instruction. This is evident in the quality of the teachers and therapists trained by IMSLEC accredited courses. As the number of IMSLEC accredited courses grows, so do the learning opportunities for students in many parts of the United States and beyond. We currently have 87 sites, 36 accredited programs, and nine programs in the review process. In addition, we hope to implement a process for evaluation and accreditation of schools that provide structured, multisensory instruction to children with dyslexia. This will be a valuable resource to parents and as a guide for help for their children. Phase 1 is expected to be accreditation of schools affiliated with currently accredited courses.

In July, representatives from The Alliance, IMSLEC, and ALTA met all day with Eric Tridas, President of IDA, and Suzanne Carreker, to discuss issues concerning all of our respective organizations. It was a very good day of working together and has established a framework to move forward with other cooperative sessions. Additionally, IMSLEC’s review with IDA is progressing quickly and should be completed soon. Finally, we are excited to present the annual IMSLEC awards at the Annual Council meeting in Baltimore. Please stop by our booth to visit during the IDA Conference in Baltimore. We will be in booth 421, just across from the Cyber cafe.

Sincerely,

Karen D. Vickery

The International Multisensory Structured Language Education Council

October 2012

A Public School System Makes A Statewide Statement! The Alabama State Department of Education decided that it wanted to serve students with dyslexia and related disorders within the public school system. Seeing the teachers as their greatest resource, the department sought training that would empower selected teachers to serve those students. As of July, 101 teachers have been trained or are in training through the IDOK program to provide therapy level training in multisensory structured language education. Current research tells us that if students are given strong, structured core reading instruction, fewer will struggle with reading. If those who struggle receive short term, small group instruction in their area of difficulty, fewer will need intensive small group instruction. That intensive small group instruction is what we refer to as multisensory structured language (MSL) education. Following that logic, if teachers have the knowledge and skills to deliver the intensive MSL intervention, they can also address the needs of the students who need basic instruction and those who need short term support.

In the summer of 2010, Shelton Outreach entered into a contract with the State Department of Education in Alabama to train teachers to the level of therapists in MSL education. This training was offered to teachers across the state. At this time there are three cohorts representing 39 different school districts in Alabama who have received training from Shelton Outreach/Training.

To assess the impact of these teachers on their school communities, the first State Department Cohort was asked to complete a survey at the end of the second year. They were asked how many students received the intensive intervention from them and how many students had received short-term support from them. We also asked if they had delivered in-service instruction to their colleagues and if they had implemented any programs on their campuses. Finally we asked how many students had received support based on those in-service trainings and programs.

First, let us consider the impact of the training on the colleagues of those trained.

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First, let us consider the impact of the training on the colleagues of those trained.

Teachers in the initial cohort 23
Teachers receiving in-service training from those teachers 612
The results on student impact were astonishing! The 23 therapist candidates from that first cohort reported the following:
Students receiving intensive intervention 148
Students receiving short term support 749
Students receiving support resulting from in-services 2738
Total students receiving support impacted by MSL training 3635

The IMSLEC Record

North cont. from pg 1

teachers and changing the lives of an untold number of students and families,” said newly appointed SEI CEO Jim Sexton.

Sexton said the Norths wanted everyone to understand the mission they were given by Romalda Spalding, which was to carry forward her method.

SEI Director of Research & Curriculum Janie Carnaal said, “Warren was a gentle, man. He was always polite. And he treated all of his employees with the greatest of respect. He honored us. He was an astute businessman. He had a sixth sense about what was really a good deal and what was not a good deal. He was a very compassionate — a very warm — individual. I respected him very much. He had a very exemplary work ethic, and he would not have asked any of us in this room to do any more than what he would do.”

Carnaal said when she thinks of his wife Mary, the terms that come to mind include “mother,” “teacher,” “director,” “mentor,” and “friend.”

Mary discovered “The Writing Road to Reading” after teaching a 7th grade remedial reading class in the Peoria School District. She was not pleased to learn her students’ standardized test scores were more than two years below grade level. In her search to find a reading program to help her mostly non-reading students, she discovered Mrs. Spalding’s program. She began teaching phonograms to her students and almost immediately began to see improvements. Mary later enrolled in a class at Northern Arizona University where Mrs. Spalding taught her The Spalding Method.

Mary’s success opened many doors, including being asked by a member of the Arizona State Board of Education to help revise the Arizona Department of Education’s policy book. She was also appointed by the Reagan administration to membership in the National Advisory Council on adult education, and later assisted in writing their extensive report titled, “illiteracy in America.”

Before retiring from the Peoria School District, she began working nights to help Warren establish what was then called the Spalding Education Foundation. Mary wrote the first newsletters and, with Annette Wallace, the first course for teachers. Under her direction, countless additional Spalding educational materials were created.

“Her leadership in Spalding, her fortitude, her resilience, her work ethic, and most of all, her unfailing goodness and kindness to all, are qualities that have endeared her to me and to everyone fortunate enough to know her,” said Carnaal.

Dr. Ron Sipus, SEI’s new chairman of the board of directors, said, “If you spent any time around Warren or Mary North, you knew what it meant to make a difference. The model that they gave you was very clear and unquestionably moving forward.”

Dr. Sipus said he’s seen Mary take on the state legislature, the State Department of Education, Arizona State University, the Arizona Republic, school district superintendents, and even the board of directors of Spalding.

But he added it was always done with her “resolve and rare gift of wisdom, grace and intuition.”

Regarding Warren, Dr. Sipus said, “When I hear that name… I see a man strong in convictions and commitment. I see a man accomplished beyond most, but who never placed himself at the front of the line. I see a man who went safely from delivering men into outer space and returning them home, to a commitment to deliver the gift of reading to the masses.”

“It’s been an enjoyable 26 years,” said Mary. “We’ve loved every minute of it.”

The 17th Annual DuBard Symposium: Dyslexia and Related Disorders

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Upcoming Courses/Events
The University of Southern Mississippi (Hattiesburg, Miss.)
The IMSLEC Record

Master's Degree in Dyslexia Therapy Offered at the University of Southern Mississippi

The University of Southern Mississippi Department of Curriculum, Instruction, and Special Education (CISE) and the DuBard School for Language Disorders in the Department of Speech and Hearing Sciences are collaborating to offer a Master’s of Education degree in Dyslexia Therapy beginning in June, 2013. In development for over two years, this innovative program will be the first such degree offered by a Mississippi public university. As school administrators, teachers, therapists and the general public are becoming more aware of students with reading difficulties and the academic challenges they face, the need for extensive and specialized professional development becomes more obvious.

“Dyslexia is a common, but complex, disorder that is often misunderstood or misdiagnosed,” said Dr. Maureen Martin, director of the DuBard School for Language Disorders at Southern Miss. “The more teachers and therapists are prepared to identify and treat dyslexia with scientifically-based multisensory reading approaches, the more successful students challenged with reading disabilities will be across their lifetimes.”

The courses will utilize the DuBard Association Method® as the therapy methodology, which will qualify candidates for Mississippi’s Class AA Master’s degree level educator license for dyslexia therapy. It will also prepare them to take the Alliance Examination which is required for national certification as Certified Academic Language Therapists (CALTs). The DuBard Association Method® is a phonetic, multisensory teaching-learning strategy designed for individuals with oral and written language learning differences, including the language disorder of dyslexia, and is utilized by professionals throughout the nation. In addition, courses in typical language development, the structure of the language, reading development, research, and related areas will be offered. Extensive practicum experiences will be included both on site at Southern Miss and at other sites through virtual supervision.

This new degree program is offered through the cooperation of two colleges within the university, the College of Education and Psychology and the College of Health, providing a wider range of educational opportunities for students. Qualifying applicants must have an undergraduate degree in elementary or special education, speech-language pathology, or a related field. Because of a unique format of on-line and face-to-face components, this degree program provides a flexible schedule that will allow working professionals to participate.

For further information, contact Missy Schraeder, Professional Development Coordinator, DuBard School for Language Disorders at missy.schraeder@usm.edu or 601-266-4966.

The International Multisensory Structured Language Education Council

The International Multisensory Structured Language Education Council
Colorado Springs Center Announces Milestones
Expands Training to Denver

The Colorado Literacy and Learning Center (CLLC), located in Colorado Springs, announced major milestones in 2012, including an organizational name change, expansion of training to Denver, and partnership in a Master of Arts Degree with Colorado College.

Formerly known as The Dyslexia Center, the organization’s Board of Directors unanimously voted at its Annual Meeting in November, 2011, to move to a name that encompassed not only dyslexia but also a wider span of literacy challenges. The 501(c)(3) non-profit organization is now the Colorado Literacy and Learning Center.

CLLC’s Literacy Intervention Specialist Program entered its sixth year of training in Colorado Springs while establishing a site in Denver in June, 2012.

“It is so exciting to bring this training into the Denver area,” commented instructor Carolyn Dutton. “There is such a need for highly qualified dyslexia specialists not only here in Denver but across the state of Colorado. We believe we offer a gold standard in training, and our trainees were wonderful.”

In a partnership begun in 2011 with Colorado College (CC), CLLC’s Literacy Intervention Specialist Program started its second year available as a Master of Arts in Teaching – Literacy Intervention Specialist. Individuals may apply to CC’s MAT and earn over half of the required hours of a Master’s degree in Literacy Intervention while pursuing teacher and/or therapy level training. Courses include Multisensory Structured Language Education, Introduction to Reading Intervention, Advanced Reading Intervention, LISP Practicum I and II, and Reading Colloquium. The MAT-LISP program was recognized by the International Dyslexia Association (IDA) as one of nine university programs meeting the standards outlined in IDA’s Knowledge and Practice Standards for Teachers of Reading. Graduates of the two-year LISP program include teachers from as far as Kansas, Arizona, New Mexico, Minnesota, and the state of Washington.

In addition to LISP, CLLC offers children’s evaluation and remediation services as well as a variety of teacher trainings. This fall, CLLC is proud to announce these services are available at its new administrative office in the Broadmoor area, as well as Colorado College, Woodland Park, and northern Colorado Springs.

BE INFORMED. BE INSPIRED. TRANSFORM LIVES.

Since 1959, Windward Teacher Training Institute has provided professional development based on scientifically validated research in child development, learning theory and pedagogy. The IMSLEC-accredited training program offers executive workshops and supervision training in language-based learning disabilities, language education and literacy.

In “The Missing Foundation in Teacher Education” (1996), Dr. Louisa Moats, a renowned researcher in the field of learning disabilities, declared, “Until we recognize that teachers do not naturally acquire the kind of expertise in language structure that is required of them for remediating and preventing reading problems, we will neglect to provide the necessary training.” Fifteen years later, a report from the International Dyslexia Association reaffirms Moats’ assertion stating, “Teaching language, reading and writing effectively, especially to students experiencing difficulty, requires considerable knowledge and skills. Regrettably, the licensing and professional development practices currently endorsed by many states are insufficient for the preparation and support of teachers and specialists…The majority of practitioners at all levels has not been prepared in sufficient depth to prevent reading problems, to recognize early signs of risk, or to teach students with dyslexia and related learning disabilities successfully.”

Tragically, teaching candidates in undergraduate and graduate education programs are still not receiving adequate instruction in the foundations of language. To address this gap, The Windward School provides its teachers with a detailed and explicit background of knowledge in the structure of language. The School has designed a teacher-training program that is comprehensive, demanding and extremely effective in closing the knowledge gap between research and teaching practices. Professional training at Windward is an ongoing program that begins before a teacher steps into a classroom and continues as long as a teacher remains on the faculty.

Teachers, even very experienced ones, begin their careers at Windward as assistant teachers. The hiring of assistant teachers starts with an exhaustive recruitment process. Candidates are culled from a large pool of applicants. College career centers, job
The Shelton Outreach Center has been receiving more requests for teacher training in MSLE approaches in the last few years than ever before. Beginning to deliver services in January of 1991, the center has trained hundreds of teachers in Alphabetic Phonics/MTA/Take Flight, Sequential English Education (SEE) and the Shelton Adolescent Reading Approach (SARA). The center also has run the Shelton Scholars program, which offers 3 hours on Saturdays of individual instruction for students who are not in a full time program for remediation. There is also a summer one month session. This program has served students in the Dallas metroplex from 51 school districts. The center also offers to all schools in the area a free presentation of an Overview of Learning Differences and Simulations.

Shelton staff has presented information on learning differences and teacher training in 32 states. Internationally the staff has presented in Canada, China, Australia, Sweden, Brazil, Ireland and Spain. For the past 3 years Shelton staff has worked as consultants with the Benjamin Franklin International School in Barcelona, Spain. This international school has 550 students from nursery through high school. The school has a strong academic program and an International Baccalaureate program at Middle and High School. The board and staff wish to offer the best education to all of their students, including their intelligent students with learning differences. Joyce Pickering and Nancy Coffman have trained the learning support team in the SEE approach. In 2011-12 they spent 7 weeks in the school observing and training. This year they will return for another 4 weeks of additional training in SEE, Organization and Study Skills and Classroom Strategies for students with challenges in reading and attention.

Nancy Coffman is doing extensive training of teachers in Alabama. Over 100 teachers are being trained in Take Flight to the Therapy Level. For details of this remarkable statewide effort, see the article by Nancy in this newsletter. Nancy and Chris Bede Baugh are also training teachers in Take Flight at the Trinity School in Midland, Texas.

Joyce Pickering will be speaking and training this year in Houston, Baltimore, Portland, Oregon, Anchorage, Alaska, Princeton, New Jersey, Orlando, California and Chicago. Many of these presentations are to Montessori Schools on the importance of Early Intervention.
Spontaneous Writing Sample. Post testing will take place in December. It is the hope of LIFT and Shelton that their work together will continue after the results of the pilot are seen.

The goal of Shelton has been to help students who learn differently wherever they may be. The Shelton Outreach Center is working steadily toward reaching this goal. After many years of presentations by Shelton and other IMSLEC courses, it seems there is a greater understanding of the need for the recognition and specific instruction for students with difficulty learning to read, write and spell.

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The International Multisensory Structured Language Education Council

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The International Multisensory Structured Language Education Council
Summer at Mississippi College
July was a busy month in Clinton, Mississippi and Blue Mountain, Mississippi for cohort members enrolled in the Master of Education Dyslexia Therapy Program at Mississippi College. Dyslexia Therapy Instructors, Mitti Bilbo, Terri Broome, Barbara Fox, Mary Lou Johnson (QI in training) and Kay Peterson, director, welcomed two second year classes and one first year class this summer. Graduate students from Alabama, Georgia, Mississippi, North Carolina, Ohio, and Texas discovered the merit of rolling carts and rolling suitcases to transport materials to and from class.

A Star is Born at Scottish Rite Dyslexia Center in Austin
AUSTIN, TX. Aiden Headlee, a 2012 graduate of the children's dyslexia program, is entering fourth grade at Hill Elementary School. His therapist, Mrs. Nelson, remembered that when he first came, Aiden struggled with the simplest words. Through learning decoding strategies and fluency practice, he became an expressive, confident oral reader. With his newfound confidence, Aiden took up acting. Practicing for roles in plays gave him additional opportunity to develop his fluency skills. In May, Aiden had the lead in *Sherlock Holmes: The Play is the Thing* through Kids Acting Studio. Alice Marsel and Jessica Smith were privileged to attend the delightful performance on opening night. As Sherlock Holmes, his delivery of long and complicated dialogue with a British accent was amazing! When asked if he could have accomplished this without going to Scottish Rite, Aiden adamantly answered, “No,” and indicated that he probably would have had a minor part with just one line. Aiden is truly a star and we wish him well in all his future roles.

The IMSLEC Record
Neuhaus Education Center (NEC) congratulates recent graduates of the Dyslexia Specialist Preparation Program. Fifteen individuals received certificates of completion from NEC’s IMSLEC accredited course during its annual luncheon. The graduates represent both private and public schools as well as private practice.

Graduates include (standing l-r): Rai Thompson, instructor; Lisa Cann, Trinity Episcopal School, Galveston, TX; Jan Davidson, Private Practice; Kari O’Brien, Westwood Elementary School, Friendswood ISD; Sondra Hoskins, Round Rock ISD; Karen Wenzel, San Jacinto Elementary School, Deer Park ISD; Lisa Williford, Huntsville Intermediate School, Huntsville ISD; Mary Castor, Bluebonnet Elementary School, Bastrop ISD; Joanne Escobedo, Red Rock Elementary School, Bastrop ISD; Linda Corbett, instructor; Ginger Holland, instructor; (Seated l-r): Maryke Meij, Private Practice; Beth Walmus, Private Practice; Kay Meyers, China Elementary School, Hardin-Jefferson ISD; Kathy Kelly, Private Practice; Suzanne Hunn, Private Practice; Deb Putnam, Private Practice; Eileen Holshouser, Private Practice. Since the March luncheon, nineteen additional participants have completed the program.

NEC is continuing its collaboration with the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University as a third cohort begins pursuit of a Master of Education degree with a Reading Specialist emphasis.

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The International Multisensory Structured Language Education Council
Windward, cont from pg 7

fair, online advertisements, employment agencies, private referrals and unsolicited resumes are all sources of applications. Every resume is read and analyzed for proper credentials and special talents, skills and interests. When a candidate is chosen for an interview, a team of administrators meets with the candidate, explains the Windward program in depth and analyzes the candidate’s answers to questions. A thorough reference check is completed before a candidate is offered a position. In choosing potential assistant teachers, administrators look for candidates who possess strong language skills, a passion for working with children with learning disabilities and the dedication necessary to becoming a teacher. A future Windward teacher must also have patience, a strong work ethic, an intellectual curiosity and an appreciation for being part of an organization that transforms children’s lives.

Hundreds of resumes are read and many interviews are conducted, but only a chosen few candidates are selected to begin the process of becoming a Windward teacher. Prior to assuming primary teaching responsibilities, assistant teachers must successfully complete a one to two-year training period. First-year assistants are enrolled in a highly structured assistant teacher program that provides a balance between coursework and practical application. The goals for assistants in the program are:

• To become knowledgeable about the elements and structure of spoken and written language
• To participate in Windward Teacher Training Institute (WTTI) workshops and courses
• To develop formal lesson plans and teach lessons that are observed by coordinators and administrators
• To participate in staff development sessions
• To assist the mentor teacher with the classroom program
• To discuss educational/instructional strategies with the mentor teacher

In order to reach these goals, assistants are enrolled in Windward Teacher Training Institute core courses: Preventing Academic Failure, Teaching Basic Writing Skills and Language, Learning and Literacy. These courses reflect the research base of the Windward program and provide the foundation of knowledge about language. Assistants are also required to read selected articles that describe the body of research that supports the Windward program. Before the school year begins, new assistants attend one day of new faculty orientation designed to familiarize them with the School and its mission and then join the rest of the faculty for an additional three days of orientation and training.

Assistants are assigned a mentor teacher with whom they work throughout the year. Mentor teachers also have responsibilities related to the training program that include explaining curriculum and instructional strategies, modeling effective classroom management techniques, providing guidance related to interactions with students, parents and others within the school community, explaining lesson planning and providing explicit feedback on an assistant’s professional growth.

The School is committed to providing new assistants with many varied opportunities for professional development, and as such, all new assistants meet as a group for weekly seminars. Designed to support and encourage new staff members, the seminars address a variety of topics related to Windward’s culture, its language arts and content area programs, questioning techniques for classroom use, lesson planning strategies, the use of technology within the classroom, classroom management strategies, and characteristics of our student population. Staff development sessions for the entire faculty are offered every Friday afternoon. These sessions, designed to improve teaching strategies and keep faculty up-to-date on new research findings, may include presentations by the School’s faculty members or consultants, divisional meetings to address teacher-generated topics, as well as presentations by experts on medications, diversity and behavioral issues.

In addition, speech and language pathologists work closely with assistants to provide instruction in the diagnosis and remediation of students’ specific expressive and receptive language deficits. The Language Arts Director and curriculum coordinators present staff development sessions that are consistent with research-based strategies for delivering effective language-based lessons. Throughout the year, assistants also attend weekly curriculum staff development meetings and are expected to take an active role in these professional discussions. Mentor teachers and members of the administrative team observe assistants, both formally and informally, on an established schedule.

The IMSLEC Record

Reflection by the assistants on these observations and input from observers help to improve an assistant’s teaching style and refine teaching techniques. The evaluation of assistants supports their training and insures that assistants are delivering the Windward program as prescribed.

During the summer, in addition to WTTI courses and workshops, an intensive training program for assistants is designed and implemented through the WTTI. This is an in-depth, seven-day program structured to present a consistent message about the School’s unique student population and teaching model, with a special emphasis on lesson preparation and delivery of a directed teaching model. Another WTTI designed staff development activity for assistants is the Windward Pracicum. Each August, before the opening of school, selected Windward students are invited to take part in reading, writing and math courses designed to strengthen their skills in these areas. The summer classes are two hours a day for two weeks and are taught by Windward master teachers and assistant teachers. Students receive instruction for the first hour and assistant teachers receive intensive staff development in the multisensory structured language program during the second hour.

To further their professional development, assistant teachers are encouraged to take part in the Windward Summer School Program. This four-week program consists of classes in math, reading, writing, science, study skills and organizational skills for both Windward students and students from other schools. Serving in this program allows assistants the opportunity to observe master teachers delivering selected aspects of the Windward program.

During their second year, assistants are enrolled in more structured program which includes additional observations, lesson planning and attendance at advanced WTTI courses. Teaching assistants who have exhibited expertise in delivering classroom lessons may be assigned some part-time classroom teaching responsibilities. Administrators and curriculum coordinators continue to mentor and coach assistant teachers during this time.

Being a Windward teacher means that professional development is never completed. The entire teaching staff, including the most senior members of the faculty, is observed by coordinators and administrators and receives ongoing coaching and feedback on daily classroom instruction. It is the expectation that all teachers maintain their knowledge of Windward pedagogy by retaining the core reading, writing and language courses at the WTTI at least every five years; most teachers enroll in WTTI classes every semester. To further support ongoing learning, the WTTI maintains a collection of professional books and periodicals that faculty members read to stay current with ongoing research in the field of learning disabilities.

Experienced Windward teachers may choose to pursue an advanced certificate in structured multisensory language by completing a rigorous academic program. This program, which requires 100 hours of WTTI coursework and a year-long supervised practicum, is nationally accredited by the International Multisensory Structured Language Council (IMSLEC). The WTTI is one of five institutions in New York State that has received this accreditation.

Windward is a learning community that supports continuous growth in comprehensive knowledge and skills for all faculty members. This is evidenced in the intensive training and outstanding staff development activities that are created by Windward faculty, as well as the time and attention that are given to all faculty members to insure that they develop into and remain knowledgeable and effective teachers. Reporting on the training program at Windward, the evaluator for IMSLEC stated: “Your teacher training program is truly outstanding and could serve as a model for other private schools... The professional preparation program at Windward is outstanding. The bar is set very high!”

The making of a Windward teacher is a well thought-out, demanding and intensive training program. Assistant teachers are expected to work diligently to acquire the expertise it takes to be a Windward teacher. Assistants quickly learn that teaching is a craft that takes an incredible amount of study, practice and reflection to perfect. It is the School’s mission to develop a faculty that is expert in teaching children with language-based learning disabilities. Windward students deserve nothing less.

Re magna ad tat. Dunt alit utat. Ut venis do et diam, con et at. Dius nummodobre ent wisl essim volumn velendiamcon et veliquis nonsenit ad tat. Duis aliquis nulputet augiam d
Q  What is the difference between accreditation and certification?

A  Organizations are accredited. People are certified.

IMSLEC accredits training courses at schools, colleges and universities, hospital clinics, and independent training sites.

IMSLEC-accredited training courses may certify graduates who successfully complete the course and practicum.

Graduates of these courses are eligible to take the Alliance National Registration Exam at the teaching (practitioner) or Therapist level. Upon passing the exam, they are eligible to join the Academic Language Therapy Association (ALTA).