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 33 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.

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WORDS OF WISDOM
from a Graduate of The Windward School

Amanda Steinberg ’99 arrived at The Windward School as an elementary school student in 1990 and remained until the end of her eighth grade year in 1995. She then studied at Ethical Culture Fieldston School in New York City and at Greenwich High School in Connecticut before enrolling at the University of Maryland. Setting her sights on the medical profession, Amanda was accepted into and graduated from the physician assistant program at Weill Cornell Medical College. She is currently the chief physician assistant of orthopedic spine and trauma surgery at Brigham and Women’s Hospital in Boston, and also serves as an instructor at Harvard Medical School. This past June, she returned to Windward not only to watch her younger sister Abigail graduate, but to address Abigail’s fellow classmates and their families as the commencement speaker. The text of Amanda’s remarks follows.

AS I STAND HERE I HAVE A CHOICE. I can act as if I have done this a million times: calm, composed and brimming with enthusiasm.

Or I can tell you the truth. I can tell you that I have debated whether or not to give this speech for many sleepless nights and am extremely anxious.

I choose the truth. I choose to tell you that I am severely dyslexic, that reading is extraordinarily difficult and that I have practiced this speech over and over again, not so that I won’t forget the words, but rather so that I will sound normal. But graduates, you see, therein lies the issue at the heart of our lives: to be or not be normal.

But more on that later.

As I stand here in this magnificent gym, I am reminded of how and when my story began. In elementary school it became obvious to me that everyone else was learning to read, yet I was not. My parents put me through a million tests, told me I had a disability but this didn’t mean that I was stupid, and sent me to a small three-floor house with a gym alternating as a cafeteria in White Plains, NY. Except they called this house a school named Windward. I was devastated. I was leaving my friends and, despite my parents’ best efforts, I felt stupid.

Continued on page 4
President’s Report
March 2012

We have all lost a close friend and colleague during the past few months with the passing of Phyllis Meisel. Phyllis not only was one of the founders of IMSLEC but also served in many capacities within the organization as well as serving as IMSLEC’s president. She will be missed.

As I begin my tenure as President of IMSLEC I would like to express my appreciation to Maureen Martin who served as our President for the past two years for her leadership in moving IMSLEC forward in many areas especially in

- Ongoing review of accreditation standards and processes
- Increased efficiency in conducting the business of IMSLEC
- Publication of the first e-newsletters
- Updated and revised website
- Creation of an online directory and database
- Hiring an Executive Director

As we move forward MSLEC continues to be active in numerous areas:

- ongoing careful implementation of the accreditation process
- new course applicants submitting applications
- previously accredited courses are pursuing reaccreditation
- currently have 33 accredited programs and 9 programs are under consideration
- starting the approval process with IDA for IMSLEC

Once this process has been completed and approved then all courses accredited by IMSLEC will be recognized by IDA

The IMSLEC members, Council and Board, executive committee and all of the other committees have continued to work tirelessly for the benefit of all. It is only through their dedication to excellence that we continue to make great strides in accrediting courses. I look forward to working with all of you in the year ahead.

Karen S. Vickery
President

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Spring Board Meeting

Date: Friday, May 4, 2012
Time: 4:30 p.m. - 8:30 p.m.
Location: Renaissance Dallas/Richardson Hotel
900 E. Lookout Drive
Richardson, TX 75082

Hotel Reservation: 1-800-468-3571  Deadline: April 12
$119/night  Group Code: ALTAALTA

Conference registration: www.altaread.org

Airports: Dallas-Love Field (DAL)
          Dallas-Fort Worth Int’l (DFW)
In Memory
IMSLEC colleague and friend, Phyllis Meisel, passed away on January 29, 2012. Phyllis was a founding member of IMSLEC and she served as president from 2007 – 2009. Her reading program at Mass General was one of the first training sites to go through the accreditation process and was awarded accreditation in October 1998. After 18 years at Mass General Hospital, Phyllis became the Executive Director and founder of Orton-Gillingham Associates, L.L.C. She was working towards accreditation of O-G Associates at the time of her death. Orton Gillingham Associates will continue with Phyllis’ daughter, Ellen Meisel Barrett, as director.

Phyllis was the epitome of a southern lady. Always gracious and kind, she had a humble spirit and a heart for those who were in need, whether they were children who struggled to read or dogs that were in need of a home. We will miss her wisdom and counsel at our meetings. A memorial service is scheduled for 3:00 p.m. on June 3rd at First Parish Unitarian Universalist Church, 842 Tremont Street, Duxbury, MA with Reverend Michael Marrone officiating and a reception/party to follow at the Duxbury Bay Maritime School, 457 Washington Street, Duxbury, MA.

The Ship
by Bishop Brent

A ship sails and I stand watching till she fades on the horizon and someone at my side says, She is gone.

Gone where? Gone from my sight, that is all. She is just as large now as when I last saw her. Her diminished size and total loss from my sight is in me, not in her.

And just at that moment, when someone at my side says she is gone, there are others who are watching her coming over their horizon, and other voices take up a glad shout -

There she comes!

2011 IMSLEC Awards Presented in Chicago
The following recipients of the 2011 IMSLEC Innovator Awards for Excellence were announced at the 2011 Council meeting in Chicago.

Outstanding Educator in a College or University
Daphne S. Cornett
Terri Zerfas, Ph.D.

Outstanding Administrator
Mabrey Whetstone, Ph.D.

Outstanding MSLE Teacher
Elizabeth Kenny-Foggin

Outstanding MSLE Professional
Denise Gibbs, Ed.D.
Judith Birsh, Ed.D.

In addition, the Etoile DuBard Award of Excellence is given annually to a person who meets the ideals, professionalism and dedication exemplified by the life of Etoile DuBard, a founding member of IMSLEC. The recipient of the 2011 award was Sophie C. Gibson.
The physical features have clearly changed. The heart, the soul and the backbone, however, remain the same.

Windward’s heart is its program. It is committed to the latest research, believes that it has created something unique and special and is unyielding in its devotion to the program’s execution.

You, graduates, are Windward’s soul. You, just as I did, came here from different circumstances and for a variety of reasons. Yet all of us share something special. We share the fact that our being was suffering. Who we were was not who we wanted to be nor chose to be.

I found myself within the walls of Windward.

I am hoping you have as well. If you have, it is because of this institution’s backbone – its teachers.

I owe each and every faculty member who played a role in my Windward education – some of them are still here today – a debt I can never pay. It was through their attitude and expertise that I proved to myself, just as they knew I could, that I was not stupid.

However, I was not normal. I had learning disabilities that were not going to go away. Yet I was capable of achieving all that I desired.

I wanted to graduate college. I knew by the time I left this school that I was going to. I did not know that while attending the University of Maryland, I would discover my passion for medicine. I did not know that I would be accepted to and graduate from Cornell Medical College, and become the chief physician assistant of orthopedic spine and trauma surgery at Brigham and Women’s Hospital in Boston. And now, the same person who prayed not to be called on to read out loud in class, the same person who was pulled out of school because she could not read a word in third grade, the same person who would cry every night in her room because she was so stupid, is a teacher at Harvard Medical School!

Graduates, if there is one thing you remember from this speech, one thing I would like you to take to heart, well, this is it.

You are not normal. You are extraordinary.

You are not capable of achieving as much as everyone else; you are capable of achieving more.

When it takes you longer to complete the same amount of work as someone else, you become stronger.

This is the way you learn and it is not going to change. And you know what? That’s not a bad thing.

Your learning disability is not a weakness. It shows how strong you can be.

Wear it with pride. When you see your unique learning style as a badge of honor rather than a weakness, you have won. You have acknowledged that this is what you have to do to succeed and you will do it! This acknowledgement makes you more prepared for your next few years in academia and far more prepared for the workforce than someone who has not had to make this sort of personal commitment.

Continued on page 7
Handwriting and the Link to Learning

Have you ever wondered what exactly it is that we do that makes our students so successful? We know that phonetic, structured, multisensory intervention is key for students with language learning differences, but just what part of this instruction makes the most difference?

The DuBard Association Method®, the phonetic, multisensory, structured language intervention used at the DuBard School for Language Disorders at The University of Southern Mississippi utilizes auditory, visual, tactile, and motor-kinesthetic avenues of teaching and learning. During initial instruction of phonemes, students learn to pair the spoken phoneme with reading and writing the corresponding grapheme. The use of multisensory techniques as an aid to encoding information is continued as phonemes are organized into more complex units of syllables, words, and sentences. Pairing oral and written productions following auditory and visual stimuli at all levels of DuBard Association Method® instruction is considered paramount to the success of the Method. To consider the theory that each component of multisensory instruction does indeed play a role in memory development, a series of research studies is planned.

The first project was initiated to examine the effect of the motor-kinesthetic act of handwriting as reinforcement for learning. The study was designed to assess whether or not there is a difference in the rate of memory acquisition for a set of graphic symbols paired with nonsense syllables when handwriting was used for reinforcement of learning as compared to learning a different set of symbols paired with nonsense syllables using no handwriting reinforcement. Still in the pilot phase of the study, preliminary data are being collected to compare learning following handwriting reinforcement and learning with no handwriting reinforcement. Retention data from one week, two weeks, and one month following initial mastery of skills also will be collected. It is hoped that the outcomes from this project, and those to follow, will help us learn more about the impact the various components of multisensory intervention have on memory and learning.

UPCOMING COURSES/EVENTS

The University of Southern Mississippi (Hattiesburg, Miss.)

- Missing Links in Academics
  April 12-13, 2012

- DuBard Association Method®
  Basic Course
  June 4-8, 2012

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Scottish Rite Dyslexia Center Receives IMSLEC Accreditation and Reaccreditation

In October, 2010 Alice Marsel, SRDC Director of Education and Janice Robson, Program Director, submitted an application to the International Multisensory Structured Language Education Council (IMSLEC) for reaccreditation of the Therapist and Instructor of Therapist levels of training. Additionally, application was made for accreditation of the newly developed Academic Language Practitioner (teaching) and Instructor of Academic Language Practitioner (teaching) levels. In December, Review Committee approved our applications and preparation of the self-study began. Completed in June, copies of the self-study notebook were sent to the committee. On August 4th, we were informed that it had been approved! Soon thereafter, the Specific On-Site Evaluation Team (SOSET) visit was scheduled to coincide with the first Therapist Training seminars of the school year, October 5-8, 2011.

On Wednesday and Thursday, October 5th and 6th SRDC hosted the SOSET visit for the final phase of reaccreditation and accreditation of SRDC training programs. The team was led by Karen Vickery of Southern Methodist University. Ginny Little, representing Payne Education Center in Oklahoma City, and SRDC graduate, Phyllis Swinney of St. Mary’s Hall (San Antonio) rounded out the team. The SOSET arrived at the center Wednesday morning and worked diligently for two days. Virtually every training document was studied between the interviews. After Thursday’s group lunch, Karen surprised us by announcing that they had finished their review and would be ready to give us their oral report later in the afternoon. At the final meeting, Karen shared the team’s summary, concluding that they would recommend full accreditation for all four training programs until 2018. In their summary the team concluded by saying that SRDC has “a model program” and our preparation enabled the SOSET visit to be completed with efficiency.

Finally, at the annual meeting in Chicago on November 9, 2011, SRDC received its official letter from Karen Avrit, Chair of the IMSLEC Accreditation Committee. We are grateful for the SOSET’s time and effort to maintain the standards of excellence IMSLEC requires of training centers like ours. We also would like to recognize the time and effort of the entire staff, board members and trainees who participated in preparation and interviews. SRDC is proud to say that our training programs are IMSLEC accredited because interested individuals and organizations can be assured that we provide the highest quality of training available.

SRDC’s First Academic Language Practitioner-Graduates Take National Alliance Exam

SRDC’s first seven Academic Language Practitioner (ALP) graduates took the National Alliance Exam on September 17, 2011. SRDC is proud to announce that all seven passed the exam and are now Certified Academic Language Practitioners (CALPs)! Congratulations to: Simmy Adcock, Marla Bollom, Elizabeth Carniero, Barbara Haynes, Julie Knouse, Angela Mestemaker and Anne Newton.
“A Gow diploma was the roadmap for my future success.”

-Steven Luby
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The Gow School has positively influenced the futures of many successful alumni with dyslexia and other language-based learning differences. Our supportive learning environment, exceptional faculty and proven Reconstructive Language approach provide a comprehensive remediation solution to help students overcome everyday challenges and achieve goals that once didn’t seem possible.

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Words of Wisdom
cont from page 4

One afternoon, Abigail came home and gave me a call. She told me that she saw my hand on the mural of cut out handprints, and said to me, “My hand is as big as yours.” I say to you Abigail, and to all of you graduates tonight, do not limit yourself or let others limit you. With dedication, hard work and the use of the skills you have learned in your time at Windward, you will learn that your hands and your deeds are as big, perhaps even bigger, than mine.

Reprinted from the Fall 2010 issue of The Compass, a publication of the The Windward School.

Amanda Steinberg and Family

The International Multisensory Structured Language Education Council
Intensive Multisensory, Structured Language Training: The Ripple Effect
Nancy Coffman, MS, LDT, CALT, QI
Director of Outreach/Training, Shelton School, Dallas, Texas

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 98 teachers (three cohorts) in Alabama who have received training from Shelton Outreach.

To assess the impact of these teachers on their school communities, the first State Department Cohort was asked to complete a survey. 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 is the impact of the training on the colleagues of those trained.
Teacher in the initial cohort.................................................................32
Teachers receiving in-service training from those teachers..................285

The results on student impact were astonishing! The 32 therapist candidates from that first cohort reported the following:

Students receiving intensive intervention..............................................167
Students receiving short term support...................................................665
Students receiving support resulting from in-services provided...............1091
Total students receiving support impacted by MSL training..................1756

The state invested in the intensive training of 32 teachers. That investment would appear to be a solid one! Within 12 months of beginning their training, on average, each of the teachers had impacted the professional knowledge of 8.9 other teachers and impacted the learning of 54.9 children. The number that we will never know is the number of students who never know failure because their teachers are more informed and more knowledgeable.

A group of public school teachers from Alabama as they began to implement change!

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The International Multisensory Structured Language Education Council
Children's Dyslexia Centers Program and Student Progress

The Children's Dyslexia Centers, Inc. operates 52 Centers in the following states: Connecticut, Illinois, Indiana, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, and Wisconsin. This program is one of the charitable works of the Northern Jurisdiction of the Scottish Rite Masons. This specific charity was organized in the fall of 1992. The charity was formerly known as the 32° Masonic Learning Centers for Children, Inc.

The Children's Dyslexia Centers, Inc. has a threefold mission. The first part of the mission is to provide, free of charge, the highest quality multisensory reading and written language tutorial services for children with dyslexia through a network of nationally recognized centers of excellence. Our program has been accredited by the International Multisensory Structured Language Education Council (IMSLEC) at the Teacher and Instructor of Teacher levels. Our program graduates are eligible for individual certification through the Academic Language Therapy Association (ALTA). Secondly, the program will promote and encourage education of professionals, tutorial trainees, and the public to become resources in teaching children to read. Tutor trainees receive Orton-Gillingham training at no cost; after certification, they have the skills to work in schools and tutor children privately. The final part of the mission is to advance scientific knowledge of dyslexia through support of clinical research to improve today's standards and tomorrow's care. A research proposal has been received and approved by the Corporation; the researchers are waiting for approval for the grant.

The first Centers opened in 1994 and all of the Centers have served an impressive number of children—over 9000 children by the fall of 2011. Children have two lessons per week for 50-60 minutes each lesson. Children generally attend the program for two years, but some children do stay in the program for three years. The Children's Dyslexia Centers, Inc., has certified over 2100 tutors at the Teacher/Practitioner Level and over 100 Instructors of the Teacher/Practitioner Level. Many of our Centers have affiliated with colleges and universities so that tutor trainees have the option of taking the training for graduate credit.

In the last few years, we have been using our data collection system to prepare an Annual Progress Summary report for each Center and for all the Centers combined. Attached is a copy of the Annual Progress Report for all Centers for Fiscal Year 2011. The charts represent three distinct groups of children. The Annual Progress Summary includes a description of the progress-monitoring assessments used.

Children’s Dyslexia Centers, Inc.  
FY 2011 Progress Summary for All Centers

This report provides a basic summary of the progress made by children at all of the Children’s Dyslexia Centers who received tutoring services during FY 2011. The analysis has been conducted by the length of time children have been in the program.

Children were tested within one to two weeks of their first tutoring session and during each succeeding spring. Tests used included:

- Woodcock Reading Mastery Tests-Revised and Third edition (WRMT-R and WRMT-III)
  - Word Attack (WA): This subtest measures the child’s ability to apply phonological and structural analysis skills to read nonsense words.
  - Word Identification (WI): This subtest measures the child’s ability to read words of increasing difficulty.
  - Passage Comprehension (PC): This subtest measures the child’s ability to study a short sentence or passage and use a variety of comprehension and vocabulary skills to identify a missing word.
- Test of Written Spelling – Fourth Edition (TWS-4): This test measures the child’s ability to spell words which increase in level of difficulty and complexity.
- Test of Word Reading Efficiency (TOWRE)
  - Sight Word Efficiency (SWE): This subtest measures the child’s ability to pronounce real words accurately and fluently. Children read from a list which increases in level of difficulty and complexity for 45 seconds.
  - Phonemic Decoding Efficiency (PDE): This subtest measures the child’s ability to pronounce nonsense words accurately and fluently. Children read from a list which increases in level of difficulty and complexity for 45 seconds.
  - Total Word Reading Efficiency (TWRE): This is a combined score of the child’s ability to read real word and apply decoding strategies to nonsense words accurately and fluently.
- Comprehensive Test of Phonological Processing (CTOPP)
  - Phonological Awareness Composite (PA): This score is comprised of two subtests. One subtest measures the child’s ability to say a word and then say what is left after dropping out designated sounds. The other subtest...
measures the child’s ability to combine sounds to form words.

- Rapid Naming Composite (RN): This score is comprised of two subtests. One subtest measures the child’s speed at naming the numbers on two pages. The other subtest measures the child’s speed at naming the letters on two pages. For younger children, there are alternate tests naming colors and objects. The results of these subtests are specifically impacted by cognitive deficits in working memory and processing speed, which are often present in children with difficulties in reading. Processing speed indicates how fast a child’s brain can process information; this is not a cognitive factor that can be improved through instruction.

The following charts indicate the average progress of the children who were tutored through this year using standard scores (Mean = 100, SD = 15). Standard scores indicate a person’s achievement in relation to the average achievement for his/her age group, and, if a person’s achievement growth is at the same pace as the group’s average growth, the standard score remains relatively stable. Therefore, higher standard scores at the time of the posttest indicate accelerated growth.

For All Centers, the number of children in each grouping is:

Year 1: 551 with an average of 46 sessions
Year 2: 374 with an average of 47 sessions the first year and 51 the second
Year 3: 194 with an average of 46 sessions the first year, 54 the second, and 50 the third

*Year 1: 551 children who have received an average of 46 lessons during the year.*
Year 2: 374 children with an average of 47 sessions the first year and 51 the second year.

Year 3: 194 children with an average of 46 sessions the first year, 54 the second year, and 50 the third year.
Robertson Foundation’s Generous Grant is Helping Struggling Readers

Thanks to a large, multi-year grant from the New York-based Robertson Foundation, students struggling to learn to read in Brunswick County, North Carolina have been able to access The Hill Center’s Reading Achievement Program (HillRAP) to improve reading performance. HillRAP is a multi-sensory, structured language program that tracks student mastery of skills in a 4:1 student-to-teacher ratio. The partnership served as a model of how school systems and university-based programs can train teachers in using Hill’s proven programs cost-effectively to improve student outcomes.

“I am sure I am speaking for all the parents in Brunswick County when I say thank you for all the training, effort, and time The Hill Center put into this program and to the kids. This program is why my son and every child involved in it will be successful,” stated a parent of a fourth grader enrolled in the HillRAP.

It has been exciting to partner with a national foundation in ensuring that all children and their families have access to high-quality educational opportunities through improvements in K-12 education. In total, nearly 500 students across 17 different schools directly benefited from this collaboration.

The Hill Education Model (HillRAP) program served students in elementary and middle schools during the first year of implementation in the 2009-2010 school year. During the second year of implementation, high school students were added to the program. Brunswick County Schools Superintendent Dr. Edward Pruden, currently leads the school system in the project. Exceptional Children teachers, reading specialists, and Title I teachers were trained to implement HillRAP in their classrooms. (continued on page 14)

LEARN TO TEACH THE PROVEN WINDWARD WAY AT WINDWARD TEACHER TRAINING INSTITUTE.

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Robert J. Schwartz Memorial Lecture
Louisa C. Moats, Ed.D.
“Reading Like a Detective: The Essence of Comprehension”
Wednesday evening, April 25, 2012
Register Now: www.windwardny.org/lecture

Windward Teacher Training Institute is a division of The Windward School, an independent school for students with language-based learning disabilities, located in White Plains, NY.
Exceptional Children’s Director Melissa Quinlan stated, “HillRAP has given our teachers an amazing intervention that is producing positive results and marked improvements in reading achievement for our struggling readers. It has truly impacted the way our teachers are teaching reading and has produced favorable changes in the way students feel about learning to read.”

The Robertson Foundation committed $1.67 million in 2008 to support expansion of HillRAP and provide related support services and teacher training within the region. Central to the project was the involvement the University of North Carolina Wilmington’s (UNCW) Watson School of Education. UNCW worked with The Hill Center to ensure effective implementation of the project, enroll teacher candidates in a HillRAP university-level course, and facilitate the involvement of school systems in the region in a Leadership Institute.

“The teacher training in HillRAP has enabled 45 Brunswick County School teachers to implement this intensive reading intervention with almost 400 Brunswick County students. UNCW researchers evaluated student growth as a result of this program and the initial data of student growth is remarkable,” boasts Katherine Mabe a Brunswick County EC Teacher at Southport Elementary.

The project included a number of components such as the development of a Leadership Institute for school administrators from Brunswick County and eleven surrounding southeastern North Carolina school systems, a university-level HillRAP course for teacher candidates, and Hill on-line courses. General educators within the UNCW Education Partnership region were offered scholarships to participate in these on-line courses, which included Diverse Learners, Understanding Learning Differences, Phonics: Breaking the Code, or Study Skills for Student Success allowing nearly 1,000 participants to earn one Continuing Education Unit.

Tamara M. Walser, Ph.D., UNCW Associate Professor, conducted the evaluation of the project. Pre- and post-test results on selected reading subtests of the Woodcock-Johnson III Tests of Achievement and the NC End-of-Grade Reading Comprehension Test, as well as student demographic, student HillRAP attendance, and teacher implementation data were used to assess program outcomes.

Dr. Walser was pleased to announce, “Annual and longitudinal results provide support for the effectiveness of HillRAP in improving student academic achievement in reading. Overall, students demonstrated greater than expected growth on reading subtests of the Woodcock-Johnson III Tests of Achievement and NC End-of-Grade Reading Comprehension Test results showed a similar pattern of improved student reading achievement for HillRAP students.”

The Robertson Foundation aspires to utilize a pro-active, disciplined grant-making approach to measurably affect significant social change in the principal areas of education, the environment, medical research and religion and spirituality. To learn more visit: www.robertsonfoundation.org.

The Robertson Foundation Grant
cont from page 13