South Wales, New York. Neither rain nor sleet nor snow nor fire alarm will keep an IMSLEC SOSET team from its mission. The Gow School’s re-accreditation visit was successfully completed despite the Buffalo Blizzard of 2014 arriving during their stay. How bad was the storm? Take a look at the pictures taken at the end of the first day when it was only a very bad snowstorm.

By the second day, cars were not allowed on the street, so the team took control of the hotel’s business center to do their work. (Fortunately, almost all of the interviews had been completed on the first day.)

In the middle of the night before the third day, team members were awakened by a fire alarm at 3:00 AM – seems that the extreme winds had prevented an outside door from closing and frozen pipes had burst, tripping the alarm. The team watched the firefighters fighting the frozen pipes with their axes until the alarm stopped and were then able to go back to bed. The good news is that no one was required to go outside in the snow and sub-zero wind chill.

The SOSET report was presented by team members Mary Farrell, Marilyn Mathis, and Sara Rivers to Program Director Kathy Rose and a school administrator in the glow of the hotel’s cozy lounge fireplace. Return flights home had been cancelled for the three team members even before the actual blizzard arrived. Fortunately, a mom who had brought her children back to school after XMAS break was driving home on a route in the direction of the team members’ homes, and offered rides. The drive home on a sunny day was a happy ending to a memorable SOSET.

with extraordinarily bad weather (even for Buffalo) but great hosts, an excellent educational environment and wonderful companionship.

Due to the accreditation awarded by IMSLEC, The Gow School Reconstructive Language training is recognized by the International Dyslexia Association for meeting IDA’s Knowledge and Practice Standards for Teachers of Reading.
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 39 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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From the President . . .

It has been a good year for IMSLEC. We continue to receive applications from training programs across the country who seek IMSLEC accreditation. There are probably a number of reasons for this, not the least being the dedicated work of our already accredited training programs through which IMSLEC’s reputation for upholding quality standards has been established.

Another reason may be the growing awareness of dyslexia in states across the nation and, thankfully, a related interest in better preparing teachers to instruct pupils with dyslexia. There are an increasing number of states in which legislation has addressed the issue of better serving pupils with dyslexia in their schools. For example, in 2013, New Jersey’s legislature and Governor signed laws recognizing dyslexia, defining it in accord with the IDA definition, and thereby identifying it as a type of learning disability. As of this year and for the next five years, NJ school districts will be required to provide two hours of professional development on dyslexia each year. It’s a good start.

IMSLEC is committed to meeting the demand for new training programs that the growing public awareness of dyslexia is likely to bring. As an organization, we work to make our name and mission known at a national level in a variety of ways. We welcome new applicants and provide mentors to help them with the accreditation process. We continually monitor our accreditation process to insure consistency and clarity in communicating and maintaining our high standards. We rely on our hard working, experienced volunteer members to continue to work together to preserve the highly respected reputation that IMSLEC holds nationally.

Respectfully submitted,

Mary Farrell
Reading, Achieving and Partnering:
The Hill Center Assists in Improving Literacy Across North Carolina

In the spring of 2012, lawmakers in North Carolina passed legislation that put into law the expectation that all public school students will be able to read on grade level by the end of third grade. The legislation, called “Read to Achieve”, outlines what all 115 school districts in North Carolina must do to comply with the requirements of the legislation, which states that all third graders must pass the state assessment in reading to be promoted to fourth grade. One critical component requires each district to host a six to eight week summer school for three hours beginning in summer 2014.

With the summer looming and districts scrambling to develop a plan to comply with the summer school requirement, The Hill Center and the Mocksville, NC based Mebane Foundation met to discuss how Hill could help school districts in the state implement their summer programs. Representatives from the Hill Center and the North Carolina Department of Public Instruction (NCDPI) also met multiple times to determine how Hill could be part of their efforts. A true partnership was born between the Hill Center, the Mebane Foundation, and NCDPI.

The Hill Center crafted a request to the Mebane Foundation outlining a two-pronged approach. The first part of the plan offered to identify ten teachers in four of the neediest districts in each of the eight regions of the state and to provide access for those teachers to two online courses offered by the Hill Center: Phonics: Breaking the Code and Hill Reading Strategies. Completion of these two ten-hour online courses would provide over 300 teachers across North Carolina with basic background knowledge in specific reading instruction and better prepare them for the summer school implementation. The second part of the plan was to identify three exemplary school districts to implement Hill Reading Achievement Program (HillRAP) methodology and also plan additional learning experiences for third graders during the summer camps.

Hill Center cont. on page 6
TEANECK, NEW JERSEY. The IMSLEC Board of Directors met for their spring meeting on March 20, 2014. Dr. Mary Farrell graciously hosted the meeting held at Fairleigh Dickinson University in Teaneck, NJ.

The accreditation committee continues to work together to improve the flow of paperwork during the accreditation process. The ultimate goal is to have all documents in a format that can be completed and shared electronically. In addition, the committee is looking carefully at the Application, Self Study and SOSET notebooks, to ensure that the content and wording is consistent between the three documents. Tutorials are being written to help candidates in the Self Study process, as well as committee members who review the self study. A special thanks goes to Kathy Rose, Accreditation Chair, and Laurie Wagner, SOSET Chair, for the time they have spent on this project.

A new member service will be added to the IMSLEC website in late spring. Donors will be able to make their contributions through PayPal. Annual dues and fees may be paid electronically as well. If you have ideas for other website additions, or if you would like to join the website committee, email office@imslec.org.

COLUMBIA UNIVERSITY MEDICAL LIBRARY
SAMUEL T. AND JUNE L. ORTON ARCHIVES

After the morning meeting, the board was eager to depart for New York City to view the papers of Samuel Torrey and June Lyday Orton housed at the archival library at Columbia University Medical School. Archivist Bob Vietrogoski spoke to the group about some of the highlights he found while sorting through the records and correspondence. Although Orton’s life and work were familiar to everyone in the room, board members came away with a broader knowledge of the couple whose pioneering work from 1925 to 1977 was the cornerstone of our treatment for readers with dyslexia today. One of his key contributions to this field was the term multisensory teaching which integrates kinesthetic and tactile learning strategies with...
While there are many professional development opportunities to select from throughout the year, very few offer an opportunity to hear from multiple notable speakers in one conference as does the 18th Annual DuBard Symposium: Dyslexia and Related Disorders. This year’s two-day symposium features keynote speakers Dr. Louisa Moats and Dr. Christopher Kaufman.

Dr. Moats is most recognized as the primary author of LETRS® (Language Essentials for Teachers of Reading and Spelling) as well as president of Moats Associates Consulting Inc. Moats has served as a contributing writer of the Common Core State Standards for the National Governor’s Association and the Council of Chief State School Officers. She has also served as vice-president of the board of directors for the International Dyslexia Association where she assisted in development of IDA’s Knowledge and Practice Standards for Teachers of Reading as well as served as de facto editor of Perspectives on Language and Literacy. Moats also has served on the Professional Advisory Board of the Association of Academic Language Therapists.

Dr. Louisa Moats’ keynote session will focus on “Understanding Dyslexia: Myths and Realities of Assessment and Instruction.” In light of current scientific research, Moats will address many pressing questions, such as if all students with dyslexia do poorly on tests of phonology, and if teaching word recognition is enough. Following this session, participants will understand the interdependence of basic reading skills, intellectual ability, and other talents, as well as the ways in which reading and language are related, and they will be prepared to evaluate the extent to which their programs and approaches include all the essential components of instruction supported by current research. In addition to her keynote session, Dr. Moats will present a two-part series on dyslexia intervention with students at the secondary school level.

Dr. Christopher Kaufman is a leader in the field of executive function – a current topic of discussion in schools and therapy settings alike. Dr. Kaufman is the author of Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students and owner of Kaufman Psychological Services, P.C. Prior to Kaufman joining the speaker lineup at the DuBard Symposium, he has spoken at many very notable events and locations, such as the National Dyslexia Foundation Conference at Harvard Medical School, the European Brain-Based Learning Conference in Madrid, Spain and the Learning and the Brain Conference in Washington, D.C., to name a few.

During his keynote presentation, Dr. Kaufman will discuss “Moving the Frontal Lobe to the Front of the Class: The Teacher’s Guide to Executive Function.” In order to truly understand and effectively intervene in the difficulties so many students display in classroom settings, it is essential for educators to develop a strong working knowledge of executive functions. This highly interactive session will examine the neuropsychology of a broad range of executive functioning skills, with emphasis given to the academic and behavioral implications of EF/self-regulation deficits in school settings. The primary purpose of the training is to build participants’ understanding of the scope/nature of frontal lobe processing difficulties, while providing practical strategies for intervention across academic and social contexts.
Now, teachers can earn an Ohio Reading Endorsement, a Dyslexia Certificate, and/or Master’s Degree online through the Science of Reading Partnership between Mayerson Academy and the College of Mount St. Joseph. The College of Mount St. Joseph’s Reading Science program is one of only nine in the U.S. recognized by the International Dyslexia Association for meeting their knowledge and practice standards. It began its first cohort online in January 2014, allowing teachers beyond the Cincinnati area to take advantage of this acclaimed program. Applications are now being accepted for cohorts beginning in May and August 2014.

The Science of Reading Partnership program is based on the findings of the National Reading Panel report and follows a scientifically based reading research model. Coursework includes LE-TRS (Language Essentials in Teaching Reading and Spelling) developed by Dr. Louisa Moats and the Orton-Gillingham Multisensory approach to reading instruction. The curriculum in the Reading Science program will provide teachers with the skills to implement evidence-based, systematic, explicit reading instruction and intervention and effectively address the new Common Core State Standards. Coursework builds reading intervention skills, improves classroom reading instruction. and earns graduate credit for teachers.

For more detailed information about the Science of Reading Program through the College of Mount St. Joseph in partnership with Mayerson Academy, [click here](#) to view a Webinar.

To learn more about the Science of Reading Partnership from Mayerson Academy and the College of Mount St. Joseph, [contact us](#) for more information. To contact the College of Mount St. Joseph and/or apply for the program [click here](#).

Subsequently, funding was provided by the Mebane Foundation to pay for 320 teachers to access The Hill Center online coursework and to fund HillRAP training for the selected exemplary districts. Additional funding will be provided for arts, STEM, and other wraparound activities to make these summer camps a wonderful experience for students along with the intensive Hill reading intervention.

The Hill Center is excited to play a role in this dynamic partnership with the Mebane Foundation, NCDPI, and selected districts, and to help improve students’ reading achievement across the state of North Carolina.

For further information please contact Dr. Denise Morton, Director of Outreach Programs at The Hill Center – [dmorton@hillcenter.org](mailto:dmorton@hillcenter.org)
Trainee Record Retention Policy
The following documentation must be retained as long as a graduate is keeping CEUs current and is in good standing:

• A cover sheet or checklist which documents all cumulative records and hours;
• A copy of the certificate of completion;
• Documentation of a bachelor’s or master’s degree
• A record of CEU hours (if not monitored by ALTA).

Electronic storage is acceptable.

Adopted by Accreditation Committee
October 27, 2010

Regaining Certification After CEU Lapse
The accreditation committee approved a policy that grants course directors the authority to create a process where by a graduate can regain their certification after they have allowed their certification to expire. The course director has the right to decide the steps necessary to regain certification and the right to deny recertification.

Adopted by Accreditation Committee
June 2011

In addition to these two keynote speakers, the 18th Annual DuBard Symposium will feature multiple breakout sessions to select from, as well as vendors providing valuable information, products and services.

To learn more, visit www.usm.edu/dubard or call 601.266.5223.

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Neuhaus Academy is delivered on a learning platform at NO COST to the user. For more information on how to access Neuhaus Academy, go to neuhaus.org/imslec.

Orton cont. from page 4

visual and auditory principles. Not only did the board gain a new understanding of the Ortons, Mr. Vietrogos was also eager to hear new information about the Ortons from our board members, especially Marjory Roth who came to meet and be trained by June Orton when she moved to Winston Salem, NC after Dr. Orton died in 1948. Many letters from Marjory to June are part of the Columbia archival records.
The Windward School was selected by the National Center for Learning Disabilities (NCLD) as the private school winner of the 2013 Pete & Carrie Rozelle Award. Named in honor of the founders of NCLD, the award recognizes schools that are successful in addressing the academic, social and emotional needs of students with learning disabilities.

In order to be selected for the Rozelle Award, a school must be committed to educational excellence; demonstrate that its students display extraordinary learning outcomes; provide ongoing professional development opportunities to its staff; demonstrate planned transition activities for its students that lead to academic success in secondary school; and maintain a commitment to data-based decision-making and monitoring of students’ progress.

This definition of the Rozelle Award represents the very foundation of Windward’s mission and values. Windward is committed to providing a transformational academic program based on sound scientific research; the School’s reading and writing programs give students with language-based learning disabilities the skills they need to become successful. Approximately 98% of Windward alumni perform at the average or above average academic level after they leave the School. In order to help the students become fluent readers and writers, the School provides ongoing professional development to its faculty through the IMSLEC accredited Windward Teacher Training Institute (WTTI), a nationally renowned teacher training center. Each year WTTI trains hundreds of teachers in the School’s research-based instructional methods, and Windward’s faculty consistently enroll in coursework to further their pedagogical skills.

The School also takes pride in its Outplacement Department, which assists students in selecting an appropriate public or independent school to attend after Windward. The careful work of the Department’s staff, in tandem with the students’ teachers and member of the administration, allows the School to help students in making appropriate, successful transitions to a variety of secondary schools.

NCLD honored Windward in November 2013 at its fourth annual “Celebrating Our Schools” luncheon in New York City.

A version of this article appeared in the fall 2013 issue of The Beacon, The Windward School newsletter for professionals, parents and faculty.
On March 20, 2014, The Key Learning Center in Ashe-ville, NC, hosted a viewing of "The Big Picture: Rethink-ing Dyslexia", directed by James Redford. The director has described this movie as "52 minutes that can change a child's life!" This gripping film features conversations with successful dyslexic students and adults. Also included are experts in the field discussing the latest scientific and psychological research on the subject.

More than 250 community members attended the screening and listened to a panel made up of parents, professionals, and dyslexic students. Holly Rutledge, a senior at Carolina Day School in Asheville, reassured a parent by saying, "Don't be afraid of dyslexia. It defines me as a person!"

The Key Learning Center is a community resource for research-based information about language-based learning differences/dyslexia. It serves as an education and training center for educators, professionals, parents, and students in the Western North Carolina region. It is affiliated with The Key School, which provides multisensory-based education for students in grades 1-8. It is accredited by IMSLEC and AOGPE.

Graduation Luncheon Scheduled for McKinney Christian Academy Trainees

McKinney Christian is proud to announce the Graduation Luncheon to be held Saturday April 22, 2014.

The following new Academic Language Therapist will be honored:

- Melody Butler – Rogers, Arkansas
- Lisa Craigg – Rogers, Arkansas
- Suzanne Crawford – Shelton School
- Monique Cromis -
- Tricia Fanatico - McKinney Christian Academy
- Shannon Greenlee - from Odessa, TX and Ector County ISD
- Anjanette Griffith - from Rockwall ISD
- Noel Leif - Springfield, Missouri
- Diana Leonard - McKinney Christian Academy
- Cari Mileger - Prosper ISD
- Rigo Nunez - Odessa Texas and Ector County ISD
- Brooke Roberts - McKinney ISD
- Debra Scott - Allen ISD
- Beth Vercillo – St. Thomas Aquinas
- Angie Vaughn – McKinney ISD

We have two groups slotted for graduation next fall. It is so inspiring to see these people willing to go through this training in order to help our different, yet intelligent learners.

Peggy Brooks   M.S., CALT, QI, LDT
Director of Teacher Training
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- **Jun 23 - Jul 25**: Introductory and Continuum Level San Francisco, CA
- **Jun 26 - Jul 18**: Introductory and Continuum Level Santa Ana, CA
- **Jul 1 - 24**: Introductory Monsey, NY
- **Jul 2 - Aug 1**: Introductory and Continuum Level Seattle, WA
- **Jul 7 - Aug 1**: Introductory and Continuum Level Portland, OR
- **Jul 7 - 31**: Introductory Highland Ranch, CO
- **Jul 78 - Aug 1**: Continuum San Jose, CA

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- Master’s Degree

Coursework incorporates Orton-Gillingham Multisensory Reading & LETRS

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