



CARDINAL STRITCH
U N I V E R S I T Y

**Accelerated Master's Degree Program
in
Reading and Learning Disabilities**

**STUDENT MODULE
ACCELERATED FORMAT**

2 credits

**RD 515
Coordination of K-8 Learning
Disability Programs**

Literacy and Language Development Department
College of Education
Cardinal Stritch University

*The College of Education is devoted to bridging knowledge, practice, and service.
June, 2010*

Student Module

for

RD 515: Coordination of K-8 Learning Disability Programs

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Franciscan Values

Cardinal Stritch University was founded and sponsored by the Congregation of the Sisters of Francis of Assisi of Milwaukee, Wisconsin.

St. Francis of Assisi inspired the Sisters to accept as their mission the values of prayerfulness, simplicity, hospitality, joy, and peacemaking. These values constitute the Franciscan heritage of the University, and are reflected in the lives of the Sisters and in the institutions they have founded, and shape the vision of the University's future.

The sisters have articulated a set of values to foster in the University community a spirit of service in imitation of Francis and a renewal of the ideals of the University's Franciscan heritage. It is hoped that these values will serve to enable the University to have a genuine impact on its students and the world.

1. Creating a caring community by:
 - Respecting each individual's personal dignity
 - Extending hospitality, courtesy, kindness
 - Sharing friendship, openness
2. Showing Compassion for Others by:
 - Serving and caring for the poor and oppressed
 - Having concern for justice issues
 - Taking responsible social action
 - Offering unselfish service
3. Respecting Creation through:
 - Respecting all creatures
 - Fostering a simple lifestyle
 - Promoting human dignity and empowerment of people
 - Exhibiting concern for environmental issues
4. Striving for Peace by:
 - Healing and reconciling
 - Working for conflict resolution
 - Forgiving
 - Caring and Understanding

Cardinal Stritch University
RD 515: Coordination of K-8 Learning Disability Programs; 2 credits

Course Description:

The content of this course includes examination, discussion, and application of the following topics: collaboration; issues of mainstreaming and inclusion; determining needs through the change process; development and implementation of personal development plans for growth on a current topic in the field of learning disabilities; faculty inservice presentation; current issues in the field of learning disabilities. Students will begin to view themselves as leaders and future reading/learning disability professionals.

Course Objectives

Through content covered in this course, students will be able to:

- Understand and apply an appropriate model of collaboration.
- Apply a model of decision making and problem solving after determining program needs
- Promote staff development efforts by developing and implementing a staff inservice plan
- Differentiate between the concepts of mainstreaming and inclusion
- Discuss current issues in the field of education
- Construct a personal development plan for growth on a current topic in the field of learning disabilities

Program Outcomes and Measurable Course Objectives

By the end of this course, students will be able to do the following:

Wisconsin Teacher Standard 9

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and action on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Program Outcome VII/Special Education. Communication and Collaboration.

Performance Indicator B. Collaboration and communication skills enabling teachers to jointly plan, implement, and evaluate educational programs with pupils, parents, and other educational and community personnel including regular education teachers and administrators.

Method of assessment. School-wide support plan.

Criteria for assessment. Rubric on pages.

Performance Indicator B. Collaboration and communication skills enabling teachers to jointly plan, implement, and evaluate educational programs with pupils, parents, and other educational and community

personnel including regular education teachers and administrators.

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Method of assessment. Pros and cons of inclusion.

Criteria for assessment. Rubric on page.

Program Outcome XI/Reading Teacher. Demonstrate the personal importance of literacy and growth as a literacy professional.

Performance Indicator A. Design a professional portfolio to demonstrate competence as an educator and growth as a literacy professional.

Method of assessment. RLD Comprehensive Experience with Portfolio and personal development plan for growth on current topic in the field of learning disabilities.

Criteria for assessment. Rubrics on pages.

Wisconsin Teacher Standard 10.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Program Outcome XVII/Special Education. Communication and Collaboration.

Performance Indicator I. Collaborative and/or consultative role of special education teacher in the reintegration of students (e.g., classroom/instructional modifications).

Method of assessment. Inservice/staff development presentation.

Criteria for assessment. See rubric on page

Performance Indicator I. Collaborative and/or consultative role of special education teacher in the reintegration of students (e.g., classroom/instructional modifications).

Method of assessment. Collaboration article synthesis and pros and cons of inclusion..

Criteria for assessment. See rubric on page

Grading Scheme or Weight Attached to Assessments

Rubrics or assessment checklists will be given for major assignments and activities. It is expected that the individual student and/or study team members complete these checklists before turning in the work. A grade of “A” presupposes careful attention to the following components: clarity of writing style; specificity of examples; attention to required format; neatness of presentation; absence of typos; and accurate use of APA guidelines. Word processed work is expected unless otherwise indicated. It is expected that work will be turned in on the assigned date. If there is a problem, please contact the instructor.

Individual Assessments:

- School-wide Support Plan (25% of the grade)
- Personal Development Plan for growth on current topic in the field of learning disabilities (25% of the grade)
- **For program completion-The RLD Portfolio will be due at the end of this course, RD 515. (Required for Program Completion)**

Study Team Assessments:

- Inservice/staff development (30% of the grade)
- Collaboration article synthesis (10% of the grade)
- Inclusion- pros and cons synthesis (10% of the grade)

Grading Scale:

100-95	A
94-93	A-
92-91	B+
90-85	B
84-83	B-
82-81	C+
80-75	C
74-73	C-
72-71	D+
70-65	D

Sequences of Classes, Topics, and/or Content

Class Session One: Introduction to Collaboration and Inclusion

Individual and Study Team Assignments

Individual

- Read the following selected pages (pages 526-531) from Chapter 14 in the Smith text. These selected pages deal with inclusive service models. Also read pages 387-389 in Chapter 10 of the Smith text; these pages outline the role of the Learning Disabilities Specialist. Take notes on these pages and bring them to your study team.
- Find an article on the Internet or a professional journal about collaboration. Read the article and share it with your study team members. Bring the article to your team meeting. A good resource for you would be www.ldonline.org.
- Find an article on the Internet or a professional journal about pros and cons of inclusion. Read the article and share it with your study team members. Bring the article to your team meeting.
- Work on the School-wide Support Plan, due at Session Five.
- Work on RLD Portfolio, due at Session Six.

Study Team

- From your individual notes on inclusive service models from Chapter 14, discuss what you found to be of interest to you. As a team, also discuss how inclusive service models “look” in each school represented by your study team. In addition, discuss the role of the Learning Disability Specialist as outlined in Chapter 10 (pages 387-389). What surprised you after reading about the role of the LD Specialist? What were your thoughts on the comments at the bottom of page 388 about state certification and coursework?
- Work on staff development inservice, due at Session Six.
- Synthesize the articles (from all study team members) on collaboration to create a list of effective techniques for teacher collaboration. This is due at the next session.
- Use all of the inclusion articles from the study team to create a list of inclusion pros and cons. Due at the next session.

Sequences of Classes, Topics, and/or Content

Class Session Two: Current Topic in the Field of Learning Disabilities to be explored: The Motivation Breakthrough: The Secrets to Turning On the Tuned-Out Child

Individual and Study Team Assignments

Individual

- Continue to work on the School-wide Support Plan, due at Session Five.
- Individual responsibility for inservice presentation, due at Session Six.
- Work on RLD Portfolio, due at Session Six.
- Read articles on Response to Intervention (RtI); bring notes to your study team on the article assigned specifically for your study team.

Study Team

- As a study team, you will be assigned an article on the current topic of Response to Intervention (RtI). Your team will read the assigned article, prepare an informal presentation, and lead a discussion with the cohort next week. Each team will have thirty minutes for their discussion/presentation to the entire cohort. During the presentation, the team should share the topic of the article, the importance and relevance of the article, plus the team will lead a discussion of the article; in addition, the team will point out why/how the article will be beneficial for Reading/ LD teachers. Due at Session Three.
- Continue to work on inservice presentation. Due at Session Six.

Articles for the Response to Intervention Discussion/Presentation

Dickman, G. E. (2006). *RTI and reading: Response intervention in a nutshell.*

Perspectives on Language and Literacy, Special Conference Edition.

International Dyslexia Association: Baltimore, MD.

Klotz, M. B., & Canter, A. (2007). *Response to intervention (RTI): A primer for*

parents. National Association of School Psychologists, from

www.nasponline.org.

National Joint Committee on Learning Disabilities (2005). *Responsiveness to*

intervention and learning disabilities. (Official paper of NJCLD)

National Research Center for Learning Disabilities (2007). *What is responsiveness to*

intervention? (Brochure). Lawrence, KS: Author.

Strangeman, N., Hitchcock, C., Hall, T., & Meo, G. (2006). *Response-to-instruction and*

Universal Design for learning: How might they intersect in the general education

classroom? Center for Applied Special Technology, The Access Center:

Washington, DC.

Voice of America (2008). *A way to help before they fail.* Retrieved from: [http://www.](http://www.voanews.com/specialenglish/2008-03-12-voa3.cfm)

[voanews.com/specialenglish/2008-03-12-voa3.cfm](http://www.voanews.com/specialenglish/2008-03-12-voa3.cfm).

Also to note: There is a 183-page document from ESU #1 entitled, *RtI Interventions Manual*, that would be worth accessing. It is written by B.H. Sitzmann, B. Hightree, and L. Moritz; S. Elton edited the manual. This manual contains the following:

Reading Interventions-Phonological and Phonemic Awareness, Phonics, Vocabulary, Fluency, and Text Comprehension.

Writing Interventions-

Math Interventions-

Behavior Interventions-

There are criteria for each type of intervention based on least intensive , moderately intensive and most intensive.

Plus—there are weblinks, a glossary of terms and great overview of RtI and scientifically based interventions.

**The Motivation Breakthrough: Secrets to Turning On the Tuned-Out Child
(PBS Video)**

Richard (Rick) Lavoie (2008)

Motivation is a challenging issue!

Most teachers don't understand motivation!

The following are misconceptions and myths about motivation:

- ✓ Nothing motivates that kid
- ✓ All human behavior is motivated
- ✓ One day he's motivated, the next day he isn't (motivation is constant)
- ✓ Performance inconsistency (part of the LD profile)
- ✓ He's so lazy he won't even try (learned helplessness/lazy is misinterpreted as learned helplessness)
- ✓ Give the chain a tug

Strategies we use to raise motivation:

- Rewards (only motivates short-term)
- Punishment (doesn't eliminate behavior, only represses it; models aggression; doesn't generalize only effective as long as threat of punishment exists) does NOT work! Positive feedback does generalize!
- Use of competition

Remember Maslow's work—needs need to be met!

Primary needs:

Recess=not a privilege, but a right!

- Hunger
- Thirst
- Air and rest
- Elimination of waste
- Escape from pain/embarrassment

Secondary needs:

- Status (need to feel valued and important)
- Inquisitiveness (need to know)
- Affiliation (need to be connected to something larger than you)
- Achievement (need to be recognized)
- Aggression (need to assert)
- Gregariousness (need to be with others)
- Autonomy (need for independence)

The individual's personality is based on a degree of needs/motivation (see above).

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Note: Any kid would rather be viewed as bad than dumb!

We try to motivate kids by what motivates us...

Six ways to motivate kids:

- 1) Praise
- 2) Prizes
- 3) Prestige
- 4) Projects
- 5) People
- 6) Power

We are terrified by kids who are motivated by power!

Why we won't give kids power-

We can give kids power without diminishing your power as a teacher-

Strategies for giving kids power:

- ❖ Ownership
- ❖ Minor choice (for argumentative kids)
- ❖ Getting a commitment (boys especially, ages 11-17)

Success-chronic success deprivation

If he'd only try harder, he'd do better...If he only DID better, he'd TRY harder!

(Success breeds success!!!)

Invent opportunities-

Henry Winkler-

Sequences of Classes, Topics, and/or Content

Class Session Three: Response to Intervention (RtI)-Putting the pieces together with article presentations/discussions

Individual and Study Team Assignments

Individual

- Continue to work on the School-wide Support Plan, due at Session Five.
- Work on the Personal Development Plan for growth on RtI, due at Session Six.
- Individual responsibility for inservice presentation, due at Session Six.
- Work on RLD Portfolio, due at Session Six.

Study Team

- Continue to work on on the inservice presentation, due at Session Six.

Sequences of Classes, Topics, and/or Content

Class Session Four: Current Issues in Special Education-Beyond F.A.T. City

Individual and Study Team Assignments

Individual

- Continue to work on the School-wide Support Plan, due at Session Five. You will informally present your plan to the entire cohort at the next session. You will be given between six to ten minutes to present, depending on the size of the cohort.
- Work on the Personal Development Plan for growth on RtI, due at Session Six.
- Individual responsibility for inservice presentation, due at Session Six.
- Work on RLD Portfolio, due at Session Six.

Study Team

- Each team member should briefly discuss his/her School-wide Support Plan with team members. Solicit suggestions from other team members for the informal presentation to be given during the next session, Session Five.
- Continue work on the inservice presentation. Due at Session Six.

Sequences of Classes, Topics, and/or Content

Class Session Five: School-wide Support Plans-Sharing

Individual and Study Team Assignments

Individual

- Finish work on the Personal Development Plan for growth on RtI and complete RLD Portfolio, both of which are due at Session Six..

Study Team

- Finalize class inservice presentation for Session Six.
- Proofread one another's Personal Development Plan for growth on RtI, as needed.

Sequences of Classes, Topics, and/or Content

Class Session Six: Pulling it all together: Sharing of Inservice Presentations

Individual and Study Team Assignments

Individual

None

Study Team

None

Required Text

Smith, C.R. (2004). Learning disabilities. Boston: Allyn and Bacon.

General Course Expectations

- Because of the accelerated nature of this program, it is crucial that students attend all classes and study team meetings. If an absence is deemed necessary, this will be handled on an individual basis.
- Active class and study team participation is an important component.
- Word processed work is expected unless otherwise indicated.
- All work is to be in the student's own words unless quotation marks and referenced pages are provided.
- APA style should be used for documentation of references.
- It is expected that work will be turned in on the assigned date. If there is a problem, please contact the instructor.
- If a student misses a course and wants to continue in the program, the student must either make up the missed course with another cohort or come on campus. There is no directed study or independent study done through Outreach. Therefore, the student will have to make a commitment to take the course missed.
- Academic integrity is expected. Refer to the student handbook.
- Cardinal Stritch University and this instructor wish to positively affirm the intent of Federal Law, Section 504 of the Rehabilitation Act of 1974. Any person enrolling in this course who may require alternative instruction and/or evaluation procedures due to handicapping conditions should feel free to discuss these needs with us so that appropriate arrangements can be made.

Policy on Attendance

Attendance at all class meetings (including study team meetings) is mandatory. Students participating in an accelerated graduate program in the College of Education are expected to attend all scheduled classes and study team meetings. The following apply to all enrolled students:

Promptness:

Prompt arrival at each class is critical because of the limited time available to conduct in-class activities during the course. Instructors may take actions they deem appropriate if consistent tardiness is observed. Coaching responsibilities are not acceptable excuses.

One Absence: Class or Study Team:

Any absence from either a scheduled class or study team requires that the student notify the instructor. The student is required to make up all “missed” work as determined by the instructor, by the next class meeting.

Two Absences: Class:

If a second class absence occurs, the student has the option of officially withdrawing from the course. Subsequent failure to withdraw will result in a grade of “F” for the course, and the student must later enroll and pay for the course. Students may not request an “incomplete” grade at this time.

Two Absences: Study Team or One Study Team/One Class:

The student is required to notify the instructor in order to make up all missed work by the next class meeting. Additionally, the student may be required to complete an academic assignment designated to facilitate learning of the missed course content.

For the purposes of this policy, “class” is defined as the scheduled instructional time with the instructor. The Site Coordinator/Program Chair will recommend a student repeat the class if a student misses more than one class or study team meeting. An appeal of this decision will be directed to the Program Chair. The decision will be documented and filed in the Accelerated Outreach Office.

Students are referred to the student handbook for the Cardinal Stritch policy on academic integrity.

Any written work found to be plagiarized from the Internet or other sources will automatically result in a grade of F in the course and the “author’s” name will be given to the Vice President for Academic Affairs. Refer to the Undergraduate Catalog “Academic Integrity” for further information.

Policy on Late or Missing Assignments

All original course assignments and additional assignments described above should be completed within the course time limits. Work that is submitted after the course has been completed is subject to the provision of the policies and procedures relating to incompletes.

Study Team Expectations and Requirements

Working with colleagues to improve teaching and learning can be an extremely rewarding experience. This is a major expectation of our accelerated program. Students must meet each week with their study team for approximately the same amount of time as the class session. As an integral part of required class contact, the time spent in the study team meeting and attendance at the meeting must be carefully recorded on the Study Team Log in the Appendix. The study team meeting is a time to review class content, complete study team assignments, reflect upon new learning, and raise questions for discussion.

Students will form their own study teams of a minimum of three members and a maximum of six. They will decide when and where to meet each week and will document this for the instructor. The success of the study team will depend upon how well members accomplish the following:

- Set a focus for team activities and stay on task. It may be helpful for one team member to take this role.
- Respect the opinions of each member and signal that respect by appropriate tone of voice and choice of words.
- Encourage and expect all member to participate actively and equally in study team activities.
- Support team members who may be unsure about class content or an assigned activity while fostering their independence as learners.
- Share resources with each other.
- Cooperate and negotiate in completion of group tasks.
- Share in specific duties such as typing, proofreading, etc.

Portfolio Construction and the Wisconsin Standards for Teacher Development and Licensure

RD 515: In this course you will complete your portfolio. Your personal development plan for growth (RtI) must be added to your portfolio to support Wisconsin Teacher **Standard # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and action on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

In addition, the school-wide support plan assignment could be added to support Wisconsin Teacher **Standard #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

Required for completion of the RLD Program: The RLD Portfolio will be due at Session Six of this course, RD 515. At the end of this module, you will find an explanation of the portfolio requirements and the rubric.

Guidelines for Study Team Assignments

There are various study team assignments intended to allow study teams the opportunity to practice the skills that they have been taught during class time. These assignments vary depending on the topic. The instructor will provide information about completion of these assignments. That is, the instructor will indicate whether the assignment should be word-processed or handwritten, and whether it should be written in narrative style or incorporate a bulleted format. The total number of points varies with each assignment. Please refer to the Record Sheet for percentage designation of study team assignments.

Timetable for Collected Assessments

Session Two: Date-
Individual: None

Group: List of effective techniques for teacher collaboration; list of pros and cons of inclusion.

Session Three: Date-
Individual: None

Group: Sharing of your assigned RtI article with the cohort.

Session Four: Date-
Individual: None

Group: None

Session Five: Date-
Individual: School-wide Support Plan

Group: None

Session Six: Date-
Individual: Personal Development Plan for growth (RtI) and RLD Portfolio required for completion of the RLD Program.

Group: Inservice presentation

Record Sheet for RD 515

Student Name: _____

Individual Assessments:

School-wide Support Plan (25% of the grade) _____

**Personal Development Plan for growth (Rtl)
(25% of the grade)** _____

Note: RLD Portfolio (required for completion of the RLD Program) _____

Study Team Assessments:

**Two article reflections (a total of 20% of the grade)
Collaboration article/list of teacher collaboration
strategies/techniques (10% of grade)** _____

Pros & cons of inclusion (10% of grade) _____

Inservice/staff development (30% of the grade) _____

Total Grade out of 100% = _____

Integration of Core Curriculum Elements: RD 515

Graduate courses in the College of education are linked by a conceptual framework that includes the following components: Research, Service, Best Practices and Theory. In addition the courses are linked by a conceptual framework of “Teaching as Reflective Decision Making to Advance Learning” that includes the components of Human Relations, Communication, Leadership, and the Art and Science of Teaching. Exemplars that may be used to support these components for the portfolio include management, individualization/grouping, motivation, assessment, instruction, modeling, expectations, technology, and diversity. Teacher candidates will demonstrate knowledge in the ability to create a collaborative learning community focusing on standards-based curriculum and assessment-based instruction.

- A. Research is integrated by:
Reading a text that emphasizes findings from research.
Including research findings in the content of class lectures/discussion.
Assigning readings in scholarly journals that emphasize such research.

- B. Service is integrated by:
Adopting a perspective that teachers serve their students by remaining updated.
Adopting a perspective that teachers serve each other by working collaboratively and by sharing their knowledge.

- C. Best Practices are integrated by:
Reading a text that uses research as a basis for best practices.
Including best practices in the content of class discussions/lectures.
Providing opportunity for students to share best practices in discussion and to formally present best practices to their peers.
Assigning readings in scholarly journals that emphasize best practices.

- D. Theory is integrated by:
Reading a text that distinguishes between theory and theory that is backed by research.
Including theory in class lectures/discussion.
Identifying the underlying theory in instruction of learning disabled students.

- E. Attention to diversity is integrated by:
Recognizing the many forms of diversity present in a single classroom.
Adopting a perspective that focuses on effective instructional strategies common to all diversities.
Adopting the perspective that all children can learn to read and write.

- F. Technology is integrated by:
Providing e-mail services.

- Expecting use of technology for assignments and presentations (i.e., word processing, Power Point, videotapes), plus web searches, as needed.
- G. Impact on K-12 learning is integrated by:
Requiring classroom implementation and assessment of instructional strategies presented in class lectures, text readings, and peer collaboration.
- H. Human Relations is integrated by:
Collegial study/cooperative learning.
Development of positive attitudes toward persons with disabilities through assignments involving students and their parents.
- I. Leadership is integrated by:
Roles assumed during class activities and collaborative assignments.
- J. Communication is integrated by:
Oral discussions in large and small groups.
Written school-wide support plan.
- K. Art and Science of Teaching is integrated by:
Developing a school-wide support plan.

RD 515: Coordination of K-8 Learning Disability Programs

Rubric for Journal Articles (10% for each article for a total of 20 % of your grade)

Article 1: Teacher Collaboration (2 points awarded per category below)

- _____ Articles from each team member are included
- _____ List of techniques consists of three contributions per study team member (may be bulleted)
- _____ Techniques are clearly stated
- _____ Careful attention is given to spelling and mechanics
- _____ Minimum of one page/maximum of two pages, double spaced, 12 font size

Article 2: Inclusion: Pros and Cons (2 points awarded per category below)

- _____ Articles from each team member are included
- _____ List of pros and cons consists of two contributions per study team member (may be bulleted)
- _____ Pros/cons are clearly stated
- _____ Careful attention is given to spelling and mechanics
- _____ Minimum of one page/maximum of two pages, double spaced, 12 font size

Team member names:

Name _____

RD 515: Coordination of K-8 Learning Disability Programs

Rubric for School-wide Support Plan
Individual Assignment / 25% of your grade

As a professional in the area of Learning Disabilities, you will be a leader within your school. You will also be an agent of change--to make your school a better place in which to serve students with LD.

Part One: Rationale. You will select an area (or initiative) that will change your school to better meet the needs of students with Learning Disabilities. Examples of such initiatives might be a co-teaching situation, a mentoring program, parents as partners, strategic scheduling, a team planning process, a reading/writing program, portfolio assessment, or a teacher inservice. You do not need to use one of the above initiatives; you may create one based on the needs in your school. After choosing your initiative, write a one paragraph narrative on the rationale for your initiative.

Part Two: Support for your initiative. You will need to decide who is the best person to work on the initiative with you. What do you and your “support” person have in common with regard to a knowledge base and values about teaching and learning? Write a one paragraph narrative on the person who will support you on this initiative.

Part Three: Benefits. How will the proposed change(s) benefit students with LD? How will the proposed change(s) benefit the faculty/staff in your school? Write a one paragraph narrative on how your proposed changes will benefit the above populations.

Part Four: Continue-Start-Stop. Given your initiative, answer the following questions related to it. What will you continue to do as related to this initiative? What will you start to do? What will you stop doing? Write a one paragraph narrative on how your proposal relates to what you will continue to do, start to do, and stop doing.

Part Five: Planning. Create a timeline that addresses the following as you plan to implement your initiative:

- List the steps that will get you to your ultimate goal.
- Next to the steps, identify a person (or persons) involved with you as you work toward your goal. Also tell what their role will be as you approach your goal.
- Identify a timeline for each step.

RD 515: Coordination of K-8 Learning Disability Programs

Rubric for School-wide Support Plan
Individual Assignment / 25% of your grade

_____ **Part One: Rationale. One paragraph narrative stating your initiative and the rationale for the initiative.**

_____ **Part Two: Support for initiative. One paragraph containing your “support” person and what you have in common with that person with regard to knowledge base and values.**

_____ **Part Three: Benefits. One paragraph discussing benefits for students and faculty/staff.**

_____ **Part Four: Continue-Start-Stop. You have addressed each of these in your one paragraph narrative.**

_____ **Part Five: Planning. You have created a timeline that includes all of the following: steps toward your goal, persons involved with you as you work toward the goal, and a timeline for each step.**

5= Student has exceeded expectations.

3=Student has met expectations.

0=Student has not completed all of the required expectations.

Names _____

RD 515: Coordination of K-8 Learning Disability Programs

Inservice/Staff Development Assignment/Presentation

(30 % of your grade)

As a professional in the area of Learning Disabilities, you will be a leader within your school. You will also be an agent of change--to make your school a better place in which to serve students with disabilities. You may be asked to present an inservice to the teachers in your building.

From the list below, the study team will choose a topic of interest. You will then prepare an inservice for the cohort. The inservice will be a 30-minute presentation. Divide the time between your study team members.

- Autism
- ADHD (with hyperactivity)
- ADD (without hyperactivity)
- Traumatic Brain Injury (TBI)
- Other Health Impaired (OHI)
- Asperger's
- High Lead Levels
- Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effect (FAE)
- Fragile X Syndrome
- Other (must be approved by your professor)

Your inservice will include the following:

- Rationale for your inservice/topic choice
- Important Content/Information is shared
- Visuals (handouts, Powerpoint,overheads,chart paper) are appropriate for the topic
- Evaluation to be distributed after your presentation to determine what the audience learned and what they still want to learn about your topic; this could be in the form of a questionnaire for each cohort member (all good inservices include with some type of evaluation)
- Presentation delivery is professional and stimulating
- Some type of audience participation before or during your presentation

Comments/suggestions:

Name _____

RD 515: Coordination of K-8 Learning Disability Programs

Rubric for Personal Development Plan for Growth (Response to Intervention-RtI)

(25 % of your grade)

Part 1: Your understanding of RtI (5 points)

You will discuss your understanding of Response to Intervention. What is RtI? What are the three (3) tiers? Why is RtI important? Please use citations in this section to support your understanding of RtI.

Part 2: Two interviews of school personnel (10 points)

You will create 5-7 questions to ask two individuals in your school building. You will interview one administrator (supervisor, principal, district administrator, Reading Specialist and so on) and one support person (Reading Teacher, psychologist, special education teacher and so on). Include your questions and the responses from each person.

Part 3: Your role and goals (5 points)

You will discuss your role in RtI as related to your present position. Include what preparation you will need to do as well as your goals for successful implementation for RtI. If appropriate, use citations.

Overall Presentation (5 points)

You will pay close attention to the following: format of paper, spelling, grammar, punctuation, and clarity of writing.

RLD Comprehensive Experience with Portfolio

Each RLD student will formulate a comprehensive portfolio that demonstrates the attainment of the program goals and how research, reflection, and practice have been contributing elements throughout the course of study toward this master's degree.

Each portfolio will contain five sections as outlined below. Included will be:

1. Introductory Section which focuses on a letter of introduction to the reader of the portfolio. Items to be included are as follows:
 - Teaching background of the student, including past and present teaching positions
 - Strengths of the student
 - Areas needing continued improvement
 - Other pertinent information that the student wishes to share
 - Reflections on professional growth made during the program

The typical length of the letter of introduction is two pages, double-spaced.

2. Instructional Section which includes a total of six (6) artifacts from courses, of which four are required and two will be chosen by the student. Students will align these six artifacts to the Wisconsin Teacher Standards; a narrative (one paragraph) for each artifact and how it aligns to the Wisconsin Teacher Standards is required.

The following are required artifacts:

- Craig Case Study from RD 530
- Assessment report and protocol from Woodcock Reading Mastery Tests-Revised from RD 519
- Practicum K-12 Student Report from RD 509
- Philosophical Stance Paper on writing instruction from RD 558

Students will select two additional artifacts for the instructional section of the portfolio and will align them with the standards as stated above.

3. Professional Development Plan (PDP) Section which includes the following components based on the student's own personal goals:
 - Goal identification-two goals
 - Description of goals
 - Rationale for goals
 - Plan for assessment/documentation of goals
 - Plan to meet goals: Objectives, activities, timeline, and collaboration

The PDP overall should: 1. contain a focus, which is evident; 2. be error-free (mechanically and grammatically); 3. be coherent as a whole.

4. Resume and Letters of Recommendation Section which includes the following:
 - Professional resume
 - Two letters of recommendation stating the student's ability as a teacher/professional educator
5. Case Study Action Research Section which includes your Case Study Action Research abstract only.

6. RLD Comprehensive Experience with Portfolio for

(Please check the items that are included in the portfolio.)

Each portfolio will contain five sections as outlined below. Included will be:

1. _____ **Introductory Section**-Letter of introduction to the reader of the portfolio.
Items to be included are as follows:
_____ Teaching Background (past and present)
_____ Strengths of student
_____ Areas needing improvement
_____ (Optional) Other pertinent information
_____ Reflections on professional growth made during program

2. _____ **Instructional Section**-The following are **required** artifacts:
_____ Craig Case Study from RD 530 and alignment with WI Teacher Standards
_____ Assessment report and protocol from Woodcock Reading Mastery Tests-Revised from RD 519 and alignment with the WI Teacher Standards
_____ Practicum K-12 Student Report from RD 509 and alignment with WI Teacher Standards
_____ Philosophical Stance Paper on writing instruction from RD 558 and alignment with WI Teacher Standards
_____ Artifact choice specified: _____ and alignment with WI Teacher Standards
_____ Artifact choice specified: _____ and alignment with WI Teacher Standards

3. _____ **Professional Development Plan (PDP) Section**-Includes the following components based on the student's own personal goals:
_____ Goal identification-two goals
_____ Description of goals
_____ Rationale for goals
_____ Plan for assessment/documentation of goals

4. _____ **Resume and Letters of Recommendation Section**
_____ Professional resume
_____ Two letters of recommendation

5. _____ **Case Study Action Research Section**
_____ Case Study Action Research abstract only

_____ **Pass (all above areas are included)**

_____ **Pass with condition (one or two items have been omitted; student needs to resubmit portfolio)**

_____ **Fail (portfolio is incomplete)**

