

# Center for Teaching and Learning

Michael D. Eisner College of Education  
California State University, Northridge  
18111 Nordhoff Street  
Northridge, CA 91330-8265

Phone: (818) 677-7494  
Email: [centerl@csun.edu](mailto:centerl@csun.edu)  
Web: [www.csun.edu/education/ctl/](http://www.csun.edu/education/ctl/)

---

## Progress Report on Activities

---

July 1, 2006 - July 1, 2007



# Contents

3	Mission and History
4	Report of the Executive Director
7	Progress Report on Initiative #1
10	Progress Report on Initiative #2
14	Progress Report on Initiative #3
16	Progress Report on Research and Dissemination Activities
19	Appendices

---

## Mission and History

Founded in 2002, the Center for Teaching and Learning at the Michael D. Eisner College of Education, California State University, Northridge (CSUN), serves as an enduring site for educational change and development. It is the mission of the Center for Teaching and Learning to keep CSUN at the forefront of cutting edge innovations in preparing teachers, educational administrators, school counselors, school psychologists, and other school-related personnel.

The Center for Teaching and Learning has an initial charge of exploring the work of Dr. Mel Levine and his organization the *All Kinds of Minds* nonprofit institute, as well as investigating the impact of the institute's *Schools Attuned* professional development and service delivery program on student learning outcomes, teacher knowledge and instructional practices, and systemic school change.

The creation of the Center for Teaching and Learning, as well as the position of Executive Director and The Eisner Chair of Teaching and Learning, was made possible by a generous gift received from The Eisner Foundation in spring 2002. Michael D. Eisner, CEO of The Walt Disney Company, his wife Jane, and their sons Breck, Eric, and Anders, have greatly assisted at-risk children and their families through their numerous contributions to non-profit organizations in the Los Angeles and Orange County areas of Southern California.

## Report of the Executive Director

The Center for Teaching and Learning at the Michael D. Eisner College of Education, California State University, Northridge (CSUN), has continued to embrace and fulfill its mission of exploring innovative programs that impact the preparation of teachers and school related professionals. Center Fellows and Associates have been engaged in efforts to improve the preparation of teachers and school related professionals across the continuum of professional development, tracking implemented changes from admission to our programs to employment out in the schools. A growing list of external and internal innovators has contributed to our knowledge base and continues to transform our ongoing professional preparation efforts at CSUN. And new exploration of transdisciplinary service delivery options and an interprofessional preparation curriculum have become areas of increased focus as the Center responds to increasingly complex learning needs of the surrounding community.

Consistent with previous annual reports, this document offers a review of activities and accomplishments of the Center over the past year. Each section is organized according to the original initiatives specified in the Gift Grant Agreement between The Eisner Foundation and California State University, Northridge, as authorized on March 21, 2002.

Some of the highlights of this report:

- During the 2006-2007 academic year, Center Fellows...
- On the in-service front- included-written by Rick, ...
- Ongoing research and dissemination activities included...

In order to ensure direct and open communication with all strategic partners, the Executive and Assistant Directors participate in ongoing meetings and phone conferences with the Dean of the Michael D. Eisner College of Education, Philip Rusche, the Executive Director of the Etta Israel Center, Michael Held, the CEO of All Kinds of Minds, Mark Grayson, and other notable educators, administrators, physicians, and school related personnel.

As always, we welcome feedback—specifically associated with this report, or generally connected to our long-term efforts. Please address questions, comments, and suggestions using our associated email account at [centerl@csun.edu](mailto:centerl@csun.edu).

**Michael E. Spagna**  
**July 2007**

## Progress Report on Initiative #1:

### Pre-service Preparation

#### Beth Lasky:

I attended one CTL Leadership Meetings. The purpose of this meeting was to enable the faculty to discuss ways of using Schools Attuned in our course content, as well as to share other endeavors of the faculty. I find these CTL meetings very useful and insightful.

I continued to present to my Special Education 400 the lectures I prepared in previous years on Attention as discussed in Levine's book, *All Kinds of Minds*. This time my lecture contained a more complete overview of the controls in the Attention construct. In addition, I had the students try to determine where the characteristics of the traditional view of attention fall in Levine's model. As I have done in previous years, there was a question on the midterm exam, which required the students to compare and contrast Levine's ideas with the traditional view of attention. I also lectured on Higher Order Cognition to the SPED 400 course. I shared the construct with the classes and wrote an exam question for the final.

Most of my time this year has been involved with the organization, presentation and assistance of others in implementing the Strategic Instructional Model (SIM). In June 2006, I wrote an initiative to CTL for Donald Deshler, Ph.D. of the University of Kansas, Center for Research on Teaching, to present to the campus community. The initiative involved long-term goals as well as short-term objectives. I arranged for Dr. Deshler's November 13, 2007 visit, visited each department in the College of Education to explain the initiative, wrote letters inviting faculty, conducted follow-up training of the "Course Organizer Routine" on November 14, 2007, and continued to organize and coordinate implementation meetings throughout the Spring 2007 semester. In addition, I trained additional faculty in the Course Organizer Routine on May 16, 2007 and other faculty in the Unit Organizer on April 17, 2007. I have also conducted an overview of SIM for one local high school.

#### Wilda Laija-Rodriguez:

1. Follow up with the instruction of EPC 611 - met
2. Reviewed and reorganized EPC 611 – met
3. Include Mel Levine's concept in EPC 315 – met
4. Review how we can incorporate neuropsychological assessment (or a model of) in EPC 611 so that we can later offer this in through the Berke Assessment Library as part of the Transdisciplinary model – will work on Summer of 2007

## Shari Tarver-Behring

### Representative on the College of Education TLC Consortium To Develop Transdisciplinary Curriculum

The TLC Consortium, which consists of faculty representatives from departments and directors of COE programs in the College of Education, met weekly for the academic year to develop a transdisciplinary model of curriculum and training across departments and programs. The committee planned and implemented three joint transdisciplinary curriculum classes across Elementary, Special Education, and Educational Psychology and Counseling Departments in the Spring semester 2007. The curricula included course activities, assignments, and evaluation. I was the EPC department representative at the CTL College Consortium Meetings. I redesigned and implemented curriculum for EPC 659B to include transdisciplinary classes, regular class discussion, and course assignments for School Counseling students to participate in the transdisciplinary joint class module. I also lead group activities during the transdisciplinary classes.

## Ellen Schneiderman

### activities related to preservice training:

1. participation in ongoing training & discussion related to *Course Organizer* and *Unit Organizer* with Beth Lasky
2. **developed *Course Organizer* for SPED 561D and SPED 565 (in conjunction with Rachel Friedman-Narr) \*course organizer is attached**
3. Introduced the *Course Organizer* with students in SPED 561D/565 along with periodic review & discussion (in conjunction with Rachel Friedman-Narr)
4. student evaluation and analysis of the use of *Course Organizer* (in conjunction with Rachel Friedman-Narr) \*summary of data is attached
5. review various strategies of Deschler to determine those most appropriate for use with my fall SPED 560 class.

## **Progress Report on Initiative #2:**

### **In-service Preparation**

#### **In- Service Preparation**

The Regional Training Initiative involves supporting and expanding the efforts of the local Schools Attuned Professional Development Provider ( hereafter SAPDP), directed by Richard Goldman, Assistant Director of the Center for Teaching and Learning, The SAPDP is affiliated with Etta Israel Center. During the 2006-2007 school year, the CTL continued its commitment of funding and supporting teachers, administration and school related personnel in Southern California. As of 2007, Etta Israel has trained approximately 2700 professionals in the School Attuned Professional Development program.

#### **In- Service Training**

During the summer of 2007, Etta Israel trained approximately 130 public school professionals. A total of 49 were directly funded through the CTL ( 37%) . Of these 54 professionals, 40 were from public schools benefiting from our second grant from the Washington Mutual Teaching for Success Project. The schools represented were Amelia Earhart High School, Emelita Elementary School, Lockhurst Elementary School, Milliken Middle School, Our Community School, Pacioma Charter School and Vaughn Next Century Learning Center. These schools represent a cross section of elementary, middle and high schools. In addition, 2 charter schools are included in this group. Nine professionals were trained from the CHIME ( Community Honoring Inclusive Model Education ) Charter Elementary and Middle Schools. At this point approximately 90% of the CHIME teachers have participated in the Schools Attuned professional development program. In addition to these public school professionals, 5 additional CSUN faculty participated in the training. For the 2007 sessions, the faculty represented were student teaching supervisors working with Steve Holle in Elementary Education.

It is important to note the depth of implementation by the CHIME Charter School. Center Fellow, Dr. Wendy Murawski continued to serve as a liaison between the CTL and the CHIME Institute. Dr. Murawski has several roles at CHIME:

- Chair of CHIME Elementary Enrichment- She chaired enrichment meetings and facilitated ways to meet the needs of students who are gifted or high achieving in **inclusive classrooms**. She also helped identify the strengths of all children in the classroom. CHIME routinely collects Student Profile information on all its students. This is collected from teachers, students and parents. This information assists the teachers in developing management plans and developing appropriate strategies and accommodations. The information can also be used for eligibility criteria for the Gifted identification process.

- Dr. Murawski continued to support the CHIME faculty through in- service presentations on co-teaching and collaboration.
- She also served as Meeting coordinator. There were 2 meetings during the school year with professionals from CHIME Elementary and Middle Schools,. Attending the meetings were administrators from both schools, the executive director of CHIME, the Schools Attuned mentor, and Richard Goldman and Michael Spagna from the CTL. These meetings were a critical mechanism for communicating and discussing the activities of CHIME and how these activities fit into the overall goals of the CTL. Dr. Murawski coordinated the documenting of all activities related to work with the CTL as well as the determination of research needs.

### **Local Activities: Collaboration between Center Fellows and Schools Attuned Mentors**

Center Fellows continue to be involved in the In -Service efforts of the CTL, primarily through professional collaboration with the Schools Attuned Mentors. The mentoring model includes collaborative idea sharing meetings every 2 months. These meetings are directed by Richard Goldman. Mentors are updated on information and most importantly a sharing takes place about activities and trends at the participating schools. Several CTL Fellows attended each meeting between September 2006 and June 2007.

During the year, CTL Fellows Drs. Beth Lasky, James Cunningham, Virginia Kennedy and Steve Holle continued to participate and contribute to these bi-monthly mentor meetings. Besides being informative, they offered valuable insights relating to curriculum, professional development and research. These meetings allowed the Fellows the opportunity to understand the challenges and successes of these school based mentors in their implementation of Schools Attuned at the schools. Every meeting included updates on the West Ed Research Studies and others investigating the impact of Schools Attuned on student, teacher and school outcomes..

Besides interacting with the Fellows, Steve Holle, Elementary Education Student Teaching Coordinator, worked with local schools in a variety of ways, Mr. Holle participated in mentor meetings at Vaughn Next Century Learning Center and Pacioma Elementary School. He also facilitated awareness sessions and met with faculty at Coldwater Elementary School, Ligget Elementary, and Jack London High school.. In addition, Mr. Holle and Richard Goldman presented to the San Fernando Valley Phi Delta Kappa Chapter which included administrators from public schools in District 1 and 2.

Center Fellows in association with Schools Attuned mentors, attended the follow up practicum component of Schools Attuned. These sessions helped participants deepen their content knowledge of Schools Attuned and helped them gain a better understanding of the Schools Attuned philosophy and methodology in an applied manner. Several of the student teaching supervisors working with Mr. Holle attended these sessions and reported the content was extremely valuable.

For the second year, Center Fellows participated in an all Kinds of Minds Learning Fair at a local school. The Fellows who attended this event reported that it was a valuable experience. Children demonstrated the various neurodevelopmental constructs to those in attendance. This was a unique opportunity for Faculty to observe and participate in this student/parent collaboration.

### **Collaboration between Center Fellows and AKOM Staff**

Ongoing collaboration is occurring with AKOM on the maintenance of a correspondence database, coordinated by Dr. Adele Gottfried. This database tracks incoming research inquiries at AKOM that are then in turn referred

to the CTL for feedback and possible guidance. This continued to provide a consistent means of research feedback and follow up on national efforts involving Schools Attuned as well as the application of the neurodevelopmental framework across a variety of professional preparation venues.

During the 2006-2007 school year, a Scholar Network was formed. This is a partnership between AKOM and CTL Fellows. The goal is to create an active network of academic and research professionals who are engaged around a neurodevelopmental approach to education. In addition, a group objective is to leverage the findings of researchers in the fields of education, psychology and medicine to expand the knowledge base for a neurodevelopmental framework. Several Fellows including, Drs. Adele Gottfried, James Cunningham, Judy Lombardi, and Virginia Kennedy were the initial faculty that agreed to participate in this venture. In the initial phone conference meeting and collaboration, the network reviewed and gave feedback for the AKOM revision of the Table of Neurodevelopmental Constructs, now called the Core Version. The Core Version is a chart and model of the 8 Neurodevelopmental Constructs and distinguishes neurodevelopmental functions from academic or learned skills, The Scholar Network provided feedback into terminology, definitions and organization of the document. The group saw this a valuable beginning activity.

## Progress Report on Initiative #3: Pupil Assessment

Shari Tarver Behring

### 1) Plan and Implement Transdisciplinary Model in New Facility

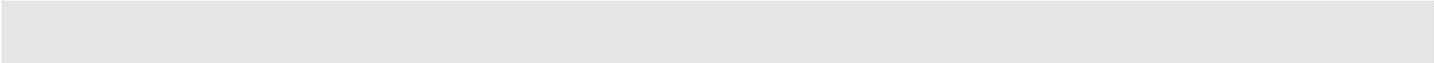
The TLC Directors Committee, which consists of faculty and staff from various departments with programs in the College of Education TLC Center, met weekly for the academic year to work on the new facility to reflect a transdisciplinary model of training and services across programs. In gathering information and coordinating this effort, the committee also met with College of Education administration and various university facility planners. The objectives of the new facility plan are to: unite the programs physically; create a warm, supportive sense of place for families and individuals served, especially as reflected in the lobby design; consolidate administrative workspace as a way to support learning to work together; share demonstration rooms with flexible, functional space for program curriculum and services; share an assessment library meant for faculty, students, and families. The remodel was completed in August 2006, and the TLC Center began operating as a transdisciplinary service model in the new facility in the Fall 2006 academic year. I co-lead and participated in weekly TLC Center Directors meetings to discuss facility and staff issues. I contacted representatives from campus police, the art department, and the credentials office to coordinate facility issues and needs. I participated on a selection committee for hiring the TLC receptionist. I also mentored EPC faculty joining TLC Center team this year (Michael Laurent and Wilda Lajja Rodriguiz). Finally, this committee continued discussions on the design and implementation of transdisciplinary services in this facility.

### 2) Presentations on the Transdisciplinary module to community

I chaired a presentation entitled *Towards a transdisciplinary approach* at the Family Focus and Empowerment Conference 3<sup>rd</sup> Annual Family and Educator Conference in Northridge, CA, with other TLC Directors in October 2006. My involvement included completing a conference application, preparation, and presentation to teachers and parents about our transdisciplinary programs and model of services. I also made a transdisciplinary model presentation to parents and teachers on *Effective Collaboration* at the Santa Clarita Valley SELPA Winter Academy in Santa Clarita, CA in March 2007.

### 3) Donor, College of Education, and Community Open Houses

I co-coordinated the TLC Center Community Open House in April 2007. I also participated in Donor's and in College of Education TLC Open Houses in January and February 2007.



**Ellen Schneiderman**

activities related to community outreach and inter-departmental collaboration:

provided feedback regarding conceptualization and design, and engaged in brainstorming sessions with Rachel Friedman-Narr, Ivor Weiner, and Larry Fleischer related to offering programs/services through FFRC to families with DHH infants/toddlers

(May 16, 2007 & June 13, 2007)

## Progress Report on Research and Dissemination Activities

### Adele Gottfried

1. Continue the bibliography resource--update and support. Hire a new student assistant in Fall 07 to replace Marylou Herrera.
2. Establish the CTL as a cutting edge research facility with the mission of advancing knowledge regarding excellence in learning and teaching. This is to be interpreted widely including Schools Attuned and research areas of the Fellows, Associates, and affiliated grad students.
3. My role will expand to include review of research materials that benefit the CTL and share such materials with Directors, Fellows, Associates, and other appropriate parties. This will include attendance at such conferences as AERA. CTL should be able to support such professional trips. Criteria will be developed to review other Fellow requests for support to professional meetings, or research needs in particular.
3. Encourage use of the CTL as an affiliation for Fellows when presenting at professional conferences and for publications.
4. Encourage research liaison with schools such as Chime Charter School and perhaps schools in districts in which teachers have been trained in Schools Attuned. Encourage faculty and student projects in such areas. Chime was seen as a particularly close match to CTL interests since all teachers are trained in Schools Attuned and it is an inclusive school.

In addition to these initiatives, I have read the two pieces you referred to me. About the Wested report, my comments reflect their own on p. 2 that "...additional research should be conducted to examine the links between implementation and outcomes." You and I have spoken before of the need to show the effect of Schools Attuned on child outcome, and this is still a need in the field. Their findings on the need to individualize the implementation on Schools Attuned is exceptionally important. The question is, how can this be disseminated to the schools sensitively without jeopardizing our relationship with AKOM and the local centers?

Secondly, I read the article on Lesson Research and found it very interesting. I think it would be necessary to establish a group of researchers in the COE and CTL to further explore how local and general proof research can be implemented. I also thought that the article divided these 2 as if they can't be integrated into one research project and wondered if there could be a way to do both local lesson research and combine it with some general proof methodology. My ideas on researchers would be Jim Cunningham, Bev Cabello, Pete Goldschmidt, and any other researchers you think appropriate. In addition, you might want to consider including one rep from each COE dept, and also including a school rep from a school such as Chime Charter School.

I am very pleased to be part of the leadership regarding the research initiatives of CTL and look forward to my continued participation with you and all the faculty and staff. I will be out of the country from 6-18 to 7-6, jury duty from 7-9 to 7-13, and out of town from 8-1 to 8-6, as well as presenting at APA from 8-17 to 8-20. However, if you would like to discuss developing these initiatives over the summer so that we can get them going in the Fall I would be happy to do so either by email or perhaps if we are both available at the same time we could meet.

About my activities over the past year, they have included: 1. Developing and maintaining the bibliography data base, responding to requests for research support by students and individuals referred by AKOM from all over the country; 2. writing a mission statement for the bibliography to define our role to those asking for support; collaborating with CTL Fellows about this mission statement; 3. Attending professional meetings-- e.g., Don Deshler and followup with Don.  
4. Meeting with the Fellows to discuss research initiatives and orient them to the bibliography website.  
5. Asked for Fellow input to the website and update of Fellow and Associate professional and research interest statement; 6. Supervised student assistant; 7. Exploratory meeting with CTL Directors and Fellows about developing research initiatives.