

# Center for Teaching and Learning

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## Progress Report on Activities

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## 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.

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## **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 2007-2008 academic year, Center Fellows...

## Progress Report on Initiative #1:

### Pre-service Preparation

#### **Shari Tarver Behring - Representative on the College of Education TLC Consortium To Develop Transdisciplinary Curriculum**

The TLC Consortium met bimonthly for the academic year to continue development of a transdisciplinary model of curriculum and training across departments and programs in Elementary, Special Education, Secondary Education, Educational Leadership, and Educational Psychology and Counseling Departments. I was the EPC department representative at the CTL College Consortium Meetings. In particular, we worked on the development of a film and a website/technology to educate students about transdisciplinary curricula, and consulted with experts of the transdisciplinary model. Apart from these meetings, I also redesigned and implemented curriculum for two courses within my EPC department, which were EPC 659B (school counseling communication skills) and EPC 680 (school psychology multicultural school consultation), to include transdisciplinary readings, class discussion, and course assignments in order to introduce EPC students to the transdisciplinary model. I also presented the model to all first year students in the School Counseling Program in a multi-class presentation.

#### **Evaluation of Transdisciplinary Curriculum in EPC Courses**

I collected evaluation data from the students in the School Counseling and the School Psychology Programs who were in my classes and participated in the transdisciplinary curriculum implemented courses EPC 659B and 680 in Spring 2008. The data included an evaluation on the transdisciplinary model as it relates to their professional practice. I also encouraged future involvement from these students in transdisciplinary curriculum activities.

#### **2) Sabbatical Award for Academic Year 2008-9 to write an article about the transdisciplinary model-year, well, at least that was my plan**

#### **Beth Lasky - Teacher Education**

I attended CTL Leadership and Affinity Meetings. The purpose of these meeting was to enable the faculty to discuss ways of using Schools Attuned and other special professional development interests 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 lectures 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). I trained teachers at Westmark, Canoga Park High School and Northridge Academy High School in several routines. In addition, I wrote a proposal to establish a professional relationship between CTL and CRL. This led to a discussion with Patty Granger and the establishment of a list serve of email addressees of IHE users of SIM. In addition, I wrote a proposal and had many meetings about offering SIM workshops through Extended Learning. This is an ongoing goal I am continuing to pursue. Finally, I began making contact with other offices within LAUSD. For example, I sent emails to the Small Learning Communities Office and the BTSA Office to develop training programs for their teachers.

Another area that I spent considerable time on was planning the NAHS retreat during the Spring semester. I went to many planning meetings and spent much time modifying the Course Organizer for NAHS. In addition I attended the 2-day retreat, leading one session.

## **Judy Lombardi**

I continue to integrate Dr. Levine's neurodevelopmental constructs into my 500-level teaching, and in spring 2008, I invited Erin Studer, Schools Attuned facilitator, to present in my SED625ESL Theory and Research of ESL class. This class is for the new masters joint induction program for secondary candidates at CSUN and is comprised of all teachers on the job, who are working on the Clear credential. Erin presented the key concepts of Dr. Levine's work and provided practical applications to English language learners in the classroom. After the presentation, students discussed and wrote a summary of how they would use the ideas in their own classrooms; the response was overwhelmingly positive. These on-the-job teachers saw the value in understanding learners' needs from a neurodevelopmental perspective.

In my SED521 secondary literacy class, I continue to provide a mini-workshop on Levine's key ideas, resources, and applications to the classroom. This presentation is part of the state-approved curriculum for that course, which also includes brain-based learning and learning styles from other theorists and perspectives. Levine's work gives prospective teachers a nontraditional way to look at how students learn, and how teaching practices can be changed or modified to reach the range of diverse learners.

I also continue to work with Michele Robinson at All Kinds of Minds to build the secondary knowledge base for Schools Attuned. This approach rose partially out of my own Schools Attuned training in 2004, when I noticed that several secondary participants were requesting secondary applications and materials. Michele and I have consulted by phone, email, and video conference, and I have recently furnished her with the link to an article I've written on brain-based research and English language learners in the May/June 2008 issue of *The Clearing House*:  
<http://heldref.metapress.com/media/b220d67ckp4juwa1agdh/contributions/y/m/0/w/ym0w4g502uq1841h.pdf>.

**Steve Holle** Incorporated into my Student Teaching Seminar classes during the summer, fall, and spring, students have read and discussed the principles, strategies, and techniques of the five Educational Innovators. For example, in the first semester class, students were assigned to read *Celebrate Strengths, Nurture Affinities: A Conversation with Mel Levine* by Marge Scherer from a September, 2006, Educational Leadership article. The students were to record their impressions

on a graphic organizer (circle map) and bring to class for discussion. All these materials are available on my website: [www.csun.edu/coe/eed/holle](http://www.csun.edu/coe/eed/holle) This activity is designed to get these teacher candidates thinking about what children are capable of accomplishing rather than focusing on their weaknesses. It was fascinating to witness the enlightenment as began to readjust their perspective. Following this activity, the students take the Initial Profile Sheet, from the Schools Attuned (SA) website, into their student teaching assignment. Here they observe a student, complete the sheet, and then share with their Supervising Teacher. This is designed to heighten their awareness of a child's individual needs and possible strategies.

My second semester students read *Recognizing Neglected Strengths* by Robert J. Sternberg and *An Indian Fathers' Plea* by Robert Lake. They used a double bubble map to compare and contrast the two and we discussed their findings in class. As these students enter their respective classrooms, they are now more sensitive to looking for pupil strengths and making instructional accommodations to better serve the diversity of learners for which they are responsible. Additionally, my PowerPoint of *All Kinds of Minds* is presented and reviewed for comprehension. Students identify a particular construct, which is meaningful to them, as we continue to explore Mel Levine. I present a quick lesson and students identify which constructs are necessary to successfully complete this activity. Following this, students bring in a lesson of their own. Working in cooperative groups, the students begin to assess the neurodevelopmental demands required for their lesson. We discuss how they will prepare and modify their lessons during fieldwork to accommodate particular learners. I continue to present the Oprah Winfrey video with Mel Levine. I believe this to be a powerful, broad stroke presentation of the basics of AKOM and SA. Students consistently nod their heads in approval of Mel Levine's philosophy as they watch the video. Comments such as, "Why didn't we get this sooner?" or "This should be in every education class." are typical.

As far as the other four innovators, students working in randomly selected groups, research a particular innovator. They then present their innovator to the rest of the class in a 15-minute presentation format of their choice. I recorded these presentations and have provided them to CTL.

**Carrie Rothstein Fisch** - Children of immigrant families account for nearly 25% of children in the United States. They are the fastest growing part of our population and are spawning changes in notions of race, culture, and ethnicity. (Hernandez, Denton, & Macartney, 2008; Spring, 200 2008). California and Los Angeles in particular, are recognized as points of entry for many new immigrants. Thus the issues for immigrant children are especially important for teachers and other educators in the greater Los Angeles Area.

The framework of individualism and collectivism has proven to be very useful in understanding the cultural values of many new immigrants and of the mainstream culture as well (Raeff, Greenfield, & Quiroz, 2000; Rothstein-Fisch & Trumbull, 2008). The Bridging Cultures Project (Trumbull, Diaz-Mesa, Hasan, & Rothstein-Fisch, 2001) uses the framework to help educators understand the cultural conflicts that can occur in educational settings. As a Center for Teaching and Learning Project, we are widening the research foundation that has demonstrated the usefulness of the individualism- collectivism framework for classroom practices such as communication with families, learning in the content areas, motivation and rewards, assessment and grading, and classroom management. (Rothstein-Fisch & Trumbull, 2008).

The long term goals for the Bridging Cultures Project Team included:

1. Building a collaborative team to develop and implement ways to promote cross-cultural understanding into teacher education and other related CSUN programs using the framework of individualism and collectivism
2. Assessing and evaluating the ways that professors and their students use the framework, documenting self-awareness, learning and teaching strategies.
3. Developing a book based on the experiences of faculty and students

The short term goals accomplished for spring included meeting with center personnel to plan and recruit the Bridging Cultures Project team through two orientation meetings (March 11 and 26). Personal contacts with faculty to clarify the Project and promote interest also occurred. The introductory meetings were well attended: 13 faculty, 6 staff, and 4 students attended in all. Follow up meetings with Center staff continued during the spring semester.

In the summer, preparations have been (and continue to be) made for the retreat on August 19. Summer readings have been obtained: several books, book chapters, and articles that demonstrate the utility of the individualism-collectivism framework. Meeting with faculty, sending correspondences, and planning the logistics of the meeting – from room arrangements to food – keeps the project moving forward during the summer. The general plan of the retreat is to begin long-range planning and goal setting based on faculty interest.

### **Renee Berg - EPC 315**

**In Class Activities:** The activities I utilize in the presentation of course materials is to give a learner/child's eye view of the learning process. Creative, hands on activities not only teach content that includes learners of all dimensions (Mel Levine), they promote a sense of positive community & promote building positive mindset in learners (Robert Brooks & Rick Lavoie). I model teaching behaviors, mindset, & philosophy in every part of my teaching. I believe that it is important to be mindful that, "Your actions speak so loudly, I cannot hear your words" (Emerson). Modeling is also an excellent strategy to teach Barrie Bennet's work. In class work involves small & large group activities, cooperative & collaborative projects, debate, & when appropriate role playing activities. In the words of Bev Bos, "Experience is not the best teacher, it is the only teacher". I believe that t=infusing play into curriculum promotes positive attention. Fredrich Froebel, the inventor of Kindergarten said, "Play is the work of children"; I believe that, for optimal learning, all people need to be a childlike as possible for maximum engagement in course content.

#### **Assignments:**

The **Community Resource Notebook** informs preservice teachers of the resources in the community available for them & for their students. In this way the teacher can use these resources to build a powerful alliance with families, which will educate & foster positive mindset for the entire school community. (Brooks, Lavoie)

The **Educational Philosophy** assignment is an opportunity for the preservice teacher to consider the concepts & ideas from the text, discussions, supplemental readings, & in class experiences to synthesize a positive identity as an educator, which can be the foundation for a positive mindset. (Brooks, Lavoie).

The **Professional Portfolio** helps a future teacher begin to compile materials in an attractive, organized presentation. The intention is to provide future teachers with a tool to acquire employment, as well as teaching organizational skills. (Deschler) This also includes a copy of a classroom management plan, which is developed in three drafts (two are evaluated) which reflects the work of all of the Center's innovators.

The **Gratitude Journal** activity allows the students to become aware that they have control over their mindset & that the quality of their mindset has an impact upon their overall perspective on a daily basis. (Brooks).

### **Alan Goodwin, Ph.D. and Corinne W. Barker, Ph.D.**

Center Fellows Drs. Corinne Barker and Alan Goodwin designed a project that would address the psychological challenges of teaching that are not typically included in teacher training. These challenges emerge as an expected aspect of teaching students possessing diverse abilities and learning styles. Despite the prevalence of psychological/emotional obstacles, they are frequently not acknowledged. As a consequence, the efforts of both the learner and the teacher are burdened and achievement is often diminished. This contributes to teacher burn-out, student fatigue, and disruption of the educational process.

As California Licensed Psychologists working in an institution of learning, these Fellows have familiarity with the emotional processes and psychological challenges related to teaching and learning. Over the course of the year, after consulting with campus professionals involved in training student teachers a presentation was made to a seminar class that incorporated: a) answers to preview questions and, b) themes that emerged from "Teacher Stories" written by the students prior to the presentation.

Subsequent meetings and discussions with the course instructor (Dr. Robin Mlynarik) and the campus Coordinator of Student Teaching (Dr. Stephen Holle) addressed student feedback and suggestions that emerged from the pilot presentation. In response to this initial step, future plans to proceed further with the project were created.

These include: small group seminars with facilitators; creation of e-newsletter or actual newsletter (with contributions from school principals, teacher stories, anonymous requests for assistance, relevant articles, resources, etc.); monitoring/administering of blog; telephone support for teachers; Focus Groups; utilization of the "Teacher Story" exercise with students in pre-service seminars; and pre- and post-exercise lectures to seminar students regarding Teacher Stories. In addition, the "Teacher Story" exercise and other interventions will be further developed with follow-up research that includes data collection from previous participants that measures job satisfaction and performance.

Drs. Goodwin and Barker have designed the project in an congruence with CTL Initiative #1: Pre-Service Training.

## **Wilda Laija-Rodriguez**

### **Pre-Service:**

During this past year I taught the EPC 315: Educational Psychology class in the Spring and incorporated many of Mel Levine's constructs (see Attached Syllabus Appendix A). I also followed up with the instruction of EPC 611: Seminar in Educational Psychology, which also incorporated many of Mel Levine's constructs into neuropsychological/ neurodevelopmental assessment and intervention. I will also teach this class this summer 2008 (see Appendix B).

1. Include Mel Levine's concept in EPC 315 – met
2. 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 – met
3. Instruct EPC 611 during summer 2007 – met

I continued to be the director for the Berke Assessment Library in the Spring 2008. I participated in the bi-monthly director's meetings to discuss issues regarding TLCC facility and functions. As part of my role, I have monitored the Berke Assessment Library's activities. I am in the process of evaluating the need for assessment tools and protocols and arranging to purchase some of them by July 1<sup>st</sup>. In addition, I have tried to incorporate school psychological services to the transdisciplinary model at the TLCC.

I also recruited school psychology students to further the goal of working from a "transdisciplinary" model at the TLCC. In an attempt to incorporate school psychological services in the Berke Assessment Library/MFCC, as part of the transdisciplinary model, I have continued to converse with Ivor Wiener, Sue Sears, and Nancy Prosenjak, Donna Pioli to let them know how our school psychology students can assist them in providing services through their programs. I also recruited a third year school psychology students to become an intern at the TLCC for the next academic year.

1. Restart work with the TLCC group in the Spring 2008– met
2. Recruit school psychology intern to provide psycho-educational services within the

- transdisciplinary working model at the TLCC. – met
3. Recruit students to be involved in the TLCC – met (but continuous)
  4. Incorporate assessment through the Berke Assessment Library – in progress
  5. Provide coordination to the Berke Assessment Library - continuous

## Virginia Kennedy

### Initiative #1 Pre-Service

1. As a result of participating in the Affinity Group dedicated to the work of Dr. Mel Levine and the broader area of understanding neurodevelopment and its implications for children's learning, I have deepened and expanded the course content and assignments in my courses.

In addition to reading/discussion material that had been included in SPED 509: Introduction to Assessment in previous years, e.g., "Understanding Attention" from "Misunderstood Minds", I added material on assessment from the AKOM website, and developed a note-taking guide that focused on assessment for the video, "Attention".

For SPED 628: Induction and Support, the first course in the Education Specialist Professional Clear (Level II) credential program, I tied the Level II Standard 19 on Curriculum and Instruction to neurodevelopmental understanding with a reading and online discussion assignment based on material on the AKOM website and the presentation of the introductory video, "Developing Minds: Introduction for Teachers".

Some sample student postings on this assignment:

From: Elementary Special Education Teacher

III. Neurodevelopmental Issues. All Kinds of Minds [www.allkindsofminds.org/](http://www.allkindsofminds.org/)

1. Your Memory about Memories activity would be a great activity to do with even my very young learners. This activity help students activate and become aware of their working memory. In activity, students have to grab objects from a box and a basket and remember details of that object. The students then have to orally or in writing describe what they remember. This is a wonderful activity because the discussion following makes students aware that they have a have a working memory. Being aware of one's working memory is the first step in learning how to best utilize one's memory.
2. The buddy system. All Kinds of Minds suggests that students be paired up. The members of the pair teams are responsible for one another. They help each other remember what the one member can't. This is a good strategy because I have students who have difficulty remembering information. With a peer buddy, a friend is available to help a student recall pertinent information.
3. The Bypass strategy may be an effective strategy for students in my class. This strategy teaches students how to work around their weakness. First, a learning profile is created with the input of parents, teachers, clinicians and other service providers. This profile includes information on what may hinder or interfere with student's progress. Then, a system of demystification is developed. This system teaches to all students that everyone is different, and consequently all people learn in different ways. As a result, students are able to see their strengths and weakness and therefore recognize other's abilities rather than their inabilities. Last, collaboration occurs to help the student experiences success in the classroom. The bypass strategy may be one that may work for my students because they are able to recognize their abilities as well as their challenges and meet those challenges head on as they continue through their academic careers.
4. Self-monitoring is a great strategy to teach to students. Students who know when they are not paying attention can get themselves back on track. Simply having the awareness is the first step in monitoring. This strategy is effective, because the student will know, through self monitoring; that he/she is not attending to what it is he/she should be attending to. Consequently, the student is able to independently take steps to attend.

5. Checklists would be useful strategy. This way students know exactly what to do next. Checklists could be useful for directions, for things to do, and can be used in a number of different ways. As my students are so young, my lists would have to be visual. This would be an effective tool, as students would be able to independently navigate through the day. It would be easier for me as I would not have to verbally repeat directions as often.

From: High School Special Education Teacher

III. Neurodevelopmental Issues:

What are some All Kinds of Minds (Dr. Mel Levine) strategies that might work for your students?  
[www.allkindsofminds.org/](http://www.allkindsofminds.org/)

It took me a while to get to the meat of this web page. I had a hard time sorting out the advertisement from the information.

I enjoyed the dual work of Jarvis Clutch and Dr. Levine. The Featured book: *Jarvis Clutch - Social Spy* proposed the idea of a student given a task to socially investigate the school was a neat idea and one that allows self-reflection from an outside perspective, something my students have a difficult time with. I would like to give similar assignments to some of my socially challenged students. Although the article on the page was not specific, I can think of some simple tools (for example: behavior checklists) that would allow my students to quickly categorize and count behaviors (positive and negative). I also found the list: *Ten Pieces of Social Advice from Jarvis Clutch That No One Ever Asked For* interesting. This list could be used as part of a lesson plan about school citizenship and tolerance.

The lesson plan, *Your Memory About Memories* was a nice strategy to help improve student awareness of their ability to store memories and why it is important to try strategies to help improve memory retention. I have found that students are often resistant to trying metacognitive tasks in class. They often complain that they don't see what it has to do with learning- how ironic. Fun activities that increase their interest and involvement in "thinking about thinking" are a way to encourage them to participate.

Finally, I found the "Learning Base" section. Wow! What a great tool! I love the way this section breaks down learning into discrete skill areas that remind readers of the necessary subskills required to master a skill, the most common obstacles that students face when learning these subskills, and then gifts us with a list of tips to help struggling learners at all levels of development. It's all so easy to access and quick to scan; if I were still teaching, I'd use this to plan my lessons everyday. It's its own set of standards!

2. My participation as a university faculty member in the CTL University/School Based Leadership meetings afforded me the opportunity to learn about the many activities that other affinity groups were conducting. This led to my extending an invitation to Dr. Beth Lasky to speak in SPED 509: Introduction to Assessment during the Spring, 2008 semester about the philosophy and specific approaches used by Dr. Levine.

3. My participation in Dr. Carrie Rothstein-Fisch's introduction to her work, "Bridging Cultures" provided valuable ideas that I will be incorporating into my courses for candidates in the special education teaching credentials and graduate program. I look forward to enriching my course content and experiences regarding diverse learners, and to aligning the approach and outcomes of "Bridging Cultures" with our California standards for preparing teachers to work with English learners.

4. My research and curriculum development project on preparing teachers to teach students with autism spectrum disorders will inform my course content in all of my courses. The dissemination activities are intended to inform and enrich the teaching of interested faculty in the College of Education as well.

## Progress Report on Initiative #2:

### In-service Preparation

The local Professional Development Provider, Etta Israel Center, discontinued its role in October 2007. Because of economic realities, Etta Israel no longer delivered the Schools Attuned Professional Development. However, as a commitment to the schools trained in the summer of 2007, the organization continued mentoring the schools funded as part of the Washington Mutual Teaching for Success Project. Shmuel Schwarzmer continues as an employee at Etta Israel with his total focus on providing follow up and continuity to schools who previously received Schools Attuned. He mentored, coached and gave follow up support to the following schools: Emelita, Amelia Earhart, Milliken Middle School, Vaughn Next Century Century Learning Center, Lockhurst, and Our Community School.. In addition, Dorothy Ungerleider continued mentoring at Lorne Elementary School.

At CHIME, 90% of the faculty participated in the Schools Attuned program and the depth of implementation at CHIME is impressive, Dr. Wendy Murawski, CTL Fellow, serves as liaison between the CTL and the CHIME Institute and does the following. She supports the CHIME faculty through in-service presentations on a variety of topics, most notably co-teaching and collaboration. She also coordinates a meeting every semester with representatives from CHIME and CSUN. These meetings provided a communication mechanism for reviewing and discussing the multiple activities at CHIME and how these activities converge with the goals of the CTL. Dr. Murawski also documented all activities related to the CTL, and began to determine research needs.

#### Local Activities

Besides his work with other CTL Fellows, Steve Holle continued as a mentor at Pacoima Charter School, and provided support as well as articles and practical materials for their staff. Mr. Holle began to collaborate on a group project called T-Care focusing on supporting newly credentialed teachers as they embark on their educational careers. The project is in its beginning stages and the goal is to create a Fall 2008 and Spring 2009 newsletter that will set the path for providing direction, focus and assistance for these new public school teachers. In addition, the CSUN Partnership schools has provided an avenue for additional professional development and Mr. Holle has presented at Liggett, Langdon and Ranchito Elementary Schools.

The Center for Teaching for several years has extended its work and focus beyond Neurodevelopment. When Schools Attuned was discontinued, the CTL Leadership formed innovation groups consisting of School Based and University Based Professional Development Leaders to study educational innovations and the work of innovators. The school based professionals consisted of former mentors from the Schools Attuned program and provided a way for these talented professionals to remain involved. The University Based professionals consists of CTL Fellows who have an interest in these innovations.

As the liaison, Kathy Coleman provided the coordination and leadership of these Innovation groups. The groups were a balance of school and university personnel, mixing the strengths and expertise of all the participants. At this stage, the groups are focusing on the work of Dr. Barrie Bennett - Instructional Intelligence, Dr. Robert Brooks- Mindsets/Resilience, Dr. Donald Deshler- Content Enhancement, Richard Lavoie- Motivation, Dr. Mel Levine- Neurodevelopment. The plan remains to study and become familiar with the innovations this year and in Subsequent years use this knowledge to implement the material in pre service and In service settings, in addition to possible research and publication opportunities

The access to the innovators is a major advantage and the Innovation groups are very enthusiastic about this opportunity. To accomplish our goals, the innovation groups meet in small groups and then the entire faculty of school and university based PD Leaders meet as a large group to discuss common themes, convergence and how all these innovations can be coordinated in a meaningful manner. Our ultimate goal is the development and preparation of highly effective teachers and the "Innovation Group Project" should be an effective avenue to reach this goal.

## 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 bimonthly for the academic year to develop a transdisciplinary model of training and services across programs in the TLC. I participated in the TLC Center Directors meetings to discuss program, facility, and staff issues. I was also the interim representative for the assessment library in Fall 2007 while the director was on sabbatical. In addition, I mentored EPC faculty joining TLC Center team in the last year (Michael Laurent and Wilda Laija Rodriguiz).

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

I made a presentation to parents and teachers on *Transitioning Your Child* at the CHIME Charter Elementary School in April 2007 that included a discussion of transdisciplinary services and referral information to the TLC Center.

#### **3) Donor Presentation**

I participated in the TLC Center donor presentation in Spring 2007.

**Beth Lasky** - I prepared and lectured on Neurodevelopmental Assessment to Virginia Kennedy's SPED 509 course during the Spring 2008 semester.

**Steve Holle** As students complete their student teaching and apply for their teaching credential, they must prepare an Individual Induction Plan (IIP), which they carry with them and clear during their first two years of instruction through a Beginning Teacher Support and Assessment (BTSA) provider. Several students have highlighted their exposure to AKOM and cited their further implementation of these strategies as a future goal for achievement. One particular student had an opportunity to actually attune a student, with the guidance of his SA trained mentor teacher at Lorne Elementary. He included this as an artifact in his portfolio. During student teaching, I have witnessed a few students practicing their SA techniques in the classroom. This has worked well with mentor teachers who have participated in the SA training and are currently implementing on their own. I don't believe it would be appropriate for a student teacher to introduce or force these concepts or techniques into a class without the understanding and support of their Cooperating Teacher.

**Rachel Friedman Narr** - Education and empowerment activities pertaining to families with children are Deaf/Hard of Hearing were added to the Family Focus Resource and Empowerment Center (FFREC) within the Teaching, Learning, Counseling Consortium under the leadership and

coordination of Dr. Rachel Friedman Narr. Dr. Friedman Narr consults regularly with stakeholders including Dr. Michael Spagna, CTL Director; Dr. Ivor Weiner, Director of FFREC; Dr. Ellen Schneiderman, Center Fellow and Professor in Deaf Education; Dr. Tomas Garcia, Deaf Education; Dr. Larry Fleischer, Chair Deaf Studies; and representatives from the National Center on Deafness (NCOD). Capacity in this area is being developed through specific outreach and education activities. FFREC staff are attending key events and disseminating materials for educating families; Dr. Ellen Schneiderman coordinated Deaf Children's Play Groups in Spring 2008 for the purpose of providing language models for deaf children of hearing parents; and Dr. Tomas Garcia held 15 family classes teaching American Sign Language for the purpose of promoting and facilitating communication within families with deaf children.

## Progress Report on Research and Dissemination Activities

### Dr. Adele Eskeles Gottfried

My activities as Fellow of CTL focus on continuation and expansion of research initiatives. This includes my roles as the CTL Research Liaison as well as Research Specialist. My progress as Research Liaison was accomplished through the following activities: contacts with individuals outside of CSUN, and referred by AKOM, requesting assistance with conceptualizing and formulating research projects; maintaining the research inquiry tracking form database (attached); conducting a follow-up survey regarding users of CTL research resources; expansion of the research bibliography relevant to the Schools Attuned neurodevelopmental model. It should be noted that individuals requesting research assistance were either school teachers or administrators, or graduate students. The survey was responded to by approximately half, and those who responded indicated finding the resources helpful. These findings were reported to Dr. Spagna and also to Dr. Nimkoff of AKOM.

My progress as Research Specialist has included a variety of accomplishments, including the following: (a) Reading research reports of studies funded by AKOM (Wested, Westat, and UMASS) and reporting on these results to the Directors and Leadership Team of CTL regarding the effectiveness of the neurodevelopmental model (summaries attached); (b) Participation in CTL Scholarship Network with AKOM including participating in videoconferences and personal and email contacts with Michele Robinson and Craig Pohlman; (c) Work with the CTL Directors, Dr. Cunningham, and student assistant Ashlie Fox on development of research bibliography resources and the CTL website to include links to the research bibliography, listing of Fellow and Associate research interests, and future listing of Fellow and Associate publications and presentations; (d) Supervision of Student Assistant, Ashlie Fox who expanded AKOM research bibliography, and conducted follow-up survey of those who requested research information; (e) Representing CTL at the AERA convention.

I have proposed that Center Fellows and Associates cite the Center for Teaching and Learning as an affiliation in order to enhance the visibility of CTL as a Research Center. In this regard, I have cited the Center for Teaching and Learning as my affiliation, along with the Department of Educational Psychology, on my presentations and forthcoming book (Attached).

To further expand the research mission of the CTL I have had discussions with Dr. Spagna regarding promoting Innovations and Excellence which are regionally focused and nationally (and possibly internationally) recognized. Possibilities include implementing faculty research and student culminating projects as well as possible liaison with the CSUN Doctoral Program, and bringing nationally recognized speakers to CSUN under the auspices of the CTL.

**Steve Holle- Research:** I have been participating in an affinity group on Dr. Barrie Bennett with Kathy Coleman and Erin Stuter. We have been reading, researching, and examining the works of Dr. Bennett. We discovered a handbook, developed by a group of Master's students, that provides structured activities for each chapter of Bennett's book, [Beyond Monet](#). Currently, I am working with Erin on how best to implement these handbook activities into my courses at CSUN.

**Jim Cunningham** - The CTL Research Group directed by Adele Gottfried has been working to establish a bibliography of research related to the work of Levine, Brooks, Lavoie, Deshler, Bennett, and others. The initial bibliography has been completed, reviewed, and uploaded to the CTL website. We expect to meet early next semester to review and revise the bibliography based on input and new material. In addition, links to research regarding All Kinds Of Minds and Schools Attuned have been added to the CTL website.

**Wendy Murawski** - In addition to her direct work with CHIME faculty and staff, Dr. Murawski chaired 3 Masters students on thesis projects conducted at CHIME sites that related to CTL work. The research done by these students furthered the work of both CHIME and the CTL and dovetailed nicely with Dr. Murawski's role as CHIME's Director of Research. In an effort to share the progress of CHIME and how the CTL work has been implemented there, Dr. Murawski brought a group of teachers from Montebello Unified to CHIME to learn about inclusion, co-teaching, and Schools Attuned. She led a thorough debrief with these teachers regarding CTL innovators. Finally, Dr. Murawski has also been quite active in conducting professional development across the nation, sharing the work of the CTL and the various innovators' work being studied and how they relate to the practice of inclusion, collaboration and co-teaching.

### **Virginia Kennedy** Research and Dissemination Activities

In 2007, I participated in 2-day monthly meetings of the California Commission on Teacher Credentialing Special Education Credential Workgroup, which was convened by the state legislature to examine and re-structure the state's Education Specialist (special education) credentials. In 2008, I have been participating in the follow-up group that is developing the program standards for the restructured credentials. One important change that was made to the preparation of special education teachers was to include in every specialization credential the knowledge and skills necessary to teach students with autism spectrum disorders. As the IHE (Institutions of Higher Education) representative on the program standards subcommittee for mild/moderate disabilities, I saw the necessity of investigating the research base for evidence-based assessment and instructional approaches for these students.

Therefore, I have initiated a research and curriculum development project that is based on the Center for Teaching and Learning's emphases on innovation and the preparation of highly effective teachers. Since the identification of the diverse educational needs of K-12 students who have been identified as having high-functioning autism or Asperger's syndrome is still in its infancy, innovation is already necessary. In addition, while there are accepted, evidence-based practices (along with many controversial ones) for teaching students with autism spectrum disorders with more significant cognitive, behavioral, and communication disabilities, there has not been as much investigation of practices that are effective with students who have more typical academic functioning.

The activities of this project are:

1. Attend the Autism Spectrum Disorders conference at CSU Fullerton, 5/30-5/31/08. This conference was valuable in the knowledge gained as well as the opportunity to interact with recognized experts in the field.
2. Coordinate a professional/parent meeting on educator preparation in Autism Spectrum Disorders, for CSUN faculty and community experts, to be held Sept., 08. The purpose of this meeting will be to initiate plans for course content and field placements in the CSUN area. Dr. Ivor Weiner has agreed to co-coordinate this meeting.
3. Coordinate, conduct, and evaluate conference for teachers – "Teaching Students with Asperger's Syndrome and High Functioning Autism", to be held in Fall, 2008.
4. Preparation of literature review – "Preparing teachers to teach students with mild/moderate autism spectrum disorders".
5. Using results from the literature review, develop program standards for the Education Specialist Mild/Moderate credential that will prepare highly effective teachers of students with Mild/Moderate autism spectrum disorders.

## **Appendices**