

Week 1			New York State Professional Development Standards and Indicators	
Are students truly learning disable or is it a matter of learning styles?				
The students will become familiar with the goals and expectations of the course			Standard 1: Designing Professional Development Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn. Standard 9. TEchnology Professional development promotes technological literacy and facilitates the effective use of all appropriate technology	
The students will be able to identify the essential expectations of an online course	Students will read course summary and answer a questionnaire about the essential expectations of the course.	Student responded to 10 questions. Responses need to acknowledge acceptance of course expectations. Students must e-mail responses to instructor	1 a Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.	15 minutes
The student will list their learning preference.	Students will complete a learning styles survey online and identify learning style based upon survey's evaluation. The students will create a "business card" with their motto about learning and share with participants.	Student submitted: A business card (can use Microsoft publisher) with the following information: student's name, learning preference, short motto about learning and birth date; month and day) (instructor will provide model) optional: Can include picture	1b- Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. 9a Professional development ensures ongoing educator and student technological literacy.	30 minutes
The student will relate their learning preference and background information to other students.	Students will post on synchronous discussion board their learning style and discuss how learning style is reflected in his or her learning.	Student posted statement of their learning style, and one page narrative of how learning style is reflected in learning	NYState Professional Standard: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students. <i>Indicator 5a</i> Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students.	15 minutes
Week 2				

Are students truly learning disabled or is it a matter of learning styles?				
The students will distinguish the major characteristics of a learning disability and its role in the educational committee			Standard 5 Diverse Learning Professional development ensures that educators have the knowledge and skills to meet the diverse needs of all students.	
The students will extrapolate three common characteristics of learning disabilities	Students will read three definitions of a learning disability from posted resources(Federal definition , National Joint Committee on LD, and Interagency Committee on LD) The students will complete a Venn Diagram, identifying common elements in the definitions and post in assignment forum. The students will reflect on need for several definitions in a reflection forum.	Student submitted a completed 3 ring Venn Diagram showing a minimum of three common elements amongst three definitions posted in assignment forum. Student's reflection posted in forum answers the question: Why is there a need for several definitions of Learning Disabilities?	5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom	30 minutes
The students will be able to identify a list of common acronyms used in the field of learning disabilities	Given a list of acronyms, the students will research on internet and <i>Special Education Acronyms and Special Education Glossary</i> and match acronyms with correct terms, explain terms in one sentence and post in assignment forum.	student submitted list of 20 acronyms correctly matched Posted terms have one sentence explaining significance of term.	5b. Professional development provides opportunities for educators to develop thei knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that tutilize diverse student, family and community resources, and that meet diverse student learning needs.	60 minutes

<p>The students will be able to recognize the prevalence of learning disabilities from early childhood to adulthood</p>	<p>The students will review several explanations for the increase of learning disabilities. Students will be asked to review software <i>Inspiration</i>, <i>download trial program</i> and create a graphic organizer describing the reasons.</p>	<p>A submitted diagram created with Inspiration Software identifying the reasons for prevalence of learning disabilities. Diagram will be based on both content and creativity</p>	<p>9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.</p>	<p>30 minutes for review of explanation s/ 60 minutes for review of Inspiration and create a graphic organizer</p>
<h2 style="margin: 0;">Week 3</h2>				
<p>Are students truly learning disabled or is it a matter of learning styles?</p>				
<p>The students will investigate historical perspectives and current direction of the field of learning disability</p>			<p>Standard 3 Research based Professional Learning Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research. Professional Development Standard 9 Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology</p>	
<p>The students will be able to generate a time line of the four phases in the development of learning disabilities field</p>	<p>After reviewing resources on the history of learning disabilities, the student will create a timeline (using a computer generated timeline e program) with the four phases and major points for each phase. Each student will post what they feel is the most important phase to the development of learning disabilities</p>	<p>Submitted time line covering four phases in the development of learning disabilities; beginning with the time period of 1800- present. Each phase needs to be included on the time line with at least four major incidents of each phase. Posted answer to question : What phase do you believe contributed the most to the development of learning disabilities? Student responded to at least one student's post.</p>	<p>Indicator 3a. <i>Professional development is based on current research in teaching, learning, and leadership</i> Indicator 9a. <i>Professional development ensures ongoing educator and student technological literacy</i></p>	<p>timeline-60 minutes/15 minutes posting important phase</p>

<p>The student will be able to assess the changes in the Reauthorization of IDEA (2004)</p>	<p>Students will review website:http://idea.ed.gov/ and read "Building a Legacy" and slide show on IDEA. The student will devise two questions pertaining to the articles and post on forum. Students must answer at least one of the questions posted.</p>	<p>Two questions posted that are relevant to changes in Reauthroization of IDEA. One response to a posted question about changes.</p>	<p>3b1, Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.</p>	<p>30 minutes for slide show and devising question/15 posting and answering question</p>
<p>The student will be able to compare and contrast IDEA with 504</p>	<p>Given a resource on 504, the student will use an Ellis outline to compare and contrast the similarities and differences of IDEA and 504. The students will read several different scenarios and decide whether they would recommend an IDEA or 504 Plan for the student</p>	<p>Completed Ellis outline of 5 major components if IDEA and 504 compared and contrasted. Student recommends correct plan for 3 students and substantiates response for each plan. Each response needs only one paragraph explaining reason for choice.</p>	<p>9b Professional development provides ongoing opportunities for educators to learn about new and emerging technology useful in professional teaching practice</p>	<p>reading and comparing resource 30 minutes/ scenarios and 3 paragraphs-30 minutes</p>
<p>Week 4</p>				
<p>Can instruction be differentiated to meet the student with diverse needs?</p>				

<p>The student will appraise the procedure for identifying a student for a learning disability</p>			<p>Standard 2:Content Knowledge and Quality Teaching: Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress. Standard 3:Research -Based Professional Learning:Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research</p>	
<p>The student will be able to propose one essential assessment tools for a learning disability</p>	<p>The student will identify differences between informal and formal assessment. Student will select one test assessment from a list and write a summary of what test purports to measure, how it is administered, and why it would be administered. Student will create an advertisement to "sell" their product to another student.</p>	<p>Completed test assessment for one learning disabilities test. Advertisement will be graded based on Rubric.</p>	<p><i>Indicator 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classroom, and analyze the results to 1)understand and report on student achievement based on NY State Learning Standards, 2)identify gaps in student learning and 3) adjust instruction.</i></p>	<p>identify differences-15 min/summary and research 15 min/advertisement/30 minutes</p>
<p>The student will be able to evaluate the discrepancy model and RTI-two models used for determination of a learning disability</p>	<p>After viewing a webinar on RTI http://www.rtinetwork.org and reading about the discrepancy model, the student will recommend the best model for determining a learning disability. Students will respond to at least two postings.</p>	<p>student submitted response of best model and cited reasons from article and/or webinar. Students responded to two postings</p>	<p><i>3bEffective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. 3b2: Professional development involves discussion of research designs, data collection and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.</i></p>	<p>webinar 30 minutes/ 30 minutes for recommendation and posting</p>

<p>The student will recall the three stages of the assessment-teaching process</p>	<p>The student will discuss the Referral stage, assessment stage, and instruction stage model in synchronous discussion after viewing a slide show discussing the stages.</p>	<p>Student referred to resources and posted a minimum of three times to discussion board indicating knowledge of the three stages of the assessment-teaching process</p>	<p><i>2a Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.</i></p>	<p>slide show 15 min/discussion 30 minutes</p>
<p>Week 5</p>				
<p>Can instruction be differentiated to meet the student with diverse needs?</p>				
<p>The students will research and develop an effective tool for the classroom</p>			<p>Standard 1 Designing Professional Development Standard Professional development design is based on data, is derived from the experience and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn. 3:Research -Based Professional Learning:Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research Standard 4 Collaboration:Professional development provides skills that educators have the knowledge, skill and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.</p>	
<p>The student will be able to analyze the different systems of delivery for students with learning disabilities</p>	<p>The students will conduct research on "What are the different systems of delivery?" by observing different classroom models and reading resources posted.</p>	<p>Student submitted a completed observation form of three classroom models</p>	<p><i>1f Professional development formats include, but are not limited to. Lesson study, demonstrations, observation, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving</i></p>	<p>completed observation form/30 minutes</p>

The student will be able to differentiate between modifications and accommodations	Given the definitions for modifications and accommodations, students will write a reflection on the differences.	reflection of one page submitted includes the differences between modifications and accommodations and how this impacts student's plan.	1f <i>Professional development formats include, but are not limited to, Lesson study, demonstrations, observation, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving</i>	reflection 30 minutes
The student will compile a list of resources appropriate for teaching students with learning disabilities.	The students will select one area of learning disabilities and collaborate with other members of the learning community on a webiography of resources available for students. The webiography will be presented to the other participants as a resource.	webiography submitted includes minimum of 4 resources specifically related to area of learning disabilities selected. Resources should include technology, software, online resources, and publications. Webiography will be graded (points granted) according to rubric. Webiography must be presented by given date to other participants.	3b <i>Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.</i> 4c. <i>Professional development maximizes the use of technology to broaden the scope of collaboration</i>	group project webiography/each participant averages 120 minutes for research
Week 6				
Can instruction be differentiated to meet the student with diverse needs?				
Students will be able to measure the effectiveness of an educational plan			Standard 8 Data-Driven Professional Practice Professional development uses disaggregated student data and other evidence of student learning to determine development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth	
The student will be able to interpret an educational assessment	The student will analyze a case study, recommend an appropriate program, and write a report of the students abilities and needs.	Student submitted an educational report of students abilities and needs based on case study. Recommendation made on an appropriate program.	<i>Indicator: 8a Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data through the year to monitor student progress and adjust educational practice</i>	45 minutes

The student will be able to design effective educational instruction	After analyzing a case study, the student will be able to identify the learning disability, listing appropriate goals and objectives, and including accommodations.	Student submitted an educational plan in the form of an Individual Educational Plan on template provided by instructor (IEP). Plan must include essentials of an IEP with goals and accommodations/modifications appropriate to case study.	<i>Indicator 8b Professional development provides educators with the opportunity to examine all relevant student data, including IEPs at the beginning and throughout the academic school year, in order to design effective instruction.</i>	individual project of creating an IEP/ 45 minutes
The student will be able to acknowledge a well written and appropriate individual education plan	The student will critique other students' individual education plans by listing positive points and offering suggestions to improve by responding to a partner's IEP	three postings required by each participant of group	<i>Indicator 8c -Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning</i>	postings 30 minutes
Week 7				
Can instruction be differentiated to meet the student with diverse needs?				
The students will become familiar with specific learning difficulties and compensatory strategies			Standard 5 Diverse Learning Professional development ensures that educators have the knowledge and skills to meet the diverse needs of all students. Standard 10 Evaluation Professional Development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning	

<p>The student will differentiate between ADD, executive functioning skills and central auditory processing</p>	<p>The students will read and review the DSM-IV Criteria for ADHD/Diagnostic criteria for NVLD/pdf on executive functioning. They will answer the question: How will knowing the difference of the three terms help in defining strategies for students?" and post their answers in a forum.</p>	<p>Posting submitted answers question. A minimum of three references to readings must be included.</p>	<p><i>5a-Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom</i></p>	<p>readings 30 minutes/ response and posting/30 minutes</p>
<p>The student will specify specific strategies that would address the needs of a student with a learning disability</p>	<p>Given a scenario of a student with learning disabilities, the participant will write a plan that includes strategies to help the general education teacher differentiate instruction.</p>	<p>Strategies applicable to learning disability posted to forum in the form of a one page narrative to a general education teacher. Strategies need to include at least two specific research based programs.</p>	<p><i>10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning</i></p>	<p>plan/30 minutes</p>
<p>The student will be able to participate in an IEP meeting.</p>	<p>The student will join a synchronous discussion about an IEP meeting. Student will post a summary of findings of the meeting</p>	<p>posted/ discussion of group IEP meeting and completed summary of findings of meeting</p>	<p><i>10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning</i></p>	<p>60 minutes</p>

<i>COURSE EVALUATION</i>	The students will complete a course evaluation.	submitted evaluation	<i>10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building and district-wide professional development plans.</i>	
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