



A Publication of the Council for Learning Disabilities

April 2016

## President's Message



Dear Colleagues and CLD Members,  
Spring is a busy time in education as teachers prepare for high stakes assessments, budgets are being developed for the following school year's long-range goals, and children and youth begin to talk excitedly about the next grade they will enter in the fall. Spring also brings "spring break," which offers a

well-deserved time to relax and rejuvenate for school district personnel and higher education faculty. Amidst all of the spring activities, your CLD Board of Trustees (BOT) is busily working on, and completing, many of the objectives each Standing Committee Chair designated as the work for its committee this year. During our February BOT meeting, committee chairs reported on the highlights of their activities; some of these committees' activities are featured in this issue (see Research, Professional Development, and Conference committees' reports). Not featured in this issue, but certainly noteworthy, are the activities of our other committees.

The **Diversity Committee** is working on *Serving English Language Learners with Learning Disabilities: A Systematic Review*, a report that we are eagerly anticipating. Look for the outcome of this important endeavor on CLD's website and social media outlets, and in a future issue of *LD Forum*. The **Finance Committee** continues to ensure that our investments are in line with the fluctuating stock market in order to maintain fiscally responsible management for the organization. Spring is a particularly busy time for the **Leadership Development Committee**, as its members solicit nominations for the Outstanding Teacher of the Year and Floyd G. Hudson Service awards, and for the **Research Committee**, soliciting nominations for the Outstanding Researcher Award (see CLD News & Notes, this issue, for nomination deadlines for each of these awards). Please do consider nominating an educator or researcher for these prestigious awards; recipients will be honored at the **2016 38th International Confer-**

**ence on Learning Disabilities** in San Antonio, Texas, which will occur on October 13 and 14. The award presentations are a major highlight of the conference because families and colleagues gather to honor their recipients; it is an exciting event! It's not too late to nominate a colleague. Additionally, the call for applications for the **Leadership Academy** has concluded, so now the committee will work with a team to select the next cohort for leadership development. It is hard to believe that we will have six cohorts of leaders to help further the vision and mission of the organization. Members of the current cohorts are actively involved on committees, in elected offices, and as chairs of Standing Committees. We are working on building the future of not only CLD but also the field of LD with bright, energetic, and inspiring individuals.

Our **Liaison Committee** has been working hard at representing CLD during these busy political times; check out the CLD website to learn more about its activities. Representation at advocacy meetings is critical to demonstrate a united voice to legislators on behalf of individuals with disabilities. CLD is well represented "at the table" and keeps the membership apprised of important events and action items. On the technology side, the **Technology Committee** has a new goal for this year: Members are working on assembling information concerning assistive technology (AT) to support students

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## **e-Supervision of Teacher Candidates**

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Teacher reflection is a focal point of teacher candidate preparation and professional standards for in-service teachers (Council for Exceptional Children [CEC], 2015; National Council for Accreditation of Teacher Education [NCATE], 2010). Teacher candidates construct knowledge through reflection by asking questions and analyzing and evaluating their own teaching and the teaching of others (Darling-Hammond, 2010; Lee, 2008). Quality teachers address reflection by continuously evaluating the impacts of instructional choices, delivery, and assessment findings (Rich & Hannafin, 2009). Yet, special education teacher candidates find it difficult to convert theoretical knowledge into their teaching (B. S. Billingsley, Griffin, Smith, Kamman, & Israel, 2009). In addition, clinical experiences are often limited in depth and occur in isolation (Heafner & Plaisance, 2012). Candidates often enter schools, teach a few lessons, and then leave. Teacher candidates require authentic experiences that provide opportunities for reflection and self-evaluation.

Research has indicated that during these clinical experiences teacher candidates often receive little to no feedback regarding their performances (Schaffer & Welsh, 2014). Segmented experiences without appropriate feedback from a qualified supervisor may not reflect the true teaching cycle. Additionally, universities with smaller special education programs or that are facing budget constraints may have difficulties finding ways to provide authentic feedback for their preservice special education teacher candidates. This manuscript will discuss e-supervision as a possible variable to be included in teacher preparation programs. E-supervision uses technology such as cameras and video recording to capture teacher candidates' teaching; these videos are then reviewed by university mentors or supervisors and the student to provide feedback on the student's development of a pedagogical foundation. These can be viewed synchronously or asynchronously. In this point/counterpoint article, we discuss the advantages and drawbacks of e-supervision of special education teacher candidates.

### **Point**

Clinical experiences provide a variety of learning opportunities for teacher candidates by providing (a) connections between teacher preparation programs and pre-K–Grade 12 classroom instruction, (b) opportunities for one-to-one teaching experiences, and (c) context for teacher candidates

about daily teaching challenges. While clinical experiences have increased in teacher preparation programs, not all are high caliber, and many often fail to provide candidates the scaffolding needed to learn to reflect on instructional planning and assessment (Darling-Hammond, 2010). Clinical experiences designed for teacher candidates are limited, with some candidates receiving little feedback regarding their performance (Schaffer & Welsh, 2014). With increasing numbers of special education teachers leaving the field, teacher educators need to find meaningful technology-based ways to support teacher candidates' professional growth and reflection when working with diverse populations (G. M. Billingsley & Scheuermann, 2014).

### **E-Supervision Provides a Record for Reflection**

As candidates evolve into novice teachers, they continue to struggle with instructional planning and assessment, especially as it relates to determining student needs and reflecting upon best practices. These skills are crucial in teacher development. It can be difficult for candidates to reflect on a lesson that they taught based solely on supervisor qualitative feedback and discussion between the university supervisor and candidate. "After the fact" feedback has been found to be less effective in helping candidates develop as practitioners (Baecher, McCormack, & Kung, 2014; Bolton, 2010).

In a traditional model, there is no visual record of the candidate demonstrating the teaching cycle, which leaves candidates with the process of reflecting and making sense of feedback without a visual reference (Scheeler, 2008). Digital recordings permit the candidate to view the subtle differences in teaching and the complexities of the instructional environment multiple times (Baecher, McCormack, & Kung, 2014). E-supervision is a powerful tool that provides teacher educators and teacher candidates more opportunities to reflect and learn as it can transform surface-level evaluations of classroom management to more focused evaluations of lesson planning, student learning, and the teacher role in instructional practice (Dieker et al., 2014).

### **E-Supervision Provides Multiple Opportunities for Collaborative Practices**

Special education teacher candidates need strategies for analyzing student progress to effectively communicate and

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**(Point/Counterpoint, continued from page 2)**

engage in collaboration (CEC, 2015). These skills require practice in controlled settings. Teacher candidates and novice teachers often lack these skills or the confidence in collaborative practices. Using e-supervision with teacher candidates provides the opportunity to practice collaborating with faculty and cooperating teachers. Digitally recording lessons provides a concrete set of data that can serve as the gateway to discussions of best practices. These discussions involving cooperating teacher, candidate, and university supervisor are similar to a mentoring/induction process, which has been shown to be beneficial for novice teachers (Lancaster & Bain, 2007). They also support teacher candidates in constructing meaning from their teaching (Bolton, 2010). Candidates have a record of personal development over time and can thus use the reflective process to deepen their own metacognitive understanding of quality teaching. This ongoing collaboration assists candidates as they link teaching practice to theory (Heafner & Plaisance, 2012; Schaffer & Welch, 2014).

### **E-Supervision Is Budget Sensitive and Cost Effective**

According to the National Coalition on Personnel Shortages in Special Education and Related Services (NCPSSR; 2016), 51% of all school districts and 90% of high-poverty school districts report difficulty attracting highly qualified special education teachers. A barrier is the limited pool of qualified special education teachers who are willing to work in rural and urban communities, as many teacher preparation programs are not located within these communities. Building partnerships between teacher preparation programs and these types of school districts would be beneficial for the candidate and the school district.

Teacher candidates require a variety of clinical experiences so that they can participate in the milieu of special education delivery systems. The use of e-supervision can diminish time, distance, and money issues often associated with clinical supervision (Schmidt, Gage, Gage, Cox, & McLeskey, 2015). E-supervision provides support to candidates from any location, which addresses obstacles such as the need to physically be present for supervision located at impractical distances (Rock, Zigmond, Gregg, & Gable, 2011). Although the initial setup of equipment might appear to be costly, the overall cost savings can be substantial. Schmidt et al. (2015) projected that over a 4-year period traditional supervision of teacher candidates would cost roughly two-thirds more than e-supervision of candidates. Travel for university supervisors could be decreased, which could in turn increase the amount of time supervisors spend engaging candidates in thoughtful discussion and reflection. This cost savings also provides opportunities to place candidates in historically underserved areas, where special education teaching positions remain un-

filled (NCPSSR, 2016). By engaging in e-supervision, candidates can have authentic experiences in urban and rural settings. Additionally, special education teacher preparation programs could share technology uses such as tools for assessment and student engagement.

### **E-Supervision Provides a More “Natural” Environment**

Visitors disrupt the educational environment. This disruption causes students to attend to the “guest” instead of the instruction (Bolton, 2010). Utilizing e-supervision permits the university faculty to see the natural dynamics of the classroom, including the classroom management style of teacher candidates. The candidate is able to demonstrate classroom management skills because behavior is not contrived based on the “guest” in the classroom. This experience then provides opportunities for candidates to view their teaching and reflect on classroom management, student engagement, and instructional practice.

### **Counterpoint**

While it is true that e-supervision is a way to afford special education teacher candidates the opportunity to collaborate and reflect about their demonstration of teaching, there are several challenges teacher preparation programs may face when implementing this approach. Preparation programs must consider these issues when electing to move towards a culture of e-supervision.

### **Necessity of a Realistic Environment and Immediate Feedback**

To build their pedagogical foundation, teacher candidates need authentic experiences in classroom settings to vet sound teaching strategies when working with diverse students. Teaching in a classroom with no visitors or interruptions is not how most classrooms operate. Scheuermann and Hall (2016) summarized multiple studies by stating that only half of the allocated academic time in a given school day is used for instruction; the rest is riddled by interruptions, disruptions, and nonacademic tasks. By removing the visiting university supervisor, candidates may get a false sense of how a day actually progresses, especially if their time in a classroom is limited. In addition, the opportunity for a supervisor to sit down and immediately debrief with teacher candidates is lost, which is especially crucial for candidates who work with students with LD (Akalin & Sucuoglu, 2015).

McWilliam (2008) described *mis-teaching* as the lack of knowledge of how to mold student learning based on pedagogy that is relevant and fresh. Especially when working with students with LD, teacher candidates need teaching

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strategies that are grounded in relevance and research-based practice. When teacher candidates do not get immediate input and feedback, they may continue to use strategies that are not evidence-based or fail to address the diverse learner characteristics found in the classroom. This time gap between the lesson and reflection can be detrimental to candidate development if immediate corrective feedback is not provided. McDonnough and Matkins (2010) established that having a university supervisor who could provide immediate, robust feedback is necessary to reshape teacher candidates' perspectives, teaching styles, and acquisition of skills. While e-supervision is an additional tool for students, it cannot replace the personal interaction in the classroom setting that an in-person supervisor can provide.

### **Technology Can Be Cost-Prohibitive and Unreliable**

Teacher preparation programs typically operate with limited resources. Cost may be a factor when deciding the mode of supervision appropriate for teacher candidates. Students would need to have their own tool for recording teaching demonstrations, which could prove problematic if the candidates' recording devices are not compatible with the university learning management platforms. The other option is provision of recording devices by the teacher preparation programs, which is costly. Other costs that need to be considered include those for professional development of teacher candidates and supervisors, storage for a recordings archive, the amount of human capital needed to track technology that has been checked out to record lessons, and a possible shared drive that students and supervisors can access (Schmidt et al., 2015).

If the technology fails, the teacher candidate's lesson can be lost. A candidate may be conducting a lesson with the intent of recording, only to discover that the device did not record, the sound quality was compromised, or the picture was not clear. Hixon and So (2009) found these issues occurred for more than 90% of teacher candidates who recorded lessons. Candidates would potentially have to "re-teach" and re-record the lesson, which could be frustrating for both the candidates and their students. Students with executive functioning disorders, such as those with LD and ADHD, may find a re-teach of the exact lesson frustrating and distracting. Furthermore, one cannot recreate the exact teaching environment if the technology fails. The e-supervisor may not catch the nuances that occurred the first time the lesson was presented; thus, the authenticity of the teaching experience would lack fidelity.

### **Reflection and Collaboration Should Be Authentic**

There is no doubt that teachers who regularly engage in reflective practice are more attuned to student needs and

learner outcomes as related to their teaching style. Teacher reflection is a critical feature of teacher preparation and an important aspect of induction into the field of teaching (Main & Pendergast, 2015). The process of personal reflection, linked with collaboration with a colleague, is an important aspect of ongoing learning, and it serves as a focusing lens for the candidate (B. S. Billingsley et al., 2009). Reflective special education teachers seek changes in their professional performance (Belvis, Pineda, Armengol, & Moreno, 2013) and consistently reevaluate and reframe classroom experiences to discern how to engage in requisite staff and professional development related to the needs of their students (Lane, McMaster, Adnum, & Cavanagh, 2014). However, true reflection does not occur in a vacuum; therefore, teacher preparation programs need to train candidates to reflect before, during, and after a lesson. Although looking at a video is a great way to reflect, practicing teachers do not have the option to constantly video-record their classrooms and their lessons for later reflection. Teachers learn the skill of immediate reflection in order to meet the needs of their students absent the use of technology. Teachers must discern student acquisition of knowledge or a student's lack of mastery of a skill to provide relevant and immediate re-teaching if necessary.

Collaboration is inarguably a crucial skill for teacher candidates. Bean and Lillenstein (2012) reported that special educators in particular need to develop effective collaborative skills to handle the shifting paradigm of meeting the needs of all students, not just students with disabilities. However, this should also be taught in a way that is realistic. While collaboration among the e-supervisor, site mentor, and teacher candidates is a good way to expose students to multiple perspectives, a different approach would be to help teacher candidates with their collaborative efforts with the onsite supervisor, site mentor, and their respective class of students. This cross-section of agendas is a realistic preview of how to juggle the perspectives of colleagues, administration, and students found in educational settings (Allen & Blackston, 2003).

### **"In-Person" University and Site-based Mentors Support Candidates**

Undoubtedly, special education teacher candidates need a variety of settings to shape their field experiences. These experiences should be intentional in providing a multitude of teaching settings and exposure to diverse students as an induction into teaching (Brownell, Sindelar, Kiely, & Danielson, 2010). Teacher candidates' experiences and the selection of onsite supervisors should also be deliberate. University mentors should be experts not only in special edu-

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cation service delivery but also in the setting in which they are mentoring (Jenkins, Pateman, & Black, 2002). It could be of equal or greater benefit to have a university mentor who is familiar with the rural, suburban, or urban setting than it is to have a specialist who is not familiar at all with the nuances of the community. The university mentor needs to be able to experience the classroom environment first-hand with the candidate to be able to provide authentic feedback. The automaticity of a virtual supervisor may overlook the ambiance and general “feeling” of the classroom setting and the community influences on the school culture.

## Conclusion

Effective supervisory practices, whether e-supervision or in person, help build future special education teachers who are reflective, intentional, and relevant. Using technology is a viable way to encourage reflection and meaningful collaboration among professionals. Face-to-face supervision also improves collaboration and assists teacher candidates in developing those crucial skills needed to engage students with diverse needs. Reflective practice is at the heart of teacher development. While there are benefits to both types of supervisory practices, this discourse should be explored further to determine the most effective means of providing critical feedback to special education teacher candidates. Whether it is e-supervision, more traditional supervision, or a combination, special education teacher preparation programs must review evidence and research to determine the best option for meeting the clinical needs of teacher candidates. Regardless of the supervision vehicle for special education, teacher preparation programs should thoughtfully consider each delivery system and the authenticity of evaluation.

## Authors' Note

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## Committee & Chapter News

### Research Committee:

#### Searching for Outstanding Dissertations!

The Council for Learning Disabilities annually recognizes an outstanding researcher who submits a manuscript-length paper about learning disabilities that is based on a doctoral dissertation completed within the last five years. The award recipient is a guest at the annual international conference, receiving a complimentary registration. He or she also receives a free CLD membership or renewal and is presented with a certificate of recognition and an honorarium at the award program. The awardee will be profiled in the *LD Forum* and on the CLD website. Additionally, the recipient's paper will be submitted for possible publication in *Learning Disability Quarterly*. For more information on CLD's Outstanding Researcher Award (ORA), please visit this website (<http://www.council-for-learning-disabilities.org/council-learning-disabilities-outstanding-researcher-award>).

The deadline for submissions for the ORA is **May 1, 2016**.

### Professional Development Committee:

#### Posting Presentations from 2015 Conference

The role of the Professional Development (PD) Committee is to help support the members of CLD by offering resources to expand your knowledge of evidence- and research-based practices for students with learning disabilities. As part of this purpose, the PD and Technology committees have been working to post the presentations from the 37th Annual International Conference on Learning Disabilities (2015). The presentations and materials can be found on the CLD website, under the Professional Development, 2015 conferences, tab (<http://www.council-for-learning-disabilities.org/2015-annual-conference-on-learning-disabilities>). If you presented and have not emailed your material, please contact **Kathleen Pfannenstiel** ([kat.pfannenstiel@utexas.edu](mailto:kat.pfannenstiel@utexas.edu)) as soon as possible. In addition to collecting conference materials, the PD Committee has also been busy on Pinterest! Check out the boards and evidence-based practice pins focused on students with learning disabilities and those at risk (<https://www.pinterest.com/councilforlearn/>).

### Conference Committee:

#### 2017 CLD Conference Update

See page 7 of this newsletter for updates on plans for the 2016 Conference.

The Conference Committee is beginning preparations for the 2017 CLD Conference, which will be held on the Eastern Seaboard in October 2017. If you are located in the Baltimore/Washington, DC, area and are interested in supporting the conference through participation in the Local Arrangements Committee or other mechanisms, please email the Conference Committee Co-Chairs **Judy Voress** ([jvoress@hammill-institute.org](mailto:jvoress@hammill-institute.org)) or **Nancy Nelson** ([nnelson3@uoregon.edu](mailto:nnelson3@uoregon.edu)), or reach out to another member of the Conference Committee (**Brian Bryant, Lara-Jeane Costa, Lisa Goran, Teresa Oettinger Montani, Maria Peterson, Tricia Strickland, or Cathy Thomas**). Graduate student involvement is also encouraged. Your support is needed to ensure a successful conference!

### Maryland Chapter News: 2016 Professional Development Conference

"IDEA: Celebrating 40 Years of Individualized Education for Exceptional Learners" was the theme for the Maryland 2016 Professional Development Conference. MC-LD joined with MD-CEC and Loyola University of Maryland as sponsors. The conference was held at Loyola University of Maryland's Graduate Center on Saturday, February 20, 2016. **Dr. Robert Helfenbein**, associate dean and interim chair of teacher education in the School of Education at Loyola University of Maryland welcomed the group to Loyola's Graduate Center. The keynote speaker was **Dr. Margaret McLaughlin**, University of Maryland, who addressed the conference theme with a review of the past 40 years in special education. Two sessions of one-hour interactive presentations on topics addressing best practices in the field were held in breakout groups. Approximately 80 people participated, giving the conference excellent reviews.

### Welcome to the New Nevada Chapter

"What happens in Vegas stays in Vegas" proved true this spring, as the excitement following the 2015 Council for Learning Disabilities conference in Las Vegas led to the chartering of the Nevada Chapter of CLD. Signatures were obtained from a number of members committed to joining the local chapter, and elections were held to name the inaugural Executive Committee. The Nevada Chapter of CLD is pleased to announce these individuals:

- **Dr. Joseph Morgan** (UNLV), President
- **Mr. Matthew Love** (UNLV), President-Elect

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## UPDATES ON PLANS FOR THE 2016 CONFERENCE

San Antonio, Texas

OCTOBER 13-14, 2016

<http://www.council-for-learning-disabilities.org/professional-development/2016-annual-conference-2>

On the heels of a successful 2015 CLD Conference in Las Vegas, Nevada, the Conference Committee is engaged in planning for the 2016 CLD Conference in San Antonio, Texas, October 13 and 14, which will be held at the Hilton Palacio del Rio, just steps away from the Riverwalk and its abundance of shops and restaurants.

### ☀️ 2016 J. Lee Wiederholt Distinguished Lecturer

We are happy to announce our J. Lee Wiederholt Distinguished Lecturer will be **Dr. Jack Fletcher**, a Hugh and Lillie Cranz Cullen Distinguished Professor of Psychology at the University of Houston. Dr. Fletcher will present the keynote address, and his outstanding work to support students with learning disabilities will be acknowledged at the 2016 conference.

### ☀️ Program Chair

**Deborah Reed**, current CLD vice-president, is the Program Chair for the San Antonio conference. Dr. Reed will oversee the development of the conference program

with support from the Conference Committee. Conference presentation proposals were due February 1 and are now under review by the Research Committee and other members of the Board of Trustees. Author notification of proposal acceptance is expected to occur **mid-May**.

### ☀️ Local Arrangements Committee

The Local Arrangements Committee (LAC) for the 2016 conference is chaired by **Maria Peterson-Ahmad** and **Heather Haynes Smith**, who are busy pursuing sponsorships, coordinating LAC volunteers, and identifying local activities and opportunities in San Antonio for conference attendees. If you are interested in supporting the 2016 LAC, please contact Dr. Haynes Smith ([hhaynes@trinity.edu](mailto:hhaynes@trinity.edu)) or Dr. Peterson-Ahmad ([maria.peterson-ahmad@tamusa.edu](mailto:maria.peterson-ahmad@tamusa.edu)).

Also check out the [Council for Learning Disabilities Facebook page](#):

[www.facebook.com/Council-for-Learning-Disabilities-International-196204000418174](http://www.facebook.com/Council-for-Learning-Disabilities-International-196204000418174)

for more information about the San Antonio local area as you prepare for your trip.

## ☀️ SPONSOR THE 2016 CLD CONFERENCE! ☀️

Would your company or institution be interested in sponsoring an award, coffee break, Leadership Academy training, or other specially tailored event associated with the CLD conference? The conference committee is **now accepting sponsorships** for the 2016 CLD Conference in San Antonio, Texas. Sponsorship is very important to our conference success, and we have many great options to increase visibil-

ity for your group, showcase programs, and/or share materials.

For more information and a copy of the sponsorship packet, please visit the conference webpage:

<http://goo.gl/tVS1g0>

or contact **Maria B. Peterson-Ahmad**  
([maria.peterson-ahmad@tamusa.edu](mailto:maria.peterson-ahmad@tamusa.edu))

## CLD NEWS & NOTES . . .

- ➡ Applications for the Outstanding Research Award are due by **May 1, 2016!** See this website (<http://www.council-for-learning-disabilities.org/council-learning-disabilities-outstanding-researcher-award>) for more details.
- ➡ Nominations for Teacher of the Year are due by **May 1, 2016.** See this website (<http://goo.gl/3o8tGJ>) for more details.
- ➡ Nominations for the Floyd G. Hudson Award are due by **May 1, 2016!** See this website (<http://goo.gl/eDoXIJ>) for more details.
- ➡ Thank you to everyone who submitted conference proposals to the 2016 CLD Conference in San Antonio, Texas. Reviews are in, and Dr. Reed is now putting the program together. Notifications will be sent to present-

ers later this spring. Continue to check this webpage (<http://goo.gl/CvSdoi>) for additional information about the conference.

- ➡ *LD Forum* is currently seeking manuscript submissions, including submissions for two new columns: “Point/Counterpoint” and “Issues and Trends in Learning Disabilities.” For manuscript submission guidelines, visit this webpage ([http://www.council-for-learning-disabilities.org/wp-content/uploads/2016/01/LDForum\\_AuthorGuidelines\\_1-18-16.pdf](http://www.council-for-learning-disabilities.org/wp-content/uploads/2016/01/LDForum_AuthorGuidelines_1-18-16.pdf)). We are also seeking individuals to serve on our review board. Contact Editor Joseph Morgan ([ldforum@unlv.nevada.edu](mailto:ldforum@unlv.nevada.edu)) for more information.
- ➡ Not currently a member of CLD? Join us at [cldinternational.org](http://cldinternational.org)!

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- **Ms. Dominique Tetzlaff** (UNLV), Treasurer
- **Dr. Lori Navarette** (Nevada State College), Secretary

The EC will be meeting this spring to set the agenda for the chapter and begin planning activities to recruit members and support our region in best meeting the needs of students with learning disabilities.

### Colorado Chapter News

The Colorado CLD has remained active this semester, offering professional development scholarships for members who attend local, national, and international conferences and workshops. C-CLD would also like to invite CLD members

to “Save the Date” for the **Math on the “Planes” 2017 conference**, to be held **February 24 and 25, 2017.** The guest presenter will be announced soon.

### Texas A&M San Antonio Student Chapter:

#### Co-hosts Fiesta Especial

The student members of the Texas A&M San Antonio Student Chapter of CLD have remained busy this semester. They once again co-hosted the Fiesta Especial, an event for individuals with varying disabilities. Shown here are student members setting up for the event and the royal court. Student members are also putting together a research proposal to present at a student research symposium.





(President's Message, continued from page 1)

with severe LD. We are looking forward to reading more about the results of this effort later this spring. Assistive technology must be “considered” at IEP meetings, so increasing the knowledge base about the use of AT for promoting access and independence for students with LD is vital. Also, our **Communications Committee** works collaboratively with the **Technology Committee** to ensure that the membership is informed about events, political action items, awards, and more! Check out Facebook, Twitter, and our website to remain updated about your organization and the benefits of being a member.

And speaking of members, one theme this year is **Members Matter!** The **Membership Committee** has completed an analysis of findings from a survey conducted during the 2015 conference. The BOT Standing Committee Chairs are discussing these findings, and action items will be drafted to address the needs of our membership. We are pleased that “networking” was one of the key ideas identified on the survey. Networking is emphasized during our conferences as a means for attendees to have opportunities to socialize with colleagues, share research ideas, and reinvigorate. “Stay tuned” for more information about the survey findings and BOT actions in a later issue of *LD Forum*. Last, but certainly not least, the **Standards and Ethics Committee** is focusing on teacher preparation. A survey of what is happening in higher education regarding teacher preparation and students with LD is a central task. Because the concept of “LD teachers” seems to be a thing of the past, the goal is to learn more about how teachers are being prepared to work with students with LD in predominantly inclusive settings. Watch for results from this important endeavor on the website and social media.

In closing, I hope you find an update of the BOT's activities helpful to keep you apprised of how CLD is working on behalf of you as a member and individuals with LD. The BOT continues to strive to provide professional development and networking opportunities, recognition of outstanding professionals, leadership development, and evidence-based practices, to name a few. Be sure to check out the website and social media for up-to-the-minute news, reports, and announcements.

Happy Spring! Best,

**Diane Pedrotty Bryant**  
**2015–2016 CLD President**

(Point/Counterpoint, continued from page 5)

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## CLD Mission & Vision

**Mission Statement:** The Council for Learning Disabilities (CLD), an international organization composed of professionals who represent diverse disciplines, is committed to enhancing the education and quality of life for individuals with learning disabilities across the life span. CLD accomplishes this by promoting and disseminating evidence-based research and practices related to the education of individuals with learning disabilities. In addition, CLD fosters (a) collaboration among professionals; (b) development of leaders in the field; and (c) advocacy for policies that support individuals with learning disabilities at local, state, and national levels.

**Vision Statement:** All individuals with learning disabilities are empowered to achieve their potential.