



Supporting Culturally Diverse Learners

VCLD Spring Symposium, Saturday, April 21, 2018
Marymount University, Rowley Hall, Arlington, VA

8:00 am 8:30 am	Registration and Continental Breakfast: Rowley First Floor Lobby					
8:15 am 9:00 am	Poster Presentations: Rowley G1 Level Exhibit Area					
	Rm. G142	Rm. G129	Rm. G205	Rm. G206	Rm. G207	Rm. G208
	Writing Instruction	Reading & Vocab Instruction	Instruction for ELLs/Cultural Div.	Technology	Technology	Supporting Culturally Diverse Learners
9:00 am 10:00 am	Shape-Coding: The Evidence Base for a Grammar Instruction Strategy Alisha Springle (Elem./MS)	AIM for Reading Success Ian Moore Stacy Brady (K-12)	Differentiating Peer-Mediated Instruction to Support Culturally Diverse Learners Leigh Ann Kurz Alexandria Sheldon (K-12)	Integration of Mobile Technology into Instructional Practices for Students with Problem Behaviors: Practical Issues Nora Altaweel (K-12) and The Power of Virtual Math Manipulatives for Secondary Students with Learning Disabilities Jugnu Agrawal & Lisa Morin (HS)	BE Technological Educators- Using Technology to Differentiate Instruction Jarrod Hobson Michael Solomon (K-12)	Disproportionate Influence of Socio-Cultural Variables on MDR Considerations Frederick Brighouse Lindsay Zurawski (K-12)
10:15 am 11:45 am	Keynote Address: Anya Evmenova, George Mason University Supporting Diverse Learners: Universal Design for Learning Gerard Meeting/Dining Room					
12:00 pm 1:00 pm	Awards Luncheon: Gerard Meeting/Dining Room Early Career Special Educator: Taylor Duff Outstanding Teacher of the Year: Janice Converse					
	Rm. G142	Rm. G129	Rm. G205	Rm. G206	Rm. G207	Rm. G208
	Writing Instruction	Reading & Vocab Instruction	Instruction for ELLs/Cultural Div.	Technology	Technology	Supporting Culturally Diverse Learners
1:15 pm 2:15 pm	Building Persuasive Writing Skills Anne McCracken Jennifer Smith (MS/HS)	Explicit Vocabulary Instruction in the Content Areas Kaitlyn Hughes Deborah Bays-Wilbon (K-12)	Teaching ELLs with LD and/or Learning Challenges in the General Curriculum Brenda-Jean Tyler (K-12)	Flexible Literacy Technology: Meeting the Needs of Diverse Learners Ian Moore Stacy Brady (K-12)	BE Technological Educators- Using Technology to Differentiate Instruction Jarrod Hobson Michael Solomon (K-12)	Engaging Parents of Diverse Backgrounds in Transition Raymond Rodriguez (K-12)
2:30 pm 3:30 pm	Writing Intervention: Self- Regulation Strategy Development and the POW + TREE STRATEGY Rakan Alshammari (K-12)	Explicit Instruction: Effective Lesson Design and Delivery for Increasing Student Achievement Jared Morris Charles Hughes (K-12)	Eliminating the Gap: What Defines the Group? Jenna Weinberg (K-12)	AIM for Reading Success Ian Moore Stacy Brady (K-12)	Online Dialogue Journaling: Partnering Future Teachers and Urban Elementary Students Rachelle Kuehl (Elem-Adult Education)	How Classroom Environment Can Impact Learning Kimberley Dalton (K-12)
3:30 pm 4:00 pm	Farewell in Rowley Main Lobby					



Supporting Culturally Diverse Learners

Spring 2018 Symposium

Arlington, VA

Supporting Diverse Learners: Universal Design for Learning

Presented by Anya S. Evmenova, Ph.D.

George Mason University

Anya S. Evmenova, PhD, holds a doctorate in special education and assistive/instructional technology. She is an associate professor in the Division of Special Education and disability Research, in the College of Education and Human Development, George Mason University. Dr. Evmenova teaches master and doctoral courses in special education, assistive technology, and research methods. She is an active contributor to the field of special education and assistive technology research, regularly publishing and presenting at national and international conferences. Her research interests include the use of assistive/instructional technology for cognitive development and access to academic instruction for diverse learners as well as Universal Design for Learning (UDL). Development and research of technology-based interventions for academic settings is the primary focus of her work. She has acquired over \$4.5 million in external funding to support her design research endeavors. Dr. Evmenova has been recognized for the use of UDL in her own teaching by the 2017 GMU Teaching Excellence Award for Technology-Enhanced Teaching and 2018 GMU Online Teaching Excellence Award. She is currently serving as the Past President for the Council for Exceptional Children's Technology and Media (TAM) Division. She is also a research strand advisor for the Assistive Technology Industry Association, and Vice president for Members at the International Academy for Research in Learning Disabilities. Dr. Evmenova is a member of editorial boards for top journals such as *Exceptional Children* and *Journal of Special Education Technology*. Finally, Dr. Evmenova also has a strong interest in international education. She has conducted numerous workshops on inclusive education and UDL for international teachers from all over the world. Her recent invited presentations were conducted in Pakistan, Argentina, and Cameroon.

Location for all posters: Rowley First Floor Lobby

Using Repeated Reading Intervention for Struggling Readers in Elementary Schools

Khaled Alotaibi

Students with learning disabilities encounter challenges while reading. Finding effective strategies to improve their reading fluency and comprehension is essential for their success. Though there are numerous approaches for improving the reading skills of students with learning disabilities, the use of repeated reading interventions is one of the most effective.

Morphological Instruction: Building Vocabulary for Culturally Diverse Learners

Kelly Liu

This presentation provides a description and application of using morphology for effective vocabulary instruction for culturally diverse learners who may or may not have learning disabilities. Participants will learn effective, evidence based strategies for teaching content-area vocabulary including vocabulary instruction, opportunities for practice, and other resources to support content-area success.

Is it Difference or Just an English Learner Issue?

Ana Lado

Beginner English Learner (EL) from non-Roman Alphabet languages or with interrupted educations baffle those of us trying to decipher the difference between a linguistic a developmental need. I will demonstrate classroom teaching strategies for examining ELs with different backgrounds and behaviors. I include picture books in my examples of strategies.

Working Memory for Students with Low Achievement or Learning Disabilities

Nouf A. Altaweel

The poster presentation will provide a comprehensive overview of working memory (WM) for students with low achievement (LA) and students with learning disabilities (LD). Two main aspects will be discussed as follows: (a) characteristics of WM for students with LA or LD and (b) the effective interventions can be used to improve WM.

Evaluating and Enhancing Modeling Techniques to Promote Social Interactions

Amal Aldawoud & Gabi McWhorter

The presenters will present various types of modeling techniques that effectively teach social skills to young children. They will then support the notion of modifying those techniques to include Animal Assisted Interventions.

Using Co-teaching and Collaboration to Support Culturally Diverse Learners

Gisselle Brown

A meta-analysis was conducted to investigate co-teaching methods and collaborative practices that are used to support culturally diverse learners. The results were used to create a tool-kit for K-12 practitioners to enhance their co-teaching methods and collaborative practices in their classrooms.

Using Graphic Organizers to Improve Text Comprehension for Students At Risk or With Reading Disabilities: A Review of the Literature

Nouf A. Altaweel

The poster will present the findings of twelve peer-reviewed articles that examined the effectiveness of using graphic organizers to improve text comprehension of expository passages for students with or at risk for reading disabilities. Participant characteristics, procedures of using graphic organizers, identified empirical gaps in the literature, and recommendations will be discussed.

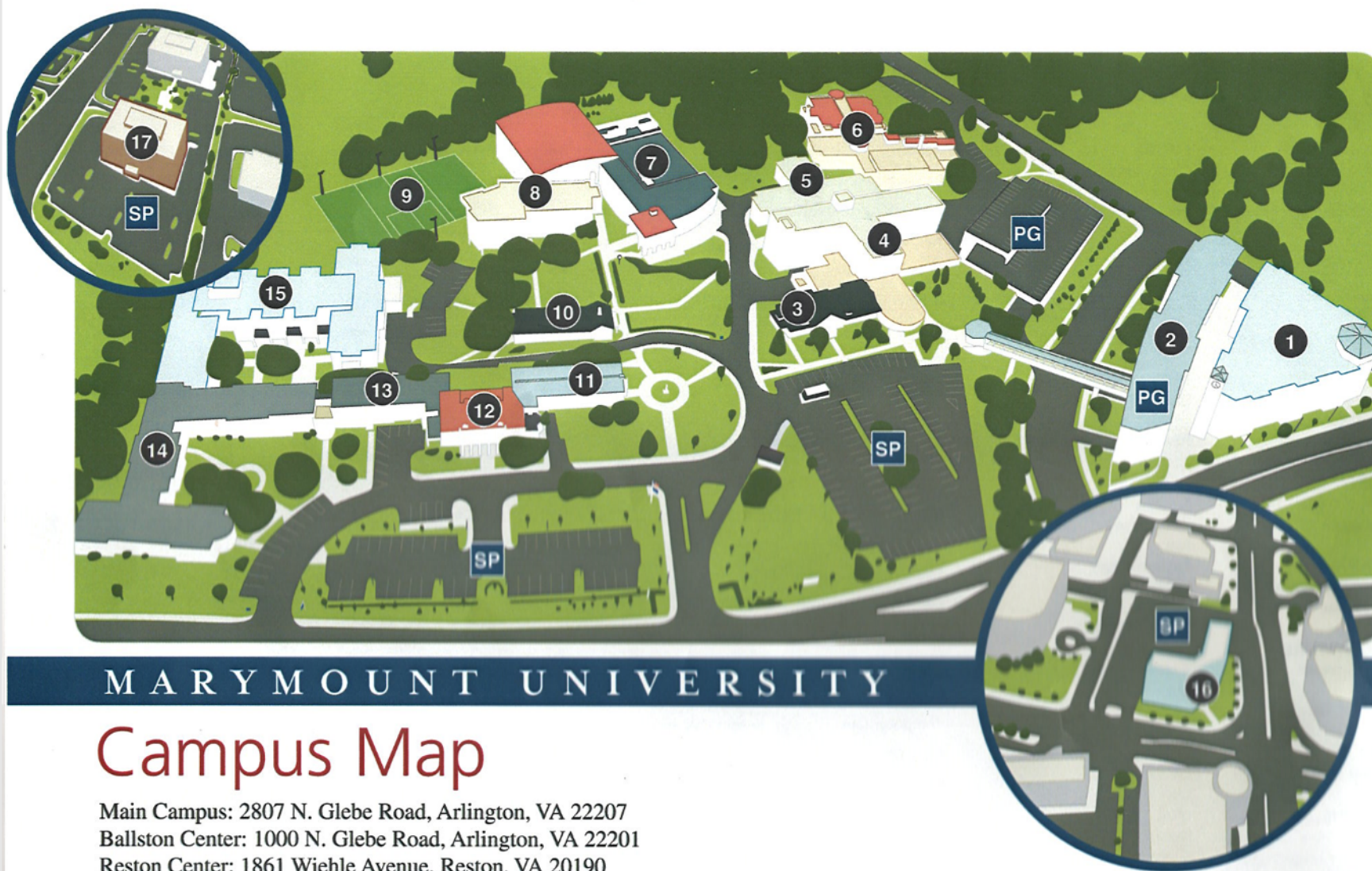
Effect of Repeated Reading Interventions on Students with Learning Disabilities

Hana Almohamadi

Repeated reading strategies can be applied to assist in increasing the reading fluency of students. Yet, research studies have indicated that fluency instruction is often overlooked for students with LD. This session will concentrate on the importance of repeated reading interventions on the oral reading fluency of students who manifest persistent reading deficits.

College Fit

Janeen Dofflemyer

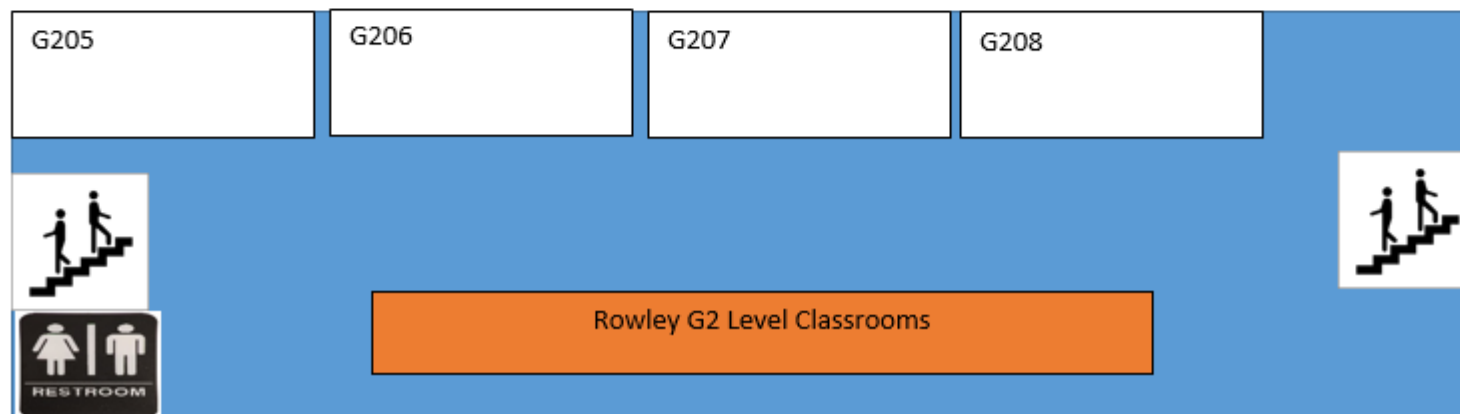
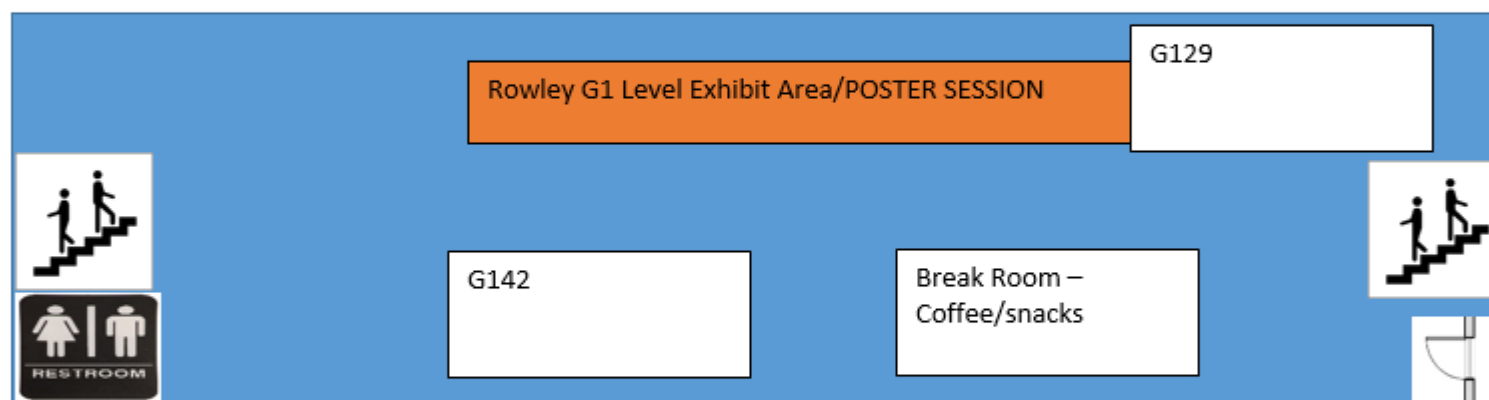
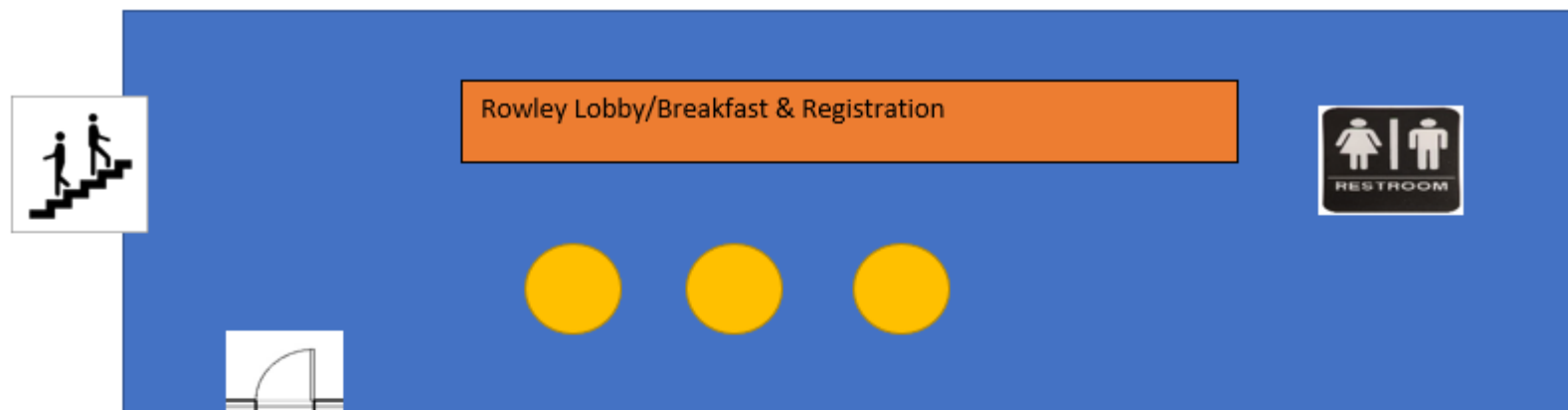


Campus Map

Main Campus: 2807 N. Glebe Road, Arlington, VA 22207
 Ballston Center: 1000 N. Glebe Road, Arlington, VA 22201
 Reston Center: 1861 Wiehle Avenue, Reston, VA 20190

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|-------------------------------------|--------------------------|---------------------|
| 1. Caruthers Hall | 6. Reinsch Library | 12. Main House |
| 2. Rose Benté Lee
Ostapenko Hall | 7. Rose Benté Lee Center | 13. St. Joseph Hall |
| 3. Lodge | 8. Gailhac Hall | 14. Butler Hall |
| 4. Gerard Phelan Hall | 9. Playing Field | 15. Rowley Hall |
| 5. Berg Hall | 10. Ireton Hall | 16. Ballston Center |
| | 11. Chapel | 17. Reston Center |

SP Surface Parking
PG Parking Garage



MINI-GRANTS for TEACHERS

Did you know?

The Virginia Council for Learning Disabilities offers mini-grants for teachers!

VCLD mini-grants are intended to support innovative, classroom-based programs or interventions designed to address the needs of students with learning disabilities. VCLD funds may not be used for staff development, personnel, or hardware.

The applicant must be a full-time teacher in a Virginia school and current member of VCLD.

Mini-grants of up to \$500 are awarded on an annual basis.

Mini-grant recipients are expected to submit a summary report with applicable documentation to VCLD and to disseminate results of the program/intervention at the following VCLD annual symposium.

You can find more information and the application at www.vclid.org

VCLD Early Career Special Educator



VCLD presents its first annual **Early Career Special Educator Award** to **Taylor Duff**.

VCLD is pleased to announce that the 2018 Early Career Special Educator Award will be presented to Ms. Taylor Duff. Taylor is a special educator in Nelson County Public Schools. She has been teaching for five years. She is currently a K-3 Collaborative Special Education Teacher. Taylor is dedicated to providing a positive and safe learning environment, developing engaging student-centered instruction, collaborating and co-teaching.

VCLD would like to honor Taylor Duff's establishment of a strong foundation of excellent teaching, collaboration, and advocacy for students with disabilities and their families with this award.

VCLD Outstanding Teacher of the Year Award



VCLD presents its annual **Outstanding Teacher Award** to **Janice Converse**.

VCLD is pleased to announce that the 2018 Outstanding Teacher of the Year Award will be presented to Ms. Janice Converse. Janice is a special educator in Augusta County Public Schools. She has been teaching for 29 years, 28 years at the high school level. Janice is focused on meeting the needs of special education students, one child at a time. She is experienced in providing students with the tools and skills required to advance towards success. She has served as a department chair, S.C.A. sponsor and coordinator of a transition camp for rising ninth graders.

With this award, VCLD would like to recognize and honor Janice Converse's years of excellent teaching, leadership, advocacy and dedication to improving outcomes for students with disabilities and their families.

9 am – 10 am

Break-Out Sessions

Shape-Coding: The Evidence Base for a Grammar Instruction Strategy**Room G142**

Alisha Springle

This presentation will present a review of the published evidence supporting Susan Ebbels' Shape-Coding. In addition to a systematic analysis of the research base, including experimental design, sample size, participant characteristics, and intervention setting, the presentation will review the basic premise and show the basic procedures of Shape-Coding.

Explicit Vocabulary Instruction in the Content Areas**Room G129**

Debora Bays Wilbon & Kaitlyn Hughes

In this session, participants will learn an explicit instruction format for content area vocabulary development and will explore technology tools that can enhance the vocabulary instruction.

Differentiating Peer-Mediated Instruction to Support Culturally Diverse Learners**Room G205**

Leigh Ann Kurz & Alexandra Shelton

Peer-mediated instruction can support secondary students struggling with reading comprehension. We describe how using a peer-mediated reading intervention in urban middle school classrooms with English Learners can improve reading comprehension. The intervention is part of an OSEP-funded adolescent literacy model demonstration project, Promoting Adolescents' Comprehension of Text (PACT Plus).

Double Session (1/2 hour each)**Room G205****Integration of Mobile Technology into Instructional Practices for Students with Problem Behaviors: Practical Issues**

Nora Altaweel

This session will present practical information on the use of mobile technology (i.e., new handheld devices such as tablets and smartphones) to support everyday classroom routines. The session will specifically discuss practical limitations to the use of mobile technology in real-world classrooms and give some important next steps.

AND

The Power of Virtual Math Manipulatives for Secondary Students with Learning Disabilities

Jugnu Agrawal & Lisa Morin

There are many singular advantages of virtual manipulatives (VMs) as compared to concrete manipulatives for math instruction. Research involving VM, best practices for using VM, and reliable VM websites will be highlighted. Participants will learn about using VM to teach math concepts to secondary students with learning disabilities. Participants are encouraged to bring laptops or tablets to this presentation.

BE Technological Educators- Using Technology to Differentiate Instruction**Room G207**

Michael Solomon & Jarrod Hobson

BE Technological Educators (BETE) is an online community that provides information on digital resources that can help enhance instruction and assist teachers in creating engaging lessons. This presentation focuses on creating differentiated interactive high and low tech lessons that meet the needs of all students in the inclusive classroom

Disproportionate Influence of Socio-Cultural Variables in MDR Considerations

Room G208

Frederick Brigham & Lindsay Zurawski

Practicing teachers judged Manifestation Determination Review (MDR) cases and completed sentence verification tasks assessing recall of events. Event recall was generally correct, however, insinuation of gang membership caused 92% of respondents to recall the event incorrectly. This data suggests that MDRs are open to influence from unsubstantiated socio-cultural factors.

VCLD Thanks its Supporters!

- Meredith Jones, Regional Elementary Manager, Lakeshore Learning Materials
- Marymount University
- Old Dominion University
- Council for Learning Disabilities – Chapter Grant Award
- Radford University – School of Teacher Education and Leadership

1:15 pm – 2:15 pm

Break-Out Sessions

Building Persuasive Writing Skills

Anne McCracken & Jennifer Smith

Room G142

Writing persuasive essays is a significant challenge for our students. We have developed a successful approach that uses adapted WordGen Weekly lessons from the Strategic Education Research Partnership Institute (SERP). Learn about the WordGen Lessons and how we use them to boost the thinking and writing skills of our students.

Explicit Vocabulary Instruction in the Content Areas

Debora Bays Wilbon & Kaitlyn Hughes

Room G129

In this session, participants will learn an explicit instruction format for content area vocabulary development and will explore technology tools that can enhance the vocabulary instruction.

Teaching ELLs with LD and/or Learning Challenges in the General Curriculum

Brenda-Jean Tyler

Room G205

To be academically successful in general education classrooms, ELLs with LDs need instruction that is simultaneously responsive to their disability, English language status, and culture. Attendees will leave with a toolkit of strategies to facilitate the success of ELLs with LD in content classes. Guidelines for collaborating with campus specialists will also be provided.

BE Technological Educators- Using Technology to Differentiate Instruction

Michael Solomon & Jarrod Hobson

Room G206

BE Technological Educators (BETE) is an online community that provides information on digital resources that can help enhance instruction and assist teachers in creating engaging lessons. This presentation focuses on creating differentiated interactive high and low tech lessons that meet the needs of all students in the inclusive classroom

AIM for Reading Success

Stacy Brady & Ian Moore

Room G207

This presentation will discuss the researched benefits of using educational technology. Pairing technology and instruction; within the classroom to support diverse learners.

Engaging Parents from Diverse Backgrounds in Transition

Raymond Rodriguez

Room G208

This presentation will address strategies to engage parents of culturally and linguistically diverse (CLD) students with disabilities in the transition process. The session will present ways to engage parents in a variety of transitions their children encounter in K-12 settings, and factors school personnel should consider when supporting the transition of CLD students will be discussed.

2:30 pm – 3:30 pm**Break-Out Sessions**

Writing Intervention: Self- Regulation Strategy Development and the POW + TREE STRATEGY**Room G142**

Rakan Mnawer Alshammari

One of the common academic challenges for students with and without disabilities is writing completed paragraphs. The POW + TREE is a tool that guides students to write through the essential essay or paragraph components. The purpose of this presentation is to describe, practice, and implement the POW + TREE intervention for students with Learning Disabilities.

AIM for Reading Success**Room G129**

Stacy Brady & Ian Moore

This presentation will discuss the researched benefits of using educational technology. Pairing technology and instruction; within the classroom to support diverse learners.

Eliminating the Gap: What Defines the Group?**Room G205**

Jenna Weinberg

To eliminate the significant achievement gap identified based on subgroup performance on statewide assessments, it is important to view cultural diversity from a broader lens, implement evidence-based strategies, understand what “best practice” is, and provide effective instruction that meets the needs of all learners.

Flexible Literacy Technology: Meeting the Needs of Diverse Learners**Room G206**

Stacie Brady

For struggling readers, technology can be leveraged to support individual needs, remove barriers, and make content more accessible. The provision of supports for these students comes from accessible instructional materials. This session defines AIM, how materials benefit students, how to use AT with AIM, and how Virginia educators can access AIM.

Online Dialogue Journaling: Partnering Future Teachers and Urban Elementary Students**Room G207**

Rachelle Kuehl

Pairing future teachers with urban elementary students in an online dialogue journaling project centered around a culturally-relevant novel may help both parties understand the influence of race and class on society. Forming positive relationships with urban children may affect the willingness of college students to consider teaching in diverse schools.

How Classroom Environment Can Impact Learning

Room G208

Kimberley Daly

Classroom environment can have a profound impact on student learning and research supports the idea that proper classroom arrangement and design is crucial to academic success. Participants will learn techniques that they can immediately implement to help increase student engagement, assess student learning, and improve student outcomes.

3:30 pm – 4:00 pm

Gerard Meeting/Dining Room

****** Closing Session and Door Prizes******

~ You must be present to win a raffle prize! ~

Presenter Bios

Jugnu S. Agrawal, Ph.D., has supported special education teachers with math and reading curriculum across grade levels. She has taught intervention strategy courses at the university level. She serves as the Vice President for CEC's Division of International Special Education and Services.

Amal Aldawoud has experience teaching in the Special Education Department at King Saud University. She worked as a teaching assistant in Fall 2015 semester for the Department of Special Education at Old Dominion University and is currently conducting her dissertation research. Her area of interest is early intervention.

Hana Almohamadi is currently enrolled in the Doctorate Program of Education in Special Education at Old Dominion University. She is obtaining relevant knowledge and skills regarding theory, practice, and research for meeting the special needs of learners with learning disabilities.

Khaled Alotaibi is an international doctoral scholar concentrating in Special Education at Old Dominion University. Before coming to ODU in 2011, he worked as special education teacher with students with learning disabilities (LD) at a school in Almadinah City, which is located in northwestern Saudi Arabia.

Rakan Mnawer Alshammari has a bachelor and master degree in special education, and he has served as a special education teacher for students with different types of disabilities, such as students with deafness, and emotional and behavioral disorders. He is currently a lecturer at Northern Border University and is in a second-year doctoral student at Old Dominion University concentrating on emotional and behavioral disorders.

Nora Altaweel is a former special education teacher who has taught students with learning disabilities and problem behavior in Saudi Arabia. She is currently a lecturer at King Saud University and studying for her PhD at Old Dominion University.

Nouf Altaweel is a Ph.D. student in the Communication Disorders and Special Education Department at Old Dominion University and a lecturer in the Special Education Department at King Saud University in Riyadh, Saudi Arabia. Nouf has developed workshops for parents of students with learning disabilities and students who were studying special education at King Saud University.

Dr. Kat Alves teaches at Longwood University. Her research interests include improving reading outcomes for students with disabilities, as well as improving in-service and preservice teachers' ability to teach reading.

Stacie Brady, M.S., CCC-SLP, is a program trainer for the Accessible Instructional Materials Center of Virginia (AIM-VA). She travels throughout the commonwealth training educators about the benefits of accessible reading and how to use assistive technology. Before joining AIM-VA, Stacie worked as a speech language pathologist using researched based multi-sensor reading programs to address student's significant reading needs. She has also completed a second master's degree focused on assistive technology to address student's complex needs in the inclusion setting in the public schools.

Rick Brigham has served as a general and special education teacher at the elementary and secondary levels. He has also served as a program coordinator and special education administrator. He is a Professor of Education at George Mason University.

Gisselle Brown has been in the field of education for over 13 years as both a general and special educator. She is currently a second year doctoral student at George Mason University focusing special education teacher preparation and education policy.

Kimberley Daly, Ph.D., has more than 20 years of experience in secondary and university classrooms and teaches education coursework to pre- and in-service teachers at George Mason University in Virginia. Her research interests include teacher education and ongoing professional development.

Jarrod Hobson is in his 4th year as an Exceptional Education teacher in Henrico County Public School. He works with K-5 students at Pemberton Elementary School as the LD Resource Teacher. He received both his Bachelor's and Master's degrees from Radford University.

Charles A. Hughes, Ph.D., is professor of special education at Penn State University. He received his doctorate from The University of Florida. His research interests are designing and validating interventions to assist students with learning disabilities to succeed academically in classrooms.

Kaitlyn Hughes is a graduate student in special education at Radford University. She will complete her Master of Science in Special Education: General and Adapted Curriculum in May.

Rachelle Kuehl is a second-year doctoral student in Curriculum & Instruction at Virginia Tech. Her research interests include elementary writing instruction, teacher education, and social justice issues pertaining to urban schools.

Leigh Ann Kurz, a doctoral candidate at George Mason University researches integrated science and literacy instruction in primary grades for students with or at-risk for LD. She is project manager and literacy coach for an OSEP-funded project, supporting adolescent reading.

Ana Lado is a professor of education with a background in teaching English as a Foreign and English as a Second Language. She began her career teaching English literacy to young children from refugee camps, continued on to training teachers of special needs English Learners, and recently developed an English

Interactive Radio Instruction program for marginalized Pakistani children living in ostracized, remote, and/or poor schools.

Kelly Liu, M.Ed., is a doctoral candidate at George Mason University. She has been a Middle School Special Education teacher with Fairfax County Public Schools since 2004. Her primary area of focus in the Doctoral Program is Special Education with a secondary emphasis in Multi-Cultural, Multi-Lingual Education.

Anne McCracken is a special education English teacher for Arlington Public Schools. In addition to 25 years experience in public schools, Anne earned a Ph.D. in Education from George Mason University and is a National Board Certified Teacher.

Gabi McWhorter is currently a Ph.D. student at ODU. She achieved her M.S. Ed. in special education with an autism certification from ODU in 2014. In 2011, she earned her B.S in Natural Resources-Wildlife Sciences with a minor in Biology from Virginia Tech.

Ian Moore, M.Ed., is the program specialist for the Accessible Instructional Materials Center of Virginia (AIM-VA). He travels throughout the commonwealth training teachers, administrators, and parents about the benefits of accessible reading, how to use assistive technology, and various methods of obtaining free accessible materials. Before moving to Virginia, Ian was a teacher in a 12:1:1 school for students with dyslexia.

Lisa L. Morin, Ph.D., taught reading and math across a wide range of grade levels as both a special educator and general educator in inclusive settings. She serves as Technology Committee co-chair for the Council for Learning Disabilities and is CLD's 2016 Outstanding Researcher Award recipient.

Jared R. Morris, M. Ed., is a doctoral candidate in Special Education at Penn State University. He received his Master's degree in Special Education from the University of Utah. His research interests focus on effective teaching of students with high-incidence disabilities.

Dr. Ray Rodriguez is currently an Assistant Professor in the Educational Foundations and Exceptionalities Department at James Madison University. His primary research interests involve ways schools and families can more effectively collaborate to improve educational outcomes for students with disabilities.

Mike Salomon currently works for the Prince William County Schools as an Autism Specialist. He received his Master's Degree in Special Education from Radford University and holds a Virginia teaching licensure in the Special Education General and Adaptive curriculums.

Alexandra Shelton is a second-year doctoral student at the University of Maryland. Her research interests are related to evidence-based literacy instruction and interventions for secondary students with reading difficulties and disabilities.

Jennifer Smith is an English as a Second Language teacher who has over 20 years' experience teaching students who are learning English and have been identified as special education students. Jennifer left an unfulfilling law career, J.D. Harvard University, to pursue a career in education.

Alisha Springle is a Lecturer in Communication Disorders and Special Education at Old Dominion University. She is a Speech-Language Pathologist and Board Certified Specialist in Child Language. She has 17+ years of experience with public school students.

Brenda-Jean Tyler is an Associate Professor of special education and the Assistant Director of the School of Teacher Education and Leadership at Radford University. Her areas of interest include exploring challenges ELLs confront at school, including those related to language, cultural expectations, and prejudice and poverty.

Jenna Weinberg is a second year special education teacher at Tuckahoe Elementary. She holds a Master's degree in Special Education from Radford University.

Debbie Bays Wilbon, Ph.D., is a Professor and the Program Area Leader for Special Education at Radford University. Her teaching and research interests include instructional supervision, learning strategies, written expression and vocabulary development.

Lindsay Zurawski is currently a Presidential Scholar at George Mason University pursuing a PhD in education. Her interests include special education teacher

preparation, specifically for teacher candidates who are provisionally licensed.



VCLD Mission and Vision


The Virginia Council for Learning Disabilities (VCLD) is a statewide organization that promotes evidence-based teaching, collaboration, research, and the Commonwealth. VCLD is composed of professionals who represent diverse disciplines and are committed to enhancing the education of and with learning disabilities and others who experience challenges in learning. To accomplish this, our vision is to include all educators, researchers, personnel who work or interact with said individuals.

VCLD Needs You!

If you are not currently a member, please consider joining us in our efforts to enhance education for students with disabilities in the Commonwealth. A membership application and more information about our organization can be found at our website: www.vclld.org and the International Council for Learning Disabilities website: www.cldinternational.org. We are also seeking Regional Representatives and others to serve in open positions on the VCLD Executive Board. Please contact Dani Allen-Bronaugh at bronauda@jmu.edu if you would like to know more about the ways you can become involved.

VCLD Executive Board 2016-2017

Executive Board	Regional Representatives
Brenda-Jean Tyler, President	Jarrod Hobson, South Central & Central
Dani Allen-Bronaugh, Past-President	Mindy Gumpert, Eastern
Clara Hauth, President-Elect	Judith Fontana & Clara Hauth, Northern
Mindy Gumpert, Vice President	Deborah Bays Wilbon, Southwest

Nancy Schwab & Judith Fontana, Secretaries	Far Southwest (open)
Carol A. Cox, Treasurer	<p>Check out VCLD's website!</p> 
Suzan Quesenberry, Communications & Publicity	
Suzan Quesenberry, Membership	
Lisa Morin, Website Curator	
Dani Allen-Bronaugh, Awards, Honors & Nominations	
Silvana Watson, Professional Relations Liaison	
Historian, Jarrod Hobson	