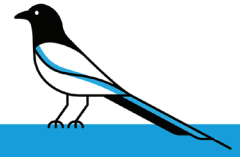


THE LEARNING CENTER



The McGillis School

Our students in The Learning Center are on a journey.

When most students come to The Learning Center (TLC), they are dependent learners. Many times, they lack academic skills, confidence, and knowledge of strategies due to their learning differences.

With specialized instruction, our students begin to take control of their own learning by applying learned strategies and new organizational systems. Once students achieve a certain skill level and their strategies are in place, they are more confident and independent because they have acquired the tools to complete work on their own.

At the end of their journey, students emerge as independent learners with a strong set of tools: solid academic and executive functioning skills, a sense of self-efficacy, and the ability to self-advocate.

Our Program Goal: Learner Competence

The length of the TLC journey varies from student to student. Parents, students, and teachers work as a team, and together, this team decides the length of the enrollment period in the TLC.

Because language-based learning differences and processing differences will affect our students throughout their lives, our goal is to prepare students so that they can successfully move into a new educational environment at the right time and with the right skills.

Levels of Competence are assigned to each student and shared with parents/guardians twice a year (please see the reverse for details about each level and the accompanying expectations). These levels are determined by how our learners exhibit three categories of skills:

- Academic Skills
- Executive Function and Study Skills
- Self-efficacy and Self-advocacy

Our Program Goals

Academic Skills

Decoding/Encoding
Expression Language Skills
Receptive Language Skills
Math Skills

Executive Function & Study Skills

Managing time, materials,
and information

Self-Regulation & Self-Efficacy Self-Advocacy

Learning & Study Behaviors
Confidence & Strengths
Mission Skills

Levels of Learner Competence

Level I

The student is new to The Learning Center and is learning how to learn as he/she receives multisensory instruction, perhaps unlearning old habits that have not served him/her effectively. New skills and strategies are being introduced.

Academic Skills

- May not yet be receptive to learning new skills and strategies
- Performing below grade level/potential level
- Has gaps in background knowledge
- Difficulty with one or more of the following: decoding, encoding, written expression, or math

Executive Function and Study Skills

- Has limited tools and strategies
- May need to be refocused frequently
- Struggles with time management and organization
- Difficulty following written and oral directions
- Often cannot complete work independently

Self-efficacy and Self-advocacy

- May often give up when pressured with new material
- Not confident in his/her ability to be a successful student due to previous struggles
- May be easily frustrated/tends to give up
- Not comfortable participating in class or answering questions

Level II

The student is receptive to using new skills and strategies under teacher guidance and is beginning to assume more responsibility for his/her learning.

Academic Skills

- Accepting of new skills and strategies; still requires teacher guidance to apply
- Continues to have gaps in knowledge
- Not yet performing at grade level
- Assignments are scaffolded to allow the student to achieve success
- Performance is inconsistent

Executive Function and Study Skills

- Beginning to assume responsibility for managing materials
- Working somewhat independently; requires less redirection
- Able to follow some written and oral directions
- Beginning to apply tools and strategies
- Beginning to manage time

Self-efficacy and Self-advocacy

- Beginning to show signs of self-advocacy; asks for help when needed
- Becoming self-motivated
- Frustration is lessening
- Confidence is growing; beginning to believe he/she can learn
- Participates in class occasionally

Level III

The student's use of strategies is becoming internalized. Basic skills are becoming automatic but continue to require reinforcement. The student is becoming aware of his/her learning needs and is able to work independently.

Academic Skills

- Assignments are no longer scaffolded or modified
- Demonstrates ability to deal with some age/grade-level academic demands
- Performance is becoming more consistent
- Skills are beginning to carry over to areas outside the lesson

Executive Function and Study Skills

- Consistently applies organization tools and strategies, but occasionally needs a check
- Usually manages time efficiently
- Most assignments are turned in on time
- Often works independently
- Follows oral and written directions

Self-efficacy and Self-advocacy

- Beginning to actively seek the resources and technology needed to be successful
- Asks for clarification appropriately
- Assume responsibility for learning
- Showing resilience when challenged
- Confidence continues to grow
- Often participates in class

Level IV

The student consistently exhibits the characteristics in Level III and beyond.

Academic Skills

- Has strong grade-level academic skills
- Completes assignments at grade level or beyond
- Actively seeks challenging assignments
- Carries over skills and strategies to all academic areas

Executive Function and Study Skills

- Manages materials
- Manages time wisely and independently
- Show mastery of tools and strategies
- Manages information; studies independently

Self-efficacy and Self-advocacy

- Shows strong self-advocacy skills
- Feels confident in his/her ability to be a successful student
- Follows directions easily
- Participates respectfully in class
- Highly motivated
- Exhibits resilience in challenging environments