ODAC Meeting

August 3, 2016

Today's Objectives

1. Based on information collected, continue to further refine the proposed model for screening and providing instructional support for students at risk for dyslexia.

2. Outline main objectives of the plan for screening to present to the legislature in September.

3. Gain input on the vetting process for approving training opportunities and discuss related training issues.

4. Determine the criteria for districts to secure a waiver from the teacher training requirements to address instances when noncompliance is outside the control of the school district.

Report from Measurement Work Group 07.07.16

- Information presented to the work group:
  - DIBELS data
  - initial discussions with experts regarding (a) the potential need for a traditional RAN measure; and (b) using the data to determine students at risk for dyslexia

DIBELS Data

measure	goal	test	K_Mid	1st_Beg
DIBELS 6th Edition	recommended	lnf	23.33	24.65
DIBELS 6th Edition	recommended	psf	32.29	NA
DIBELS 6th Edition	recommended	cls	25.01	20.75
DIBELS 6th Edition	recommended	lnf_psf	14.49	NA
DIBELS 6th Edition	recommended	lnf_cls	16.54	13.81
DIBELS 6th Edition	recommended	psf_cls	16.33	NA
DIBELS 6th Edition	recommended	lnf_psf_cls	11.60	NA
DIBELS Next	recommended	lnf	50.70	52.09
DIBELS Next	recommended	psf	47.19	NA
DIBELS Next	recommended	cls	46.03	45.76
DIBELS Next	recommended	lnf_psf	32.59	NA
DIBELS Next	recommended	lnf_cls	36.13	36.25
DIBELS Next	recommended	psf_cls	31.65	NA
DIBELS Next	recommended	lnf_psf_cls	26.43	NA
DIBELS Next	former	lnf	NA	NA
DIBELS Next	former	psf	11.40	10.79
DIBELS Next	former	cls	10.21	15.93
DIBELS Next	former	lnf_psf	NA	NA
DIBELS Next	former	lnf_cls	NA	NA
DIBELS Next	former	psf_cls	5.21	5.88
DIBELS Next	former	lnf_psf_cls	NA	NA

Initial Discussion with Experts

- Jack Fletcher, Ph.D., Chair, Department of Psychology, University of Houston

- Most predictive measure is <u>letter sound knowledge in K</u>. By the <u>middle of grade 1, it is word reading</u>.

- We need an equation that weights the measures against an outcome in grade 1 with an evaluation of sensitivity and specificity.

- <u>RAN is irrelevant for treatment and does not yield information different from letter naming fluency</u>. It is a weak predictor of word reading difficulties. Most predictive version of RAN is letter naming fluency.

Initial Discussion with Experts

- Edward J. Kame'euni, Ph.D., Dean-Knight Professor Emeritus, University of Oregon

- Hank Fien, Ph.D., Director, Center on Teaching and Learning, University of Oregon

- If there is evidence that a traditional RAN measure predicted who would not respond to intervention, then the data could be used to identify, for example, students to move directly into Tier 3. In the absence of this evidence, it may make the most sense to administer this measure as one component of the formal evaluation process.

Initial Discussion with Experts

- Edward Kame'enui and Hank Fien, University of Oregon (cont.)

- Winter of K – could consider a model such as:
  - At risk on 1 of 3 measures = low level of risk for dyslexia
  - At risk on 2 of 3 measures = moderate level of risk for dyslexia
  - At risk on 3 of 3 measures = at risk for dyslexia

- Fall of Grade 1
  - Look across both time periods (winter of K/fall of grade 1), if a student is at risk at both time periods, it means something different – a different level of risk.

- By End of Grade 1
  - If a student is low on NWF at the end of grade 1, a school has exhausted intervention options, and poor instruction has been ruled out, then a former SPED evaluation may be needed.

Report from Measurement Work Group 07.07.16

- In the absence of having an empirically-based formula, it may be best to focus on a pragmatic process similar to what CTL described.

- Because districts will have the option to select different measurement systems (e.g., DIBELS, DIBELS Next, AIMSweb, easyCBM), it may make sense to use percentile cuts as a way to be consistent across systems.

- In general, members were supportive of using the information provided by Jack Fletcher to update the proposed screening model so that a traditional RAN measure is not required as part of the universal screening process. Additional information from experts will be collected and help refine the steps in the process.

Proposed Screening Plan:
Additional Information from Experts

- Patricia Mathes, Ph.D., Professor of Teaching and Learning, Southern Methodist University, TI Endowed Chair on Evidence-Based Education

- lack of research consensus on some of these issues

- it is important to differentiate screening from identification

- Oregon's measures are appropriate for screening for risk for struggling to learn to read – they might indicate dyslexia, but this is not assured

- less concerned about causation/more concerned about providing intervention as quickly as possible

Proposed Screening Plan: Additional Information from Experts

- Patricia Mathes, Ph.D., SMU (cont.)

- PA, letter-naming fluency are fine for grade 1 – add a measure of reading CVC words

- In K, if a child doesn't know all the names of the letters it confounds letter knowledge with RAN. A poor score still indicates risk, but causation is less clear. Perhaps it doesn't really matter if used only to determine risk. To identify if a child is truly dyslexic will require additional assessment.

Proposed Screening Plan:
Additional Information from Experts

- Louisa Moats

- Opposed to any policy that attempts to require a formula for determining who is and who is not dyslexic. Best experts do not agree on criteria for drawing parameters around this population using a few screening and diagnostic tests.

- Letter naming on DIBELS was never designed to measure the same thing that RAN measures. The DIBELS test is part of a screening and predictive battery, while RAN is intended to identify a subgroup of dyslexic children whose problems seem to be explained by this measure.

Proposed Screening Plan:
Additional Information from Experts

- Louisa Moats (cont.)

- Additional measures that include tests of phonological processing, rapid naming, sound-symbol decoding, letter formation, writing fluency, vocabulary, etc. are often used as supplemental measures to help explain the nature of the reading difficulty. All these supplemental diagnostic measures, however, have psychometric imperfections if used singly.

- There is no such thing as classic profile of dyslexia that manifests itself reliably in a profile of scores on these supplemental tests . . . deciding who "is" and who "isn't" is not a fruitful endeavor.

Proposed Screening Plan: Additional Information from Experts

- Louisa Moats (cont.)

- All children should be screened three times yearly in K-2.

- All students who are "at risk" should be given additional tests of phoneme awareness, phonic decoding, naming speed, spelling and vocabulary.

- ALL reading difficulties should be addressed under an RtI model that emphasizes appropriate instruction by qualified people.

- It is not wise to create another service delivery system aside from RtI (properly implemented).

Organizing Principles
Based on Input from Experts

- It is important to differentiate screening from identification.

- We can use Oregon's designated measures to screen for risk of reading difficulties, but these measures may or may not indicate dyslexia.

- Identifying if a child is dyslexic requires additional assessment.

- We need to be less concerned with the cause of reading difficulties.

- LNF is a strong predictor of reading difficulties.

- RAN may be best used for identification vs. screening.

- Focus on providing intervention as quickly as possible.

- All reading difficulties should be addressed through providing multiple tiers of support that provide appropriate instruction by qualified individuals.

- It is not wise to create a separate delivery system for students with dyslexia.

Oregon's Model of Serving Students with Risk Factors for Dyslexia

Step 1: Screen for family history of reading difficulties at the time of school enrollment.

Step 2: Initial universal screening of K students in fall, winter, and spring and grade 1 students in the fall to include measures of phonological awareness, letter-sound correspondences, and rapid naming (via LNF).

Step 3: Students identified as showing risk factors for dyslexia are provided with additional instructional support daily in the general education context (i.e., Tier 2 support). The instruction must be aligned with the IDA Knowledge and Practice Standards, systematic, explicit, and evidence-based delivered under the direction of the teacher in the building who has completed the dyslexia related training.

Oregon's Model of Serving Students with Risk Factors for Dyslexia

Step 4: Based on progress monitoring data, students who do not respond to additional instructional support and continue to make insufficient progress will receive a second level of screening for risk factors of dyslexia no later than following 40 instructional periods of participation in daily targeted instructional support.

Step 5: Information collected in the second level of screening will be used to develop an intensive more individualized structured literacy intervention that is provided daily in the context of general education (i.e., Tier 3 support). The instruction must be aligned with the IDA Knowledge and Practice Standards, systematic, explicit, and evidence-based delivered under the direction of the teacher in the building who has completed the dyslexia-related training.

Step 6: Based on the collection of progress monitoring data, if a student does not respond to the intensive, individualized structured literacy intervention after 6 to 8 weeks and continues to make insufficient progress, a SPED referral may be considered.

Defining "Students at Risk for Dyslexia"

- Universal Screening Systems have:
  - different formats for assessing letter/sound correspondence
  - varying schedules for subtest administration across grades K and 1
  - different conventions for determining and labeling level of risk

Defining "Students at Risk for Dyslexia"

Kindergarten

	Phonological Awareness			Letter/Sound Correspondence			Other		
	B	M	E	B	M	E	B	M	E
DIBELS Next	First Sound Fluency	First Sound Fluency			Nonsense Word Fluency	Nonsense Word Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency
		Phoneme Segmentation Fluency	Phoneme Segmentation Fluency (Optional – Endorsed)						
DIBELS	Initial Sound Fluency (Not Endorsed)	Initial Sound Fluency (Not Endorsed)			Nonsense Word Fluency	Nonsense Word Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency
		Phonemic Segmentation Fluency	Phonemic Segmentation Fluency (Not Endorsed)						
easyCBM	Phoneme Segmenting	Phoneme Segmenting	Phoneme Segmenting	Letter Sounds	Letter Sounds	Letter Sounds	Letter Names	(Letter Names Available)	(Letter Names Available)
								Word Reading Fluency	Word Reading Fluency
AIMSweb		Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	Letter Sound Fluency	Letter Sound Fluency	Letter Sound Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency
								Nonsense Word Fluency (Optional)	Nonsense Word Fluency (Optional)

Defining "Students at Risk for Dyslexia"

First Grade

	Phonological Awareness			Letter/Sound Correspondence			Other		
	B	M	E	B	M	E	B	M	E
DIBELS Next	Phoneme Segmentation Fluency (Optional -Not endorsed)			Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency	Letter Naming Fluency		
								Oral Reading Fluency	Oral Reading Fluency
DIBELS	Phonemic Segmentation Fluency (Not endorsed)	Phonemic Segmentation Fluency (Not endorsed)	Phonemic Segmentation Fluency (Not endorsed)	Nonsense Word Fluency	Nonsense Word Fluency	Nonsense Word Fluency	Letter Naming Fluency		
								Oral Reading Fluency	Oral Reading Fluency
easyCBM	Phoneme Segmenting	(Phoneme Segmenting Available)	(Phoneme Segmenting Available)	Letter Sounds	Letter Sounds	Letter Sounds	(Letter Names Available)	(Letter Names Available)	(Letter Names Available)
							Word Reading Fluency	Word Reading Fluency	Word Reading Fluency
								Passage Reading Fluency	Passage Reading Fluency
AIMSweb	Phonemic Segmentation Fluency (At Risk)	Phonemic Segmentation Fluency (At Risk)		Letter Sound Fluency	Letter Sound Fluency		Letter Naming Fluency		
							Nonsense Word Fluency (Optional)	Nonsense Word Fluency (Optional)	Nonsense Word Fluency (Optional)
							R-CBM (Strongly Consider)	R- CBM	R-CBM

AIMSweb

- percentiles by measure

- cut scores by measure (Tier 1, Tier 2, Tier 3)

PEARSON

AIMSweb Default Cut Scores

Two default cut scores are provided at each grade and season. The higher cut score separates Tiers 1 and 2, and can be considered the target. This cut score is at the 35th percentile for the Early Literacy and Early Numeracy measures and at the 45th percentile for all other measures. The lower cut score divides Tiers 2 and 3, and is at the 15th percentile for all measures.

Early Literacy																
	Grade K								Grade 1							
	LNF		LSF		PSF		NWF		LNF		LSF		PSF		NWF	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	3	13	0	2	0	2			30	40	16	25	21	35	17	27
Winter	24	38	9	20	6	18	8	19	35	49	28	40	35	45	34	45
Spring	34	46	23	33	25	41	22	33	41	56	34	46	40	49	43	57

EasyCBM

- percentiles by measure

- reading risk score provided based on scores from a combination of measures
  - Reading Risk Score:
    - 0-1 Low Risk
    - 2-3 Some Risk
    - 4-6 High Risk

DIBELS Next (DMG)

- composite score provides the best overall estimate of student skills – so interpret first

- some students who score at or above the benchmark goal on the DIBELS composite score may still need additional support in one of the basic early literacy skills as indicated by a below benchmark score on an individual DIBELS Next measure

- benchmark goals with cut point for risk provided for composite score and individual measures:
  - At or above benchmark
  - Below benchmark
  - Well below benchmark

K Kindergarten DIBELS® Next Composite Score Worksheet

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The *DIBELS* Composite Score is used to interpret student results for *DIBELS Next*. Most data-management services will calculate the composite score for you. If you do not use a data-management service or if your data-management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____   Class: _____

Beginning of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

DIBELS Composite Score (add values 1–2) = [   ]

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

PSF Score = _____ [3]

NWF CLS Score = _____ [4]

DIBELS Composite Score (add values 1–4) = [   ]

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

Do not calculate the composite score if any of the values are missing.

1 First Grade DIBELS® Next Composite Score Worksheet

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The *DIBELS* Composite Score is used to interpret student results for *DIBELS Next*. Most data-management services will calculate the composite score for you. If you do not use a data-management service or if your data-management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____   Class: _____

Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

NWF CLS Score = _____ [1]

NWF WWR Score = _____ [2]

DORF Words Correct = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [   ]

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

NWF WWR Score _____ x 2 = _____ [1]

DORF Words Correct = _____ [2]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

Do not calculate the composite score if any of the values are missing.

Middle of Year

DORF Accuracy Percent	Accuracy Value
0% – 49%	0
50% – 52%	2
53% – 55%	8
56% – 58%	14
59% – 61%	20
62% – 64%	26
65% – 67%	32
68% – 70%	38
71% – 73%	44
74% – 76%	50
77% – 79%	56
80% – 82%	62
83% – 85%	68
86% – 88%	74
89% – 91%	80
92% – 94%	86
95% – 97%	92
98% – 100%	98

End of Year

DORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

DIBELS Next (CTL)- Kindergarten

- benchmark goals by measure (core, strategic, intensive)
- percentiles by measure

CTL Center on Teaching & Learning
UO DIBELS Data System

DIBELS Next Recommended
Benchmark Goals

KINDERGARTEN	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
DIBELS Measure	**Recommended Goals**	**Need For Support**	**Recommended Goals**	**Need For Support**	**Recommended Goals**	**Need For Support**
First Sound Fluency (FSF)	0 – 12 13 – 22 23 and above	Intensive Strategic Core	0 – 42 43 – 51 52 and above	Intensive Strategic Core	Not administered during this assessment period	
Letter Naming Fluency (LNF)	0 – 21 22 – 28 29 and above	Intensive Strategic Core	0 – 41 42 – 51 52 and above	Intensive Strategic Core	0 – 50 51 – 61 62 and above	Intensive Strategic Core
Phoneme Segmentation Fluency (PSF)	Not administered during this assessment period		0 – 41 42 – 50 51 and above	Intensive Strategic Core	Administration optional and endorsed	
Nonsense Word Fluency – Correct Letter Sounds (NWF-CLS)	Not administered during this assessment period		0 – 24 25 – 33 34 and above	Intensive Strategic Core	0 – 34 35 – 43 44 and above	Intensive Strategic Core
Nonsense Word Fluency – Whole Words Read (NWF-WWR)	Not administered during this assessment period		Administration optional		0 – 1 2 – 6 7 and above	Intensive Strategic Core

DIBELS Next (CTL) – First Grade

CTL Center on Teaching & Learning
UO DIBELS Data System

DIBELS Next Recommended
Benchmark Goals

FIRST GRADE	Beginning of Year Month 1 - 3			Middle of Year Month 4 - 6			End of Year Month 7 - 10		
DIBELS Measure	**Recommended Goals**	**Need For Support**		**Recommended Goals**	**Need For Support**		**Recommended Goals**	**Need For Support**	
Letter Naming Fluency (LNF)	0 – 46 47 – 57 58 and above	Intensive Strategic Core		Not administered during this assessment period			Not administered during this assessment period		
Phoneme Segmentation Fluency (PSF)	Administration optional and not endorsed			Not administered during this assessment period			Not administered during this assessment period		
Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)	0 – 30 31 – 41 42 and above	Intensive Strategic Core		0 – 49 50 – 69 70 and above	Intensive Strategic Core		0 – 62 63 – 95 96 and above	Intensive Strategic Core	
Nonsense Word Fluency – Whole Words Read (NWF-WWR)	0 – 2 3 – 6 7 and above	Intensive Strategic Core		0 – 12 13 – 20 21 and above	Intensive Strategic Core		0 – 17 18 – 29 30 and above	Intensive Strategic Core	
Oral Reading Fluency (ORF) – Words Correct	Not administered during this assessment period			0 – 20 21 – 33 34 and above	Intensive Strategic Core		0 – 36 37 – 68 69 and above	Intensive Strategic Core	
Oral Reading Fluency (ORF) – Accuracy	Not administered during this assessment period			0 – 72 73 – 85 86 and above	Intensive Strategic Core		0 – 87 88 – 97 98 and above	Intensive Strategic Core	
Retell Fluency (RTF)	Not administered during this assessment period			Administration optional and not endorsed					

DIBELS 6th Edition (CTL)

- benchmark goals by measure (core, strategic, intensive)
- percentiles by measure

Class List - DIBELS 6th Edition

District: Example District
School: Example School 1
Grade: First Grade - Beginning
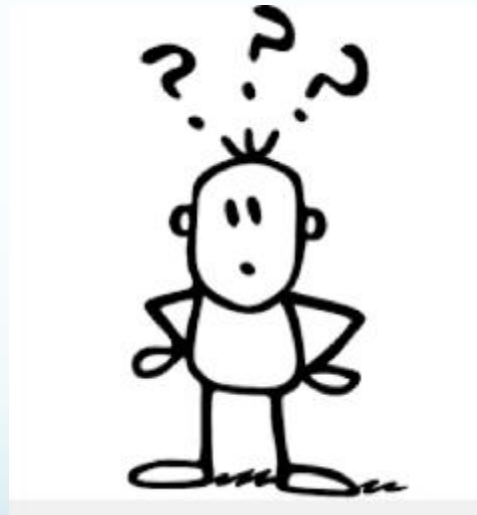Year: 2014-2015
Class: 1st.example.A

Center on **Teaching & Learning**
UO DIBELS Data System

Abbreviation Legend: **NFS:** Need for Support **LNF:** Letter Naming Fluency **PSF:** Phoneme Segmentation Fluency **NWF:** Nonsense Word Fluency **CLS:** Nonsense Word Fluency - Correct Letter Sounds **WRC:** Nonsense Word Fluency - Words Read Correctly **WUF:** Word Use Fluency

Student	Student ID	LNF		PSF	NWF					WUF	
		Score	NFS	Score	CLS	NFS	WRC	NFS		Score	NFS
Benchmark Goals		38			25		2			25	
A, Jimmy	254123	56	■ Core	25	0	■ Intensive	0	■ Intensive			
B, Chen	254124	10	■ Intensive	0	4	■ Intensive	0	■ Intensive			
C, Maria	254125	32	■ Intensive	43	14	■ Intensive	0	■ Intensive			
G, Estelle	254129	38	■ Core	17	16	■ Intensive	0	■ Intensive			
H, Estafani	254130	55	■ Core	33	18	■ Intensive	0	■ Intensive			
Y, Rita	254131	47	■ Core	3	18	■ Intensive	0	■ Intensive			
M, Fausto	254135	49	■ Core	38	19	□ Strategic	0	■ Intensive			
O, John	254138	52	■ Core	23	20	□ Strategic	0	■ Intensive			
E, Ric	254127	30	■ Intensive	33	30	■ Core	0	■ Intensive			
U, Victor	254132	59	■ Core	51	34	■ Core	0	■ Intensive			
I, Francis	254137	38	■ Core	35	35	■ Core	2	■ Core			
J, Wang	254133	56	■ Core	46	36	■ Core	8	■ Core			
D, Ernie	254126	70	■ Core	35	38	■ Core	8	■ Core			
P, James	254140	52	■ Core	50	38	■ Core	0	■ Intensive			
N, Eldon	254134	70	■ Core	35	39	■ Core	2	■ Core			
F, Rosalia	254128	51	■ Core	46	40	■ Core	0	■ Intensive			
L, Joel	254139	42	■ Core	42	52	■ Core	0	■ Intensive			
K, Azura	254136	61	■ Core	44	57	■ Core	10	■ Core			
Mean:		48.2		33.3	28.2		1.7			0.0	

Icon Legend: ■ Intensive Support □ Strategic Support ■ Core Support

Universal Screening Systems

- How do we reconcile the differences in type of measures, schedules for administration, and designation of risk?

Parent Notification

When	Type of Notification
Initial universal screening of K/1	A brochure describing the universal screening and instructional support process will be made available to all parents.
Student identified as showing risk factors based on universal screening	Directly provide brochure to parent and include notification letter. Letter will include initial screening results for their child and a description of the additional instructional support that will be provided.
Student does not respond to Tier 2 support	Provide parents with a letter that describes the additional instructional information to be collected and an invitation to participate in the planning for the intensified instructional support.
Intensive, more individualized structured literacy intervention is developed.	Provide parents with a letter that includes a summary of information collected and a description of the additional instructional support that will be provided.

Oregon's Model of Serving Students with Risk Factors for Dyslexia

- Further define Tier 2 and Tier 3 support?
  - Specify number of minutes for Tier 2 and Tier 3 support?
  - Specify group size for Tier 2 and Tier 3 support?
  - Specify frequency of progress monitoring for Tier 2 and Tier 3?

Report on Plan to Legislature

- Oregon American Indian/Alaska Native Education State Plan 2015 as an example

- Foreword

- Format:

Objectives	Strategies	Metrics & Milestones
1.	• • •	
2.	• • •	
3.	• • •	

Report on Plan for Screening for Risk Factors of Dyslexia to Legislature

- Objectives:
  1. Ensure that every student who is first enrolled at a public school in this state for kindergarten or first grade receives a screening for risk factors of dyslexia.
  2. Provide guidance for notifications sent by school districts to parents of students who are identified as being at risk for dyslexia based on the screening of risk factors.
  3. Identify screening tests that are cost effective and that screen for the following factors:
     (a) Phonological Awareness;
     (b) Rapid Naming Skills;
     (c) The correspondence between sounds and letters; and
     (d) Family history of difficulty in learning to read.

Report from Training Work Group 07.21.16

- Type of Training

- Vetting Process for Training Opportunities

- Content of RFI

- Scoring Rubric/Criteria

Report from Training Work Group 07.21.16

- **Type of Training:**
  - program-neutral training
  - provide teachers with skills to intensify intervention to meet the needs of students at risk for dyslexia

Report from Training Work Group 07.21.16

- **Vetting Process:**
  - Request for Information – ODE
  - Timeline:
    - Post RFI by end of August
    - Review information received in Sept/Oct.
    - Release training list in Nov/Dec
    - Teachers begin training January 1, 2017 and complete training by January 1, 2018
  - Role of ODAC Members in Vetting Process

Report from Training Work Group 07.21.16

- **Content of RFI:**
  - Trainer Name and Credentials
  - Accreditation Status
  - Length of Training
  - Cost
  - Format of Training
    - Online (Synchronous or asynchronous? Blended?)
    - Face-to-Face
  - Components
  - Delivery Features
  - Opportunities for Participants to Practice Teaching
  - One-on-One, Small Group, or Whole Class Strategies?

Report from Training Work Group 07.21.16

- **Content of RFI (cont.)**
  - Request:
    - A sample of how the training presents phonological awareness, etc.
    - A 20-30 minute demonstration (could be presented virtually)
    - Submit a full powerpoint presentation
    - Other?

Report from Training Work Group 07.21.16

- **Scoring Rubric/Criteria**

Teacher Training

- Who can be the "K-5" teacher?

- What is the role of ESDs?

Waivers

SB 612

- A school district that does not comply with the requirements of this section and does not secure a waiver from the department within the time required by the State Board of Education by rule is considered nonstandard under ORS 327.103.

- The board shall adopt by rule the criteria for a waiver from the requirements of this section to address instances when noncompliance is outside the control of the school district.

Criteria for Waivers

- When is compliance outside the control of the school district?

Wrap-up and Next Steps

- Work Group Meetings

- Feedback on proposed plan from ODAC

- Feedback on proposed OARs from ODAC

- Date for Next ODAC Meeting

- Expense Forms/Sub Reimbursement

Thank You!