

**Oregon Department of Education**  
**Oregon Dyslexia Advisory Council Meeting**  
**May 22, 2017**  
**1:00 – 4:00 p.m.**  
**Basement A Conference Room**

X	Carrie Thomas Beck		Lori Sattenspiel	X	Emma Lee Demianew	X	Christine Culverwell
X	Jennifer Cappalonga	X	Aaron Cooke		Jason Small	X	Colt Gill
	Diana Sticker	X	Liliana Jimenez		Lisa Darnold		Stephanie Ewing
X	Betsy Ramsey	X	Rhonda Erstrom	X	Myrna Soule		
X	Elizabeth Israel-Davis	X	Amy Frazee Johnson	X	Tania Tong		
	Jennifer Larsen	X	Colleen McCombs		Paula Kinney		
	Kathy Helgesen	X	Rinda Montgomery	X	David Putnam		
X	Beth Harn	X	Cathy Wyrick	X	Ronda Fritz		
X	Judith Brizendine	X	Lynetta Weswig	X	Chris Demianew		
X	George Winterscheid	X	Kara Williams	X	Alishia Anderson		

Agenda Item	Discussion	Action
Welcome/Today's Meeting Objectives	<p>Carrie Thomas Beck welcomed members and shared the objectives for the meeting:</p> <ol style="list-style-type: none"> <li>1. Provide an update on the status of new dyslexia legislation introduced in 2017.</li> <li>2. Report on significant accomplishments since the last ODAC meeting in February.</li> <li>3. Discuss progress in vetting teacher training opportunities.</li> <li>4. Discuss the role of ESDs in supporting districts with dyslexia training requirements.</li> <li>5. Share results from ODAC survey on resources. Discuss ideas for resource development.</li> </ol>	
Related Legislative Updates	<p>Carrie Thomas Beck provided an update on several bills that are related to the dyslexia work that are being considered by the Senate Education Committee in the current legislative session:</p> <p><b>SB 1003:</b> A recent amendment to the bill extends the deadline for completion of teacher training requirements from January 1, 2018 to July 1, 2018.</p> <p><b>SB 221:</b> A recent amendment updates the language to state that higher education programs must provide instruction on dyslexia and other reading difficulties and the instruction <u>on dyslexia</u> be consistent with the knowledge and practice standards of an international organization on dyslexia.</p> <p><b>SB 1002:</b> Directs district school boards to adopt policies related to the use of school facilities by private tutors.</p> <p><b>SB 182:</b> Relates to professional development for educators in early learning through grade 12. Establishes the Educator Advancement Council. Changes the name of the Network of Quality Teaching and Learning Fund to the Educator Advancement Fund and states that the Council shall distribute funding for 10 possible purposes – one of which is dyslexia teacher training.</p> <p><b>SB 142:</b> Relates to screening 4<sup>th</sup> grade students not reading at grade level for Irlen Syndrome. Died in committee.</p>	<p>Carrie Thomas Beck will keep members posted on the status of these bills.</p> <p>Carrie Thomas Beck will share information about SB 182 community forums with members.</p>

	<p>One member expressed a concern about families who home school and don't register until the child is 7 years old. These students will miss the screening in K (and grade 1). She asked that the state provide guidance on this.</p>	
<p>Progress Report: Significant Accomplishments Since the February Meeting</p>	<p>Carrie Thomas Beck shared a progress report on the dyslexia work since the February ODAC meeting. Highlights included:</p> <ul style="list-style-type: none"> <li>• The Department posted the RFI for Dyslexia-Related Training Opportunities on March 13, 2017.</li> <li>• The Dyslexia Specialist recruited and trained reviewers to evaluate the training opportunities in March/April 2017.</li> <li>• The Dyslexia Specialist met with OAESD and ESD SPED Directors to discuss the ESD's role in supporting districts with the required training in March/April 2017.</li> <li>• Dyslexia Specialist met with the CEO of IDA in April of 2017 to discuss teacher training in Oregon.</li> <li>• Review teams completed the vetting process for the initial responses to the RFI from vendors in April and May of 2017.</li> </ul>	
<p>Vetting Teacher Training Opportunities</p>	<p>Carrie Thomas Beck presented an update on the status of vetting teacher training opportunities.</p> <p>Initially, 9 responses to the RFI were received. These responses included online and face-to-face options. 4 of the responses were for comprehensive trainings. The others focused on URD, FSR, or FSR/II. The cost of the trainings ranged from FREE to \$5400 per teacher.</p> <p>Carrie shared the Scoring Rubric with members. The Scoring Rubric will be added as an addendum to the RFI this week so that vendors who respond to the RFI will have access to the specific criteria prior to their submission.</p> <p>The review team assigned to evaluate the free, online training on foundational skills in reading from Reading Rockets determined that it met all criteria with the exception of including content on progress monitoring and offering a certificate of completion. Carrie asked members for recommendations of free modules on progress monitoring that could be used to supplement the Reading Rockets content. Modules from the IRIS Center were suggested. In addition, the Department could issue certificates of completion if teachers provide some type of documentation of completion of the Reading Rockets modules. These changes would result in the Reading Rockets modules meeting all of the training requirements.</p> <p>Two new responses were received to the RFI since the initial group of 9 – both online options.</p> <p>The group discussed other possible training opportunities to pursue.</p>	

	<p>Carrie shared the possibility of offering approved dyslexia trainings at upcoming COSA events:</p> <ul style="list-style-type: none"> <li>• Summer Teaching, Learning, and Assessment Institute – July 31-Aug 4, 2017 in Eugene</li> <li>• Fall SPED Administrators Conference – Oct. 4-6, 2017 in Eugene</li> <li>• PreK-3 Early Learning Conference – Nov. 16-17, 2017 in Portland.</li> </ul>	
<p>The Role of ESDs in Supporting Districts with Dyslexia Training Requirements</p>	<p>Carrie Thomas Beck shared feedback from ESDs based on her March/April 2017 meetings with OAESD and ESD SPED Directors. ESDs had concerns about limiting the option for ESD personnel completing the required dyslexia training to teachers. They expressed the need to include ESD specialists as an option to help districts meet the training requirements. ESDs also had questions and concerns regarding how an ESD trained teacher would support districts/schools and which districts would meet the criteria to be considered a very small district to apply for a waiver from the requirements by receiving support from an ESD trained teacher.</p> <p>Possible ESD actions to support districts with meeting the training requirements that were raised at the OAESD meeting include:</p> <ol style="list-style-type: none"> <li>1. OAESD could play a facilitation/coordination role in hosting vendors for dyslexia training.</li> <li>2. Identify those districts that qualify for waivers and then determine which ESDs can be leads to support them.</li> <li>3. OAESD could play a role in building trainer capacity within the state. The network could work with ODE to offer a train-the-trainer series, targeting trainers housed at four ESDs across the state.</li> </ol> <p>Based on the concerns raised by the ESDs, Carrie Thomas Beck identified two areas in the current adopted OARs on Dyslexia-Related Training that may need amendments:</p> <ul style="list-style-type: none"> <li>• definition of a very small district</li> <li>• language in waiver regarding an ESD trained teacher</li> </ul>	
<p>Resources to Support Districts and Families</p>	<p>Based on a survey sent following the last advisory council meeting, ODAC members identified the following two resources as a top priority for development:</p> <ul style="list-style-type: none"> <li>• State-Level Handbook</li> <li>• Dyslexia 101 for Administrators</li> </ul> <p>A <u>Dyslexia 101 for Administrators</u> session is currently scheduled for:</p> <ul style="list-style-type: none"> <li>• COSA Conference in Seaside – June 21-22, 2017</li> <li>• Fall SPED Administrators Conference in Eugene – Oct. 5-6, 2017</li> </ul> <p>Carrie Thomas Beck also shared that COSA has scheduled a <u>Preconference Institute on Dyslexia</u> as part of the Fall SPED Administrators Conference.</p> <p>Carrie solicited input from ODAC members on the content for each of these training events. Ideas shared include:</p>	<p>ODAC members will send Carrie recommended video clips related to dyslexia for possible inclusion in the sessions.</p>

	<ul style="list-style-type: none"> <li>• offering half-day blocks like a workshop</li> <li>• including information on serving students in a secondary environment</li> <li>• behaviors to look for in older children who have not yet been identified</li> <li>• including a student panel to share their experiences</li> <li>• accommodations/504 Plans</li> <li>• why students with dyslexia need more explicit and amplified decoding instruction? what kind of progress should you expect to see at various levels of intervention?</li> <li>• common strengths</li> <li>• why it is important to screen and provide instructional support</li> <li>• hope, success stories</li> <li>• debunking myths</li> <li>• touch on aspects of anxiety for students with dyslexia</li> <li>• the law</li> </ul>	
Wrap Up and Next Steps	<p>Carrie shared that there is one ODAC meeting remaining in the current 16-17 cycle. That meeting will be scheduled in August or September.</p> <p>An advisory council will continue to meet quarterly for the 18-19 school year. Critical tasks for 18-19 include:</p> <ul style="list-style-type: none"> <li>• finalizing a plan for universal screening in K</li> <li>• drafting OARs related to universal screening</li> <li>• finalizing guidance on parent notification</li> <li>• developing guidance for districts on providing instructional support to students who demonstrate risk for dyslexia</li> <li>• submitting a report to the legislature by Sept. 15, 2018 about best practices for screening students for risk factors of dyslexia and include best practices for instructional support</li> </ul>	