

Oregon Department of Education
Oregon Dyslexia Advisory Council Meeting
February 27, 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
X	Diana Sticker	X	Liliana Jimenez	X	Lisa Darnold		Stephanie Ewing
X	Betsy Ramsey	X	Rhonda Erstrom		Myrna Soule		
X	Elizabeth Israel-Davis	X	Amy Frazee Johnson		Tania Tong		
X	Jennifer Larsen	X	Colleen McCombs		Paula Kinney		
X	Kathy Helgesen	X	Rinda Montgomery	X	David Putnam		
X	Beth Harn	X	Cathy Wyrick	X	Ronda Fritz		
X	Judith Brizendine		Lynetta Weswig	X	Chris Demianew		
	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"> 1. Update members on progress of dyslexia work to date. 2. Discuss steps in process for vetting teacher training opportunities and gain feedback. 3. Share district feedback on the plan for universal screening/instructional support and implications for potential changes in legislation. 4. Solicit ideas on developing resources to support districts and families of children with dyslexia. 	
Related Legislative Updates and Other News	<p>Carrie Thomas Beck shared information on two bills that are being considered by the Senate Education Committee in the current legislative session:</p> <p>SB 221: Revises the requirements for approval of educator preparation programs to remove the statement that the program must provide instruction on dyslexia <i>that is consistent with the knowledge and practice standards of an international organization on dyslexia</i> and allows programs three years to phase in the implementation of the dyslexia content requirements if a plan to comply with the standards and rules has been submitted to TSPC.</p> <p>SB 142: Requires that each district screen every 4th grade student who is not reading at grade level for symptoms of Irlen syndrome and that the screenings shall be administered by an individual who meets qualifications identified by the State Board by rule. It also requires that the Department designate an Irlen syndrome specialist and develop training opportunities related to Irlen syndrome each year.</p> <p>Other news shared included:</p> <ul style="list-style-type: none"> • The OARs outlining Standards for Dyslexia Instruction in educator preparation programs were adopted by TSPC on January 27, 2017. Judy Brizendine also noted that TSPC approved the plans/reports to address the new dyslexia standards from teacher preparation programs at the January 27th meeting. 	<p>Carrie Thomas Beck will keep members posted on the status of these bills and inform them if public hearings are scheduled.</p> <p>Carrie Thomas Beck will add time for the group to discuss the relationship between pre-service training and in-service training at the next ODAC meeting in May.</p> <p>ODAC members who would like a copy of the adopted Standards for Dyslexia from TSCP should contact Carrie to request them.</p>

	<ul style="list-style-type: none"> • The national IDA conference will be held at the Portland Convention Center in the fall of 2019. Carrie Thomas Beck noted that the conference will be a great opportunity to highlight the research and outreach efforts of the National Center for Improving Literacy and the Center on Teaching and Learning, both housed at the UO, as well as districts in Oregon that are taking the lead with dyslexia screening and instructional support. Betsy Ramsey, ORBIDA representative, shared that Portland was selected as the conference site because of all of the excellent work that is being done in the area of reading/dyslexia in the state. The CEO of IDA will be coming out to Portland in April to meet with ORBIDA along with a new state coalition, Center of Excellence for Dyslexia, and begin some initial planning for the conference. A representative from the National Center for Improving Literacy will be invited to participate. Betsy also shared that the IDA event includes side-by-side conferences – one that targets professionals and another that targets families. • David Putnam shared information about the annual ORTII conference scheduled for April 26-28, 2017 at the Eugene Hilton. April 26th, the preconference, will focus on equity issues. ODAC member Liliana Jimenez will be sharing their work on serving students in Forest Grove SD as part of the preconference session. April 27th-28th will include 90 breakout sessions as well as keynotes by Dr. Anthony Muhammad and Dr. Anita Archer. Carrie Thomas Beck will be leading a breakout session on how the dyslexia work aligns with the RTI model. 	
<p>Progress Report: Significant Accomplishments Since the November Meeting</p>	<p>Carrie Thomas Beck shared a progress report on the dyslexia work since the November ODAC meeting. Highlights included:</p> <ul style="list-style-type: none"> • The plan for universal screening/instructional support was presented to the Senate Education Committee at their meeting on December 13, 2016. • The OARs related to teacher training were presented to the State Board of Education and adopted at the January 26, 2017 meeting. • A FAQ for districts was developed and shared with districts in January 2017. • The Training Work Group met on February 15th and provided some final input on the RFI for dyslexia-related training opportunities. • The steps in the vetting process for training opportunities have been outlined based on Department procedures. • The RFI for dyslexia-related training opportunities was submitted to the Department to begin the approval/posting process on Feb. 16, 2017. 	<p>Carrie Thomas Beck will post the OARs for dyslexia-related training on the dyslexia page of the ODE website.</p>
<p>Vetting Teacher Training Opportunities</p>	<p>Carrie Thomas Beck presented the steps in the process for vetting dyslexia-related training opportunities and asked members for feedback. The steps include:</p> <ol style="list-style-type: none"> 1. Post RFI 2. Recruit reviewers 3. Select reviewers 4. Dyslexia Specialist reviews RFI applications using checklist for eligibility 	<p>ODAC members will contact Carrie Thomas Beck with any other potential vendors to add to the notification list.</p>

5. Dyslexia Specialist assigns reviewers to applications that were complete/eligible for review (3 reviewers assigned to each application)
6. Send letter with reviewer instructions
7. Provide reviewer training via Go To Meeting
8. Reviewers read and score applications individually (over a 2-week time period)
9. Reviewers submit completed scoring sheets electronically
10. Dyslexia Specialist prepares a scoring matrix that summarizes reviewers' scores
11. Hold a consensus meeting via Go To Meeting for review teams to collaborate on final scores and quality feedback

Carrie Thomas Beck shared that she has been in contact with the Contract Officer assigned to the RFI from Procurement. The Contract Officer estimates March 10th as the date for posting the RFI.

All reviewers will be screened for potential conflicts of interest before being considered to assist with scoring applications from vendors received through the RFI. Any individual who provides dyslexia-related training would have a conflict of interest and would not be permitted to participate in the review process.

Members discussed and shared ideas about the role of ESDs in the dyslexia-related teacher training, particularly in addressing the need for ongoing training due to teacher turnover. Carrie Thomas Beck is scheduled to present to an organization representing ESDs (OAESD) on March 8th and will discuss possible roles for ESDs in supporting districts' implementation of the dyslexia legislation. Members anticipated that the interest in training will grow over time, with additional staff members wanting to complete the training. The idea of how a district level staff member could play a leadership role in dyslexia support was also discussed. Members asked if a district could submit an application to provide their own dyslexia training. Carrie confirmed that this is an option for districts, and if vetted, the district could provide the training.

The option of allowing vendors to make changes and resubmit applications that were close to meeting the requirements was discussed – and whether the Department should only invite those vendors whose applications needed minor refinements to resubmit. Members questioned if there would be enough time for the vendors to resubmit if they applied toward the end of June. One idea shared was to consider having the Department outline a system for vendors to appeal the decision so all vendors are aware of the process.

The group also raised the need for a potential system to ensure the vendors were presenting the training opportunities with fidelity. One way to gain information on the quality of the training is for the Department to follow up with participants directly through an online survey. Doing so, would allow the

Department to collect information independently of the vendors. Members pointed out that vendors will also likely collect evaluations so the Department will need to ensure that participants are not burdened by too many surveys/questions. The idea of collecting information from participants prior to a training opportunity (to collect baseline data) was also raised, but members agreed that this would be challenging.

A concern was raised regarding participants not mastering the content of the training opportunities – and how to address. Members stressed that the Department’s role is to evaluate vendors’ training opportunities and ensure quality training is included on the list.

Carrie Thomas Beck will reach out to districts to request a list of names and contact information for teachers trained at each building. She plans to stay connected with this group of teachers, to form a network to share resources and ongoing training opportunities, and will utilize Oregon Ed Net as a way to stay connected.

Members reviewed the Reviewer Application and recommended:

- to include specialists (e.g., SLPs) as a possible role for reviewers
- to group district and building administrators as one possible role
- to remove the word “provider” and just list “community-based organization” as a role
- to include “past or present” for teachers/specialists
- to label Section V. Areas of Experience (vs. Expertise)
- to keep understanding of the knowledge and practice standards for teaching reading from an international organization on dyslexia as one area/experience
- to expand the grade range from K-1 – perhaps change the language to state “experience teaching the foundational skills in reading in the primary grades”
- to add accommodations/assistive technology to the list of possible areas of experience
- to add “other” as an option for applicants to write in relevant experience not included on the form
- to ask applicants to elaborate on the areas of expertise checked in the narrative
- to ask applicants to submit a vita/resume

Members suggested ways to share the Call for Reviewers such as Twitter, Facebook and Edmodo. Members representing ORBIDA and Decoding Dyslexia will post the Call to their respective groups. The Department will not solicit reviewers outside the state.

Some members expressed concern that a knowledgeable parent may not be able to document their experience/expertise in the Reviewer Application as the categories currently stand. Use of personal invitations to qualified individuals, including parents, may address this concern.

Carrie Thomas Beck will incorporate suggested changes in the Reviewer Application.

<p>District Feedback on Plan for Universal Screening/Instructional Support Leading to Possible Changes in Legislation</p>	<p>The Dyslexia Specialist has been out in the field presenting the plan on universal screening/instructional support since September of 2016 – addressing a broad range of stakeholders including key groups such as COSA (SPED directors, general education administrators, central office administrators, superintendents, etc.) and Decoding Dyslexia chapters.</p> <p>District feedback on the plan focused on concerns regarding:</p> <ul style="list-style-type: none"> • screening in K and 1 • start date for screening requirements • coordination with the Kindergarten Assessment • universal screening for family history of reading difficulties • child find obligations • prescriptive intervention • inverted triangles (with limited resources for tiered support) • ELs <p>Members stressed the importance of reminding the field that this is a general education initiative.</p> <p>Based on feedback from the field, there is likely to be potential changes to the dyslexia legislation in the 2017 legislative session.</p>	
<p>Resources to Support Districts and Families</p>	<p>The council had a brief discussion regarding the development of resources to support districts and families. Carrie Thomas Beck presented the following options for potential resources based on previous recommendations from ODAC members:</p> <ul style="list-style-type: none"> • Dyslexia 101 for Administrators • FAQs – general info on dyslexia? parent focus? • Dyslexia page of ODE website • State-level handbook <p>Members concurred that there is a need to develop a Dyslexia 101 training for administrators, and that this should be a priority.</p> <p>ODAC member Liliana Jimenez has already developed a 101 type of training for administrators that includes a dyslexia simulation. This may be a good starting point for further development.</p> <p>Members suggested that the administrator training focus on the dyslexia knowledge needed to fulfill the administrator’s role, including how to interact with parents in addressing concerns and supporting students. Myth-busting was also a recommended topic. They suggested that a subgroup of ODAC that includes building and district administrators be included in the planning process.</p> <p>ORBIDA and Decoding Dyslexia have a number of resources for parents that can be highlighted on or linked to the ODE website. Members suggested that it would be important to include general information about what parents can expect with the universal screening as part of a parent FAQ.</p> <p>The need for more information regarding the use of assistive technology was also raised by the council.</p>	<p>Carrie Thomas Beck will follow up with members to gather additional information regarding other needed resources, high-priority resources, and necessary components for resources. She will work with Johanna Easter to develop a Survey Monkey to send to members.</p>

<p>Wrap Up and Next Steps</p>	<p>The next ODAC meeting is scheduled for Monday, May 22, 2017 from 1 to 4 p.m. in Basement A of the Public Service Building in Salem.</p> <p>Carrie Thomas Beck will schedule additional Training Work Group meetings to gain input and feedback on the development of the scoring guide for reviewers and the scoring guide for RFI applications.</p> <p>Members were asked to submit expense forms/invoices for substitutes to Johanna Easter to process.</p> <p>Carrie Thomas Beck concluded the meeting by sharing next steps regarding vetting teacher training opportunities as well as the plan for universal screening. (See slide 18 in meeting presentation.)</p>	<p>Carrie Thomas Beck will send a Doodle Poll to Training Work Group members to schedule a meeting in early March.</p>
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