

ODAC Meeting

February 27, 2017

1:00-4:00 p.m.

Oregon Department of Education

Basement A Conference Room

Welcome/Today's Meeting Objectives

- * Update members on progress of dyslexia work to date.
- * Discuss steps in process for vetting teacher training opportunities and gain feedback.
- * Share district feedback on the plan for universal screening/instructional support and implications for potential changes in legislation.
- * Solicit ideas on developing resources to support districts and families of children with dyslexia.

Related Legislative Updates and Other News

- * SB 221
- * SB 142
- * OARs outlining Standards for Dyslexia Instruction in educator preparation programs were adopted by TSPC on January 27, 2017.
- * National IDA conference to be held in Portland in fall of 2019.

Progress Report: Significant Accomplishments Since the November Meeting

Presented plan for universal screening/instructional support to the Senate Education Committee on December 13, 2016.



Presented OARs for dyslexia-related teacher training to the State Board of Education for a first reading at the December 8, 2016 meeting.



OARs for dyslexia-related teacher training were adopted by the State Board of Education at the January 26, 2017 meeting.



Released a SB 612 FAQ for districts in January of 2017.

Progress Report: Significant Accomplishments Since the November Meeting (cont.)

Updated draft of Request for Information (RFI) for Dyslexia-Related Training Opportunities in early February, 2017.

Met with staff from Procurement Office and from the Department to determine appropriate process for vetting teacher training opportunities in mid-February, 2017.

Met with the ODAC Training Work Group on February 15, 2017 to gain feedback on RFI and begin to discuss the steps in the vetting process.

Submitted RFI to Department on February 16, 2017 for approval and posting on ORPIN.

Vetting Teacher Training Opportunities

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1. Post RFI. (Procurement will notify potential vendors directly of the solicitation. See list of potential vendors.)

 2. Recruit reviewers. (See Call for Reviewers and Application)

 3. Select reviewers.

 4. Dyslexia Specialist reviews applications from RFI using checklist for eligibility.

 5. Dyslexia Specialist assigns reviewers to applications that were complete/eligible for review (3 reviewers assigned to each application).

Vetting Teacher Training Opportunities (cont.)

6. Dyslexia Specialist sends letter with reviewer instructions to those selected to review.

7. Dyslexia Specialist provides 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 to Dyslexia Specialist electronically.

10. Dyslexia Specialist prepares a scoring matrix that summarizes reviewers scores.

11. Dyslexia Specialist holds a consensus meeting via Go To Meeting for review teams to collaborate on quality feedback and final scores.

Feedback

What feedback do you have on the Reviewer Application? Are there other roles to highlight for potential reviewers? Other areas of expertise?

What are ways to share the Call for Reviewers?

What are your thoughts on the process for selecting reviewers?

Are there particular vendors or free training opportunities that the Department should review?

Any other thoughts you'd like to share regarding the vetting process?

BREAK



Plan for Universal Screening: Presentations to the Field

- * Decoding Dyslexia Portland
- * State Advisory Council for Special Education (SACSE)
- * Oregon Association of Central Office Administrators (OACOA)
- * COSA Fall Conference for SPED Administrators
- * Center for Excellence on Dyslexia Conference
- * Oregon Speech-Language and Hearing Association (OSHA) Conf.
- * Willamette Curriculum Coalition
- * Region One Assessment Committee (ROAC)
- * COSA Principals Institute
- * COSA New SPED Directors Seminar
- * Decoding Dyslexia Tigard

Plan for Universal Screening: Presentations to the Field (cont.)

- * COSA Early Learning Conference
- * Oregon Teachers for Speakers of Other Languages (ORTESOL) Conference
- * Oregon Response to Instruction and Intervention (ORTIi) Conference and Trainings
- * COSA School Law Conference
- * Oregon Technology Access Program (OTAP)
- * Long Term Care and Treatment Providers (LTCT)
- * COSA Superintendents Conference

District Feedback on Plan for Universal Screening/Instructional Support

- * Screening in K and 1
- * Start date for screening requirements
- * Coordination with Kindergarten Assessment
- * Universal screening for family history of reading difficulties
- * Child Find obligations
- * Prescriptive intervention
- * Inverted triangles
- * ELs

Potential Changes to Legislation

- * Section 2 of the 2015 Act was repealed on December 31, 2016
- * Potential for new legislation to address implementation of the plan for universal screening
- * Clarification of screening in K and/or 1
- * Address concerns regarding universal screening for family history of reading difficulties
- * Address concerns regarding prescriptive interventions

Thoughts/Concerns/Questions?



Resources to Support Districts and Families

- * Dyslexia 101 for Administrators
- * FAQs:
 - * General information on dyslexia
 - * For parents
- * Dyslexia page of ODE website
- * State-level handbook
- * Other?

Input on Resource Development

Are there other important resources that need to be developed?

What resources should we focus on developing first?

What are the necessary components of the high-priority resource?

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Wrap Up/Next Steps

- * Next ODAC meeting is scheduled for:
 - * Monday, May 22, 2017
 - * 1:00 to 4:00 p.m.
 - * Oregon Department of Education
 - * Basement A Conference Room
- * Work group meetings – Training Work Group meeting to be scheduled in early March to review/discuss scoring rubric for RFIs
- * Expense forms/Sub reimbursement

Next Steps

- * Begin vetting process for dyslexia-related training in March of 2017.
- * Release an initial list of teacher training opportunities in April, 2017.
- * Keep the RFI posted through June 30, 2017, and complete the vetting process by July 31, 2017.
- * At the end of the legislative session, anticipate possible revisions to the statutory language of the dyslexia legislation.
- * Draft OARs related to universal screening to present to the State Board of Education in the fall of 2017.
- * Interested districts can pilot the universal screening in 2017/2018.
- * One K-5 teacher in each K-5 school completes the dyslexia-related training by January 1, 2018.
- * Districts begin universal screening in 2018/2019.

Thank you!

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GRACIAS

THANK YOU

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