

# ODAC Meeting

May 22, 2017

1:00-4:00 p.m.

Oregon Department of Education

Basement A Conference Room

# Welcome/Today's Meeting Objectives

- \* Provide an update on the status of new dyslexia legislation introduced in 2017.
- \* Report on significant accomplishments since the last ODAC meeting in February.
- \* Discuss progress in vetting teacher training opportunities and solicit ideas for other possible opportunities to pursue.
- \* Discuss the role of ESDs in supporting districts with dyslexia training requirements.
- \* Share results from ODAC survey on resources. Discuss ideas for development of resources to support districts and families of children with dyslexia.

# Legislative Update

\* SB 1003

\* SB 221

\* SB 1002

\* SB 182

# SB 1003

- \* carries forward requirements for teacher training from SB 612
- \* adds explicit requirement for districts to universally screen for risk factors of dyslexia when students first enrolled in K or 1
- \* requires the Department to identify screening tests that are cost effective and take into account PA, L/S correspondence, and rapid naming in kindergarten
- \* requires districts to screen for family history of difficulty in learning to read IF the student shows risk factors for reading difficulties based on other measures
- \* requires the Department to provide guidance for notifications to be sent by school districts to parents of students who are identified as having risk factors for reading difficulties

# SB 1003

- \* requires the Department to develop guidance regarding best practices for assisting students who are identified through screening or through parental input as showing risk factors for reading difficulties, including dyslexia and make the guidance available for districts
- \* requires the Department to submit a report to the legislature by September 15, 2018 about best practices for screening students for risk factors of dyslexia and include best practices for instructional support

# SB 1003: Recent Amendment

- \* extends deadline for completion of teacher training requirements from January 1, 2018 to July 1, 2018.

# SB 221 – A Engrossed

- \* Related to HB 2412 – which requires higher education educator prep programs in early childhood, general education, special education and reading to include content on dyslexia – and content must be consistent with the knowledge and practice standards of an international organization on dyslexia.
- \* SB 221 A updates the language to state that the program must provide instruction on dyslexia and other reading difficulties and the instruction **on dyslexia** be consistent with the knowledge and practice standards of an international organization on dyslexia.
- \* TSPC may not deny approval of an educator preparation program for failure to comply with the standards or rules **for 3 years** from the date that the commission first adopts the standards or rules if the educator prep program develops a plan to comply with the standards and rules and submits within one year of the commission adopting the standards and rules.

# SB 1002

- \* Directs district school boards to adopt policies related to the use of school facilities by private tutors.



# SB 182

- \* Relating to professional development for educators in early learning through grade 12
- \* Establishes Educator Advancement Council
- \* Changes the name of the Network of Quality Teaching and Learning Fund to Educator Advancement Fund
- \* Appropriates moneys in fund to the Council instead of the Dept. of Education
- \* The Council, subject to direction of the Chief Education Officer, shall distribute funding to each educator network for the Council for 10 possible purposes
- \* Ensuring that a sufficient number of K-5 teachers have received training to understand and recognize dyslexia and to implement appropriate instruction is one of the possible purposes

# Progress Report: Significant Accomplishments Since the February Meeting

Posted RFI for Dyslexia-Related Training Opportunities on ORPIN on March 13, 2017.

Recruited reviewers for Dyslexia-Related Training Opportunities in March, 2017.

Trained reviewers on April 13<sup>th</sup> and 17<sup>th</sup>, 2017.


Met with OAESD and ESD SPED Directors in March and April.

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

Met with CEO of IDA in Portland on April 19, 2017 to discuss teacher training in Oregon.



Review Team Members individually reviewed assigned training opportunities April 20- May 4, 2017.



Held consensus meetings with review teams to agree on final scores for training opportunities the weeks of May 8 and 15, 2017.

# Vetting Teacher Training Opportunities

- \* Initially, 9 responses to the RFI were received:
  - \* Barbara Steinberg, PDX Reading Specialist
  - \* Center on Teaching and Learning, UO
  - \* Dyslexia Training Institute
  - \* Institute for Multi-Sensory Education (IMSE)
  - \* June Shelton School and Evaluation Center
  - \* Pearson Education
  - \* Reading Horizons
  - \* Slingerland Institute
  - \* Wisconsin Institute for Learning Disabilities and Dyslexia

# RFI Responses Received

Vendor	Format	URD	FSR	II
PDX Rdg Sp.	face-to-face	√	√	√
CTL	face-to-face	√	√	√
DTI	online	√	√	√
IMSE	face-to-face		√	√
Shelton	face-to-face	√	√	√
Pearson	online	√		
Rdg Horizons	online		√	
Slingerland	face-to-face		√	
WILDD	online	√		

# RFI Responses Received

Vendor	Focus Area	Time	Cost
PDX Rdg Sp.	URD, FSR, II	31.5 hours	\$750
CTL	URD, FSR, II	24 hours	\$1200
DTI	URD, FSR, II	5 months	\$1950
IMSE	FSR, II	30 hours	\$1075
Shelton	URD, FSR, II	200 hours	\$5400
Pearson	URD	3-6 hours	\$250 per hour
Rdg Horizons	FSR	4-6 hours	Free
Slingerland	FSR	20 hours	\$880
WILDD	URD	4 hours	\$650

# Vetting Teacher Training Opportunities (cont.)

- \* A review team was also assigned to evaluate the content of **Reading 101: A Guide to Teaching Reading and Writing** offered through Reading Rockets



# Scoring Rubric

## Dyslexia-Related Training Opportunities Panel Review – Individual Scoring Worksheet

Vendor:

Title of Training Opportunity:

Reviewer #:

Conflict of Interest Submitted: \_\_\_\_ yes \_\_\_\_ no

Focus Area of Training (Complete one scoring sheet for each focus area of training):

- Understanding and Recognizing Dyslexia
- Foundational Skills in Reading
- Intensifying Instruction

Component	Understanding & Recognizing Dyslexia	Foundational Skills in Reading	Intensifying Instruction	Score Awarded (1-5 scale)
1. Title	not scored	not scored	not scored	
2. Focus of Training	not scored	not scored	not scored	
3. Description	not scored	not scored	not scored	
4. Lead Trainer	SCORED	SCORED	SCORED	
5. Accreditation Status	not scored	not scored	not scored	
6. Length of Training	not scored	not scored	not scored	
7. Training Dates	not scored	not scored	not scored	
8. Flexible Dates	not scored	not scored	not scored	
9. Training Location	not scored	not scored	not scored	
10. Flexible Location	not scored	not scored	not scored	
11. Cost	not scored	not scored	not scored	
12. Max Number of Participants	not scored	not scored	not scored	
13. Training Offers Accreditation	not scored	not scored	not scored	
14. Format of Training	not scored	not scored	not scored	
15. Online Training	not scored	not scored	not scored	
16. Components of Understanding Dyslexia	SCORED	NA	NA	
17. Components of Instruction	NA	SCORED	SCORED	
18. Design and Delivery	NA	SCORED	SCORED	
19. Classroom Application	NA	not scored	not scored	
20. Practice/Application of Skills	NA	SCORED	SCORED	
21. Assessment to Inform Instruction	NA	SCORED	SCORED	
22. Demonstration of Mastery	SCORED	SCORED	SCORED	
23. Certificate of Completion	SCORED	SCORED	SCORED	
Training Materials: Training Agenda/Outline Powerpoint Presentation Reference List Video Presentation Hand Outs	SCORED	SCORED	SCORED	
OVERALL SCORE (Proficient or Not Proficient)				



# Scoring Values

- \* 5 = **Proficient:** all of the criteria are met
- \* 4 = **Not Proficient:** most of the criteria are met
- \* 3 = **Not Proficient:** some of the criteria are met
- \* 2 = **Not Proficient:** few of the criteria are met
- \* 1 = **Not Proficient:** none of the criteria are met

# Vendor Feedback

- \* Upon completion of the review process, vendors receive a scoring rubric that includes the final scores from the review team along with comments regarding any criteria that scored as not proficient.
- \* Vendors whose training opportunities do not meet all of the criteria have the opportunity to resubmit their response any time before the close of the RFI on June 30, 2017.

# Update to RFI

- \* The Scoring Rubric will be added as an addendum to the RFI this week so any vendors who choose to respond will have access to the specific criteria prior to their submission.

# Reading Rockets Training

- \* Based on the completed review, Reading 101 meets the criteria for Foundational Skills in Reading with the exception of 2 criteria:
  1. Lacks content on progress monitoring:
    - understand the principles of progress monitoring and the use of graphs to indicate progress
    - accurately interpret progress-monitoring graphs to decide whether or not a student is making adequate progress.
  2. Does not provide a Certificate of Completion

# Two New Responses to RFI Received

\* Dr. Deb Glaser: Online

**The Reading Teacher's Top Ten Tools: Instruction That Makes a Difference**

*Foundational Skills in Beginning Reading*

\* Frontier Charter Academy: Online

**Demystifying Dyslexia and Intensifying Targeted and Strategic Interventions for Struggling Readers**

*Comprehensive Training*

# New RFI Responses Received

Vendor	Focus Area	Time	Cost
Deb Glaser	FSR	45 hours	\$199
Frontier Charter	URD, FSR, II	5 weeks	\$200

# Other Possible Training Opportunities

- \* LETRS
- \* ORBIDA
- \* Ed NW
- \* IDA Accredited Centers
- \* CORE Online Academy
- \* ODE's Summer Reading Academy
- \* The Blosser Center

# ODE's Summer Reading Academy

- \* 3-day academy
- \* Focused on teaching the foundational skills in reading (phonological awareness, phonics, spelling, and fluency)
- \* Based on content from CORE's Teaching Reading Sourcebook
- \* Presented last summer and with minor modifications, could be updated to meet the criteria as outlined in the rubric
- \* Lead trainers are Carrie Thomas Beck and Shawna Moran
- \* Will be assigned to a review team to evaluate content and determine if all criteria are met



# Potential to Offer Dyslexia Training at Upcoming COSA Events

- \* Summer Teaching, Learning, and Assessment Institute – July 31-Aug 4, 2017 in Eugene
  - \* Summer Reading Academy (Foundational Skills in Rdg)
  - \* Understanding and Recognizing Dyslexia
  - \* Intensifying Instruction
- \* Fall SPED Conference – Oct. 4-6, 2017 in Eugene
  - \* Understanding and Recognizing Dyslexia
- \* PreK-3 Early Learning Conference – Nov 16-17, 2017 in Portland
  - \* Understanding and Recognizing Dyslexia

# Feedback

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

How can we best share information with districts regarding the status of the vetting process?

Do you have recommendations for online modules on progress monitoring to supplement Reading Rockets?

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

# BREAK



# The Role of ESDs in Supporting Districts with Dyslexia Training Requirements

- \* Districts need cost-effective ways to meet the dyslexia training requirements and are seeking support from ESDs in scheduling centralized training opportunities.
- \* Very small districts will be relying on ESDs to provide a dyslexia-trained teacher to provide support to their K-5 schools.
- \* Long term, ESDs could potentially play a role in directly providing the dyslexia-related training to component districts when teacher turnover requires the need for new staff members to complete the training.

# Feedback from ESDs

- \* Who can complete the dyslexia-related training from the ESD?**
- \* How will an ESD trained teacher support districts/schools?**
- \* Which districts should an ESD support?**
- \* How will the dyslexia-related training be provided?**

# Possible ESD Actions

1. OAESD could play a facilitation/coordination role in hosting vendors for dyslexia training.
2. Identify those districts that qualify for waivers and then determine which ESDs can be leads to support them.
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.

# OAR Changes Needed?

- \* definition of a very small district
- \* language in waiver regarding an ESD trained teacher

# Current Language in OARs

- \* **Very small district** = A district serving from 1 to 499 students that only includes one or two elementary schools with four or fewer licensed teachers per school teaching multiple grade levels.
- \* District receives services from an **Education Service District teacher** who has completed the required training.



# Thoughts/Concerns/Questions?



# Resources to Support Districts and Families

- \* Dyslexia 101 for Administrators
- \* General FAQ on Dyslexia
- \* FAQ for Parents
- \* Dyslexia page of ODE Website
- \* State-level Handbook
- \* Other?

# Input on Resource Development

What resources should we focus on developing first?

Are there other important resources that need to be developed

What are the necessary components of the high-priority resource(s)?

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# Top Two Resources Identified

- \* State-Level Handbook
- \* Dyslexia 101 for Administrators



# Dyslexia 101 for Administrators

## **Sessions Currently Scheduled:**

- \* COSA Conference in Seaside – June 21-22, 2017
- \* Fall SPED COSA Conference in Eugene – Oct. 5-6, 2017

# Pre-Conference Day on Dyslexia!

\* Fall SPED COSA Conference in Eugene – Oct. 4, 2017



dyslexia

# Dyslexia 101 for Administrators



# Pre-Conference Day on Dyslexia





# Wrap Up/Next Steps

- \* Next ODAC meeting TBA (one meeting left in the current cycle – August or September)
- \* Anticipate quarterly ODAC meetings in 2017-2018

# Focus of ODAC

- \* Finalize plan for universal screening in K (and screening in grade 1 for students first enrolled in grade 1)
- \* Draft OARs related to universal screening
- \* Finalize guidance on parent notification
- \* Develop guidance for districts on providing instructional support to students who demonstrate risk for dyslexia
- \* Submit a report to the legislature by September 15, 2018 about best practices for screening students for risk factors of dyslexia and include best practices for instructional support
- \* Resource development

# Next Steps

- \* Continue vetting process for dyslexia-related training through July of 2017.
- \* Release an initial list of teacher training opportunities in May, 2017. Continue to add to the list through July 31, 2017.
- \* Track progress of SB 1003 and SB 182 through legislative session. (July 10 is the last day of current session.)
- \* 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~~ July 1, 2018 (?).
- \* Districts begin universal screening in 2018/2019.

# Thank you!

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**THANK YOU**

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