Oregon Dyslexia Advisory Council Meeting

November 14, 2016

1:00 – 4:00 p.m.

Today's Meeting Objectives

O Provide an update on the status of the vetting process for dyslexia-related training opportunities.

O Review draft OARs for dyslexia-related training and collect final input.

O Share and discuss district feedback on the plan for universal screening and instructional support.

O Discuss the development of a state-level dyslexia handbook and other resources.

HB 2412 Update

O Adoption of amendments to temporary rule for dyslexia instruction (temporary rules in effect Nov. 10, 2016 – Feb 27, 2017).

O Permanent rules out for public comment Nov. 15, 2016 – Jan. 10, 2017.

O Education preparation programs submit a plan to the Commission no later than Dec. 31, 2016 that describes revisions to program components that are necessary to meet dyslexia instruction standards.

O Public hearing on rules scheduled for January 10, 2017.

O Commission will consider adopting permanent rules for dyslexia instruction at the January 26-27, 2017 meeting

HB 2412 Update

O (5) STANDARDS FOR DYSLEXIA INSTRUCTION:

O Candidates must demonstrate the ability to:

O (a) Identify the characteristics that may predict or are associated with dyslexia;

O (b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia;

O (c) Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and

O (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.

HB 2412 Update

O (6) The standards for dyslexia instruction provided in subsection (5) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.

O (7) Program alignment with the dyslexia instruction standards provided in subsection (5) must be consistent with the knowledge and practice standards of an international organization on dyslexia.

Report from Teacher Training Work Group Meeting 9.30.16

O Structure of Training Opportunities

   O Program Neutral

   O Focus on 3 Areas:

      O understanding and recognizing dyslexia;

      O using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and

      O intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia

Dyslexia-Related Training

- O This is NOT a train the trainer model. (This would require additional training time.)
- O The trained teacher will NOT be trained to evaluate for/diagnose dyslexia.
- O The trained teacher will NOT be certified or use the title "Dyslexia Specialist."
- O The trained teacher in each building WILL have a good understanding of what dyslexia is and will learn to recognize signs of dyslexia manifested at each grade level.
- O The trained teacher WILL act as a resource to others in the building and can collaborate with designing Tier 2 and Tier 3 support for students identified as at risk for reading difficulties, including dyslexia.

Report from Teacher Training Work Group Meeting 9.30.16

O Request for Information DRAFT

   O OVERVIEW

   O BACKGROUND

   O ATTRIBUTES OF TRAINING

   O RFI PROCESS

Request for Information

O Vendors may provide information on training opportunities that focus on 1, 2, or all 3 of the targeted areas.

O Teachers may select different pathways to complete the requirements of the training:

   O   from a single vendor or multiple vendors

   O   in one or multiple formats (i.e., online and/or face-to-face)

   O   at the time, location, and cost based on teacher/district needs

Request for Information

- Components of the **Understanding and Recognizing Dyslexia** area of training (Only applicable for vendors who offer this content as part of their training. Place a check to indicate the component(s) addressed in the training.)

Definition of Dyslexia (including characteristics of, strengths and weaknesses)	
Prevalence of Dyslexia/Common Co-morbid Exceptionalities	
Neurological Aspects of Dyslexia (including issues with RAN, executive function, working memory, etc.)	
Typical Reading Development	
Symptoms/Warning Signs of Dyslexia by Age/Grade Level	
Overview of Screening/Assessment for Dyslexia	
Power of Early Intervention/Ability of Effective Intervention to Normalize the Brain	
Accommodations/Assistive Technology	
Myths/Misconceptions	

Request for Information

- Components of Training (Place a check to indicate the component(s) addressed in the training. Shaded areas are not required, but may be included.)*

Phonological Awareness	
Phonics	
Spelling	
Fluency	
Vocabulary	
Reading Comprehension	

- Delivery Features*
  Provide an example of how the training opportunity enables teacher to implement systematic instruction.
  Provide an example of how the training opportunity enables the teacher to implement explicit instruction.

- Format for Application of Strategies in the Classroom (Check the appropriate format(s).)*

Whole class	
Small group	
One-on-one	

- Describe how the training incorporates opportunities for participants to practice application of strategies. What percentage of training time is dedicated to application/practice?*

- Does the training include the use of diagnostic teaching as a means to intensify the instruction?*
- Demonstration of Mastery of Content by Participants (e.g., posttest, teaching demonstration, etc.)

Request for Information

In addition to the description of training characteristics above, we ask that you provide the following training materials:

- Training agenda
- Training outline
- Full Powerpoint presentation, if available
- Reference list for content of training (Content and strategies presented should be evidence-based.)
- A video presentation of one 10-15 minute section of the training to be submitted via a private youTube link or other similar technology
- Copies of any hand-outs or other materials to be shared with participants

RFI Process

O Department has the flexibility to determine the window of time that the RFI is posted on the ORPIN.

O Department may actively solicit vendors by sharing the RFI directly.

O Department may review other training opportunities that are not submitted through the RFI process by applying the same criteria.

RFI Process

O RFI window is based on this year's timeline:

- O DRAFT OARs for dyslexia-related training (November)

- O Gain approval of OARs from State Board of Education (December/January)

- O Post RFI (as early as February this year)

- O Begin to review RFIs received (as early as March)

- O Post an initial list of training opportunities that meet the requirements (as early as April)

- O Continue to review RFIs and add approved training opportunities to the list through July 31, 2017.

Yearly Review Cycle

O This year, the list of training opportunities will be posted by the end of Spring

O Teachers select training(s) and complete in the summer of 2017 or during fall term, 2017.

O All training completed by January 1, 2018.

O Approved training opportunities remain on the list until the new list is posted in the following spring.

O In future years, posting a RFI on January 1st of each year should allow for an initial list of training opportunities to be shared by spring break, with additional options added through July 31 each year.

Final Review of Draft OARs for Teacher Training

O Definitions

O Annual List of Dyslexia-Related Training Opportunities

O Requirements for Teacher Training

O Waiver from Teacher Training Requirements

Vetting Teacher Training Opportunities

O Develop a Scoring Rubric

O Training programs will be evaluated by a team of at least two individuals using a scoring rubric to determine if the training meets the criteria for inclusion on the list. A third individual will be consulted in those instances where agreement cannot be achieved.

O Review of training programs will begin as soon as completed RFIs are received.

Vetting Teacher Training Opportunities

O   What are possible training opportunities to review for inclusion on the list?

  O   Reading Rockets

  O   CORE Online Elementary Reading Academy

  O   Jo Robinson

  O   ODE Summer Reading Academy

  O   Other?

Presentations on the Plan to the Field

O   Decoding Dyslexia Portland
O   SACSE
O   OACOA
O   SPED Administrators
O   Center for Excellence on Dyslexia Conference
O   OSHA
O   Willamette Curriculum Coalition
O   Region 1 Assessment Committee
O   Principals Institute
O   New SPED Directors
O   Decoding Dyslexia Tigard

Upcoming Presentations

O Early Learning Conference

O ORTESOL

O ORTIi

O School Law Conference

O OTAP

District Feedback on Plan for Universal Screening/Instructional Support

O Screening in K and 1

O Start date for screening requirements

O Lack of Coordination with Kindergarten Assessment

O Screening for family history of reading difficulties

O Child Find Obligations

O Prescriptive intervention

O Inverted triangles

O ELs

Next Steps for Plan

O Present plan to the legislative committees on education – December 12th or 13th.

O Incorporate changes to plan based based on feedback.

O Possible changes in language of statute in the upcoming legislative session (February through July, 2017).

O Draft OARs based on final plan and legislation, allow for public comment, and gain approval from State Board of Education.

O Pilot plan in select districts in 2017/2018.

O Districts begin screening requirements in 2018/2019.

Development of a Dyslexia Handbook and Other Resources

O Content of Dyslexia Handbook

O Other Resources

Wrap-Up and Next Steps

- O Work Group Meetings
  - O Training Work Group
  - O Measurement Work Group
- O Scheduling ODAC Meetings for 2016/2017
  - O November √
  - O February
  - O May
  - O September
- O Expense Forms/Sub Reimbursement