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Preparing to Meet the Dyslexia Screening and Training Requirements

SPED Administrators Annual Fall Conference

October 4, 2017

Carrie Thomas Beck, Ph.D.

Dyslexia Specialist

Session Objectives

- Share specific screening requirements and timelines from SB 1003.
- Explain how to select a training or combination of trainings to meet state-level dyslexia training requirements.
- Review the Department's list of approved dyslexia-related training opportunities.
- Answer questions to assist districts on how to best prepare to meet the screening and training requirements by July of 2018.

Oregon's Dyslexia Legislation

- **2015 Legislative Session: SB 612**
 - Department must annually develop a list of approved dyslexia trainings
 - One K-5 teacher in each K-5 school must complete the dyslexia training by Jan 1, 2018
 - Department must develop a plan to ensure that every student first enrolled in K or 1 in a public school receives a screening for risk factors of dyslexia



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Oregon's Dyslexia Legislation

- **2017 Legislative Session: SB 1003**
 - Extends the deadline for meeting training requirements until July 1, 2018
 - Requires universal screening for risk factors of dyslexia using a test identified by the department when the student first enrolls in a public school in K (or grade 1) **beginning in the 2018-2019 school year**

SB 1003

The Department shall:

- identify screening tests that are cost effective
- the tests administered to students in kindergarten must take into account:
 - phonological awareness
 - rapid naming skills
 - correspondence between sounds and letters

SB 1003

- And family history of difficulty in learning to read **IF** the student shows risk factors for reading difficulties, including dyslexia



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SB 1003

- The Department shall provide guidance for **notifications** to be sent by school districts to parents of students who are identified as having risk factors for reading difficulties, including dyslexia.

SB 1003

- The department shall 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.

SB 1003

- The Department of Education shall submit a report to the legislature by September 15, 2018, including recommendations for legislation, to address:
 - Screening
 - Instructional Support

Planning to Meet Screening Requirements

- Use Department's plan for universal screening as a starting point
- Incorporate input from districts
- Consult with experts in the field to verify best practices for screening

Planning to Meet Screening Requirements

TIMELINE	ACTIVITY
FALL 2017/WINTER 2018	Draft OARs related to screening requirements and gain approval from SBOE
WINTER 2018	Develop list of approved screeners. Develop guidance for parent notification.
SPRING 2018	Districts select a universal screener and plan for administration.
FALL 2018	Districts begin universal screening in kindergarten



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What Does the Law Require for the Teacher Training?

- Comply with the knowledge and practice standards of an international organization on dyslexia;
- Enable teacher to understand and recognize dyslexia; and
- Enable the teacher to implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of students with dyslexia



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OARs Related to Dyslexia Training Adopted in January 2017

- 581-002-1800 Dyslexia-Related Training: Definitions
- 581-002-1805 Annual List of Dyslexia-Related Training Opportunities
- 581-022-2440 Teacher Training Related to Dyslexia
- 581-002-1810 Waiver from Teacher Training Requirements



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Who Can I Send to Complete the Required Training?

The teacher who completes the dyslexia-related training must be:

- a licensed or registered teacher
- serving in a position teaching students in any configuration of grades K-5
- assigned to the school building at least .50 FTE.
- may include, but is not limited to classroom teacher, reading specialist, special educator or English language learner teacher



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What if a teacher in our building has already completed the dyslexia training?

- A K-5 teacher from each school is required to complete a training opportunity included on the Department's annual list.
- If a teacher has previously completed a training opportunity that is included on the list, he/she will be considered to have met the training requirement.



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The Training Must:

– Include content in the following areas:

- **Understanding and recognizing dyslexia;**
- Using evidence-based practices to systematically and explicitly teach the **foundational skills in reading;** and
- **Intensifying instruction** to meet the needs of students with severe reading difficulties, including dyslexia.

581-002-1805 (2)(b)



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Understanding and Recognizing Dyslexia

- Definition of Dyslexia
- Prevalence of Dyslexia/Common Co-Morbid Exceptionalities
- Neurological Aspects of Dyslexia
- Typical Reading Development
- Indicators of Dyslexia by Age/Grade Level



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Understanding and Recognizing Dyslexia (cont.)

- Overview of Screening/Assessment for Dyslexia
- Power of Early Intervention
- Overview of Accommodations/Assistive Technology
- Common Dyslexia Myths/Misconceptions



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IDA Knowledge and Practice Standards for Teachers of Reading

- A. Foundation Concepts about Oral and Written Learning
- A. Knowledge of the Structure of Language
- A. **Structured Language Teaching** (Phonology, Phonics and Word Recognition, Fluency, Automatic Reading of Text, Vocabulary, Text Comprehension, Handwriting, Spelling, and Written Expression)
- A. Interpretation and Administration of Assessments for Planning Instruction
- A. Knowledge of Dyslexia and Other Learning Disorders



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Example of Criteria: Phonological Awareness

Foundational Skills in Reading:

- Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.
- Understand the goal of any phonological teaching activity.
- Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
- Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds.
- Demonstrate instructional activities that identify, match, blend, segment, substitute, and delete sounds.
- Design and justify the implementation of activities that match a student's developmental level of phonological skill.



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Example of Criteria: Phonological Awareness

Intensifying Instruction:

- *Teach articulatory features of phonemes.*
- *Direct students' attention to speech sounds during reading instruction using a mirror, discussion of articulatory features, etc.*
- *Use minimally contrasting pairs of sounds and words in instruction.*
- *Support instruction with manipulative materials and movement.*



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Training Requirements

The required dyslexia training consists of 3 focus areas: URD, FSR, and II

A teacher must complete a training or combination of trainings that addresses all 3 focus areas.

Individual Pathways to Training Completion



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Individual Pathways to Training Completion

Comprehensive Training Opportunity

Option 1: Complete a comprehensive training offered by one vendor

Understanding and Recognizing Dyslexia

Foundational Skills in Reading

Intensifying Instruction

Option 2: Choose a URD, FSR, and II training from across vendors



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List of Approved Training Opportunities

- The final list of approved trainings was posted on 07.31.17
- The final list includes 17 vendors offering trainings that address 1, 2, or all 3 of the required focus areas.
- The final list includes both face-to-face and online training opportunities



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Approved Training Opportunities

PDX
Reading
Specialist

Reading
Rockets

WILDD

ORBIDA

IMSE

Deborah
Glaser

Slingerland

June
Shelton
School

Pearson

Education
Northwest

University of
Oregon

Mastery
Learning
Institute

The Blosser
Center

95% Group

Voyager
Sopris
Learning

Mayerson
Academy



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List of Approved Training Opportunities

Vendor	Title of Training	Focus Area(s)			Contact	Format	Length of Training	Training Dates	Location	Maximum Participants	Cost
		URD	FSR	II							
The Blosser Center	The Blosser Center Orton-Gillingham Training Course	v	v	v	Lynn Allmeyer Lynn.allmeyer@theblossercenter.org 503.655.4134	face-to-face	30 hours 5 sessions over 5 days	flexible	The Blosser Center, Portland	25	Cost per group of 25 is \$1200 per day for trainer = \$6000 total for 5 days for trainer + \$89 per teacher for materials
95 Percent Group	Understanding Dyslexia	v			Susan Hall, Ed.D. shall@95percentgroup.com 847.499.8202	online	2 hours	flexible	online	NA	\$199 per teacher
Voyager Sopris Learning	Language Essentials for Teachers of Reading and Spelling (LETRS)		v	v	Amy Otis Amy.otis@voyagersopris.com 1.800.547.6747 X120	face-to-face	60 hours 6 hours per day for 10 days	flexible	per district request	40	Cost for trainer per day is \$3750 to \$4250 + cost of LETRS modules (\$39 per module per teacher)
Oregon Department of Education	K-2 Summer Reading Academy		v		Carrie Thomas Beck, Ph.D. carrie.thomas-beck@state.or.us 503.947.5833	face-to-face	18 hours 6 hours per day for 3 days	July 31-August 2, 2017	Eugene	50	No cost for targeted focus and priority schools



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List of Approved Training Opportunities - COST

- Vendors either charge a per teacher fee or a per session fee for a group of teachers.
- The cost for a comprehensive face-to-face training from a single vendor that addresses all 3 focus areas ranges from \$329 to \$5000 per teacher.



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List of Approved Training Opportunities – COST

The cost will vary for teachers who select trainings across vendors to meet the requirement.

Vendor 1: URD

Vendor 2: FSR

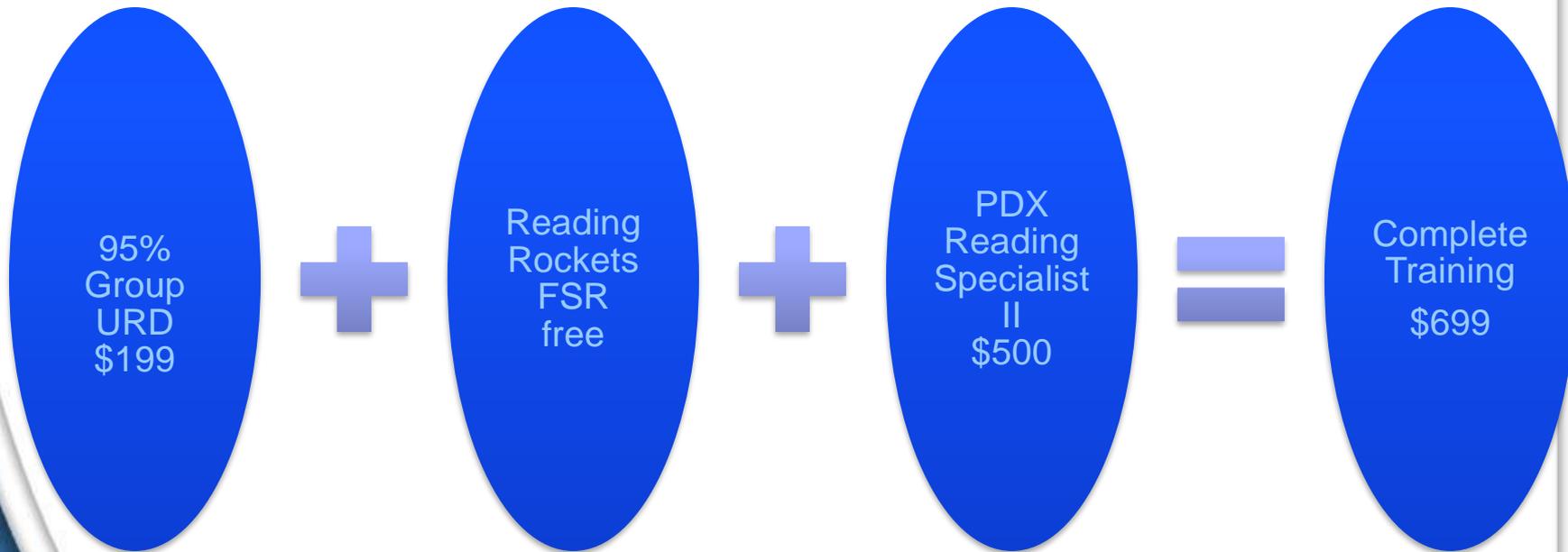
Vendor 3: II



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Example of an Online Training Option Across 3 Vendors



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Vendors

- All vendors' training opportunities meet the core requirements as outlined in Oregon's Request for Information (RFI) for Dyslexia-Related Training Opportunities
- Each vendor may offer unique variations to the trainings
- For example . . .

Annotated List of Approved Training Opportunities



**Oregon Department of Education
Approved Dyslexia Training Opportunities
Annotated List of Vendors**

Table of Contents:

THE BLOSSER CENTER.....	2
DEBORAH GLASER, ED.D.....	8
EDUCATION NORTHWEST.....	15
IMSE.....	22
JUNE SHELTON SCHOOL AND EVALUATION CENTER.....	27
LETRS.....	31
MASTERY LEARNING INSTITUTE.....	40
MAYERSON ACADEMY.....	43
ODE SUMMER READING ACADEMY.....	51
ORBIDA.....	56
PDX READING SPECIALIST.....	59
PEARSON.....	64
READING ROCKETS.....	68
SLINGERLAND.....	72
UNIVERSITY OF OREGON/CENTER ON TEACHING AND LEARNING.....	76
WILDD.....	81
95% GROUP.....	86

Annotated List

- **Description of Company:**
- **Description/Overview of Training:**
- **Lead Trainers:**
- **Accreditation Status:**
- **Cost:**
 - a. Registration cost per teacher:**
 - b. Is a discount provided for multiple teachers from a district attending?**
 - c. Are training materials included in the registration fee?**
- **Accreditation Offered Through Training:**



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Annotated List (cont.)

- **Online Training Information (if applicable):**
- **Format for Application of Strategies in the Classroom:**
- **Opportunities for Participants to Practice Application of Skills/Strategies in the Training Session:**
- **Use of Data to Guide Instructional Decision Making:**
- **Demonstration of Mastery:**
- **Oregon Standards for Professional Learning Addressed in the Training:**



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- The number of hours to complete all 3 focus areas of training is typically a total of about 30 hours.



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Funding for Training

SB 182

- Establishes Educator Advancement Council to provide resources related to educator professional learning and other educator supports
- \$1.9 million has been allocated to reimburse school districts for the required dyslexia training in the 2017-2019 biennium

How Can ESDs Support Districts in Meeting the Training Requirements of SB 612?

- ESDs schedule centralized training opportunities that multiple districts could send designated teachers to attend.
- 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 play a role in directly providing the dyslexia-related training to component districts to address teacher turnover



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Certificate of Completion

Certificate of Completion

Name

has completed

The Summer Reading Academy

July 31 – August 2, 2017

18 Professional Development Hours
Foundational Skills in Reading



This workshop is aligned with the following Oregon Professional Development Standards:

Data, Learning Designs, Implementation, Outcomes

Carrie Thomas Beck, Ph.D.



How Will the Trained Teacher Support Our Building?

- This is NOT a train the trainer model. (This would require additional training time.)
- The trained teacher will NOT be trained to evaluate for/diagnose dyslexia.
- The trained teacher will NOT be responsible for administering the universal screening for risk factors of dyslexia.
- 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.
- 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.



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Create a Network of Trained Teachers



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What Questions Do You Have?



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