

Dyslexia-Related Training OARs

581-002-1800 Dyslexia-Related Training: Definitions

The following definitions apply to OAR 581-002-1805 and 581-002-1810:

- (1) “Dyslexia” means a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate or fluent word recognition, or both, and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
- (2) “Explicit” means direct, face-to-face teaching that involves teacher explanation, demonstration, and the provision of ongoing corrective feedback.
- (3) “Evidence-based” means instructional practices with a proven record of success based on reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity, students can be expected to make adequate gains in reading achievement.
- (4) “Kindergarten through grade five school” means any public school that enrolls students in kindergarten and grade one including, but not limited to, kindergarten through grade eight schools, kindergarten through grade 12 schools, and primary schools serving students in kindergarten through grade two.
- (5) “Professional educator” means any licensed or registered, or certified person who is authorized to: (a) engage in an instructional program including teaching, counseling, school psychology, administering, and supervising; or (b) engage in speech language pathology.
- (6) “Responsible district” means the school district that is responsible under ORS 343.961(3) for providing the education of a student enrolled in an eligible day treatment program or eligible residential treatment program.
- (7) “Systematic” means a carefully planned sequence of instruction with lessons that build on previously taught information, from simple to complex.

Stat. Auth.: ORS 326.726

Stats. Implemented: ORS 326.726

581-002-1805 Annual List of Dyslexia-Related Training Opportunities

- (1) The Oregon Department of Education shall annually develop a list of training opportunities related to dyslexia.
- (2) To be included on the list of approved training opportunities, the training must:
 - (a) Comply with the knowledge and practice standards of an international organization on dyslexia:
 - (A) The Department shall review knowledge and practice standards from known international organizations on dyslexia annually; and

- (B) In the event that more than one set of international standards exist, the Department will review, with stakeholder involvement, all standards to ensure the selection of standards that reflect current evidence-based practices related to dyslexia.
- (b) Include content in one or more of the following areas:
 - (A) Understanding and recognizing dyslexia;
 - (B) Using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and
 - (C) Intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia.
- (3) The Oregon Department of Education will independently review potential training opportunities and annually post a Request for Information for dyslexia-related training opportunities to solicit information from interested vendors.
 - (a) The Department will review training opportunities on a rolling basis, beginning as early as January 1 of each year and concluding by June 15 of that calendar year.
 - (b) The Department will post a Request for Information no later than February 1st of each year. The Request for Information will remain posted through March 15th of that calendar year.
 - (c) The Department will consult with the Teachers Standards and Practices Commission to ensure the approved training opportunities also satisfy professional development requirements for teachers.
 - (d) The final list of approved training opportunities will be posted no later than June 15th of each year.
 - (e) Once a training opportunity has been approved by the Department and placed on the list of training opportunities, to remain on the list the Vendor must submit on an annual basis a request for renewal on a form to be provided by the Department.

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Stats. Implemented: ORS 326.726

581-022-2440 Teacher Training Related to Dyslexia

- (1) School districts must ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia. The training must be from the Department approved list referenced in 581-002-1805 and must include all of the content requirements in subsection (2)(b) of 581-002-1805.
- (2) A teacher who has completed previous training on using evidence-based practices to teach the foundational skills in reading may demonstrate knowledge of that content through receiving a passing score on a certification exam that is directly aligned with the knowledge and practice standards of an international organization on dyslexia and be exempt from that area of the training requirements as stated in (2)(b) of 581-002-1805. The teacher will still be required to complete training as outlined in 581-002-1805 (2)(a) and (c).
- (3) 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 kindergarten through fifth grade and assigned to the school building at least .50 FTE.

The position may include, but is not limited to, that of classroom teacher, reading specialist, special educator or English language learner teacher.

(4) The definitions of terms outlined in OAR 581-002-1800 apply to this rule.

(5) This rule is effective July 1, 2018.

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581-002-1810 Waiver from Teacher Training Requirements

- (1) A school district may petition the Superintendent of Public Instruction or their designee for a waiver from the teacher training requirement of ORS 581-022-2440. The written petition must specify the reason(s) the district is seeking the waiver and any other relevant information. If it is determined that the request is reasonable, the Superintendent of Public Instruction shall grant the waiver.
- (2) The Superintendent of Public Instruction or their designee, upon receipt of a waiver petition, will review the petition and may grant the waiver when:
 - (a) The designated teacher is unable to complete the training within the required time period;
 - (b) The trained teacher leaves his or her position in the school and the district is not able to designate and train a replacement by the beginning of the next school year;
 - (c) A district serving from 1 to 499 students only includes one or two elementary schools with only one K-5 teacher per grade level or less at each school and the district receives services from an Education Service District or multi-district consortium professional educator who has completed the required training; or
 - (d) A day or residential treatment program provides services to students in kindergarten through grade 5 and the Education Service District or responsible district has a professional educator who has completed the required training available to provide services to students in the day or residential treatment program.
- (3) Waivers under subsections (2)(a) and (b) may be granted for up to one year. Waivers under subsection (2)(c) would remain in effect as long as the circumstances continue and as long as the district continues to receive services from the Education Service District or multi-district consortium professional educator who has completed the required training. Waivers under subsection (2)(d) would remain in effect as long as the circumstances continue and as long as the day or residential treatment program receives services from a professional educator who has completed the required training from the Education Service District or responsible district.

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