

**Oregon Department of Education
Dyslexia Advisory Council
November 14, 2016, 1:00 pm - 4:00 pm**

xx	Alishia Anderson	xx	Rhonda Erstrom	x	Liliana Jimenez	x	Myrna Soule
x	Carrie Thomas Beck	xx	Stephanie Ewing		Paula Kinney	x	Diana Sticker
xx	Judith Brizendine			x	Colleen McCombs	xx	Tania Tong
x	Jennifer Cappalonga	x	Amy Frazee Johnson	xx	Jennifer Larsen	x	Lynetta Weswig
	Aaron Cooke	x	Ronda Fritz	xx	Rinda Montgomery	x	Kara Williams
xx	Christine Culverwell		Colt Gill	x	David Putnam	x	George Winterschied
x	Lisa Darnold	xx	Beth Harn	x	Betsy Ramsey	x	Cathy Wyrick
x	Chris Demianew		Kathy Helgesen		Lori Sattenspiel		
x	Emma Lee Demianew	x	Elizabeth Israel-Davis		Jason Small		

Agenda Item	Discussion	Action
<i>Welcome</i>	<p>Carrie Thomas Beck welcomed ODAC members and presented the meeting objectives:</p> <ol style="list-style-type: none"> 1. Provide an update on the status of the vetting process for dyslexia-related training opportunities. 2. Review draft OARs for dyslexia-related training and collect final input. 3. Share and discuss district feedback on the plan for universal screening and instructional support. 4. Discuss the development of a state-level dyslexia handbook and other resources. <p>Carrie Thomas Beck also provided a brief update on the status of TSPC's work on HB 2412. TSPC adopted amendments to the temporary rules for dyslexia. These temporary rules are in effect Nov 10, 2016 through Feb 27, 2017. Permanent rules are out for public comment Nov 15, 2016 through Jan 10, 2017 and a public hearing has been scheduled for 5 to 7 p.m. on January 10, 2017 at the TSPC office in Salem. The Commission will consider adopting permanent rules for dyslexia at the January 26-27, 2017 meeting.</p>	
<i>Report from Teacher Training Work Group</i>	<p>Carrie Thomas Beck provided a report from the Teacher Training Work Group that met on Sept 30, 2016 to the larger ODAC membership. The work group focuses on the teacher training requirements of SB 612. Several key points from the Sept. 30 meeting were shared:</p> <ol style="list-style-type: none"> 1. The dyslexia-related training that is required by SB 612 will NOT be a "train-the-trainer" model. This type of model would require extensive training hours. A future goal is to offer extended training for the designated teacher in each building that would allow him/her to return to the building to train others. (This extended training would not be required.) 2. The designated teacher from each building will NOT be trained to evaluate for/diagnose dyslexia. This would require many additional hours of training. 3. Completion of the dyslexia-related training will NOT result in any type of certification by ODE. If a teacher selects a training opportunity by an organization that provides certification, it is possible for the teacher to receive certification from the organization. <p>ODAC members discussed possible titles for the teacher who completes the dyslexia-related training at each building. Suggestions included titles such as:</p>	

Dyslexia Lead
Lead Dyslexia Teacher
Dyslexia Facilitator
Dyslexia Resource Teacher
Dyslexia Interventionist
Building Dyslexia Advisor
Teacher with Dyslexia Training
Dyslexia Building Lead

Members agreed on the title “Dyslexia Advisor” for the trained teachers.

Carrie Thomas Beck shared with members that:

1. The trained teacher WILL have a good understanding of what dyslexia is and will learn to recognize signs of dyslexia manifested at each grade level; and
2. The trained teacher WILL act as a resource to others in the building across grade levels and can collaborate with designing Tier 2 and Tier 3 support for students identified as at risk for reading difficulties, including dyslexia.

Carrie reported that at the September work group meeting, she presented a draft of a Request for Information (RFI) for feedback from the group. The RFI would allow interested vendors to present information on training opportunities for vetting for potential inclusion on the annual list of dyslexia-related training opportunities. The RFI consists of 4 parts: overview, background, attributes of training, and RFI process.

As indicated in the draft RFI, training opportunities need to include three focus areas:

1. understanding and recognizing dyslexia;
2. using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and
3. intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia.

Vendors may provide training that focuses on one, two, or all three targeted areas. Teachers can select different pathways to complete the required training. For example, a teacher can select one comprehensive training from a single vendor, or choose multiple trainings from across several vendors to complete the three required focus areas. This will allow teachers the option to complete online, face-to-face, or a combination of both types of training, based on what works best for them.

Members brought up questions regarding the source of funding for the training. Carrie Thomas Beck shared that school districts are responsible for scheduling and funding the training. There is reference to potential funding through the Network of Quality Teaching and Learning in SB 612. The funds from this source are spoken for the current biennium (15-17), however. Carrie did speak with colleagues at the Department and was told that it may be possible to reserve funds from this source for the dyslexia training in the 17-19 biennium.

One member raised a concern that the training as described in the RFI was not specifically required to be Orton-Gillingham based. Carrie reminded members that SB 612 requires that the training opportunities enable teachers to provide instruction that is systematic, explicit, and evidence-based. These are the criteria for training opportunities outlined in the RFI.

The Department will not collect data on teacher completion of training. Districts are required, however, to

	<p>sign assurances that they are in compliance with the Division 22 rules. Carrie Thomas Beck will work with the Department to develop a list of contact information for trained teachers from each building. It may be possible to include this information with the class assignment report/data. Carrie will explore this idea with colleagues who focus on data at the Department.</p> <p>The RFI includes a section for vendors to indicate how teachers will demonstrate mastery of the training content. Some type of posttest or teacher demonstration of skills is required for each training opportunity.</p> <p>The group discussed due process for those vendors with training opportunities that do not meet the criteria to be included on the list. Carrie Thomas Beck shared that the vendors will be provided with a completed scoring rubric with feedback and will have the opportunity to reapply the following year.</p>	
<p><i>Final Review of DRAFT OAR's for Teacher Training</i></p>	<p>Carrie Thomas Beck presented the latest version of the draft OARs for teacher training to ODAC members for a final review prior to submission to the State Board of Education for a first read at the December meeting. The group reviewed each section of OARs and provided feedback.</p> <p>Definitions Background: The definitions for dyslexia, explicit, evidence-based, kindergarten through grade five school, and systematic are now included in one section of the OARs. Definitions for systematic and explicit were abbreviated to one sentence in length for the rules.</p> <p>ODAC members reviewed each definition and made the following recommendations:</p> <ul style="list-style-type: none"> • add the words “or both” to the second sentence of the definition of dyslexia: “It is characterized by difficulties with accurate or fluent word recognition, <i>or both</i>, and by poor spelling and decoding abilities.” • change the definition of evidence-based to read: “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.” <p>Annual List of Dyslexia-Related Training Opportunities Background: This section describes the vetting process for dyslexia-related training opportunities.</p> <p>ODAC members did not have any suggested changes for this section.</p> <p>Teacher Training Related to Dyslexia Background: “Kindergarten through grade five teacher” and “kindergarten through grade five school” is specific language included in SB 612 that was also included in the draft rules. The current version of the OARs states that the teacher who completes the dyslexia-related training must be a licensed or <i>registered</i> teacher. This language was included so that it also addresses charter school teachers. Based on recommendations from SACSE, the draft OARs include an option for teachers to “test out” of the area of training that focuses on teaching the foundational skills of reading by passing The Center for Effective Reading Instruction’s Certification Exam for a Structured Literacy Teacher.</p> <p>One member expressed concern that only one exam was included as an option for demonstrating knowledge of the</p>	

	<p>foundational skills in reading. She also wondered if there were exams that would allow teachers to demonstrate knowledge in the other two areas of training. Carrie Thomas Beck shared that CERI's exam was included as an option for testing out of one section of the training requirements because it was designed in partnership with IDA and is directly aligned with IDA standards. Carrie will check to see to what extent the IDA standards/CERI exam also address the content for the section of training on understanding and recognizing dyslexia. If there is close alignment between the standards and the content, it is possible that a passing score on the CERI exam would also allow a teacher to "test out" of the understanding and recognizing dyslexia part of the training.</p> <p>Waiver from Teacher Training Requirements Background: This section of the rules includes circumstances that would warrant a one-year waiver from teacher training requirements as well as those circumstances that would allow districts an indefinite waiver as long as certain provisions were continued. Carrie Thomas Beck asked the group to focus in particular on the description of a very small district when reviewing the language related to indefinite waivers.</p> <p>ODAC members suggested looking at enrollment numbers as part of the definition of a very small district. They also suggested that including only those schools that have one or two teachers on staff for possible indefinite waivers is too limiting. They discussed at length the circumstances that would constitute the need for ESD support vs. training a teacher in the building on dyslexia as well as the pros and cons of ESD support vs. training a teacher at each building. Members stressed that ultimately the goal was to have someone for each building who could build awareness of dyslexia and provide accurate information within the school. Carrie Thomas Beck will revise (2)(c) of OARs based on the discussion.</p>	<p>√ Carrie will revise OAR's for dyslexia-related teacher training based on recommendations from ODAC members and will send a follow-up email with final changes.</p>
<p><i>Vetting Teacher Training Opportunities</i></p>	<p>Did not discuss.</p>	
<p><i>District Feedback on Plan for Universal Screening / Instructional Support</i></p> <ul style="list-style-type: none"> • <i>Screening in K and 1</i> • <i>Start date for screening requirements</i> • <i>Screening for family history of reading difficulties</i> • <i>Prescriptive intervention</i> • <i>ELs</i> 	<p>Did not discuss.</p>	
<p><i>Development of a Dyslexia Handbook and Other Resources</i></p>	<p>Did not discuss.</p>	
<p><i>Wrap-up and Next Steps</i></p> <ul style="list-style-type: none"> • <i>Timeline/Moving Forward</i> • <i>Work Group Meetings</i> • <i>Scheduling ODAC Meetings for 2016/17</i> • <i>Expense Forms/Sub Reimbursement</i> 		<p>√ Carrie will send a follow-up email to members to provide an update on remaining agenda items that were not discussed in today's meeting. √ Carrie will set up Doodle Poll to schedule February and May ODAC meetings.</p>