

Oregon Department of Education
Oregon Dyslexia Advisory Council Meeting
September 21, 2017
1:00 – 4:00 p.m.
Yamhill Room
Willamette Education Service District

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

Agenda Item	Discussion	Action
Welcome/Today's Meeting Objectives	<p>Carrie Thomas Beck welcomed members and shared the objectives for the meeting:</p> <ol style="list-style-type: none"> 1. Provide a recap of the highlights from the 2017 legislative session. 2. Report on significant accomplishments since the last ODAC meeting in May and preview upcoming events. 3. Discuss survey development for the dyslexia teacher training. 4. Discuss possible amendments to the Dyslexia-Related Training OARs. 5. Share plans for ODAC moving forward. 	
Recap of 2017 Legislative Session	<p>Carrie Thomas Beck reviewed the legislation that passed in the 2017 session related to dyslexia:</p> <p>SB 1003: Extends deadline for teacher training to July 1 2018, adds explicit requirement for districts to universally screen for risk factors of dyslexia in kindergarten, requires the Department to develop guidance regarding best practices for assisting students who show risk factors for reading difficulties, including dyslexia, and requires the Department to submit a report to legislature by Sept. 15, 2018 on best practices for screening and instructional support.</p> <p>SB 221: Related to higher education educator prep programs in early childhood, general education, special education and reading – updates the language to state that the program must provide instruction on dyslexia and other reading difficulties and that the instruction on dyslexia be consistent with the knowledge and practice standards of an international organization on dyslexia. Gives program 3 years to comply with the new dyslexia standards.</p> <p>SB 182: Establishes an Educator Advancement Council in the Chief Education Office to appropriate funds relating to professional development for educators in early learning through grade 12 –</p>	

	<p>includes the dyslexia training for teachers. Legislature appropriated \$1.9 million for the dyslexia teacher training in the 2017-19 biennium.</p> <p>Carrie Thomas Beck shared the proposed OAR for dyslexia-related training grants (581-002-1807) with council members. Members asked if there would be scaling of grant amounts based on district location. The group also raised a question regarding how to address a district that already has a trained teacher. Could the district use the grant funds for other purposes? One other point that came up following the meeting was if an ESD could be a possible recipient for a training grant. (If the ESD was supporting a very small district.)</p> <p>A public hearing on the proposed rule is scheduled for Oct. 20, 2017 at 10:00 a.m. in room 400A of ODE. Public comment will be accepted until October 26, 2017 at 9:00 a.m.</p> <p>The group recommended requesting the teacher's Certificate(s) of Completion for the dyslexia training as part of the deliverables for the grant agreements with districts.</p> <p>One member also asked about the use of SPED funds to train a teacher. While the use of early intervention funds to assist with the cost of training is appropriate, if a district chooses to utilize the trained teacher as a support to students following the training, funding may become an issue over time.</p>	
<p>Progress Report: Significant Accomplishments Since the May Meeting</p>	<p>Carrie Thomas Beck shared a progress report on the dyslexia work since the May 2017 ODAC meeting. Highlights included:</p> <p>The RFI for dyslexia-related training opportunities closed on June 30, 2017. Review teams spent the month of July evaluating the training opportunities. A final list of approved trainings was posted on the ODE website on July 31, 2017. An annotated list of approved trainings was added to the website in September of 2017. An email went out to districts regarding the approved lists and the availability of funds for dyslexia training via ODE's superlist on Sept. 13, 2017.</p> <p>Carrie Thomas Beck presented Dyslexia 101 for Administrators at the COSA Seaside conference in June of 2017. The first week of August, Carrie worked with Shawna Moran and Kara Williams of ODE to present a three-day Summer Reading Academy to focus/priority schools. The Academy was vetted as an approved dyslexia training for Foundational Skills in Reading. Carrie presented a legislative update on dyslexia at the Summer Institute on Teaching, Learning, and Assessment at the Eugene Hilton on August 3rd. Other related work included Carrie traveling to Hillsboro at the end of August to film a video segment for use in an ORBIDA webinar that will be released in October of 2017 on the ORBIDA website.</p>	

<p>Upcoming Events</p>	<p>Carrie shared plans for dyslexia presentations/training at upcoming conferences:</p> <ul style="list-style-type: none"> • COSA Fall SPED Administrators Conference – Oct. 4-6, 2017 in Eugene • COSA Annual Principals Conference – Oct. 22-24, 2017 in Bend • IDA National Conference – Nov. 8-11, 2017 in Atlanta • PreK-3 Early Learning Conference – Nov 15, 16, 17, 2017 in Portland <p>Betsy Ramsey shared that ORBIDA has contracted with David Kilpatrick, author of <u>Essentials of Assessing, Preventing, and Overcoming Reading Difficulties</u>, to present at their full day symposium on Saturday, March 10th at Marylhurst University.</p> <p>David Putnam shared information regarding Oregon's new partnership with the National Center on Intensive Intervention. Oregon will be receiving technical assistance from NCII focusing on Tier 3 support through the use of data-based individualization. Carrie Thomas Beck is involved in this work and will assist with the application to the support provided to students at risk for dyslexia.</p>	<p>Betsy Ramsey will share the flyer for the March ORBIDA symposium with the group once it becomes available.</p> <p>Beth Harn will share links to two modules on data-based individualization from NCII with ODAC group members.</p>
<p>Survey on Dyslexia Training</p>	<p>ODE will be requiring teachers to complete a survey open completion of the dyslexia-related training. The information from the survey will be shared with the Educator Advancement Council to assist with identifying training priorities and planning for the next biennium. In 2019, the Council will gather information and elevate the voice of practitioners regarding how the funds should be used.</p> <p>The group discussed survey development, stressing that it would be helpful to know specifically what the Educator Advancement Council values in training and would like to determine from the survey responses. Ideas for the survey included:</p> <ul style="list-style-type: none"> • ask what participants expected from the training • ask what did the training actually provide • if a rating scale is used, use an odd # of ratings, not an even # • ask if the participants are able to apply skills learned to their teaching • ask if they are comfortable acting as a resource for other teachers in their building • ask if they have resources in their districts to be able to accomplish what they learned in the training • ask for 3 action steps they will take into their classroom/teaching following the training • consider including specific questions that would require participants to demonstrate knowledge (e.g., what is definition of dyslexia, etc.) • ask what type of training would be beneficial moving forward <p>The group asked if it would be possible to do a pre and post survey. As some teachers have already completed the training, a pre-training survey will not be an option. One member suggested that when a teacher signs up as a member of the Dyslexia Group on the Oregon Educator Network, they could</p>	

	<p>receive a link to an initial survey through the Network. Then, the Department could send a follow-up survey to teachers via the Network at a later time.</p>	
<p>Dyslexia-Related Training Rules Amendments</p>	<p>Carrie Thomas Beck shared possible amendments to the dyslexia-related training OARs to take to the Board in October and solicited group feedback:</p> <p>581-002-1805 Annual List of Dyslexia-Related Training Opportunities: A proposed amendment is to change the date for posting the final list from July 31 of each year to June 15 of each year. The dates for posting and closing the RFI each year would also be adjusted to include a post date no later than Feb 28th each year and a closing date at the end of March each year.</p> <p>The group shared that mid-May, end of May, or even June 1 would be a better date for districts for posting a final list of approved trainings each year.</p> <p>581-022-2440 Teacher Training Related to Dyslexia: Proposed amendments include (a) changing the date that the rule is effective from January 1, 2018 to July 1, 2018 (as per SB 1003); and (b) offering an option for a teacher to “test out” of the training requirement: “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.”</p> <p>The group was overall supportive of these proposed changes, pointing out that completion of an exam will required teachers to demonstrate knowledge/mastery vs. just sitting through a training.</p> <p>One member asked if there will be an option for students who graduate from a university program that has incorporated the new dyslexia standards to be exempt from the training. Carrie shared that currently the dyslexia standards for higher education programs and the training requirements in the OARs are not completely aligned. This will be an area of focus moving forward.</p> <p>Another member asked if a teacher is nationally accredited through a dyslexia organization, if he/she would be exempt from the training? Carrie shared that to allow for this, the training from the organizations would likely need to go through the vetting process, using the criteria that Oregon has included for training opportunities. Betsy Ramsey suggested that Carrie talk with the new staff member at IDA who is managing accreditation to gain her perspective on the issue.</p>	

	<p>581-002-1810 Waiver from Teacher Training Requirements:</p> <p>Proposed amendments would address two issues: (a) what constitutes a very small district; and (b) could the ESD have a specialist complete the training or must it be a teacher?</p> <p>Members representing Eastern Oregon shared that teachers have more on their plates than just their classroom assignment and that subs are hard to find. A trained staff member from the ESD may be more available to parents and teachers than someone who completes the training from within the building. They shared that it is the cultural norm for ESDs to provide services to these rural districts.</p> <p>After a rich discussion, the group proposed the following amendments to the language in the OARs regarding waivers for very small districts:</p> <ol style="list-style-type: none"> 1. Very small district = a district serving from 1 to 499 students that only includes one or two elementary schools with only one K-5 teacher per grade level or less at each school. 2. The district receives services from an Education Service District or multi-district consortium professional educator who has completed the required training. 	<p>Carrie Thomas Beck will send proposed amendments to the dyslexia-related training OARs to stakeholders across the state to get additional feedback prior to taking to the State Board of Education.</p>
<p>ODAC Moving Forward</p>	<p>Carrie Thomas Beck shared the focus of ODAC moving forward:</p> <ul style="list-style-type: none"> * 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 * Develop list of approved screening tests * Develop guidance on parent notification * Develop guidance for districts on providing instructional support to students who demonstrate risk for reading difficulties, including dyslexia * Include guidance on dyslexia screening and instructional support specific to ELs * 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 <p>The current ODAC group is concluding the 2016-17 school year cycle. Based on the tasks for the Council as outlined with the passage of SB 1003, a new advisory group will be formed to continue the work moving forward.</p>	

The new advisory council will be formed based on the following defining factors:

- diversity of membership
- expertise (screening/assessment, ELs, instructional support)
- inclusion of district voice
- continued geographical representation
- continued representation of key stakeholders (dyslexia organizations, Oregon universities, ESDs, COSA, OEA, OSBA, TSPC, ORTI, etc.)
- active participation of members
- manageable group size
- by invitation/recommendation

Carrie Thomas Beck thanked members for their service on the Council for the past two years and encouraged them to let her know if they have an interest in continuing to be a member. She asked members to share recommendations regarding how to best form and utilize a dyslexia advisory council moving forward into the new biennium. The group suggested the following:

- including a student voice
- the need for a technical group
- including district voice
- agendas include guest speakers/visitors
- district membership other than superintendents
- focus on role, not titles of district individuals
- including members representing general education vs. heavy emphasis on special education
- including a teacher voice
- continued use of subgroups to accomplish specific tasks moving forward

Carrie will keep the initial ODAC members well informed of the dyslexia work moving forward and will continue to solicit their input and feedback.