

ODAC Meeting

September 21, 2017

1:00-4:00 p.m.

Willamette Education Service District

Yamhill Room

Welcome/Today's Meeting Objectives

- * Provide a recap of the highlights from the 2017 legislative session.
- * Report on significant accomplishments since the last ODAC meeting in May and preview upcoming events.
- * Discuss survey development for the dyslexia teacher training.
- * Discuss possible amendments to the Dyslexia-Related Training OARs.
- * Share plans for ODAC moving forward.

2017 Legislative Highlights

* SB 1003

* SB 221

* SB 182

SB 1003

- * carries forward requirements for teacher training from SB 612 and extends deadline for completion of teacher training requirements to July 1, 2018.
- * adds explicit requirement for districts to universally screen for risk factors of dyslexia when students first enrolled in K or 1
- * requires the Department to identify screening tests that are cost effective and take into account PA, L/S correspondence, and rapid naming in kindergarten
- * requires districts to screen for family history of difficulty in learning to read IF the student shows risk factors for reading difficulties based on other measures
- * requires the Department to provide guidance for notifications to be sent by school districts to parents of students who are identified as having risk factors for reading difficulties

SB 1003

- * requires the Department to 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 and make the guidance available for districts
- * requires the Department to 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
- * *first applies to the 2018-2019 school year*

SB 221

- * Related to HB 2412 – which requires higher education educator prep programs in early childhood, general education, special education and reading to include content on dyslexia – and content must be consistent with the knowledge and practice standards of an international organization on dyslexia.
- * SB 221 A updates the language to state that the program must provide instruction on dyslexia and other reading difficulties and the instruction **on dyslexia** be consistent with the knowledge and practice standards of an international organization on dyslexia.
- * TSPC may not deny approval of an educator preparation program for failure to comply with the standards or rules **for 3 years** from the date that the commission first adopts the standards or rules if the educator prep program develops a plan to comply with the standards and rules and submits within one year of the commission adopting the standards and rules.

SB 182

- * Relating to professional development for educators in early learning through grade 12
- * Establishes Educator Advancement Council
- * Changes the name of the Network of Quality Teaching and Learning Fund to Educator Advancement Fund
- * Appropriates moneys in fund to the Council instead of the Dept. of Education
- * The Council, subject to direction of the Chief Education Officer, shall distribute funding to each educator network for the Council for 10 possible purposes
- * Ensuring that a sufficient number of K-5 teachers have received training to understand and recognize dyslexia and to implement appropriate instruction is one of the possible purposes

As a Result of SB 182 . . .

\$1.9 million appropriated by legislature for dyslexia teacher training for the 2017-19 biennium.



Dyslexia-Related Training Grants

581-002-1807 Dyslexia-Related Training Grants

Department will determine the amount of money to be awarded to each eligible recipient by dividing the total funds available for the biennium by the number of K-5 schools in school districts that are required to comply with the training requirements and participating public charter schools.

581-002-1807 Dyslexia-Related Training Grants

- * **Public hearing** scheduled for October 20 at 10:00 a.m. in room 400A of ODE
- * **Public comment** accepted until October 26 at 9:00 a.m.

Progress Report: Significant Accomplishments Since the May Meeting

RFI for Dyslexia-Related Training Opportunities closed on June 30, 2017.



Review teams evaluated training opportunities in July of 2017.



Final list of approved training opportunities was posted on July 31, 2017.




Annotated list of approved training opportunities added to website in September of 2017.




Communication shared with districts via the ODE superlist on Sept. 13, 2017.

Progress Report: Significant Accomplishments Since the May Meeting (cont.)

Presented Dyslexia 101 for Administrators at COSA Seaside Conference on June 21 and 22, 2017.



Presented ODE 3-day Summer Reading Academy (FSR) to teachers from focus and priority schools on July 31-August 2, 2017



Presented legislative update session at Summer Institute on Teaching, Learning, and Assessment on August 3, 2017.



Filmed a segment for an ORBIDA production on dyslexia legislation on August 31, 2017.

Dyslexia Training at Upcoming Training Events

- * **COSA Fall SPED Administrators Conference – Oct. 4-6, 2017 in Eugene**
 - * Preconference Institute on Dyslexia – Oct. 4, 2017
 - * Dyslexia 101 for Administrators – Oct. 5, 2017
- * **COSA Annual Principals Conference – Oct. 22-24, 2017 in Bend**
 - * What Every Elementary Principal Needs to Know About Literacy
- * **IDA National Conference – Nov. 8-11, 2017 in Atlanta**
 - * State-Level Panel on Training Educators and Providing Intervention
- * **PreK-3 Early Learning Conference – Nov 16-17, 2017 in Portland**
 - * Phonological Awareness: The How and the Why - for pre-K and K teachers
 - * Other dyslexia training

COSA/ODE SPED Administrators Annual Fall Conference
 Preconference Institute on Dyslexia
 October 4, 2017
 8:00 a.m. to 5:00 p.m.

Time	Topic	Presenter(s)
8:00-8:15	Welcome/Introduction to the Session/Logistics	Carrie Thomas Beck Dyslexia Specialist, ODE
8:15-9:45	Understanding and Recognizing Dyslexia: Simulation and Student Panel	ORBIDA Team
9:45-10:00	BREAK	
10:00-12:00	Understanding and Recognizing Dyslexia: Presentation	ORBIDA Team
12:00-1:00	LUNCH	
1:00-2:00	Legislative Update	Carrie Thomas Beck Dyslexia Specialist, ODE
2:00-2:10	BREAK	
2:10-3:20	Why Students Struggle to Read and What We Can Do to Intervene	Mary Wennersten Vice-Chair of IDA Certified Dyslexia Therapist
3:20-3:30	BREAK	
3:30-4:30	Dyslexia, AEM and Technology: Partners for Life	Debra Fitzgibbons OTAP Coordinator
4:30-5:00	Dyslexia and 504 Plans	Winston Cornwall Civil Rights Ed Specialist, ODE

Thoughts?

Are there other opportunities to provide training?

Are there key topics we are missing?

Other thoughts or ideas?



Other Exciting News

- * Oregon is one of 4 states that will be receiving technical assistance from the National Center on Intensive Intervention (NCII) on Data-Based Individualization!

National Center on

INTENSIVE INTERVENTION

at American Institutes for Research ■

Coaches' Corner

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Interactive DBI Process

Intensive intervention helps students with severe and persistent learning or behavioral needs. The Center's approach to

Validated Intervention Program (e.g., Tier 2, Standard Protocol, Secondary Intervention)

The NCII Newsletter

Signup for our newsletter and updates!

 I'm not a robot

Survey on Dyslexia Teacher Training

- * Goal is for alignment of the dyslexia training with values of the Educator Advancement Council. These values are consistent with the Learning Forward Standards for Professional Learning.
- * In 2019, the Council will gather information, elevate the voice of practitioners regarding how the funds should be used, paying particular attention to local context and how it affects needs.
- * As part of the deliverables for receiving a dyslexia training grant, districts will be required to have the trained teacher complete a survey.

Input on Survey Questions

For Example:

What parts of this training did you already have?

What information/support do you still need following the training?

Did you have the opportunity to apply the skills learned to the school setting?

How long has it been since you completed your initial licensure?

How well did your college program prepare you?

Other ideas?

The Parenting Skills Ladder

Look at the Parenting Skills Ladder. Some people feel their skills in certain areas are low. Others see their skills as higher.

First, think about where you are on the ladder **NOW** for each of the skills below. Then, think back to **BEFORE** you participated in the parenting class. Where were you then?



CIRCLE the number for where you are on the ladder

Parenting Skills	NOW						BEFORE							
	Low					High	Low					High		
1. Know normal behavior for my child(ren)'s age level	0	1	2	3	4	5	6	0	1	2	3	4	5	6
2. Show my child(ren) love and affection frequently	0	1	2	3	4	5	6	0	1	2	3	4	5	6
3. Listen to my child(ren) to understand their feelings	0	1	2	3	4	5	6	0	1	2	3	4	5	6
4. Help my child(ren) feel good about themselves	0	1	2	3	4	5	6	0	1	2	3	4	5	6
5. Set and stick to reasonable limits and rules	0	1	2	3	4	5	6	0	1	2	3	4	5	6
6. Know fun activities to help my child(ren) learn	0	1	2	3	4	5	6	0	1	2	3	4	5	6
7. Find positive ways to guide and discipline my child(ren)	0	1	2	3	4	5	6	0	1	2	3	4	5	6
8. Play with my child(ren) frequently	0	1	2	3	4	5	6	0	1	2	3	4	5	6
9. Protect my child(ren) from unsafe situations	0	1	2	3	4	5	6	0	1	2	3	4	5	6
10. Talk with other parents to share experiences	0	1	2	3	4	5	6	0	1	2	3	4	5	6
11. Deal with the day-to-day stresses of parenting	0	1	2	3	4	5	6	0	1	2	3	4	5	6
12. Understand my goals and values as a parent	0	1	2	3	4	5	6	0	1	2	3	4	5	6

Now think about your child's behavior. If you have more than one child, choose one to think about. How old is the child you are thinking about? _____

Use the ladder to describe this child's skills **NOW**. Then rate this child's skills **BEFORE** you participated in this class.

Child Skills	NOW						BEFORE							
	Low					High	Low					High		
13. Shows concern for others	0	1	2	3	4	5	6	0	1	2	3	4	5	6
14. Willing to follow limits and rules	0	1	2	3	4	5	6	0	1	2	3	4	5	6
15. Gets along with others	0	1	2	3	4	5	6	0	1	2	3	4	5	6

Tell us about your experience in this parenting class. **CIRCLE** the best answer.

16. How helpful were the information and resources you received in this series?

Not helpful *A little helpful* *Neither helpful nor unhelpful* *Somewhat helpful* *Very helpful*

17. Would you recommend this class to other parents? (CIRCLE best answer)

No *Probably not* *Maybe* *Probably would* *Definitely*

18. What did you like about the parenting series?

19. How has your parenting behavior changed since participating in this series?

20. How has your participation in this series impacted your child?

21. Is there anything that you would change to improve the series?

BREAK



Dyslexia-Related Training Rules Amendments

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

- (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 July 31~~ **JUNE 15TH of that calendar year.**
- (b) ~~The Department will post a Request for Information no later than March 31st.~~ **FEBRUARY 28 of each year. The Request for Information will remain posted through the end of June MARCH 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 May 31st of each year. The list will be updated regularly until the review process is completed on July 31 of each year.~~ **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.

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

- * **Suggested Timeline:**

- * Post RFI on Feb 1
- * Close RFI on March 31
- * Review responses from vendors in April and May
- * Add approved training opportunities on rolling basis
- * Post final list by June 15

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).

(2) 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.

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

(4) This rule is effective ~~January 1, 2018~~ July 1, 2018.

581-022-2440 Teacher Training Related to Dyslexia

- * The OAR needs to reflect the new deadline for teacher training included in SB 1003.
- * COSA/CEO requesting 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 and be exempt from that area of the training requirements as stated in (2)(b). The teacher will still be required to complete training in (2)(a) and (c) as outlined in Section 2.

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 four or fewer licensed teachers per school teaching multiple grade levels and the district receives services from an Education Service District~~ ~~teacher who has completed the required training;~~ or
 - (d) A Long-Term Care and Treatment program provides services to students in kindergarten through grade 5 and the Education Service District or responsible district has ~~a teacher~~ who has completed the required training available to provide services to students in the Long-Term Care and 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 ~~teacher~~ 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 Long-Term Care and Treatment program receives services from ~~a teacher~~ who has completed the required training from the Education Service District or responsible district.

581-002-1810 Waiver from Teacher Training Requirements

- * What constitutes a very small district?
- * Must the ESD have **a teacher** complete the training?
Could it be **a specialist** from the ESD?

Thoughts/Concerns/Questions?



ODAC Moving Forward

- * New dyslexia legislation with the passage of SB 1003
- * Entering a new biennium
- * New tasks for the Department
- * Last meeting in the current ODAC cycle

Focus of ODAC Moving Forward

- * 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

ODAC Moving Forward

- * Diversity
- * Expertise
 - * Screening/assessment
 - * English Learners
 - * Instructional Support
- * 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
 - * Attend meetings (in person or virtually)
 - * Share ideas
 - * Provide feedback
- * Manageable group size (no more than 29)
- * By invitation/recommendation

ODAC Moving Forward

- * What are your thoughts regarding how to best build and utilize a dyslexia advisory council moving forward into the new biennium?



Thank you for your service!

спасибо 谢谢
GRACIAS

THANK YOU

ありがとうございました MERCI

DANKE धन्यवाद

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