

Testimony to the Oregon Senate Committee of Education

March 30th, 2017

I write on behalf of the International Dyslexia Association – Oregon in opposition to SB 221.

We would like to voice our concern over the provision that removes alignment of teacher preparation curricula in Oregon to the evidence-based practices contained in the International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading from existing law.

We would like to highlight the following points:

1. **25 universities and colleges across the USA have willingly completed the IDA accreditation process that aligns their teacher preparation curricula with the Knowledge and Practice Standards for Teachers of Reading.** They have done this because they recognize the need for preparing highly knowledgeable teachers with evidence-based knowledge and practical skills that will assist them in teaching the diverse learner populations they will face in their classrooms.

Many more colleges and universities are in the process of being accredited by the IDA. Oregon's very own Marylhurst University, is one of these.

The faculty at these accredited institutions have indicated willingness to share their expertise and counsel in how they developed and included the Standards into their programs as well as how they managed the process of aligning their programs to the IDA standards. **A list of the universities currently accredited by the IDA** is attached to this document and can also be found at the following link. <https://dyslexiaida.org/university-programs-accredited-by-ida/>

2. A webinar presented by Dr. Louisa Moats entitled "**IDA's Knowledge and Practice Standards: How They Can Improve Reading Instruction for All Students**" sets out how and why the Standards were developed. Dr. Moats also presents the compelling evidence which underpins each component of the Standards. The webinar can be viewed at the following link <https://dyslexiaida.org/idas-free-webinar-series/> or at <https://youtu.be/n15t2Snbfho>.

In considering the changes that SB 221 seeks to adopt, we believe that the Senate Committee will hear compelling **evidence that supports the retention of the Standards in Oregon law** in Dr. Moats' presentation. They will learn how the Standards were developed as **a response to a void where existing standards were not sufficiently detailed or aligned with current scientific research.**

HB 2412 included reference to these Standards as a component and guide by which to measure the quality of teacher preparation in Oregon. Lawmakers recognized the strong evidence presented to them that current teacher preparation programs were failing to meet the needs of teachers in our state. They recognized that in order to affect change, teacher preparation in Oregon could not be left

to chance but needed to be linked to rigorous, researched based and widely accepted standards such as those embodied in IDA's Knowledge and Practice Standards.

Dr. Moats refers to the 'Declarative Knowledge Base', the tremendous body of **research and studies** that inform the current understanding of the science of reading. It is this knowledge on which the Standards are based.

3. **The International Dyslexia Association is a non-profit organization and the Knowledge and Practice Standards for Teachers of Reading are FREE** to be used by anyone and any organization. We are extremely proud of this body of work, of the people who contributed to developing it, and to the ripple effect of success it is producing here in the United States and in other parts of the world in raising reading and literacy levels amongst children whose schools and whose teachers know and apply the principles of Structured Literacy that embody the Knowledge and Practice Standards.
4. **The Knowledge and Practice Standards form the basic components of a Structured Literacy program.** The purpose in creating the standards was to guide the preparation, certification and professional development of those who teach reading and related literacy skills in the classroom, remedial and clinical settings. In addition, the standards set out to specify what any individual responsible for teaching reading should know and be able to do, so that reading difficulties, including dyslexia may be prevented, alleviated or remediated.
5. **The Knowledge and Practice Standards for Teachers of Reading were developed by highly respected researchers and teachers of teachers in the field of literacy.** They were developed by the IDA Professional Standards and Practices Committee in 2010. These well-respected teachers, researchers and professionals in the field of reading research and literacy instruction namely Suzanne Carreker, Rosalie Davis, Phyllis Meisel, Louise Spear-Swerling and Barbara Wilson, **were led by Dr. Louisa Moats**, who acted as the committee chair.

We commend this information to the Senate Committee and trust that it will contribute to the body of evidence that will surely convince lawmakers that preparing teachers to become highly qualified to teach **ALL** Oregon children (including students with dyslexia and other language related learning difficulties) to become proficient readers cannot be left to chance.

Jane Cooper

President, International Dyslexia Association – Oregon.

<https://or.dyslexiaida.org/> (Oregon website)

<https://dyslexiaida.org/> (National website)

University Programs Accredited by the International Dyslexia Association (IDA)

Reference: <https://dyslexiaida.org/university-programs-accredited-by-ida/>

[Antioch University Midwest](#) (Ohio)

Dyslexia Certificate Program

[Clarion University](#) (Pennsylvania)

M.S. Special Education with Reading Concentration

[College of Mount Saint Joseph](#) (Ohio)

Reading Endorsement; Master of Arts in Reading Science

[Colorado College](#) (Colorado Springs, Colorado)

Master of Arts in Teaching: Literacy Intervention Specialist Program

[Dallas Baptist University](#) (Texas)

Master of Arts in Teaching: Multisensory Instruction

[Drexel University](#) (Pennsylvania)

M.S. Special Education with Multisensory Reading Concentration

[Fairleigh Dickinson](#) (New Jersey)

Orton Gillingham Teacher Certificate

[Fairfield University](#) (Connecticut)

Certificate of Advanced Study (6th year), Reading and Language Development

[Gordon College](#) (Massachusetts)

Master of Education: Reading Specialist

[MGH Institute of Health Professions](#) (Massachusetts)

Certificate of Advanced Study in Reading; Master of Science in Speech-Language Pathology: Reading Concentration

[Mississippi College](#) (Mississippi)

Master of Education: Dyslexia Therapy

[Notre Dame College](#) (Ohio)

Reading Endorsement

[Ohio State University](#) (Ohio)

Dyslexia Certificate: Structured Literacy Strand

[Saint Joseph's](#) (Pennsylvania)

Master of Science in Special Education: Urban Teaching Residency and Teacher Scholar-High Incidence programs

[Simmons College](#) (Massachusetts)

Master of Science in Education: Language and Literacy; Education Specialist Degree: Language and Literacy

[Southeastern University](#) (Florida)

**Bachelor of Science in Elementary Education with Reading/ESOL Endorsements
Bachelor of Science/Master of Education in Exceptional Student Education with Reading/ESOL Endorsements**

[Southern Connecticut State University](#) (Connecticut)

M.S. in Reading

[Southern Methodist University](#) (Texas)

Master of Education in Reading and Writing

[Teachers College, Columbia University](#) (New York)

M.A. Reading Specialist

[University of Dayton](#) (Ohio)

Undergraduate (Early Childhood Education, Middle Childhood Education, Intervention Specialist) Graduate Reading Endorsement

[University of Florida](#) (Florida)

Unified Elementary Proteach Dual Certification

[University of Central Arkansas](#) (Arkansas)

B.S.E. Elementary Education, M.S.E. Reading

[University of Southern Mississippi](#) (Mississippi)

M. Ed. in Dyslexia Therapy

[William Carey University](#) (Mississippi)

Master of Education: Dyslexia Therapy

[West Liberty University](#) (West Virginia)

M.A. in Education, Reading Endorsement