



February 27, 2019

Dear Dr. Rosilez,

Per your request for information to share with the Oregon Legislature, we are providing you with a description of our work in implementing the dyslexia standards in our educator preparation programs (undergraduate elementary multiple subjects, MAT elementary multiple subjects, and the Reading Intervention endorsement program).

Per the compliance plan submitted by Concordia University in December 2016, all plans were implemented as described. This includes attention to alignment of standards to course content, resources provided to students, and assignments completed in the courses.

A major modification to the undergraduate elementary education program was taken to TSPC in 2017 and a revised plan for implementing the dyslexia standards in the new program was provided. At this time, these plans are fully implemented in program materials, assessments, and syllabi.

The Reading Intervention program courses also completed the implementation phase of the plan, including alignment to TSPC and IDA dyslexia standards as evidenced in syllabi, assignments, and materials provided in each course. Additionally, all reading endorsement courses were recently rewritten to align to the 2018 IDA standards.

Should you have any questions about this information, please don't hesitate to contact me.

Sincerely,

Alisa J. Bates
Interim Dean, College of Education
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February 28, 2019

Executive Director Rosilez:

Corban University has been implementing the dyslexia standards as indicated in the report submitted to TSPC in 2016, although teaching about dyslexia issues was already part of the curriculum for elementary—multiple subjects—prior to the 2015 legislation.

In ED302: Exceptional Learners - Elementary, the standards related to dyslexia are integrated in a variety of ways. The focal point, however, is in the identification of the characteristics that may predict or are associated with dyslexia. Utilizing the Colorado Learning Disabilities Questionnaire - Reading Subscale (CLDQ-R), as recommended by the International Dyslexia Association, this course builds on the foundations of helping preservice teachers understand the risks and characteristics associated with dyslexia. In ED302, a guest from the community trained in dyslexia screening presents information related to administering, interpreting, and applying screening and progress monitoring assessments for students who may have dyslexia. Finally, in conjunction with other courses, the goal is to help students apply their knowledge of dyslexia assessment and instruction into pedagogy practice.

In the Literacy Methods course for students seeking elementary education—multiple subjects—instruction about dyslexia is incorporated into the class through two different lenses. The first is the lens of meeting the needs of diverse learners through differentiation. The second is the lens of struggling readers and writers. We talk about signs and clues that might be evident in the students' work that would cause a general education teacher to consider the possibility of dyslexia as a potential reason for a student's academic struggles. We read various articles and view a TED talk in order to understand what dyslexia is and is not. We then research and discuss what strengths students with dyslexia bring to the classroom and how to create a dyslexia-friendly classroom environment for learning. We end with researching and discussing various strategies that general education teachers can incorporate into their classroom-learning environment, in order to best meet needs of students with dyslexia.

Submitted by,
Dr. Kristin Dixon
Dean, School of Education and Counseling
Corban University
Salem, Oregon

Eastern Oregon University - Implementation of [OAR 584-420-0016](#) Instruction on Dyslexia and Other Reading Difficulties: Program Standards

Since 2016-17 Eastern has implemented alignment to OAR 584-420-0016 into preparation for Elementary-Multiple Subjects, Reading Intervention, and Special Education: Generalist programs. For our undergraduate Elementary-Multiple Subjects, MAT Elementary-Multiple Subjects, and Reading Intervention programs, while multiple courses provide support related to this OAR, we assess candidate competencies in a single course per program that includes a dyslexia module. The module provides students with an overview of dyslexia including defining dyslexia, identifying risk factors, and understanding instructional implications. The assessment portion of the module includes candidates reviewing assessment data (DIBELS) of a particular student, justifying level of risk for dyslexia from the data, and recommending intervention supports for the student. For our current academic year, we have set thresholds of achievement for the assessment. An identified area of improvement based on candidate performance is to provide additional supports for helping candidates with demonstrating knowledge related to the relationship between student performance on specific measures within an assessment (DIBELS) and risk for dyslexia. As a result, we will be enhancing instruction in this area. In the Special Education: Generalist program, syllabi for three courses were revised in order to align with the OAR expectations, including attention to incorporation of current research and best practices. The original implementation was modified to intentionally align within two courses, rather than three, as it was determined that the progress monitoring was too advanced for the introductory course in which it was initially placed. All programs also provide support for different types of learners, including ELLs and are in alignment with the International Dyslexia Association.

George Fox University

George Fox University's School of Education submitted its required compliance plan for dyslexia instruction and the full plan is on file with TSPC. As an update, program redesigns have been completed and implemented in the Preliminary Teaching License programs of the Master of Arts in Teaching (MAT), Undergraduate Teacher Education (UGTE), and the Elementary Education Degree Completion (ELED DC) to reflect the dyslexia standards in appropriate courses within each program of study. Also, the Special Education (SPED) and Reading (READ) endorsement programs have aligned all content in course syllabi to these standards. Finally, we are working with a certified instructor with Orton-Gillingham who is training teachers who can transcript graduate credits within partner school districts. This Oregon Dyslexia Institute course sequence has been vetted by the Oregon Department of Education, and is on the 2018-2019 list of approved dyslexia training classes required by the new dyslexia law.

Lewis & Clark College Graduate School of Education and Counseling
 Dyslexia Instruction Standards 2-27-19

We align our curriculum and assessments in Elementary-Multiple Subjects, Reading Intervention, and Special Education: Generalist programs to meet the current Dyslexia Instruction program standards (OAR 584-420-0016). Program directors provided to TSPC their program course(s) and assessment(s) alignment to meet the Dyslexia standards in a tabled report. Updates to the Dyslexia report table are made if program curriculum or assessments are revised. Currently, our rich descriptions of how the program currently meets the standards include one or more of the following: content (via syllabi review), instructional materials (textbooks, etc.), course or key assessments, practicum requirements, or other relevant materials.

As part of our continuous improvement model of assessment, we continue to explore best practices to expand our resources to ensure we are providing our candidates with up-to-date research-based instructional materials and articles. Program directors continue to collaborate on the materials they are utilizing in our programs and to review and use their assessment data to support candidates' abilities to support the needs of all K-12 readers.

Example from Lewis & Clark College Graduate School of Education and Counseling (GSEC) Dyslexia Report.

| TSPC OAR | Element | Brief description of how the Elementary—Multiple Subjects program currently meets the standard |
|---|---|---|
| 584-420-0016 Dyslexia Instruction: Program Standards (5) STANDARDS FOR DYSLEXIA INSTRUCTION: Candidates must demonstrate the ability to: | (a) Identify the characteristics that may predict or are associated with dyslexia; | In our Language Arts content courses candidates receive information from the International Dyslexia Association, including documents such as “Dyslexia basics” and the dyslexia “Fact sheet”. Additionally, candidates use children’s literature with dyslexic characters such as Giff’s (2009) <i>Eleven</i> and Hunt’s (2015) <i>Fish in a Tree</i> to explore the characteristics and emotions of children with dyslexia. Dialogue groups are used to examine characteristics of dyslexia and instructional methods. |

**Linfield College Teacher Education Program
Dyslexia Update 2.28.19**

Linfield is implementing its dyslexia standards plan as approved by TSPC. The Instruction on Dyslexia and Other Reading Difficulties Program Standards (584-420-0016) are explicitly addressed in course work in our program. See table below.

| Standard | Classes required for all Elementary Multiple Subjects Candidates (semester credits) |
|---|---|
| 5(a) Identify the characteristics that may predict or are associated with dyslexia | EDUC 302 Diversity and Inclusion (4 credits) EDUC 402 Teaching Literacy II (4 credits) |
| 5(b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia | EDUC 302 Diversity and Inclusion (4 credits) EDUC 401 Teaching Literacy I (4 credits) EDUC 402 Teaching Literacy II (4 credits) |
| 5(c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia | EDUC 401 Teaching Literacy I (4 credits) EDUC 402 Teaching Literacy II (4 credits) |
| 5(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice | EDUC 401 Teaching Literacy I (4 credits) EDUC 402 Teaching Literacy II (4 credits) |
| (6) The standards for dyslexia instruction provided in subsection (5) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students | EDUC 240 Foundations for Teaching ESOL (3 credits) EDUC 402 Teaching Literacy II (4 credits) |

We have had to make a few adjustments to our plan as follows:

- Originally, we indicated that students in our EDUC 401 Teaching Literacy I course would have an opportunity to participate in a practicum that requires observations of a Title One Reading Intervention Specialist completing screening and/or progress monitoring assessments. We have adjusted this requirement because it can cause unnecessary stress on a child to be observed during an assessment. In addition, there can be logistical issues with the timing of elementary reading assessments and college students' schedules. College students learn about screening and progress monitoring assessments in their course readings and activities.
- Originally, we indicated that our part-time and full-time elementary student teaching practica (EDUC 491 01, 491 02, 492 01, 492 02) would provide student teachers opportunities to observe their mentor teachers administering, interpreting and applying screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia. The dyslexia screening assessments were legislated to begin in the fall of 2018 in Oregon elementary schools and are only conducted in kindergarten (and first grade if the first grader wasn't screened as a kindergartener). If student teachers are not placed in kindergarten and first grade placements, they may not have the opportunity to observe or practice administering the dyslexia screening. All elementary student teachers do have access to observe and may have the opportunity to administer reading progress monitoring assessments.
- Our EDUC 402 Teaching Literacy II course added the Reading Rockets modules as a course assignment, which is one of the Oregon Department of Education's Approved Dyslexia-Related Trainings for using evidence-based practices to systematically and explicitly teach foundational skills in reading.



**ISSUED TO: OREGON TEACHER STANDARDS
AND PRACTICES COMMISSION**

DYSLEXIA INSTRUCTION STANDARDS REPORT

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**Dyslexia Instruction
Standards Report:**

**NORTHWEST CHRISTIAN
UNIVERSITY
Eugene, Oregon**

Northwest Christian University respectfully submits this report in accordance with Oregon Administrative Rule 584-420-0016 and ORS 342.147.

Step One: (Program Review): The EPP reviews the Elementary-Multiple Subjects, Reading Intervention and/or Special Education: Generalist programs to determine if content, practica, assessments, and materials are sufficient to enable candidates to identify characteristics of dyslexia.

The NCU Teacher Education Department includes generalist programs for Undergraduate and Master's degrees. Within those programs students choose a concentration area of either multiple subject elementary or middle/high school. We have 3.75 full-time faculty and several highly qualified adjunct faculty who deliver an outstanding education for teacher candidates.

Our journey with the new Dyslexia law began in October, with a brief conversation about the OAR that would soon be a new requirement. In November following the commission meeting, a faculty meeting was held and the new rule, ORS 342.147 for dyslexia instruction was reviewed. We believe additional instruction and assessment methods for working with students with dyslexia should be embedded throughout our programs. We have identified courses in our programs where direct instruction to our candidates will be provided, ensuring that our graduates are well prepared to teach students that are identified or who may be identified as having dyslexia. The courses we identified for direct instruction and assessment in regards to dyslexia are:

Traditional Undergraduate Program:

EDUC 330 Child Development
EDUC 340 Elementary Literacy Methods and Children's Literature
EDUC 350 Elementary Math and Science Methods
EDUC 313 Curriculum, Instruction, and Assessment

Adult Degree Program:

EDUC 326 Exceptional Learners
EDUC 331 Child Development and Learning Theory
EDUC 342 Elementary Literacy Methods
EDUC 369 Elementary Mathematics Methods

Masters of Arts Program:

EDUC 525 Exceptional Learners
EDUC 530 Child Development and Learning Theory
EDUC 541 Elementary Literacy Methods and Children's Literature
EDUC 551 Elementary Mathematics Methods

Multiple Subject Elementary Endorsement:

EDUC 530 Child Development and Learning Theory
EDUC 541 Elementary Literacy Methods and Children's Literature
EDUC 551 Elementary Mathematics Methods

ESOL Endorsement:

EDUC 485 ESOL Practicum

ESOL 315 English Grammar and Syntax

ESOL 410 Theory and Methods

ESOL 425 ESOL Teaching Oral and Literate Skills

Step two: (Standard met determination): If the EPP determines the program currently meets the standard, the EPP describes in the plan how the current program components teach candidates to identify characteristics that may predict or are associated with dyslexia. The description must be adequate to allow Commissioners to determine that the program has met the standard.

The courses that I have listed above (Step 1) currently address assessments and instructional strategies for students who may be struggling in core content areas. These courses include instruction for our teacher candidates which includes: characteristics of potential learning disabilities, evidence based reading instruction for all populations of students, administration and interpretation of universal screening and progress monitoring tools, and assessments that drive instruction for the students they will be teaching. One example is in the Elementary Literacy Methods class we discuss the Response to Intervention model in depth; as a means for diagnosing students who are struggling, and as a process to identify students with special needs. Despite our robust curriculum already being offered to our teacher candidates, it was determined by our Teacher Education team that more work needs to be done to better align our instruction with the specific needs of students with dyslexia.

Step three (Revisions needed determination): If the EPP determines the program does not currently meet the standard, the EPP describes, in the plan, how the EPP will revise content (Example: syllabi), assessments instructional materials and/or practica to ensure candidates are able to identify characteristics of dyslexia. The description of revised components must be adequate to allow Commissioners to determine the plan of compliance is sufficient to meet the new standard.

To further the development of providing our teacher candidates with this instruction, we have contacted a Special Education Consultant, Katie M. Conley, to provide our Teacher Education faculty with professional development, specifically in the area of dyslexia. The faculty will receive training in the following areas: identifying the characteristics that are associated with dyslexia, applying dyslexia assessments, and instructional knowledge to pedagogy practice. This training will be followed by a work session on how to incorporate this new learning into their classes and will be reflected on syllabi and in course objectives. We also recognize the practicum hours that will be added to our current programs. Our field placement coordinator has read the practicum requirements and will be including that within our teacher candidate's placements.

The Teacher Education faculty is also working vigorously at learning more about dyslexia to ensure accurate information be taught to our teacher candidates. One of the ways we are

working on increasing our knowledge about dyslexia is by reading and discussing the most current research available. I have attached one such article to this document (See Appendix A).

In conclusion, the NCU faculty currently teaches many courses that identify assessments and instructional strategies that promote academic success for all students. Many of our classes currently include content that ensures our teacher candidates know and understand the process of helping students who struggle with reading, writing, and language. Our next step will be to provide all Education faculty with professional development including our upcoming training with Ms. Conley and ongoing study pertaining to dyslexia research. Time will be given for faculty to incorporate this information into their courses and our Teacher Education programs.

Appendix A

Dyslexia: What Teachers Need to Know

by Joan A. Williams and
Sharon A. Lynch

By understanding the characteristics of dyslexia and implementing specific strategies, teachers can effectively address their students' instructional needs.

Joan A. Williams is an Assistant Professor at Sam Houston State University in the Department of Language, Literacy, and Special Populations. Her research focuses on dyslexia, academic language, and English learners. She also served 20 years in mainstream, bilingual, and dual language classrooms. She is co-counselor for the Delta Theta Chapter of KDP.

Sharon A. Lynch is a Professor and Acting Chair of the Department of Language, Literacy, and Special Populations at Sam Houston State University. Her research focuses on learning disabilities, behavioral interventions, and assessment. Formerly, she was as a teacher, speech-language pathologist, educational diagnostician, and consultant.

66 KAPPA DELTA PI RECORD ♦ WINTER 2010

Jennifer's first year of teaching first grade had been a good one, in spite of the fact that she spent most of her nights and weekends preparing for class. She had poured her heart and soul into her first group of students and—with much help from her teacher mentor, Teacher Assistance Team, and parents—all of her students had emerged from first grade as readers.

The second year of teaching had gone more smoothly and, by December, all of her students except Mason were beginning to read with varying degrees of proficiency. Mason's mother had called for a conference to discuss her son's difficulty with reading, and Jennifer felt confident that her recommendations for Mason's mother would help. When Mason's mother came into the classroom for the conference, her first question was, "Do you think Mason has dyslexia?" She added, "I saw a program on dyslexia last week, and I am almost 100 percent sure that he is dyslexic. What can the school do to help him?"

Jennifer had heard of dyslexia, but very little in her teacher preparation program had been said about it. She remembered that it had been mentioned briefly in her special education survey course, but she had no idea about what she needed to do if Mason did, in fact, have dyslexia. This was a problem that Jennifer had not anticipated, and she was baffled about how to best help Mason.

Dyslexia Defined

Though the term *dyslexia* is familiar to the American public and is frequently seen in the media, it often is misunderstood, even in the educational setting (Hudson, High, and Otaiba 2007). The International Dyslexia Association ([IDA] 2002) established the following definition of dyslexia:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition 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.

The International Dyslexia Association (2008) also described the characteristics of dyslexia in young children: difficulty reading single words, difficulty learning to associate letters and sounds, confusion of small words such as

“at” and “to,” letter reversals, and word reversals. Because these difficulties with letter and word reversals are developmental in nature and are found typically in readers up through the age of 7, children who demonstrate the characteristic of dyslexia may sometimes not be identified as being dyslexic.

Myths about Dyslexia

Though dyslexia has been clearly defined and its characteristics are known, a number of myths surround this disability. One of the most common beliefs is simply untrue; letter and word reversals alone are not predictors of dyslexia (Badian 2005). In addition to the indicators listed previously, other signs of dyslexia include language difficulties, articulation or pronunciation problems, and word-finding problems (Siegel 2008).

Dyslexics have difficulty on an auditory level with phonological awareness. They have problems with rhyming and hearing individual sounds, syllables, and words in sentences. The individual sounds are called *phonemes*, which dyslexic children have difficulty separating and blending. Children with dyslexia often are late in developing language and may have difficulty formulating speech sounds after the age when these are typically acquired (Siegel 2008). They may use terms such as *things* or *stuff* because they cannot think of the specific word they want to use at the moment.

A number of myths about dyslexia need to be dispelled (Dyslexia Awareness and Resource Center 2002). First, dyslexia is not the result of brain damage (Shastry 2007). While the term *dyslexia* was used in early case

studies of individuals with brain damage, today the term dyslexia is used to refer to a specific type of reading disability that is neurological in nature. As affirmed by genetic studies (Galaburda 2005; Shastry 2007), dyslexia tends to run in families.

Second, words do not “jump around on the page” for persons with dyslexia (Badian 2005). Dyslexia is basically a language-based problem associated with difficulties in auditory processing, as opposed to a visual problem. The use of visual strategies such as ocular training and work on visual perception has not been successful (American Academy of Pediatrics 1972; Shastry 2007). Though there may be some visual confusion of letters and words, as well as delays in learning letters, the difficulty lies in auditory processing and memory (Badian 2005). Some Web sites promote the use of covered overlays with dyslexics (National Reading Styles Institutes 2008). Colored overlays are plastic sheets of various colors that can be placed over a text to make the text easier to read. The use of colored overlays, however, has not been found to be differentially effective with children who have dyslexia (Iovino et al. 1998).

Third, girls are just as likely to have dyslexia as boys. The fact that boys are more frequently diagnosed than girls is a function of the greater likelihood of teachers and parents to refer boys for testing (Shaywitz et al. 1990)

Finally, children with dyslexia do not have low intelligence (Shastry 2007). Their IQ scores may not accurately indicate their actual abilities; this is likely a function of the language requirements of most IQ tests. Myths and truths about dyslexia are summarized in table 1.

Table 1. Myths and Truths about Dyslexia

| Myths | Truths |
|--|---|
| Dyslexia is the result of brain damage. | The term <i>dyslexia</i> grew out of studies of persons with brain damage, but children with dyslexia do not have brain damage. |
| Words “jump around on the page” for persons with dyslexia. | Dyslexia is a problem with language processing at the phoneme level rather than a visual problem. |
| Reversals of letters and words are a sign of dyslexia. | Reversals of letters and words are typical of children up to age 7. |
| Dyslexia occurs more often in boys than in girls. | Boys may be referred for testing for dyslexia more often than girls. |
| Colored overlays improve the reading skills of children with dyslexia. | Colored overlays do not improve reading rate or accuracy. |
| Children with dyslexia have low intelligence. | Children with dyslexia have average and above average intelligence. |

Public Education and Dyslexia

In public schools in the United States, the terms *reading disability* and *learning disability* are more likely to be used than *dyslexia*. This is because most states do not have programs specifically addressing dyslexia, and those that do may not provide additional funding for instruction.

Most college textbooks in literacy education and special education mention dyslexia, but provide scant information for preservice teachers about this problem. College instructors in general education typically imply that dyslexia is a special education issue, and special education instructors see dyslexia as a general education problem. Hence, dyslexia often is considered a minor problem that is beyond the scope of the regular classroom, but not serious enough to merit special education services. In one survey of 250 faculty members and students in the college of education at a large southern university, 87.8 percent of the survey participants reported that their formal education had not prepared them to work with students with dyslexia (Wadlington and Wadlington 2005).

The federal laws addressing learners with disabilities—the Individuals with Disabilities Education Improvement Act ([IDEA] 2004) and the earlier Education of All Handicapped Children Act (1975)—both addressed dyslexia under the category of learning disabilities. According to IDEA § 300.8 (c) (10), a specific learning disability is defined as follows:

(i) *General*. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) *Disorders not included*. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

To receive services under IDEA, the student must meet disability criteria that are defined individually by each state. Prior to 2004, when IDEA was enacted, most states required students to demonstrate a discrepancy between their IQ and achievement before receiving services under the category of learning disability. However, proving a discrepancy is difficult. Those same underlying characteristics of children with dyslexia—particularly dif-

ficulty with language, memory, auditory processing, and processing speed—often cause them to score lower on IQ tests (Berninger 2001). In addition, the nature of dyslexia in itself can cause children of average or above average intelligence to perform poorly academically. As a result, children had to be severely deficient in reading skills before a discrepancy could be found between IQ and achievement, and children waited many years to receive appropriate service (Kavale and Forness 2000).

Under IDEA, states no longer are required to use a discrepancy formula. Instead, many states use Response to Intervention (RTI), a system of universal screening and progress monitoring, to identify learning disabilities. Additionally, IDEA allows states to use up to 15 percent of their IDEA funding for early intervening services. These two provisions of the law have enabled schools to provide services to struggling readers at the primary grades so that more serious problems can be prevented.

Early intervening methods typically take a “protocol approach” at the initial level, where teachers work with students using reading strategies that are effective with most students, such as additional instruction and practice with letter sounds, sound blending, and sight words (Marston 2005). If these techniques are not effective, the RTI process typically calls for a more diagnostic approach to determine the nature of the problem. Once the problem is identified, teachers can use appropriate and effective instructional methods that target the specific areas of weakness.

Unfortunately, many schools do not provide effective early intervening services, and older students, in general, have not received the type of help they needed in the primary grades. These older students may have been identified as learning disabled and placed in special education resource rooms, where teachers instruct learners with various disabilities and at varying grade and ability levels. Others students never were identified and have languished in general education classes, where they are now at high risk for dropping out and serious social problems.

In recent years, many schools have been developing and implementing universal screening procedures to identify those students who are likely to have reading disabilities (Shinn 2007). Because students with dyslexia need intensive instruction using specific research-based techniques, it is critical that teachers recognize the indicators of dyslexia and know the strategies that are useful in meeting the needs of these learners.

Characteristics of Dyslexia

Physiologically, dyslexia is a disorder of the language processing systems in the brain (Hudson et al. 2007).

**ISSUED TO: OREGON TEACHER STANDARDS
AND PRACTICES COMMISSION**

DYSLEXIA INSTRUCTION STANDARDS SUMMARY REPORT

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**Dyslexia Instruction
Standards Report:**

**NORTHWEST CHRISTIAN
UNIVERSITY
Eugene, Oregon**

Northwest Christian University respectfully submits this report in accordance with Oregon Administrative Rule 584-420-0016 and ORS 342.147.

In 2016 we reported that our journey with the new Dyslexia law began in October, with a brief conversation about the OAR that would soon be a new requirement. In November following the commission meeting, a faculty meeting was held and the new rule, ORS 342.147 for dyslexia instruction was reviewed. We believe additional instruction and assessment methods for working with students with dyslexia should be embedded throughout our programs. We have identified courses in our programs where direct instruction to our candidates will be provided, ensuring that our graduates are well prepared to teach students that are identified or who may be identified as having dyslexia. The courses we identified for direct instruction and assessment in regards to dyslexia are:

Traditional Undergraduate Program:

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EDUC 340 Elementary Literacy Methods and Children's Literature
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EDUC 313 Curriculum, Instruction, and Assessment

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EDUC 331 Child Development and Learning Theory
EDUC 342 Elementary Literacy Methods
EDUC 369 Elementary Mathematics Methods

Master of Arts Program:

EDUC 525 Exceptional Learners
EDUC 530 Child Development and Learning Theory
EDUC 541 Elementary Literacy Methods and Children's Literature
EDUC 551 Elementary Mathematics Methods

Multiple Subject Elementary Endorsement:

EDUC 530 Child Development and Learning Theory
EDUC 541 Elementary Literacy Methods and Children's Literature
EDUC 551 Elementary Mathematics Methods

ESOL Endorsement:

EDUC 485 ESOL Practicum
ESOL 315 English Grammar and Syntax
ESOL 410 Theory and Methods
ESOL 425 ESOL Teaching Oral and Literate Skills

In addition to these courses as listed in our previous report, we have added a Special Education endorsement program which also includes dyslexia instruction and assessment. The courses which include dyslexia instruction are:

SPED 540 Special Education History and Current Issues
SPED 510 Interventions and Accessibility
SPED 520 Assessment and Evaluation in Special Education
SPED 550 Academic Instruction and Supports
SPED 595, 596 and/or 695 Special Education Field Experience

The courses that I have listed above currently address assessments and instructional strategies for students who may be struggling in core content areas. These courses include instruction for our teacher candidates which includes: characteristics of potential learning disabilities, evidence based reading instruction for all populations of students, administration and interpretation of universal screening and progress monitoring tools, and assessments that drive instruction for the students they will be teaching. For example, in the Elementary Literacy Methods class we discuss the Response to Intervention model in depth, both as a means for diagnosing students who are struggling, and as a process to identify students with special needs.

Also, adding to our knowledge and understanding of dyslexia is our new .5 Faculty member, Tamara Duvall who has a Master's degree in Special Education. She currently teaches in our Special Education program and continues her hands-on special education work at Lane County Education Service District.

One of our goals as a faculty is continued learning and professional development to stay abreast on the needs of students with dyslexia so we can instruct our candidates appropriately. In our previous fall 2016 report, we stated: *To further the development of providing our teacher candidates with this instruction, we have contacted a Special Education Consultant, Katie M. Conley, to provide our Teacher Education faculty with professional development, specifically in the area of dyslexia. The faculty will receive training in the following areas: identifying the characteristics that are associated with dyslexia, applying dyslexia assessments, and instructional knowledge to pedagogy practice. This training will be followed by a work session on how to incorporate this new learning into their classes and will be reflected on syllabi and in course objectives. We also recognize the practicum hours that will be added to our current programs. Our field placement coordinator has read the practicum requirements and will be including that within our teacher candidate's placements.*

The Teacher Education faculty is also working vigorously to learn more about dyslexia to ensure accurate information be taught to our teacher candidates. One of the ways we are working to increase our knowledge about dyslexia is by reading and discussing the most current research available. I have attached one such article to this document (See Appendix A).

In conclusion, the NCU faculty currently teaches many courses that identify assessments and instructional strategies that promote academic success for all students. Many of our classes currently include content that ensures our teacher candidates know and understand the process

of helping students who struggle with reading, writing, and language. Our next step will be to provide all Education faculty with professional development opportunities, including our upcoming training with Ms. Conley and ongoing study pertaining to dyslexia research. Time will be given for faculty to incorporate this information into their courses and our Teacher Education programs.

To address the need for more professional development, a training was held here at the NCU campus on February 24th, 2017. The training was conducted by the International Dyslexia Association (Oregon Branch). Faculty from the NCU Teacher Education department that attended the training included Dr. Brian Kaelin, Vivian Moen, Kathy Ditommaso Owen and Ryan Carroll. Jenee Cazares, adjunct faculty for the ESOL program also attended. This was an excellent training, which included a simulation of what it is like to have dyslexia, followed by appropriate strategies to support students with dyslexia. The training was recorded and is available to all adjunct faculty and new hires.

In conclusion, we continue to see dyslexia as a critical area of instruction for our teacher candidates. We have incorporated strategies and assessments for our teacher candidates to be prepared to identify, teach, and assess students with dyslexia or who may be identified as having dyslexia. We are fortunate to have Tamara Duvall as a new faculty who knows and understands the needs of students with dyslexia. We are also aware that dyslexia is an area deserving of continued professional development and growth for our faculty and students, and we are committed to further learning.

Commented [KDO1]: Not sure if “deserving” is the best word but it is what came to mind and fit best...CC

From: [OMalley, Nell W](#)
To: [ROBBECKE Candace * TSPC](#)
Cc: [OMalley, Nell W](#)
Subject: Dyslexia Report updates
Date: Thursday, February 28, 2019 12:21:47 PM
Attachments: [image001.png](#)

Candace,

The short timeline for submitting a comprehensive follow-up report of what our unit has done to comply with Dyslexia legislation since 2016 means that we can't be as thorough as we'd like. That said, I can provide some program anecdotes that demonstrate our efforts:

The Cascades MAT has thoroughly incorporated Dyslexia training into their ED 565, Elementary Methods I Literacy course. Per the course syllabus (an asynchronous online course), Dyslexia is addressed in a 4-hour module that includes several readings, dyslexia screening simulations, and other activities, and is assessed in key coursework including a quiz. Dyslexia training is not listed as a measurable student learning outcome on the ED 565 course syllabus but it is included as an assessment in the "Evaluation of Student Performance" section.

The Double Degree (undergraduate) program is in the process of creating a CAT II proposal (for required approval by OSU's faculty senate) to add Dyslexia *as a measurable learning outcome* to the reading methods course (ED 483) taught in the elementary program. We hope to have this approved by the summer of 2019. Additionally, faculty at the Corvallis campus will hold a training for all Multiple Subjects faculty in the fall of 2019 to discuss the complex issues of Dyslexia and how it impacts students. Local school district teachers and principals will also be invited. Thus far, the Double Degree efforts include:

Alignment of program evidence to meet for 584-420-0016 Dyslexia Instruction: Program Standards

| TSPC Standards for Dyslexia Instruction | Courses | Assessments | Practicum | Other |
|--|-------------------|--------------------|------------------|--------------|
| (5) STANDARDS FOR DYSLEXIA INSTRUCTION: Candidates must demonstrate the ability to: | | | | |
| (a) Identify the characteristics that may predict or are associated with dyslexia; | ED 340 and ED 483 | | | |
| (b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia; | ED 340 and ED 483 | | | |

| | | | | |
|--|----------------------------|--|---------------|--|
| (c) Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and | | | ED 410 | |
| (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice. | | | ED 410 | |
| (6) The standards for dyslexia instruction provided in subsection (5) apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students. | ED 483 ED 473 ED 472 | | | |
| (7) Program alignment with the dyslexia instruction standards provided in subsection (5) must be consistent with the knowledge and practice standards of an international organization on dyslexia. | ED 340 and ED 483 | | | |

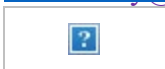
Our Clinically-based MAT is in the process of transitioning faculty leadership (new Program Lead) and will be following up with a focused program report in June. A comprehensive curriculum map that includes Dyslexia requirements will be included in that report.

I hope this satisfies the request.

All my best,

~Nell~

Nell Winokur O'Malley
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“Words actually matter. They’re significant, they can transform and open up our imagination.” ~Opal Tometi

EPP Compliance Plan Update for Dyslexia Instruction Standards

In December 2016, Pacific University School of Learning and Teaching (SLT) prepared a compliance plan for meeting Dyslexia Instruction Standards in the Reading Intervention Endorsement, the Elementary-Multiple Subjects Endorsement, and the Special Education Endorsement Programs. In the original report, the SLT noted where revisions were needed in order to meet the new standards in OAR 584-420-0016.

The SLT has reviewed and updated syllabi for each of the programs to ensure that there is common content, assignments, materials and specific learning objectives related to reading disabilities such as dyslexia. Additional programmatic actions include the following:

Reading Interventionist Endorsement Program

The 2016 compliance plan noted that program revisions were necessary to fully prepare candidates. Specifically, the report stated that “more depth of instruction is necessary for the Reading Intervention Specialist to provide support expected at the level of a ‘Dyslexia Specialist.’” In response to this statement, the SLT developed and implemented a new course entitled Multisensory Literacy Instruction Techniques:

RDNG 643 – Multisensory Literacy Instruction Techniques

Emphasizes ways to identify indicators of reading difficulties and implement multisensory approaches to reading and writing instruction. Course content presents, discusses and evaluates instructional resources and techniques, methodologies, and the use of technology to address children’s and adolescents’ learning needs with particular attention to those with specified reading disabilities.

Elementary-Multiple Subjects Endorsement Programs

The 2016 compliance plan determined that “the clinical experiences [in the program] do introduce teacher candidates to identify characteristics of dyslexia, but need to be strengthened in order to meet the Dyslexia Instruction Program Standards.” To meet these standards, the SLT infused Dyslexia Instruction Program Standards throughout the programs by designing a new “set of tools” that included a *What is Dyslexia?* module to ensure that teacher candidates have a deeper set of theoretical and practical understandings.

Special Education Endorsement Programs

The 2016 compliance plan identified action items related to improving the Special Education Endorsement Programs. Among the list of action items completed were:

- Revision of required textbooks to include *Unlocking literacy: effective decoding & spelling instruction and Speech to print, 2nd ed.*
- Development of field-based experiences that include specific assignments related to review of assessments and interventions for students identified with reading disabilities such as dyslexia
- Inclusion of specific screenings and assessments used in districts for identifying reading disabilities such as dyslexia at different grade levels

Final Note:

In response to the dyslexia legislation, we identified a need to better prepare teachers to address reading disabilities, specifically dyslexia, and are in the process of developing a Dyslexia Specialist Program proposal to submit to TSPC for Commission approval.

Tina M. Anctil, Ph.D., CRC, LPC
Associate Dean for Academic Affairs

Post Office Box 751 503-725-9886
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February 28, 2019

To: Anthony J. Rosilez, Ph.D., J.D. Executive Director
 Oregon Teacher Standards and Practices Commission

Re: EPP Dyslexia Standards Update

The College of Education at Portland State University has seven initial teacher license programs that were required to integrate dyslexia content into the curriculum and assessments with the adoption of the Dyslexia standards in 2016: Bilingual Teacher Pathway, Elementary Graduate Teacher Education Program, Special Educator Program, Inclusive Early Educator Program, Secondary Dual Educator Program, Literacy Endorsement and ReadOregon online reading Endorsement. To develop this strategy, the program faculty conducted a review of the program's content (e.g., curriculum map, syllabus review), instructional materials (e.g., textbooks), assessments (e.g., assessment map), and practica requirements. As a result, the seven programs have integrated dyslexia standards curriculum into program-required coursework and have either modified or created new assessments, or are in process of creating new assessments, to monitor candidate knowledge and skills of the four dyslexia standards. An overview of the changes are listed below.

The Bilingual Teacher Pathway Program has been developing a new literacy course and assessments that will be incorporated into a redesigned program to meet the multiple demands of bilingual teachers in schools. The Elementary Graduate Teacher Education program has integrated the content across two to three courses and is developing a course-based assessment. The Special Educator Program and Inclusive Early Elementary Program cover the dyslexia standards across four courses and the field experience, with three different course-based assessments that evaluate candidate's skills and abilities to identify, assess and support students with dyslexia. The Secondary Dual Educator Program has integrated the content also across four courses and is working to develop assessments that monitor candidate understanding of the dyslexia standards. ReadOregon and the Literacy endorsements have integrated the dyslexia standards into the curriculum in one course and are developing a course-based assessment. Course syllabi are available upon request. An updated dyslexia plan will be submitted with the TSPC Annual Report in April, 2019.

**Dyslexia Standards Implementation Report:
Southern Oregon University, February 28, 2019**

Pursuant to OAR 584-420-0016, Southern Oregon University Educator Preparation Program reviewed and revised its Elementary-Multiple Subjects and Special Education Generalist programs in 2016 to ensure that all candidates demonstrate the ability to:

- (a) Identify the characteristics that may predict or are associated with dyslexia;
- (b) Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia;
- (c) Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and
- (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.

The following courses were revised to provide content, instruction and assessments related to dyslexia instruction:

Elementary Multiple Subjects Program

- ED 471 Inclusion Strategies
- MAT 530 Differentiated Instructional Strategies
- MAT 542 Student Teaching

Special Education: Generalist

- SPED 528 Characteristics of Exceptionalities
- SPED 529 Interventions in Academic Skills: Reading Methods
- SPED 550 Student Teaching

Updated course content, instructional materials and assessments are reflected in the revised course descriptions which state that:

Candidates will develop skills in assessing and teaching students with dyslexia and learning disabilities. Emphasizes effective strategies for standards-based reading education, assessment, and creating effective learning experiences for diverse learners;

and

The course will include information about organic and environmental causes of disabilities, the learning characteristics of students within categories, definitions for each category of eligibility, criteria for identifying students under each eligibility category, and strategies to engage all learners, including dyslexia instruction. In addition, students will develop skills to design interventions for students with severe disabilities including instruction for self-help skills, social skills, and a variety of living and family skills. Special attention will focus on cultural and linguistic characteristics of students, and how these factors affect eligibility under the Reauthorization of IDEA.



February 27, 2019

Teacher Standards and Practices Commission
250 Division St NE
Salem, OR 97301

To: Executive Director Dr. Rosilez

This message provides an update on our institution's progress for meeting OAR 584-420-0016 Dyslexia Instruction: Program Standards.

At outset, the curriculum within both our Reading Intervention and Special Education: Generalist programs demonstrated alignment to the Dyslexia Instruction: Program Standards. Therefore, modification to these programs were not required. The Special Education: Generalist program continues to prepare educators across the four standards set forth by OAR 584-420-0016. The program incorporates this instruction through a series of literacy courses, instructional design and assessment courses as well as field experience. The Reading Intervention program is no longer accepting applicants and our institution has decided to close the existing program. We hope to be able to reopen this program, in the future, as part of a redesigned Special Education: Generalist program.

Our Elementary Multiple-Subjects program submitted an amendment to its plan on December 20, 2017. This plan was accepted by the Commission and has been fully implemented. Our Elementary-Multiple Subjects program has completed its redesign of SPED 411/511: Foundations of Disability and EDST 640: Constructing Meaning through Literacy. The coursework in SPED 411/511 Foundations of Disability was expanded to ensure that candidates have the knowledge to identify the characteristics that may predict or are associated with dyslexia (Standard 1) and understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia (Standard 2). The modification to EDST 640: Constructing Meaning through Literacy ensures that teacher candidates can administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia (Standard 3) and apply dyslexia assessment and instruction knowledge to pedagogy practice (Standard 4).

Regards,

Julie D. Wren, Ph.D.
TSPC Liaison

University of Portland Update on Compliance and Implementation of Dyslexia Standards

March 1, 2019

University of Portland, School of Education

Contact: John Watzke, Ph.D.

Fidelity of Implementation

The School of Education has integrated all dyslexia standards into program and course sequences as originally reported in Tables 1-4 in its Plan to Comply with Dyslexia Standards. These standards have been embedded into courses, linked to course content, linked to key assessments addressing the standards and requirements. Students upload these assessments, and faculty score them in the TaskStream data system. Since the fall of 2018, 404 student course assignments linked to the Oregon Dyslexia Standards have been uploaded and scored by faculty.

Sample Course Innovations

School of Education faculty have implemented new course content, assignments, and outreach in order to meet assigned Oregon Dyslexia Standards. Since the School assigned these standards to general education as well as to reading education courses, innovations range from general familiarity to intervention-specific innovations. This provides all teacher candidates with a broad and deep knowledge about dyslexia. Some examples include:

ED 250 Pre-Adolescent Theories of Development and Learning: Assignments and field experience directly address dyslexia as related to child development (including specific reference to dyslexia and dysgraphia), intelligence and assessment, motivation and self-regulation, including self-advocacy.

ED 411/532 Assessment and Evaluation in Inclusive Classrooms: Dyslexia assignments are aligned with Dyslexia Standards 3 and 4.

ED 406/506 Curriculum and Instruction for Diverse Learners: Students learn strategies for screening for dyslexia using Curriculum-based Measurement (CBM) for Progress Monitoring and norm-referenced assessments such as the Gray Oral Reading Test (GORT) and the Comprehensive Test of Phonological Processing (CTOPP). Students complete a case study assignment focused on dyslexia assessment data, IEPs, and fidelity of measures to determine further dyslexia instructional intervention.

ED 483/583 Diagnosis and Instruction of Learning Problems Related to Reading and Language Differences P-12: *Overcoming Dyslexia* by Sally Shawitz is used as a course text. Students must be familiar with tenets of SB 612, they learn to administer Dyslexia screening assessments that

are approved by ODE, and they review curriculum that is specifically designed for students who have dyslexia. Students administer screening assessments on P-12 students who are exhibiting reading struggles.

ED 445 Elementary Math and Science Methods: Students are introduced to dyscalculia, how this differs from dyslexia, how they might occur together, and how we can support students instructionally with dyscalculia. Students must create activities and lessons reflecting these practices.

Other Strategic Initiatives

The School of Education is currently engaged in strategic planning around broader initiatives in early literacy, dyslexia, and assessment. As currently developed, the plan will include elements of funding reallocation, fund raising, an advisory group, advocacy, and inservice and preservice program partnerships. An initial early childhood literacy faculty member has been hired to begin work in the 2019-2020 academic year, and a second faculty search in related areas will begin in the fall of 2019.

Western Oregon University
A Selective Summary of EPP Implementation of Dyslexia Standards

As part of our work to comply with the Oregon Dyslexia Instruction Standards, Western Oregon University has completed the following work:

-Assessment and realignment of literacy curriculum across our preliminary multiple subjects pathways at the undergraduate and graduate level, as well as in our Special Educator programs and our Reading Interventionist program. Course curriculum in literacy was revamped to increase curricular attention to the characteristics of dyslexia as well as reading intervention strategies for working with students with dyslexia and other reading difficulties, including appropriate assessments and screening tools.

-We invited the state dyslexia specialist, Dr. Carrie Thomas Beck, to our campus to do a workshop on the characteristics of dyslexia as well as best practices (drawing on the International Dyslexia Association Standards) for instruction and assessment when working with children with dyslexia and other reading difficulties. We video-taped this lecture and now are able to use it all our multiple subject and reading programs as well.

-We have purchased the FAR: Feifer Assessment of Learning battery and implemented use of the assessment components in our literacy coursework. This assessment “takes a neurodevelopmental approach to reading and is based on the premise that reading disorders vary by dyslexic subtype.” We also have increased coursework on literacy assessments in our literacy sequence to encourage a broader understanding of assessment tools for working with reading difficulties including dyslexia.

-We adapted our reading interventionist practicum to require students to research and disseminate information about dyslexia specific to their school based site, furthering knowledge of evidence based practice. Additionally, we added case study work in ED 668 to focus on dyslexia standards with special attention to designing curriculum for intervention. The practicum was also adapted to include a classroom wide assessment project, looking at dyslexia predictors and how to provide intervention.

-We developed a new course, ED 680 The Psychology of Reading, which focuses on reading development, as well as takes a close look at predictive factors that contribute to dyslexia. Students will analyze scenarios of differing reading issues and will apply theory to practice in determining how to meet student needs.

-We continue to partner with linguistics faculty who teach pre-requisite classes in language development to our students, educating them on the requirements for reading instruction and dyslexia standards, eg. on foundational knowledge of oral and written learning (phonetics, phonology, morphology, syntax, semantics, pragmatics, language acquisition and variation, and the connections between linguistics and the development of reading and writing).



Implementation of Dyslexia Standards in Education Programs

February 28, 2019

Summary

To comply with ORS 342.147 and OAR 584-420-0016, Warner Pacific University submitted an updated report to TSPC in January 2018. The report describes how the Education Department at Warner Pacific University meets the new requirements in the undergraduate and Master of Arts in Teaching (M.A.T.) Elementary-Multiple Subjects and Reading Intervention programs.

The Education Department faculty has identified all the courses in the Elementary-Multiple Subjects and Reading Intervention programs and has aligned the OARs 584-420-0016 (5) Standards for Dyslexia Instruction with the International Dyslexia Association's (IDA) *Knowledge and Practice Standards for Teachers of Reading With Commentary for Classroom Educators*. A curriculum map was created to outline standards in each of the courses. If a standard was not already reflected in the program, it was assigned to the appropriate course and the course's content was modified to address the newly added standard. All standards are now addressed in the program as the result of this process. The designated IDA Standards and OARs were added to the appropriate syllabi, as were learning outcomes addressing the newly added standards.

The following three documents were submitted to TSPC along with the initial Dyslexia Standards report:

- A table providing a detailed description how each IDA standards are addressed in the Undergraduate program – in which courses and by what means (e.g. readings, lecture, projects, in-class exercises, etc.).
- A table providing a detailed description how each IDA standards are addressed in the Reading Interventionist program – in which courses and by what means (e.g. readings, lecture, projects, in-class exercises, etc.).
- A table providing a detailed description how each IDA standards are addressed in the Graduate (MAT) program – in which courses and by what means (e.g. readings, lecture, projects, in-class exercises, etc.).

Sincerely,
Gustavo Olvera
Acting Dean of Education
503-517-1080