

CORBAN UNIVERSITY
Compliance Plan for Dyslexia Instruction Standards
December 2016

Step One (Program Review)

This program review was conducted in Summer 2016

In the review of the Elementary-Multiple Subjects program at Corban University, instruction related to dyslexia was identified in the following courses:

- ED312: Teaching the Exceptional Learner (Elementary)
 - Identify the characteristics that may predict or are associated with dyslexia. This was accomplished through course textbook and classroom discussions, along with an assessment at the end of the unit to check for understanding.
- ED435: Elementary Reading and Children's Literature
 - Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia. This is being done through course instruction and classroom discussion.
 - The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including ELL students. All elementary candidates at Corban University are required to earn their ESOL endorsement as part of their initial license. For this reason, all reading instruction is taught in a way that is inclusive of all students (including ELL students).
- ED550: Literacy Methods
 - Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia. This is being done through course instruction and classroom discussion.
 - The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including ELL students.

Step Two (Standard Met)

Summer 2016

It was determined that two of the standards for dyslexia instruction (5a and 5b) were being met with satisfaction prior to program review in Summer 2016.

Step Three (Revisions Needed)

Starting Fall 2016

Through program review, the following changes have already been implemented beginning Fall 2016 in order to meet ORS342.147 and OAR 584-420-0016.

(5) Standards for Dyslexia Instruction: Candidates must demonstrate the ability to:

(a) Identify the characteristics that may predict or are associated with dyslexia

- ED312: Teaching the Exceptional Learner (Elementary)
 - Course description will be amended in course catalog to include language that includes dyslexia as a specific outcome of the course
 - Course outcomes have been amended to include dyslexia standards
 - Course syllabus has been amended to include dyslexia as a key area of the course and includes homework, class discussion, activities, and assessments that include identifying the characteristics that may predict or are associated with dyslexia
 - Course now includes a partnership with a Professional Member and Provider for the International Dyslexia Association (IDA). This provider will visit the classroom as a guest speaker each semester and provide instruction, training, and strategies specific to students with dyslexia for all of our elementary education teacher candidates
- ED534: Teaching the Diverse Learner
 - Course description will be amended in course catalog to include language that includes dyslexia as a specific outcome of the course
 - Course outcomes have been amended to include dyslexia standards
 - Course syllabus has been amended to include dyslexia as a key area of the course and includes homework, class discussion, activities, and assessments that include identifying the characteristics that may predict or are associated with dyslexia
 - Course now includes a partnership with a Professional Member and Provider for the International Dyslexia Association (IDA). This provider will visit the classroom as a guest speaker each semester and provide instruction, training, and strategies specific to students with dyslexia for all of our elementary education teacher candidates
- ED435: Elementary Reading Methods & Children's Literature
 - Course description will be amended in course catalog to include language that includes dyslexia
 - Course outcomes have been amended to include dyslexia standards
 - Course syllabus has been amended to include dyslexia as a key area of the course and includes homework, class discussion, lesson planning, activities, and assessments that include identifying characteristics that may predict or are associated with dyslexia
- ED440LA: Language Arts Methods
 - Course syllabus has been amended to include dyslexia in homework, class discussion, activities, lesson planning, and assessments
- ED463/ED563: Student Teaching – First Authorization
 - Course syllabus has been amended to include dyslexia in some of the weekly seminars

- Course now includes a partnership with a Professional Member and Provider for the International Dyslexia Association (IDA). This provider will visit the classroom as a guest speaker each semester and will conduct a Dyslexia Simulation that provides experience, instruction, training, and strategies specific to students with dyslexia for all of our teacher candidates (this includes elementary, secondary, music, and PE/Health teacher candidates in our undergraduate and post-baccalaureate initial licensure program)
 - Students are required to work with cooperating teachers in student teaching placements to help in the process of identifying the characteristics that may predict or are associated with dyslexia
 - ED462EB/ED564: Student Teaching – Second Authorization
 - Students are required to work with cooperating teachers in student teaching placements to help in the process of identifying the characteristics that may predict or are associated with dyslexia
 - ED550: Literacy Methods
 - Course description will be amended in course catalog to include language that includes dyslexia
 - Course outcomes have been amended to include dyslexia standards
 - Course syllabus has been amended to include dyslexia as a key area of the course and includes homework, class discussion, lesson planning, activities, and assessments that include identifying 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

- ED435: Elementary Reading Methods & Children’s Literature
 - Course description will be amended in course catalog to include language that includes dyslexia
 - Course outcomes have been amended to include dyslexia standards
 - Course syllabus has always included evidence-based reading instruction to all students. It has been amended to include dyslexia as a key area of the course and includes evidence-based reading instruction specifically to students who demonstrate characteristics that may predict or are associated with dyslexia
- ED462EB/ED564: Student Teaching – Second Authorization
 - As part of their edTPA (required for licensure) students are required to include evidence-based reading instruction strategies for all students (as well as differentiation for students with Dyslexia) as part of their lesson planning, teaching, and assessment for the edTPA, and then in any lessons they teach for the duration of their student teaching
- ED463/ED563: Student Teaching – First Authorization

- Students are required to include evidence-based reading instruction strategies for all students in any lesson they teach in reading/language arts and include specific differentiation for any students with dyslexia
 - ED550: Literacy Methods
 - Course description will be amended in course catalog to include language that includes dyslexia
 - Course outcomes have been amended to include dyslexia standards
 - Course syllabus has been amended to include dyslexia as a key area of the course and includes homework, class discussion, lesson planning, activities, and assessments that include identifying 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
- ED462EB/ED564: Student Teaching – Second Authorization
 - Students will work with cooperating teachers in their student teaching placement to administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia. The information learned in previous courses (ED312, ED435, ED440LA, and ED462EB or ED550 and ED534) will help in this process.
 - ED463/ED563: Student Teaching – First Authorization
 - Students will work with cooperating teachers in their student teaching placement to administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia. The information learned in previous courses (ED312, ED435, ED440LA, and ED462EB or ED550 and ED534) will help in this process.
 - ED416: Content Area Instruction and Assessment – ESOL
 - Students will be given an assignment that requires students to provide evidence of administering, interpreting, and applying screening/progress monitoring assessments for students in their student teaching placements. This is required in this course to ensure teacher candidates gain experience and practice in working with dyslexia across student populations with English Language Learners.
- (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice
- ED462EB/ED564: Student Teaching – Second Authorization
 - Students will work with cooperating teachers in their student teaching placement to apply dyslexia assessment and instruction knowledge (learned in ED312, ED435, ED440LA, and ED416 or ED550 and ED534) to pedagogy practice

- ED463/ED563: Student Teaching – First Authorization
 - Students will work with cooperating teachers in their student teaching placement to apply dyslexia assessment and instruction knowledge (learned in ED312, ED435, ED440LA, ED462EB, ED416, ED550 or ED534, and Dyslexia Simulation) to pedagogy practice

(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.

- As can be seen above, all revisions to our program are inclusive of all students (including ELL students). All of our elementary education candidates earn an ESOL endorsement as part of initial licensure.

(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.

- Materials, resources, strategies, and documents to help teacher candidates are utilized from multiple organizations, several of which are international organizations and dyslexia
- Our partnership with a Professional Member and Provider for the International Dyslexia Association (IDA) has also been established to provide additional training, resources, and a Dyslexia Simulation to teacher candidates.

The Reading Intervention Specialist program: Education personnel are investigating the need for continuation of the Reading Intervention Specialist and will most likely sunset the program in light of CAEP standards requiring an N of ten program completers.

Corban University does not offer a Special Education: Generalist program.

Submitted by:
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