



Eastern Oregon University

College of Education

**Graduate Teacher Education Program Dyslexia Report**

**TSPC Guidance on EPP Compliance Plan  
for Dyslexia Instruction Standards  
(REVISED: NOVEMBER 8, 2016)**

Pursuant to ORS 342.147 and OAR 584-420-0016, the agency is requiring all Commission-approved educator preparation programs (EPPs) to demonstrate compliance with the new statutory dyslexia instruction requirements by December 31, 2016.

OAR 584-420-0016 requires EPPs to submit a plan by December 31, 2016, that describes the revisions to program components that are necessary to meet the dyslexia instruction standards for the Elementary-Multiple Subjects, Reading Intervention or Special Education: Generalist programs. Program components may include, but are not limited to:

- Content (via syllabi review);
- Instructional materials (textbooks, etc.);
- Assessments; or
- Practicum requirements.

The purpose of the TSPC Guidance on EPP Compliance Plan for Dyslexia Instruction is as follows:

- To provide guiding instructions (a sample process) to assist EPP's to complete the plan in an efficient and effective manner;
- To assure the Commission receives the information necessary to determine an EPP meets, or has a sufficient plan to meet, the new standards for dyslexia instruction.

**Step 1. Program review:** Eastern Oregon University College of Education Educator Preparation Program has reviewed the new temporary rule for dyslexia instruction, OAR 584-420-0016, to become familiar with the new dyslexia instruction requirements. Through reviewing the expectations and our current graduate preparation program (MAT) we determined that while we have multiple layers woven throughout our program that support candidates in being able to assess, determine needs of readers, and prepare instruction, we did not have explicit attention to dyslexia

**Step 2. Standard met determination:** The Reading/Language Arts component of the MAT program currently is designed in a three-term sequence: ED 620 (2cr) in the initial summer term; ED 621 (2cr) in the fall term; and ED 622 (1cr) in the winter term. The sequence is organized around the "Big Five" concepts of Phonemic Awareness, Phonics/Word Work, Fluency, Vocabulary, and Comprehension. In addition, attention is devoted to theoretical foundations of reading theory, writing, and relevant children's literature.

The text currently used across all terms is *Teaching Children to Read: The teacher makes the difference (6ed)* by Reutzel and Cooter. The text is aligned with the above elements as well as addressing those

requirements in the context of Common Core State Standards. Furthermore, each chapter contains a section relevant to evidence-based instruction and meeting the needs of diverse learners.

A review of expectations and course outcomes in the current MAT current program indicates multiple layers of instruction and content that support candidates in being able to assess, determine needs of readers, and prepare instruction. However, explicit attention and application of that content specifically to dyslexia is not a focus.

**Step 3. Revisions needed determination:** The EPP determines the “gaps” between what the program is currently providing related to dyslexia instruction and the new standards. The new standards for dyslexia instruction are found in OAR 584-420-0016 (5) (see below).

#### Plan for 2016-17 Academic Year

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

This standard is currently addresses in the summer term ED 620 course with the topic of reading theory, processing models, and the interactive nature of cueing systems. However, the topic is explored broadly—i.e. general readers—and needs revision to focus specifically on how these factors are associated with dyslexia.

The standard is further addressed in the fall term ED 621 course with the topics of phonemic awareness, phonics/word work and fluency. The text for the course devotes specific chapters and discussion to each of these three elements. However, the topics are explored broadly—i.e. general readers. Those course elements can be refocused to more specifically address the relationship to dyslexia.

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.

This standard is only broadly addressed throughout the three-term course sequence. Although the course text specifically address evidence-based instruction in each of the broad categories—phonemic awareness, phonics, and fluency—the course outcomes need to be refocused to address this more completely.

5(c) (c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.

Specific attention to this standard is devoted in the summer term ED 620 course through the presentation and application of various commonly used screening assessments, particularly as applied to early literacy. Examples include DIBELS, easyCBM, and Star 360 assessments. In addition, running records, fluency assessments, and miscue analysis are all presented and explored in the fall term ED 621 course.

5(d) (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.

This standard is not currently being addressed in a focused manner. To more specifically address this, spring term (ED 622) course outcomes and assignments can be revised to include an application activity. This would be intended as a summative experience where students would synthesize knowledge and

instructional practices across all three terms. The dyslexia module implemented in fall 2016 in the undergraduate program might be an appropriate venue to demonstrate this.

(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.

Given that all MAT students complete the ED 620/621/622 Reading/Language Arts sequence, this standard is being addressed. Coordination of the content of the Reading/Language Arts sequence with other related MAT courses—e.g. Exceptionality—would enhance this across the program.

(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.

Content of the 2016-2017 Reading/Language Arts courses (ED 620/621/622) will be examined and revised as appropriate to insure alignment with standards on dyslexia published by the International Literacy Association and the International Dyslexia Association..

#### Plan for 2017-2018

Eastern Oregon University is currently engaged in significant and substantial revision of the Master of Arts in Teaching program, such revision to be implemented in summer 2017. This revision will require revision of all current syllabi, including those for the Reading/Language Arts component. Revisions will take into account the suggested revisions for the existing ED 620/621/622 syllabi, as well as additional revisions that arise from ongoing discussions and planning. Those revisions will include, but need not be limited to, course outcomes, course assignments, text selection, supplementary readings, and related field experience activities.