



Eastern Oregon University

College of Education

**Graduate Reading 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 reading interventionist program**, 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:** As a result, we collaborated with faculty at different institutions in Oregon (including Eastern Oregon University, Linfield, Oregon State University, Portland State University, and Western Oregon University), to create a dyslexia module that could be incorporated in different programs. For fall term 2016, we piloted the module, which aligned to (5)(a), background knowledge for (5)(c) and to (6). Candidates completed the module in ED 562: Literacy in the Elementary Grades.

Based on the initial experience of collaborating with different universities, we have decided that it will be most productive for Eastern Oregon University to continue engaging in conversation with colleagues

across the state to exchange ideas. However, we will instead develop plans tailored to our programs in order to better align to what is needed to enhance what we are already doing related to the dyslexia instruction requirements, rather than trying to contain all assignments into dyslexia modules to be used across multiple universities.

**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

During winter term 2017, we will have a program requirement to align to (5)(c) and (5)(d), including assignments to have practical applications related to the expectations in ED 582: Techniques of Diagnosis and Instruction for the Reading Specialist.

For the 2016-17 Academic year, standard (5)(b) is an area that was already incorporated into different courses that focus on quality reading instruction for our candidates without the specific link to associating the characteristics to those that may predict or are associated with dyslexia. However, with program revisions that have an intentional focus on characteristics that may predict or are associated with dyslexia (5)(a), practice and support in administering, interpreting, and applying screening and progress monitoring assessments for students that demonstrate characteristics that may predict or are associated with dyslexia (5)(c) and applying assessment and instruction knowledge to pedagogy practice (5)(d), candidates are able to make the connection between what they were already learning about evidence-based reading instruction to specifically align to the needs of students who have characteristics that may be linked to dyslexia based on evidence in data.

#### Plan for 2017-2018

Moving forward in 2017-2018, we will refine the plan initiated in 2016-17 as follows. We will implement a revised dyslexia module that will focus on standards (5)(a), (5)(b), and (6). The module will be revised to be more focused and to have a more intentional link between (5)(a) and (5)(b) based on reflections of initial implementation in the fall of 2016. At the graduate level we will shift the module from its fall 2016 placement in ED 562 to ED 561: Emergent Literacy for fall term 2017 and beyond. Then instruction and assignments aligned to (5)(c) and (5)(d) will be the same as it was in 2016-2017; however, after the initial implementation in winter 2017, we will consider implications for improvement to strengthen how we support candidates. At the graduate level, some candidates will take them in subsequent terms; however, candidates are not required to take the courses in a specific order. There will still be intentional communication between the instructors of ED 561 and ED 582 so that there is a clear understanding of how the two courses support candidates in being able to support students who exhibit characteristics associated with dyslexia.

We will also revise course outcomes in which the dyslexia instruction is embedded in order to ensure that the focus is emphasized both in assessments and objectives that align to the assessments. Instructional materials for winter 2017 will include instruction on administration of and practice using

DIBELS as a rapid naming measure. We will also look for attention to dyslexia as a factor when selecting course texts.

Because candidates sometimes span coursework across multiple years, in 2017-2018 we will have a competency-based assessment aligned to the expectations for dyslexia to have candidates complete if they took the coursework aligned to the expectations prior to when the expectations were embedded. If candidates do not demonstrate that they already have competencies aligned to the expectations, we will have a stand-alone module to support them with identified gaps..