

Linfield College
Elementary-Multiple Subjects
TSPC EPP Compliance Plan for Dyslexia Instruction Standards
December 29, 2016

Process

1. **Program review:** The Linfield College Education Department Chair, Gennie Harris, Ph.D., and the Linfield College Elementary Education Coordinator, Mindy Legard Larson, Ph.D., reviewed the new temporary rule for dyslexia instruction, OAR 584-420-0016, to become familiar with the new dyslexia instruction requirements. We reviewed the Linfield College Elementary-Multiple Subjects program to determine if content, practica, assessments, and materials were sufficient to enable candidates to meet the new dyslexia instruction standards.

2. **Standard Met:** The Linfield College Education Department Chair, Gennie Harris, Ph.D., and the Linfield College Elementary Education Coordinator, Mindy Legard Larson, Ph.D., reviewed the Elementary-Multiple Subjects program to determine if the components of the program are sufficient to meet the new dyslexia instruction standards. Several of Linfield College's Elementary-Multiple Subjects program courses have content, practica, assessments and materials that meet the new dyslexia instruction standards including EDUC 302 Diversity & Inclusion, EDUC 401 Teaching Literacy I, EDUC 402 Teaching Literacy II, EDUC 491 01 Part-Time Early Childhood Student Teaching, EDUC 491 02: Full-Time Early Childhood Student Teaching, EDUC 492 01: Part-Time Elementary Student Teaching, and EDUC 492 02: Full-Time Elementary Student Teaching (See Appendix A for a list of Elementary-Multiple Subjects program courses and course descriptions that address dyslexia instructional standards).

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

EDUC 302 Diversity & Inclusion has course content about all of the disabilities that qualify students for Individualized Education Plans, including dyslexia. In doing so, students in the course look at definitions, signs and symptoms, and the identification and referral process. In addition, students in EDUC 302 view and have a discussion about a film that shows three years in the life of a child with dyslexia. The discussion highlights the child's lack of phonemic awareness and absent rapid naming skills. In addition, the child's ability to mask his dyslexia by utilizing his learning strength of memorization is noted. The film shows an appropriate diagnosis process, modifications and accommodations, and how to partner with a family in meeting the needs of a child with dyslexia.

EDUC 402 Teaching Literacy II piloted a new course module co-developed by members of Teachers of Teachers of Literacy (ToTL), literacy teacher educators from Oregon public and private colleges and universities, this fall. The module "What is Dyslexia? An Introductory Inquiry" included content to investigate the context of dyslexia and the identification for special education; definitions and characteristics of dyslexia; and dyslexia identification and characteristics that may predict or are associated with dyslexia. The module was designed to build off of the dyslexia content from EDUC 302 and dive deeper into the characteristics associated with types of 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

In EDUC 302 students are taught specific teaching strategies for working with students with each particular learning disability or difference, including dyslexia. Students learn about appropriate reading intervention models for various grade levels.

EDUC 401 Teaching Literacy I has a required practicum that includes observations of Title One Reading Intervention lessons of kindergarten, first or second grade students that are not meeting grade-level standards for reading. In addition there are course assessments related to evaluating elementary students' oral reading records and analyzing students' reading strategies, cueing systems used, reading accuracy, reading fluency and reading comprehension as part of determining evidence-based reading instruction. Students in the course have readings from a required course text, *The RTI Daily Planning Book K-6: Tools & Strategies for Collecting and Assessing Reading Data and Targeted Follow-up Instruction* (Owocki, 2010). This text has targeted teaching strategies for individual, small group and whole group instruction related to developing print concept knowledge; developing letter knowledge; developing phonological awareness; developing phonics knowledge and word analysis; reading high-frequency words; using and integrating cueing systems; developing fluency; engaging with text; identifying main/key ideas; thinking beyond the text. There are additional course readings from a required course text, *On Solid Ground* (Taberski, 2000) about teaching phonetic, structural and morphemic features of words; teaching semantic, syntactic and graphophonic cueing systems; teaching reading strategies and skills through read alouds, shared reading, guided reading, and reading conferences during independent reading. In addition there are required course readings related to conditions of learning, the affective factors of reading, effective reading instruction, and what matters for struggling readers (Afflerbach, Cho, Kim, Crassa & Doyle, 2013; Allington 2002; 2013; Cambourne, 1995).

EDUC 402 has readings from a required course text, *The RTI Daily Planning Book K-6: Tools & Strategies for Collecting and Assessing Reading Data and Targeted Follow-up Instruction* (Owocki, 2010). This text has targeted teaching strategies for individual, small group and whole group instruction related to decoding multisyllabic words; using and integrating cueing systems; developing fluency; using prereading strategies; engaging with text; identifying main/key ideas; thinking beyond the text; developing content and vocabulary knowledge. There are course assessments related to evaluating elementary students' oral reading records and analyzing students' reading strategies, cueing systems used, reading accuracy, reading fluency and reading comprehension as part of determining evidence-based reading instruction.

Part-time and full-time early childhood and elementary student teaching practica (EDUC 491 01, 491 02, 492 01, 492 02) provide student teachers opportunities to observe mentor teachers providing evidence-based reading instruction to all students including students who demonstrate characteristics that may predict or are associated with dyslexia. Student teachers also get the experience of co-teaching and solo teaching using evidence-based reading instruction for all students including students who demonstrate characteristics that may predict or are associated with dyslexia.

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 provides an opportunity for elementary education majors to participate in a practicum that requires observations of a Title One Reading Intervention Specialist completing screening and/or progress monitoring assessments (e.g., Letter Identification Test, Sound Identification Test, Quick Phonics Assessment, oral reading record). Students also complete course assignments on interpreting oral reading records and analyzing students' reading strategies, cueing systems used, reading accuracy, reading fluency and reading comprehension. Students complete readings from a required course text, *The RTI Daily Planning Book K-6: Tools & Strategies for Collecting and Assessing Reading Data and Targeted Follow-up Instruction* (Owocki, 2010). This text has targeted assessments related to print concepts; letter and sound assessment; phonological awareness; word analysis features assessment; spelling inventory; high-frequency word inventory; fluency assessment for qualitative and quantitative dimensions; comprehension strategy and think-aloud observations; comprehension after listening assessment; fiction versus nonfiction assessment. In addition, readings from a required course text, *On Solid Ground* (Taberski, 2000), includes readings on assessments such as reading conferences, retellings, reading discussions, and oral reading records.

EDUC 402 further addresses some of the literacy screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia through the dyslexia module that was developed this fall by a group of literacy teacher educators from ToTL. Part of the module included an investigation of DIBELS, easyCBM and AIMSweb, three examples of screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia. In addition, the course also has assignments related to assessments that evaluate elementary students' oral reading records and analyzing students' reading strategies, cueing systems used, reading accuracy, reading fluency and reading comprehension as part of determining evidence-based reading instruction. Students in the course have readings from a required course text, *The RTI Daily Planning Book K-6: Tools & Strategies for Collecting and Assessing Reading Data and Targeted Follow-up Instruction* (Owocki, 2010). This text highlights targeted assessments related to word analysis features assessment; miscue documentation and analysis; fluency assessment for qualitative and quantitative dimensions; comprehension strategy and think-aloud observations; comprehension after listening assessment; fiction versus nonfiction assessment; question type assessment; vocabulary and conceptual knowledge assessment; and vocabulary knowledge assessment.

Part-time and full-time early childhood and elementary student teaching practicums (EDUC 491 01, 491 02, 492 01, 492 02) 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. Student teachers under the guidance of their mentor teachers also have opportunities to administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.

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

EDUC 401 has a practicum component that requires an observation of a classroom teacher teaching phonics to a small group of students based upon a prior assessment that determined students' instructional needs. Students in the course have readings from a required course text, *The RTI Daily Planning Book K-6: Tools & Strategies for Collecting and Assessing Reading Data and Targeted Follow-up Instruction* (Owocki, 2010) that show teacher candidates how to use assessments to determine pedagogical practice for individual, small group or whole-class teaching. There are opportunities for teacher candidates to analyze assessments of elementary students' oral reading records and their reading strategies, cueing systems used, reading accuracy, reading fluency and reading comprehension as part of determining evidence-based reading instruction.

In EDUC 402 students also have required readings from a required course text, *The RTI Daily Planning Book K-6: Tools & Strategies for Collecting and Assessing Reading Data and Targeted Follow-up Instruction* (Owocki, 2010) that show teacher candidates how to use assessments to determine pedagogical practice for individual, small group or whole-class teaching. There are course assessments for teacher candidates to analyze assessments of elementary students' oral reading records and their reading strategies, cueing systems used, reading accuracy, reading fluency and reading comprehension to determine evidence-based reading instruction.

Part-time and full-time early childhood and elementary student teaching practicums (EDUC 491 01, 491 02, 492 01, 492 02) provide student teachers opportunities to observe their mentor teachers applying dyslexia assessment and instruction knowledge to pedagogy practice. Teacher candidates are able to co-teach with their mentor teachers and solo teach showing application of dyslexia assessments and instruction knowledge 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.

The module co-developed by ToTL included content to investigate dyslexia identification & characteristics that may predict or are associated with dyslexia with an application for English language learners.

3. Revisions Needed: The Linfield College Education Department Chair, Gennie Harris, Ph.D., and the Linfield College Elementary Education Coordinator, Mindy Legard Larson, Ph.D., reviewed the Elementary-Multiple Subjects program and determined the "gaps" between what the program is currently providing related to dyslexia instruction and the new dyslexia instruction standards. The revisions suggested would impact several of Linfield College's Elementary-Multiple Subjects program courses to meet the new dyslexia instruction standards including EDUC 240 Teaching Linguistically & Culturally Diverse Students, EDUC 302 Diversity & Inclusion, EDUC 401 Teaching Literacy I, EDUC 402 Teaching Literacy II, EDUC 491 01 Part-Time Early Childhood Student Teaching, EDUC 491 02: Full-Time Early Childhood Student Teaching, EDUC 492 01: Part-Time Elementary Student Teaching, and EDUC 492 02: Full-Time Elementary Student Teaching. What follows is an analysis of some of the ways in which our Elementary-Multiple Subjects program will meet the new standards.

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

In the spring 2017 semester, ToTL members plan on creating a character analysis assignment as part of a literature circle project on a novel such as *Fish in a Tree* (Hunt, 2015) to further build awareness of characteristics that may predict or are associated with 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.

During the spring 2017 semester, the education department will further investigate ways in which it can best develop course content, practica, assessments and materials to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia. In addition, a group of ToTL members plan on determining if there are additional modules that could be co-developed to meet common needs in our programs.

One revision that will be made to the practicum requirement in EDUC 401 is to require observations of a Title One Reading Intervention lesson with students that demonstrate characteristics that may predict or are associated with dyslexia. In previous semesters, teacher candidates have observed Title One lessons with students that are not meeting grade-level standards for reading. In addition, oral reading records completed by elementary students that demonstrate characteristics that may predict or are associated with dyslexia will be incorporated into course content.

Another revision to EDUC 401 and EDUC 402 is to be more explicit with teacher candidates about how the course readings relate to students that demonstrate characteristics that may predict or are associated with dyslexia. In EDUC 402 teacher candidates will be taught and expected to create guided reading lessons for elementary students that demonstrate characteristics that may predict or are associated with dyslexia. Similar to EDUC 401, in EDUC 402 oral reading records completed by elementary students that demonstrate characteristics that may predict or are associated with dyslexia will be incorporated into course content.

An additional refinement to part-time and full-time early childhood and elementary student teaching practicums (EDUC 491 01, 491 02, 492 01, 492 02) is to be more explicit with our partnership schools and mentor teachers about asking mentor teachers to explicitly discuss and model how they provide evidence-based reading to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.

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

One revision to the practicum requirement in EDUC 401 Teaching Literacy I is to require observations of a Title One Reading Intervention Specialist administering, interpreting and applying screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia. In previous semesters, teacher candidates have observed a Title One Specialist administering and applying screening and progress monitoring assessments to students that are not meeting grade-level reading

standards. In future semesters we will ask students to observe a Title One Specialist interpreting a screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.

Revisions will be made in EDUC 401 and 402 to include more explicit discussions on what to look for in screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.

An additional refinement to part-time and full-time early childhood and elementary student teaching practicums (EDUC 491 01, 491 02, 492 01, 492 02) is to be more explicit with our partnership schools and mentor teachers about asking mentor teachers to explicitly discuss and model how they administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.

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

A refinement to part-time and full-time early childhood and elementary student teaching practicums (EDUC 491 01, 491 02, 492 01, 492 02) is to be more explicit with our partnership schools and mentor teachers about asking mentor teachers to explicitly discuss and model how they apply dyslexia assessment and instruction knowledge 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.

The Linfield Education program plans to investigate ways in which our EDUC 240 Teaching Linguistically & Culturally Diverse Students course content, practicum, assessments and materials could address identifying characteristics that may predict or are associated with dyslexia for English language learners; understanding how to provide evidence-based reading instruction to English language learners who demonstrate characteristics that may predict or are associated with dyslexia; administering, interpreting, and applying screening and progress monitoring assessments for English language learners who demonstrate characteristics that may predict or are associated with dyslexia; and applying dyslexia assessment and instructional knowledge to pedagogy practice with English language learners. In addition in the spring of 2017, a group of ToTL members will meet to determine if there are additional modules that could be co-developed to meet common needs in our programs related to standards for dyslexia instruction and their application for English language learners.

Appendix A: Linfield College Elementary-Multiple Subjects Program Course Titles and Descriptions that Address Dyslexia Instruction Standards

Linfield College Elementary-Multiple Subjects Program Course Titles and Descriptions Addressing Dyslexia Instruction Standards	Credits
<p>EDUC 240: Teaching Linguistically & Culturally Diverse Students</p> <p>An overview of linguistically and culturally appropriate teaching strategies for teaching English Language Learners (ELL) in the mainstream classroom. A review of current second language learning theory and an application of these theories to planning effective instruction for students with limited English proficiency. An examination of second language development and cultural issues that affect ELL's academic performance in the mainstream classroom.</p>	3
<p>EDUC 302: Diversity & Inclusion</p> <p>A broad interdisciplinary examination of the school-society relationship in the United States and of the many issues embedded in this relationship in the United States and of the many issues embedded in this relationship including equal opportunity, students with special needs, human diversity, ideology, politics, and social change.</p>	4
<p>EDUC 401: Teaching Literacy I</p> <p>Theories, concepts, methods and materials for developing literacy skills in children from preprimary through fourth grade. Matching instruction to individual student's needs, abilities and interests. Integrating children's literature. Using assessment to drive instruction. Aligning to state, professional and common core state standards.</p>	4
<p>EDUC 401: Teaching Literacy I</p> <p>Theories, concepts, methods and materials for developing literacy skills in children from preprimary through fourth grade. Matching instruction to individual student's needs, abilities and interests. Integrating children's literature. Using assessment to drive instruction. Aligning to state, professional and common core state standards.</p>	4
<p>EDUC 491 01 Part-Time Student Teaching: Early Childhood</p> <p>Supervised work experience in public school classrooms with students from age three through primary grades.</p>	4
<p>EDUC 491 02: Full-Time Student Teaching Early Childhood</p> <p>Supervised work experience in public school classrooms with students from age three through primary grades.</p>	12
<p>EDUC 492 01: Part-Time Student Teaching Elementary</p> <p>Supervised work experience in public school classrooms with students in intermediate elementary grades.</p>	4

EDUC 492 02: Full-Time Student Teaching Elementary Supervised work experience in public school classrooms with students in intermediate elementary grades	12
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