

## **Plan for Marylhurst University EPP to Meet Requirements of Dyslexia Legislation**

In determining the most effective manner in which to meet the needs of our graduate students preparing to teach in PreK-12<sup>th</sup> grade public school classrooms in the state of Oregon, the following 4-step plan was crafted.

1. Align the existing MAT courses with International Dyslexia Association (IDA) and InTASC standards, as well as with our department's Conceptual Framework.
2. Study Reading Endorsement courses and ESOL Endorsement courses (beginning with those embedded in the MAT) for alignment with IDA standards.
3. Further develop existing courses and/or develop new courses to meet the Standards for Dyslexia Instruction, Subsection 5 of 584-420-0016 and the standards of the International Dyslexia Association.
4. Access professional development opportunities for faculty to increase knowledge about dyslexia, thus positively impacting the quality of instruction within our programs. Funding from a CEEDAR grant supports both the acquisition of professional knowledge and dispositions, as well as providing networking opportunities.

1. The alignment table (see attached) identifies existing courses and the standards that are currently being met. There is a column that identifies the IDA standards that are addressed in each course. A representative EDU 541 pedagogy class for English Language Arts was referenced rather than each individual pedagogy course syllabus. We have noted that while several IDA standards are addressed in our current classes, there is room to develop our courses and instruction to include a greater number and variety of IDA standards.

2. Included in this plan are syllabi for some existing courses, beginning with those taught during winter term 2017, within the Reading and ESOL endorsements/courses that are embedded within the MAT program, that have been adjusted to address IDA standards and Subsection 5 of 584-420-0016 (see attached syllabi). We are in the early stages of crafting stronger, more cohesive and focused instruction on dyslexia in each of these classes. We plan to continue the examination and development of materials to further strengthen and enhance our progression of dyslexia instruction in each of our endorsement courses.

3. Over the span of the next 12 months, we plan to continue intentionally examining and developing the breadth and depth of our Reading Endorsement and ESOL Endorsement courses to more fully address the IDA standards and Subsection 5 of 584-420-0016.

4. Since the Dyslexia legislation was passed in the Oregon Legislature, our department has sought professional development opportunities to increase the knowledge base and professional awareness of dyslexia, dysgraphia, and dyscalculia. Included in this process was attending monthly meetings of the local group, "Decoding Dyslexia." A member of our faculty invited students in her EDU 531 class to attend a meeting with her. A presentation at Marylhurst University was arranged through the Oregon Branch of International Dyslexia Association (ORBIDA) and students, MU graduates who currently teach in local schools, and other faculty members were invited to attend. A panel of students with dyslexia presented their personal accounts of going to school and trying to become successful learners while dealing with dyslexia. Additionally, a faculty member was invited to join a dyslexia planning team that continues to meet regularly and has orchestrated a successful in-service day (October, 2016 at Park Academy) for teachers and pre-service teachers about dyslexia. This in-service was made available to our pre-service teachers and graduates. This faculty member also became an IDA and ORBIDA member and attended the annual IDA conference held in Orlando, Florida in October, 2016. A volunteer member of our Education Department's Consortium is a retired Portland Public School special education teacher who is knowledgeable about dyslexia, is Orton-Gillingham trained, and is now enrolled in The Blosser Center's program. She offers her expertise to our faculty and students.