

**Portland State University
Graduate School of Education**

Dyslexia Instruction Standards Plan

In this Dyslexia Plan, the Graduate School of Education (GSE) faculty and staff describe the content of current programs (including the pre-existing curriculum and changes made to address the new standards), gaps in program curriculum and assessment, and revisions needed to meet the Dyslexia Instruction Standard. To develop this plan, the program faculty conducted a review of the program’s content (e.g., curriculum map, syllabus review), instructional materials (e.g., textbooks), assessments (e.g., assessment map), and practica requirements.

According to the parameters set by OAR 584-420-0016, seven of the GSE programs needed to engage in a systematic review and analysis of how their programs address the Dyslexia Instruction Standards. These programs include:

(a) Two Elementary-Multiple Subjects programs

1. Elementary Graduate Teacher Education Program (p. 2)
2. Bilingual Teacher Pathway Program (p. 3)

(b) Two Reading Intervention programs

3. Literacy/Reading Endorsement program (p. 4)
4. Read Oregon (p. 5)

(c) Three the Special Education: Generalist programs

5. Special Educator program (p. 6)
6. Secondary Dual Educator Program (p. 8)
7. Inclusive Elementary Educator Program (p. 10)

We organized the GSE Dyslexia Plan by the aforementioned programs. In each program’s section, the program faculty members indicate the degree to which the Dyslexia Instruction Standards have been met and specify the alignment of courses and assessments with the standard (see program table). Following each table, the program faculty members describe the current curriculum and conclude with next steps.

In the next section, we share the two Elementary-Multiple Subjects programs: Elementary Graduate Teacher Education Program and Bilingual Teacher Pathway Program.

Elementary Graduate Teacher Education Program: Standards Partially Met

Dyslexia Instruction Standards	Course Alignment	Assessment Alignment
A. Identify the characteristics that may predict or are associated with dyslexia	ITP 540 ITP 541	
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	ITP 540 ITP 541	
C. Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	ITP 540 ITP 541	
D. Apply dyslexia assessment and instruction knowledge to pedagogy practice	ITP 540 ITP 541	

Description of Dyslexia Standards Implementation

In GTEP Elementary, the Dyslexia Instruction Standards are partially covered in courses, and assessments are still to be developed. Two GTEP literacy courses, ITP 540: Foundations of Literacy and ITP 541: Literacies in the Elementary Classroom, prepare candidates to recognize, assess, and instruct students with a wide variety of struggles with the learning of literacy. Candidates learn about the components of literacy processes, and how these components contribute to these struggles in their development of literacy. While the program does partially meet all of the Dyslexia Instruction Standards in both literacy classes, the plan is to review our courses to determine ways in which we might be more explicit in our treatment of dyslexia to meet the newly adopted dyslexia standards fully. We have current assignments that focus on literacy assessments used to identify specific student struggles with literacy.

Additional curriculum and assessments will be integrated into the following courses:

- Plan to review the program’s literacy courses.

Bilingual Teacher Pathway Program (BTP): Standards Partially Met

Dyslexia Instruction Standards	Course Alignment	Assessment Alignment
A. Identify the characteristics that may predict or are associated with dyslexia	ITP 410/510 (formerly ITP 412/512); ITP 455/555; ITP 410/510 (new course)	
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	ITP 410/510 (formerly ITP 412/512); ITP 455/555 ITP 410/510 (new course)	
C. Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	ITP 455/555; ITP 410/510 (new course)	
D. Apply dyslexia assessment and instruction knowledge to pedagogy practice	CI 457/557 SPED 455/555 ITP 545-546 ITP 548-549	

Description of Dyslexia Standards Implementation

Currently, ITP 455/555 Language and Literacy Development for Diverse Learners is a course that offers foundational theory and strategies for literacy planning, assessment, instruction, and its close connection to language development for English Language Learners. This course introduces dyslexia as one of many reasons elementary students may encounter struggles in literacy practices. To increase the focus on literacy, program faculty members are developing a second course. Currently, in pilot format (ITP 410/510), the new course builds upon the foundation course to develop literacy in the content areas. We strategically include the Dyslexia Instructional Standards and assessment assignments.

Another course that offers an introductory look at dyslexia is the former ITP 412/512 Learning and the Learner, changed to ITP 410/510 Human Development & Learning in Multicultural &

Multilingual Communities. We increased the credits and revised the content of the course to focus on learning theories and human development that apply to the elementary level. We embedded an additional credit with integration of special education in mind, which we collaboratively created with the idea that it would be co-taught by BTP and Special Education faculty. The inclusion of dyslexia standards into the content of this course is still undergoing construction.

Additional curriculum and assessments will be integrated into the following courses:

- CI 497/597 Assessment of Language and Content Learning for K-12 ELLs (ESOL program)
- SPED 455/555 Working with LEP Children with Special Needs (SPED program)

Both courses are currently undergoing revision to align with the TESOL and Dyslexia Instruction Standards.

In this section, we describe the two Reading Intervention programs: Literacy/Reading Endorsement program and Read Oregon.

Literacy/Reading Endorsement: Standards Partially Met

Dyslexia Instruction Standards	Course Alignment	Assessment Alignment
A. Identify the characteristics that may predict or are associated with dyslexia	CI 522	
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	CI 522 CI 574	
C. Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	CI 528 CI 574	
D. Apply dyslexia assessment and instruction knowledge to pedagogy practice	CI 509	

Description of Dyslexia Standards Implementation

In the Literacy/Reading Endorsement program, the program partially covers the Dyslexia Instruction Standards in its courses and plans to develop assessments. The Literacy/Reading Endorsement, an advanced endorsement program, focuses on students who struggle with literacy, including

students with dyslexia. The core courses, CI 522: Literacy Foundations, CI 574: Assessing and Instructing Struggling Elementary Readers, and CI 528: Literacy Assessment for Reading Specialists, and CI 509: Practicum in Literacy, focus specifically on assessing, identifying, and developing highly differentiated literacy instruction for students who struggle with literacy. Throughout the program, candidates have the opportunity to learn to assess a variety of struggles that students have with literacy. These experiences include using a wide range of assessment instruments that help candidates to analyze the interaction of various components of literacy processes, and establish an understanding of the roles of reading specialists who work with students receiving special education services for struggles related to literacy.

Based on a review of the program and in light of the Dyslexia Instructional Standards, the GSE literacy committee found that the program *partially meets* these dyslexia standards. To address the new dyslexia standards explicitly, the program faculty plan to link our treatment of dyslexia intentionally and systematically with other types of struggles in literacy.

Additional curriculum and assessments will be integrated into the following courses:

- Plan additional review the program’s courses.

ReadOregon: Standards Partially Met

Dyslexia Instruction Standards	Course Alignment	Assessment Alignment
A. Identify the characteristics that may predict or are associated with dyslexia	READ 551	
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	READ 534 READ 571	
C. Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	READ 534 READ 570 READ 571	
D. Apply dyslexia assessment and instruction knowledge to pedagogy practice		

Description of Dyslexia Standards Implementation

In the ReadOregon (RO) program, the program partially covers the Dyslexia Instruction Standards in program courses and plans to develop assessments. The courses correlate with the International Literacy Association Standards for Reading Professionals and some of the content taught in RO courses (i.e., READ 551: Literacy Instruction for Special Needs, READ 534: Classroom Reading/Writing Assessment, READ 570: Classroom Assessment and Reading Instruction, and READ 571: Principles/Methods of Diagnosis/Assessment) correlate to the Dyslexia Instruction Standards as noted in the table. The faculty members address all of the dyslexia standards at least to a minimal extent in the RO program. However, candidates do not take all of the courses; rather, they take one course in each thematic area.

Additional curriculum and assessments will be integrated into the following courses:

- READ 551 Literacy Instruction for Special Needs Students (revise and make it required in 2017)
- READ 534: Classroom Reading/Writing Assessment (revise)
- READ 570: Classroom Assessment and Reading Instruction (revise)
- READ 571: Principles/Methods of Diagnosis/Assessment (revise)

This final section focuses on three Special Education Generalist programs: Special Educator program, Secondary Dual Educator Program, and Inclusive Elementary Educator Program.

Special Educator Program (SPED): Standards Partially Met

Dyslexia Instruction Standards	Course Alignment	Assessment Alignment
A. Identify the characteristics that may predict or are associated with dyslexia	SPED 535 SPED 418/518	
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	SPED 535 SPED 522 SPED 537 SPED 509 SPED 523	Revised in 2017: SPED 509 “Reading Program Checkout” SPED 537 “Presentation on an Evidence-Based Practice”

<p>C. Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia</p>	<p>SPED 535 SPED 418/518 SPED 509 SPED 537 SPED 509</p>	<p>Revised in 2017: SPED 537 “Decoding Assignment” SPED 537 “Survey Level Assessment”</p>
<p>D. Apply dyslexia assessment and instruction knowledge to pedagogy practice</p>	<p>SPED 535 SPED 537 SPED 509</p>	<p>Revised in 2017: SPED 509 and 525 Field Experience Evaluation</p>

Description of Dyslexia Standards Implementation

In Special Education, the program partially covers the Dyslexia Instruction Standards in the program’s courses and plans to develop assessments. The Special Educator licensure program (SPED) prepares teachers to work with children and youth with a range of disabilities in elementary and secondary settings. The SPED program coursework provides candidates with experiences to become knowledgeable about the Dyslexia Instruction Standards. In SPED 535: Reading and Writing Across the Continuum and SPED 418/518: Survey of the Exceptional Learner, candidates are exposed to characteristics that may be associated with dyslexia and learn about administration and interpretation of appropriate screening and progress monitoring tools. In SPED 537/538: Reading Assessment and Instruction, candidates administer screening and diagnostic assessments to students they work with, and use data to develop targeted instructional plans. Additionally, candidates develop skills in delivering evidence-based reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension, with specific emphasis on differentiating for struggling readers. Through the paired SPED 509: Practicum & Seminar, candidates apply pedagogical knowledge of assessment and instruction practices to a supervised field experience that includes candidate-led instruction in reading. Candidates further develop their skills in individualized planning, assessment, and instruction in reading in SPED 522: Comprehensive Individualized Assessment & Curriculum I and SPED 523: Comprehensive Individualized Assessment & Curriculum II. During the field experience, the field experience evaluations capture candidates’ application of reading pedagogy to practice, delivery of evidence-based reading practices, and knowledge and critical analysis of screening and progress monitoring data.

In the SPED 509 “Reading Program Checkout” assessment, candidates receive training in an explicit, evidence-based reading curriculum. Candidates are then required to teach sections of the reading program to a small group of peers. Reading curricula are selected based on alignment to the 5 Big Ideas in Beginning Reading, which are evidence-based practices for all learners, including students with dyslexia. In the SPED 537 “Presentation on an Evidence-Based Practice” assessment, candidates select an evidence-based reading instructional practice, review the relevant literature, and develop a brief presentation on implementation of the practice and the research base. In the SPED 537 “Decoding Assignment” assessment, candidates administer a phonics screening assessments and develop instructional plans to address student needs. This assessment addresses both content knowledge and application standards in the area of phonics and word recognition from the International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading. In addition, in the SPED 537 “Survey Level Assessment” assessment, candidates administer screening assessments in the areas of comprehension, vocabulary, oral reading fluency, phonics, and phonemic awareness. In addition, candidates develop an informal screening tool and administer it to a student who is struggling in the area of reading to identify appropriate instructional materials.

Additional curriculum and assessments will be integrated into the following courses:

- SPED 509 and 525: Add assessment of candidate knowledge of individual student learning characteristics, including those associated with or predictive of dyslexia (component of Field Experience Evaluation form)
- “Decoding Assignment” and “Survey Level Assessment” assessments descriptions will be revised to specify that teacher candidates should select students to work with who “who demonstrate characteristics that may predict or are associated with dyslexia.”
- “Presentation on an Evidence-Based Practice” assessment description will be changed to require teacher candidates to locate and review at least one research study that evaluates the effectiveness of the instructional practice with a population of students who demonstrate characteristics that may predict or are associated with dyslexia.

Secondary Dual Educator Program (SDEP): Standards Partially Met

Dyslexia Instruction Standards	Course Alignment	Assessment Alignment
A. Identify the characteristics that may predict or are associated with dyslexia	SPED 571 ED 583 SPED 522	

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	ED 583 SPED 522 SPED 523	
C. Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	SPED 522 SPED 523	
D. Apply dyslexia assessment and instruction knowledge to pedagogy practice	ED 583 SPED 522	

Description of Dyslexia Standards Implementation

The Secondary Dual Educator Program prepares teachers to work with adolescents with a range of disabilities in secondary settings as well as teachers working in content area classrooms. The SDEP coursework provides candidates with experiences to become knowledgeable about the proposed dyslexia standards. In SPED 571: Adolescents with Learning Differences candidates learn about characteristics that may be associated with dyslexia. In SPED 512 Diagnostic Assessments students learn how to diagnose dyslexia. In ED 583: Study Skills & Learning Strategies (2) students learn how to use evidence-based practices to help students with reading difficulties including dyslexia. In SPED 509: Practicum & Seminar, candidates apply pedagogical knowledge of assessment and instruction practices to a supervised field experience that includes candidate-led instruction in small group reading interventions. During SPED 525 Student Teaching in Special Education, the candidates’ primary responsibility is reading interventions and they complete a locally scored edTPA in literacy with their focus student. Candidates further develop their skills in individualized planning, assessment, and instruction in reading for students with severe reading disabilities in SPED 522: Comprehensive Individualized Assessment & Curriculum I and SPED 523: Comprehensive Individualized Assessment & Curriculum II.

To address the Dyslexia Instruction Standards, the program will add items to the current GSE field experience evaluation (Pilot form) to capture candidate knowledge of individual student learning characteristics, including those associated with or predictive of dyslexia.

Additional curriculum and assessments will be integrated into the following courses:

- SPED 528: Instructional Methods 1: Literacy Instruction will be modified to provide teacher candidates with more intensive instruction and practice in planning, implementing, and assessing reading and writing intervention.

- SPED 509 and 525: add assessment of candidate knowledge of individual student learning characteristics, including those associated with or predictive of dyslexia (component of Field Experience Evaluation form)

Inclusive Elementary Educator Program (IEEP): Standards Partially Met

Dyslexia Instruction Standards	Course Alignment	Assessment Alignment
<p>A. Identify the characteristics that may predict or are associated with dyslexia</p>	<p>ITP 410 / 510 (New course) SPED / ED 509 ED 530 ED 535 ED 531 SPED/ED 525 ED 539</p>	<p>Revised in 2017: *SPED / ED 509: Administer School-wide Screening Ax *SPED 509 / ED 509 / ED 525: Analyze Small group reading intervention (data)</p>
<p>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</p>	<p>ITP 410 / 510 (New course) ED 533 SPED / ED 509 ED 534 ED 535 ED 531 SPED/ED 525 ED 539</p>	<p>Revised in 2017: SPED / ED 509 “Reading Program Checkout” SPED 537 / ED 533: “Presentation on an Evidence- Based Practice” SPED 537 / ED 533: “Reading Unit Design Project”</p>
<p>C. Administer, interpret and apply screening and progress monitoring assessments for students who</p>	<p>ED 509 ED 533 SPED/ED 509</p>	<p>Revised in 2017: SPED 537 / ED</p>

demonstrate characteristics that may predict or are associated with dyslexia	ED 535 ED 531 SPED/ED 525 ED 539	533: “Decoding Assignment” SPED 537 / ED 533: “Survey Level Assessment”
D. Apply dyslexia assessment and instruction knowledge to pedagogy practice	ED 509 ED 533 SPED/ED 509 ED 535 ED 531 SPED/ED 525 ED 539	REVISED IN 2017: SPED 509 / ED 509 / and ED 525: Field Experience Evaluation

Description of Dyslexia Standards Implementation

In Inclusive Elementary Educator Program (IEEP), the program faculty members address the Dyslexia Instruction Standards fully in courses; the program faculty plan to develop the assessments. The IEEP prepares teacher candidates to work with children and youth with or without a range of exceptionalities in elementary settings. The IEEP program coursework provides candidates with experiences to become knowledgeable about the Dyslexia Instruction Standards. In ED 534: Literacy Methods for the Inclusive Classroom II and SPED 418/518: Survey of the Exceptional Learner, candidates are exposed to characteristics that may be associated with dyslexia and learn about administration and interpretation of appropriate screening and progress monitoring tools. In SPED 537/ED 533: Literacy Methods for the Inclusive Classroom I, candidates administer screening and diagnostic assessments to students they work with, and use data to develop targeted instructional plans. Additionally, candidates develop skills in delivering evidence-based reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension, with specific emphasis on differentiating for struggling readers. Candidates further develop their skills in individualized planning, assessment, and instruction in reading in SPED 522/ED 540: Comprehensive Individualized Assessment and Curriculum I and SPED 523/ED 541: Comprehensive Individualized Assessment & Curriculum I.

In both ED 509 and SPED 509 “Reading Program Checkout” assessments, candidates receive training in an explicit, evidence-based reading curriculum. Candidates are then required to teach sections of the reading program to a small group of peers. Reading curricula are selected based on alignment to the 5 Big Ideas in Beginning Reading, which are evidence-based practices

for all learners, including students with dyslexia. In the SPED 537/ED 533 “Presentation on an Evidence-Based Practice” assessment, teacher candidates select an evidence-based reading instructional practice, review the relevant literature, and develop a brief presentation on implementation of the practice and the research base. In the SPED 537/ED 533 “Decoding Assignment” assessment, teacher candidates administer a phonics screening assessments and develop instructional plans to address student needs. This assessment addresses both content knowledge and application standards in the area of phonics and word recognition from the International Dyslexia Association (IDA) Knowledge and Practice Standards for Teachers of Reading. In the SPED 537/ED 533: “Survey Level Assessment” assessment, candidates administer screening assessments in the areas of comprehension, vocabulary, oral reading fluency, phonics, and phonemic awareness. In addition, teacher candidates develop an informal screening tool and administer it to a student who is struggling in the area of reading in order to identify appropriate instructional materials.

Finally, through the paired SPED 509 / ED 509: Practicum: Seminars and the SPED 525 / ED 525 Student Teaching Seminars candidates apply pedagogical knowledge of assessment and instruction practices to the planning and instruction of Reading Units for learners in general and special education settings. Two in program assessments address these skills and they include: the “Reading Unit Design” assessment and the edTPA. Each supervised field experience requires candidate-led instruction in reading in both general and special education settings. Field experience evaluations capture candidate application of reading pedagogy to practice, delivery of evidence-based reading practices, and candidate knowledge and critical analysis of screening and progress monitoring data. To address the Dyslexia Instruction Standards, the program will add items to the current GSE field experience evaluation (Pilot form) to capture candidate knowledge of individual student learning characteristics, including those associated with or predictive of dyslexia.

Additional curriculum and assessments will be integrated into the following courses:

- ITP 410/510 Human Development & Learning in Multicultural & Multilingual Communities. The new course has increased credits and has revised content focusing on learning theories and human development that apply to the elementary level. The additional credit of this pilot course was embedded with an integration of ELL strategies in mind and was collaboratively created with the idea that it would be co-taught with BTP and Special Education faculty. The inclusion of dyslexia standards into the content of this course is still undergoing construction.
- SPED 509, ED 509, and ED 525: add explicit program requirement that teacher candidates will provide individual and / or small group reading intervention instruction

to K-12 learners who demonstrate characteristics that may predict or are associated with dyslexia each of the 6 consecutive terms they are enrolled in the program

- SPED 509 and 525: add assessment of candidate knowledge of individual student learning characteristics, including those associated with or predictive of dyslexia (component of Field Experience Evaluation form) assessments
- “Decoding,” “Reading Unit Design,” and “Survey Level Assessment” assignment descriptions will be revised to specify that teacher candidates should select students to work with who “who demonstrate characteristics that may predict or are associated with dyslexia.”
- “Presentation on an Evidence-Based Practice” assessment description will be changed to require teacher candidates to locate and review at least one research study that evaluates the effectiveness of the instructional practice with a population of students who demonstrate characteristics that may predict or are associated with dyslexia.