

Analysis of Program Alignment to Dyslexia Standards

Western Oregon University

Undergraduate and early childhood initial licensure, Special Educator, and Reading endorsement

Introduction

Following the recommendations made by TSPC staff and in accordance with OAR 584-420-0016, faculty at Western Oregon University conducted systematic analyses of the programs preparing multiple subjects candidates for preliminary (initial) licensure, special educators, and reading specialist. The results of this analysis can be found below including timelines for coming into compliance with the requirements.

Standards	(a) Identify the characteristics that may predict or are associated with dyslexia;	(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;	(c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and	(d) 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.	(7) Enter here gaps in the program where the international dyslexia standards are not being met.
NOTES:	Identify the classes, with as much specificity	Identify the classes, with as much specificity	Identify, with as much specificity as possible,	Identify, with as much specificity as possible,	May need to add a note about how the	Gaps you see in the program relative to the

	as possible, where this <u>knowledge</u> is developed	as possible, where these <u>skills</u> are developed	where and when candidates learn to administer, interpret, and apply screening and progress monitoring <u>assessments</u>	where candidates are asked to <u>demonstrate application</u> of knowledge in practice – field experience	program and these standards also apply to ELLs in this program	specific International Dyslexia Standards – view standards holistically not analytically
Undergraduate and early childhood initial licensure multiple subjects	ED 259D: Introduction to Dyslexia and other learning disabilities ED 443: students read from a choice of literature portraying characters with dyslexia and analyze their strengths and their challenges. They read several articles on dyslexia that discuss common signs of dyslexia and also view	ED 443: Mini Inquiry assignment assesses a reader experiencing reading difficulties with bank of developmentally appropriate assessments with attention to the pillars of reading instruction. Student has to analyze assessment data and justify instructional	Purchased the FAR: Feifer Assessment of Reading to be implemented in spring 2017 coursework. (ED 444 will be adding this assignment.) NOT MET; although plans have already been made to add coursework and additional assessments to ED 444.	ED 443: Mini Inquiry assignment assesses a reader experiencing reading difficulties with bank of developmentally appropriate assessments with attention to the pillars of reading instruction. Student has to analyze assessment data and justify instructional	All assignments in the ED CORE Multiple Subjects Program expect teacher candidates to attend to the cultural and linguistic needs of all students, including English Language Learners. Literacy coursework emphasizes the difference between language	See previous column notes about gaps and plans to remediate for each standard as well as program summary below.

	<p>the movie The Big Picture: Rethinking Dyslexia so that they are aware of the great strengths that individuals with dyslexia may bring to learning.</p> <p>MET</p>	<p>strategies that are taught in a mini-lesson and report on lessons learned.</p> <p>PARTIALLY MET: Plans to add additional assignments and coursework to ED 444.</p>		<p>strategies that are taught in a mini-lesson and report on lessons learned.</p> <p>PARTIALLY MET: Plans to add additional assignments and coursework to ED 444.</p>	<p>acquisition and learning difficulties. This is also discussed in ED 481D, the ESOL Foundations course required of all undergraduate teacher candidates at WOU.</p> <p>MET</p>	
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Notes from Undergraduate and early childhood program analysis discussing gaps and how we will adjust to meet expectations of the law (including timeline for coming into compliance):

- We will continue to collaborate with Linguistics faculty who teach LING 210, and LING 314 on foundational knowledge of oral and written learning (phonetics, phonology, morphology, syntax, semantics, pragmatics, language acquisition and variation, and the connections between linguistics and the development of reading and writing)
- All teacher candidates at WOU must pass NES Subtest I which includes extensive knowledge of oral and written learning and pedagogical practice.
- We have purchased the FAR: Feifer Assessment of Learning battery and will implement use of the assessment components in our literacy coursework, starting with our incoming Winter 2017 teacher candidate cohort. This assessment “takes a neurodevelopmental approach to reading and is based on the premise that reading disorders vary by dyslexic subtype.”
- We are working together within the literacy faculty to analyze coursework and build on existing course assessments and learning opportunities. Currently our ED 374 ED 443 courses introduce important content related to dyslexia; however we want to strengthen the pedagogical applications and assessment knowledge in our ED 444 literacy course. This work can be

completed by summer '17 at which point all standards will be met.

- We are planning a summer literacy institute where we hope to feature a leading speaker and researcher in the field of dyslexia instruction; undergraduate students will be invited to attend the literacy institute.

Special Educator Program	SpEd 518 three hour class on learning disabilities plus simulation and SpEd 620 content standards for reading writing	SpEd 622 and SpEd 628 identify and work with evidence based curriculum for reading and math	SpEd 625 introduced to specific dyslexia screening/ assessments	SpEd 609 academic field placement and SpEd 639 student teaching	ED 581 (Intro to ESOL) all students are required to take this course as part of their degree completion requirements	
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Notes from Special Educator program analysis discussing gaps and how we will adjust to meet expectations of the law (including timeline for coming into compliance):

Dyslexia Standards:

- A. MET
- B. MET
- C. MET
- D. MET
- E. MET

The Special Educator program will examine the relationship between the Dyslexia standards, the Council for Exceptional Children standards, and the InTASC standards and how they can be intertwined in ways that complement one another. The Special Educator program would also like to update texts and supplemental materials specific to Dyslexia that better meet/match the Dyslexia standards. Faculty will review standards and consider adoption of other texts to help tie standards together more effectively. This work can be completed by summer '17 – at which point all standards will be met.

Reading Specialist	ED 668-- Reading	ED 668-- Reading	ED 668-- Reading	ED 680-- Psychology of	ED 689-- Children's	See gaps in notes below.
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<p>Program</p>	<p>assessment and intervention</p> <p>Students assess a reader experiencing reading difficulties using a bank of assessments, analyze assessments that indicate data on these predictions.</p> <p>Purchased the FAR: Feifer Assessment of Reading to be implemented in spring 2017 coursework.</p> <p>ED 667 Introduced to dyslexia and predictive factors: students read from a choice of</p>	<p>assessment and intervention</p> <p>ED 609-- Reading practicum</p> <p>In both courses, identify and work with evidence based curriculum for reading and reading intervention. Will also look at reading curriculum in content areas, to determine how to integrate curriculum adjustments.</p> <p>PARTIALLY MET</p>	<p>assessment and intervention</p> <p>ED 609-- Reading practicum</p> <p>Introduced to specific dyslexia screening assessments.</p> <p>Analyze classroom reading groups for meeting specific dyslexia needs.</p> <p>PARTIALLY MET</p>	<p>Reading Inquiry assignment assesses a reader experiencing reading difficulties with bank of developmentally appropriate assessments with attention to the pillars of reading instruction. Student has to analyze assessment data and justify instructional strategies that are taught in a mini-lesson and report on lessons learned.</p> <p>NOT MET / WILL MEET SUMMER 2017</p>	<p>literature in a diverse society</p> <p>ED 655-- Foundations of Literacy</p> <p>MET</p> <p>Students focus in all of their classes on diversity and funds of knowledge, looking at methods for integrating purposeful literacy intervention in connection with diverse populations.</p> <p>MET</p>	
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	<p>literature portraying characters with dyslexia and analyze their strengths and their challenges. They read several articles on dyslexia that discuss common signs of dyslexia and also view the movie The Big Picture: Rethinking Dyslexia so that they are aware of the great strengths that individuals with dyslexia may bring to learning.</p> <p>MET</p>			COURSEWORK		
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Notes from Reading Specialist program analysis discussing gaps and how we will adjust to meet expectations of the law (including timeline for coming into compliance):

- Adapting our practicum to require students to research and disseminate information about dyslexia specific to their school based site, furthering knowledge of evidence based practice. This will be completed in Winter / Spring 2017.

- Students will adapt their case study work in ED 668 to focus on dyslexia standards with special attention to designing curriculum for intervention. This will happen in Winter 2017.
- In ED 609, the practicum will be adapted to include a classroom wide assessment project, looking at dyslexia predictors and how to provide intervention. This will happen in Winter / Spring 2017.
- We will start teaching ED 680, Summer 2017. This course will focus on reading development, as well as take a close look at predictive factors that contribute to dyslexia. Students will analyze scenarios of differing reading issues and will apply theory to practice in determining how to meet student needs.
- We are planning a summer literacy institute where we hope to feature a leading speaker and researcher in the field of dyslexia instruction; undergraduate students will be invited to attend the literacy institute.
- We have started a conversation with Linguistics faculty about creating a Linguistics for Educators (with content on phonetics, phonology, morphology, syntax, semantics, pragmatics, language acquisition and variation, and the connections between linguistics and the development of reading and writing) for Reading Specialist students who have not had coursework on the foundational knowledge of oral and written learning.
- Additional development of assessment can be completed by summer '17 at which point all standards will be met.