

**Dyslexia Instruction Report
to
Oregon Teacher Standards and Practices
Commission**

**Lewis & Clark College
Graduate School of Education and Counseling**



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Dyslexia Instruction Report to TSPC
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
- Other (please describe)

Elementary-Multiple Subjects			
Dyslexia Instruction TSPC OAR		Description of how the program currently meets the standard using one or more of the following: <ul style="list-style-type: none"> • Content (via syllabi review); • Instructional materials (textbooks, etc.); • Assessments; or • Practicum requirements • Other 	Plans for Continuous Improvement:
584-420-0016 Dyslexia Instruction: Program Standards (5) STANDARDS FOR DYSLEXIA INSTRUCTION: Candidates must demonstrate the ability to:	(a) Identify the characteristics that may predict or are associated with dyslexia;	In our Language Arts content courses candidates receive information from the International Dyslexia Association, including documents such as “Dyslexia basics” and the dyslexia “Fact sheet”. Additionally, candidates use children’s literature with dyslexic characters such as Giff’s (2009) <i>Eleven</i> and Hunt’s (2015) <i>Fish in a Tree</i> to explore the characteristics and emotions of children with dyslexia. Dialogue groups are used to examine characteristics of dyslexia and instructional methods.	We will be continuously expanding our resources to ensure that we are providing our students with up-to-date research-based instructional materials and articles. Program directors will continue to collaborate on what materials we are using in our programs and what our assessments show in terms of candidates’ abilities to support the needs of all K-12 readers.
	(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 our Language Arts content courses we closely examine evidence-based differentiated instruction for students with dyslexia. Students will be aware of international reading standards.	
	(c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and	In our Assessing Reading course, students utilize formative assessment data to screen and monitor K – 12 students, with a required focus on students who demonstrate characteristics that may predict or are associated with dyslexia.	
	(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.	In our Language Arts content courses students prepare units of instruction including lesson plans, materials and lesson adaptations and innovations for all students, including students who exhibit characteristics of dyslexia.	
<p>(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.</p> <p>(7) Program alignment with the dyslexia instruction standards provided in subsection (5) must be consistent with the knowledge and practice standards of an international organization on dyslexia.</p>			

Reading Intervention			
Dyslexia Instruction TSPC OAR		Description of how the program currently meets the standard using one or more of the following:	Plans for Continuous Improvement:
584-420-0016 Dyslexia Instruction: Program Standards (5) STANDARDS FOR DYSLEXIA INSTRUCTION: Candidates must demonstrate the ability to:	(a) Identify the characteristics that may predict or are associated with dyslexia;	In our Assessing Reading course, assigned readings include a focus on characteristics that predict and are associated with dyslexia. This course has an embedded practicum component which requires students to practice using a variety of formative assessments with K-12 readers in order to identify students with characteristics that are associated with dyslexia.	We will be continuously expanding our resources to ensure that we are providing our students with up-to-date research-based instructional materials and articles. Program directors will continue to collaborate on what materials we are using in our programs and what our assessments show in terms of candidates' abilities to support the needs of all K-12 readers.
	(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 our Innovations course, students examine current evidenced-based reading instruction materials, with a focus on how the materials address a variety of learners, including meeting the needs of students with the characteristics that may predict or are associated with dyslexia. Students will be aware of international reading standards.	
	(c) Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and	In our Assessing Reading course, students utilize formative assessment data to screen and monitor K – 12 students, with a required focus on students who demonstrate characteristics that may predict or are associated with dyslexia.	
	(d) Apply dyslexia assessment and instruction knowledge to pedagogy practice.	In our Innovations course, students will read articles and examine evidence-based reading materials with an emphasis on using instructional strategies for whole class reading instruction. In our Assessing Reading course, students conduct case studies on individual K – 12 readers, focusing on at least student who demonstrates characteristics associated with dyslexia. They design individualized instruction to meet the learner's needs.	
<p>(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.</p> <p>(7) Program alignment with the dyslexia instruction standards provided in subsection (5) must be consistent with the knowledge and practice standards of an international organization on dyslexia.</p>			

Special Education: Generalist			
Dyslexia TSPC OAR		Description of how the program currently meets the standard using one or more of the following: <ul style="list-style-type: none"> • Content (via syllabi review); • Instructional materials (textbooks, etc.); • Assessments; or • Practicum requirements • Other 	Plans for Continuous Improvement:
584-420-0016 Dyslexia Instruction: Program Standards (5) STANDARDS FOR DYSLEXIA INSTRUCTION: Candidates must demonstrate the ability to:	(a) Identify the characteristics that may predict or are associated with dyslexia;	<p>In our <i>Literacy for Students with Exceptionalities</i> (SPED 517) course, curriculum and assigned readings include a focus on characteristics that predict and are associated with dyslexia. From our current catalog description: <i>Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities and the Council for Exceptional Children and International Dyslexia Association standards for practice. Topics include the causes and correlates of reading difficulties including dyslexia, research-validated reading curricula, results of the National Reading Panel, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with Specifically Designed Instruction in reading based on the Common Core State Standards.</i></p> <p>This course was co-designed by an educator with a SPED endorsement and one with a Reading Endorsement. It is usually taught by an educator who holds a Reading Endorsement.</p>	We will be continuously expanding our resources to ensure that we are providing our students with up-to-date research-based instructional materials and articles. Program directors will continue to collaborate on what materials we are using in our programs and what our assessments show in terms of candidates' abilities to support the needs of all K-12 readers.
	(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>In our <i>Literacy for Students with Exceptionalities</i> (SPED 517) course, students examine current evidenced-based instructional materials, with a focus on how the materials address a variety of learners, including meeting the needs of students with the characteristics that may predict or are associated with dyslexia (see catalog description above in 5a).</p>	

Special Education: Generalist

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

Candidates in this program complete two school-based practicums in which they assess and develop instructional support for students with special education needs that includes administering, interpreting, and applying screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia. For example, in our *Curriculum and Instruction for Students With Exceptionalities* (SPED 514) practicum course, students utilize assessment screenings to identify and monitor K – 12 students, including students who demonstrate characteristics that may predict or are associated with dyslexia.

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

Candidates complete two practicum experiences while enrolled in the SPED program that give them the opportunity to apply dyslexia assessment and instruction knowledge to their pedagogical practice. In *Practicum I* (SPED 545) candidates focus on classroom experiences that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring, including with students who demonstrate characteristics that may predict or are associated with dyslexia. In *Practicum II* (SPED 546) candidates are observed and provided with meaningful feedback concerning essential skills required by the special education standards associated with the Special Education: Generalist Endorsement including applying dyslexia assessment and instruction knowledge.

(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) Program alignment with the dyslexia instruction standards provided in subsection (5) must be consistent with the knowledge and practice standards of an international organization on dyslexia.