DYSLEXIA STANDARDS REPORT

Institution Team:

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ELL Standards Report:

OREGON STATE UNIVERSITY, CORVALLIS AND BEND, Oregon

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I.   Program Review Process

During fall term of 2016, a group of literacy-expert faculty from across EPPs convened to develop a plan to meet the requirements of OAR 584-420-0016. An inter-institutional plan was then brought back to our Licensure Unit's Executive Committee where plans to integrate the new standards were itemized and adopted for integration into elementary literacy coursework across programs.

II.   Compliance Status

Essentially, five distinct components were laid out, by the statewide development committee and then our faculty, to be adopted 2016-18. They are (see link to Powerpoint on page 5 for details):

   Part A: The Context of Dyslexia and Identification for Special Education

   Part B: Definitions/Characteristics of Dyslexia

   Part C: Dyslexia Identification & Characteristics that May Predict or are Associated with Dyslexia

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

   Part E: (d) Apply dyslexia assessment and instruction knowledge to pedagogy practice. Include specific ways to teach evidence-based reading instruction for students identified with dyslexia

III.   Plan for full implementation

Parts A & B have already been integrated into the ED 483 & 565 courses in the Double Degree and Cascades MAT Multiple Subjects Endorsement programs (Appendix B) during week nine of fall term 2017. These components will be integrated into ED 582 in the Beaverton MAT in spring 2017.

Parts C & D will be integrated into the Double Degree in the ED 483 Developmental Reading in fall 2017. Assessment, as outlined in Part E, will be included in the integration of parts C & D.

   In summary, Parts A – E, as outlined in the Powerpoint in Appendix A, page 5, will be integrated into our undergraduate and graduate initial licensure programs completely by spring of 2018. Parts A & B have been introduced to two out of three multiple subjects endorsement programs at this writing. The remaining components will be integrated in subsequent terms in all three programs.

IV.   Implementation Timeline:

Plan Component	Term delivered	Course Number	Comments
Part A: The Context of Dyslexia and Identification for Special Education	Fall 2016 Spring 2017	DD: ED 483 Cascades MAT: ED 565 Beaverton: ED 582	There are three multiple subjects cohorts and three corresponding courses *(ED 483, 565 and 582)* where components A & B are currently being presented.
Part B: Definitions/Characteristics of Dyslexia	Fall 2016 Spring 2017	DD: ED 483 Cascades MAT: ED 565 Beaverton: ED 582	See Above
Part C: Dyslexia Identification & Characteristics that May Predict or are Associated with Dyslexia	TBA 2017-18	TBA Spring 2017	
Part D: (c) Administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia; and	TBA 2017-18	TBA Spring 2017	

Appendix A: Transition Plan ("Defining Dyslexia")
Power Point

Double click the image to access the Power Point.

DEFINING DYSLEXIA & SCREENING FOR DYSLEXIA

In collaboration with:
Amanda Villagómez @ Eastern Oregon University
Mindy Larson @ Linfield College
Dot McElhone @ Portland State University
Chloe Hughes @ Western Oregon University
María Leija @ Oregon State University

Appendix B: ED 483 Developmental Reading Syllabus

Course Name: Developmental Reading Course Number: ED 483
Term Offered: Fall 2016 Credits: 3
Instructor Name: María Leija
Instructor Email: maria.leija@oregonstate.edu
Office Hours: Mondays from 9:30---11 a.m. & 1:30---3 p.m. in office 204A

Course Description:
Development of pedagogy in teaching of reading to elementary---aged students, including the teaching of vocabulary, comprehension, phonics, fluency and motivation to read. Use of children's literature, assessment approaches, and special needs students are also addressed.

Two sets of standards guide and shape the curriculum/pedagogy of this course: The Common Core Standards and the International Reading Association Standards for Reading Professionals.

This is a PTCE course in the Elementary Double Degree Program.

Course Credits:
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Course Goal:
Students will develop an understanding of a balanced reading program, including its theory and pedagogy, aimed at preparing students to be effective (critical and participatory) citizens in a democracy.

Objectives (and related course assignments):

1. Demonstrate an understanding of the reading process

2. Demonstrate knowledge to assess students' reading behavior and beliefs

3. Demonstrate knowledge to plan instruction based on assessment data

4. Demonstrate knowledge to teach comprehension, vocabulary, and phonics

5. Demonstrate the knowledge of state and national standards, including IRA and CCSS recommendations, and how to use these standards and recommendations in developing daily lessons and units of study

6. Demonstrate ability to create a stimulating classroom literacy environment, including enhancing students' motivation to read

7. Plan and design effective literacy learning environments and experiences supported by technology

Course objectives related specifically to social justice and cultural competence:

8. Learn to critique children's literature for bias based on race, class, gender, and ideology (5)

9. Develop an understanding of structures, in organizing the literacy classroom, that reflect particular cultural perspectives

10. Develop the ability to pose higher-level thinking questions as well as teach elementary-aged students to pose their own higher-level questions

11. Become aware of the importance of selecting text that reflects students' experience and text that is provocative and relevant to students' lives

12. Understand the relationship between culture and language, particularly how this relationship may inform our teaching

13. Demonstrate knowledge to teach reading to students who are English Language Learners

Learning Resources:

Bear, D. R. (1996). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Des Moines, IA

One of the following books:

Alexie, S., & Forney, E. (2007). *The absolutely true diary of a part-time Indian*. New York: Little, Brown.

Kwok, J. (2010). *Girl in translation*. New York: Riverhead Books.

Lord, C. (2015). *A handful of stars*. New York: Scholastic Press

Baskin, N. R. (2016). *Nine, ten: A September 11 story*.

Watson, R. (2015). *This side of home*. New York: Bloomsbury

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (http://osubeaverstore.com/Academics or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Measurable Student Learning Outcomes

This course provides students with a background in reading, literacy, and language development from social constructivist as well criticalist/social justice perspectives. The goals and objectives of the course will reflect Oregon state content standards and assessments; IRA/NCTE Standards for the English Language Arts; and the Common Core State Standards. The course leads students to analyze language and literacy development issues from a critical perspective by examining the influences of gender, ethnicity, and socioeconomic status and develop teaching/reading strategies that appropriately match the needs of individual children. The course aims to support students' learning of innovation in the teaching of reading while promoting diversity and a socially just society and world.

Evaluation of Student Performance

Point Value	Assignment
100 points	Attendance & Participation
45 points	Group Discussion Weekly Response (5*9)
10 points	Literacy Life Graphic Map

21 points	edTPA:
	    2 Lesson Plans
	    Assessment Commentary Task 3, Prompt 3

85 points	Case Study Report
	    Part A: Developmental Word Knowledge= 10
	    Part B: Comprehension & Retell= 10
	    Part C: Running Record w/Miscue Analysis=
	    15 Part D: Final Report= 50

39 points	Field Experience Reading Buddy Binder with Tutoring Plans
300 Total Points	

Grading Scale

Grades will be assigned per points below:

300 --- 280 points: A	259 --- 250 points: B
279 --- 270 points: A---	240 --- 230 points: B---
269 --- 260 points: B+	Below 230 see instructor

Any student with less than 230 points needs to meet with the instructor to discuss his/her credit for the class. If a student has less than 230 he/she may be put on a Plan of Assistance for their continuation in the Program.

Course Content

Week	Topic	Reading Assignments	Learning Activities	Standards Addressed/Met
Week 1 Sept. 27	Introduction	Freire & Macedo, Reading the Word and the World		9, 10, 12
Week 2 Oct. 4	Culturally Relevant Literature & Summarizing Strategy	McLaughline & Overturf Ch. 8 Iliana Alaniz, Developing Literacy Through Culturally Relevant Texts Ladson---	Literacy Life Map Draft of edTPA Lesson Plan	8, 9, 11, 12, 13

		Dangerous Times Literature Circle Book		
Week 3 Oct. 11	Emergent Literacy/Early Assessment	*Knowing Literacy*, Ch. 11---13	Reading Buddy Lesson Plan: 1) Poem, Joke, or Riddle edTPA: 1st Lesson Plan	1, 4, 5, 7, 11
Week 4 Oct. 18	Decoding & Encoding	*Words Their Way*, Ch. 1---3 Literature Circle Book	Reading Buddy Lesson Plan: 1) Poem, Joke, or Riddle 2) Read Aloud or Guided Reading Draft of edTPA Lesson Plan	1, 2, 4, 7, 8, 10, 11
Week 5 Oct. 25	Word Study, Decoding/Phonics, & Vocabulary	*Words Their Way*, Chapter Based on Student Assessment Juel, Role of Decoding in Early Literacy Instruction and Assessment Graves & Watts, For the Love of Words: Fostering Word Consciousness in Young Readers	Reading Buddy Lesson Plan: 1) Poem, Joke, or Riddle 2) Read Aloud or Guided Reading 3) Writing Project edTPA: 2nd Lesson Plan	1, 2, 3, 4, 5, 7, 10, 11
Week 6 Nov. 1	Comprehension & Assessment	*Knowing Literacy,* Chapters 23, 24, & 28 Literature Circle Book	Reading Buddy Lesson Plan: 1) Poem, Joke, or Riddle 2) Read Aloud or Guided Reading 3) Writing Project 4) Word Study edTPA: Assessment Commentary Task 3, Prompt 3	1, 2, 4, 7, 8, 10, 11
Week 7 Nov. 8	Guided Reading & Running Records	Fountas & Pinnell, What is Guided Reading?	Reading Buddy Lesson Plan: 1) Poem, Joke, or Riddle 2) Read Aloud or Guided Reading	1, 2, 4, 7, 10, 11

		Sulzby, Assessment of Emergent Literacy: Storybook Reading Duffy, How Comprehension and Foundational Skills Work	3) Writing Project 4) Word Study Case Study, Part A: Developmental Word Knowledge	
Week 8 Nov. 15	Interpreting Running Records & Fluency	*Knowing Literacy*, Chapters 21 & 22 Worthy & Broaddus, Fluency Beyond the Primary Grades Literature Circle Book	Reading Buddy Lesson Plan: 1) Poem, Joke, or Riddle 2) Read Aloud or Guided Reading 3) Writing Project 4) Word Study Case Study, Part B: Comprehension & Retell	2, 4, 7, 8, 10, 11
Week 9 Nov. 22	Struggling Readers & Dyslexia	Details will follow	Case Study, Part C: Running Record & Miscue Analysis	2
Week 10 Nov. 29			Case Study, Part D: Final Report (Presentation or Paper)	1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13
Final Dec. 8			Field Experience Reading Buddy Binder	1, 2, 3, 4, 6, 10, 11, 12

Assignments

Attendance, Promptness, and Participation, 100 pts.

Learning from each other during class discussions and group work (both online and in person) is crucial to your learning in the course this term. Thus, it is vital that you be on time and be ready to take part in class work. It is equally important that you post on time and actively take part in online discussions.

If you must be absent for serious illness, severe weather, or family emergency, please discuss this with your instructor prior to the class session. You are responsible for getting notes from classmates for any missed sessions. If your absence is excused by the instructor, you may make--- up the point by writing a 1---2 page reflection of the class topic based on the class presentation that will be posted on the week's Module Overview page on Canvas (answer the question(s) on each of the slides). In order to make up the attendance and participation points, email a 1---2 page reflection prior to the next class session.

Group Discussion Weekly Responses (due each week), 40 points (5 points per week)

Please read the assignments carefully and thoughtfully. It may be helpful to jot notes and questions in the margins that you can refer to during class discussions.

One of the major goals for the class is to help you move from thinking like a student (e.g., "How will it affect my grade?") to thinking like a teacher ("What can I learn from this?). Therefore, read the assignments through the eyes of a teacher. Note particular questions, comments, or personal connections with the text. Think about how you can use this new knowledge to extend or challenge what you already know about students, teaching and literacy. <u>You must bring your textbooks and other readings to class each day</u>.

Reading Response on Canvas:

Each week, during class, you will be asked to meet with a group of students to discuss the week's readings and write a group response on Canvas. Your responses should reflect careful thought based on group discussion and assigned readings. Responses should include your group's thoughts and beliefs supported by the readings or other relevant sources.

Please use the following template to complete your reader response, and please make sure to include your name in the filename when you upload your response.

ID:	Author, Title, Date of your response, and Your Name
Summary:	List the three most important ideas you got from this reading.
	Paraphrase or quote.
Connections:	Does this article connect in any ways to: Course lecture content? Your field experience? Other readings in this course? Other readings elsewhere? Your prior knowledge? Does your response connect the responses of other students in the class?
	Describe and explain the connection.
Puzzles:	What puzzles you about this article?
	What didn't you understand?
	What questions does it raise in your mind?
Comments:	(Optional) additional comments you would like to make.

This is the format for responses we recommend. You can organize these responses in different ways if you like. Variety is good.

Learn/reflect about yourself as a reader with a Literacy Life Map, 10 points

Create a Literacy Life Graphic Map that artistically portrays your life as a reader and writer both at home and school. Describe your habits, attitudes, beliefs, development, difficulties, preferences, and sources of influence. Talk to (interview) family members regarding your early literacy development. Use anecdotes, artifacts, and quotes from your family to enrich your writing. Review Paulo Freire's chapter for inspiration [posted on Canvas]. Bring project to class on October 4.

Field Experience with a Reading Buddy, 39 points

You will be working with a student at your internship placement. You will meet with your Reading Buddy one time per week for a total of 7 times, as part of this course. You will conduct assessments, provide instruction and evaluate the progress of your student. You will be responsible for lesson planning as well as instruction.

You must keep to your tutoring schedule. You must be prepared for all tutoring sessions using planned materials and strategies. You must complete a "lesson plan record" for 6 of the tutoring sessions. Each week, you will bring the materials you have selected to use to work with your Reading Buddy. In class, we will work on developing a lesson plan for the week. In addition, you will practice the assessment strategies discussed in class with your student and turn in related reports.

After your tutoring session, make sure to write anecdotal notes and a reflection on how the lesson went. You will submit all of the lesson plans, anecdotal notes, and reflections at the end of the term in the Field Experience Reading Buddy Binder. Be sure to take pictures of any materials prepare for your Reading Buddy.

edTPA, 21 points

This class will support the literacy portion of the edTPA. In this class you will complete a total of 2 lesson plans for your practice edTPA. A lesson plan template will be provided. The focus of the lesson plans are summarizing as a strategy. You will teach the lesson plans to a small group of students during week 6 (Nov. 1) through week 7 (Nov. 11). In addition, you will submit the Assessment Commentary Task 3, Prompt 3 during week 6.

Case Study Report, 85 points

This assignment consists of six parts spread out throughout the semester. Each part is described below.

Part A: Developmental Word Knowledge, 10 points

Administer and analyze the Developmental Spelling Inventory from *Words Their Way*. In a short paper (1---2 pages):

1) Discuss the results of the inventory and analysis (analyze approximations and determine the level of word knowledge). Be sure to use several examples of the student's approximations as evidence in your analysis.

2) State and describe your student's spelling stage. What is the primary focus within this spelling stage? (Use *Words Their Way* as a reference).

3) Discuss one word feature that you will focus on for instruction, the sets of words you might use in a word sort, and at least two activities to address this area. (Use *Words Their Way* as a reference).

Turn in the student's spelling inventories with your paper. These should be scanned and embedded at the end of your paper.

Part B: Comprehension and Retell, 10 points

Take some time to look through your classroom library and/or school library and find a book that you think will be interesting and appropriate for your student.

1. Show the book to your student, and ask him/her to go through it, talking about what he or she is thinking or predicting. Take notes.
2. Read the book to your student, and then have your buddy re---tell the story to you. Take notes and/or audio record his or her re---tell. To what extent does the student remember or reference the characters and plot (if narrative text) or general idea and details (if expository text)? What kind of inferences does your student make? Are there misconceptions? What can the student tell you from memory compared with looking back at the text? You can ask clarifying questions, but listen first to see what the student will tell you unprompted.
3. Ask the student to respond to the story in some artistic way. (i.e, draw a picture, make a story map, dramatize the plot, or any other symbolic representation, act it out).

Turn in all materials (anecdotal notes and student work) with a short paper (1---2 pages) describing your analysis and implications for instruction.

Part C: Running Record with Miscue Analysis, 15 points

Take some time to look through your classroom library and/or school library and find a book that you think will be interesting and/or appropriate for your student.

1. In your paper, you will describe how you went about doing this, including the title of the book you chose and why.
2. Show the book to your student, and ask him/her to go through it and tell you what he/she thinks about it. Take notes about his/her reaction.
3. Listen to the student read and take a running record. Describe the student's fluency using the descriptors below:
   a. Word---by---word reading, focus on decoding
   b. Reading in two--- or three---word phrases
   c. Reading in longer phrases, beginning to use expression, able to focus more on meaning

d. Reading with accuracy and appropriate speed, automaticity, expression, focus on meaning
4. Analyze miscues: What kinds of miscues did this student make? Which cueing systems do you seeing being used or not used? What idea does that give you for future instruction?
5. Based on the information you've collected, do you think this is a good book for this student? Why or why not?

Turn in all materials (running record, anecdotal notes) with a short paper (1---2 pages) describing your analysis and implications for instruction.

Part D: Final Report, 50 points

Throughout Reading Buddy tutoring, you will collect and analyze assessment data on your tutee. These will include anecdotal notes gathered in your lesson plans/reflection, as well as other formal and informal assessments (e.g., interviews, inventories, miscue analysis, retell analysis). At the end, you will synthesize this data and consider what you learned holistically in a 3---4---page paper or a 7 minute presentation (PPT, Prezi, etc.).

Discuss what you learned about yourself as a teacher in the following areas: assessing students, teaching reading, naming and noticing strengths, teaching children who may not be excited (yet) about reading, teaching ELLs, bridging reading and writing, and considering your buddy's culture--- ethnically, culturally, socially, and linguistically. How did you employ or you will employ culturally relevant practices for your student(s)? What are you thinking?

You will use your readings to support your thinking as a teacher and practitioner --- bridging theory and practice. This is a good place to integrate the new terminology and understandings that you have added to your professional teaching toolbox.

You should cite readings where appropriate.

This synthesis portion will also have appendices. Use your iPad to capture everything: work samples, poems, jokes, boards, beautiful book writing, interviews, etc. These work samples will comprise the appendices for your report.

Course Policies

Discussion Participation:
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self---paced course.

Late Work Policy:
Assignments are expected on the due date or before. If you are unable to meet a specific deadline, please discuss with the instructor **prior** to the due date. Late work will be marked down **1 point for each day it is late**, unless arrangements have been made with the instructor.

Incompletes:

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom:

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities:

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541‑‑‑737‑‑‑4098. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations.
While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations**.**

Accessibility of Course Materials:

All materials used in this course are accessible [with the exception of two videos]. If you require accommodations please contact Disability Access Services (DAS). **[If all items are accessible in your course, please delete the orange text in this section.]**

Additionally, Canvas, the learning management system provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct:

Student conduct is governed by the university's policies, as explained in the Student Conduct Code. For more information visit the page on offenses identified the university.

Academic Integrity:

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541---737---3656.

OAR 576---015---0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING --- use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION --- falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING --- helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING --- altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM --- representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom:

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Technical Assistance:

If you experience computer difficulties, need help downloading a browser or plug---in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737---3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open--- ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

College of Education, Licensure Unit Requirements

Link to Conceptual Framework, Knowledge Base, and National and State

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to accreditation guidelines, review the Conceptual Framework at the website: http://education.oregonstate.edu/conceptual---framework

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application INTASC:

The INTASC Standards embedded in this course should be listed.

INTASC At---A---Glance

Appendix C: 11/21/2016 Meeting Notes

OSU Dyslexia Standards Integration Meeting

Attending: Nell O'Malley, Ken Winograd, Maria Leija, Stacey Lee, Rachael Schuetz

Review of state plan in Powerpoint

Focus on A & B (C & D to be planned later).

Shared articles read about Dyslexia in current coursework for MS endorsement

A & B are being implemented week 9 of Fall term 2016

Developmental Reading ED 483
All Double Degree Elementary are getting C & D fall term 2017

Assessment plan will be in C & D.

Plan to be reviewed /implemented Cascades, T4B and DD to be written up and submitted to TSPC 12/31. Maria will send me the powerpoint to work from to write report. include plan, syllabi and readings.
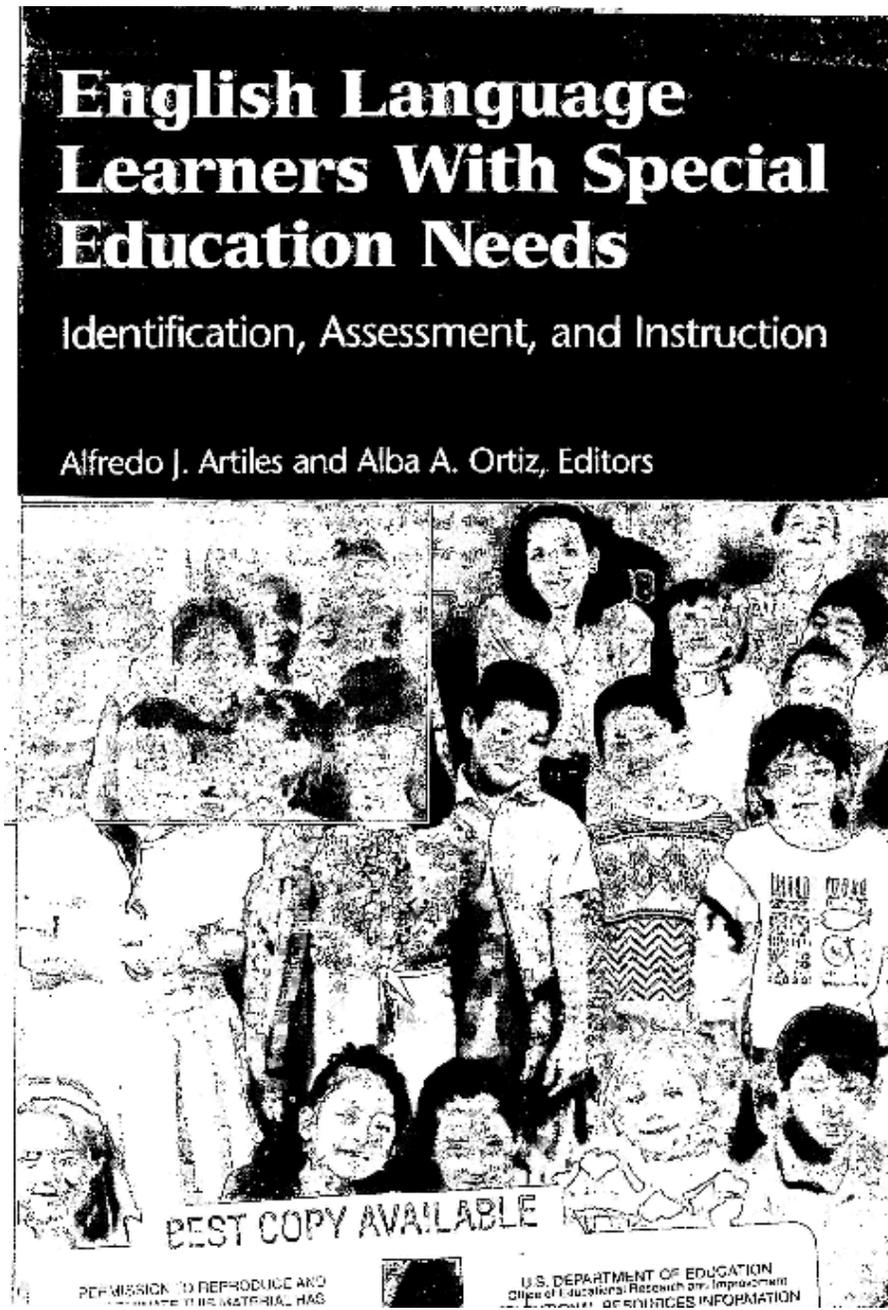
This year A&B only
2107-18 A-E

Fall C & D TBA... (by fall 2017)

Appendix D: Related Articles

Double click the images to access the two articles.

Article 1:

English Language Learners With Special Education Needs

Identification, Assessment, and Instruction

Alfredo J. Artiles and Alba A. Ortiz, Editors

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Office of Educational Research and Improvement
... OF SOURCES INFORMATION

Article 2:

Dyslexia
What you need to know

Dr Handler is a pediatric ophthalmologist in private practice in Encino, California. She is one of the authors of the American Academy of Pediatrics, American Academy of Ophthalmology, American Association for Pediatric Ophthalmology and Strabismus, and American Association of Certified Orthoptists 2011 Joint Technical Report, Learning Disabilities, Dyslexia, and Vision. She has nothing to disclose in regard to affiliations with or financial interests in any organizations that may have an interest in any part of this article.

By being vigilant to signs of dyslexia, dispelling the myths, and coordinating care, pediatricians can help children with dyslexia enjoy success in school and in daily life.

SHERYL M HANDLER, MD

Learning to read is an extremely complex process, which has been described to be as challenging as learning rocket science.[1] Therefore, it is not too surprising that, for many reasons, over 60% of children in America fail to meet standards for reading proficiency.[2]

Multiple issues may underlie this reading difficulty, including poor early language development, inadequate instruction, insufficient reading practice, lack of background knowledge, and intellectual disability. In some children, however, the problem is the specific learning disability called dyslexia.

Dyslexia is by far the most common learning disability and is present in some degree in up to 20% of children.[3] Just as early detection and intervention are crucial in medical diseases, the same is true in learning disabilities. The consequences of untreated dyslexia are broad and can be significant, including effects on academic success and psychosocial well being. Children with dyslexia experience intense frustration; may act aggressively or withdraw; frequently become targets of bullying and ridicule; have low self-esteem; and may even develop mental health problems, including anxiety and depression.

Pediatricians have the opportunity and responsibility to enable detection and proper treatment of dyslexia in children. This article aims to provide information and strategies that will allow clinicians to best assist and advise patients and their parents.

Dyslexia defined

Dyslexia is a language-based learning disability characterized by difficulties with decoding (sounding out) words, fluent word recognition, and/or reading-comprehension skills. Children with dyslexia often develop secondary problems with comprehension, spelling, writing, and knowledge acquisition.

The difficulties found in dyslexia are usually caused by a phonological deficit (an auditory processing problem involving hearing the sounds in speech). The phonological deficit leads to difficulty connecting speech sounds to letters, which is a skill needed to decode the written word.

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