



**ISSUED TO: OREGON TEACHER STANDARDS
AND PRACTICES COMMISSION**

**DYSLEXIA INSTRUCTION
STANDARDS REPORT**

Institution Team:

John T. King
Director of Teacher Education
Southern Oregon University

Megan Farnsworth
Special Education Program
Coordinator
Southern Oregon University

Susan Faller-Mitchell
Elementary Education Program
Coordinator
Southern Oregon University

**SOUTHERN OREGON
UNIVERSITY**

Ashland, Oregon

**This report was submitted on:
December 30, 2016**

	<p>students recognized under PL 94-142, PL 101-476, 105-17, and 108-446 (IDEA 2004);</p> <ol style="list-style-type: none"> 1. Examine learning styles and the relationship to exceptionality and cultural/language differences; 2. Design differentiated instruction for students with exceptional needs in the general education classroom 		<p>the instructor or based upon a student in your classroom, describe student's characteristics and how to accommodate or modify the lesson plan for student in the general education classroom. Then write a reflection identifying factors affecting student learning including:</p> <ol style="list-style-type: none"> 1) Socio-economic, 2) cultural, 3) emotional, 4) physical, and 5) cognitive 	dyslexia.
MAT 530 Responsive Instructional Strategies	<p>The course explores the teacher's role in meeting the needs of exceptional learners within the general education classroom, explores the forms and functions of academic language, and examines the principles of universal design.</p>	<p>Sapon-Shevin, M. & Lawrence-Brown (2013). <i>Condition Critical--Key Principles for Equitable and Inclusive Education</i>; Teachers College Press</p>	<p><i>Inclusive Lesson Plan:</i> Create a lesson plan in a designated content area while considering the needs of 2 case study students; one with SLD (dyslexia), and the other with Autism. The lesson plan must explicitly state strategies for creating equitable learning tasks and assessments to meet these students' needs.</p>	<p>Students will explicitly define ways to make learning accessible for K-12 students experiencing dyslexia</p>
<p>Practicum Requirements: candidates in the Elementary Multiple Subjects Program complete an Analysis of Student Learning as part of their full-day student teaching experience. This assignment requires that candidates deliver and analyze the impact of a unit of instruction upon student learning, with learning outcomes disaggregated and analyzed separately for the following groups: 1) whole class, 2) culturally and linguistically diverse students, and 3) students with identified special needs.</p>				

Program: Special Education: Generalist				
Course # Course Title	Content (syllabus review)	Instructional Materials	Assessments	Notes
SPED 528 Characteristics of Exceptionalities	The course focuses on the categories of disabilities included in the Individuals with Disabilities Education Act (IDEA) and Oregon Department of Education (ODE). The goal of this course is to empower beginning teachers with the skills to identify a variety of exceptionalities, explore the specific characteristics presented by students with exceptionalities, and find the appropriate resources to successfully intervene to aid in student achievement.	NICHCY website and materials. ODE eligibility and IEP adopted forms	<i>Exceptionality Matrix:</i> Create a matrix for 12 categories. For each category, indicate IDEA definition, eligibility criteria, assessment requirements, characteristics, impact on social life, education, and community, and brief list of teaching strategies.	For the category of SLD, students specify characteristics of K-12 students with dyslexia (impact on social life, education, and community, and brief list of teaching strategies).
SPED 529 Interventions in Academic Skills: Reading Methods	Emphasis is placed on effective strategies for standards-based reading education, assessment, and creating effective learning experiences for diverse learners.	Bursuck, W.D. & Damer, M. (2011). <i>Teaching Reading to Students Who Are at Risk or Have Disabilities: A Multi-Tier Approach</i> (2 nd Ed.). Boston: Pearson. Walker, B.J. (2000).	<i>Assignment #1: Reading Inventory Report:</i> After conducting two Informal Reading Inventories (IRI), describe student testing behavior and summarize strengths and challenges in Phonemic Awareness and Alphabetic Principle.	These assessments often focus on students with dyslexia.

		<i>Diagnostic teaching of reading: Techniques for instruction and assessment (6th ed.).</i> Columbus: Merrill.	<i>Assignment #2: Instructional Accommodations Plan:</i> Write an instructional plan based on IRI results in Phonemic Awareness and Alphabetic Principle.	
<p>Practicum Requirements: students in the Special Education: Generalist Program complete an Individualized Instruction Analysis of Student Learning within their half-day student teaching placement. This assignment requires that candidates design, deliver, and analyze the impact of instruction for a student with an identified learning disability in reading.</p>				

Standards Met Determination

Based upon the content, instructional materials and assessments presented above, the Southern Oregon University Special Education: Generalist Program meets the following standards for dyslexia instruction:

Candidates must demonstrate the ability to:

- (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

Revisions Needed Determination

In order to meet standards for dyslexia instruction, the Southern Oregon University Elementary Multiple Subjects Program will adopt the following components from the Special Education: Generalist Program:

- Instructional Materials: Bursuck, W.D. & Damer, M. (2011). *Teaching Reading to Students Who Are at Risk or Have Disabilities: A Multi-Tier Approach*
- Assessments: Informal Reading Inventory and Instructional Accommodations Plan based upon Phonemic Awareness and Alphabetic Principle.