

University of Portland's Plan to Comply with Dyslexia Standards

Oregon education preparation programs must demonstrate compliance with the dyslexia standards (focusing on elements of dyslexia instruction) by submitting a plan to the Commission no later than December 31, 2016. The plan must describe 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.

The dyslexia standards adopted by TSPC are, for the most part, already currently addressed in our initial licensure, reading intervention, and special education programs.

Currently, in our Undergraduate Elementary/Multiple Subjects program, we address the dyslexia standards within the methods courses and courses focused on the needs of diverse learners. In order to ensure we continue meeting all four standards in a comprehensive and intentional manner, we are currently engaged in program review and will conduct such a review annually to ensure compliance. Our Master of Arts in Teaching (MAT) program compresses the methods courses and courses on diverse learners. Currently, the program addresses two of the four standards and, through review and modification of course content, all four standards will be met moving forward. Please see the attached matrix (Table 1 & Table 2) for details about the dyslexia standards placement within these generalist programs. Our future plan for continuing to include all the dyslexia standards is to review annually our instruction in these generalist programs to ensure continued compliance.

The dyslexia instruction standards are fulfilled in our Reading and Special Education endorsement programs as well. All four standards are met throughout courses within both endorsement programs with ED 483/583: Diagnosis and Instruction of Reading Problems; this course focuses specifically on the diagnosis and instruction around reading problems. Please see the attached matrix (Table 3 & Table 4) for details about the dyslexia standards placement within these endorsement programs. Our future plan for continuing to include all the dyslexia standards is to review annually our instruction in these endorsement programs to ensure continued compliance.

Table 1: Undergraduate Elementary/Multiple-Subjects & Dyslexia Instruction Standards Matrix

		Dyslexia Instruction Standards			
		1. Identify the characteristics that may predict or are associated with dyslexia	2. Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia	3. Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	4. Apply dyslexia assessment and instruction knowledge to pedagogy practice
Introduction to Education	150				
Pre-Adolescent Theories of Development and Learning	250				X
Foundations of Education	320				
Policies and Practices for Diverse Learners	330	X	X	X	X
Pre-Adolescent Health and Wellness for Educators	340				
Pre-Adolescent Curriculum and Instruction	400				
Assessment	411				X
Children’s and Adolescent Literature	414				
Technology in Education	424				
Pre-Adolescent Classroom Relationships and Management	426				
Reading and Language Arts Methods	442	X	X	X	X
Mathematics and Science Methods	445	X		X	
Fostering Creativity in the Classroom	447				
Language, Literacy and Culture	481		X		X
Multi-Subject (Elementary) Student Teaching Seminar	487				
Multi-Subject (Elementary) Student Teaching	470				
Multi-Subject (Elementary) Student Teaching	472				
Multi-Subject (Elementary) Student Teaching: Advanced	476				

Table 2: Master of Arts in Teaching (MAT) Elementary/Multiple-Subjects & Dyslexia Instruction Standards Matrix

		Dyslexia Instruction Standards			
		1. Identify the characteristics that may predict or are associated with dyslexia	2. Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia	3. Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	4. Apply dyslexia assessment and instruction knowledge to pedagogy practice
Dimensions of Education	530/551				
Theories of Development and Learning	531	X			
Assessment, and Evaluation in Inclusive Classrooms	532			X	
Methods of Teaching and Learning	533				X
Classroom Management and Organization	534				
Literacy Across the Curriculum	535/582	X	X		
Student Teaching Seminar	536				
Research in Schools	537				
MAT Capstone Project	538				
Student Teaching	540/565				
Student Teaching	541/565				
Student Teaching Advanced	542/565				

Table 3: Reading Interventionist & Dyslexia Instruction Standards Matrix

		Dyslexia Instruction Standards			
		1. Identify the characteristics that may predict or are associated with dyslexia	2. Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia	3. Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	4. Apply dyslexia assessment and instruction knowledge to pedagogy practice
480/580	Elements of Reading	X	X		X
481/581	Language, Literacy and Culture		X		X
482/582	Content Area Literacy				
483/583	Diagnosis and Instruction of Reading Problems	X	X	X	X
484/584	Administration and Evaluation of Reading Programs		X	X	
464/564	Reading Practicum P-12				

Table 4: Special Education Generalist & Dyslexia Instruction Standards Matrix

		Dyslexia Instruction Standards			
		1. Identify the characteristics that may predict or are associated with dyslexia	2. Understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia	3. Administer, interpret, and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia	4. Apply dyslexia assessment and instruction knowledge to pedagogy practice
403/503	Language and Communication: Supports and Strategies	X	X	X	X
404/504	School, Parent, Community Relations				
405/505	Behavior Support: Consultative and Collaborative	X	X	X	X
406/506	Academic Assessment: Curriculum, and Instruction for Diverse Learners	X	X	X	X
408/508	Functional Assessment: Curriculum, and Instruction for Diverse Learners				
468/568	Special Education Practicum P-12				