

Iowa Dyslexia Task Force Update

Presentation to the EPP Faculty Spring Meeting, March 5, 2020

Dyslexia as a Disability

- Codified in federal and state law
- EI entitled to programs and services when disability adversely affects educational performance
- School Resistance & Reluctance [P, T, & AEA reports]
- Moving forward [or past] divergent philosophies
- Immediate and Urgent Need: Ensuring we are addressing the needs of students with significant literacy needs

Educational Methodology

- Methodology/SDI = Individually Determined for EI by IEP teams based on Student Need [PRR]
- Nothing in recommendations re: specific approaches → explicit, systematic literacy instruction
- “Shared Responsibility” & “GEI” prior to FIE = MTSS
- Professional Learning Framework = Multidisciplinary & Differentiated

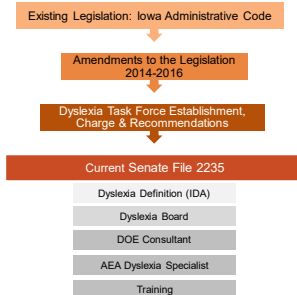
IHE Voice & Collaborative Opportunities



- The Task Force recommends that a **Dyslexia Professional Learning Framework** be implemented across the system, addressing the roles of pre-service education providers, districts, educators, AEA, and the Iowa Department of Education. Action plans for enacting the Dyslexia Professional Learning Framework should be **crafted and implemented collaboratively across the system.**

TIMELINE

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LEGAL PROVISIONS: I.A.C.

Chapter 13: Teacher Licenses & Endorsements

- 282—13.26(272) Requirements for Elementary Endorsements (2)** At least **9 semester hours in literacy development**, which must include:
- **Assessment, diagnosis and evaluation** of student learning in literacy, **including the knowledge of the signs and symptoms of dyslexia and other reading difficulties**;
 - Integration of the language arts
 - Integration of technology in teaching and student learning in literacy;
 - Current **best-practice, research-based approaches of literacy instruction** strategies and instructional technology for designing and delivering effective instruction, including appropriate interventions, groupings, remediation, assistive technology, and classroom accommodations for all students **including students with dyslexia and other difficulties**;
 - Classroom management as it applies to literacy methods;
 - Pre-student teaching clinical experience in teaching literacy

LEGAL PROVISIONS:

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I.A.C.

Chapter 13: Teacher
Licenses & Endorsements

282—13.28(15) **Reading, K-8 and 5-12** - Completion of 24 semester hours in reading to include all of the following requirements:

- Foundations of reading...** The practitioner demonstrates knowledge of ...**definitions** of reading difficulties including but not limited to dyslexia.**
- Reading curriculum and instruction...** The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction, **including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties...**The practitioner demonstrates knowledge of ...**differentiating instruction to meet the unique needs of all learners, including students with dyslexia, ...**
- Reading assessment, diagnosis and evaluation...**The practitioner demonstrates knowledge of ...the identification, screening, and diagnosis of all students' **reading proficiencies and needs including knowledge of the signs and symptoms of dyslexia and other reading difficulties.**
- Reading in the content area:** **The practitioner demonstrates knowledge of integrating literacy instruction into content areas for all students,** including but not limited to students with disabilities, students who are at risk of academic failure, students who have been identified as gifted and talented, students who have limited English language proficiency, and **students with dyslexia**

LEGAL PROVISIONS:

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I.A.C.

Chapter 13: Teacher
Licenses & Endorsements

282—13.28(16) **Reading specialist, K-12.** The applicant must have met the requirements for the standard license and a K-8 or 5-12 reading endorsement and must present evidence of at least **three years of experience** which included the teaching of reading as a significant part of the responsibility.

- Authorization. b. Program requirements. Degree—master's.
 - Curriculum and instruction.** The reading specialist will ...Support classroom teachers to implement and adapt in-depth instructional approaches, including classroom accommodations for **students with dyslexia** and other difficulties within or outside the regular classroom....
 - Assessment, diagnosis and evaluation.** The reading specialist will... demonstrate an **understanding of the signs and symptoms of reading difficulties including but not limited to dyslexia,** and also demonstrate an understanding of district and state assessments, proficiency standards and student benchmarks...Select, administer, and interpret assessments for... those with reading difficulties and reading disabilities including but not limited to **students with dyslexia** and English language learners. ... Use assessment information to plan and evaluate instruction, ...**for students with dyslexia** and other difficulties, and to plan professional development initiatives.
- The reading specialist will... understand the highly complex processes by which children learn to speak, read, and write, including... typical and atypical reading development and reading instruction...**including but not limited to dyslexia**

LEGAL PROVISIONS:

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I.A.C.

Chapter 41: Special
Education

- 13 categories of disabilities: autism, behavior disorder, deaf-blindness, deafness, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment.
- Dyslexia is described as a "condition" of a specific learning disability: specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia,** and developmental aphasia

[Iowa Administrative Rules of Special Education, §281 -- 41.50(10) I.A.C.]

LEGAL PROVISIONS:

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I.A.C.

Chapter 79: Standards for
Practitioner & Administrator
Preparation Programs

DIVISION III SPECIFIC EDUCATION STANDARDS APPLICABLE ONLY TO INITIAL PRACTITIONER PREPARATION PROGRAMS FOR TEACHER CANDIDATES

- 79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups...The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:
- Students from diverse ethnic, racial and socioeconomic backgrounds.
 - Students with disabilities.
 - Students who are struggling with literacy, **including those with dyslexia.**
 - Students who are gifted and talented.
 - English language learners.
 - Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.
- 79.15(3) Each teacher candidate demonstrates competency in **literacy...** Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; **and students with dyslexia...** Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

Recent
DevelopmentsAmendments to the
Legal Requirements

SF 2319 – Signed April 9, 2014

AN ACT RELATING TO IMPROVING STUDENT LITERACY SKILLS, INCLUDING ADDRESSING DYSLEXIA, AND PROVIDING TEACHER ASSISTANCE...amended to read as follows: (e) Professional development strategies and materials to support teacher effectiveness in student literacy development...the center shall collaborate and coordinate with the area education agencies and the department to develop and offer to school districts at no cost professional development services to enhance the skills of elementary teachers in the use of evidence-based strategies to improve the literacy skills of all students.

amended to read as follows: (a) Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level. **Assistance shall include but not be limited to strategies that formally address dyslexia,** when appropriate. For purposes of this subparagraph division (a), "**dyslexia**" means a specific and significant impairment in the development of reading, including but not limited to phonemic awareness, phonics, fluency, vocabulary, and comprehension, that is not solely accounted for by intellectual disability, sensory disability or impairment, or lack of appropriate instruction.**

SF 2196 – Signed April 7, 2016

- AN ACT RELATING TO READING AND LITERACY REQUIREMENTS FOR PRACTITIONER PREPARATION PROGRAMS.
- amended to read as follows: b. Include preparation in reading programs, including reading recovery theory, knowledge, strategies, and approaches; and integrate reading strategies for integrating literacy instruction into content area methods coursework areas. Such preparation shall address all students, including but not limited to students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; **and students with dyslexia, whether or not such students have been identified as children requiring special education** under chapter 256B.

THE DYSLLEXIA TASK FORCE

- MEMBERS:
- Amy Conrad, University of Iowa
 - Nina Lorimer-Easley, Decoding Dyslexia Iowa
 - Susan Eitscheidt, University of Northern Iowa
 - Kate Grewing, Decoding Dyslexia Iowa
 - Elizabeth Hoksbergen, Apples of Gold Center for Learning, Inc.
 - Erin Kloppstad, Navada Community School District
 - Cindy Lewis, Pleasant Valley Community School District
 - Kristin Orton, Heartland Area Education Agency
 - Deborah Reed, Iowa Reading Research Center
 - Kim Schmidt, Odabolt Arthur Battle Creek Ida Grove Community School District
 - David Tilly, Iowa Department of Education



Our Charge

Dyslexia Task Force [Senate File 2360 – Signed April 17, 2018]

The task force shall submit a report regarding its findings and recommendations relating to dyslexia response to the governor and the general assembly no later than November 15, 2019. When making such recommendations, the task force shall consider but not be limited to student screening, interventions, teacher preparation and professional development, classroom accommodations, and assistive technology. The report shall include all of the following: [Small Groups]

- An overview of the **symptoms and effects** of dyslexia.
 - An overview of **current practices relating to dyslexia** response in Iowa schools.
 - A description of **current concerns relating to dyslexia response** identified by the members of the task force.
 - Recommendations of any **proposed legislation or rulemaking** or any additional personnel or funding needed to address the needs of Iowa students with dyslexia.
 - Recommendations relating to dyslexia response for specific **stakeholder groups**, including but not limited to parents, educators, administrators, school boards, and **institutions of higher education**.
- A suggested **timeline** for implementation of the task force's recommendations.

Dyslexia in Iowa

Dyslexia Deeply Impacts Families

Three Themes

Personal and Private Advocacy and Expenses	School Resistance and Reluctance: Denying Dyslexia	Educator Expertise
P: "Because he would not have been far enough 'behind' in time to get remediation in a timely manner, we paid thousands of dollars out of pocket to remediate his disability"	Ps: "not sure our district actually believes in dyslexia... School personnel do not want to discuss it"	Ps: Ts lack "knowledge on how to teach necessary methods of instruction"

Dyslexia In Iowa

Dyslexia Deeply Impacts Teachers

Three Themes

Insufficient Knowledge & Professional Development	Narrow or Limited Instructional Options Available.	Reluctance or Resistance within Schools to Acknowledge Dyslexia
Ts: don't know "direct instructional strategies"; need "resources for interventions, training for interventions, identification guides..." "knowledge about matching interventions to reader's needs rather than a one size fits all"	Ts: "We have students identified with dyslexia that are not getting instruction they need...seems like a one size fits all approach when talking about our students with learning disabilities."	Ts: "We are not able to use that word with parents... I wish that we could openly talk about dyslexia more so that many students could get the right instruction/intervention and the help they need."

Challenges & Solutions

Recommendations for the DOE

Challenge: Use of the Term "Dyslexia"

- Current definition does not accurately describe
- Survey found common misconceptions (D = visual deficit, reading at home best intervention, colored overlays help)
- Reluctance: "the term dyslexia seems like a bad word. I don't feel supported in being able to use the term. I would love to create a culture where we aren't afraid to have tough conversations about specific disabilities."

Solutions: Change Code & Issue Guidance

- **The Task Force recommends changing the definition in Iowa Code.** Amending...to the definition offered by the International Dyslexia Association (IDA) will ensure we have a clearer understanding of dyslexia across the state of Iowa
- **The Task Force further recommends that the Iowa Department of Education provide dyslexia-specific guidance to address how and when to use the term "dyslexia."** ...what implications may arise out of addressing or not addressing dyslexia.

Challenge: Lack of Consistency in Addressing Dyslexia

- Diagnostic processes to design interventions [additional assessment beyond screener]
- Effective instruction and interventions [only 51% Ts had explicit, systematic instruction as an instructional option]
- Effective AT: < 50% respondents access to AT (36% Administrators, 26% AEA, 15% Educators). **Legal requirement for EI

Solutions: Issue Guidance and Tools

- **The Iowa Department of Education should collaborate with the new Dyslexia Board to craft and share a recommended process for diagnostic assessment following universal screening for further identifying student needs.**
- **The Iowa Department of Education should collaborate with the new Dyslexia Board to issue dyslexia-specific guidance for what should be included in effective instruction for all students and interventions for students with the characteristics of dyslexia, within a multi-tiered system of supports.**



Challenge: Inadequacy of Teacher Preparation and Professional Development

Survey: 4,184 responses

IHEs, AEA personnel, administrators, educators, and parents all reported that pre-service preparation should be **enhanced and expanded** to ensure Ts can successfully meet the needs of Ss with characteristics of dyslexia.

IHEs: need for "**improvement**," "more instruction and practice," and "more methods courses in direct, systematic/explicit teaching of reading."

IHE: IRRC Dyslexia Overview **module insufficient**; "need coursework" – "not enough training for beginning Ts"

Educators: **wished pre-service preparation** had included "more direct practice," & more training in "understanding assessments & building instruction based on assessments."

Solutions: Expanded Pre-service Preparation and a Professional Learning Framework

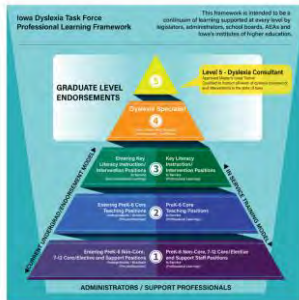
- *The Task Force recommends that a **Dyslexia Professional Learning Framework** be implemented across the system, addressing the roles of pre-service education providers, districts, educators, AEAs, and the Iowa Department of Education. Action plans for enacting the Dyslexia Professional Learning Framework should be **crafted and implemented collaboratively** across the system.*

Guiding Principles of the Framework

1. improving services to students with characteristics of dyslexia requires key professional **dispositions**;
2. improving services to students with characteristics of dyslexia is a **shared responsibility**;
3. the knowledge and skills needed to improve services to students with characteristics of dyslexia is **differentiated** across professional assignments;
4. pre-service and in-service professionals must represent the acquisition of necessary dispositions, knowledge, and skills in **applied and authentic** ways.

A SHARED RESPONSIBILITY

- FOUNDATION LEVEL
- LEVEL I: PK-12 TEACHERS IN NON-CORE CONTENT AREAS
- LEVEL II: PK-12 TEACHERS IN CORE CONTENT AREAS
- LEVEL III: PK – 12 LITERACY INTERVENTIONISTS, TITLE I, SPECIAL EDUCATION TEACHERS, AND READING SPECIALISTS
- LEVEL IV: DYSLEXIA SPECIALIST
- LEVEL V: DYSLEXIA CONSULTANT



Solutions (cont.): Expanded Pre-service Preparation and a Professional Learning Framework

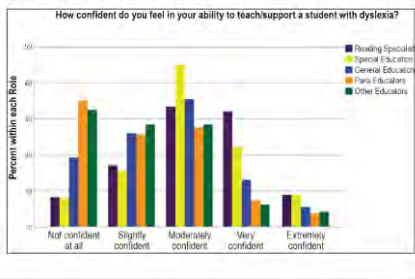
*The Task Force recommends that **all licensed educators and all AEA staff complete the Iowa Reading Research Center Dyslexia Overview module***

*The Task Force recommends that the **Legislature provide funding for each AEA to hire a staff member to be trained and serve as a Dyslexia Consultant.***

*The Task Force recommends that **the Iowa Department of Education should hire a Dyslexia Consultant to oversee and facilitate the implementation of the Dyslexia Task Force recommendations and manage ongoing systems growth***

Challenge: Lack of System-wide Expertise

Figure 2. Survey Data from Teachers



Solution: Create an Advanced Endorsement

- The Task Force recommends that the Legislature should direct the Board of Educational Examiners to create an **advanced endorsement as described in Level IV of the Dyslexia Professional Learning Framework** to create and support expertise and skill development across Iowa to support students with characteristics of dyslexia.

Dyslexia Board

- Challenge: Sustainable and continuous change
- Solutions: Establish a Dyslexia Board and Institute Accountability

Recommendations for Stakeholders

- Iowa Legislature
- Department of Education
- AEAs
- LEAs

Recommendations for Stakeholders

Preservice Education Programs

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By September 2021, pre-service education programs should have an action plan to provide differentiated training on the knowledge, skills, and dispositions aligned to the Dyslexia Professional Learning Framework developed by the Dyslexia Task Force. This differentiated training must include completion of the Iowa Reading Research Center Dyslexia Overview module

Pre-service education programs may apply to offer training toward the new endorsement at the conclusion of the endorsement pilot project.

By July 2022, the Iowa Department of Education should work with the Dyslexia Board to establish a **related recognition program** designed to validate and recognize educator and education leader preparation programs' alignment to the Dyslexia Professional Learning Framework.

The Current Bill

Senate File 2235: An Act relating to the education of students with characteristics of dyslexia and to the preparation and licensure of practitioners who provide such instruction, and establishing an Iowa dyslexia board. **PASSED 2/27/2020**

DEFINITION

(IDA) "dyslexia" means a specific and significant impairment in the development of reading, including but not limited to phonemic awareness, phonics, fluency, vocabulary, and comprehension, that is not solely accounted for by intellectual disability, sensory learning disability or impairment, or lack of appropriate instruction that is neurobiological in origin, is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities, and may include difficulties that typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, as well as secondary consequences such as problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge

ADVANCED DYSLEXIA SPECIALIST ENDORSEMENT

By July 1, 2022, the board, **in collaboration with the Iowa reading research center**, shall adopt rules ... for the approval of practitioner preparation programs that are affiliated with the Iowa reading research center and that offer practitioner preparation for the **advanced dyslexia specialist endorsement** issued by the BOEE.

Requires: a **strong understanding of structured literacy instruction**; the neurobiological nature, cognitive-linguistic correlates, developmental indicators, compensatory behaviors, potential psychological factors, and co-occurring disorders of dyslexia;

demonstrated skill in administering **informal and formal assessments** related to dyslexia;

demonstrated skill in **delivery of explicit, systematic literacy intervention**;

demonstrated skill in **developing and supporting services** for students with **characteristics of dyslexia** including those who are eligible for services under chapter 256B or section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. §794, as amended;

demonstrated skill in the **design and implementation of accommodations and modifications**;

demonstrated in creating a **dyslexia-friendly learning environment**;

demonstrated skill in the use and integration of **assistive technology**;

This endorsement shall, at a minimum, require 3 three years of prior teaching experience and completion of a supervised practical experience.

DOE DYSLEXIA CONSULTANT

By July 1, 2024, dedicate at least one of the DOE's authorized full-time equivalent positions to maintain a **dyslexia consultant** to provide technical guidance and assistance, including but not limited to professional development, strategies, and materials, to the department, area education agencies, school districts, and accredited nonpublic schools relating to the identification of and instruction for students with characteristics of dyslexia

IOWA DYSLEXIA BOARD

Established to guide, facilitate, and oversee implementation of dyslexia instruction in Iowa and make recommendations for continued improvement of such instruction

Submit recommendations to

DOE regarding the required and preferred qualifications for a dyslexia consultant position

AEAs regarding the required and preferred qualifications for dyslexia specialists.

AEA DYSLEXIA SPECIALIST

AEAs: by July 1, 2024, **dedicate at least one full-time equivalent position to maintain a dyslexia specialist**.

AEAs may hire such a specialist or may provide appropriate training to qualify an existing employee as a specialist on dyslexia.

Shall provide technical guidance and assistance, including but not limited to professional development, strategies, and materials to school districts and accredited nonpublic schools relating to identification of and instruction for students with characteristics of dyslexia.

Shall be highly trained in dyslexia and have a minimum of three years of field experience in screening, identifying, and treating dyslexia and related disorders.

In the absence of an appropriation, AEAs encouraged to employ a highly qualified dyslexia specialist.

TRAINING

Require, by July 1, 2024, any person employed by the **AEA** who holds a license, certificate, statement of recognition, or authorization other than a coaching authorization, issued by the board of educational examiners under chapter 272, to **complete the Iowa reading research center dyslexia overview module.**

By July 1, 2024, **LEAs** shall require **all persons employed by the school district who hold a teaching license or endorsement for special education or prekindergarten through grade three levels** issued under chapter 272 to **complete the Iowa reading research center dyslexia overview module**

To Be Continued...

Thank You!