Dyslexia Working Group
Virtual Meeting

April 18, 2022

10:00 to 2:00 MST

Meeting Objectives

- To ask questions of CDE around dyslexia, the READ Act, and the timeline for the final annual DWG report

- To be informed of updates about the Dyslexia Pilot and provide feedback to the University of Oregon

- To hear about the CDE Educator Preparation Programs Reauthorization process

- To hear informative presentations by and provide feedback to the Teacher Training and Assessment Protocols small working groups

- Welcome to Principal Robinson
  - DWG role: Rural principal

Meeting Activities

- 10:00
  - CDE updates
- 10:30
  - Dyslexia Pilot
- 11:30
  - CDE Educator Preparation Programs Reauthorization process
- 12:00
  - Lunch
- 12:30- Small working group presentations
- 2:00- Wrap up
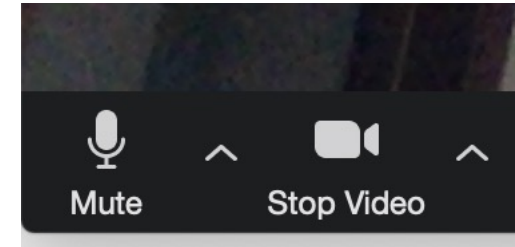
Before Meeting Norms

- Complete pre-meeting work in the Google drive folder
- Come prepared with notes from guiding questions in pre-meeting Google drive folder
- Hold each other accountable for following the norms

During Meeting Norms

- Attend meeting
- Arrive on time for the virtual meeting
- Mute your microphone
- Turn camera on
- Listen to presentations and post questions in the chat box
- Provide feedback on guiding questions and presentations
- <mark>Use of breakout rooms/small groups to honor all voices</mark>
- During question and answer time, unmute your microphone to ask questions. Debbie will read questions for presenters to answer if too many people need to talk at once
- Use the reaction button (thumbs up) for consensus on recommendations
- Hold each other accountable for following the norms

After Meeting Norms

- Review raw notes sent by Debbie
- Contact Debbie with any follow up or questions you may have
- If you miss a meeting, view the recording and respect the decisions and recommendations the DWG made and follow up with Debbie as needed
  - Recording is ONLY for DWG members to view
- Be prepared to move on to the next meeting topics and decisions
- Respect decisions made by the DWG in past meetings
- Hold each other accountable for following the norms

Dyslexia Working Group Members

- Google Drive

- Dyslexia Working Group

- Meetings

- April Meeting
  - Agendas and Handouts
  - Pre-meeting review work

DWG Meeting Dates for 2021-2022

All meetings will be held 10:00 to 2:00 with a 30-minute lunch break

- **November 12th**
  - Small working groups meeting between DWG meetings
- **December 14th**
  - Small working groups meeting between DWG meetings
- **February 25th**
  - Small working groups meeting between DWG meetings
- **April 18th**
  - Small working groups meeting between DWG meetings
- **May 23rd**
  - Small working groups meeting between DWG meeting

- **Year 1:** Analyze current national and statewide data related to students identified as having dyslexia, including but not limited to identification rates and achievement rates;

- **Year 1:** Analyze the implementation and demonstrated effectiveness in other states of statewide legislation for dyslexia screening, educator training, and other dyslexia-related laws;

- **Began in Year 1. Finish in Year 2, September-December:** Identify and recommend appropriate dyslexia screening tools and processes as well as comprehensive assessments that address the recognized challenges of dyslexia, including phonological processing, phonemic awareness, and decoding and encoding skills;

Standards of Quality- HB 19-1134 22-20.5-103 (a-g)

- **Began in Year 2, December-March. Finish in Year 3:** Identify and recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost;

- **Begin in Year 4, January-May:** Identify and recommend educator training for in-state approved programs of preparation for teachers and alternative teacher programs and recommended training for current educators, based on effective practices in other states, as well as recommendations from state and national organizations focusing on literacy.

- **Year 1, 2 and 3, September-May:** Provide recommendations to the department concerning the design and implementation of the pilot program. The working group shall analyze and integrate, as appropriate, the work and recommendations of other previous and ongoing state initiatives related to improving the identification and support of students who have dyslexia.

- Advance initial and substantial recommendations to final recommendations to continue to meet its charge
- Provide input and feedback to CDE on Dyslexia Pilot Program
- Continue the small working group work related to dyslexia awareness training recommendations
- Begin the small working group focused on educator preparation program recommendations

- READ Act
- Dyslexia Pilot
- DWG Annual Report timeline

- Presentation from Teacher Training small working group
  - Updated information
    - Move substantial recommendations to final recommendations
      - Objectives
      - Outcomes

- Small Group Discussions on subtopics and resources (Kathy and Jenny)
  - Discuss subtopics and resources and levels
  - Move substantial recommendations to final recommendations for subtopics

- Breakout Rooms
  - What are your thoughts on the subtopics?
  - What are your thoughts on the resources?
  - What are your thoughts on the 3 different levels of educational opportunities?

- # Comprehensive Assessment Chart

Comprehensive Assessment System

4 types of Assessments
- **Universal Screener** (Interim/Screening/Benchmark)
  - used to determine a student's risk for reading difficulties and the need for intervention. A universal screening applies to all students (CDE Dyslexia Handbook). READ Act approved interim assessments.
  - Analysis of Interim Screeners aligned with Indicators of Dyslexia
    - How well does your interim screener identify risk for dyslexia?
- **Formative**
  - used to measure to what extent students are learning the material/content they are being taught.
- **Progress monitoring**
  - used to determine whether progress following instruction is adequate or whether more intensive or different intervention is required (CDE Dyslexia Handbook).
- **Summative/Outcome**
  - look at instructional outcomes and often provide a "big picture" of instruction. Summative and outcome measures can help in identifying positive and concerning trends about how the comprehensive or systemic approach to literacy instruction is meeting the needs of all students, as well as specific subsets of students with identified risk (CDE Dyslexia Handbook)

Assessment Types	Response to Intervention (RTI)			READ Act Approved Diagnostic Assessments for instruction*	Comprehensive Diagnostic Evaluation for Dyslexia identification**
	Tier I	Tier II READ Plans-SRD	Tier III READ Plans-SRD	**READ Act Approved Diagnostic**- (on specific sub skill or skills after SRD identification)	Assessment/Evaluation History _____ _____ _____
Universal Screener (Interim/Screening/Benchmark) *READ ACT approved interim*	Fall	Fall	Fall		
Formative	Daily	Daily	Daily		

Utility of Interim Screener to Screen for Dyslexia

Recommendation #4

- The DWG recommends CDE use the revised rubric to review current READ Act interim assessments by July 2022 and share that information with the groups the DWG identified (i.e., CDE, college and teacher preparation programs, Colorado government agencies, and educator training opportunities). <mark>Following the review, the DWG recommends that CDE include a chart that indicates which subtests of approved interim measures assess specific dyslexia indicators.</mark>

Utility of interim screener to screen for dyslexia

The DWG researched dyslexia screening tools by analyzing other state plans and the content of the CDE Dyslexia Handbook. Based on that analysis, the DWG recommends five criteria for inclusion on a dyslexia screening tool.

The recommended criteria are:

- **Difficulty with phonological processing,** which impacts one's ability to effectively decode letters into blended sounds to form words. A fundamental phonological processing problem may block access to more advanced aspects of reading, such as word identification and comprehension.
- **Slow, inaccurate, or labored oral reading**, i.e., lack of reading fluency.
- **Difficulty with spelling,** as demonstrated in an inability to efficiently write the letters comprising words from memory; increased time needed to spell words; and spelling errors that may be apparent.
- **Difficulty with rapid naming** may be evident, making it difficult to quickly retrieve the speech sounds and the correct letter-order patterns required to be an efficient reader or speller.
- **Letter naming identification** as an important benchmark in winter kindergarten and spring and fall and winter for first grade.

DWG Recommendations

- 2021-2022 (Year 3)
- Annual Reports
- 2022
- DWG Recommendations
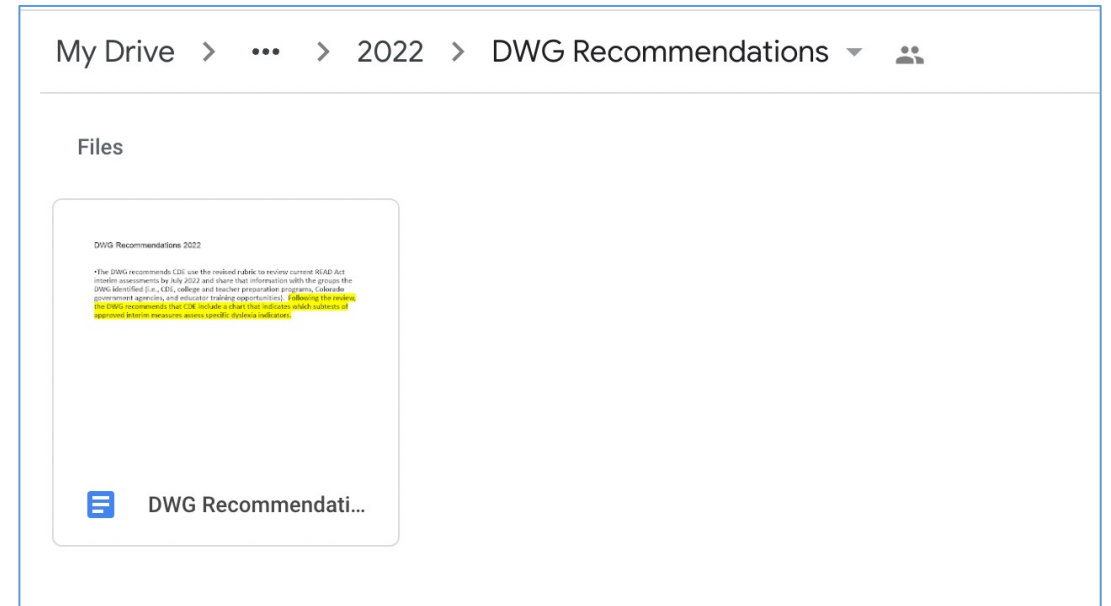
Next Meeting

May 23, 2022

Have a wonderful day!