COLORADO
Department of Education

Dyslexia Working Group
Virtual Meeting

February 25, 2022

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Meeting Objectives

- To ask questions of CDE around dyslexia and the READ Act
- To learn more about West Ed's work with the READ Act assessments
- To be informed of updates about the Dyslexia Pilot and provide feedback
- To hear informative presentations by and provide feedback to the Teacher Training and Assessment Protocols small working groups

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Meeting Activities

- 10:30
  - West Ed Presentation
- 11:30
  - Small working group presentations
    - Teacher Training
    - Assessment Protocol
- 12:30
  - Lunch
- 1:00- Small working group presentations continue
- 2:00- Wrap up

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Small Working Groups

- Small working group team leads (Tamara, Laura, and Kathy) meet with Debbie between DWG meetings
- Team leads form small groups based on next steps from DWG meeting
- Small groups meet and plan presentation for DWG, including clear objectives and guiding questions for feedback
- Small groups upload pre-meeting work in Google drive
- Small groups present at DWG meeting
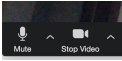
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Before Meeting Norms

- 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

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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
- Use of breakout rooms/small groups to honor all voices
- 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

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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

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Dyslexia Working Group Members

- Google Drive
- Dyslexia Working Group
- Meetings
- February Meeting
  - Agendas and Handouts
  - Pre-meeting review work

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https://www.cde.state.co.us/coloradoliteracy/codyslexiaworkgroup

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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

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

- **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;

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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 3, 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.

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2021 2022 School Year

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- 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.

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CDE Updates

- READ Act
- Dyslexia Pilot

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Teacher Training Small Working Group

- Presentation from Teacher Training small working group
- Small Group Discussions on outcomes, subtopics, and resources (Kathy and Jenny)

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Teacher Training Small Working Group

- Breakout Rooms
  - What are your thoughts on the different levels of training?
  - What are your thoughts on required vs. recommended?

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Assessment Protocol Small Working Group

- Review DWG resources
  - Potential Indicators of Dyslexia by Grade Level
  - Utility of Interim screener to screen for dyslexia
  - Comprehensive Assessments to Dyslexia Indicators Chart
  - Screening Flowchart for Dyslexia and in the MTSS Process
  - Parent Dyslexia Screening Information (April or May meeting)

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Potential Indicators of Dyslexia by Grade Level

Recommendation #2

- The DWG recommends that CDE embed the DWG's Potential Indicators of Dyslexia by Grade Level (see Appendix A) within existing Colorado and CDE initiatives identified in Recommendation #1 and share with the additional groups the DWG identified (college and teacher preparation programs, Colorado government agencies, and educator training opportunities). The purpose of the Indicators is to inform teachers about dyslexia screening and/or evaluation processes.

Appendix A

Potential Indicators of Dyslexia by Grade

Use this checklist to examine areas of struggle with students and children. Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Any indicators from current and previous grades can help inform decision making.

Preschool

Language
- ☐ Language delay (often earliest indicator)
- ☐ Trouble learning common nursery rhymes
- ☐ Mispronounced words; persistent baby talk
- ☐ Difficulty in learning/remembering names of letters/numbers
- ☐ Difficulty learning/remembering days of the week, numbers, or other sequences

Social/Emotional
- ☐ Expresses dislike for reading and other academic tasks
- ☐ Exhibits anxiety or frustration
- ☐ Avoidance behaviors

Pre-Reading/Early Literacy
- ☐ Failure to know letters in own name
- ☐ Difficulty learning sound-letter correspondences
- ☐ Lack of interest/appreciation/recognition of rhymes and rhyming patterns (cat, bat, rat)

Other
- ☐ Confuses left-right/dominant hand delay
- ☐ Difficulty remembering spoken directions
- ☐ Appears distracted, unfocused

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Slide 19

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). Following the review, the DWG recommends that CDE include a chart that indicates which subtests of approved interim measures assess specific dyslexia indicators.

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Slide 20

Utility of Interim screener to screen for dyslexia chart

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). Following the review, the DWG recommends that CDE include a chart that indicates which subtests of approved interim measures assess specific dyslexia indicators.

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Slide 21

Comprehensive Assessments to Dyslexia Indicators Chart

*Potential chart design – combine with interim/screening measures and which domains they assess first, followed by list of norm-referenced measures that can be used as part of comprehensive evaluation for dyslexia identification
*Chart to also include Spanish language interim/screening and norm-referenced measures

CDE Dyslexia Handbook – Section 3.3 Identifying Dyslexia
*Consider including/linking chart to this section of the dyslexia handbook

Recommended Reading Battery

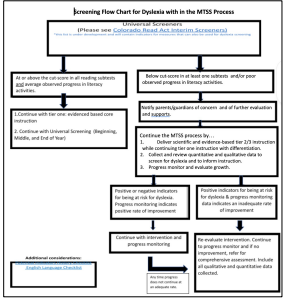| Skill Area	Specific Measures	Age/Grade Level	Test Description
Phonological Processing	1) CTOPP-2		*To be added for final chart*
Phonological Awareness	• Elision	Ages 4+	
	• Blending Words	Ages 4+	
	• Phoneme Isolation	Ages 7+	
	• Sound Matching	Ages 4-6	
	2) WIAT-4 Phonemic Proficiency	Grades PK+	
	3) KTEA-3 Phonological Processing	Grades PK+	
Verbal & Phonological Memory	1) CTOPP-2		
	• Nonword Repetition	Ages 4+	
	• Memory for Digits	Ages 4+	
Rapid Automatized Naming	1) CTOPP-2		
	• Rapid Letter Naming	Ages 4+	
	• Rapid Digit Naming	Ages 4+	
	• Rapid Color Naming	Ages 4-6	
	• Rapid Object Naming	Ages 4-6	
	2) KTEA-3		
	• Letter Naming Facility	Grades K+	
	• Object Naming Facility	Grades PK+	
Letter & Letter-Sound Knowledge	1) WIAT-4 Word Reading	Grades PK+	*Initial sections of these tasks include some letter & letter-sound items
	2) WJ-IV-Ach Letter-Word ID		
	3) KTEA-3 Letter & Word Recognition	Grades PK+	

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Breakout Rooms to Discuss

- Discuss for 3 to 5 minutes
- Come to consensus
- Share out with larger group
  - Laura
  - Kathy
  - Jenny

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Screening
Flow Chart for
Dyslexia
within the
MTSS Process

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Breakout Rooms to Discuss

- Discuss for 3 to 5 minutes
- Come to consensus
- Share out with larger group
  - Laura
  - Kathy
  - Jenny

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Next Meeting
April 18, 2022
Have a wonderful day!

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