

Ohio Dyslexia Committee

November 30, 2021

Ohio Department of Education

Committee Members Attending: LM Clinton, LaMonica Davis, Steve Griffin, Dana Hamilton, Melissa Spangler, Chinnon Jaquay, Mike McGovern, Amy Murdoch, Rebecca Tolson, Trevor Thomas, Olivia Weisman

Ohio Department of Education Presenters: LM Clinton-Program Administrator, Approaches to Teaching and Professional Learning, Sherine Tambyraja-Dyslexia Administrator

Department Staff Providing Information:

Recording Secretary: Kyaundra Ellis, Ohio Department of Education

Opening

Mike McGovern, Committee Chair, welcomed the committee members and called the meeting to order at 8:45 a.m. *Mike called roll.* A quorum was present to proceed with committee. Minutes from the October 26, 2021 meeting were approved.

Mike McGovern, Committee Chair noted that the next committee meeting which will take place, Wednesday, December 15. Mike also confirmed that the guidebook will go out for public comment once approved by the committee.

Sherine Tambyraja provided the committee with updates from the department and the Each Child Reads Grant. Sherine shared that the Department is taking a staggered approach to rolling out the guidebook and that it will be initially only shared out with major education associations. We will then review the feedback and revise accordingly before distributing for wider public comment in January. We have received 46 applications for the Each Child Reads Grant and interviews of the finalists will take place the following week. Grantees will work with the Regional Early Literacy Specialists to complete the Literacy Analysis Planning Guide comprehensive needs assessment.

Parent and Student Spotlight

The committee heard from Diana Rogers, a regional coordinator for High Schools that Work (HSTW) in the Northeast Ohio region. Diana shared her family's story of her grandson who was diagnosed with dyslexia in third grade. She shared their family's story of seeking support from their public school district and the challenges they faced in retaining sufficient support for his success. She shared her grandson's difficulties, both academically and social-emotionally.

Diana addressed the committee with the following recommendations:

- Radical changes in the Ohio's education system
- Radical changes in the school district's educational systems with funding and support to ensure implementation with fidelity
- Training ongoing for Orton Gillingham and a statewide network
- Annual summits to share best practices
- Financial support for families to use the Jon Peterson scholarship to seek resources for K-12 public education

Committee Discussion: Changes or edits to the guidebook

Infographics

The committee had a robust discussion around the infographic on page 7 and whether the graphic below should be used or if the committee would prefer to use an IDA infographic.

- It was mentioned to the committee that if they like the graphic shown, we can send to the communication department and have them create a graphic.

Tier 1 and Tier 2 screener

The committee had a robust discussion on whether to add fluency-based or “timed” to the list of criteria for tier 1 screeners.

Universal Screening (Tier 1 Dyslexia Screening)	Diagnostic Assessment (Tier 2 Dyslexia Screening)
<ul style="list-style-type: none">• Given to all students in K–6• Brief (3-5 minutes)• Standardized• Technically adequate (reliable, valid, demonstrate accuracy for predicting reading achievement)• Direct indicators of essential literacy skills• Given by classroom teachers with the support of other educators• Predictive of future reading outcomes through research-based skill levels and risk status• Alternate forms for screening three times per year and for ongoing progress monitoring	<ul style="list-style-type: none">• Given to all students who demonstrate a need or are at risk of dyslexia• Linked to Structured Literacy instruction• Standardized or informal, rather than teacher-created• Norm-referenced, criterion-referenced, or curriculum-based• Selected to clarify instructional need and inform instructional placement by answering specific problem-analysis questions• Individually administered• Connected to specific foundational skills

There was further discussion about

- the bullet point concerning administration time (3-5 minutes)
- and that under legislation, those who are in the universal screening pool for year 1 include children in kindergarten through grade 3. We will not screen higher grades unless there is a request from the parent or educators.

Open Q&A/comments

- Dana Hamilton, committee member stated that providing a separate parent section would be helpful

Q: Is the criteria listed for tier 1 screening is the criteria we will be using for a student in grades 4 through 12?

- It was suggested to take out the first bullet in general and place the guidance from the legislation and the committee on: Here is who is required to do this, here is who can do this, and here is who we recommend – our districts can build district point policies around the universal screeners they offer.
- The committee asked that before the guidebook goes out to vendors that all committee members see the assessment section first to determine any changes.

All committee members in attendance were in agreeance to keep brief, 3-5 minutes and add fluency

Q: Will KRA testing will still be required?

Response: Yes, the KRA is still required. Beginning in the 2022-2023 school year, the KRA and the Third Grade Reading Guarantee’s reading diagnostic must be administered by the 20th day of instruction of the school year for students in kindergarten. Keep in mind this date

change and the dyslexia support law's requirement of Tier 1 Kindergarten screeners to be administered in January for Kindergarten students.

Clarifying timing for intensive supports (P.29)

The committee had a robust discussion around clarifying the timing for intensive supports and whether a balanced approach to providing guidance without including strict and rigid instruction would be most appropriate.

Revisiting Appropriate Certification (pp. 4-5)

The committee had a discussion around adding completion of an International Multisensory Structured Language Education Council (IMSLEC) accredited program

- Completion of an [independent training program](#) or [higher education program](#) accredited by the International Dyslexia Association at the Accreditation Plus level
- Structured Literacy Dyslexia Interventionist Certification or Structured Literacy Dyslexia Interventionist Alternate Route Certification from the [Center for Effective Reading Instruction](#)
- Structured Literacy Dyslexia Specialist Certification or Structured Literacy Dyslexia Specialist Alternate Route Certification from the [Center for Effective Reading Instruction](#)
- Certified Academic Language Practitioner from the [Academic Language Therapy Association](#)
- Certified Academic Language Therapist from the [Academic Language Therapy Association](#)
- **6) Completion of an International Multisensory Structured Language Education Council (IMSLEC) accredited program**

All committee members in attendance agreed to add the IMSELC accredited program

The committee discussed the edit on appropriate certification as the following:

The Ohio dyslexia committee acknowledges that external accrediting organizations control the approval processes for programs to qualify for the certifications listed in section (A). ~~If an educator completed a program that was once approved by the accrediting organization but later is removed by the accrediting organization, the educator will no longer be considered certified.~~ If a program is added by the accrediting organization, educators completing that program will then be considered certified so long as they completed the program according to what is approved by the accrediting organization.

- All committee members in attendance agreed to edit the definition of appropriate certification

The committee also discussed the clarification of accreditation and certification.

Clarification of CEUs

The committee had a discussion on the clarification of CEUs. The Committee recommends that after the district identifies the educator(s) who will have certification, the district will assume responsibility for ensuring the individual(s) maintain their certified status. If the program that their initial certification was granted through is no longer on the approved list, the district will ensure that the individual completes CEUs that are aligned with Structured Literacy, with training that is equivalent to 10 contact hours/year.

Number of Certified Educators

The committee had a discussion around ratios. Should the guidebook specify:

- Appropriate ratios in school buildings for students to certified teachers
- Recommend who should be certified

Committee members discussed what would be manageable for our districts both small and large and what this looks like in different scenarios and that clarity is important

Options discussed included:

- Don't make a recommendation, clarify that this is a decision that districts should determine for themselves
- Make a recommendation
- Hold off until results from the cost study analysis and some ECR grant data comes in to better understand the financial ramifications

Open Q&A/comments

The committee discussed the following questions:

Q: Would it be feasible to base ratios per building versus students?

Q: Who are the individuals who are to be certified? How can they best serve our student body? We need to understand the "Why" behind it all

- It is important to MAP It out when it comes to certified individuals and ratios

The committee discussed whether it would be very difficult to prescribe specific ratios as needs across schools may be quite different..

Professional Learning Recommendations

Melissa Spangler, Olivia Wiseman, and Michelle Elia presented to the committee recommendations for professional learning. The committee then had a robust discussion around the professional learning recommendations and how they would also be great for higher education, school psychologists and therapist.

- We need to clearly define the difference between training vs. certification to the districts. The following are the recommendations from Melissa, Olivia, and Michele:
- Accept the IDA list of accredited programs
- Maximum 18 hours
- Ohio Department of Education to create a free professional development option (Intensive, Data -driven, job embedded, classroom focused)
- The department would pay a course writer
- Department literacy team to have opportunities to provide feedback
- Committee to approve final product
- Free professional development to be provided online

The committee had a robust discussion around the timeline for professional development.

Open Q&A/comments

The committee discussed the following questions

- What about new teachers who start after the 2023-2025 timeline outlined in the law
- Will all professional development to be the same for all teachers across age bands?
- Do we recommend that each district adopt a plan to support ongoing learning in this area for all teachers?
- How do we ensure the learning curve for teachers moving from one district to another?

Should we recommend:

- Training for general education teachers in grades 4-12
- For the teachers in grades 4-12, I think extending this to the special area teachers. We should provide what that should look like for continued learning educators
- We may want to create a scope and sequence for this training
- Use the same professional development developer as the K-3 course
- School psychologists/SLPs also need the science of reading and other training teachers received

Action Items

The committee had a voting quorum based on the four action items for the guidebook going out for public comment.

Action Item 1: Approve process for developing list of professional development aligned to guidebook.

- All committee members voted to approve the process for developing a list of professional development that is aligned with the guidebook.

Action Item 2: Vote on total number of clock hours of instruction in approved courses

- Mike McGovern, Committee chair voted for 18 hours as recommended. All committee members in attendance were in agreeance.

Action 3: Vote to approve guidebook to go out for initial review by associations, understanding that this is an initial draft with some incomplete sections, and knowing that further changes will need to be made

- All committee members voted to approve
- One suggestion is to add in a section for students who are Deaf/Hard-of-Hearing

Action 4: Discuss 2022 meeting schedule

- Mike McGovern, Committee Chair stated that the committee would meet a bit more often, however, once things solidify, we can scale back
- The committee agreed to continue to meet the last Tuesday of each month through June 2022

Q: would we have the option of going back to virtual meetings?

- Mike McGovern stated that yes, however you would not be able to vote. Mike is okay with virtual options.

Don't forget that questions can always be directed to dyslexia@education.ohio.gov

Public comments

The committee heard from Michelle Hostetler, Director of Instruction. Michelle informed the committee how appreciative she is for the work the committee is doing. Michelle stated her concern on screeners and being able to train her teachers from K-8 grade. A high percentage of students in her district are considered gifted. Michelle also stated that she had 36 teachers volunteer for the LETRS training.

Next steps

The next meeting will be in person on December 15, 2021.

Adjournment

Chairman Mike McGovern adjourned the meeting at 3:30.