

# Ohio Dyslexia Committee

July 27, 2021

## Ohio Department of Education

**Committee Members Attending:** LaMonica Davis, Dana Hamilton, Melissa Spangler, Chinnon Jaquay, Mike McGovern, Amy Murdoch, Rebecca Tolson, Olivia Weisman

**Ohio Department of Education Presenters:** Melissa Weber-Mayrer- Director, Beth Hess- Assistant Director, Literacy, Bernadette Laughlin- Educational Program Specialist

**Recording Secretary:** Kyaundra Ellis, Ohio Department of Education

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### Opening

Beth Hess, Assistant Director of Literacy, welcomed the committee members and called the meeting to order at 8:50 a.m. *Beth called roll.* A quorum was present to proceed with committee.

**Committee chair-** Mike McGovern moved to approve the May 2021 Ohio Dyslexia Committee minutes. All committee members seconded the motion. Minutes were approved.

### Parent and Student Spotlight

Allison Faulk, an Occupational Therapist from Dublin City Schools, shared her story of three generations having dyslexia. Allison also gave a few recommendations to the Dyslexia committee. Allison recommended:

- Early assessment (prior to grade 3)
- Reading Specialists to be certified dyslexia providers
- 45- 60 minutes a day of intensive intervention provided to students identified as dyslexic

### Report from the Department

Melissa Weber-Mayrer gave an update on the Dyslexia Administrator position. The candidate has a PhD in reading difficulties in young children.

### Committee Discussion

#### Item 1: Certification

ORC 3323.25

(2) "Appropriate certification" means either of the following:

(a) Certification at a certified level, or higher, from a research-based, multi-sensory structured literacy program;

(b) Any other certification as recognized by a majority vote of the Ohio dyslexia committee.

Committee member Melissa Spangler and Department assistant director Beth Hess gave an overview of recognizing other certifications for appropriate certification.

The following accreditation organizations and protocol were discussed: International Dyslexia Association, Center for Effective Reading Instruction and Academic Language Therapy Association.

**International Dyslexia Association (IDA)** approves accreditation for training programs in two levels: Accreditation and Accreditation Plus. Both accreditation and accreditation plus include University programs, as well as independent training programs.

## Accreditation

- Prepare educators as general classroom teachers and support personnel for whole group or small group instruction in the general education context
- Programs provide evidence that their curriculum is adequately aligned with the IDA's Knowledge and Practice Standards sufficient for candidates to pass the KPEERI exam

*Note: It was not yet recommended by the committee to include or exclude programs with accreditation status at the July meeting. Further research and discussion were requested.*

## Accreditation Plus

- Prepare candidates to provide **targeted or intensive reading interventions** that reflect the principles and practices of **Structured Literacy to individual and small groups of students** with primary need for remediation of **decoding-strand skills**.
- Programs provide evidence that their curriculum is adequately aligned with the IDA's Knowledge and Practice Standards sufficient for candidates to pass the KPEERI exam
- Programs require at least one supervised practicum implemented by credentialed faculty

*Note: The committee discussed including programs with accreditation plus status.*

## Q&A/comments

**Q:** Between the list of Accredited versus accredited plus, what would be the difference in their capacity to serve students?

**A.** The difference between accreditation and accreditation plus is the practice and supervision component of the practicum and often the depth of the professional development. Some accredited programs have a practicum, but the practicum may not meet the criteria the International Dyslexia Association uses in their rubric. Many of the programs with accreditation plus status are trainings tied directly to intervention programs, while several of the programs with only accreditation status are trainings aligned to structured literacy as an approach but not necessarily tied to a specific intervention program.

**Q:** Are there other colleges that are going to be added to this list?

**A.** There has been an increase in institute of higher education interested in this work, however, it depends on whether they go through International Dyslexia Association accreditation process.

**Center for Effective Instruction (CERI)** certifies individuals in the following three categories:

- Structured literacy classroom teacher certificate
  - Bachelor's degree or higher is required
  - Minimum of 45 training hours focused on the Knowledge and practice standards for teachers of reading
  - Passing score on KPEERI exam

*Note: The committee discussed excluding the structured literacy classroom teacher certificate.*

- Structured literacy dyslexia interventionist certification
  - Bachelor's degree or higher required
  - Requires 90 training hours (45 hours focused on KPS; 45 hours focused on assessment, progress monitoring, lesson planning, and lesson delivery)
  - Practicum with 1 student
  - Passing score on KPEERI

*Note: The committee discussed including structured literacy interventionist certification.*

- Structured literacy/dyslexia specialist certification
  - Bachelor's degree or higher required
  - Minimum of 135 training hours (45 hours focused on KPS; 45 hours focused on assessment, progress monitoring, lesson planning, lesson delivery; 45 hours focused on assessment, progress monitoring, lesson planning, lesson delivery associated with comprehension and writing)
  - Practicum with 3 heterogenous students
  - Passing score on KPEERI

*Note: The committee discussed including structured literacy/dyslexia specialist certification.*

**Academic Language Therapy Association (ATLA)** certifies individuals in language therapy in two categories.

- Certified Academic Language Practitioner (CALP)
  - Bachelor's degree or higher
  - Completion of comprehensive teacher level training in multisensory structured language education (minimum 45 instruction hours, 60 clinical hours, 5 demonstrations)
  - Acceptable performance on ALTA competency exam
- Certified Academic Language Therapist (CALT)
  - Bachelor's degree or higher required
  - Completion of comprehensive teacher level training in multisensory structured language education (minimum 200 instruction hours, 700 clinical/ teaching hours and 10 demonstrations)
  - Acceptable performance on ALTA competency exam

*Note: The committee discussed including both the practitioner and therapist certifications.*

**Certificate programs not affiliated with an accrediting or certifying organization:**

- University certificate programs
- Independent certificate programs

*Note: The committee discussed excluding certificate programs not affiliated with an accrediting or certifying organization. The committee discussed that these programs may be of high quality but there would be no way to ensure that quality. The programs can choose to participate in the accreditation process to be used as certification programs for these purposes.*

The committee discussed which criteria from other certifications should be included in the dyslexia guidebook. The committee plans to vote on the definition of “appropriate certification” at the August committee meeting.

## Item 2: Multi-Sensory Structured Literacy Certification Process

The committee had a brainstorming session on the process to include in the dyslexia guidebook to support districts in establishing a multi-sensory structured literacy certification process for K-3 teachers based on the following model:



## Item 3: Multidisciplinary Teams

The committee discussed multidisciplinary teams using the following questions:

1. Should the Intervention Assistance Teams be leveraged and connected to the multidisciplinary teams that support the identification, intervention, and remediation of dyslexia?
2. Should the committee's guidance list specific positions?
3. How is the committee defining "identification"?
4. Are different teams needed for screening, intervention, and identification?

### Considerations for question 1.

- Use existing team for all three
- Reinforce legal requirements
- Identify student's w/dyslexia or potential dyslexia student
  - This team would change depending on the student "at risk."
- Involve school psychologists, counsellors, and gifted teachers
- Connect work to literacy improvement

### Considerations for question 2.

- Statute requires the inclusion of a "stakeholder." Who is this stakeholder?  
Discussion- anyone certified with psychology, speech-language pathology, or a person with expertise in dyslexia assessment
- Stakeholder could potentially come from neighboring school/district/ESC for expertise
- Potential members:
  - General education teacher
  - Reading teacher
  - Intervention specialist
  - Administrator
  - English learner teacher
  - Parent
  - School phycologist
  - Speech language therapist
- Build a tool or monitoring system

**Considerations for question 3.**

- Identification is dependent on local process in place and knowledge of multidisciplinary team
- Other factors beyond assessment are needed in an identification process, such as family history

**Considerations for question 4.**

- Committee members will send ideas from their schools and agencies on this point because each building may look different depending on screening, intervention, and identification.

**Public comments**

There were no public comments.

**Next steps**

The next meeting will be in person on August 31, 2021.

**Adjournment**

Mike McGovern adjourned this meeting. There were no objections and the meeting adjourned at 2:30 pm.