



State of Connecticut

The Connecticut General Assembly

**Task Force to Analyze the Implementation of Laws Governing
Dyslexia Instruction and Training
Special Act 19-8**

FINAL REPORT of FINDINGS and RECOMMENDATIONS

DECEMBER 31, 2020

**Co-Chairpersons
Jule McCombes-Tolis, Ph.D. and Allison M. Quirion**

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ESTABLISHMENT of the TASK FORCE

The Task Force to Analyze the Implementation of Laws Governing Dyslexia Instruction and Training (“Task Force”) was established with the passage of [Special Act 19-8](#), during the 2019 Legislative Session of the Connecticut General Assembly, in response to parent, teacher, advocates and student [testimonies in support of Senate Bill 1067](#), concerning the implementation of current Connecticut dyslexia legislation.

The current laws governing dyslexia instruction and training in Connecticut are as follows¹:

[PUBLIC ACT 14-39](#)

- Amends the Individualized Education Program Form to include "Specific Learning Disability/Dyslexia" as a Primary Disability.
- On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall (1) be incorporated into requirements of student major and concentration, and (2) on and after July 1, 2015, include the detection and recognition of, and evidence-based interventions for students with dyslexia.

[PUBLIC ACT 15-97](#)

- Directs the Commissioner of Education to designate an employee of the DOE to provide information and assistance to parents and the BOE relating to the detection, recognition and evidence-based structured literacy interventions for students with dyslexia.
- Defines dyslexia as articulated within DOE’s IEP Manual & Forms.
- Enhances P.A. 14-39 by requiring no fewer than 12 clock hours of instruction to address dyslexia in pre-service educator preparation programs.
- Adds dyslexia in-service teacher PD.
- Directs the DOE to develop or approve a reading assessment for use by local BOE, which includes "identifying, in whole or in part, students at risk for dyslexia . . . or other reading-related learning disabilities".

[PUBLIC ACT 16-92](#)

- Adds the requirement, on and after July 1, 2017, for any (1) certified employee applying for a remedial reading, remedial language arts or reading consultant endorsement, or (2) applicant for an initial, provisional or professional educator certificate shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.

[PUBLIC ACT 17-3](#)

- Adds the requirement, on and after July 1, 2018, any (1) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (2) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.

All recommendations were voted on and unanimously approved by the members of the Task Force, unless otherwise specified.

The Task Force recommends that the Connecticut State Department of Education file a report with the General Assembly one year from the submission date of this report on the status of recommendations articulated here.

¹ Additional information and resources can be found on the Connecticut State Department Website: [CSDE: SLD/DYSLEXIA](#)

ACKNOWLEDGEMENTS

First and foremost, we would like to acknowledge the members of this Task Force who, despite the impact of the global coronavirus pandemic on our nation's schools and families, steadfastly volunteered their time and shared their expertise to advance the charges entrusted to us by the Connecticut General Assembly. Members' ability to seamlessly adapt to the shift from in-person to remote meetings, their commitment to collaborating within and across committees, and their willingness to engage in collegial debate with others whose opinions differed at times from their own is what enabled this Task Force to be so productive in the face of uncertain times. To our colleagues, we say "thank you".

We would also like to thank Drs. Louise Spear-Swerling and Devin Kearns for volunteering to share their expertise on matters pertaining to Structured Literacy and Dyslexia. Early presentations that each delivered to members of the Task Force helped to establish a foundation upon which our work was based. Their written contributions are invaluable to helping readers to better understand the rationale for our work.

Appreciation is extended to Jeanie Phillips, staff member to the Task Force, who provided invaluable support and guidance concerning the procedural requirements associated with carrying out the work of this Task Force, administrative leadership related to a wide range of scheduling demands and facilitated numerous information requests on behalf of the Task Force.

TASK FORCE MEMBERSHIP & MEETING CALENDAR

Jule McCombes-Tolis, Ph.D., Task Force Co -Chair

Fairfield University
 Appointed by: Majority Leader of the House of Representatives
Subcommittee(s):
 Data Collection
 Co-Chair, Higher Education Mandates & Compliance

Allison Quirion, Task Force Co-Chair

Parent, Decoding Dyslexia Connecticut
 Appointed by: President Pro Tempore of the Senate
Subcommittee(s):
 Data Collection
 Co-Chair, Higher Education Mandates & Compliance

Laura Carl

Decoding Dyslexia Connecticut
 Appointed by: Majority Leader of the Senate
Subcommittee(s):
 Educator Competencies

Fumiko Hoeft, Ph.D.

University of Connecticut
 Appointed by: Minority Leader of the Senate
Subcommittee(s):
 K-3 Screening

Rachael Gabriel, Ph.D.

University of Connecticut
 Appointed by: Governor
Subcommittee(s):
 Higher Education Mandates & Compliance
 National Landscape

Bryan Klimkiewicz

CT Department of Education
 Appointed by: Commissioner of Education
Subcommittee(s):
 Data Collection
 K-3 Screening

Amy Geary, M.Ed.

Montville Public Schools
 Appointed by: Speaker of the House of Representatives
Subcommittee(s):
 Educator Competencies

Laura Reynolds, Ph.D.

Southern CT State University
 Appointed by: Governor
Subcommittee(s):
 Higher Education Mandates & Compliance
 National Landscape

Alissa Heizler Mendoza

Parent
 Appointed by: Minority Leader of the House of Representatives
Subcommittee(s):
 Chair, K-3 Screening

Judith Rosenfield

Parent
 Appointed by: Speaker of the House of Representatives
Subcommittee(s):
 Educator Competencies

Allison Van Etten

Stonington Public Schools
 Appointed by: President Pro Tempore of the Senate
Subcommittee(s):
 Chair, Educator Competencies

Task Force Meeting Calendar All Meetings scheduled 10:00 a.m.-12:00 p.m. Meeting Information and Related Resources: Task Force Website		
October 17, 2019 Room 2A of the LOB	November 21, 2019 Room 1C of the LOB	December, 2019 No Meeting.
January 16, 2020 Room 1E of the LOB	February-May Legislature in Session: No Meetings	June 18, 2020 Virtual
July 16, 2020 Virtual	August, 2020 No Meeting	September 17, 2020 Virtual
October 15, 2020 Virtual	November 19, 2020 Cancelled	December 17, 2020 Virtual

SNAPSHOT of TASK FORCE 19-8 RECOMMENDATIONS²

EDUCATOR PREPARATION PROGRAM COMPLIANCE & INSERVICE TRAINING AND PROFESSIONAL DEVELOPMENT

1. Task the Connecticut State Board of Education and the Connecticut State Department of Education with the responsibility of monitoring and determining Educator Preparation Programs compliance with dyslexia-specific statutes utilizing Task Force approved Educator Preparation Program Candidate Outcomes and Compliance Targets (Appendix D) and Audit Protocol framework (Appendix E); **and/or** amend Connecticut's Agreement with the Council for the Accreditation of Educator Preparation (or other accrediting body agreement) to require a review of Educator Preparation Program's compliance with Connecticut dyslexia-specific statutes into accreditation decisions. (Articulated Recommendation 1.1a)
2. Task the Connecticut State Department of Education to revise existing Certification Checklists to include documentation that applicants for a Connecticut certification, including out of state applicants, have met pre-service dyslexia-specific statutory requirements as part of their required major and concentration coursework AND Require Educator Preparation Programs to complete a revised Certification Checklist. (Articulated Recommendations 1.2a & 1.2b)
3. The Connecticut State Department of Education and The Connecticut State Board of Education to Adopt Audit Protocol Frameworks aligned with approved Candidate Outcomes and Compliance Targets, as developed and approved by this Task Force (Appendix E). (Articulated Recommendation 1.3a)
4. The Connecticut State Department of Education to establish a Dyslexia In-Service Training and Professional Development Advisory Committee. (Articulated Recommendation 1.4a)

LITERACY CONTENT KNOWLEDGE AND PEDAGOGY CANDIDATES SHOULD ATTAIN

5. The Connecticut State Department of Education and The Connecticut State Board of Education to Adopt Candidate Outcomes and Compliance Targets as developed and approved by this Taskforce (Appendix D). (Articulated Recommendation 2.1a)
6. The Connecticut State Department of Education to review and refine the Capitol Region Education Council and State Education Resource Center webinar modules to align with Educator Preparation Program Candidate Outcomes/Compliance Targets (Appendix D). (Articulated Recommendation 2.1b)
7. The Connecticut State Department of Education and/or The Connecticut General Assembly to establish a Connecticut Higher Education Collaborative. (Articulated Recommendation 2.1c)
8. Task the Connecticut State Department of Education to develop/adopt an annotated listing of sample course assignments and accompanying evaluation rubrics. (Articulated Recommendation 2.1d)
9. Task the Connecticut State Department of Education to adopt the approved Structured Literacy Educator Competencies (Appendix F). (Articulated Recommendation 2.1e)

² Summary reflects the order of charges presented in SA 19-8. Recommendations are articulated in full beginning on Page 7.
Final Report of Task Force 19-8/December 2020

10. Connecticut to increase the minimum 12 clock hours (required by Public Act 15-97) for Elementary K-6 educators, in order to permit adequate candidate preparation related to Task Force approved Structured Literacy competencies. (Articulated Recommendation 2.2e)

SUPERVISORS OF PRACTICUM AND STUDENT TEACHING: REMEDIAL READING AND SPECIAL EDUCATION

11. Ensure Structured Literacy practicum and student teaching **supervisors** meet minimum knowledge, skill, and experience criteria approved by the Task Force. (Charge-Aligned Recommendation 5.1a)

12. Amend Subsection (i) of section 10-145d of the Connecticut General Statutes to add “student teaching” so that the statute also applies to candidates seeking an initial certification in Special Education. (Articulated Recommendation 5.2a)

K-3 SCREENING

13. Task the Connecticut State Department of Education to reorganize and populate the *Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments (October, 2019)* with a revised Menu as outlined in Appendix G and these recommendations. (Articulated Recommendations 6.1a,6.1b, 6.1c, ,6.2a & 8.2a)

14. Amend §10-14t of the Connecticut General Statutes to incorporate recommendations of the Task Force regarding screening. (Articulated Recommendations 7.1a & 7.2a)

CHARGES with FINDINGS & ARTICULATED RECOMMENDATIONS

The following recommendations are organized by Charge. Readers who wish to understand the rationale for raising the recommendation are encouraged to reference the discussion in Appendix C.

CHARGE 1:

The task force *shall* examine and make recommendations on whether:

- (1) institutions of higher education in the state are complying with the licensure requirements set forth in (A) subsection (e) of section 10-145a of the general statutes, specifically as said subsection relates to the twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, and (B) subsection (i) of section 10-145d of the general statutes, specifically as said subsection relates to a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, and
- (2) the current in-service training and professional development models are appropriate to provide in-service training and professional development for teachers with the knowledge and understanding to meet the needs of dyslexic students in accordance with subsection (a) of section 10-220a of the general statutes and section 10-148a of the general statutes.

FINDING 1.1:

No agency (public or private) presently assumes responsibility for monitoring and determining Educator Preparation Program compliance with Connecticut dyslexia-specific statutes.

RECOMMENDATION 1.1a:

Task the Connecticut State Board of Education and the Connecticut State Department of Education with the responsibility of monitoring and determining Educator Preparation Programs compliance with dyslexia-specific statutes utilizing Task Force approved Educator Preparation Program Candidate Outcomes and Compliance Targets (Appendix D) and Audit Protocol Frameworks (Appendix E); and/or amend Connecticut's Agreement with the Council for the Accreditation of Educator Preparation (or other accrediting body agreement) to require a review of Educator Preparation Program's compliance with Connecticut dyslexia-specific statutes into accreditation decisions.

FINDING 1.2:

No agency, including the Connecticut State Department of Education, verifies or confirms that applicants applying for a Connecticut teaching license/certification have met Connecticut dyslexia-specific statutory requirements as part of the State certification application review process.

RECOMMENDATION 1.2a:

Task the Connecticut State Department of Education to revise existing Certification Checklists to include documentation that applicants for a Connecticut certification, including out of state applicants,³ have met pre-service dyslexia-specific statutory requirements as part of their required major and concentration coursework:

- a. All Certifications (including cross-endorsements): Not fewer than twelve clock hours (1 Credit) of instruction in the detection and recognition of, and evidence-based structured literacy interventions

³ Additional consideration needs to be given how out of state applicants will be supported in meeting statutory requirements (e.g. complete online modules). This is essential to ensure that out of state applicants possess the equivalent knowledge/skill as in-state applicants prior to being approved for certification.

for, students with dyslexia.

- b. Remedial Reading (#102 and #097) and Special Education (#165): In addition to (a), above, has completed a program of study in the diagnosis and remediation of reading and language arts that includes:
- Instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
 - Supervised practicum hours in the detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia.

RECOMMENDATION 1.2b:

Require Educator Preparation Programs to complete a revised Certification Checklist (see Recommendation above), to include documentation that applicants have met pre-service dyslexia-specific statutory requirements as part of their required major and concentration coursework, when recommending program candidates to the Connecticut State Department of Education.

FINDING 1.3:

Compliance measures, audit procedures and frameworks do not presently exist for Connecticut’s Educator Preparation Programs with regard to dyslexia- specific educator preparation requirements. Due to the lack of any frameworks, data that was provided by Connecticut State Department of Education was not adequate to fully support evaluation and provide a conclusive determination regarding compliance.

RECOMMENDATION 1.3a:

The Connecticut State Department of Education and The Connecticut State Board of Education to Adopt Audit Protocol Frameworks aligned with approved Candidate Outcomes and Compliance Targets, as developed and approved by this Task Force (Appendix E).

Please also see Finding 2.1 and affiliated recommendations.

FINDING 1.4:

Guidelines, approved models and evaluation rubrics do not presently exist in Connecticut for in-service Structured Literacy training and professional development; as such, it was not possible to fully evaluate the appropriateness of existing professional development offerings.

RECOMMENDATION 1.4a:

The Connecticut State Department of Education to establish a Dyslexia In-Service Training and Professional Development Advisory Committee tasked with the following:

- Develop an in-service training and professional development evaluation rubric that reflects the effective best practices for in-service and professional development that:
 - Ensures professional development is sustained and ongoing
 - Ensures professional development be applied in practice, and in doing so, must provide educators with the opportunity to engage in hands-on, applied activities
 - Ensures professional development is (a) directly relevant and applicable to individual teacher needs; and, (b) builds on teachers’ previous knowledge and experience
 - Ensures professional development includes opportunities for extended learning and skill development
 - Allows administrators to evaluate the use of time and school schedules to increase opportunities for professional learning and collaboration, including participation in professional learning communities, peer coaching, collaborative planning and observations

- across classrooms
- Develop sample models which include content aligned with the approved Structured Literacy Educator Competencies (Appendix F) for use by districts that:
 - Includes Professional Educator Competencies as recommended
 - Includes instructional strategies/routines to be taught and supported by the educator competencies, with consideration for Elementary, Special Education and Remedial Reading contexts
 - Includes a menu of best practice representations anchored to the approved educator competencies, that could be incorporated into professional development
 - Provides consideration for alignment with district and school goals
 - Includes differentiation to address the educator’s individual needs and build upon their current foundation of knowledge and skills
 - Develop an evaluation rubric to determine appropriateness of Structured Literacy in-service professional development models being offered in Connecticut and consideration for alignment with educator competencies standards.

RECOMMENDATION 1.4b:

Policymakers may provide flexible funding for continuing in-service and professional development opportunities that include sustained engagement, collaboration, mentoring, and coaching components, as well as institutes, workshops and seminars.

CHARGE 2:

The Task Force *may* make recommendations on the literacy content knowledge and pedagogy that candidates in programs of teacher preparation leading to professional certification should obtain in order to be able to effectively and consistently meet the needs of students at risk for reading failure, including students with dyslexia.

FINDING 2.1:

There are presently no Structured Literacy content knowledge and pedagogy targets for Connecticut’s educators.

RECOMMENDATION 2.1a:

The Connecticut State Department of Education and The Connecticut State Board of Education to Adopt Candidate Outcomes and Compliance Targets as developed and approved by this Taskforce (Appendix D).

RECOMMENDATION 2.1b:

The Connecticut State Department of Education to review and refine the Capitol Region Education Council and State Education Resource Center webinar modules to align with Educator Preparation Program Candidate Outcomes/Compliance Targets (Appendix D)

RECOMMENDATION 2.1c:

The Connecticut State Department of Education and/or The Connecticut General Assembly to establish a Connecticut Higher Education Collaborative designed to provide Educator Preparation Programs and higher education faculty with access to training, information, materials, peer, and technical support designed to support their efforts to prepare certification candidates to meet Task Force approved Educator Preparation Program Candidate Outcomes/Compliance Targets. (Appendix D)

RECOMMENDATIONS 2.1d:

Task the Connecticut State Department of Education to develop/adopt an annotated listing of sample course assignments and accompanying evaluation rubrics, aligned with Structured Literacy Educator Competencies (Appendix F) and Educator Preparation Program Candidate Outcomes/Compliance Targets (Appendix D) for higher education faculty to review and consider for adoption and implementation⁴.

RECOMMENDATION 2.1e:

Task the Connecticut State Department of Education to adopt the approved Structured Literacy Educator Competencies (Appendix F) as educator preparation targets. These competencies are discipline specific and identify the competencies that educators belonging to the following categories must be prepared to demonstrate: *all* teacher preparation candidates, *all* Remedial Reading, Remedial Language Arts or Reading Consultant certification candidates, *all* Comprehensive Special Education or Integrated Early Childhood and Special Education certification candidates, and *all* Elementary K-6 educator certification teacher preparation candidates.

FINDING 2.2:

The Task Force's recommended Educator Competencies for Elementary K-6 teachers cannot be adequately addressed within 12 clock hours. Educator Preparation Programs will need to factor in *more than* the current minimum of 12 clock hours when addressing the preparation needs of these candidates.

RECOMMENDATION:2.2a:

Connecticut to increase the minimum 12 clock hours (required by Public Act 15-97) for Elementary K-6 educators, in order to permit adequate candidate preparation related to Task Force approved Structured Literacy competencies content

CHARGE 3

The Task Force *may* make recommendations on the development of a Connecticut reading standards matrix that reflects national standards, current research on the science of reading, Connecticut Common Core State Standards, Connecticut Academic Standards, content covered by the Foundations of Reading Assessment and any Connecticut regulations pertaining to reading.

FINDING 3.1

The Task Force was not able to formally address the development of a Connecticut reading standards matrix because it was first necessary to identify core knowledge and competency indicators for educators related to the legislative charge. (Appendices D and F)

The Taskforce was able to develop a comprehensive set of Educator Competency Standards, by certification type, but was not able to explore and raise recommendations related to the development of a reading standards matrix.

⁴ The International Dyslexia Association's Knowledge and Practice Standards includes examples of coursework expectations that may serve as a reference for an annotated list of sample course assignments.

CHARGE 4:

The Task Force *may* make recommendations on methods to ensure that teachers possess an appropriate level of knowledge to teach the literacy content knowledge and pedagogy referenced within the standards matrix.

FINDING 4.1:

While there is consensus on the content knowledge that should be included in the preparation of educators, there is little consensus in the research literature about methods for preparing candidates.

The Taskforce was not able to explore this matter sufficient to raise and advance recommendations.

FINDING 4.2:

Research demonstrates recognition that a wide range of factors influence teacher effectiveness before, at, and after certification, although legislation focuses primarily on pre-service content coverage and tests of knowledge.

The Taskforce was not able to explore this matter sufficient to raise and advance recommendations.

CHARGE 5:

The Task Force *may* make recommendations on supervised practicum methods that provide professors with the knowledge they need to supervise candidates in programs of teacher preparation in a practicum with an at-risk reader and be a qualified coach or mentor during such practicum.

FINDING 5.1:

Practicum and student teaching supervisors appointed by Educator Preparation Programs are not presently required to demonstrate specific competencies (knowledge, skill, experience) related to Structured Literacy. Recommendations below refer to practicum and student teaching supervisors appointed by Educator Preparation Programs, not to district-based cooperating teachers.

RECOMMENDATION 5.1a:

Ensure Structured Literacy practicum and student teaching **supervisors** meet minimum knowledge, skill, and experience criteria approved by the Task Force, as summarized here:

- Knowledge of reading acquisition and the principles and practices of Structured Literacy, as demonstrated by each of the following:
 - Passing score on the Connecticut Reading Specialist Exam within one year of their first term of appointment;
 - Active Connecticut certification;
 - Minimum of a Master's degree in Remedial Reading or a closely related field; and
 - Documentation of how the supervisor acquired specific knowledge about the principles and practices of Structured Literacy.
- Skill in practicum supervision of reading interventionists, coaching reading interventionists; and, evaluating reading interventionists, as demonstrated by:
 - Transcript or resume documenting professional preparation in each of the following areas: practicum supervision of reading interventionists; coaching reading interventionists; and, evaluating reading interventionists.
- Practical experience minimum three years of intervention experience, as documented on transcript or resume:

- Intervention Experience: experience delivering Structured Literacy interventions for students with remedial reading needs, including those with profiles characteristic of dyslexia.

Preferred to also include:

- Consulting Experience: experience with schools/districts re: designing, implementing and monitoring the provision of KPS-aligned Structured Literacy interventions for students with remedial reading needs, including those with profiles characteristic of dyslexia.
- Supervision Experience: experience supervising teacher candidates in delivering Structured Literacy interventions for students with remedial reading needs, including those with profiles characteristic of dyslexia.

FINDING 5.2:

Connecticut General Statutes subsection (i) of Section 10-145d, does not align with the Regulations of the Connecticut State Board of Education: Regulations Concerning State Educator Certificates, Permits and Authorizations, which address both Practicum *and* Student Teaching. Practicum is engaged by certified educators pursuing *additional* certifications/endorsements and Student Teaching is engaged by candidates pursuing their first or initial certification.

RECOMMENDATION 5.2a:

Amend Subsection (i) of section 10-145d of the Connecticut General Statutes to add “student teaching” so that the statute also applies to candidates seeking an initial certification in Special Education and reads as follows:

***Special Education:** (2) (A) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes **supervised practicum hours/student teaching** and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.*

CHARGE 6:

The Task Force *may* determine whether the Department of Education's "Approved Menu of Research Based Grades K-3, Universal Screening Reading Assessments (June 2018)" meets the requirements of section 10-14t of the general statutes.

FINDING 6.1:

After review of the CSDE Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 2019) and other Connecticut State Department of Education reports, the "Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments":

- None of the assessments listed in either Section 1 or Section 2 of the Approved Menu measure the five abilities (phonics, phonemic awareness, fluency, vocabulary, and [reading] comprehension) for all grades K-3;
 - Two assessments listed in the General Outcome Measures (GOMs) of the Approved Menu (aimswebPlus, and easyCBM) include all five areas to be assessed in K-3 (phonics, phonemic awareness, fluency, vocabulary, and [reading] comprehension) that are listed in the statute;
 - Neither of the two assessments measure all five areas for all grades K-3 (based on research,

not all five areas should be assessed for every student in every grade level – See Charges 2/3 Findings below);

- o The “Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments” contain two sections. Section 1 (GOMs) indicates the following: “Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities.” Section 2 (Computer Adaptive Assessments (CAAs)) indicates the following: “Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities.”

RECOMMENDATION 6.1a:

Task the Connecticut State Department of Education to reorganize and populate the *Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments (October, 2019)* with a revised Menu as outlined in Appendix G and these recommendations by outlining in Section 1: General Outcome Measures of the Approved Menu the areas to be assessed consistent with the current statute and research, and incorporate grade levels to be assessed that follows current research.

RECOMMENDATION 6.1b:

Task the Connecticut State Department of Education to include a note on the Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments (October, 2019) that districts should combine assessments when screening to meet statutory requirements and ensure all five areas are assessed at appropriate grades outlined in the revised menu in Appendix G to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

RECOMMENDATION 6.1c:

Communicate and provide guidance on amendments to the Approved Menu of Research-Based Grades K–3 Universal Screening Reading Assessments to districts to ensure understanding and accountability.

Provide guidance utilizing a model that addresses:

- a. how a district's goals, student characteristics, and resources inform the choice of assessments while also ensuring compliance with statutory requirements;
- b. student characteristics and progress; and how to use data to guide prevention/early intervention initiatives.

FINDING 6.2:

The assessments listed in Section 2: Computer Adaptive Assessments of the Approved Menu do not meet criteria as a General Outcome Measures.

RECOMMENDATION 6.2a:

Task the Connecticut State Department of Education to remove Section 2: Computer Adaptive Assessments from the Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments (October, 2019).

CHARGE 7:

The Task Force *may* make recommendations on whether the screening assessments listed are appropriate and represent current research on the science of reading and assessments.

FINDING 7.1:

Current research indicates additional sub-components to be added, and grade level be modified to further assist and identify, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

- Family History: The Approved Menu nor screening process includes a measure of family history. A brief family history questionnaire can be added to the screening requirements and can be used just as well as using a full Adult Reading History Questionnaire in predicting children's reading outcome and dyslexia.
- Skills/Abilities to be Assessed: Collectively, while a number of measures have shown to be predictive repeatedly by research, none of the current General Outcome Measures nor screening procedures include: documentation of gender, history of Attention-deficit/hyperactivity disorder (ADHD) , easier Phonemic Awareness (PA) measures such as deletion, blending and syllable/onset/rime segmentation, Rapid Automatic Naming (RAN), Phonological memory (PM) (nonword repetition), and sentence-level listening (oral) comprehension.
- Following the definition of screener: The current statute and Approved Menu generally follow the science. However, the current guidelines do not have a path to link General Outcome Measures with pre-approved effective and early intervention. Many of the assessments do not provide assessment in the 5 skills/abilities outlined in the statute and especially across grades K-3.
- Use of Validated General Outcome Measures: The current statute and Approved Menu generally follow the science. The current solicitation requires many of these measures to be submitted with a desired threshold. It also requires that the measures be constructed to be administered three times per year. Currently however, the Approved Menu does not list these statistics.
- Combining Scores of Skills/Abilities: The current statute and Approved Menu generally follow the science and provide some form of combined measure of risk status, though it may not necessarily be following the latest science.

RECOMMENDATION 7.1a:

Amend Connecticut General Statutes §10-14t as outlined below and as presented in the context of *proposed* refined statutory language:

- a. Add: Rapid naming of letters
- b. Add: Phonological short-term memory (non-word repetition)
- c. Add: Sentence-level listening comprehension
- d. Add: Family history upon entry to K as a first stage screener until assessments can begin.
- e. Clarify: Phonics to explicitly mention non-word reading and sight word reading to be assessed.
- f. Change: Deletion and blending to be used for phonemic awareness instead of segmentation

FINDING 7.2:

Connecticut General Statutes §10-14t is not explicitly aligned with the recommendations of the Connecticut State Department of Education with respect to how often screening assessments should be performed. The Connecticut State Department of Education recommends screening assessments to be administered three

times a year, which is consistent with “periodic formative assessment during the school year” in the statute, but “three times per year” is not explicitly stated within the legislation.

RECOMMENDATION 7.2a:

Amend Connecticut General Statutes §10-14t to replace “periodic formative assessment” with “three times per year (Fall, Winter, Spring)”.

CHARGE 8:

The Task Force *may* make recommendations on the components needed to assist and identify, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

FINDING 8.1:

The current menu provides some form of combined measure of risk status, though it may not necessarily be following the latest science.

See **RECOMMENDATIONS** in Charge 7.

FINDING 8.2:

Current General Outcome Measures (aimswebPlus, DIBELS, and easyCBM) all have Spanish versions available.

RECOMMENDATION 8.2a:

Task the Connecticut State Department of Education to include a footnote in the Menu that students who are being instructed in literacy in their native language with the ultimate goal of biliteracy, should be administered reading assessments in both English and their native language, if available.⁵

CHARGE 9:

The Task Force *may* make recommendations on whether reporting screening data for all school districts would be beneficial.

FINDING 9:

Consider academia partnership and future considerations regarding reporting screening data. Partnership will focus on data collection, analyses and provide guidance to the districts and CSDE related to reporting universal screening.

⁵ See Special Considerations for Bilingual Education/Dual Language Programs (2018)
https://portal.ct.gov/-/media/SDE/Language-Arts/Special_Considerations_for_Bilingual_Education-Dual_Language_Programs.pdf.

Special Considerations for Bilingual Education/Dual Language Programs Students who are being instructed in literacy in their native language with the ultimate goal of biliteracy should be administered reading assessments from the approved menu in both English and the native language, if available. The rationale is to identify at-risk readers, regardless of language of instruction. Students in bilingual or dual-language education programs may appear to be below proficiency in reading on a reading assessment in English. These students should still be referred for summer programming. Ideally, a summer bilingual program would provide the most benefit for students in these regular school year programs. Assessment results should be communicated to parents in a timely manner and should be maintained in the student’s cumulative file.

Appendix A

What is Dyslexia?

What is Dyslexia?

Devin Kearns, Ph.D. and Fumiko Hoeft, M.D., Ph.D, University Of Connecticut

A Specific Learning Disability. Dyslexia is a specific learning disability—a language-based learning difficulty as defined by U.S. Federal Public Law 94-142, the *Individuals with Disabilities Education Act*—that can result in serious reading challenges.⁶ It is neurobiological in origin and one of the most common specific learning disabilities. The number of students with dyslexia might be as high as 10%⁷. The difficulties of individuals with dyslexia involve challenges with accurate and fluent *word recognition*, which are often the result of phonological processing deficits.⁸ Word recognition challenges may in turn, negatively affect students’ comprehension of text⁹.

Neurobiological in Origin. There is clear evidence that dyslexia is a neurobiological difficulty. This means that when students with or at-risk for dyslexia read words, they do not “think” the same way as their peers with typical reading skills--especially about how to connect the letters with their sounds.¹⁰ It is likely heritable, meaning that adults with dyslexia often have children who also have dyslexia.¹¹ The genetic causes are not completely understood, and it is likely that genetic abnormalities that affect reading also affect other academic areas like mathematics.¹² There are also clear differences between individuals with typical reading skills and those with dyslexia in their patterns of neurological activity when they do reading-related tasks, though the patterns vary between individuals.¹³

Researchers have shown that people with typical word recognition skills use the parts of their brain associated with articulation (the inferior frontal gyrus), storage of visual information like words (the fusiform gyrus of the occipitotemporal lobe, also sometimes called the visual word form area), processing of word meaning (middle temporal gyrus and angular gyrus), and phonological processing as well as connecting letter and sound information (supramarginal gyrus and superior temporal gyrus, Wernicke’s area).¹⁴ Individuals with dyslexia appear not to use these regions as much as people without dyslexia when they do reading-related tasks.¹⁵ These neurological data align with the finding that individuals with dyslexia most often have difficulty with phonological processing and decoding.

Primary Difficulties. As noted above, dyslexia impacts reading, specifically decoding and accurate and/or fluent word recognition and spelling.

⁶ See the Connecticut State Department of Education (CSDE) website on specific learning disabilities and SLD/dyslexia for more details. [https://portal.ct.gov/SDE/Special-Education/Specific-Learning-Disability-and-
SLD---Dyslexia](https://portal.ct.gov/SDE/Special-Education/Specific-Learning-Disability-and-SLD---Dyslexia)

⁷ Katusic et al. (2001); Wagner et al. (2019). Estimating the prevalence of dyslexia depends on the method used to do the estimation (Waesche et al., 2011), so estimates vary widely—from about 3% (Rutter et al., 2004) to 17% (Shaywitz et al., 1992).

⁸ CSDE, Division of Teaching and Learning Programs and Services, Bureau of Special Education (2019). <https://portal.ct.gov/-/media/SDE/Special-Education/IEP-Manual-REVISED-July-2019.pdf>

⁹ Wang et al. (2019)

¹⁰ It is important to be clear that thinking differently does not mean they have problems with visual processing. It is a myth that most people with dyslexia read words backwards.

¹¹ Snowling & Melby-Lervåg (2016)

¹² Hancock et al. (2017)

¹³ Centanni et al. (2017)

¹⁴ Kearns et al. (2019)

¹⁵ Richlan et al. (2011)

Word recognition is an essential foundational skill without which people cannot read.¹⁶ Word recognition involves looking at written symbols (letters), determining how to say them (their pronunciations), and identifying what they mean (their definitions).¹⁷ School-age students with good reading skills have no difficulty reading words in texts designed for students in their grade. In less than a second, they can look at a word and know its pronunciation and meaning.¹⁸

When good readers encounter unfamiliar words in grade-level texts, they know how letters and sounds work together and can efficiently access and apply this knowledge to read these unknown words correctly and quickly. By contrast, when students with dyslexia read grade-level texts, they often misread many words their peers would read without difficulty; or, they read them correctly, but more slowly.¹⁹

Word recognition difficulties have multiple causes. For individuals with dyslexia, the cause is frequently that they cannot decode, meaning that they cannot accurately and/or efficiently match speech sounds to the letters in a printed word in order to accurately read words.

Decoding difficulties are often caused by deficits in phonological processing, which is a type of processing that includes (a) awareness of the speech sounds of language, (b) the ability to remember these speech sounds when sounding out longer words; and (c) the ability to recall knowledge about speech sounds from long-term memory in order to map these sounds onto letters and letter patterns when reading words.^{20,21}

One part of phonological processing is phonological (or phonemic) awareness (PA), the ability to detect and manipulate individual speech sounds that comprise spoken words. PA skill is very valuable for reading,²² but individuals with dyslexia usually have difficulty with PA.²³ Some individuals with dyslexia have difficulty processing verbal information quickly, and others have difficulty retrieving phonological information from memory.

Secondary Consequences. Many individuals with dyslexia also experience secondary academic, behavioral, and social-emotional consequences associated with their disability. Some students, for example, experience difficulty comprehending the meaning of texts for a variety of reasons, including their inability to recognize words accurately and fluently.²⁴ Students with dyslexia in Grade 4 and above may experience increased comprehension difficulties because their knowledge base is limited compared to that of their peers, largely because they read much less in the early grades.^{25,26}

Many students with dyslexia are also at risk of serious mathematics difficulty both because reading and mathematics involve some similar skills and because students with academic challenges in one area often have

¹⁶ Hoover & Gough (1999). Word recognition is sometimes called “visual word recognition” (e.g., Coltheart et al., 2001).

¹⁷ Seidenberg & McClelland (1989)

¹⁸ e.g., Grainger et al. (1989)

¹⁹ Lefly & Pennington (1991)

²⁰ Ramus & Szenkovits (2008)

²¹ Mann & Lieberman (1984)

²² Scarborough (2002)

²³ Bruck (1992)

²⁴ Wang et al. (2019)

²⁵ Stanovich (1986)

²⁶ Stanley et al. (2017)

them in other areas.²⁷ Others have difficulties paying attention or maintaining appropriate behavior at school.^{28,29} For example, students may do things that get them out of reading, even if they get in serious trouble.³⁰ Students with dyslexia are at higher risk of depression, anxiety, and low self-esteem in adolescence and adulthood than other students, although those with strong positive peer relationships are at much lower risk.³¹

Effective Instruction. Structured Literacy describes the kind of instruction that addresses the reading needs of students with dyslexia, although this type of instruction is beneficial for *all* students.

Structured literacy can prevent word recognition problems in many early-elementary age students who are beginning to show signs of dyslexia. It can also help older students overcome dyslexia. Researchers have summarized many studies about teaching children to read, and they have shown that providing structured literacy instruction can improve reading so much that they make as much progress in a year as they would have made in a year and a half.³²

Prognosis. Some individuals with dyslexia overcome this reading disability, usually because they have received carefully designed evidence-based instruction that reflects the principles and practices of Structured Literacy. For others, dyslexia is a lifelong disability that affect individuals with dyslexia psychologically, physically, and financially,³³ especially if they are not identified early and/or do not receive the benefit of evidence-based interventions. These individuals may struggle to read words throughout their lives. Others may learn to read accurately but continue to read more slowly than people without dyslexia and have difficulty with spelling.

²⁷ Landerl & Moll (2010)

²⁸ DuPaul et al. (2013)

²⁹ Hendren et al. (2018)

³⁰ Nelson & Gregg (2012)

³¹ Giovagnoli et al. (2020)

³² Ehri et al. (2001); Wanzek et al. (2013)

³³ Cortiella & Horowitz (2014)

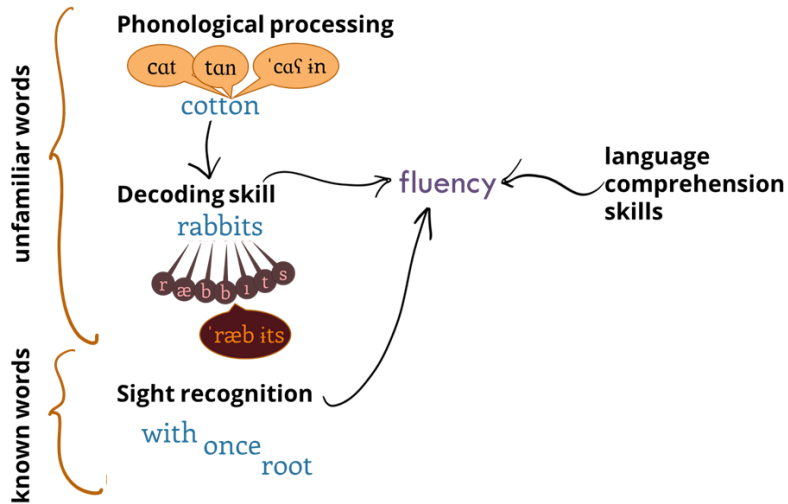


Figure 1

To read printed words, readers require three skills. Two of them are used for unfamiliar words, phonological processing and decoding skill. Phonological processing involves skills and abilities that allow the reader to do things like combining the spoken syllables in *cotton* to pronounce the entire word, as in the example. Decoding skill involves the ability to link letters to sounds and assemble them to read words. For example, saying each sound in the word *rabbit* and then combining them to pronounce the actual word. Readers use their phonological processing abilities to assemble the sounds. For known words that the reader

has memorized, the reader recognizes them instantly by sight. This means the reader commits to memory high-frequency words like *with* along with less frequent words like *once* and words found only in specific kinds of texts, like *root* in a science text. Fluency involves the combination of rapid sight recognition with the ability to use decoding skills and phonological processing abilities to read words quickly. It also depends on strong language comprehension skills that allow the reader to process the meaning of text and facilitates quick, accurate reading with comprehension. Graphic © 2020 by Devin M. Kearns. Used with permission.

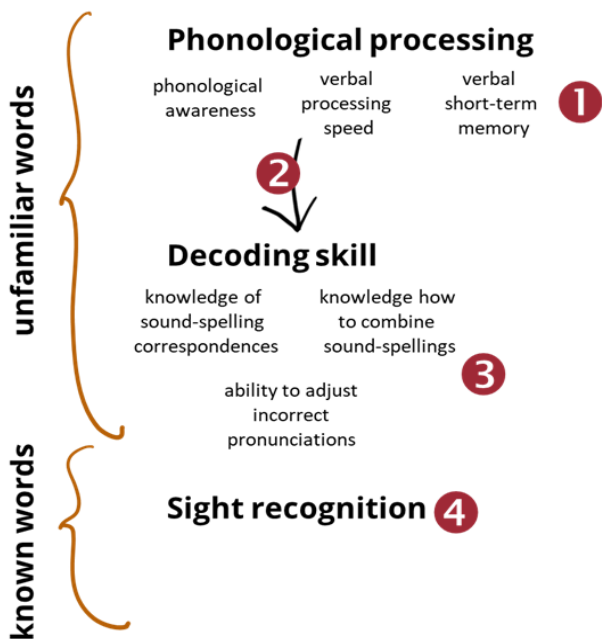


Figure 2

Individuals with dyslexia have difficulty with word recognition. In the phonological processing domain, (1) they may have difficulty with phonological awareness, the ability to detect and manipulate sound units in words, like *cot-ton* to *cotton* in Figure 1. It may also involve difficulty keeping sound information in memory or difficulty processing sound information quickly. (2) Phonological processing difficulties make it hard for readers to decode. Even if the reader knows (3) sound-spellings, how to combine them, and how to adjust if they make a mistake, the reader may not be able to apply this knowledge if they lack the phonological processing skills to do so. Individuals with dyslexia may also have difficulties in terms of (4) sight recognition for known words. The challenge here is that readers with dyslexia tend to have fewer words committed to sight memory than their peers without dyslexia. This makes it hard to read texts with less common words. When

the reader's difficulty reading unfamiliar words is combined with a limited set of known words, it is very hard for an individual with dyslexia to read fluently. Graphic © 2020 by Devin M. Kearns. Used with permission.

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Appendix B
Structured Literacy

Structured Literacy

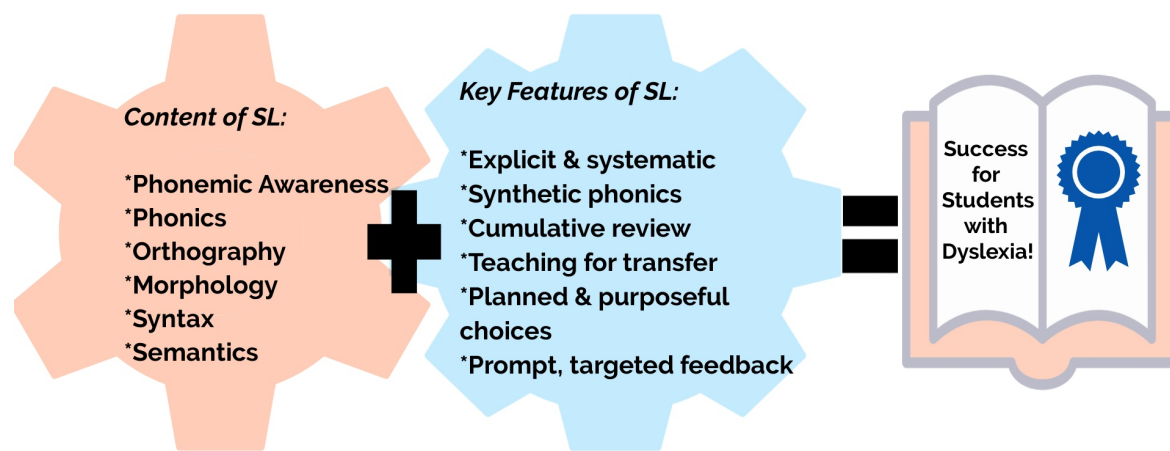
Louise Spear-Swerling, Ph.D.

This Structured Literacy Section addresses:

- Section I: Content and Features of Structured Literacy (SL) approaches, including why these approaches are so helpful in meeting the needs of students with dyslexia.
- Section II: The knowledge and skills that teachers require in order to implement SL approaches successfully implement Structured Literacy approaches.

Section I: Content and Features of Structured Literacy (SL) Approaches to Instruction

Structured Literacy Approaches



Structured Literacy Approaches to Instruction

The International Dyslexia Association (IDA; 2019, 2020) has emphasized the value of Structured Literacy (SL) approaches as the most effective way to teach students with dyslexia and other reading disabilities. These approaches are also strongly supported by Connecticut policies including *Using Scientific Research-based Interventions* (2008), Connecticut's framework for tiered interventions; the *Connecticut Guidelines for Identifying Children with Learning Disabilities* (2010); and numerous documents found on the Connecticut State Department of Education's, *Specific Learning Disability and SLD/Dyslexia* webpage. SL is an umbrella term for intervention methods sharing specific types of content and key instructional features, as outlined below.

Content of Structured Literacy

SL approaches emphasize assessment and teaching of important language and literacy-related abilities known to play a role in reading development, as well as in dyslexia and other reading disorders (Berninger et al., 2006; Fletcher, Lyon, Fuchs, & Barnes, 2019; Gersten et al., 2008; Seidenberg, 2017). These are:

- **Phonological and phonemic awareness:** awareness of sounds in spoken words and the ability to manipulate those sounds
- **Phonics:** knowledge of sounds for letters and common letter patterns, as well as the ability to apply this knowledge in reading unfamiliar printed words
- **Orthography:** knowledge about larger spelling patterns and spelling conventions common in English
- **Morphology:** knowledge about meaningful word parts such as common roots, prefixes, and suffixes
- **Syntax:** understanding and use of grammar and sentence structure

- **Semantics:** understanding and conveying meaning at the level of individual words (i.e., vocabulary); sentences; and longer discourse (i.e., paragraphs and more lengthy text)

Key Features of Structured Literacy

All SL approaches involve characteristic instructional features. These include **explicit, systematic teaching** of the content outlined in the previous section, both foundational skills such as phonics, and higher-level types of abilities and knowledge such as semantics. Explicit means that important skills and concepts are directly taught, explained, and modeled by the teacher; children are not expected to infer them merely from exposure or incidental learning opportunities. Systematic means that there is a logical progression of skills, easier to more complex, with important prerequisite skills taught before more advanced ones. For instance, children learn sounds for common letter patterns such as *ar, ir, ur, oo, igh,* and *aw*, before they are expected to decode those patterns in words; children learn to write grammatically correct sentences before being expected to produce lengthy pieces of writing.

Phonics skills can be taught in a variety of ways. In SL approaches, **initial phonics teaching is synthetic**, or parts-to-whole, as opposed to involving analysis of whole words. Also, initial phonics teaching in SL **starts at the grapheme-phoneme level**, with teaching of sounds for letters and how to blend them (rather than with a focus on larger word parts such as onsets and rimes, e.g., *tr-* and *-ack*). Research over the past couple of decades suggests greater effectiveness of this particular phonics approach as compared to others, especially on more advanced reading and spelling tasks (Brady, 2011; Christensen & Bowey, 2005). Another advantage of this initial approach is that it lends itself to integrating phonics instruction with phonemic awareness instruction – blending and segmenting sounds – which is a core need of many students with dyslexia (Johnston & Watson, 2004). Furthermore, these approaches force children’s attention to all of the letters in a printed word from the start, which is an especially important habit to develop in students with dyslexia.

In SL approaches, **beginning decoders read decodable texts**, texts that are a good match to their level of decoding skills and that do not encourage or facilitate guessing at words through the use of pictures or repetition of phrases. **Decoding and spelling instruction are integrated**, so that each reinforces the other. For example, as children learn to read a word pattern such as short vowel words with consonant blends (e.g., *flap, spin, lump*), they also learn to spell those word patterns. Instruction in SL includes ample **cumulative review of skills to facilitate retention**, as well as **teaching for transfer** through consistent application of skills to more complex tasks. In oral reading of text, children would be expected to read previously learned words correctly; minor errors such as *this* for *that* would not be ignored because they are contextually appropriate. SL teachers also provide **prompt, targeted feedback** to students’ errors and misunderstandings.

SL teaching involves carefully structured instruction with **planned, purposeful selections of instructional examples, tasks, and texts**. To put this another way, SL emphasizes “instructional design that minimizes the learning challenge,” which avoids unnecessary confusion and facilitates efficient as well as effective teaching (Fletcher et al., 2019, p. 101). Efficiency is especially important when children are behind their classmates and their progress needs to be accelerated in order for them to catch up. For instance, if beginning decoders are learning to decode closed (short vowel) syllables (e.g., *lap, chin, shock, thump*), SL teachers would avoid using potentially confusing examples such as irregular words (e.g., *what*) and regular words with single vowels that are not short (e.g., *third, salt*). These words also will eventually be taught, but in a systematic way, not all at the same time.

Writing instruction in SL exemplifies these same features. Important components of writing include: a) basic writing skills such as handwriting, keyboarding, spelling, capitalization, punctuation, and sentence structure; b)

text composition skills such as different text structures for organizing a piece of writing; and c) writing processes such as planning, revision, and editing (Berninger et al., 2006; Graham et al., 2012). In SL approaches these skills are taught explicitly and systematically, with carefully structured instruction, purposeful selections of tasks, targeted feedback, and teaching for transfer.

Section II: The knowledge and skills that teachers require in order to successfully implement SL approaches.

Teacher Competencies for Implementing Structured Literacy

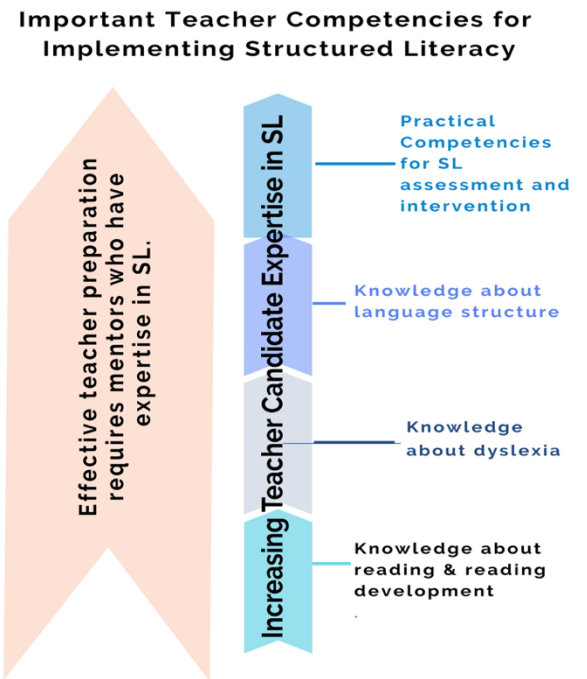
Successful implementation of SL to meet the needs of students with dyslexia depends on three broad areas of competence: 1) basic literacy-related content knowledge about reading development and dyslexia; 2) knowledge about the structure of language; and 3) practical teaching competencies for both assessment and instruction. These additional areas are described further below.

Content Knowledge about Reading Development and Dyslexia

All teachers whose certifications include teaching literacy should understand basic scientific findings about how children learn to read and reasons why children may experience difficulty in reading. These findings include knowledge about:

- the simple view of reading (Hoover & Gough, 1990), the idea that learning to read is based both in word decoding skills and in oral language comprehension abilities;
- phonological and phonemic awareness and their central role in learning to read and spell words (Seidenberg, 2017; Stanovich, 2000);
- the importance of foundational literacy skills to the acquisition of higher-level aspects of literacy as well as motivation to read and write (Cunningham & Stanovich, 1997; Graham et al., 2012);
- other essential components of reading and writing such as those mentioned in previous sections of this document (e.g., vocabulary, reading fluency, writing processes);
- other key influences on literacy development, such as background knowledge (Compton, Miller, Elleman, & Steacy, 2014); and
- the power of explicit, effective teaching to make a difference in student outcomes (Archer & Hughes, 2011; Hattie & Yates, 2014).

In addition, teacher education and professional development should include information about the basic characteristics of dyslexia, for instance, that problems in learning how to read and spell printed words are central to dyslexia and often are based in phonology. Prospective teachers should know that students with dyslexia have broad oral comprehension of language, as well as overall intellectual abilities, that are typically average or higher. An understanding of how certain characteristics of dyslexia may change developmentally is also important. For example, dyslexia in middle/secondary students may manifest primarily as a reading fluency or spelling difficulty, rather than as an overt decoding problem, particularly if students have had sustained, effective phonics intervention. The difficulties of students with dyslexia may also vary depending on severity level and co-occurring disabilities such as ADHD.



Teacher educators should dispel common myths about dyslexia, such as the idea that children with dyslexia see letters and words backwards, or that they cannot learn to read well. Prospective teachers should also know that dyslexia tends to run in families and that preschool language difficulties can be a precursor of dyslexia and other reading disabilities, because these risk factors are important to early identification of students with dyslexia (Scarborough, 2002).

Knowledge about the Structure of Language

Knowledge about the structure of language at multiple levels – phonemes, graphemes, morphemes, syntax, discourse – is fundamental to successful implementation of SL approaches. To choose appropriate examples for phonics or spelling activities, teachers need to understand English word structure in relation to phonemes, graphemes, and morphemes. To provide appropriate scaffolding and supports for students’ reading comprehension and written expression, teachers need to understand syntax and discourse structure. To provide helpful, targeted feedback to students’ errors, teachers require knowledge about many aspects of language structure – for example, recognizing words that do not conform to typical phonics rules, or understanding how to analyze a syntactically complex sentence in reading or writing.

Unfortunately, knowledge about the structure of language is not intuitive, nor is it an automatic consequence of high levels of adult literacy. Many studies (e.g., Cunningham, Perry, Stanovich, & Stanovich, 2004; Moats & Foorman, 2003; Spear-Swerling & Brucker, 2006; Spear-Swerling & Cheesman, 2012) have indicated that even experienced educators can have weaknesses in their understanding of language structure, including general educators, special educators, and reading specialists. This kind of knowledge should be included as part of teacher preparation for all educators who teach literacy.

Practical Teaching Competencies

Assessment. Numerous competencies related to assessment are essential to successful implementation of SL approaches, including understanding the value and purpose of different types of assessment (e.g., screening vs. diagnostic assessment). Teachers should be able to administer and interpret commonly used assessments for these different purposes, such as curriculum-based measures (CBMs), including administering and interpreting assessments to identify risk for dyslexia and other reading difficulties. An especially vital use of assessment involves being able to use assessment data to improve instruction and intervention (McLeskey et al., 2017).

All educators who teach literacy should also be able to recognize error patterns that are common in students with dyslexia, such as phonologically based confusions in decoding and spelling, as well as over-reliance on context to compensate for weak decoding when reading text. These errors are not unique to students with dyslexia. However, they can be suggestive, especially in combination with other indicators, such as a family history of dyslexia, early language delay, or limited responsiveness to intervention. Also, understanding the basis of any error is important to providing appropriate feedback and intervention.

Specialists, including both special educators and reading specialists, need more in-depth knowledge about assessment. This includes the ability to administer, score, and interpret norm-referenced tests of reading, spelling, and written expression, as well as to use test results to design programs of intervention.

Instruction and intervention. In addition to understanding the basic features and logic of SL approaches, to implement these approaches successfully, educators need to be able to teach all important components of literacy explicitly and systematically. The most essential areas for children with dyslexia involve explicit, systematic teaching of foundational skills – phonemic awareness, phonics, and spelling – because these are core weaknesses in dyslexia. In these areas in particular, educators must be able to choose effective examples and

learning tasks; anticipate common misconceptions and difficulties; provide targeted, constructive feedback; and provide scaffolded supports calibrated to children's needs (McLeskey et al., 2017). When children are not progressing adequately, teachers must know how to intensify and adjust instruction and intervention.

Teachers' ability to select texts appropriate for students' learning is also essential. For children with dyslexia who are at relatively early levels of decoding, decodable texts provide practice in applying learned decoding skills to text reading and developing the habit of looking carefully at all of the letters in words. Students at more advanced levels of decoding (e.g., a sixth-grade student with dyslexia who is reading on a fourth grade level) generally do not require decodables, but still should read books that are appropriately matched to their instructional levels. Also, because students with dyslexia may have oral comprehension that far outstrips their reading comprehension, teachers should understand how to use read-alouds and other oral activities to improve students' learning in areas such as vocabulary, other language comprehension skills (e.g., understanding figurative language), and content areas. This requires selecting appropriate texts for oral activities, which often will be well above these students' reading levels.

If general educators have the skills to teach important components of literacy explicitly and systematically, and to adapt instruction effectively when assessments suggest prior instruction is not working, they can reach a wide range of children, not only those who learn with ease. Special educators typically have a primary role in teaching students with disabilities; reading specialists have a primary role in teaching poor readers not identified with disabilities, such as in tiered interventions. Both groups of specialists require more advanced levels of knowledge and skill for implementing SL approaches and for intensifying interventions.

Role of supervised field work and clinical experiences. Many practical applications can be used in university courses to help teacher candidates begin to develop important teaching competencies involving Structured Literacy, including case studies, microteaching, and video analysis (see, e.g., Robinson et al., 2017). However, to fully develop these competencies, teacher candidates require actual experiences working with children, including experiences supervised by mentors who have expertise in SL methods and who provide coaching. For candidates pursuing specialist certifications, university applications, field work, student teaching, and practicums should provide ample experience involving children with a range of literacy difficulties, including dyslexia.

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Appendix C

Charges by Subcommittees, with Discussion

CHARGE 1:

The task force *shall* examine and make recommendations on whether:

- 1) institutions of higher education in the state are complying with the licensure requirements set forth in (A) subsection (e) of section 10-145a of the general statutes, specifically as said subsection relates to the twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, and (B) subsection (i) of section 10-145d of the general statutes, specifically as said subsection relates to a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, and,
- 2) the current in-service training and professional development models are appropriate to provide in-service training and professional development for teachers with the knowledge and understanding to meet the needs of dyslexic students in accordance with subsection (a) of section 10-220a of the general statutes and section 10-148a of the general statutes.

*Assigned Subcommittee(s): Educator Competencies
Higher Education Mandates and Compliance*

In accordance with the Charge 1, regarding compliance, the Higher Education Subcommittee requested, via the Task Force Clerk and Task Force member/Connecticut State Department of Education liaison, information concerning how it is that various agencies were determining educator preparation programs compliance with dyslexia-specific educator preparation and licensure requirements, as articulated in statutes. Agencies included the following:

- Connecticut State Department of Education
- Connecticut Office of Higher Education
- Connecticut Board of Regents/Connecticut State Colleges and Universities
- Council for the Accreditation of Educator Preparation

Findings reported were arrived at following a review of evidence culled over a three-month period of inquiry. Evidence included documentation from more than three dozen emails, multiple phone conversations, responses to FOIA Requests, and a document titled, *Connecticut State Department of Education Survey of Educator Preparation Training Offered to Meet Training Requirements in Public Act 15-97 and Public Act 16-92 Compiled during the 2016-17 Academic Year (Updated Fall 2019)*. Appendix H.

State Agencies named above were invited, through Task Force member/Connecticut State Department of Education liaison, to provide clarification and additional documentation demonstrating oversight efforts related to monitoring of educator preparation programs' compliance with dyslexia-specific legislation. Appendix I

Through correspondence with the Higher Education subcommittee, the Connecticut State Department of Education indicated that it is ultimately the Educator Preparation Programs responsibility to verify that candidates and their respective programs have met stated dyslexia-specific statutory requirements, as it is

the Bureau's responsibility to verify regulatory requirements, not Educator Preparation Program statutory requirements.

The Higher Education subcommittee identified a lack of understanding and agreement concerning which agency(ies) (state agency, Educator Preparation Program, national accrediting body) are responsible for program compliance monitoring.

The Connecticut State Department of Education indicated that the Council for the Accreditation of Educator Preparation, as part of continued program approval, requires programs to meet statutory requirements. The Council for the Accreditation of Educator Preparation clarified that Connecticut does not have a contractual addendum requesting that they incorporate state specific regulations and/or statutes into its program review processes at this time and does NOT review state specific statutory requirements.

The Connecticut State Department of Education indicated that Educator Preparation Programs are required to comply with all laws and that Connecticut State Department of Education works closely with Educator Preparation Programs on an ongoing basis to ensure that these programs are aware of, and in compliance with, all laws applicable to Connecticut Educator Preparation Programs, hosts meetings and assigns a liaison within the Bureau of Educator Standards and Certification. No documentation or processes were provided to this Task Force to substantiate these statements.

The Connecticut State Department of Education provided this task force with a summary compiled from responses received from Educator Preparation Programs, entitled *Connecticut State Department of Education Survey of Educator Preparation Training offered to Meet Training Requirements in Public Act 15-97 and Public Act 16-92 Compiled during the 2016-17 Academic Year (Updated Fall 2019)*. See, Appendix H. The Higher Education subcommittee evaluated the narrative responses by attempting to locate evidence of reference to the following as outlined with Statute: recognition and identification of dyslexia; Structured Literacy interventions for students with dyslexia; supervised practicum experiences related to the above; and time dedicated to instruction. Appendix K

Multiple factors impeded the ability of the Task Force to draw valid conclusions from this review, including:

- a. the request that the Connecticut State Department of Education presented to Educator Preparation Programs was broad and did not, for example, ask programs to address how they were preparing candidates to meet *specific* legislative requirements;
- b. there were no standards for Structured Literacy content knowledge and pedagogy that candidates must possess;
- c. there was no evaluative framework or process for determining Educator Preparation Program compliance;
- d. data was not provided for all certification areas or certification pathways.

Despite these significant impediments, the Task Force analyzed data that was submitted by the Connecticut State Department of Education. In doing so, **it appears that Educator Preparation Programs are *not* in compliance with dyslexia-specific legislation.** Given the impediments identified it would be remiss of the Task Force to regard these findings as conclusive.

The Task Force considered the charge of the Educator Preparation Advisory Council (established in 2012; [Link to EPAC](#)) prior to advancing recommendations related to compliance for approval. This charge indicates that the Council will develop a system for the approval, quality, regulation, oversight, and

accreditation of Connecticut educator preparation programs with consideration for the following goals:

1. Improving the preparation of teachers and school leaders;
2. Ensuring educator preparation programs are well-aligned with the needs of Connecticut's schools and districts;
3. Recommending reforms to the state's educator certification regulations so that state policies align with an outcome-based system of accreditation and oversight;
4. Establishing rigorous standards for acceptance into teacher and administrator preparation programs; and
5. Meeting objectives articulated in the materials presented to the State Board of Education.

The Higher Education subcommittee developed sample Educator Preparation Program Compliance Options/Audit Protocols (Audit Protocols/Appendix E) based on approved Candidate Outcomes and Compliance targets. These sample audit protocols feature two *sample* (not exhaustive) compliance pathways:

1. Educator Preparation Program to align Council for the Accreditation of Educator Preparation Key Assessments with adopted Candidate Outcomes/Compliance Targets;
2. Educator Preparation Program to conduct a comprehensive Syllabus Review process for programs) was developed and approved by the Task Force.

Alternative Audit Protocols and compliance pathways that are aligned with approved Candidate Outcomes/Compliance targets may be developed, although an accountable review and approval process must be established and implemented before alternatives can be considered.

In accordance with the Charge (in-service professional development) the Educator Competencies Subcommittee looked at whether current in-service training and professional development models are appropriate to provide in-service training and professional development for teachers with the knowledge and understanding to meet the needs of dyslexic students.

The Connecticut State Department of Education has adopted a definition of, and articulated the purpose of, high quality professional learning. Educators, which may include all school and district staff, are to have equitable access throughout their career continuum to relevant, individual and collaborative opportunities designed to enhance their practice for the benefit (academic and non-academic) of students. These opportunities are intended to expose educators to various pedagogical strategies and the research base behind them; and, to support educators as they implement research-based strategies into their classroom, recognizing that implementation is the most difficult learning stage.

The Educator Competencies Subcommittee obtained a convenience sampling of several Structured Literacy in-service professional development offerings and summarized characteristics of these models, which follow:

- Models included a variety of delivery formats (in-person; online; opportunities for applied practice in between sessions);
- Models included a durational range spanning a few hours to multiple days;
- Models were aligned with the approved Educator Competencies, although to varying degrees.

While research has identified a set of best practice characteristics associated with effective literacy in-service professional development models, Connecticut has not yet adopted a framework that reflects these guidelines. As such, the Educator Competencies Subcommittee was unable to conclude if any of the models reviewed met target content criteria *and* research-based design and implementation guidelines.

CHARGE 2:

The Task Force *may* make recommendations on the literacy content knowledge and pedagogy that candidates in programs of teacher preparation leading to professional certification should obtain in order to be able to effectively and consistently meet the needs of students at risk for reading failure, including students with dyslexia.

*Assigned Subcommittee(s): Educator Competencies
Higher Education Mandates and Compliance*

The Educator Competencies subcommittee reviewed and discussed Public Acts 15-97, 16-92 and 17-3. As the term “Structured Literacy” is used in all Public Acts, this subcommittee utilized the International Dyslexia Associations Knowledge and Practice Standards for Teachers of Reading as a research-based foundation for educator competencies because they explicitly define Structured Literacy and articulate target Structured Literacy competencies for educators.

The Educator Competencies subcommittee studied the International Dyslexia Associations Knowledge and Practice Standards and identified those competencies that Connecticut candidates (All candidates -Public Act 14-39 & Public Act 15-97; Remedial Reading, Remedial Language Arts or Reading Consultant certification candidates-Public Act 16-92; and Comprehensive Special Education or Integrated Early Childhood and Special Education-Public Act 17-3), should possess. Discipline-aligned competency targets were summarized.

In an effort to identify which competencies Connecticut's teacher candidates were already expected to master, the Higher Education subcommittee aligned competencies with objectives from the Foundations of Reading Test and a crosswalk was developed.

The above-referenced discipline-aligned competency targets and crosswalk were presented to, and approved by, the Task Force. Then, they were forwarded onto the Higher Education Subcommittee for use in developing a framework of learner outcomes for pre-service candidates.

To support higher education faculty in their efforts to prepare pre-service candidates according to approved competencies/learner outcomes, the Educator Competencies subcommittee recommended that an annotated listing of competency-aligned sample course assignments and accompanying rubrics be developed.

The Educator Competencies Subcommittee delineated that Elementary K-6 educators require *more* than what is required of *all* educators because of the critical role they play in teaching students *how* to read. The daily professional responsibilities of these educators require them to be knowledgeable about diverse reading profiles, effective reading instruction practices, and how to monitor students’ literacy growth and development. With this in mind, this subcommittee recommended expanding minimum competencies and increasing the minimum 12 clock hours for this subgroup of educators. (Appendix F)

In accordance with Charge 2 the literacy content knowledge and pedagogy that candidates in programs of teacher preparation and in an effort to ensure that Educator Preparation Programs prepare teachers to master an appropriate level of knowledge related to approved Structured Literacy educator competencies, the Higher Education subcommittee reorganized the approved Structured Literacy Educator Competencies, and aligned them with national and state candidate preparation standards: International Literacy Association, International Dyslexia Association, Interstate New Teacher Assessment and Support

Consortium; and, the Connecticut Foundations of Reading Test in order to produce a set of Candidate Outcome and Compliance Targets.

These Candidate Outcomes and Compliance Targets are intended to (a) support Educator Preparation Programs in their efforts to responsibly prepare educators to meet legislative directives and provide Structured Literacy content knowledge and pedagogy; and (b) serve as a foundation for Educator Preparation Program. Candidate Outcomes and Compliance Targets were voted on and approved by the Task Force. Appendix D.

The approved Candidate Outcomes and Compliance Targets developed and approved by this Task Force build on the foundation Connecticut has set for teacher preparation. These teacher competencies were aligned with the standards from the following organizations to support higher education to envision where the specific outcomes could be addressed:

- The Interstate Teacher Assessment and Support Consortium. The Council of Chief State School Officers, through its Interstate Teacher Assessment and Support Consortium, developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. Educator Preparation Programs that are Council for the Accreditation of Educator Preparation certified must use the teaching standards developed by The Interstate Teacher Assessment and Support Consortium for Council for the Accreditation of Educator Preparation certification. These standards are not literacy specific and thus are very broad.
- The International Literacy Association. This 60-year-old association is the premier literacy organization with more than 300,000 literacy educators worldwide. The International Literacy Association has set the standard for how literacy is defined, taught and evaluated. The research-based standards of this organization have been historically used to approve graduate reading programs in Connecticut. Though these standards are developed to ensure that literacy courses are providing appropriate content, they are not explicit enough to ensure that all content necessary to teach structured literacy is included and to align with the approved teacher competencies developed by the Task Force.
- Connecticut Foundation of Reading Test. The Connecticut Foundation of Reading Test was developed as part of a 2007 major initiative to close the achievement gap and to improve students' reading skills, particularly in the early grades. Connecticut is one of only 19 states that require all prospective elementary and special education teachers to pass a test in scientifically-based reading instruction. The National Council for Teacher Quality commended Connecticut, along with only Texas, Arkansas, Massachusetts, Mississippi, New Hampshire, North Carolina, Ohio, and Wisconsin for its use of this state-of-the-art examination.

Though Connecticut has done much to encourage scientifically-based reading instruction, the Task Force has developed *explicit* Candidate Outcomes and Compliance Targets in order to support Educator Preparation Programs in developing courses that include the necessary, scientifically-based content that our prospective teachers demand. The accrediting-body and state standards that Educator Preparation Programs presently reference to guide candidate preparation are not specific enough to ensure that teacher candidates have the knowledge to carry out structured literacy instruction in the classroom.

Upon review of approved Candidate Outcomes and Compliance Targets, members of the Higher Education subcommittee raised a discussion of three consequential areas of pedagogical content knowledge that are typically not adequately addressed: spelling, morphology and writing. Additions to the approved framework of learner outcomes for pre-service candidates were proposed and approved by the Task Force (see: Candidate Outcomes and Target Compliance at A.3 and C.4, Appendix D).

CHARGE 3:

The Task Force *may* make recommendations on the development of a Connecticut reading standards matrix that reflects national standards, current research on the science of reading, Connecticut Common Core State Standards, Connecticut Academic Standards, content covered by the Foundations of Reading Assessment and any Connecticut regulations pertaining to reading.

Assigned Subcommittee(s): Higher Education Mandates and Compliance

The Taskforce developed a comprehensive set of Educator Competency Standards and Candidate Outcomes and Compliance Targets, by certification type, but was not able to explore and raise recommendations related to the development of a reading standards matrix.

CHARGE 4:

The Task Force *may* make recommendations on methods to ensure that teachers possess an appropriate level of knowledge to teach the literacy content knowledge and pedagogy referenced within the standards matrix.

Assigned Subcommittee(s): Higher Education Mandates and Compliance

Concerning the matter of pedagogy, there is an absence of large-scale studies of teacher preparation strategies. Few studies of effective teacher preparation look across multiple programs, states or regions or include more than 500 participants (The National Center on Quality Teaching and Learning's report is not peer-reviewed, but is large-scale)

Most peer-reviewed studies report variation within and across programs and program tracks, suggesting that educator preparation practices may vary by instructor, not school or region.

It seems to matter *how* the information on what is taught is *collected*. It may be that the more information that is gathered about a program, the more likely it is to demonstrate that concepts are addressed. Those that do syllabi review alone are more likely to say concepts are not taught than those that also include textbook review, interview students and/or professors, and/or some form of direct observation.

The National Council on Teacher Quality has documented improved performance of Educator Preparation Programs on their *Teacher Prep Review: Program Performance in Early Reading Instruction Report* since 2012, although Connecticut remains at the bottom of the rankings with regard to the average number of essential reading components that the state's traditional educator preparation programs address (2 of 5 or 40%). There are only three states (Maine, New Jersey, Oregon) whose traditional educator preparation programs address fewer components than those of Connecticut.

Compliance can be measured based on a range and/or combination of factors over time. Evidence of the following factors for example, can be considered across required courses in pre-service education, required certification tasks (e.g. testing, portfolios, etc.), and required in-service professional learning opportunities:

- Explicit and repeated coverage of essential content
- Content figured prominently in required coursework
- The use of textbooks and readings that accurately detail established principles of scientifically based reading practices
- Opportunities for teacher candidates to demonstrate mastery through in-class assignments, tests, and instructional practice
- Manner of engagement
- Assessment

Although the Task Force did not discuss the matter sufficient for recommendations to be formally advanced and voted upon, it is worth noting that future consideration may be given to commission a study of the current state and impact of teacher preparation in Connecticut, with consideration for how varied approaches of preparation are related to a range of factors.

Clark, Sarah & Helfrich, Sara & Hatch, Lance. (2015). Examining preservice teacher content and pedagogical content knowledge needed to teach reading in elementary school. *Journal of Research in Reading*.

Cohen, Rebecca & Mather, Nancy & Schneider, Deborah & White, Jennifer. (2017). A comparison of schools: teacher knowledge of explicit code-based reading instruction. *Reading and Writing*.

Griffith, Robin & Bauml, Michelle & Barksdale, Bonnie. (2015). In-the-Moment Teaching Decisions in Primary Grade Reading: The Role of Context and Teacher Knowledge. *Journal of Research in Childhood Education*. 29. 444-457.

CHARGE 5:

The Task Force *may* make recommendations on supervised practicum methods that provide professors with the knowledge they need to supervise candidates in programs of teacher preparation in a practicum with an at-risk reader and be a qualified coach or mentor during such practicum.

Assigned Subcommittee(s): Higher Education Mandates and Compliance.

Connecticut General Statute §10-145d(i) specifies that candidates pursuing a(n) (initial, provisional, professional) remedial reading, remedial language arts or reading consultant endorsement or a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

Individuals who are pursuing an initial (their first) certification/endorsement are required to complete a student teaching experience; individuals who are pursuing an advanced certification (add on credential) certification/endorsement are required to complete supervised practica experiences.

This Task Force has recommended that the language of Connecticut General Statute §10-145d(i)(2) be amended to include “student teaching” as well as “practicum” because as presently written, it excludes candidates who opt to pursue an initial endorsement/certification in special education (inclusive), which requires student teaching, not supervised practicum.

To meet the requirements of Public Act 17-3 in a student teaching context, Educator Preparation Programs will need to ensure that one of the “handicapping conditions” candidates engage with during student teaching is that of Specific Learning Disability: dyslexia; and, will need to ensure that assigned supervisors possess the requisite knowledge, skill, and experience to adequately support the candidate (see below).

Connecticut State Board of Education Certification Regulations

Practicum. Practicum is typically regarded as an instructor/faculty-led course involving supervised field or clinical training that provides candidates with the opportunity to gain hands-on, experience working directly with students. A 3-credit practicum course most often requires 37.5-45 contact hours over a 16-week semester. These hours include a combination of faculty-led instructional time, direct work with students under faculty supervision, and seminar time for reflective processing with candidates. As outlined by Connecticut’s State Board of Education’s *Regulations Concerning State Educator Certificates, Permits and Authorizations*, candidates who already hold an active certification and are pursuing one of the above-named remedial reading or special education endorsements, are required to complete a minimum of two supervised practica (75-90 Hours)

Student Teaching. Student teaching differs from practicum in that it is a full-time (full-day, five days/week), intensive (minimum of 10-weeks), immersive, supervised, practice teaching experience completed in a school setting, under the direction of a Cooperating Teacher. A typical 10-week student teaching placement requires between 350-400 school-based contact hours.

In Connecticut, educators who are interested in being appointed to serve as a Cooperating Teacher responsible for supervising student teachers must first present evidence to their district’s selection committee of having met the following *minimum* prerequisites

(Regulations Addressing Cooperating Teachers)

Knowledge

- possession of a professional educator certificate or a provisional certificate (requires that they have passed all mandated licensure examinations)

Skills

- demonstration of effective teaching practice as defined by the Connecticut Teaching Competencies or their equivalent
- ability to work cooperatively as team members to aid the professional growth of student teachers and beginning teachers
- professional commitment to improving the induction of student teachers and beginning teachers into the teaching profession
- ability to relate effectively to adult learners
- ability to be reflective and articulate about the craft of teaching

Experience

- minimum of three years of teaching experience
- employment by the board of education for at least one school year if applying to become a cooperating teacher or mentor

Once selected for appointment as a Cooperating Teacher, educators are then required to complete an extensive series of initial and ongoing Connecticut State Department of Education-sponsored trainings ([TEAM Training Schedule for Cooperating Teachers](#)). Initial training is focused on: (a) helping Cooperating Teachers to: (a) develop the coaching skills necessary to support beginning teachers in becoming reflective practitioners;(b) learn how to support beginning teachers' efforts to successfully complete performance-based instructional modules; and (c) learn how to evaluate beginning teachers' reflection papers and projects to determine if there is sufficient evidence that completing this initial training, Cooperating Teachers are provided with a menu of professional development opportunities (referred to as "professional learning units" or "PLUs") from which they are required to complete a minimum of three over the course of three years. PLUs address a wide variety of topics designed to allow Cooperating Teachers to direct their own professional growth as they build skills to effectively support beginning and student teachers

[\(Regulations of Connecticut State Agencies: Cooperating Teacher Assessment Program\)](#)

While minimum professional competencies and training expectations are clearly articulated for Cooperating Teachers, the same cannot be said for practicum supervisors. The Connecticut Board of Governors for Higher Education provides Educator Preparation Programs, with a significant degree of autonomy with regard to articulating faculty qualifications that are necessary to teach in a given subject area. In fact, the *only prescribed* requirement is that faculty teaching undergraduate courses are to hold a minimum of a Master's degree; and, graduate program faculty shall have a terminal degree in an appropriate field of study. Conversely, faculty members are not required to have an "appropriate degree" from a regionally accredited institution; rather, if institutional policy permits, they may demonstrate an equivalent level of competence (unspecified) in the subject area they are assigned to teach.

Because of the autonomy that Educator Preparation Programs have in determining whether or not faculty possess the requisite qualifications necessary to teach in a given subject area, it's possible for practicum supervisor qualifications to vary widely across Educator Preparation Programs. This is problematic considering the fact that PA 16-92 and PA 17-3 states that individuals pursuing a remedial reading, remedial language arts or reading consultant endorsement and individuals pursuing a comprehensive special education, or early childhood and special education endorsement must complete supervised practicum/student teaching hours and instruction specifically "in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia." For this to be possible, Cooperating Teachers and practicum supervisors must possess the requisite knowledge and skills to provide this specialized type of instruction, support, and supervision.

Program accreditation standards from the International Literacy Association ([International Literacy Association Standards](#)) and the International Dyslexia Association ([International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading](#)) help to establish a baseline for target practicum supervisor/Cooperating Teacher qualifications, with combined criteria addressing knowledge, skill and experience as follows:

Knowledge- Practicum supervisors...

- possess literacy content knowledge (International Literacy Association)
- understand literacy assessment (International Literacy Association)
- understand evidence-based instructional strategies (International Literacy Association)
- have earned a passing score on the Knowledge and Practice Examination for Effective Reading Instruction (International Dyslexia Association)
- have completed coursework or training on literacy coaching; or, hold a trainer level credential from an International Dyslexia Association accredited Educator Preparation Program (International Dyslexia Association)

Skills-Practicum supervisors...

- Are skilled in supervising, coaching, and evaluating reading interventionists in practicum contexts, as supported by transcript or resume documentation of their having completed professional preparation in each area (International Dyslexia Association)

Experience-Practicum supervisors...

- have experience as reading/literacy specialists (International Literacy Association)
- have a minimum three years of practical experience, including at least two of the following types of experiences (International Dyslexia Association) This recommendation was changed to represent required intervention experience, with consulting and supervision experience preferred:
 - Intervention Experience: experience delivering Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia, that are aligned with International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading
 - Consulting Experience: experience consulting with schools/districts re: designing, implementing, and monitoring the provision of Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia, that are aligned with International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading
 - Supervision Experience: experience supervising teacher candidates in delivering Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia, that are aligned with International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading.

CHARGES 6, 7, 8 & 9:

The Task Force *may* make recommendations on whether the Department of Education's "Approved Menu of Research Based Grades K-3, Universal Screening Reading Assessments (June 2018)" meets the requirements of section 10-14t of the general statutes.

Assigned Subcommittee(s): K-3 Universal Screening

The Task Force *may* make recommendations on whether the screening assessments listed are appropriate and represent current research on the science of reading and assessments.

Assigned Subcommittee(s): K-3 Universal Screening

The Task Force *may* make recommendations on the components needed to assist and identify, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

Assigned Subcommittee(s): K-3 Universal Screening

The Task Force *may* make recommendations on whether reporting screening data for all school districts would be beneficial.

Assigned Subcommittee(s): K-3 Universal Screening

The definition of screening is the brief evaluation of a defined population of individuals to identify the risk for performing below a specified threshold or benchmark on a specified outcome (Morabia, 2004). Based on the National Institute for Literacy (Petscher et al. 2019), the purpose of a dyslexia screening assessment is to identify those at risk for dyslexia and reading difficulties and to provide guidance related to the level of instructional support required. The International Dyslexia Association suggests that screening can occur as early as preschool, but no later than kindergarten and at least three times a year through second grade.

Current research suggests that a screener should follow these guidelines (Petscher et al. 2019):

- Identify risk for performing below a specified threshold or benchmark on a specified outcome.
- Be performed to provide effective and early intervention.
- Be efficient, inexpensive, reliable and valid, for all students in all grades (Required for K-3 in Connecticut), and assessed multiple times a year (in the United States, this is often done twice a year).
- Consider cost-benefit at the individual and community level.
- Have minimal false positives (falsely identifying) because of limited resources; and false negatives (missing) because of increased cost to society.

The members of this subcommittee reviewed the Connecticut General Statutes (C.G.S.) Section 10-14t, as amended by Public Act No. 15-97 Sec. 4. The Connecticut State Department of Education (CSDE) shared the “Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments” (October 2019), a companion document to the Approved Menu, “Special Considerations for Dyslexia” (October 2019), the CSDE Memorandum, Annual Open Review Period for Universal Screening Reading Assessments (January 14, 2020), as well as information related to each assessment included on the Approved Menu.

The team analyzed the protocol standards (technical and efficiency), the requirements relative to student data privacy, pursuant to C.G.S. Sections 10-234aa through 10-234dd, and the assessments based on General Outcome Measures. Additional staff members within the Connecticut State Department of Education participated in the data gathering and analysis process, and were available for meetings with the team, as needed. A comprehensive literature search was conducted to identify current evidence-based research on the science of reading and assessment related to reliability and validity of screeners, General Outcome Measures, and relevant components needed to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

The following considerations were taken into account while reviewing screeners:

- Current research suggests that a number of reliability, validity and classification accuracy measures meet a specified threshold (Petscher et al. 2019).

- Current research suggests that multiple indicators or criteria are needed for an accurate and stable assessment, known as the multivariate, constellation of hybrid model (Wagner et al. 2019).
- A combination of indicators at 1st grade predicts 2nd grade reading with 92% accuracy (Wagner et al. 2019). These indicators include: being a male, having ADHD, family member(s) with dyslexia, low scores in phonics, fluency, response-to-intervention, and discrepancy between reading- compared to listening comprehension.
- Different skills/abilities are predictive of early literacy at different developmental stages:
 - Grade K: Phonological awareness (e.g., phoneme segmentation, blending, onset and rime), Rapid Automatic Naming (e.g., letter naming fluency), Letter-sound association (knowledge), and Phonological memory (Catts et al., 2015)
 - Grade 1: Phonological awareness (segmentation), Phonological memory (nonword repetition), Oral vocabulary, Word recognition fluency (Compton et al., 2010)
 - Grade 2: Word identification (i.e., real and nonsense words), Oral reading fluency (ORF), Reading Comprehension (Universal Screening, 2017)
- Other major research groups also suggest the use of the following at various developmental stages: letter-sound knowledge, phonemic awareness (a specific type of phonological awareness), rapid automatized naming, phonological memory and sentence-level listening (oral) comprehension (Thomson et al. 2015). Other measures such as executive function, attention and motor skills are important, and there is emerging evidence. If these measures are not administered at an initial screening, consideration should be given at the time of a comprehensive evaluation.
- A brief family history questionnaire can be used just as well as using a full Adult Reading History Questionnaire known as ARHQ-brief in predicting children’s reading outcome and dyslexia (Feng et al. 2020).

The subcommittee members delivered a presentation to the Task Force on June 18, 2020, followed by a feedback survey that was emailed to Task Force members. The subcommittee received feedback, which was reviewed and considered in the recommendations.

Language: Assessment of their native (e.g. Spanish) language is important in addition to assessing in their non-native (English) language (Wagner et al. 2005).

The K-3 Universal Screening subcommittee also suggests the following for consideration, although these items were not presented to the Task Force for discussion and vote:

1. Cost analysis with regard to cost and reliability/validity information so that districts can adopt a combination of assessments that meet their needs and budget. CSDE should include information related to assessment cost, along with the reliability, validity and classification accuracy information for EACH assessment, so that districts can adopt a combination of assessments that meet their needs and budget. Keeping in mind that Connecticut local and regional boards of education have control and authority over which assessments measure they use, as long as it is a screening measure from the Approved Menu.
2. Make it a requirement for publishers to have assessments output student data in a particular format for easy import into a unified database to integrate state-wide data. If a data center is established, CSDE will work with publishers to have student-level assessment data in a particular format for easy import into a statewide database.
3. Amend Connecticut General Statutes §10-14t, Approved Menu and/or assessments to be added or changed to adequately screen students:
 - a. Add phonological short-term memory (verbal working memory).
 - b. Add ADHD history and gender.

- c. Use expressive vocabulary over (and) receptive vocabulary.
 - d. Use the NAEP's recommended oral reading fluency metric.
 - e. Use open-ended reading comprehension tests.
4. CSDE should publish criteria used for selection of measures together with reliability, validity and classification accuracy information for EACH assessment separately whenever available, along with assessment cost (see Recommendation #1 above) in an Appendix (to be developed).
 5. CSDE should provide additional guidance, support, and resources to districts, to assist in analyzing student data and matching student needs, as identified on screening assessments, to intervention/instruction.
 6. CSDE should provide more detailed guidance and resources regarding universal reading screenings for English Learners.
 7. Leverage state universities with existing infrastructure (e.g. UConn) to establish a data center to contract out data collection, analyses, and guidance to districts and the CSDE. Tasks to be performed include (1) Track which assessments are used in each district; (2) Track for each K to 3 student, non-identifiable individual level demographic information, district name, date of assessment, and scores; and (3) Analyze data to examine whether the screening-to-prevention pipeline is effective, and to provide input to the state; and (4) Guide and support school districts. See Florida Center for Reading Research (FCRR) at Florida State University as a model.

The following works were referenced by the K-3 Screening subcommittee:

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- Feng, L., Hancock, R., Watson, C., Bogley, R., Miller, Z., Gorno-Tempini, M.L., ... Hoeft, F. (2020, September 17). Development of an Abbreviated Adult Reading History Questionnaire (ARHQ-Brief) Using a Machine Learning Approach. <https://doi.org/10.31234/osf.io/8u5fe>
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- Morabia, A., Zhang, F. F. (2004). History of medical screening: from concepts to action. *Postgraduate Medical Journal, 80*(946), 463–469. <https://doi.org/10.1136/pgmj.2003.018226>
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- Thompson, P. A., Hulme, C., Nash, H. M., Gooch, D., Hayiou-Thomas, E., & Snowling, M. J. (2015). Developmental dyslexia: predicting individual risk. *Journal of Child Psychology and Psychiatry, 56*(9), 976-987. <https://doi.org/10.1111/jcpp.12412>
- Wagner, R. K., Edwards, A. A., Malkowski, A., Schatschneider, C., Joyner, R. E., Wood, S., & Zirps, F.A. (2019). Combining Old and New for Better Understanding and Predicting Dyslexia. *New*

directions from child and adolescent development, 2019(165), 11-23.

<https://doi.org/10.1002/cad.20289>

Wagner, R. K., Francis, D. J. & Morris, R. D. (2005). Identifying English Language Learners with Learning Disabilities: Key Challenges and Possible Approaches. *Learning Disabilities Research & Practice*, 20(1), 6–15. <https://doi.org/10.1111/j.1540-5826.2005.00115.x>

Appendix D
Educator Preparation Program Candidate Outcomes/Compliance Targets

The Higher Education subcommittee is proposing that the Task Force adopt the following Educator Preparation Program Candidate Outcomes/Compliance Targets, which represent Educator Competencies previously approved as essential for specific subgroups of educators (e.g. all educators, Elementary educators, etc.) on January 16, 2020.

These Educator Preparation Program Candidate Outcomes/Compliance Targets identify what educator preparation programs will prepare candidates to know, be able to do, or be able to demonstrate when they have completed their designated program of study. These outcomes and targets provide a framework for implementing Public Acts 15-97, 16-92, and 17-3.

Educator Preparation Program Candidate Outcomes/Compliance Targets are organized according to the legislative directive to which they respond:

- A. the preparation of Connecticut's educators in the recognition of dyslexia
- B. the preparation of Connecticut's educators in the detection of dyslexia; and,
- C. the preparation of Connecticut's educators in the provision of evidence-based structured literacy interventions for students with dyslexia;
- D. application in supervised practicum or student teaching.

To support Educator Preparation Programs/Institutions of Higher Education in their efforts to incorporate these Candidate Outcomes/Compliance Targets into existing accreditation models, each target has been aligned with the relevant corresponding accrediting standards of the following organizations:

- International Dyslexia Association (IDA)
- International Literacy Association (ILA)
- Interstate Teacher Interstate New Teachers Assessment and Support Consortium (InTASC)

APPENDIX D. Outcome A: (12 Clock Hours) (Public Act 15-97) All Connecticut Educator Preparation Programs prepare educators who are knowledgeable about how to detect dyslexia: They prepare educators to understand...		IDA	FORT	ILA	InTASC (General)
A.1	How learning to read differs from learning to speak, with most individuals requiring explicit instruction to learn how to read.	1.2	NA	1.1 2.3	1d; 4j
A.2	Factors impacting reading and writing acquisition, including the component structures of language (phonology, orthography, syntax, morphology, semantics; organization of spoken and written discourse).	1.1	NA	1.1 1.3	4j
		1.3	Subarea 1: Objective 3;4 Subarea 2: Objective 5;7	1.1	
		1.4	NA	None	
		1.5	Weakly Implied	4.2	
		1.6	NA	None	
		4F.1	NA	1.1 2.3	
A.3	The typical developmental progression of the following skill domains: <ul style="list-style-type: none"> • oral language • phoneme awareness • decoding • spelling: Understand the development of spelling (i.e. stages of spelling: pre-communicative, semi-phonetic, phonetic, transitional, correct) • reading fluency • reading comprehension • written expression 	1.8	NA	1.1	4j
A.4	The most common intrinsic differences between good and poor readers (e.g. linguistic, cognitive, and neurobiological).	1.7	NA	None	2g 2h
A.5	The role of: <ul style="list-style-type: none"> • fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension and motivation to read vocabulary development and vocabulary knowledge in oral and written language comprehension. 	4D.1	Subarea 1: Objective 3; 4	1.1 2.3	4j
		4E.1	Subarea 2: Objective 5	1.1 2.3	

APPENDIX D. Outcome A: (12 Clock Hours) <i>Continued</i> (Public Act 15-97) All Connecticut Educator Preparation Programs prepare educators who are knowledgeable about how to detect dyslexia: They prepare educators to understand...		IDA	FORT	ILA	InTASC (General)
A.6	Reading disabilities, including: <ul style="list-style-type: none"> • How reading disabilities vary in presentation and degree. • How and why symptoms of reading difficulty are likely to change over time in response to development and instruction. • Definition of dyslexia (IDA and State). • Federal and state laws pertaining to the identification and instruction of students at risk for, identified with, dyslexia. • Signs and symptoms of dyslexia by age and grade. 	2.1	NA	None	2g 2h
		2.2	NA	None	
		2.3	NA	None	
A.7	How to select, administer, interpret the results of the following types of reading, spelling, and writing assessments for the purpose of (a) identifying students at-risk for dyslexia, (b) develop prioritized instructional learning goals; (c) determine students' response to instruction: <ul style="list-style-type: none"> • universal screening • progress monitoring • criterion-referenced norm-referenced 	3.1	Subarea 3: Objective 8	3.1	6j 6k 6l
		3.2	Subarea 3: Objective 8	3.1	
		3.5	Subarea 3: Objective 8	3.2	

APPENDIX D. Outcome B: (12 Clock Hours) (Public Act 15-97) All Connecticut Educator Preparation Programs prepare educators who are knowledgeable about Structured Literacy. They prepare educators to understand. . .		IDA	FORT	ILA	InTASC (General)
B.1	The rationale for adapting reading, spelling, and writing instruction to accommodate individual differences in cognitive, linguistic, sociocultural and behavioral aspects of learning.	4A.3	Weakly Implied	2.3	7j
B.2	Methods for adapting, designing, and delivering evidence-based reading, spelling, and writing curricula to meet the needs of students with weaknesses in working memory, attention, and/or executive function.	4C.5	NA	1.1 2.3	7k
B.3	The definition of, and what constitutes, the principles and practices of Structured Literacy.	4A.1	NA	2.3	7k
B.4	Know considerations for the appropriate uses of assistive technology in written expression.	4G.5	NA	5.3	

APPENDIX D. Outcome C: (Public Acts 16-92 & 17-3) All Connecticut Educator Preparation Programs that prepare candidates in the areas of Special Education and Remedial Reading , prepare educators who possess specialized knowledge and skills to effectively provide evidence-based Structured Literacy interventions to students with dyslexia. They prepare educators to . . .		IDA	FORT	ILA	InTASC (General)
C.1	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.	1.9	Partial	None	1f
C.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.) and how to interpret basic statistics commonly utilized in formal and informal assessment for the purpose of: <ul style="list-style-type: none"> Selecting and utilizing well-validated screening tests designed to identify students at risk for reading difficulties. Utilizing informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing. Applying the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques. 	3.2	Subarea 3: Objective 8	3.1	6k
		3.3	Subarea 3: Objective 8	3.2	
		3.4	NA	3.3	
		3.5	Implied	3.2	
		3.6	Partial	3.1	
C.3	How to present and explain assessment results, verbally and in writing, to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.	3.8	NA	3.4	6o
C.4	The structure of English orthography and the patterns and rules that inform the teaching of single and multi-syllabic regular word reading and spelling including the reciprocal relationship between visual and auditory processing for spelling instruction and how morphology (base words, suffixes and prefixes that indicate changes in verb tense, parts of speech, possession and plurality) informs spelling	4C.1	Subarea 1: Objective 3 Objective 4	1.1 1.3 2.3	4j
C.5	Text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.	4D.3	NA	1.1 2.3	4j
C.6	The sources of wide differences in students' vocabularies and the role and characteristics of (a) indirect (contextual) methods of vocabulary instruction; and, (b) direct, explicit methods of vocabulary instruction.	4E.2	Implied: Subarea 2: Objective 5	1.1 2.3	4j
		4E.3	Subarea 2: Objective 5	1.1 2.3	
		4E.4	Subarea 2: Objective 5	1.1 2.3	

APPENDIX D. Outcome C: <i>Continued</i> (Public Acts 16-92 & 17-3) All Connecticut Educator Preparation Programs that prepare candidates in the areas of Special Education and Remedial Reading , prepare educators who possess specialized knowledge and skills to effectively provide evidence-based Structured Literacy interventions to students with dyslexia. They prepare educators to . . .		IDA	FORT	ILA	InTASC (General)
C.7	The role of sentence comprehension in listening and reading comprehension.	4F.3	NA	1.1 2.3	4j
C.8	Major skill domains that contribute to written expression and the developmental phases of the writing process.	4G.1	NA	1.2	4j
		4G.4	NA	1.2 2.3	
C.9	How to prioritize specific phonological, phonics (reading and spelling), sight word reading, fluency vocabulary, listening and reading comprehension, and written expression skills for instruction based on a comparison of student achievement against developmental milestones.	4B.4	NA	2.3	1d 7c
C.10	How to develop and implement a structured phonics lesson, to include reading and spelling, whose content meaningfully addresses students' instructional needs within and across lesson components.	4C.3	NA	1.1 2.3	7k
C.11	Varied instructional routines, techniques and methods - and their corresponding evidence base- that reflect the principles and practices of Structured Literacy, to teach/develop each of the following: a. phonological/phonemic awareness. b. the six syllable types to support phonics decoding and encoding instruction for single syllable word reading. c. the six syllable types and morphology (prefixes, suffixes, roots, and combining forms) to support multi-syllable word reading instruction. d. irregular word/sight word reading/spelling (e.g. Fernald Technique). e. word reading automaticity and reading fluency skills. f. teach comprehension of major genres: narrative, expository, argument, with consideration for the teacher's role as an active mediator. g. letter formation (both manuscript and cursive), written spelling and punctuation.	4B.6	NA	2.3	7k
		4C.2	NA	1.1 2.3	
		4C.7	Subarea 1: Objective 4	1.1 2.3	
		4C.6	NA	1.1 2.3	
		4D.2	Subarea 1: Objective 3	1.1 2.3	
		4F.2	NA	1.1 2.3	
		4F.4	NA	1.1 2.3	
		4F.5	NA	1.4	
		4G.2	NA	1.2 2.3	
		4G.3	NA	1.2 2.3	
C.12	How to effectively apply foundational knowledge to evaluate, select and/or develop and utilize decodable texts to provide students who are learning to read with the opportunity to apply taught phonics concepts in context.	4C.8	NA	2.3	7k

APPENDIX D. Outcome D: (Public Acts 16-92 & 17-3)		IDA	FORT	ILA	InTASC (General)
All Connecticut Educator Preparation Programs that prepare candidates in the areas of Special Education and Remedial Reading , require candidates to complete a supervised Structured Literacy Practicum. They prepare educators to understand...					
D.1	Read and interpret common diagnostic tests used by psychologists, speech language professionals, and educational evaluators for the purposes of informing the analyses of students' literacy profiles and the generation of instructional recommendations.	3.7	NA	3.1	6k
D.2	Prioritize specific phonological, phonics (reading and spelling), sight word reading, fluency, vocabulary, listening and reading comprehension, and written expression skills for instruction based on a comparison of student achievement against developmental milestones.	4B.4	NA	2.3	1d
D.3	Develop and implement a structured phonics lesson, to include reading and spelling, whose content meaningfully addresses students' instructional needs within and across lesson components.	4C.3	NA	1.1 2.3	7k
D.4	Select and implement varied instructional routines, techniques and methods that reflect the principles and practices of Structured Literacy, to teach/develop each of the following: a. phonological/phonemic awareness. b. the six syllable types to support phonics decoding and encoding instruction for single syllable word reading. c. the six syllable types and morphology (prefixes, suffixes, roots, and combining forms) to support multi-syllable word reading instruction. d. irregular word/sight word reading/spelling (e.g. Fernald Technique). e. word reading automaticity and reading fluency skills. f. letter formation (both manuscript and cursive), written spelling and punctuation.	4B.1	NA	1.1	7k
		4B.2	Subarea 1: Obj 1	2.3	
		4B.3	Subarea 1: Obj 1	2.3	
		4B.5	Subarea 1: Obj 1	2.3	
		4B.7	NA	5.3	
		4C.2	NA	1.1 2.3	
		4C.7	Subarea 1: Obj 4	1.1 2.3	
		4C.6	NA	1.1 2.3	
		4D.2	Subarea 1: Obj 3	1.1 2.3	
		4G.2	NA	1.2 2.3	
4G.3	NA	1.2 2.3			
D.5	Evaluate, select and/or develop and utilize decodable texts to provide students who are learning to read with the opportunity to apply taught phonics concepts in context.	4C.8	NA	2.3	7k
D.6	Apply in practice considerations for the appropriate uses of assistive technology for students with serious limitations in reading fluency and for written expression.	4.D4	NA	2.3	
		4G.5	NA	5.3	
D.7	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.	4.A2:	NA	2.3	

Appendix E
Audit Protocols: Compliance Options I and II

APPENDIX E. COMPLIANCE OPTION I: ALIGN CAEP KEY ASSESSMENTS WITH ADOPTED CANDIDATE OUTCOMES/COMPLIANCE TARGETS

When Connecticut's Educator Preparation Programs (EPPs) apply to the Connecticut State Department of Education for approval, they are required to submit an application folio that includes 6-8 Key Assessments - assessments utilized during the course of instruction to provide feedback (to both candidate and program) about the candidate's progress toward standards-aligned target learner outcomes.

After securing initial approval by the State Department of Education, all of Connecticut's EPPs, including alternate route to certification programs, are required to be nationally accredited through the Council for Accreditation of Educator Preparation (CAEP) and are required to host a CAEP on-site visit every seven years thereafter to determine re-accreditation status.

Schools of Education seeking CAEP accreditation are required to prepare a comprehensive report that speaks to each of the five CAEP standards, while discipline-specific programs housed within Schools of Education (e.g. Special Education, Elementary Education, Remedial Reading, etc.), are required to prepare equally comprehensive reports that address CAEP Standard 1: Content and Pedagogical Knowledge. These reports are typically submitted to programs' Specialized Professional Associations (SPA), which partner with CAEP and assume responsibility for evaluating programs' ability to adequately prepare candidates whose knowledge and skill sets reflect the SPA's unique, comprehensive set of standards. In such cases where a SPA is not an active CAEP partner, as is currently the case for the International Literacy Association, the previous CAEP partner for accrediting remedial reading programs, CAEP requires programs to submit a "Self-Study Report" as part of the institution's application for accreditation.

The aforementioned Key Assessments, present in programs' initial application for approval by the Connecticut State Department of Education, continue to play a most critical role in the program approval and accreditation process. In preparing reports to address the CAEP standards, programs strive to ensure that they are able to provide solid evidence that their graduates are competent (according to the standards of their SPA or state) and caring educators; and, that program faculty/staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of their program.

Because all of Connecticut's EPPs must have a set of standards-aligned Key Assessments in place; and must report on candidates' performance at the level of each standard, as part of the CAEP accreditation process, it is recommended that programs have the option to be evaluated for compliance with the candidate outcome/compliance targets recommendations put forth by this committee by refining select Key Assessments (including tasks, rubrics, etc.) so they are meaningfully aligned with, and address, these outcomes.

APPENDIX E COMPLIANCE OPTION I: SAMPLE STANDARDS-ALIGNED KEY ASSESSMENT

KEY ASSESSMENT 2.

NAME OF KEY ASSESSMENT: Data-Based Decision Making and Case Study Unit

COURSE KEY ASSESSMENT IS EMBEDDED IN: RLD 583: Tests and Measurement

AU: McCombes-Tolis

ALIGNED WITH:

- **A7:** How to select, administer, interpret the results of the following types of reading, spelling, and writing assessments for the purpose of (a) identifying students at-risk for dyslexia, (b) develop prioritized instructional learning goals; (c) determine students' response to instruction: universal screening; progress monitoring; criterion-referenced
- **C2:** Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.) and how to interpret basic statistics commonly utilized in formal and informal assessment for the purpose of: selecting and utilizing well-validated screening tests designed to identify students at risk for reading difficulties; utilizing informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing; applying the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques.
- **C3:** How to present and explain assessment results, verbally and in writing, to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.
- **C5:** Understands text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

VERIFY:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached (**Link Provided**)

Description of the Assessment Provided to Candidates on Course Syllabus

This case study unit is intended to provide candidates with the opportunity to showcase their ability to apply basic progress monitoring concepts within the response to intervention (RTI) approach. For each of five case studies, candidates should review the student background, scenario, and progress monitoring data before determining- with justification- whether or not the student is responding adequately to Tier I or Tier II instruction.

Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Key Assessment 2 consists of a data based decision making case study unit from Vanderbilt University's IRIS Center (see: http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtidm.pdf) that evaluates candidates' ability to evaluate students' response to interventions provided. This assessment that occurs in the context of RLD 583: Tests and measurement in Reading and Language Arts Contexts, taken during the Spring of Year 1. Candidates are required to complete Case Study 1-4. Case Study 5,6 are reserved for remediation purposes- described below.

Instructors utilizing this assessment are required to view a training PPT that explains what the assessment is, why it is essential to the program's candidate training model, how to utilize and score the assessment, and how/when to report candidate performance to the Program Director.

A scoring protocol based on the instructor's scoring resource developed by Vanderbilt University's IRIS Center is used to score candidates' responses. Case Study 1-4 are administered to all candidates. Case Study 5-6 are reserved for candidates who have not performed satisfactorily on the case study unit and may require supplemental intervention: in such instances, Case Study 5-6 are utilized as post-intervention assessment indicators.

Performance data is analyzed following each administration of the assessment in order to identify those candidates who may require remediation (candidates earning below a B) supports and in order to identify trends with regard to aggregated performance strengths and needs. Program level performance data is reported annually at the September and May program meetings. This data is used to inform program refinement.

See accompanying rubric.

Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard

- MET All Learner Outcome/Compliance Targets for 4 Cases
No Intervention Warranted
- MET Learner Outcome/Compliance Targets A7, C5; and/or, C2 for <4 Cases
Administer Supplemental Case Studies (2) (Maximum Final Grade Possible: B)
- Met Learner Outcome/Compliance Target C3 for <4 Cases
Revise/Resubmit

APPENDIX E COMPLIANCE OPTION I. SAMPLE STANDARDS-ALIGNED KEY ASSESSMENT RUBRIC

Candidate:

Instructor:

Term/Semester:

KEY ASSESSMENT 2	LEARNER OUTCOME/ COMPLIANCE TARGET	Needs Improvement 1	Developing 2	Met 3
Candidate is able to accurately calculate students' performance level	A7	Candidate accurately calculates students' performance levels for <3 of 4 cases presented.	Candidate accurately calculates students' performance levels for 3 of 4 cases presented.	Candidate accurately calculates students' performance levels for 4 of 4 cases presented.
Candidate, upon reviewing and evaluating students' progress monitoring data and performance level data, is able to determine if students are responding adequately to instruction.	C5	For <3 cases, candidate accurately determines, with elaborative justification, whether or not students are responding adequately to instruction.	For 3 of 4 cases, candidate accurately determines, with elaborative justification, whether or not students are responding adequately to instruction.	For 4 of 4 cases, candidate accurately determines, with elaborative justification, whether or not students are responding adequately to instruction.
Candidate, upon reviewing and evaluating students' response to intervention performance data, makes appropriate recommendations for students' level of instructional intensity/tier.	C2	For <3 cases, candidate recommends an appropriate tier of instruction, with elaborative, case-specific justification.	For 3 of 4 cases, candidate recommends an appropriate tier of instruction, with elaborative, case-specific justification.	For 4 of 4 cases, candidate recommends an appropriate tier of instruction, with elaborative, case-specific justification.
Candidate effectively communicates findings and recommendations in writing, sufficient for a variety of stakeholders to comprehend the process and rationale underlying each.	C3	For <3 cases, candidate's writing communicates findings and recommendations with explicitness and clarity; and, appropriately incorporates disciplinary vocabulary, sound grammar and organizational structure sufficient to support comprehension by a variety of stakeholders.	For 3 of 4 cases, candidate's writing communicates findings and recommendations with explicitness and clarity; and, appropriately incorporates disciplinary vocabulary, sound grammar and organizational structure sufficient to support comprehension by a variety of stakeholders.	For 4 of 4 cases, candidate's writing communicates findings and recommendations with explicitness and clarity; and, appropriately incorporates disciplinary vocabulary, sound grammar and organizational structure sufficient to support comprehension by a variety of stakeholders.

Candidate Performance:

- MET All Learner Outcome/Compliance Targets for 4 Cases
No Intervention Warranted
- MET Learner Outcome/Compliance Targets A7, C5; and/or, C2 for <4 Cases
Administer Supplemental Case Studies (2)
- Met Learner Outcome/Compliance Target C3 for <4 Cases
Revise/Resubmit

APPENDIX E. COMPLIANCE OPTION II: SYLLABUS REVIEW

Many Educator Preparation Programs (EPPs) regard the course syllabus as a contract between the student and professor/institution: here, faculty articulate what their course is about, identify candidate outcomes/compliance targets to be mastered by the end of the course, and describe required assignments/assessments and how performance on each will be evaluated. As a permanent record, the syllabus serves to provide documentation of the aforementioned; and, establishes a sense of accountability between faculty and candidates concerning the expectations of each.

EPPs opting *not* to engage Compliance Option I: Align CAEP Key Assessments with adopted candidate outcomes/compliance targets will need to refine (select) course syllabi in order to provide evidence that adopted candidate outcomes/compliance targets are addressed through graded outcome/standards-aligned assignments and evaluated by outcome/standards-aligned rubrics.

Faculty are advised that assignments targeted to address adopted candidate outcomes/compliance targets are to:

1. be listed on course syllabi
2. be required across sections and semesters/terms
3. include an outcome/standards-aligned evaluation rubric
4. have a % value (toward final grade) associated with them

If a graded assignment involves a post-reading response of some type, it is essential that readings referenced:

1. Include a full citation
2. Identify specific pages that are aligned with the designated outcome(s)

A sample Compliance Audit Protocol is attached for reference.

APPENDIX E. COMPLIANCE OPTION II

SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates ...	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
A.1	Know and understand how learning to read differs from learning to speak, with most individuals requiring explicit instruction to learn how to read.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
A.2	Know Factors impacting reading and writing acquisition, including: the component structures of language (phonology, orthography, syntax, morphology, semantics; organization of spoken and written discourse).				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignments(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

APPENDIX E. COMPLIANCE OPTION II

SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates ...	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
A.3	Know the typical developmental progression of the following skill domains: <ul style="list-style-type: none"> • oral language • phoneme awareness • decoding • spelling • reading fluency • reading comprehension • written expression 				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
A.4	Know the most common intrinsic differences between good and poor readers (e.g. linguistic, cognitive, and neurobiological).				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

APPENDIX E. COMPLIANCE OPTION II

SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
A.5	Know and understand the role of:fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension and motivation to read vocabulary development and vocabulary knowledge in oral and written language comprehension.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
A.6	Know and understand : <ul style="list-style-type: none"> ▪ How reading disabilities vary in presentation and degree. ▪ How and why symptoms of reading difficulty are likely to change over time in response to development and instruction. ▪ Definition of dyslexia (IDA and State). ▪ Federal and state laws pertaining to the identification and instruction of students at risk for, identified with, dyslexia. ▪ Signs and symptoms of dyslexia by age and grade. 				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

APPENDIX E. COMPLIANCE OPTION II

SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
A.7	Know how to select, administer, interpret the results of the following types of reading, spelling, and writing assessments for the purpose of (a) identifying students at-risk for dyslexia, (b) develop prioritized instructional learning goals; (c) determine students' response to instruction: universal screening; progress monitoring; criterion-referenced; norm-referenced				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
B.1	Know and understand the rationale for adapting reading, spelling, and writing instruction to accommodate individual differences in cognitive, linguistic, sociocultural and behavioral aspects of learning.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
B.2	Know methods for adapting, designing, and delivering evidence-based reading, spelling, and writing curricula to meet the needs of students with weaknesses in working memory, attention, and/or executive function.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
B.3	Know the definition of, and what constitutes, the principles and practices of Structured Literacy.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
B.4	Know considerations for the appropriate uses of assistive technology in written expression.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
C.1	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
C.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.) and how to interpret basic statistics commonly utilized in formal and informal assessment for the purpose of: (1) Selecting and utilizing well-validated screening tests designed to identify students at risk for reading difficulties; (2) Utilizing informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing; and, (3) Applying the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
C.3	Know how to present and explain assessment results, verbally and in writing, to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
C.4	Know the structure of English orthography and the patterns and rules that inform the teaching of single and multi-syllabic regular word reading.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
C.5	Understand that text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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C.6	Know the sources of wide differences in students' vocabularies and the role and characteristics of (a) indirect (contextual) methods of vocabulary instruction; and, (b) direct, explicit methods of vocabulary instruction.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
C.7	The role of sentence comprehension in listening and reading comprehension.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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C.8	Know the major skill domains that contribute to written expression and the developmental phases of the writing process.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
C.9	How to prioritize specific phonological, phonics (reading and spelling), sight word reading, fluency, vocabulary, listening and reading comprehension, and written expression skills for instruction based on a comparison of student achievement against developmental milestones.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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C.10	Know how to develop and implement a structured phonics lesson, to include reading and spelling, whose content meaningfully addresses students' instructional needs within and across lesson components.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
C.11	Know varied instructional routines, techniques and methods & their corresponding evidence base that reflect the principles and practices of Structured Literacy, to teach/develop each of the following: a. phonological/ phonemic awareness; b. six syllable types to support phonics decoding and encoding instruction for single syllable words; c. six syllable types & morphology (prefixes, suffixes, roots, combining forms) to support multi-syllable word reading instruction; d. irregular word/sight word reading/spelling (e.g. Fernald Technique); e. word reading automaticity & reading fluency skills; f. teach comprehension of major genres: narrative, expository, argument, with consideration for the teacher's role as an active mediator; g. letter formation (both manuscript and cursive), written spelling and punctuation.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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C.12	Know how to effectively apply foundational knowledge to evaluate, select and/or develop and utilize decodable texts to provide students who are learning to read with the opportunity to apply taught phonics concepts in context.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
D.1	Read and interpret common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators for the purposes of informing the analyses of students' literacy profiles and the generation of instructional recommendations.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

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OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
D.2	Prioritize specific phonological, phonics (reading and spelling), sight word reading, fluency, vocabulary, listening and reading comprehension, and written expression skills for instruction based on a comparison of student achievement against developmental milestones.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
D.3	Develop and implement a structured phonics lesson, to include reading and spelling, whose content meaningfully addresses students' instructional needs within and across lesson components.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

APPENDIX E. COMPLIANCE OPTION II

SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
D.4	<p>Know how to select and implement varied instructional routines, techniques, methods that reflect the principles and practices of Structured Literacy, to teach/develop each of the following:</p> <p>a. phonological/phonemic awareness; b. six syllable types to support phonics decoding and encoding instruction for single syllable words c. six syllable types & morphology (prefixes, suffixes, roots, and combining forms) to support multi-syllable word reading instruction; d. irregular word/sight word reading/spelling (e.g. Fernald Technique); e. word reading automaticity & reading fluency skills; f. letter formation (both manuscript and cursive), written spelling and punctuation.</p>				<p>A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term)</p> <p>B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed</p> <p>C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade</p> <p>If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must:</p> <p><input type="checkbox"/> Include Full Citation</p> <p><input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes</p>	<p><input type="checkbox"/> Not Met A, B, or C Not Checked</p> <p><input type="checkbox"/> Developing A and B Checked</p> <p><input type="checkbox"/> Met A, B, and C Checked</p>
D.5	<p>Know how to evaluate, select and/or develop and utilize decodable texts to provide students who are learning to read with the opportunity to apply taught phonics concepts in context.</p>				<p>A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term)</p> <p>B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed</p> <p>C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade</p> <p>If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must:</p> <p><input type="checkbox"/> Include Full Citation</p> <p><input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes</p>	<p><input type="checkbox"/> Not Met A, B, or C Not Checked</p> <p><input type="checkbox"/> Developing A and B Checked</p> <p><input type="checkbox"/> Met A, B, and C Checked</p>

APPENDIX E. COMPLIANCE OPTION II

SYLLABUS REVIEW: COVERAGE OF DESIGNATED OUTCOMES

OUTCOME	Candidates . . .	COURSE(S) Prefix and Number	CALENDAR Week(s) Addressed	GRADED ASSIGNMENT(S) ALIGNED WITH OUTCOME LIST ALL	REPRESENTATION OF ASSIGNMENTS ON SYLLABI CHECK ALL THAT APPLY	RATING OF COVERAGE
D.6	Apply in practice considerations for the appropriate uses of assistive technology for students with serious limitations in reading fluency and for written expression.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked
D.7	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.				A. <input type="checkbox"/> Specifies that Assignment is Required for All Sections and Terms (or Must Submit Syllabus from Each Course Section/Term) B. <input type="checkbox"/> Includes Outcomes-Aligned Evaluation Rubric for Assignment(s) Listed C. <input type="checkbox"/> Specifies the % Value Assignment(s) Contribute to Final Grade If Graded Assignment Involves a Post-Reading Response, Readings Referenced Must: <input type="checkbox"/> Include Full Citation <input type="checkbox"/> Identify Specific Pages Aligned with Designated Outcomes	<input type="checkbox"/> Not Met A, B, or C Not Checked <input type="checkbox"/> Developing A and B Checked <input type="checkbox"/> Met A, B, and C Checked

Appendix F

Structured Literacy Educator Competency Standards

**APPENDIX F. KPS STANDARD 1:
Foundations of Literacy Acquisition**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 17% Rating of Representation Strength ³⁴	Recommended Minimum: Program of Study Pursuant to Public Act 15-97	Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3	
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113) ³⁵
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.	0 NA No reference to this framework or full slate of terms.	X	X	X
1.2	Understand that learning to read, for most people, requires explicit instruction.	0 NA No reference to reading acquisition research.	X	X	X
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	1 Partial See: Subarea 1: Objectives 3 and 4 See: Subarea 2: Objectives 5 and 7	X	X	X
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development	0 NA No reference to cognition or behavior	X	X	X
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.	1 Weakly Implied See final example of each objective.	X	X	X
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.	0 NA No reference to research findings.		X	X
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	0 NA No reference to this type of lens.	X	X	X
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression	0 NA No reference to developmental progressions.	X	X	X
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.	1 Partial		X	X

³⁴ 0=Not Present; 1=Weakly Implied; 2=Present

³⁵ RECOMMENDATION: Increase 12-Hour Minimum Clock Hour Requirement

**APPENDIX F. KPS STANDARD 2:
Knowledge of Diverse Reading Profiles, Including Dyslexia**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 10% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.	0 NA No reference to dyslexia.	X	X	X
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. *including basic processes and procedures for referral to special education.	0 NA No reference to laws pertaining to learning disabilities or dyslexia.	X	X	X
2.3	Identify the distinguishing characteristics of dyslexia* (see definition)	0 NA No reference to dyslexia.	X	X	X
2.4	Understand how reading disabilities vary in presentation and degree.	0 NA No reference to reading disabilities.	X	X	X
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.	1 Implied Subarea 3: Objective 8	X	X	X

**APPENDIX F. KPS STANDARD 3:
Assessment**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 44% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.	2 Subarea 3: Objective 8	X	X	X
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).	2 Subarea 3: Objective 8		X	X
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.	1 Implied Subarea 3: Objective 8		X	X
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.	0 NA No reference to identifying students at risk for reading difficulties.		X	X
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.	1 Implied Subarea 3: Objective 8		X	X
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.	1 Partial		X	X
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.	0 NA No reference to interpreting dx tests.			X
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.	0 NA No reference to communicating assessment data with students, /parents, peers.		X	X

**APPENDIX F. KPS STANDARD 4A:
Essential Principles and Practices of Structured Literacy Instruction**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 0% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.	0 NA No reference to structured language and literacy teaching or systematic (beyond noncontextualized vocabulary instruction), cumulative, teacher-directed instruction.	X	X	X
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.	0 NA No reference.		X	X
4A.3	Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.	0 Weakly Implied See final example of each objective.	X	X	X

**APPENDIX F. KPS STANDARD 4B:
Structured Literacy: Phonological & Phonemic Awareness Instruction**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 36% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.	0 NA No reference to consonant or vowel phonemes.			X
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.	2 Subarea 1: Objective 1			X
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.	2 Subarea 1: Objective 1			X
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.	0 NA No reference to developmental progressions – reference to levels.		X	X
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.	1 Partial Subarea 1: Objective 1			X
4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.	0 NA No reference to these practice considerations.		X	X
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.	0 NA			X

**APPENDIX F. KPS STANDARD 4C:
Structured Literacy: Phonics and Word Recognition Instruction**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 13% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.	2 Subarea 1: Objective 3		X	X
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.	0 NA No reference to systematic, cumulative, teaching of decoding or spelling skills.		X	X
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.	0 NA No reference to structured phonics lesson planning methods.		X	X
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.	0 NA No reference to these concepts.			X
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	0 NA No reference to these concepts.	X	X	X
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.	0 NA No reference to irregular word reading instruction.		X	X
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.	0 Subarea 1: Objective 4		X	X
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.	0 NA No reference to decodable texts		X	X
***	Understand how morphology (base words, suffixes and prefixes that indicate change in verb tense, parts of speech, possession and plurality) informs spelling	Added by Higher Ed and Ed Comp Committee		X	X

**APPENDIX F. KPS STANDARD 4D:
Structured Literacy: Fluency Instruction**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 50% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.	2 Subarea 1: Objective 3, Objective 4	X	X	X
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.	2 Subarea 1: Objective 3		X	X
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.	0 NA No reference to developmental progression.		X	X
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.	0 NA Use of instructional technologies referenced generically: see: Subarea 3: Objective 10	X	X	X

**APPENDIX F. KPS STANDARD 4E:
Structured Literacy: Vocabulary Instruction**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 88% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	2 Subarea 2: Objective 5	X	X	X
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.	1 Implied: Subarea 2: Objective 5		X	X
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.	2 Subarea 2: Objective 5		X	X
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	2 Subarea 2: Objective 5		X	X

**APPENDIX F. KPS STANDARD 4F:
Structured Literacy: Listening and Reading Comprehension**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 0% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.	0 NA Comprehension not addressed in this manner.	X	X	X
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.	0 NA No reference to instructional routines		X	X
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.	0 NA No reference to sentence-level comprehension.		X	X
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.	0 NA No reference to research.		X	X
4F.5	Know/apply in practice considerations for the teacher’s role as an active mediator of text-comprehension processes.	0 NA No reference to role of teacher.		X	X

**APPENDIX F. KPS STANDARD 4G:
Structured Literacy: Written Expression**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 0% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
4G.1	Understand the major skill domains that contribute to written expression.	0 NA Written expression not addressed separate from concepts of print/alphabetic principle and response to text.		X	X
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.	0 NA No reference to research-based principles for teaching letter formation (manuscript or cursive)		X	X
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.	0 NA No reference to research-based principles. Spelling addressed incidentally as a vehicle through which phonics skills are reinforced.		X	X
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.	0 NA No reference to the writing process or developmental phases.		X	X
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.	0 NA No reference to assistive technology.	X	X	X

**APPENDIX F. KPS STANDARD 5:
Ethical Practices**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 0% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305)	Remedial Reading/Remedial LA, 1–12 (#102) Comprehensive Special Education, K–12 (#165) Integrated ECE/SPEC N-3 (#113)
5.1	Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorder.	0 NA Ethics not addressed.		X	X
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.	0 NA Ethics not addressed.		X	X
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.	0 NA Ethics not addressed.		X	X
5.4	Respect objectivity by reporting assessment and treatment results accurately, and truthfully.	0 NA Ethics not addressed.		X	X
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees	0 NA Ethics not addressed.		X	X
5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERl and IDA.	0 NA Ethics not addressed.			
5.7	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.	0 NA Ethics not addressed.		X	X
5.8	Support just treatment of individuals with dyslexia and related learning difficulties.	0 NA Ethics not addressed.		X	X
5.9	Respect confidentiality of students or clients.	0 NA Ethics not addressed.		X	X
5.10	Respect the intellectual property of others.	0 NA Ethics not addressed.		X	X

Summary of Core Competencies: 12 Clock Hours

Detection/Recognition

- 1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- 1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge
- 1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression
- 1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
- 1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- 2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
- 2.3 Identify the distinguishing characteristics of dyslexia* (see definition)
- 3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
- 2.4 Understand how reading disabilities vary in presentation and degree.
- 2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
- 2.2. Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. *including basic processes and procedures for referral to special education.

Evidence-Based Structured Literacy Interventions:

- 1.2 Understand that learning to read, for most people, requires explicit instruction
- 4A1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 4D1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
- 4E1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- 4F1 Know/apply in practice considerations for factors that contribute to deep comprehension.
- 4A3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
- 4C5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
- 4D4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
- 4G5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

Appendix G

Menu of K-3 Screeners

SKILLS TO BE ASSESSED			Phonological Processing						Word Reading			Others: Sentence-Level, Oral Language, Comprehension, etc						
			Print Concept	Phonemic Awareness			Phonological Memory	Rapid Naming	Phonics			Fluency		Oral Language		Reading Comprehension		Others
			Letter Name Knowledge	Initial Sound	Phoneme Segmentation	Blending, Deletion	Non-Word Repetition	Letters	Letter Sound Knowledge	Word Reading	Non-Word Decoding (Phonetic Decoding)	Word-Level	Sentence-Level	Receptive Vocabulary	Listening Comprehension of Sentence	Cloze Test / Multiple Choice	Open-Ended	Family History
APPROVED TESTS	GOM	aimswebPlus	Letter Naming Fluency (K)	Initial Sound (K)	Phoneme Segmentation (K-1)				Letter Words Sound Fluency (K-1)	Word Reading Fluency (K-1)		Word Reading Fluency (K-1)	Oral Reading Fluency (1-3)	Auditory Vocabulary (K-1), Vocabulary (2-3)		Reading Comprehension (2-3)		
		DIBELS 6	Letter Naming Fluency (K-1)	Initial Sound Fluency (K) (not endorsed)	Phoneme Segmentation Fluency (K-1)								Oral Reading Fluency (1-3)	Word Use Fluency (K-3) (opt, endorsed)			Retell Fluency (1-3) (not endorsed)	
		DIBELS Next	Letter Naming Fluency (K-1)	First Sound Fluency (K)	Phoneme Segmentation Fluency (K-1)								Oral Reading Fluency (1-3)			DAZE (3) (optional, endorsed)	Retell Fluency (1-3) (not endorsed)	
		DIBELS 8	Letter Naming Fluency (K-1)		Phoneme Segmentation Fluency (K-1)				Word Reading Fluency (K-3)	Nonsense Word Fluency (K-3)	Word Reading Fluency (K-3)	Oral Reading Fluency (1-3)			MAZE (2-3)			
		easyCBM	Letter Names (K-1)		Phoneme Segmenting (K-1)				Letter Sounds (K-1)	Word Reading Fluency (K-3)		Word Reading Fluency (K-2)	Passage Reading Fluency (1-3)	Vocabulary (2-3)		Multiple Choice Reading Comprehension (2-3)	Common Core State Standards Reading (3)	
TIMING TO BE ADMINISTERED	Grades	K	x	(x)	(x)	x	x	x	x	x		x		x	x		x	
		1	x		(x)	x	x	x	x	x	x	x	x	x			x	
		2								x	x	x	x	x			x	
		3								x	x	x	x	x			x	

- Notes**
- x indicates grades when tests should be administered (and light shaded areas not)
 - (x): Tests that can be used to substitute the lack of other Phonemic Awareness measures.
 - There are Spanish versions for easyCBM and DIBELS
 - Dark shaded areas indicate they are not available or available but not endorsed.

Appendix H

**CSDE Survey of Educator Preparation Training Offered to Meet Training Requirements of Public Act 16-92
Compiled During the 2016 Academic Year: Updated Fall, 2019**

Preparation Institution	initial Teacher Preparation Programs: <i>detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i>	Remedial Reading or Reading Consultant Programs <i>diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i>
Albertus Magnus	<p>All candidates completed the CSDE sponsored webinar developed by CREC. Dyslexia is also covered in 4 program including special education I and II, Teaching Reading and Writing Across the Curriculum and Curriculum and Methods of Teaching.</p>	<p>The alternate route program leading to Remedial Reading certification covers dyslexia content in 4 courses including:</p> <ul style="list-style-type: none"> • “Theory and Practice in the Fundamentals of Language and Literacy,” candidates interpret data and make recommendations based on authentic case studies, including dyslexic students at a variety of grade levels. • “Best Practices Seminars” emphasize evidence-based literacy instruction that includes intervention for dyslexic students. • Comprehensive Tutorial Practicum: Candidates work with and tutor students with reading disabilities, and as appropriate use strategies that would support dyslexic students. • Diagnostic-Tutorial for Dyslexic Students Practicum was added using the Japanese Lesson Study Model for groups of four or five teachers working together to develop LT and ST literacy goals for a dyslexic student.
CCSU	<p>Developed their own webinar on Dyslexia which all candidates complete.</p>	<p>Dyslexia is covered in the two clinical sequences courses, Diagnosis and Interventions, including look at/using instruments used in diagnosis of dyslexia. In the clinical experience practica, candidates work with students with exceptionalities or those struggling in reading or writing.</p>
Connecticut College	<p>Uses a combination of (1) the Dyslexia Webinars, (2) content in the human development course and in the student teaching seminar.</p>	<p>No Reading Program</p>
ECSU	<p>All candidates complete the CSDE sponsored webinar developed by CREC. In addition:</p> <ul style="list-style-type: none"> ▪ Early childhood education candidates read and discuss articles on dyslexia within the context of differentiation for oral language/literacy and at-risk learners and study appropriate teaching strategies. ▪ Elementary education candidates read and discuss neurological research on dyslexia and consider research-based strategies for supporting students. ▪ Secondary education candidates discuss recognition of dyslexia and curricular support strategies within the context of literacy development for secondary English or content area reading and writing. <p>In special education courses, candidates explore the signs and symptoms of dyslexia within the context of specific learning disabilities, and also learn about support strategies used in PreK-12 settings.</p>	<p>No Reading Program</p>
Preparation Institution	initial Teacher Preparation Programs: <i>detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i>	Remedial Reading or Reading Consultant Programs <i>diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i>

<p>Fairfield University</p>	<p>All candidates completed the CSDE sponsored webinar developed by CREC. In addition:</p> <ul style="list-style-type: none"> ● For elementary education, discussion of the modules has been incorporated into Empowering Struggling Readers & Writers. ● All secondary and world language candidates are required to take The Literate Learner: Using Critical and Strategic Literacy in the Content Areas Grades 9-12, which covers dyslexia. A new course is under development that will also cover dyslexia. English 7-12 candidates may address dyslexia in Dev Reading in the Secondary School. ● TESOL candidates take several courses that include dyslexia content including Language and Reading Acquisition for ELLs and Students with Special Needs and Special Learners in the Bilingual/ESL. <p>The Special Education program covers reading and dyslexia in several courses required in the program.</p>	<p>No response: Program Director Co-Chair of Task Force Concern that Response Would Present as Significantly More Detailed than Other Programs</p> <p>Worth Noting: All #102 Candidates complete a minimum of 6-credits of supervised Structured Literacy Intervention Practicum consisting of a combination of the following:</p> <ul style="list-style-type: none"> ▪ RLD 6587: Structured Literacy Practicum I ▪ RLD 6588: Structured Literacy Practicum II ▪ RLD 6577: Wilson Reading Practicum I ▪ RLD 6579: Wilson Reading Practicum II
<p>Mitchell College</p>	<p>All candidates completed the CSDE sponsored webinar developed by CREC.</p>	<p>No Reading Program</p>
<p>Quinnipiac University</p>	<p>All MAT candidates complete the webinars designed by SERC. The three-part Webinar series on SLD/Dyslexia is presented as three separate online courses on the Schoology.com Learning Management System. The courses may be joined and accessed at any time.</p> <p>Candidates also interview their cooperating teachers to see what evaluation tools they are using as well as what reading approach they are using with students with dyslexia.</p> <p>Candidates taking the Specific Learning Disabilities course use the following resources:</p> <ul style="list-style-type: none"> ● An on-line training module that utilizes the Yale Center for Dyslexia and Creativity website, including Sally Shaywitz' book, Overcoming Dyslexia; ● A variety of videos on dyslexia including one, 2 hour HBO documentary on Dyslexia produced through the Yale Center and Shaywitz that QU purchases a license to stream. ● Candidates also interview their cooperating teachers to see what evaluation tools they are using as well as what reading approach they are using with students with dyslexia. <p>Candidates for the MS in SPED programs take courses in Reading and Specific Learning Disabilities with a focus on Dyslexia.</p>	<p>No Reading Program</p>

Preparation Institution	initial Teacher Preparation Programs:	Remedial Reading or Reading Consultant Programs
Sacred Heart University	<p><i>detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i></p> <p>All candidates completed the CSDE sponsored webinar developed by CREC within course on Introduction to Special Education incorporate the following:</p> <ul style="list-style-type: none"> • Submit evidence that they successfully completed the modules • Review the Literacy How website and provide a written reflection • Discussions during class lectures/activities • Complete additional assignments including course quiz. <p>An additional dyslexia assessment module was added to the Student Teaching Seminar.</p> <p>Elementary Education candidates also get an additional 2 two hours of training in structured literacy.</p>	<p><i>diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i></p> <p>Within the Literacy Program, a course on Structured Literacy will be piloted in Summer I of 2017. This course employs a highly structured sound-by-sound approach for teaching word decoding and spelling that incorporates traditional phonics and Visual-Auditory-Kinesthetic-Tactile methodology, and is particularly effective for struggling students and students who have been identified with dyslexia or a specific learning disability. Participants acquire strategies for teaching letters and sounds, utilizing the phonics generalizations to decode regular and irregular spelling patterns.</p>
SCSU	Complete the CCSU developed webinars on dyslexia.	Content specific to dyslexia is threaded through both graduate masters and sixth year programs in reading. 30 credits (10 classes) are required for the MS and 39 credits (13 classes) are required for the sixth year.
UCONN	<p>IB/M program: Intro to Exceptionality covers dyslexia including definition, identification, and effective instruction. Special education students also have training in dyslexia in the Literacy Supports course with an At-Risk for Learning Disabilities Certificate.</p> <p>TCPCG: Graduate Special Ed. candidates take Developmental Foundations of Exceptionality (which covers definitional content), Beginning Reading Supports for Students with Learning Difficulties and Adolescent Reading Supports for Students with Learning Difficulties, which cover dyslexia extensively.</p> <p>Graduate secondary candidates take “Instruction for Students with Special Needs”, which also spends some time on dyslexia: definition, identification and effective instruction.</p> <p>Master’s IBM and TCPCG candidates complete the CSDE sponsored CREC webinar.</p>	<p>Reading Specialists programs: Attention to the identification and instruction of dyslexic learners is planned across the program of study for those preparing for a Reading Specialist certification (102, 097). The instruction of dyslexic learners receives focus in EDCI 5100, Teaching Reading in the Primary Grades. The assessment of learners and diagnosis of dyslexia is addressed in EDCI 5145, Classroom Assessment of Reading Difficulties, and this is followed by attention to individual assessments of learners and planning for individual needs in EDCI 5150, Clinical Diagnosis and Assessment of Reading Difficulties. Supervised instruction of remedial reading students, including learners identified as dyslexic learners, is provided during a six credit hour clinical practicum, EDCI 5155, Advanced Reading/Language Arts Clinic. The advanced courses, EDCI 5150 and 5155 also focus on providing supportive information regarding literacy instruction to classroom teachers of dyslexic learners and support to parents by sharing strategies for supporting children at home.</p>

Preparation Institution	initial Teacher Preparation Programs:	Remedial Reading or Reading Consultant Programs
University of Bridgeport	<p><i>detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i></p> <p>All candidates completed the CSDE sponsored Dyslexia webinar developed by CREC within the EDUC 564: <i>Educating Students with Exceptionalities</i> course.</p> <p>Dyslexia is covered in EDUC 503: <i>Differentiated Instruction</i>, required for all candidates.</p> <p>For elementary and secondary, dyslexia is also covered in the reading courses (EDUC 573: <i>Early Childhood Literacy</i> and EDUC 574: <i>Developmental Reading</i> for Elementary certification, EDUC 575: <i>Reading and Writing in the Content Area</i> for Secondary certification). For secondary Math, dyslexia is covered in the numeracy section of the EDUC 440J: <i>Pedagogical and Content Knowledge in Mathematics</i> and in the EDMM 603: <i>Analysis I</i> course.</p>	<p><i>diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i></p> <p>Master’s and Sixth Year degree candidates for the 102 and 097 certifications complete two courses: Advanced Diagnosis and Intervention of Reading and Language Art Difficulties, which explicitly addresses the issues of dyslexia, including the completion of the following:</p> <ul style="list-style-type: none"> A. Three webinars about dyslexia; B. A supervised case study on a student with dyslexia referred for assistance in reading; C. Twenty (20) hours of literacy tutoring with the identified dyslexic student. <p>Literacy Research Project, which explicitly addresses research about the assessment and instruction of children with dyslexia. Candidates must review current peer-reviewed research and write a final paper synthesizing research about dyslexia. In this course candidates also collaborate with colleagues in the discussion and dissemination of research about dyslexia.</p>
University of Hartford	<p>All candidates completed the CSDE sponsored webinar developed by CREC. Additionally, structured literacy instruction is covered in literacy methods courses.</p>	No Reading Program
University of Saint Joseph	All candidates completed the CSDE sponsored webinar developed by CREC	No Reading Program
WCSU	<p>All candidates complete a module on dyslexia developed by WCSU. Dyslexia is also discussed in all literacy courses offered. It is also a component of EPY 450 Introduction to Special Education.</p>	<p>Reading Specialists programs: Our new Remedial Reading specialist program is in its second year. The assessment and diagnosis of dyslexia is addressed in ED 548 Analysis of Reading Difficulties which includes an intensive, supervised clinical experience in a Danbury public school. Further identification and instructional strategies for students with dyslexia is addressed in ED 517 Development of Reading in the Elementary School. In ED 609 Assessments in Reading and Language Arts, candidates learn how to administer various assessments to identify dyslexia. Candidates also take two supervised practica experiences for K-12 remedial readers in a Danbury summer program. These practica experiences also include working with parents to provide support for their children with dyslexia.</p>

Preparation Institution	initial Teacher Preparation Programs: <i>detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i>	Remedial Reading or Reading Consultant Programs <i>diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for students with dyslexia</i>
Charter Oak State College ECE Alternate Route	All candidates completed the CSDE sponsored webinar developed by CREC. Dyslexia content is also discussed in other training modules.	No Reading Program
OHE Alternate Route	All candidates completed the CSDE sponsored webinar developed by CREC.	No Reading Program
Teach for America	<p>All candidates complete the three-part webinar series offered by SERC. Webinar topics:</p> <ul style="list-style-type: none"> ● Increasing awareness of specific learning disabilities (SLD)/dyslexia, Implications for Connecticut Educators ● Using literacy screening data to support student with reading difficulties ● Remediating and accommodating students with SLD/dyslexia at the secondary level <p>Completion verified here: https://b4.caspio.com/dp/4c072000e9402534382f43d699e5</p>	No Reading Program

Appendix I

Invitation to the State Department of Education to Provide Input and Feedback



State of Connecticut
The Connecticut General Assembly

**Task Force to Analyze the Implementation of Laws Governing
Dyslexia Instruction and Training**

LEGISLATIVE OFFICE BUILDING, ROOM 3100
HARTFORD, CONNECTICUT 06106-1591
PHONE: (860) 240-0271 / FAX: (860) 240-8833

Co-Chairpersons
Jule McCombes-Tolis and Allison Quirion

December 30, 2019

Mr. Bryan Klimkiewicz, Division Director
Connecticut State Department of Education
Bureau of Special Education
P.O. Box 2219, Suite 604
Hartford, CT 06145-2219
(sent via email: bryan.klimkiewicz@ct.gov)

Re: January 16, 2019 Meeting Preparation

Dear Bryan:

In accordance with the charge set forth by Special Act 19-8, the Task Force to Analyze the Implementation of Laws Governing Dyslexia Instruction and Training has requested information from the Connecticut State Department of Education, the Connecticut Office of Higher Education, and the Connecticut Board of Regents/Connecticut State Colleges and Universities (via the Task Force Clerk) concerning how it is that they are determining institutional compliance with dyslexia-specific educator preparation and licensure requirements, as articulated in statutes.

Responses provided by the above-named agencies, and the Council for the Accreditation of Educator Preparation (CAEP¹), indicate that none are presently determining institutional compliance with dyslexia-specific educator preparation requirements and none are presently verifying that candidates have met dyslexia-specific statutory requirements prior to being awarded endorsements/certifications.

As the Commissioner of Education's Task Force designee, and the Chair of the Data Collection subcommittee, we invite you to secure and provide additional relevant information via the Task Force email account (Taskforce19.8@gmail.com) by January 14, 2019, in anticipation of our January 16, 2019 meeting.

For reference, agency-specific feedback received to date includes the following:

Connecticut Department of Education

*November 12, 2019 Email Correspondence (State Department of Education)

Task Force requested auditing forms used to review candidate certification applications in order to ensure compliance with certification regulations.

"State auditing forms do not exist; Each applicant is reviewed individually by highly trained & experienced certification consultants to ensure they have met the regulatory/statutory guidelines for certification in the endorsement area for which the applicant has applied. If the applicant does not meet the requirements, a certificate is not issued."

¹ Connecticut Department of Education, Talent Office, indicated that CAEP determines which programs meet statutory requirements.

*November 13, 2019 Email Correspondence (Bureau of Educator Standards and Certification)

"Please note, it is the Bureau's responsibility to verify regulatory requirements, not EPP statutory requirements."

"As a recommended graduate of a CT EPP, the EPP is acknowledging the applicant has meet (sic) all regulatory & statutory requirements."

"Also, given that the Dyslexia coursework can be met in numerous ways, there is not a specific 'dyslexia' course on transcripts for Bureau consultants to verify at time of application."

*November 7, 2019, Email Correspondence (Talent Office)

"No requirement for CSDE oversight or program evaluation. It becomes part of continued program approval under CAEP which requires programs to meet statutory requirements."

Council for the Accreditation of Educator Preparation (CAEP)

*November 20, 2019, Email Correspondence

Request for clarification related to Talent Office response of November 7, 2019 concerning CAEP's role in determining EPPs compliance with statutory and regulatory State requirements.

"This would need to be done outside of the CAEP review. The addendum would be submitted to the state and they would conduct their review outside of the CAEP review."

*November 21, 2019, Email Correspondence

Request for verification that CAEP does not incorporate state specific regulations and/or statutes into its application and review for accreditation.

"This statement is correct. CAEP reviewers only conduct a CAEP review. State specific requirements or regulations would need to be conducted by a state representative. The state could have someone present at the time of the CAEP review, or they could collect materials (through the state addendum) and review them after the CAEP review has concluded."

*December 30, 2019, Email Correspondence

Request for verification that Connecticut does not have an addendum to the CAEP contract to perform statutory and regulatory review to confirm compliance since 2015.

"Yes, I can confirm that there is no state addendum attached to the CAEP review at this point. Here is a link to the current Connecticut CAEP agreement: [CT CAEP Agreement](#)"

Office of Higher Education

*December 13, 2019, Email Correspondence

"Although on OHE's end, we do not specifically look at compliance with dyslexia legislation, I believe that is covered on SDE's end when they are reviewing these programs for approval, although I am not certain."

Board of Regents/Connecticut State Colleges and Universities

*December 13, 2019, Email Correspondence

Provided self-reporting data from:
Central Connecticut State University.

*December 19, 2019, Email Correspondence

Provided self-reporting data from:
Central Connecticut State University
Eastern Connecticut State University
Western Connecticut State University
Southern Connecticut State University

Sincere regards,

Allison Quirion, Co-Chair

Jule McCombes-Tolis, Ph.D., Co-Chair

Appendix J
Summary of Communications: Higher Education Subcommittee

APPENDIX J: SUMMARY OF COMMUNICATIONS

REQUEST FOR INFORMATION			RESPONSE RECEIVED		
Date	To	Purpose	Date	From	Note
9/11/19 & 9/25/19	CSDE	Request for copies of any documentation wherein CSDE has confirmed, validated, reviewed and/or determined compliance with Dyslexia legislation, specifically as it relates to Institutes of Higher Education Curriculum requirements: as it specifically related to PA 15-97, PA 16-97 and PA 17- 3. Copy of or information regarding the current process/protocols/ standards for ensuring educator preparation program compliance with dyslexia legislation.	11/7/19	Legal and Governmental Affairs, CSDE Talent Office	<i>"No requirement for CSDE oversight or program evaluation. It becomes part of continued program approval under CAEP which requires programs to meet statutory requirements."</i>
9/11/19	CSDE	Copies of any documentation wherein the State Department of Education has confirmed, validated, reviewed and/or determined compliance with Dyslexia legislation, specifically as it relates to Institutes of Higher Education Curriculum requirements:" as it specifically related to PA 15-97, PA 16-97 and PA 17-3.	10/16/19	CSDE	Following the Task Force's request for data, CSDE issued a Survey of Educator Preparation Training Offered to Meet Training Requirements in Public Act 15-97 and Public Act 16-92 to Connecticut's IHEs via email. CSDE then compiled the responses into a summary document and provided this summary document for review: <i>CSDE Survey of Educator Preparation Training offered to Meet Training Requirements in Public Act 15-97 and Public Act 16-92 Compiled during the 2016-17 Academic Year (Updated Fall 2019)</i>
11/14/19	CAEP	Request for clarification related to Talent Office response of November 7, 2019 concerning CAEP's role in determining EPPs compliance with statutory and regulatory State requirements	11/20/19	CAEP	<i>"This would need to be done outside of the CAEP review. The addendum would be submitted to the state and they would conduct their review outside of the CAEP review."</i>
11/14/19	OHE	Copy of or information regarding the current process/protocols/ standards for ensuring educator preparation program compliance with dyslexia legislation.	12/13/19	OHE	<i>"Although on OHE's end, we do not specifically look at compliance with dyslexia legislation, I believe that is covered on SDE's end when they are reviewing these programs for approval, although I am not certain."</i>
11/20/19	CAEP	Request for verification that CAEP does not incorporate state specific regulations and/or statutes into its application and review for accreditation.	11/21/19	CAEP	<i>"This statement is correct. CAEP reviewers only conduct a CAEP review. State specific requirements or regulations would need to be conducted by a state representative. The state could have someone present at the time of the CAEP review, or they could collect materials (through the state addendum [CT does not have an addendum]) and review them after the CAEP review has concluded."</i>

12/30/19	CAEP	Request for verification that Connecticut does not have an addendum to the CAEP contract to perform statutory and regulatory review to confirm compliance since 2015.	12/30/19	CAEP	<i>"Yes, I can confirm that there is no state addendum attached to the CAEP review at this point. Here is a link to the current Connecticut CAEP agreement: http://www.caepnet.org/working-together/~media/Files/caep/state-partners/ct-partnershipagreementunsignednosign.pdf?la=en</i>
11/8/20 & 11/16/20 Followed up by Memo 12/30/29 & Meeting 1/16/20	CSDE	Requested process, procedures, forms, and manuals regarding the certification application evaluation process that the CSDE uses to determine if a candidate has met the statutory and regulatory requirements associated with the awarding teaching endorsement/ certifications. Requested Forms, policies and procedures that each CT Educator Preparation Program (EPP) uses to verify that a candidate has met all statutory and regulatory requirements necessary to be recommended to the CSDE for multiple endorsements/ certifications.	1/31/20	CSDE	<i>"If and when the SBE grants approval to an EPP, the institution is required to comply with all laws applicable to such programs, including but not limited to the provisions of Connecticut General Statutes Section 10- 145a, which outline the specific components of teacher preparation programs. The CSDE works closely with EPPs on an ongoing basis to ensure that these programs are aware of, and in compliance with, all laws applicable to Connecticut EPPs. The CSDE hosts quarterly meetings with Deans, Directors and Certification Officers to discuss programming, legislative updates and statutory requirements. Additionally, each EPP is assigned a specific liaison within the Bureau of Educator Standards and Certification." o</i> <i>Additionally, all Connecticut EPPs, including alternate route to certification (ARC) programs, are required to be nationally accredited through the Council for Accreditation of Educator Preparation (CAEP) and host a CAEP, on-site visit every seven years to determine re-accreditation status. EPP Data Dashboard data will be used in conjunction with CAEP accreditation findings to determine continuing program approval for all Connecticut EPPs based on CAEP's seven-year visit cycle. Additional information about the CSDE and/or CAEP approval process can be found here: https://portal.ct.gov/SDE/Certification/Program-Approval#continuing</i>

APPENDIX J: SUMMARY OF COMMUNICATIONS

REQUEST FOR INFORMATION			RESPONSE RECEIVED		
Date	To	Purpose	Date	From	Note
10/23/19	CSDE	Requested auditing forms used to review candidate certification applications in order to ensure compliance..	11/12/19	Task Force Clerk on behalf of CSDE	<i>"State auditing forms do not exist; Each applicant is reviewed individually by highly trained & experienced certification consultants to ensure they have met the regulatory/statutory guidelines for certification in the endorsement area for which the applicant has applied. If the applicant does not meet the requirements, a certificate is not issued."</i>
11/8/19	CSDE	Requested process, procedures, forms, and manuals regarding the certification application evaluation process that the CSDE uses to determine if a candidate has met the statutory and regulatory requirements associated with the awarding teaching endorsement/ certifications.	11/15/19	CSDE	<i>"Please note, it is the Bureau's responsibility to verify regulatory requirements, not EPP statutory requirements." "Please keep in mind, aside from our initial program approval/renewal process application & procedures which was previously shared, the CSDE has no oversight of EPP programming and/or course design" "As a recommended graduate of a CT EPP, the EPP is acknowledging the applicant has meet (sic) all regulatory & statutory requirements." "Also, given that the Dyslexia coursework can be met in numerous ways, there is not a specific 'dyslexia' course on transcripts for Bureau consultants to verify at time of application."</i>
11/8/20 & 11/16/20 Followed up by Memo 12/30/29 & Meeting 1/16/20	CSDE	Requested process, procedures, forms, and manuals regarding the certification application evaluation process that the CSDE uses to determine if a candidate has met the statutory and regulatory requirements associated with the awarding teaching endorsement/ certifications. Requested Forms, policies and procedures that each CT Educator Preparation Program (EPP) uses to verify that a candidate has met all statutory and regulatory requirements necessary to be recommended to the CSDE for multiple endorsements/certifications.	1/31/20	CSDE	<i>"It is the CSDE's practice to review each applicant's application to confirm that applicants have completed all components of the program necessary for the certification requested. In many situations, specific components of an applicant's academic program are not satisfied through completion of a particular academic course – the CSDE relies on the EPP's representation that the academic program offered is compliant with Connecticut law in all respects. Such is the case with the requirements set forth in C.G.S. Sec. 10-145d(i), which relate to educational interventions for students with dyslexia. EPPs are required by law to identify an individual within the institution who must attest, if appropriate, whether an individual applicant has complied with all applicable requirements for certification. See Connecticut State Agency Regulations Section 10-145d-11(b)(2). "</i>

Appendix K

Analysis of "CSDE Survey of Educator Preparation Training Offered to Meet Training Requirements in Public Act 15-97 Compiled During the 2016-2017 Academic Year (Updated Fall 2019)"

APPENDIX K	WEBINAR			COURSEWORK			OTHER	STATUTORY REQUIREMENT <i>Evidence of...</i>			
	CREC	SERC Multiple	Developed	Single Shared Course	Single Course by Major	Multiple Courses - Differ by Major-	Varied	12 Clock Hours	Addressing Recognition of Dyslexia	Addressing Detection of Dyslexia	Addressing Evidence- based SL Interventions
ALL CANDIDATES											
HOURS	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	-	-	-	-
Albertus Magnus	X Not Specified Where Embedded					X	Unspecified Use of Websites	NO	YES	YES	NO
CCSU			X Not Specified Where Embedded					NO	Unknown	Unknown	Unknown
Connecticut College	X Not Specified Where Embedded			Human Development			Student Teaching	NO	YES	YES	NO
ESCU	X Not Specified Where Embedded					Unspecified Courses	Unspecified reading in unspecified courses	NO		YES	NO

APPENDIX K CONTINUED	WEBINAR			COURSEWORK			OTHER	STATUTORY REQUIREMENT <i>Evidence of...</i>			
	CREC	SERC Multiple	Developed	Single Shared Course	Single Course by Major	Multiple Courses - Differ by Major-	Varied	12 Clock Hours	Addressing Recognition of Dyslexia	Addressing Detection of Dyslexia	Addressing Evidence- based SL Interventions
ALL CANDIDATES											
HOURS	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	-	-	-	-
Fairfield University	X Not Specified Where Embedded				Elem	Unspecified Courses	Unspecified reading in unspecified courses	NO	YES	YES	NO
Mitchell College	X Not Specified Where Embedded							NO	YES	YES	NO
Quinnipiac University		X Not Specified Where Embedded				SPED Only Unspecified	Unspecified Courses Videos ----- Student Teaching	NO	YES	YES	NO
Sacred Heart University	X Not Specified Where Embedded			X Intro to SPED			Unspecified 2 Hours Additional Training in SL for El. Ed ----- Student Teaching	NO	YES	YES	NO
SCSU			X Not Specified Where Embedded (CCSU)					NO	Unknown	Unknown	Unknown

APPENDIX K CONTINUED	WEBINAR			COURSEWORK			OTHER	STATUTORY REQUIREMENT <i>Evidence of...</i>			
	ALL CANDIDATES	CREC	SERC Multiple	Developed	Single Shared Course	Single Course by Major	Multiple Courses - Differ by Major-	Varied	12 Clock Hours	Addressing Recognition of Dyslexia	Addressing Detection of Dyslexia
HOURS	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	-	-	-	-
UCONN	X Master's IBM and TPCG Not Specified Where Embedded			X IB/M Intro to Except.	X Graduate Secondary Instruction for Students with Special Needs	X TCPG Developmental Foundations of Except. Beginning Reading Supports for Students with LD Adolescent Reading Supports for Students with LD		NO	YES	YES	NO
University of Bridgeport	X EDUC 503: Differentiated Instruction			X EDUC 503: Differentiated Instruction	X Elem/Second EDUC 573: Early Childhood Literacy EDUC 575: RDG & Writing Sec. Math EDUC440J: Pedagogical and Cont. Know. in Math. EDMM 603: Analysis I Course			NO	YES	YES	NO

APPENDIX K CONTINUED	WEBINAR			COURSEWORK			OTHER	STATUTORY REQUIREMENT <i>Evidence of...</i>			
	CREC	SERC Multiple	Developed	Single Shared Course	Single Course by Major	Multiple Courses - Differ by Major-	Varied	12 Clock Hours	Addressing Recognition of Dyslexia	Addressing Detection of Dyslexia	Addressing Evidence- based SL Interventions
ALL CANDIDATES											
HOURS	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	Unspecified	-	-	-	-
University of Hartford	X Not Specified Where Embedded						Unspecified Courses	NO	YES	YES	NO
University of Saint Joseph	X Not Specified Where Embedded							NO	YES	YES	NO
WCSU			X Not Specified Where Embedded		X EPY 450 Intro to Spec Ed		Unspecified Courses	NO	Unknown	Unknown	Unknown
Charter Oak State College ECE Alternate Route	X Not Specified Where Embedded						Unspecified Modules	NO	YES	YES	NO
OHE Alternate Route	X Not Specified Where Embedded							NO	YES	YES	NO
Teach for America	X Not Specified Where Embedded							NO	YES	YES	NO

CREC and SERC webinars/professional learning opportunities are the most commonly referenced webinars in use by Educator Preparation Programs to meet the statutory requirement of a minimum of 12 clock hours in the detection and recognition of dyslexia, and evidence-based structured literacy interventions for students with dyslexia.

The CREC series that was available to students at the time that the CSDE survey was completed is titled, *Understanding Dyslexia*. This series consists of four one-hour modules and could be purchased by candidates at a cost of \$35. Descriptions of these webinar modules do not include reference to addressing evidence-based *structured literacy* interventions for students with dyslexia:

CREC SERIES: Understanding Dyslexia	
What is Dyslexia?	
This webinar provides participants with a working definition of dyslexia based on current research. The characteristics of a learner who might be defined as dyslexic are described and how reading develops in the brain is discussed. Participants will:	
<ul style="list-style-type: none"> ● Understand dyslexia as it is defined by the Connecticut State Department of Education ● Describe the effects of dyslexia on the learner over time 	
Recognition of Dyslexia	The characteristics of a learner who might be defined as dyslexic are described and how reading develops in the brain is discussed.
Detection of Dyslexia	-
Evidence-based Structured Literacy Interventions for Students with Dyslexia	-
Educational Determination of Dyslexia	
This webinar aids professionals by describing how to construct a comprehensive educational evaluation to determine if a student qualifies for special education services under the category of dyslexia. The session also provides information on how to use data to make programmatic recommendations. Participants will:	
<ul style="list-style-type: none"> ● Define the elements of a comprehensive evaluation ● Name several measures that are appropriate for identification of students with dyslexia 	
Recognition of Dyslexia	-
Detection of Dyslexia	describing how to construct a comprehensive educational evaluation to determine if a student qualifies for special education services under the category of dyslexia.
Evidence-based Structured Literacy Interventions for Students with Dyslexia	-
Evidence-based Instruction and Assistive Technology Options for Students with Dyslexia	
This webinar describes the elements of evidence-based instruction for students with dyslexia. Examples of available instructional programs will be shared, and there will be demonstrations of several low-tech and high-tech instructional tools. Participants will:	
<ul style="list-style-type: none"> ▪ Name the elements of evidence-based instruction for students with dyslexia ▪ Explore low-tech and high-tech tools that can be used in the classroom 	
Recognition of Dyslexia	-
Detection of Dyslexia	-
Evidence-based Structured Literacy Interventions for Students with Dyslexia	-
Addressing Barriers in Curriculum for Students with Dyslexia	
This webinar looks at barriers in curriculum for students with dyslexia through a Universal Design for Learning lens. The Universal Design for Learning guidelines and checkpoints are used as a reference to ensure that students with dyslexia can access instruction and reach high academic goals. Participants will:	
<ul style="list-style-type: none"> ● Use the Universal Design for Learning lens guidelines to identify common curriculum barriers ● Identify solutions to address curriculum barriers 	
Recognition of Dyslexia	-
Detection of Dyslexia	-
Evidence-based Structured Literacy Interventions for Students with Dyslexia	-

SERC offers a variety of online professional learning opportunities that address dyslexia, including a 12-hour professional learning opportunity titled, *SLD/Dyslexia: Connecting Research to Practice in Connecticut*.

Online registration for this opportunity was closed as of 11-30-20; however, interested parties are advised to contact Lauren Johns with SERC. This opportunity was advertised as free of charge on the State Department of Education's *Specific Learning Disability and SLD/Dyslexia* webpage.

Descriptions of this professional learning opportunity include reference to addressing recognition and detection of dyslexia, as well as evidence-based structured literacy interventions for students with dyslexia.

SERC PROFESSIONAL LEARNING OPPORTUNITY: SLD/Dyslexia: Connecting Research to Practice in Connecticut

SLD/Dyslexia: Connecting Research to Practice in Connecticut

***This is an online course**

Audience:

K-Grade 12: General and Special Education Teachers, Reading Specialists, Literacy Coaches, Student Support Services Professionals, Directors/Supervisors of Special Education, and Principals

Description:

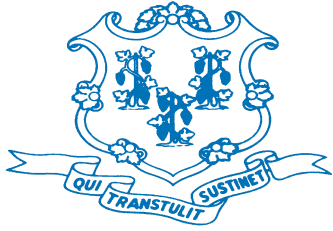
This advanced-level 12-hour professional learning opportunity is a comprehensive series of web-based learning modules that address the foundations of reading acquisition, identification of SLD/Dyslexia, and evidence-based instructional practices. The training covers research on reading and language development, subtypes of reading difficulties, implementation of core literacy instruction, assessment of SLD/Dyslexia, and the components of structured literacy instruction, including spelling and written expression. Each content-based module is followed by a reflection segment, content questions, and professional dialogue led by a literacy expert and a district professional to guide educators through the process of examining and altering current SLD/Dyslexia practices.

Participants completing this professional learning opportunity will be able to: explain the domains of oral language and the components of reading and how they intersect; describe how a multi-tiered system of support (MTSS) is essential in providing tiers of intervention for students having difficulty learning to read; differentiate between the types of reading difficulties students can experience, including SLD/Dyslexia; outline the elements of a comprehensive special education evaluation when SLD/Dyslexia is suspected; and summarize the structured literacy instruction that students with various profiles of reading difficulties need, including students with SLD/Dyslexia.

Recognition of Dyslexia	differentiate between the types of reading difficulties students can experience, including SLD/Dyslexia
Detection of Dyslexia	identification of SLD/Dyslexia outline the elements of a comprehensive special education evaluation when SLD/Dyslexia is suspected
Evidence-based Structured Literacy Interventions for Students with Dyslexia	implementation of core literacy instruction, assessment of SLD/Dyslexia, and the components of structured literacy instruction, including spelling and written expression. summarize the structured literacy instruction that students with various profiles of reading difficulties need, including students with SLD/Dyslexia

Appendix L

Presentation of Findings: Slides



State of Connecticut Connecticut General Assembly

Task Force to Analyze the Implementation of Laws
Governing Dyslexia Instruction and Training
(Special Act 19-8)

REPORT of FINDINGS and RECOMMENDATIONS

December 17, 2020

Co-Chairs

Jule McCombes-Tolis, Ph.D.

Allison M. Quirion



[Task Force Web Page](#)

AGENDA

WELCOME & OPENING

- Connecticut's Dyslexia Landscape
- Legislative Precursors to the Task Force
- Establishment & Charge of the Task Force
- Membership by Subcommittee
- Meeting Calendar

PRESENTATION OF FINAL REPORT

- Findings and Recommendations

ACKNOWLEDGEMENTS

ADJOURNMENT



CONNECTICUT'S DYSLEXIA LANDSCAPE

SNAPSHOT



PREVALENCE

- Students with Specific Learning Disabilities/Specific Learning Disabilities-Dyslexia represent the greatest percentage of SWD in CT's schools (~37%)
- Since 2014, CT's school population has ↓ by 3%, but Special Education prevalence has ↑ by 15%
- Since 2015, CT's dyslexia prevalence rate has ↑ by 200% - even so, this number represents <1% of the state's total student population, whereas research suggests *actual* prevalence estimates fall between 10-20%.
- Begs the question: how many students who are not meeting minimum reading achievement thresholds today are undiagnosed?

YEAR	Special Education Prevalence	Special Education Count (k-12)	All K-12 Student Count
2007-08	11.5%	64,375	559,500
2008-09	11.6%	64,187	555,411
2009-10	11.6%	63,968	551,461
2010-11	11.6%	63,486	548,052
2011-12	11.7%	63,651	541,727
2012-13	12.1%	65,096	537,595
2013-14	12.4%	66,132	532,320
2014-15	13.0%	68,445	527,832
2015-16	13.4%	70,055	522,906
2016-17	13.9%	72,420	519,885
2017-18	14.5%	74,708	515,935
2018-19	15.0%	76,815	511,367

	2015-2016	2016-2017	2017-2018	2018-2019
Students with SLD	24,287	25,661	26,910	28,071
Students with SLD/Dyslexia	727	1,149	1,766	2,294

PERFORMANCE

- While SWD improved in ELA performance by approximately 8% since 2015, 84% of these students did not meet ELA SBAC performance criteria for grade 8.
- The gap between the reading achievement of SWOD and SWD has remained steady since 2017 and has moved very little since 2015.



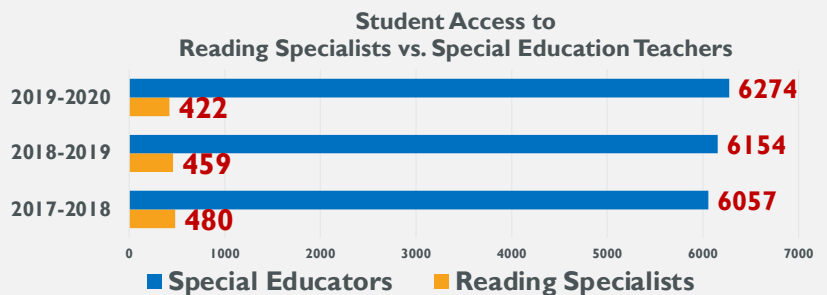
	SBAC ELA MET/EXCEEDED	15-16 %	16-17 %	17-18 %	18-19 %
GRADE 8	GENED	61.7	59.8	62.8	62.7
	SPED	14.4	14.3	16.0	15.6
	% DIFF	-77%	-76%	-75%	-75%

ACCESS

- Special Educators and Reading Specialists are prepared to serve different populations of students and as such their training differs greatly.
- There are only 422 Reading Specialists employed by Connecticut's schools compared to 6,274 Special Education teachers.
 - This # represents a decline of > 12% since the 2017-2018 academic year.
- **Equity and access issue:** Hartford Public Schools employs 0 Reading Specialists while Greenwich Public Schools employs 18.
 - Increasing the number of these specialists in our schools may help to alleviate our current achievement gaps and may help to ameliorate the current special education shortage by freeing up the remedial reading caseloads of select special educators.



Special Educators	Reading Specialists
Psychoeducational Theory & Development of Handicapped Children.	Developmental Literacy
Program Planning & Evaluation of Handicapped Children	Tests & Measurement in Reading & Language Arts
Diagnosis of Handicapped Children.	Diagnosis & Remediation of Reading & Language Arts Difficulties
Curriculum & Methods of Teaching Handicapped Children	Content & Disciplinary Literacy
	Language Arts (incl. Written Expression)
Special Education Practicum: Handicapping Condition I (Not Specified)	Supervised Remedial Reading Practicum I
Special Education Practicum: Handicapping Condition II (Not Specified)	Supervised Remedial Reading Practicum II



LEGISLATIVE PRECURSORS TO THE TASK FORCE



2014 – PUBLIC ACT 14-39

- Amends the Individualized Education Plan to include "Specific Learning Disability/Dyslexia" as a Primary Disability.
- Adds the detection, recognition and evidenced-based interventions for students with dyslexia to be included, as part of the curriculum, to any program of teacher preparation leading to a certification.



2015 – PUBLIC ACT 15-97



- Directs the Commissioner of Education to designate an employee of the DOE to provide information and assistance to parents and the BOE relating to the detection, recognition and evidence-based structured literacy interventions for students with dyslexia.
- Defines dyslexia as articulated within DOE's IEP Manual & Forms.
- Enhances P.A. 14-39 by requiring no fewer than 12 clock hours of instruction to address dyslexia in pre-service educator preparation programs.
- Adds dyslexia in-service teacher PD.
- Directs the DOE to develop or approve a reading assessment for use by local BOE, which includes "identifying, in whole or in part, students at risk for dyslexia ... or other reading-related learning disabilities".

2016 – PUBLIC ACT 16-92



- Adds the requirement, on and after July 1, 2017, for any (1) certified employee applying for a **remedial reading, remedial language arts or reading consultant endorsement**, or (2) applicant for an initial, provisional or professional educator certificate shall have **completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.**

2017 – PUBLIC ACT 17-3



- Adds the requirement, on and after July 1, 2018, any certified employee applying for a **comprehensive special education or integrated early childhood and special education endorsement**, or (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have **completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.**

2019 – PUBLIC ACT 19-8



- Established a Task Force to analyze and make recommendations on issues relating to the implementation of the laws governing dyslexia instruction and training in the state.

MEMBERSHIP BY SUBCOMMITTEE AND CHARGE



EDUCATOR COMPETENCIES

- ✓ Make recommendations for the structured literacy content knowledge and pedagogy that pre-service and in-service educators should obtain in order to be able to effectively and consistently meet the needs of students at risk for reading failure, including students with dyslexia.
- X Examine and make recommendations on whether current in-service professional development models are appropriate to provide in-service training and professional development for teachers with the knowledge and understanding to meet the needs of dyslexic students.

Allison Van Etten, Chair
Stonington Public Schools
Appointed by President Pro Tempore of the Senate

Laura Carl
Decoding Dyslexia Connecticut
Appointed by Majority Leader of the Senate

Amy Geary
Montville Public Schools
Appointed by Speaker of the House of Representatives

Judith Rosenfield
Parent
Appointed by Speaker of the House of Representatives





**HIGHER
EDUCATION
MANDATES
&
COMPLIANCE**

- ✓ Examine and make recommendations on whether institutes of higher education in the state are complying with licensure requirements set forth in statute.
- ✓ Make recommendations for the structured literacy content knowledge and pedagogy that candidates in programs of teacher preparation should obtain in order to be able to effectively and consistently meet the needs of students at risk for reading failure, including students with dyslexia. (Collaborated with Educator Competencies Subcommittee)
- X Develop a Reading Standards Matrix.
- X Make recommendations on supervised practicum method
- ✓ Make recommendations that provide professors with the knowledge they need to supervise candidates in programs of teacher preparation in a practicum with an at-risk reader

Jule McCombes-Tolis, Co-Chair

Fairfield University
Appointed by Majority Leader of the House of Representatives

Allison M. Quirion, Co-Chair

Parent
Appointed by President Pro Tempore of the Senate

Rachael Gabriel

University of Connecticut
Appointed by Governor



Laura Reynolds

Southern Connecticut State University
Appointed by Governor



**K-3
SCREENING**

- ✓ Recommendations on whether the Department of Education's "Approved Menu of Research Based Grades K-3, Universal Screening Reading Assessments (June 2018)" meets the requirements of section 10-14t of the general statutes.
- ✓ Recommendations on whether the screening assessments listed are appropriate and represent current research on the science of reading and assessments.
- ✓ Recommendations on the components needed to assist and identify, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.
- X Recommendations on whether reporting screening data for all school districts would be beneficial.

Alissa Heizler Mendoza, Chair

Parent
Appointed by Minority Leader of the House of Representatives

Fumiko Hoelt

University of Connecticut
Appointed by Minority Leader of the Senate



Bryan Klimkiewicz

Connecticut Department of Education
Appointed by Commissioner of Education

NON-REPORTING SUB-COMMITTEES



NATIONAL LANDSCAPE

- Propose formatting and content considerations for the final report to be submitted by the Task Force.

Rachael Gabriel
Laura Raynolds



DATA COLLECTION

- Support information requests submitted by the Clerk on behalf of the Task Force.

Bryan Klimkiewicz
Jule McCombes-Tolis
Allison M. Quirion



MEETING CALENDAR

Task Force Meeting Calendar		
All Meetings scheduled 10:00 a.m.-12:00 p.m.		
Meeting Information and Related Resources: Task Force Website		
October 17, 2019 Room 2A of the LOB	November 21, 2019 Room 1C of the LOB	December, 2019 No Meeting.
January 16, 2020 Room 1E of the LOB	February-May Legislature in Session: No Meetings	June 18, 2020 Virtual
July 16, 2020 Virtual	August, 2020 No Meeting	September 17, 2020 Virtual
October 15, 2020 Virtual	November 19, 2020 Cancelled	December 17, 2020 Virtual



FINDINGS & RECOMMENDATIONS



All recommendations were voted on and unanimously approved by the members of the Task Force, with the exception of one abstention for practicum supervisor qualifications.

FINDING

HIGHER EDUCATION
MANDATES AND COMPLIANCE

No agency (public or private) presently assumes responsibility for monitoring and determining Educator Preparation Program compliance with Connecticut dyslexia-specific statutes.

HIGHER EDUCATION
MANDATES AND
COMPLIANCE

RECOMMENDATIONS:

- Task the Connecticut State Board of Education and the Connecticut State Department of Education with the responsibility of monitoring and determining Educator Preparation Programs compliance with dyslexia-specific statutes utilizing Task Force approved Educator Preparation Program Candidate Outcomes and Compliance Targets and Audit Protocol Frameworks

and/or

amend Connecticut's Agreement with the Council for the Accreditation of Educator Preparation (or other accrediting body agreement) to require a review of Educator Preparation Program's compliance with Connecticut dyslexia-specific statutes into accreditation decisions.



FINDING

HIGHER EDUCATION MANDATES AND COMPLIANCE

No agency, including the CSDE, verifies or confirms that applicants applying for a Connecticut teaching license/certification have met Connecticut dyslexia-specific statutory requirements as part of the State certification application review process.



RECOMMENDATIONS:

- Task the Connecticut State Department of Education to revise existing Certification Checklists to include documentation that applicants for a Connecticut certification, including out of state applicants, have met pre-service dyslexia-specific statutory requirements as part of their required major and concentration coursework in accordance with statutory requirements.
- Require Educator Preparation Programs to complete a revised Certification Checklist, to include documentation that applicants have met pre-service dyslexia-specific statutory requirements as part of their required major and concentration coursework, when recommending program candidates to the Connecticut State Department of Education for certification.

FINDING

HIGHER EDUCATION MANDATES AND COMPLIANCE

Compliance measures, audit procedures and frameworks do not presently exist for Connecticut’s Educator Preparation Programs with regard to dyslexia- specific educator preparation requirements. Due to the lack of any frameworks, data that was provided by Connecticut State Department of Education was not adequate to fully support evaluation and provide a conclusive determination regarding compliance.



RECOMMENDATIONS

- The CSDE and The Connecticut State Board of Education to Adopt Audit Protocol Frameworks aligned with approved Candidate Outcomes and Compliance Targets, as developed and approved by this Task Force.

APPENDIX D. Outcome A: (12 Clock Hours) (Public Act 15-97)		IDA	FORT	ILA	InTASC (General)
All Connecticut Educator Preparation Programs prepare educators who are knowledgeable about how to detect dyslexia: They prepare educators to understand...					
A.1	How learning to read differs from learning to speak, with most individuals requiring explicit instruction to learn how to read.	1.2	NA	1.1 2.3	1d; 4j
A.2	Factors impacting reading and writing acquisition, including the component structures of language language (phonology, orthography, syntax, morphology, semantics; organization of spoken and written discourse).	1.1	NA	1.1 1.3	4j
		1.3	Subarea 1: Objective 3,4 Subarea 2: Objective 5,7	1.1	4j
		1.4	NA	None	
		1.5	Weakly Implied	4.2	
		1.6	NA	None	
		4F.1	NA	1.1 2.3	

FINDING

EDUCATOR COMPETENCIES

Guidelines, approved models and evaluation rubrics do not presently exist in Connecticut for in-service Structured Literacy training and professional development; as such, it was not possible to fully evaluate the appropriateness of existing professional development offerings.



RECOMMENDATIONS

- The Connecticut State Department of Education to establish a Dyslexia In-Service Training and Professional Development Advisory Committee.
- Policymakers may provide flexible funding for continuing in-service and professional development opportunities that include sustained engagement, collaboration, mentoring, and coaching components, as well as institutes, workshops and seminars. Additional consideration needs to be given how out of state applicants will be supported in meeting statutory requirements (e.g., complete online modules). This is essential to ensure that out of state applicants possess the equivalent knowledge/skill as in-state applicants prior to being approved for certification.

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FINDING

EDUCATOR COMPETENCIES

There are presently no Structured Literacy content knowledge and pedagogy targets for Connecticut's educators.



RECOMMENDATIONS:

- The Connecticut State Department of Education and The Connecticut State Board of Education to Adopt Candidate Outcomes and Compliance Targets as developed and approved by this Taskforce.
- The Connecticut State Department of Education to review and refine the Capitol Region Education Council and State Education Resource Center webinar modules to align with Educator Preparation Program Candidate Outcomes/Compliance Targets.

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HIGHER EDUCATION
MANDATES AND
COMPLIANCE

RECOMMENDATIONS *(continued)*:

- The Connecticut State Department of Education and/or The Connecticut General Assembly to establish a Connecticut Higher Education Collaborative designed to provide Educator Preparation Programs and higher education faculty with access to training, information, materials, peer, and technical support designed to support their efforts to prepare certification candidates to meet Task Force approved Educator Preparation Program Candidate Outcomes/ Compliance Targets.
- Task the Connecticut State Department of Education to develop/adopt an annotated listing of sample course assignments and accompanying evaluation rubrics, aligned with Structured Literacy Educator Competencies and Educator Preparation Program Candidate Outcomes/Compliance Targets for higher education faculty to review and consider for adoption and implementation.



EDUCATOR
COMPETENCIES

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RECOMMENDATIONS *(continued)*:

- Task the Connecticut State Department of Education to adopt the approved Structured Literacy Educator Competencies as educator preparation targets.
 - These competencies are discipline specific and identify the competencies that educators belonging to the following categories must be prepared to demonstrate: *all* teacher preparation candidates, *all* Remedial Reading, Remedial Language Arts or Reading Consultant certification candidates, *all* Comprehensive Special Education or Integrated Early Childhood and Special Education certification candidates, and *all* Elementary K-6 educator certification teacher preparation candidates.
 - The International Dyslexia Association’s Knowledge and Practice Standards includes examples of coursework expectations that may serve as a reference for an annotated list of sample course assignments.



EDUCATOR
COMPETENCIES
&
HIGHER EDUCATION
MANDATES AND
COMPLIANCE

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FINDING

HIGHER EDUCATION MANDATES AND COMPLIANCE

Practicum & student teaching supervisors appointed by EPPs are not presently required to demonstrate specific competencies (knowledge, skill, experience) related to Structured Literacy. Recommendations below refer to practicum and student teaching supervisors appointed by Educator Preparation Programs, not to district-based cooperating teachers.

HIGHER EDUCATION MANDATES AND COMPLIANCE

RECOMMENDATIONS

- Ensure Structured Literacy practicum and student teaching **supervisors** meet minimum knowledge, skill, and experience criteria approved by the Task Force.



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FINDING

HIGHER EDUCATION MANDATES AND COMPLIANCE

Connecticut General Statutes subsection (i) of Section 10-145d, does not align with the Regulations of the Connecticut State Board of Education: Regulations Concerning State Educator Certificates, Permits and Authorizations, which address both Practicum *and* Student Teaching.

- Practicum is engaged by certified educators pursuing *additional* certifications/endorsements and Student Teaching is engaged by candidates pursuing their first or initial certification.

HIGHER EDUCATION MANDATES AND COMPLIANCE

RECOMMENDATIONS

- Amend Subsection (i) of section 10-145d of the Connecticut General Statutes to add “student teaching” so that the statute also applies to candidates seeking an initial certification in Special Education and reads as follows:

Special Education: (2) (A) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes **supervised practicum hours/student teaching** and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.



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FINDING

K-3 SCREENING

- None of the assessments listed in either Section 1 or Section 2 of the Approved Menu measure the five abilities (phonics, phonemic awareness, fluency, vocabulary, and [reading] comprehension) for all grades K-3.
- The assessments listed in Section 2: Computer Adaptive Assessments of the Approved Menu do not meet criteria as a General Outcome Measures.

RECOMMENDATIONS

• Task the CSDE to:

- reorganize and populate the *Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments* (October, 2019) with a revised Menu as outlined in our report.
- include a note on the Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments (October, 2019) that districts should combine assessments when screening to meet statutory requirements and ensure all five areas are assessed at appropriate grades outlined in the revised menu to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.
- Task the CSDE to include a footnote in the Menu that students who are being instructed in literacy in their native language with the ultimate goal of biliteracy, should be administered reading assessments in both English and their native language, if available

• Communicate and provide guidance on amendments to the Approved Menu of Research-Based Grades K–3 Universal Screening Reading Assessments to districts to ensure understanding and accountability.



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FINDING

K-3 SCREENING

- Connecticut General Statutes §10-14t is not explicitly aligned with the recommendations of the CSDE with respect to how often screening assessments should be performed. The CSDE recommends screening assessments to be administered 3x/year, which is consistent with “periodic formative assessment during the school year” in the statute, but “three times per year” is not explicitly stated within the legislation.
- The current menu provides some form of combined measure of risk status, though it may not necessarily be following the latest science.
- Current research indicates additional sub-components to be added, and grade level be modified to further assist and identify, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

RECOMMENDATIONS

• Amend Connecticut General Statutes §10-14t to:

- replace “periodic formative assessment” with “three times per year (Fall, Winter, Spring)”
- Amend Connecticut General Statutes §10-14t to address proposed refinements outlined in Task Force Report.



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ACKNOWLEDGEMENTS

Louise Spear-Swerling

Devin Kearns

Jeannie Phillips

