

**TASK FORCE TO ANALYZE THE
IMPLEMENTATION OF LAWS GOVERNING
DYSLEXIA INSTRUCTION AND TRAINING**

October 17, 2019

AGENDA

I. Welcome and Opening

1. Task Force Purpose and Charge: Special Act 19-8
2. Introduction to Task Force Members

II. Initial Business

1. Review of Current Dyslexia Legislation
2. Review of Proposed Subcommittees
 - a) Discussion
 - b) Vote on Subcommittee Charges and Membership

III. Next Steps

1. Presentation of Calendar for Next Meetings
2. November Meeting: Guest Presenter- Louise Spear-Swerling, Ph.D. (Structured Literacy)

IV. Closing

V. Adjournment

PURPOSE AND CHARGE SPECIAL ACT 19-8

Purpose: to analyze and make recommendations on issues relating to the implementation of the laws governing dyslexia instruction and training in the state.

I. Standard Setting:

- a) 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
- b) methods to ensure that teachers possess an appropriate level of knowledge to teach the literacy content knowledge and pedagogy referenced within the standards matrix

II. Educator Training-Pre-Service:

- a. 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
- b. twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia
- c. 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
- d. 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

III. Educator Training - In-Service and Professional Development:

- II. Are current in-service training and professional development models appropriate to provide teachers with the knowledge and understanding to meet the needs of dyslexic students in accordance with the general statutes (section 10-220a; 10-148a).

IV. Screening Practices:

- a) whether the Department of Education's "Approved Menu of Research Based Grades K-3, Universal Screening Reading Assessments (June 2018)" meets the requirements of the general statutes,
- b) the components needed to assist and identify, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities
- c) whether the screening assessments listed are appropriate and represent current research on the science of reading and assessments,
- d) whether reporting screening data for all school districts would be beneficial

INTRODUCTIONS

INITIAL BUSINESS

Review of CT Legislation

2014

PUBLIC ACT 14-39:

- Section 1, amends the Individualized Education Program Form to include "Specific Learning Disability/Dyslexia" as a Primary Disability.
- Section 2, adds dyslexia detection, recognition and evidenced-based interventions to programming for teacher preparation leading to Certification.

<https://www.cga.ct.gov/2014/act/pa/pdf/2014PA-00039-R00HB-05562-PA.pdf>

2015

PUBLIC ACT 15-97:

- Directs the Commissioner of Education to designate an employee of the Department of Education to provide information to parents and BOE regarding dyslexia and defines dyslexia as set forth in Department of Education's IEP Manual and Forms:
<https://portal.ct.gov/SDE/Special-Education/Planning-and-Placement-Team-PPT-Process-and-Individualized-Education-Program-IEP-Forms/Documents>
- Enhances P.A. 14-39 by adding "not fewer than twelve clock hours of instruction" to dyslexia pre-service teacher curriculum.
- Adds dyslexia in-service teacher professional development.
- Directs the Department of Education 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".

<https://www.cga.ct.gov/2015/ACT/pa/pdf/2015PA-00097-R00SB-01054-PA.pdf>

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, as defined in section 10-3d. <https://www.cga.ct.gov/2016/ACT/pa/pdf/2016PA-00092-R00SB-00317-PA.pdf>

2017

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, as defined in section 10-3d. <https://www.cga.ct.gov/2017/act/pa/pdf/2017PA-00003-R00HB-07254-PA.pdf>

2019

SPECIAL ACT 19-8:

- Establishes 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.

<https://www.cga.ct.gov/2019/ACT/sa/pdf/2019SA-00008-R00SB-01067-SA.pdf>

PROPOSED SUBCOMMITTEES

Review and Vote

QUESTIONS

PRESENTATION OF CALENDAR

November Meeting

CLOSING