

Task Force To Analyze The Implementation of Laws Governing Dyslexia Instruction And Training (Task Force on Dyslexia)

Inaugural Meeting

Thursday, October 17, 2019 10:00am-12:00pm

Legislative Office Building

300 Capitol Avenue, Hartford, CT 06106

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>

SUBCOMMITTEES

1. National Landscape: Task Force Reports and Handbooks

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

Members:

- a. Alissa Mendoza (Chair)
- b. Rachael Gabriel
- c. Laura Reynolds

2. Educator Competencies

Primary: Propose recommendations for the structured literacy content knowledge and pedagogy that teacher preparation candidates should master in order to be able to effectively and consistently meet the needs of students at risk for reading failure, including students with dyslexia.

Secondary: To propose recommendations regarding content for in-service professional development in relation to meeting the legislative charge to provide teachers with the knowledge and understanding to meet the needs of dyslexic students, with consideration for the work conducted by Subcommittee 2 and with consideration for the 2017 report of the Educator Professional Development Requirements Task Force.

Members:

- a. Allison Van Etton (Chair)
- b. Laura Carl
- c. Amy Geary
- d. Judith Rosenfield

3. Higher Education Mandates and Compliance

Charge: (Primary) Summarize the compliance status of Connecticut's higher education programs with regard to legislative mandates related to dyslexia.

(Secondary) (1) Summarize the research literature concerning effective *methods* of teacher preparation with regard to developing (a) knowledge and (b) pedagogy, with consideration for the preparation of teachers to effectively meet the needs of students at risk for reading failure, including students with dyslexia; (2) Summarize the research literature concerning

methods for ensuring that professors possess the requisite knowledge and skill necessary to effectively supervise candidates' reading practicum experiences.

Members:

- a. Jule McCombes-Tolis (Co-Chair)
- b. Allison Quirion (Co-Chair)
- c. Rachael Gabriel
- d. Laura Raynolds

4. K-3 Universal Screening

Charge: Report on whether or not Connecticut's K-3 Universal Screening Reading Assessments meet the requirements of section 10-14t of the general statutes; summarize the target characteristics of K-3 literacy screening assessments that have the ability to screen students at-risk for dyslexia or other reading-related learning disabilities, as supported by a review of the current scientific research; identify the value of reporting screening data for all school districts, versus only priority districts and make recommendations for how data should be reported.

Members:

- a. Alissa Mendoza (Chair)
- b. Fumiko Hoeft
- c. Bryan Klimkiewicz

5. Data Collection

Charge: To serve as the Connecticut State Department of Education liaison to support information requests submitted by the Clerk of Education on behalf of the Task Force.

Members:

- a. Bryan Klimkiewicz (Chair)
- b. Jule McCombes-Tolis
- c. Allison Quirion

6. Reading Standards Matrix (Tabled)

Charge: To be developed