

RECOMMENDATIONS OF HIGHER EDUCATION SUBCOMMITTEE Task Force To
Analyze the Implementation of Laws Governing Dyslexia Instruction & Training Presented:
September 17, 2020
APPROVED 9/17/20

Subcommittee Members

CHAIR: Jule McCombes-Tolis; **MEMBERS:** Laura Reynolds, Rachael Gabriel, Allison Quirion

General Charge of Task Force

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

Specific Charges Pursuant to SA 19-8

The task force shall examine and make recommendations on whether institutions of higher education in the state are complying with the licensure requirements set forth in:

1. 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
2. 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,

The task force may make recommendations on:

1. 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,
2. 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,
3. methods to ensure that teachers possess an appropriate level of knowledge to teach the literacy content knowledge and pedagogy referenced within the standards matrix,
4. 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.

Recommendations:

SECTION 1:

Recommendations Related to Educator Preparation Program Candidate Outcomes/Compliance Targets 1.

Task Force to review and approve Educator Preparation Program Candidate Outcomes/Compliance Targets.

- Note: A.3 was refined since July 16, 2020 meeting to read:
“Understand the development of spelling (i.e. stages of spelling: precommunicative, semi-phonetic, phonetic, transitional, correct).”
- Note: C.4 was refined since July 16, 2020 meeting to read:
“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, possession and plurality) informs spelling.”

Recommendations Related to Supporting Educator Preparation Program Compliance 1.

Adopt Dyslexia Legislation Compliance Audit Protocol for Educator Preparation Programs

2. Establish Higher Education Collaborative to support EPPS.
3. Review and refine CREC and SERC webinar modules to align with Educator Preparation Program Compliance Targets.
4. Amend Subsection (i) of section 10-145d of the general statutes to add “student teaching” so that statute applies to candidates seeking an initial certification in Special Education and reads as:
Special Education: (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** and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.
5. CSDE to revise their “Certification Checklists” for teacher candidate certification to include dyslexia specific requirements.
6. EPPs add courses identified on their Compliance Audit to candidates’ record of required coursework under header Dyslexia Legislation.
 - a. EPPs to verify candidates applying for graduation have successfully completed all courses listed under Dyslexia Legislation header prior to approving candidates for graduation.

Recommendations Related to Monitoring Educator Preparation Program Compliance: *

1. Task Connecticut State Board of Education (CSBE) and the Connecticut State Department of Education (CSDE) with the responsibility of monitoring and determining EPP compliance with dyslexia-specific statutes.
2. Amend CAEP agreement(s) to include an addendum that incorporates a review of EPP’s compliance with dyslexia-specific statutes into accreditation decisions; **and/or**,

CSBE and CSDE to monitor and determine EPP’s compliance with dyslexia-specific statutes using a framework aligned with the recommendations of this Task Force every three years.
3. Design, implement, and report on findings of a study focused on evaluating the implementation of Connecticut’s dyslexia legislation, with consideration for Task Force recommendations.

*CSDE has concerns around capacity and cost. 9/17/20

SECOND 2

Recommendation for Practicum Supervisors

1. Practicum supervisors must demonstrate the requisite knowledge, skills and experience as articulated here:

- **KNOWLEDGE: Reading Acquisition and the Principles/Practices of Structured Literacy**
 - Pass the CT Reading Specialist Exam (shall pass exam within 1 year of appointment)
 - Hold an active Connecticut certification (any)
 - Minimum of a Masters Degree in Remedial Reading or closely related field
 - Create a way for supervisors to document how they've acquired specific knowledge on Structured Literacy

- **SKILLS: Supervision, Coaching, and Evaluation of Reading Interventionists**
 - Evidence on transcript or resume of professional preparation in areas of supervision, coaching and evaluation of reading interventionists.

- **PRACTICAL EXPERIENCE**
 - Minimum three years of intervention experience, as documented on transcript or resume:

A. Intervention Experience: experience delivering Structured Literacy interventions for students with remedial reading needs, including those with profiles characteristic of dyslexia and/or at risk for reading failure.

Preferred to also include:

B. 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.

C. Supervision Experience: experience supervising teacher candidates in delivering Structured Literacy interventions for students with remedial reading needs, including those with profiles characteristic of dyslexia.