

1. Overview of current General Education and Special Education reading program

General Education – Multiple and Single Subject

Dyslexia can affect around 15% of our student population. This is a sizable portion of the students in our classrooms. Multiple subject and single subject classroom teachers must be able to identify and attend to the needs of all children, including students with dyslexia. However, most classroom teachers are ill-equipped to identify and meet the needs of children who might fall into this category. Teachers need to come into the classroom ready to teach reading, and, when that fails to occur, to identify the reasons the children are not successful in this area. Teacher education courses need to educate incoming teachers first in identifying a child who might be dyslexic and have a knowledge of multiple methods for meeting the needs of a dyslexic child.

The Ca Dyslexia Guidelines indicate the general education classroom should provide appropriate instruction, using a model of multi-tiered interventions and a process for documenting progress. (CA Guidelines, 2017, p. 53)

Currently, the National University Inspired Teaching and Learning (ITL) credential program offers four classes in teaching reading, two for multiple subject candidates and two for single subject candidates. **Multiple subject candidates take ITL Language -Literacy Foundation and ITL Language-Literacy Strategies. Single-subject candidates enroll in ITL 514 Language-Literacy Assessment and ITL 516. For 2022-23, there were 63 sections of ITL 510, 66 sections of ITL 512, 27 sections of ITL 514, and 66 sections of ITL 516 for 222 sections.** While the terms dyslexia and special needs are embedded within the courses, actual instruction focused on the identification, assessment, or remediation of these needs is not housed within the content of the course. Assignments consistently ask teacher candidates to identify how they might address the needs of children with special needs, including children with dyslexia. However, no specific curriculum will provide general education teacher candidates with knowledge on identifying dyslexic children and designing a curriculum to meet their needs. Effective classroom instruction informed by reliable research can prevent or reduce the severity of reading problems (IDA 2010). General educators must be prepared with research-based information about how children learn, why some children have difficulties, and how the most effective instructional approaches can be implemented to help children (Lyon 1997, 2002). Learning to teach reading and writing is a complex undertaking. Teachers' competence and expertise can be cultivated with training emphasizing reading development, language structure, learning strengths, and weaknesses. Although the problems experienced by students with dyslexia may originate with neurobiological differences, skilled teaching is the most effective treatment for these students and those who struggle with related reading problems. For that reason, educators must receive accurate and current information about how to identify children with dyslexia and how to teach them.

Educational Specialist

Special Education has one class in reading, SPD 514, with 37 sections offered in 2022-23. As a prerequisite for SPD 514, Education Specialist candidates are required to complete ITL 510 and ITL 512. In SPD 514 Language and Literacy Case Studies, during week two, the students have the Ca Dyslexia Guidelines as required reading, and in week three, they complete the technology toolkit, which includes an assignment to develop a lesson plan for a student with dyslexia

Currently under development are two classes to replace the ITL 510, ITL 512 and SPD 514. The new courses are SED 607 Foundations of Reading for Special Needs students, Mild/Moderate and Essential Needs Students, and SED 609 Language and Literacy Case Studies. In SED 607, dyslexia is addressed within the reading screening and assessment content area.

Learnings about dyslexia in the special education programs are further developed in SED 609. An entire course section is dedicated to discussing identification, assessment, and intervention using a Structured Language and Multisensory Intervention (CA Dyslexia Guidelines p,64.) The course also requires the candidates to explore Assistive Technology to support students with dyslexia as identified in the Guidelines. The assignment requires the candidates to develop a technology toolkit specific to the student in the case study. Further, a weekly Literacy Graphic Organizer is presented which addresses each of the domains in reading from the Literacy TPE (CTC, 2019) and addresses the areas of AAC option for students with disabilities.

2. Describe the need for revision – reference TPE and Dyslexia Guidelines, literacy TPE, RTI in general education.

General Education

Teachers are expected to demonstrate an understanding of the diverse needs of students, from students whose only need is to acquire proficiency in reading to children whose disability affects their acquisition of this proficiency. Teachers are expected to adapt the curriculum and support students in acquiring academic subject matter. Teacher candidates are expected to plan, design, assess, implement, monitor, and reflect on instruction for all children, regardless of their educational needs. To meet these expectations, teachers must be able to identify when their students are not being successful and offer appropriate remedial instruction. The current courses in the General Education department are lacking in these areas when it comes to dyslexic children.

Early diagnosis is especially critical in addressing conditions that result in an achievement gap, especially for children with dyslexia, so initial screening, identification, and remediation are essential. One of the most significant factors contributing to lower achievement scores in reading is the lack of early and accurate identification of students with dyslexia. Following identification, classroom teachers must implement reading programs that have been proven effective with children with dyslexia. A multi-tiered system of support should be implemented to address the needs of a child identified with dyslexia. This multi-tiered system of support begins with and includes support from the child's classroom teacher, who knows assessment, referral, and remediation processes for the dyslexic child. Current course content for multiple and single subject students does not instruct students in these areas.

Special Education – While the course outlines for SED 607 and SED 609 have been developed and approved and will be going online in January, there is a need to provide professional development to the Adjunct Instructors who will be teaching the Candidates, both Interns and Student Teachers. As California has not systematically addressed dyslexia, a dearth of information is available to our instructors, although they continue to update their professional portfolios and CEUs.

This grant would provide funding for the professional development of the Department of Special Education faculty and compensation for the Adjunct Instructors to attend. The professional development will be presented via Zoom, and a recording will be available for those who cannot attend. Four sessions will be provided and allocated as follows:

Session 1 – definition of dyslexia, neuroscience of dyslexia and screening tools for the classroom

Session 2 – differential diagnosis of dyslexia, assessment tools (Guidelines, 2017, p. 49-53)

Session 3 – teaching students with dyslexia with evidence-based Structured Literacy instruction

Session 4 – assistive technology to Support Students with dyslexia and supports to provide to parents

3. Plan for Designing the new Curriculum

The General Education ITL Course Lead will review current course content to determine its effectiveness in aligning with California Dyslexia Guidelines. Specific areas of need will be identified, and content necessary to educate the candidates in having a basic understanding of how dyslexia may be identified, screening methods, and effective in-class remediation strategies to address the needs of these students.

Since the Special Education Department has been proactive in the development of courses for Education Specialist candidates that address the identification, assessment, and

interventions for students with dyslexia, these grant funds will be used for the development of a professional development series for the National University Adjunct Instructors. These sessions will introduce the instructors to the disability of dyslexia and then move through sessions to address screening, assessment, and interventions based on the Science of Reading and the standards developed by the International Dyslexia Association. Following is a list of the four sessions and a draft of the information to be presented during each session.

Proposed professional development for Adjunct Instructors Session 1 – Identification of Students with dyslexia

Definition of Dyslexia (CA Dyslexia Guidelines, 2017, p.3)

Anatomy of brain with dyslexia (CA Dyslexia Guidelines, 2017, p.4) (Sousa, D., 2014, How the Brain learns to read)

Characteristics of Dyslexia (CA Dyslexia Guidelines, 2017, p.14 – 23)

Screening Methods (National Center on Improving Literacy, (CA Dyslexia Guidelines, 2017, p.349-53) (National Center on Improving Literacy: screening for dyslexia, section III, n.d.)

Informal assessments - RTI screening, DIBELS, San Diego Quick, FAR phonological Index subtest, Fluency index subtests, and comprehension index subtests.

Differential Diagnosis – reading delays, disorders, and dyslexia, dysphonetic dyslexia, surface dyslexia, mixed dyslexia, and reading comprehension deficits.

Session II – Assessment and Eligibility

Formal Assessments (CA Dyslexia Guidelines, 2017, pp. 53-57) (IDA Handbook, What Every Family Should Know, 2019, pp. 10-12).

Eligibility Criteria – Specific Learning Disability,

English Learners and Dyslexia (CA Dyslexia Guidelines, 2017, p.33-37)

Session III – multi-sensory instructional strategies – Knowledge, skills aptitudes -

Science of Reading

Defining multisensory instruction (CA Dyslexia Guidelines, 2017, p. 65 – 78)

Comparison of evidence-based training program and instructional curriculum (CEC,2019)

Orton Gillingham- explicit, systematic and phonics based (Kayeski, Earle, Davis, & Calamari, CEC, 2019)

Structured Literacy Instruction: multimodal, direct, explicit, structured, sequential, and cumulative (CTC, n.d. Knowledge, skills and abilities need to teach ELA/Literacy and ELD Appendix C)

Phonology

Orthograph

Phonics

Syllables

Morphology

Syntax

Semantics

Introduction of International Dyslexia Standards and sub standards (IDA, Knowledge, and Practice Standards for Teachers of Reading, 2018)

Standard 1 – Foundations of Literacy Acquisition

Standard 2 – Knowledge of Diverse Reading Profiles, including dyslexia

Standard 3 – Assessment

Standard 4 – Structured Literacy Instruction - add sections decoding

- A. Essential Principles and practice of structured literacy instruction
- B. Phonological and phonemic awareness
- C. Phonics and word recognition
- D. Automatic, fluency reading of text
- E. Vocabulary

Instructional organization – individualize and small groups

Evidence Based Programs

Session IV – Assistive technologies and parental supports

Progress Monitoring – DIBELS, tracking, criterion referenced

Assistive Technologies (CA Dyslexia Guidelines, 2017, p.375-79)

References

California Dyslexia Guidelines

International Dyslexia Association

4. Timeline

Date	Event
July 1, 2022	Receipt of Grant Letter
July 1, 2022	Start Developing the Outline for the Proposed Changes to Four ITL Program Reading Courses
July 1, 2022	Contact Manager, Dean Support to Initiate Contract for Consultant to Develop the Professional Development Sessions
July 1, 2022	Convene Reading Development Committee to include ITL Faculty and Library research Specialist
July 10, 2022	Contract Consultant to Develop the Professional Development Sessions for the Adjunct Faculty
August 1, 2022	Consultant Begins Development of Professional Development Sessions
September 1, 2022	Complete the Development of the Outline of the Proposed Changes to Four ITL Program Reading Courses
September 2, 2022	Course Lead Launches the Course Modifications in CNET
September 15, 2022	Reading Development Committee Reviews Outline of Professional Development Sessions
September 30, 2022	Curriculum Review Committee (CRC) Completes its Review of the Course Modifications
October 15, 2022	Course Lead Submits Responses to the CRCs' Comments
October 15, 2022	First Professional Development Session Convenes
October 29, 2022	Second Professional Development Session Convenes
October 31, 2022	CRC completes its Second Review of the Course Modifications and Submits Final Approval
November 1, 2022	Third Professional Development Session Convenes
November 10-12, 2022	International Dyslexia Association Conference in San Antonio, Texas
November 15, 2022	Fourth Professional Development Session Convenes
November 15, 2022	Final Approval from All Reviewers is Submitted in CNET
November 16, 2022	Academic Program Director contacts Manager, Dean Support to Create Course Development Contracts
November 30, 2022	Course Development Contracts are Approved and Routed to Director of Learning Experience Design, Center for Innovation in Learning

December 15, 2022	Subject Matter Expert Meets with LXD to Begin Course Modifications
April 15, 2023	Modifications to Reading Courses Completed
April 30, 2023	TED Department Chair Completes Review of the Four Courses and Approves
April 30, 2023	Reading Development Committee Reviews the Four Courses and Approves
June 1, 2023	ITL Program Reading Courses are Launched in Brightspace for the June Term
July 31, 2023	Reading Course Development Committee Reviews Student Evaluations to Make Required Amendments and Modifications

5. Budget and Budget Narrative

Add materials, assessment materials, and intervention strategies

Education Specialist Preliminary Credential Program: MMSN and ESN

Consultant to develop the Professional Development	3000.00
International Dyslexia Association Conference Fee (2 registration)	940.00
Adjunct Stipend to attend Professional Development Trainings (25 adjuncts to attend 4 one-hour PD sessions @ \$25.00 an hour)	2500.00
Indirect Cost @8%	560.00
Total	7000.00

Multiple Subject Credential Program

Course Lead Release Time	2500.00
International Dyslexia Association Conference Fee (3 registration)	1440.00
Adjunct Stipend to attend Professional Development Trainings (25 adjuncts to attend 4 one-hour PD sessions @ \$25.00 an hour)	2500.00
Indirect Cost @8%	560.00
Total	7000.00

Single Subject Credential Program

International Dyslexia Association Conference Fee (8 registration)	3940.00
Adjunct Stipend to attend Professional Development Trainings (25 adjuncts to attend 4 one-hour PD sessions @ \$25.00 an hour)	2500.00

Indirect Cost @8%	560.00
Total	7000.00

Total Budget

21,000.00