

OSPI/Dyslexia Advisory Council Webinar Update December 9, 2021

Sandra Stroup, Assistant Director of Elementary English Language Arts and Literacy
Implementation Manager for Early Literacy Screening/Dyslexia Statute

OSPI

Dr. Alicia Roberts Frank, Regional Administrator for Special Programs/Dyslexia
Specialist

Capital Region ESD 113

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decisionmaking; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



Agenda/Goals

- Updates from the Dyslexia Advisory Council
- Implementation Reminders
- Implementation Clarification
- Available Supports
- Other News



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Updates

- Reviewing & Revising Current Documents
- Data on Implementation on Workgroup Efforts
 - Collecting & Reviewing - Survey
- Grace
- Reporting Clarification



Reminders

- RAN/ RAS Administration & Reporting
- Timing/ Frequency
- Implementation Components

Implementation Components



Team-Driven shared Leadership



Data-Based Decision Making

Universal Screening
Progress Monitoring
Problem Solving/Continuous Improvement Cycles



Continuum of Supports matched to student need

Universal Instruction
Layered tiers of support



Family, Student, Community Engagement



Use of Evidence Based Practices



Clarifications


- Who is screened

Which students must be screened according to E2SSB 6162?

All students in grades K-2, starting in school year 2021-22. Receipt of additional support and supplemental services does not remove the requirement for screening of each student.

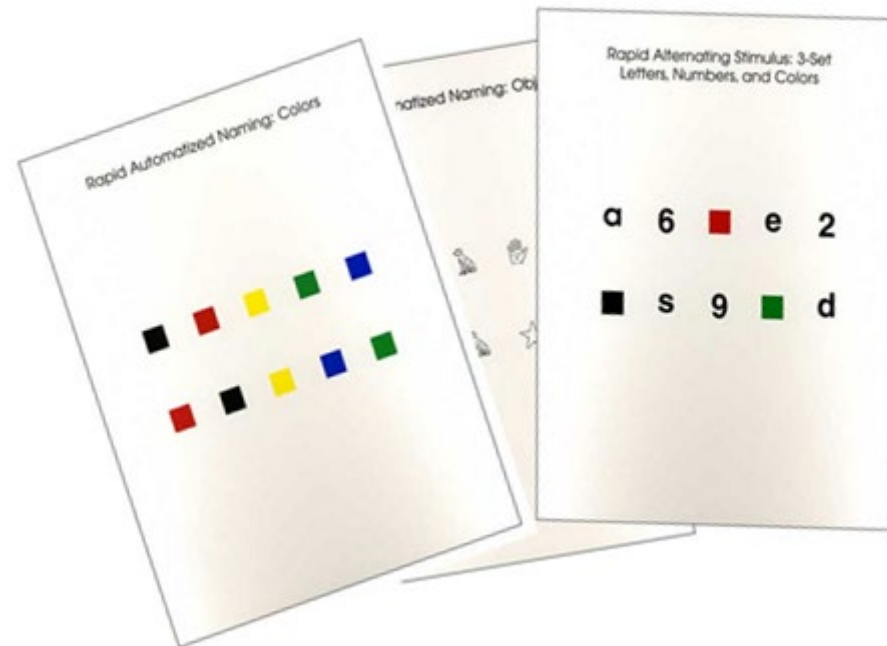
Clarifications

- Data Teams

<p>Teams</p> 	<p>Coordinate <u>teams across the district and school</u> to provide integrated academic, behavioral, and social emotional supports.</p> <p>Lead meetings with a clear purpose, <u>structured agenda (see Appendices: 5.1, 5.2, or 5.3)</u>, and defined roles to efficiently problem-solve together.</p> <p>Engage families and community partners throughout the problem-solving process to provide comprehensive supports.</p>
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Clarifications

- Rapid Automated Naming



Supports

- Updated FAQ Doc
- Professional Development on Dyslexia & the Science of Reading (see PD Enroller)
- Early Literacy Screening Professional Learning Communities through ESDs (Regional Literacy Coordinators)
- Joyful Learning Summit May 12 & 13



Professional Development Opportunities

Dyslexia Beyond Awareness: Focusing on the Science of Reading



Reading is a social justice issue that requires moving towards equity and multi-tiered support for all children. The ability to read provides students with opportunities to explore identity, diversity, anti-bias, and engage in meaningful and appropriate social action behaviors.

This summit focuses on defining what dyslexia is, how to screen for it, and what we can do in our classrooms with all children including those who present with learning differences like dyslexia.

Dyslexia Beyond Awareness

Focusing on the Science of Reading

 ZOOM SUMMIT

Thursday, May 12 – Friday, May 13
2022

Washington Clock Hours Will Be Provided

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Speakers



Featured Speaker

Dr. Maryanne Wolf

AUTHOR OF:
Reader, Come Home:
The Reading Brain in a Digital World

The Deep Reading Brain

- How the Reading Brain Infuses Science, Poetry, and Joy into the Teaching of All Our Children
- Early assessment as the key to early, targeted intervention.
- The impact of the digital world – what we need to know and apply.



Dr. Julie Washington

AUTHOR OF:
Dyslexia: Revisiting Etiology, Diagnosis,
Treatment, and Policy

The Impact of Language Differences on Reading Development

- The intersection of poverty, literacy, and dialectic differences
- The impact on language-based academic areas – reading, spelling, writing and math
- The impact on language, reading and assessment outcomes.



Dr. David Kilpatrick

AUTHOR OF:
Equipped for Reading Success

Guiding Assessment, Instruction and Interventions with Word Level Reading Development

- How children read words and why some struggle
- Qualities of the most successful intervention program
- A focus on the best instructional practices.



Dr. Tim Rasinski

AUTHOR OF:
The Mega Book of Fluency:
Strategies and Texts to Engage All Readers

The Connections: Comprehension, Word Recognition and Fluency

- Accelerating reading with a weekly fun fluency plan
- Encouraging, engaging and enriching ALL children
- Strategies and texts that engage all readers.



Dr. Hugh Catts

AUTHOR OF:
Early Identification of Dyslexia:
Research to Practice

Going Deeper: Defining and Operationalizing Dyslexia in Educational Settings

- Defining dyslexia. Changed research: Changing practice
- The negative impact on academic achievement, psychosocial development and quality of life
- Focus on a promising prevention model.



Dr. Nadine Gaab

Associate Professor of Education
at Harvard University

Typical and atypical reading development: Neurobiology, early identification, and screening strategies

- Brain correlates of reading development
- Early identification of children at-risk
- Practical strategies for the screening process



Dr. Anne Cunningham

AUTHOR OF:
Book Smart: How to Develop and Support
Successful, Motivated Readers

Phonics and Phonological Awareness

- The two most impactful early reading skills in detail
- Classroom strategies that develop successful, motivated readers
- Raising literate, book-happy kids.

Local Workshops

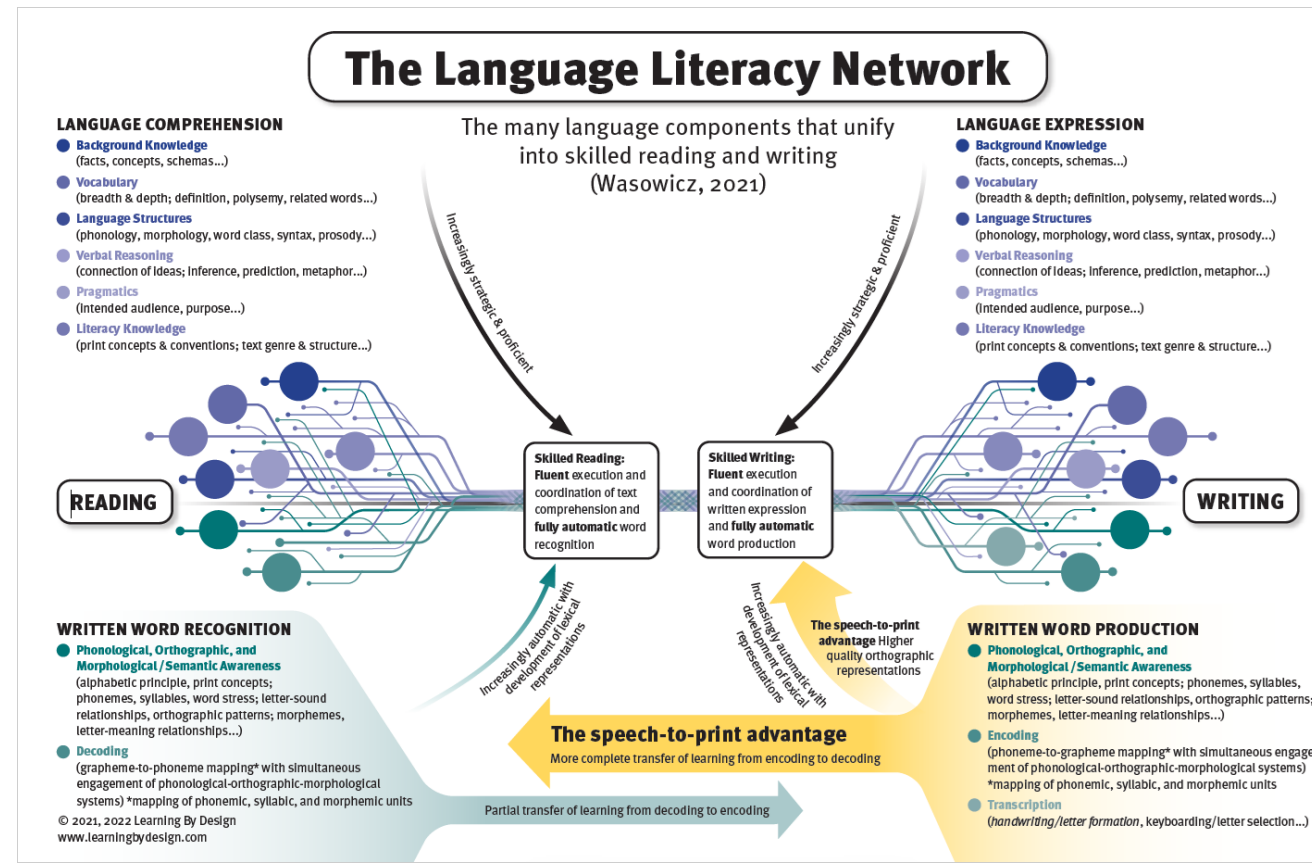
TBA: WA State organizations and individuals involved in state dyslexia programs are being invited to present plans and to engage participants in discussion and dialogue about evolving initiatives.

Plus!

Dr. Staci Bain
Laura Rogan

Dr. Jan Wasowicz

Dr. Jeannette Mancilla-Martinez
and more!





Questions and Answers

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