

**Dyslexia Working Group**  
**October 14, 2022**  
**Meeting Summary**

**TIME AND LOCATION**

Friday, October 14, 2022, 9:00 am - 3:00 pm

Civic Center Plaza - 19th Floor Conference Room - 1560 Broadway, Denver, CO 80202

**ATTENDEES**

Dyslexia Working Group Members: Kathleen Grubb, Jennifer Imel, Jay Mayer, Patrick McGinty, Michelle Qazi, Laura Swanson, Jess Yost

Colorado Department of Education Staff: Floyd Cobb, Ph.D., Paul Foster, Ed.D., Anji Gallano, Joanna Bruno, Ph.D., Ellen Hunter, Rachael Lovendahl, Suzy Shotts

Meeting Facilitators: Betsy Kummer, Kara Schmitt - Rocky Mountain Center for Positive Change

**MEETING OBJECTIVES**

- To welcome new members and provide highlights of accomplishments to date
- To co-create group norms/ agreements for how we effectively work together
- To create common understanding of priorities for the Dyslexia Working Group (DWG) in 2022-2023
- To be informed of updates about the Dyslexia Pilot
- To develop our roadmap for upcoming DWG meetings

**MEETING ACTIVITIES**

**Paired Discussions**

Members of the DWG conducted interviews (in pairs) to learn more about their partners' connections to the work of the DWG and their hopes/expectations for the coming year.

**CDE Updates**

The CDE team shared slides with attendees that summarized accomplishments of the Dyslexia Working Group to date as well as other updates that could inform the group's work moving forward. Here is a [link to the complete slide deck](#).

**DWG 101**

This portion of the agenda provided time for DWG members who have participated in the group for one or more years to share insights with new members about progress and successes, lessons learned, and what work remains.

**Discussion on Scope of the DWG**

The DWG spent time discussing the scope of work for the group so that new members could better understand what tasks it should focus on during the coming year. The legislative charge of the group is as follows (from Slide #5 in the meeting slide deck):

- Analyze current national and statewide data related to students identified as having dyslexia, including but not limited to identification rates and achievement rates;
- Analyze the implementation and demonstrated effectiveness in other states of statewide legislation for dyslexia screening, educator training, and other dyslexia related laws;

- Identify and recommend appropriate dyslexia screening tools and processes as well as comprehensive assessments that address the recognized challenges of dyslexia, including phonological processing, phonemic awareness, and decoding and encoding skills;
- Identify and recommend a statewide plan for supporting students who are identified as having dyslexia, including specific intervention structures and their components, which must include evidence-based interventions, progress-monitoring systems, and data collection systems.
- Identify and recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost;
- Identify and recommend educator training for in-state approved programs of preparation for teacher and alternative teacher programs and recommended training for current educators, based on effective practice in other states, as well as recommendation from state and national organizations focusing on literacy. The recommendations concerning educator training may include the content, target audience, time frame for training, and projected cost; and
- Provide recommendations to the Department concerning the design and implementation of the pilot program.

### **DWG Process Agreements for Meetings**

The group discussed agreements for before, during and after meetings (see meeting slides #23-25). There were no objections to the agreements. Attendees expressed a preference for in-person meetings, but because the current schedule calls for remaining meetings to be virtual, the facilitators will work to make sure that virtual meetings are structured in a way that maximizes engagement and participation.

### **Update on Assessments (CDE)**

Floyd Cobb, Ph.D. of CDE provided a detailed update on dyslexia assessments. ([See slides 13-21](#) in meeting slide deck). The primary outcome of the presentation and subsequent discussion was related to the state Board of Education's meeting in November of 2022. During the November meeting the Board will vote on the list of approved reading assessments. Should the DWG want to inform that vote, and narrow down the current list of assessments that meet statutory requirements members will need to develop a more specific set of recommendations for the board and address questions such as: What is most important to the DWG related to the dyslexia screening? What additional criteria or "filters" should be added to the list of assessments so it is not so broad?

### **Dyslexia Pilot Program - Updates and Feedback (University of Oregon)**

Nancy Nelson from the University of Oregon presented an update on the pilot program taking place in Colorado. Here is a [link to the slides](#) that she presented.

### **Identification of 2022-2023 Priorities**

The group was instructed to identify priority actions, questions, and additional information needed related to each of the next steps that were articulated in the 2022 DWG report. Results of the exercise are noted below.

#### **1. Continue the work of the teacher training working group**

##### Priority actions/ activities (for the coming year)

- Renew current standards for prep programs to see if we can anchor to already developed material
- Create if/then flow charts based on risk level and subtests
- Create rubric – what would a program look like that addresses all components of reading
- Identify training for general education teachers when screening has identified potential dyslexic students

##### Questions?

- Who is required to complete training?
- How would teachers learn about these opportunities - apply for + pay for
- Funds to support?

- Where are we with this? (want more detail)

Additional Info Needed

- Review current policy for teacher accredited programs
- If we have 1 or 2 assessment options, we can pinpoint teacher training on components

*CDE Comments: CDE can bring more resources to this discussion, specifically related to what other states are doing to support higher education and pre-service training focusing on dyslexia.*

**2. Begin educator prep program training working group**

Priority actions/ activities (for the coming year)

- Literacy prep next steps
- In step with literacy prep, next steps dyslexia prep
- Create rubric that addresses components of reading, assessment & dyslexia and intervention

Questions?

- Who will teach the course? Ensure they are qualified.
- How will educators apply for trainings? How often would they need to recertify?
- How will Gen Ed teachers mesh new training with their current curriculum?

Additional Info Needed

- Current legislation and CO laws about prep
- Current training program examples (what's in place now? What would we be adding to?)

*Time sensitive: Make K-3 READ Act connect to determine what happens in grades 4-5. The contract for the vendor that provides training is open and the DWG could provide recommendations on high level content for training modules (in Dec/Jan).*

**3. Continue work of the assessment protocol working group**

Priority actions/ activities (for the coming year)

- Share rubric w/group
- Look at pilot data
- Diagnostic assessments to aid in identifying characteristics of dyslexia
- Parts vs. whole assessment - can be more comprehensive but takes expert to know

Questions?

- What are the specific skills a dyslexia screener tests? List the skills.
- Let's look at protocol for formal dyslexia evaluation
- What about Spanish speakers?
- We use Mclass - what parts of this tool are screening for dyslexia?

Additional Info Needed

- What's successful in other places?
- Can we look at current dyslexia screeners available to us?
- Dyslexia screeners from other states - specific skills listed

**4. Continue to advise CDE on the Dyslexia Pilot project**

Questions?

- Is the DPP too involved + deep? Meaning too much and therefore "scary" to take on
- Need a lot more info
- How will Co use the pilot info to scale for whole state practice?
- How can schools apply to participate?
- Did the pilot identify potential dyslexic students that the school's other screeners did not?