



# OSPI/Dyslexia Advisory Council Webinar Update 3/9/2022

Shelly Milne, Director of Elementary Education Content

Annie Pennell, Program Supervisor for the Learning Assistance Program

Heidi Aijala, Associate Director of Secondary ELA

OSPI

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

Specialist

Capital Region ESD 113



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## 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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I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Coast Salish, Cow litz, and Nisqually Tribes.



We acknowledge the pain and trauma from over 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African American. We also acknowledge the intersectionality of those who identify both as persons of color and individuals with disabilities.

We commit to centering our work to dismantle systemic racism and disrupt ableist structures.



# Introductions



Shelly Milne, NBCT  
Director of Elementary  
Education Content



Annie Pennell, M.Ed.  
Program Supervisor  
Learning Assistance Program  
(LAP)



Dr. Heidi Ajjala  
Associate Director  
Secondary ELA



Dr. Alicia Roberts Frank  
CRES D 113



# Other OSPI Partners

**Glenna Gallo** Assistant Superintendent, Special Education

**Dr. Kristin Percy Calaff** Director of Multilingual Education

**Dr. Tania May** Executive Director of Special Education

**Lisa Ireland** Data/ Research Analyst, Student Information

**Morgan Sampson** Director, School Quality and Accountability, W SCSC

**Yoona Park** WaKIDS Assessment Specialist, Early Learning

**Dr. Liz Stewart** SPED Program Improvement Supervisor

**Justyn Poulos** MTSS Director



# Agenda/Goals

- Updates from the Dyslexia Advisory Council
- Implementation Clarification & Reminders
- Implementation Feedback
- Available Supports
- Q&A



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# Council Updates

- Reviewing & Clarifying Current Documents
- Next Steps
  - Orientation for new members March 24
  - Next council meeting April 22



# Continuing Work of the Council

## In progress

- Handbook/ Resource Guide Update
- Intervention Recommendations Based on SOR
- RAN RFQQ -- Inclusive of all 4 Criteria
- Screeners in Other Languages (Spanish)

# Implementation Clarifications & Reminders

- Screening & Supporting Multilingual Learners
- Interventions
- Data Reporting
- Family Communication





What are the requirements for early literacy screening for multilingual learners?

# Guidance on Screening Multilingual Learners

## Minimum Level of English Proficiency on a WIDA Assessment before Multilingual Learners should be Screened for Weaknesses Associated with Dyslexia in English

Grade	Reading	Writing	Speaking	Listening
K	4	3.5	3.5	3.5
1 <sup>st</sup>	4	4	4	4
2 <sup>nd</sup>	4	4	4	4

WIDA Assessments may include:

- WIDA Screener (K- 12)
- WIDA ACCESS for ELLs (K- 12)
- WIDA MODEL (K- 12)



# Updated Guidance

Multilingual learners who are not screened\* are NOT reported in CEDARS in 2022.

- **K students**
  - Use WIDA Screener data to determine whether to screen
- **1<sup>st</sup> grade students**
  - Use WIDA Screener data or wait until after WIDA annual assessment scores are received to determine whether to screen this year
- **2<sup>nd</sup> grade students**
  - Option 1: Wait until after WIDA annual assessment scores are received to determine whether to screen this year
  - Option 2: Screen prior to the end of 2<sup>nd</sup> grade regardless of scores if they have been in WA schools since Kindergarten



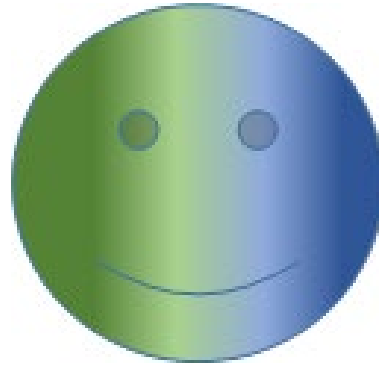


What does this mean for multilingual learners?

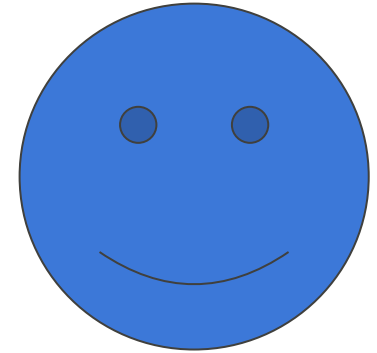
# Our Multilingual Learners



Monolingual  
speaker of a  
language other  
than English (ELL)



First language: Bilingual  
(May or may not be ELL)



Monolingual  
English speaker  
(not ELL)





# Multilingualism is on a continuum



# The Multilingual Learner

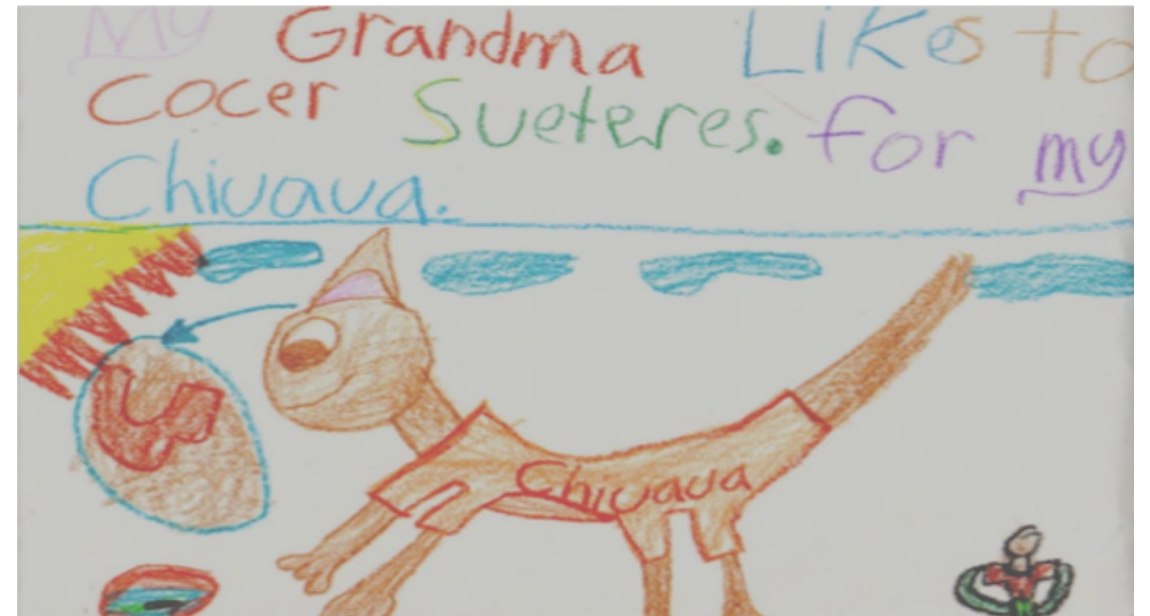


- Is not two monolingual speakers in one
- May still be developing language in both languages
- Assessments in a single language may not fully capture all skills
- Needs to be assessed by looking at skills across both languages

# Asset Based Assessment of Multilingual Learners

This student...

- communicates a clear message.
- has standard sentence structure.
- has vocabulary in L1 & L2.
- uses mostly standard spelling.
- uses punctuation.



Center for Teaching for Biliteracy, 2018

# Considerations for Assessing Multilingual Learners

- **Phonemic Awareness**– MLs may not have acquired all phonemes in English
- **Phonological Awareness**– Not all languages include rhyming and alliteration. Words and sounds are broken down in different ways. (i.e. initial/middle/ending sound in English, syllables in Spanish)
- **Letter-Sound Knowledge**– MLs may have letter/sound knowledge in one or more languages that do not correspond to English.
- **Rapid Automated Naming Skills**– MLs may have some concepts in each language. Speed can be variable as they retrieve words in L1 and L2.



# Interpreting Assessment of Multilingual Learners

- Assessing in a student's L1 may or **may not provide sufficient information**.
- **Progress** is more important than grade-level **performance** for students who are still developing English proficiency.
- Always consider **multiple measures** and observational data as well as screening scores.
- Consider how literacy **skills may be influenced or impacted** by a student's other language(s).





How should we support early literacy for multilingual learners?

# Science of Reading and Multilingual Learners

*Phonics and learning to decode words have a clear and important place in comprehensive literacy programs but implemented in isolation as is too often currently being proposed, they are woefully inadequate. One major gap is the isolation of reading skills from other domains of language and literacy—particularly the lack of adequate focus on the development of oral language skills.*

- Dr. Kathy Escamilla, Dr. Laurie Olsen, & Dr. Jody Slavick  
from “Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students”



# Recommendations for Literacy Instruction

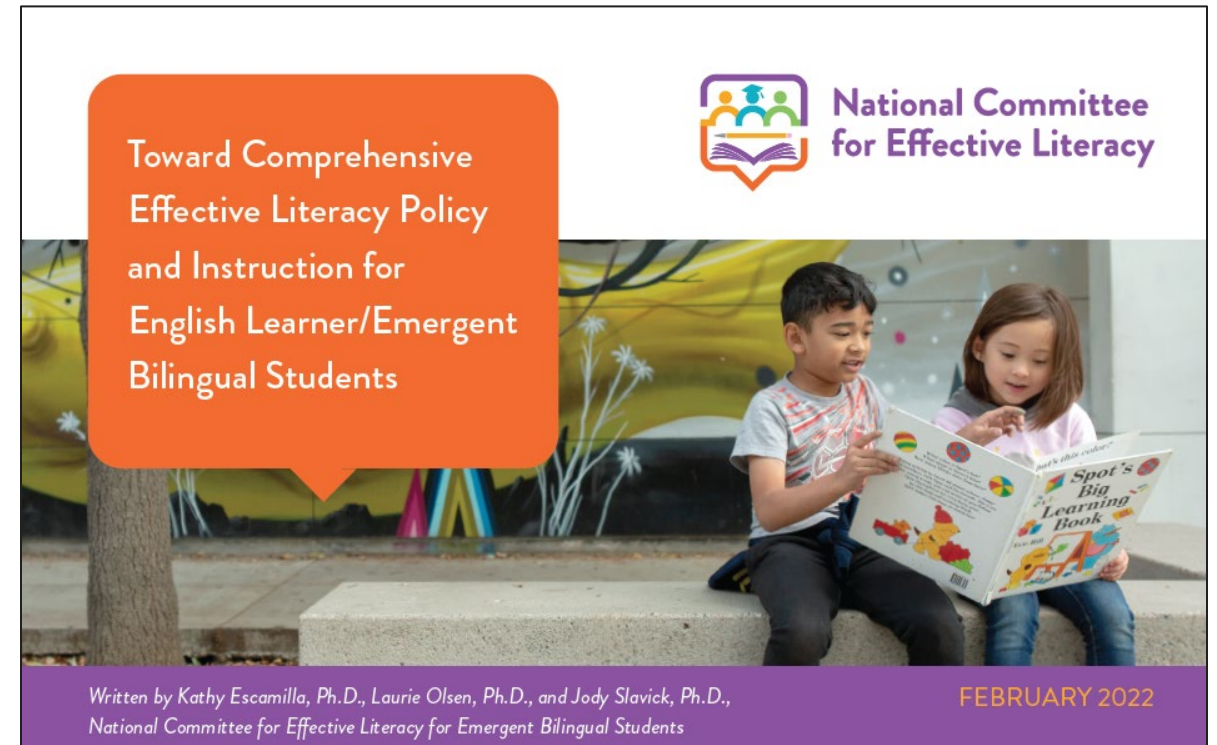
- Utilize a **comprehensive approach** that integrates content, language and literacy instruction
- Strengthen **oral language** through integrated & designated ELD
- Teach **writing as an essential literacy skill**, connected to reading
- Build on students' **home languages and cultures**
- Provide **socio-culturally responsive instruction**
- **Focus on comprehension** to support academic literacy





# Resources

- [Screening Tools and Best Practices](#) (OSPI)
- [Toward Comprehensive Effective Literacy and Instruction for English Learners/Emerging Bilingual Students](#) (NCEL)
- [Executive Summary](#) (NCEL)



Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students

National Committee for Effective Literacy

Written by Kathy Escamilla, Ph.D., Laurie Olsen, Ph.D., and Jody Slavick, Ph.D.,  
National Committee for Effective Literacy for Emergent Bilingual Students

FEBRUARY 2022

# Interventions

## When

If a student shows indications of **below grade level literacy development** or indications of, or areas of weakness associated with, dyslexia

## What

Interventions must be **evidence-based multisensory structured literacy interventions** and must be provided by **an educator trained in instructional methods specifically targeting students' areas of weakness**

# Data Reporting

Location	Overview
V07 – Identification Assessment	Provides the <b>initial screener</b> used to determine eligibility for state assigned support
V08 – Identification Assessment Date	Date the <b>screening process began</b> in your district
V09 – Support Determination	Indicates the outcome of the <b>screening process</b>
V10 – Interventions Used	Identifies the interventions provided to the student if they are determined to be at risk



# Reminder: K-4 Literacy Requirements [ESSB 5946](#)

## District-wide comprehensive reading system must include:

- 1) Screening assessments/tools to identify at-risk readers in grades K-4\*

## K-4 report cards are to include:

- 1) How the student is progressing on acquiring reading skills; and
- 2) Whether the student is at grade level in reading.

## If a student is not reading at or above grade level, the teacher must explain to the parent/guardian:

- 1) Which interventions and strategies will be used

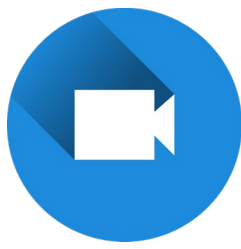
# Family Communication & Notifications

For a student who shows indications of, or areas of weakness associated with, dyslexia, each school district must **notify** the student's parents and family of **the identified indicators and areas of weakness**, as well as **the plan for using multitiered systems of support to provide supports and interventions**. The initial notice must also include information relating to dyslexia and resources for parental support developed by the superintendent of public instruction. The school district must regularly update the student's parents and family of the student's progress.

# Culturally Responsive Conversations: Watch For

- Perfectionism
- Sense of Urgency
- Defensiveness
- Quantity Over Quality
- Worship of the Written Word
- Only One Right Way
- Paternalism

- Either/Or Thinking
- Power Hoarding
- Fear of Open Conflict
- Individualism
- Progress is Bigger, More
- Objectivity
- Right to Comfort



# Implementation Feedback

Working Well	Challenges



# Supports

- Professional Development
  - OSPI- Sponsored & Glean
- 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.

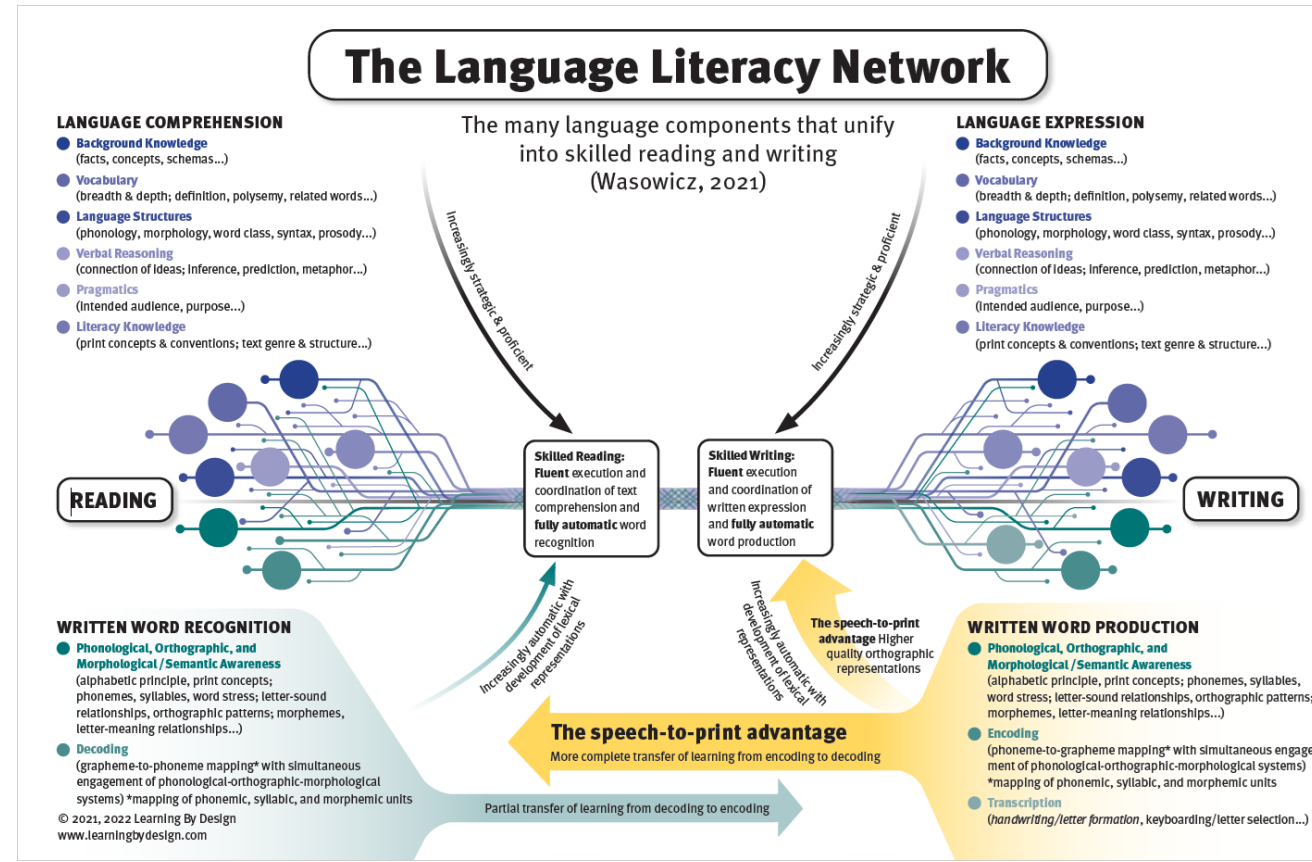
# Plus!

Dr. Staci Bain

Laura Rogan

Dr. Jan Wasowicz

and more!





# Questions and Answers

# Contact Information

- Annie Pennell, M.Ed.
  - 360-725-6190
  - [annie.pennell@k12.wa.us](mailto:annie.pennell@k12.wa.us)
- Heidi Aijala, Ph.D.
  - 360-972-4044
  - [heidi.aijala@k12.wa.us](mailto:heidi.aijala@k12.wa.us)
- Alicia Roberts Frank, Ed.D.
  - 360-464-6843
  - [arobertsfrank@esd113.org](mailto:arobertsfrank@esd113.org)
- General questions
  - [dyslexia@k12.wa.us](mailto:dyslexia@k12.wa.us)





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