UPDATE: Educator Training to Enhance Skills of Students with Dyslexia 2012-2013

Authorizing legislation: RCW 28A.300.530
(http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.530)

Teaching and Learning
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Executive Summary

It is estimated that 10 to 20 percent of the population has dyslexia, a language-based disorder that affects a person’s ability to read and write. Districts, schools, teachers, and other educators need support to identify students with dyslexia and provide them appropriate research- and evidence-based support to improve their ability to read. Students who receive appropriate interventions make steady and quantifiable academic gains in literacy, which allows them to access core coursework in all content areas.

From 2005 through 2010, the Office of Superintendent of Public Instruction (OSPI) received funding from the state Legislature to work closely with school districts, the nine regional Educational Service Districts (ESDs), and the Washington Branch of the International Dyslexia Association (WABIDA) to develop resources for families and educators focused on the identification and support of students with dyslexia. While the funding to support this work ended in 2010, the Dyslexia Handbook and the variety of professional learning resources are still widely available. In addition, each of the ESDs has, to varying degrees, integrated key content related to this topic into existing reading/language arts professional learning that they provide, as necessary.

Background

Substitute Senate Bill 6016 (SSB 6016) from the 2009 legislative session requests that OSPI provide training to the state’s nine regional Educational Service Districts (ESDs) on the topic of dyslexia and to develop a state dyslexia resource guide.

From 2005 through 2009, the Legislature provided $1.26 million to help schools implement research-based interventions for students with dyslexia. Participating schools were required to have a three-tiered reading structure in place, provide professional development training to teachers, assess students, and collect and maintain data on student progress in reading and spelling.

Students receiving support through the dyslexia pilot projects made substantial and steady academic gains in reading and spelling. The Legislature sustained this work and expanded statewide support to teachers by providing resources for developing and delivering information and training, including a resource guide to improve the skills of students with dyslexia.

The original state appropriation to support SSB 6016 was $145,000 per year. The 2010 final supplemental budget, Engrossed Substitute Senate Bill 6444, allocated $75,000 to support the continuation of SSB 6016 during the 2010–11 year; however, these funds were reduced to $37,000 in the December 2010 Supplemental Budget. There are no funds to support professional development training for teachers of students with dyslexia since that time.
Update Status
SSB 6016 requires the ESDs to report to OSPI their professional development offerings and activities that focus on dyslexia. In Fall 2013, the nine ESDs, which represent the entire state, reported the following summary of their activities associated with dyslexia support:

- ESD 171 offered one seven-hour professional development session in 2013. Seventeen educators participated.
- ESD 113 offered the dyslexia training on their main menu, but had no requests.
- ESD 112 had one request for training, which they referred to ESD 171.
- ESDs 101, 105, 114, 121, 123, and 189 advertised for dyslexia trainings and for events sponsored by the Washington Branch of the International Dyslexia Association (WABIDA). However, none reported requests for service during the 2012-2013 school year.

While few districts have requested specific training on the topic of dyslexia, many ESDs have integrated dyslexia content and strategies into the professional learning and technical assistance support, which they provide to school districts. In addition, the Washington State Dyslexia Resource Guide (http://www.k12.wa.us/ELA/DyslexiaGuide.aspx) and other professional learning resources developed through the initial funding for this project are still available. OSPI and the ESDs maintain a list of trainers equipped to offer professional development to Washington educators as a fee-for-service training.

Conclusion and Next Steps
As questions arise, OSPI and ESDs continue to connect stakeholders with the appropriate resources on dyslexia. Most often, this includes WABIDA’s dyslexia resources, and referral to OSPI’s Special Education department for questions or concerns that arise from parents about student identification.

OSPI is currently reviewing and refining the Dyslexia Resource Guide. We will work with our partners, such as WABIDA, to ensure current information is available to parents and stakeholders who are seeking support for children with dyslexia. The revised Guide’s anticipated completion date is May 2014.
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