

Pre-service Changes

1. Educator Preparation Program Standards shall be modified to integrate the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading, so to provide specificity (clarity) of the essential elements of literacy instruction.
 - Colleges of Education have until August 2021 to change their standards and should have all education programs staffed and prepped for the delivery of this content by August 2023.
2. Candidates for K-6 teaching licenses, English Language Arts endorsements, reading specialist teaching licenses, and special education teaching licenses to pass an examination of their knowledge of the science of reading.
 - KSDE will vet testing for approval to meet these requirements. These test(s) will be submitted to KSBE for approval.
 - Timeline August 2021 (Candidates receiving a K-6 teaching license, beginning in September 2019 have an exam that meets this requirement.)

Professional Learning Recommendations

1. School systems shall provide evidence based and consistent professional learning opportunities consisting of training regarding the nature of dyslexia, an introduction to procedures to identify students who are struggling in reading, and an introduction to intervention strategies and procedures. Professional learning should consist of the following:
 - Overview of science and how science works to solve problems and create solutions including the scientific method.
 - Information concerning the meaning of terms research based and science based and how to identify programs that are science based. (Refer to **ESSA guidelines – see Appendix**)
 - Definition of dyslexia.
 - Characteristics of dyslexia
 - Potential outcomes if students are not taught explicitly to become competent readers, including results of additional socio-emotional difficulties.
 - Information regarding writing systems, including differences in transparent and opaque writing systems.
 - Information concerning how the English writing systems contributes to reading failure.
 - Dyslexia identification procedures
 - Dyslexia intervention strategies and how to implement them.
 - Dyslexia progress monitoring and progress monitoring systems
 - KSDE will develop this training with educational service centers and have it ready for schools before the end of the 2019-2020 school year.
2. Colleges of education in Kansas are encouraged to develop a course of study with a specialization in dyslexia and struggling readers. This course should be geared toward a Science of Reading endorsement, and align with the IDA Knowledge and Practice Standards. It should include practica experiences with appropriate supervision and leadership development skills such that the person who graduates with this endorsement can train other classroom teachers and reading specialists within their school district.
 - Begin to develop coursework in July 2020

Screening and Evaluation Process Recommendations

1. Every accredited school district to screen and identify students at risk of dyslexia or demonstrating characteristics of dyslexia in accordance with universal screening evidenced-based practices. Universal screening evidence-based practices include:
 - Beginning of the year testing
 - All students are screened
 - Measures are scientifically reliable, efficient, and valid for risk of reading difficulties.
 - Once risk is identified and immediate and effective interventions begins to ensure adequate progress continues.
 - KSDE will submit requirements for screeners and a list of a few that meet these requirements to the KSBE in January 2020 for approval.
2. School systems shall implement the Kansas Education Accreditation (KESA) model to require districts to implement a rigorous tiered system of supports (as defined in the Foundational Structures of KESA) subject to external review.
 - Timeline August 2021 – Foundational structures are below:
 - All students are involved.
 - System and school-wide behavior expectations and response/discipline policy.
 - Data-based decision making framework.
 - Evidence-based screeners for reading, math, behavior.
 - Evidence-based curriculum for reading, math, behavior.
 - Research-based interventions tiers 2 and 3.
 - Fluid intervention groups.
 - Buildings have master schedule providing for assessment, core, intervention, and collaborative team time.
 - Family engagement is an inherent part of the tiered system of supports process.
 - System-wide assessment plan.
 - Regular evaluation of tiered system of supports.
 - Ongoing review/revision of system policies to support framework.
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3. KSBE shall develop and provide to school districts criteria for vetting and approving tools for screening and assessing students for characteristics of dyslexia.
 - Timeline January 2020
 - These recommendations will be presented to the Kansas Board of Education in January 2020 and upon approval disseminated to schools.

Evidence-based Reading Practices Recommendations

1. Each accredited school district to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students and promote early intervention for students with characteristics of dyslexia. KSDE should create a checklist to guide selection and implementation of structured literacy practices for accreditation purposes. KSDE should ensure school districts are made aware of information concerning structured literacy training and information currently available from TASN.
 - Structured Literacy Check-list created August 2020,
 - District Implementation will be August 2021
2. KSBE should direct the creation of a dyslexia handbook for use by schools in Kansas. The creation of the handbook should involve input from a broad array of stakeholders.
 - Timeline August 2020

3. KSBE should identify a dyslexia coordinator within the Kansas State Department of Education.
 - Timeline July 2020

Dyslexia Definition

Dyslexia definition. The Task Force concluded the definition of “dyslexia” used by schools and policymakers should be the definition provided by the IDA, which states dyslexia is “a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”