



Kansas Board of Regents - Council of Education Deans

LEPC Testimony – November 13, 2012

"How do Kansas' Schools of Education prepare future teachers to work with individuals with dyslexia?"

Good Morning,

My name is Howard Smith and I am Dean of the College of Education at Pittsburg State University. This year I serve as Chairperson for the Regents Council of Education Deans (COED). With me today is Dr. Donna Sayman, Assistant Professor from Wichita State University who teaches pre-service teachers about exceptionalities and Dr. Ken Weaver, Dean of the Teacher's College at Emporia State University. Today we are representing COED in sharing about how the Regents' Institutions prepare future teachers to work with individuals with dyslexia.

Listed by institution are the pre-service courses that each future teacher must compete successfully before student teaching and seeking licensure. As you will see, students are:

1. Introduced to dyslexia:
 - a. Through general knowledge and instruction,
 - b. Developing an understanding of characteristics of specific learning disabilities,
 - c. Studying of case studies,
 - d. Watching videos of actual students with diagnoses and,
 - e. Participating in field experiences.
2. Taught initial methods of identifying students with dyslexia,
 - a. Through learning both formal and informal methods educators can use, on an on-going basis, to diagnose their student's ability to comprehend content material,
 - b. Assess student's levels of academic achievement and functional performance,

3. Taught instructional methods through,

- a. Understanding differentiated strategies,
- b. Learning about successful research based strategies,
- c. Learning instructional process of assessment, analysis of data, development of grouping/lessons, and delivery of lessons specifically addressing individual student needs.

Students are also taught how to seek specialist assistance in serving identified students.

All teacher preparation programs introduce methods to address academic disabilities as well as methods to enhance instruction for advanced learners.

Currently degree programs contain 124+/- credit hours. Each year it is becoming increasingly more difficult to maintain this level with the discoveries in instructional techniques, learning styles, and learning characteristics which better assist students in their learning process. At the same time programs are responding to new knowledge ~~and~~ there is a desire for bachelor's degree programs to target 120 credit hours to be more affordable for students.

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"How do Kansas' Schools of Education prepare future teachers to work with individuals with dyslexia?"



Pittsburg State University

<http://www.pittstate.edu/college/education/index.dot>

Courses/Training	How does the course/training address Dyslexia? (Techniques-Objectives)	Any additional information regarding how Dyslexia is addressed.
EDUC 261 Explorations in Education	Dyslexia is introduced	
SPED 510 Overview of Special Education (Birth – 6 th Grade)	Students are provided general knowledge about dyslexia throughout the semester, especially when studying the characteristics of specific learning disabilities. Students are given examples of and participate in an online simulation of what it is like to have dyslexia. Additional information is also garnered through watching videos of actual students with such diagnoses.	Students in SPED 510 do case studies of students with adaptive learning needs in the general education classroom. Some of these case study options involve students with dyslexia. The goal of the case studies activity is to assess the student's present levels of academic achievement and functional performance and to consider and provide rationale for research based interventions addressing the student's learning and behavioral needs.
SPED 511 Overview of Special Education	Students are provided general knowledge about dyslexia throughout the semester, especially when studying the characteristics of specific learning disabilities. Students are given examples of and participate in an online simulation of what it is like to have dyslexia. Additional information is also garnered through watching videos of actual students with such diagnoses.	Students in SPED 510 do case studies of students with adaptive learning needs in the general education classroom. Some of these case study options involve students with dyslexia. The goal of the case studies activity is to assess the student's present levels of academic achievement and functional performance and to consider and provide rationale for research based interventions addressing the student's learning and behavioral needs.
SPED 513 Instructional Approaches for the Inclusive Classroom	Students take knowledge of dyslexia (and other high incidence disabilities) and focus on methods for working effectively with students in the general education classroom. Assignments/lectures/activities vary but focus on research based interventions, especially targeting students who struggle in accessing and using text.	



University of Kansas

<http://www.soe.ku.edu/>

Courses/Training	How does the course/training address Dyslexia? (Techniques-Objectives)
SPED 326: Teaching Exceptional Children and Youth in General Education (3 hrs.)—all teacher ed students	Students are introduced to academic disabilities, including dyslexia. It provides them information about students with disabilities that they will have in their classrooms and the law governing special education and its implications for them as general educators. Students learn about planning instruction that is differentiated to meet various learner needs, universal design principles and instructional tools, providing meaningful access to general education classrooms and curriculum for students with disabilities and designing and delivering appropriate accommodations and modifications to assist student learning
C & T 448: Reading and Writing Across the Curriculum (3 hrs.)—secondary teacher ed students	Content area teachers do far more than impart information to students. They play an important role in guiding middle/secondary students as they use reading and writing as tools for learning. This course includes an overview of the state and national reading and writing scores of adolescents. Students are introduced to the basic processes or ways in which individuals may learn to read and write. The course continues with a focus on the instructional strategies and materials that promote the development of reading and writing in the context of teaching new information. Additionally, the course emphasizes the informal methods educators can use, on an on-going basis, to diagnose their students ability to comprehend content material. Finally, appropriate fix-up strategies are modeled.
C & T 352: Literacy Instruction in the Primary Grades (3 hrs.)—elementary teacher ed students	This course is intended to develop the attitudes, knowledge, and skills necessary to effectively instruct primary grades (K-3) children through the development of literacy skills: reading, writing, listening, speaking, spelling, and handwriting. The major goals of this course are for the prospective teacher to develop an understanding of literacy development of the primary-grades child, current literacy theories, and the ability to work with a number of approaches to promote literacy learning and a positive attitude toward literacy in all primary-grades students who may have different needs due to language, culture, learning challenges including dyslexia, and/or differing stages of development. This course is taken concurrently with C&T 353, Literacy Practicum in the Primary Grades.
C & T 354 Literacy Instruction in the Intermediate Grades (3 hrs.)—elementary teacher ed students	This course is intended to develop the attitudes, knowledge, and skills necessary to effectively instruct intermediate-grades children (4-6) through the development of literacy skills: reading, writing, listening, speaking, and spelling. The major goals of this course are for the prospective teacher to develop an understanding of literacy development of the intermediate-grades child, current literacy theories, and the ability to work with a number of approaches to promote literacy learning and a positive attitude toward literacy in all intermediate-grades students who may have different needs due to language, culture, learning challenges including dyslexia, and/or differing stages of development.



Emporia State University

<http://www.emporia.edu/teach/>

Courses/Training	How does the course/training address Dyslexia? (Techniques-Objectives)	Any additional information regarding how Dyslexia is addressed.
EL220 Introduction to Teaching	Introduction to the basic philosophies and general overview of the many roles of the teacher. Basic concepts include working with children of different abilities, skills, and conditions including exceptionalities.	
SD550 Survey of Exceptionalities	Specific characteristic of exceptionalities are introduced; "dyslexia" would be one of many learning disabilities.	
SD560 Collaboration and Strategies	This course addresses a variety of research-based strategies that can be used to address students with special needs including those with "dyslexia."	
EL230 Children's Literature	General information about children's literature is presented. Students are presented and participate in a variety of comprehension strategies with instructional suggestions given for those students who are reluctant or struggling readers.	
EL310/ED535 Diverse Learners or Cultural Awareness	This course emphasizes the diverse learner and research-based strategies that work well to address the special needs of each child, including the specific disability of "dyslexia."	
EL312 Reading and Writing Connections	This course focuses on introducing teacher candidates to the concepts they will later learn to teach. An emphasis is placed on literacy learning through a classroom rich in strategic instruction in reading, writing, viewing, listening and speaking. Candidates have an introduction to the writing process, 6 traits, and a variety of text types. Additionally, the course addresses how teachers work with students who struggle with writing.	Emphasis is on the following skills: alphabetic principle, phonemic awareness, phonics, spelling, handwriting, writing process, 6 traits, text types and strategies usage. Mastery testing of skills assures college candidates have adequate skill levels (vocabulary, word parts, phonetic analysis, structural analysis, spelling, handwriting) before proceeding to methods courses where assessment and instruction are emphasized.
EE311 Planning & Assessment	In this course, students are exposed to lesson planning and the connections between assessment and instruction with an emphasis on data-driven instruction and reflection. Adaptation, analysis and reflective planning are	Special needs, such as "dyslexia," are addressed in the adaptation portion of the lesson plan model.

	practiced as pre-service teachers work with students to pre-test, design lessons based on individual needs, teach, and reflect upon each lesson.	
EE313 Reading for the Elementary Teacher I	Primary emphasis in this course is on data-driven, research-based instructional strategies used for all readers including those designed for students who struggle with reading.	The course addresses research-based instructional techniques in phonics, phonemic awareness, alphabetic principle, MTSS, guided reading, and other strategies for struggling readers.
EE315 Language Arts Methods	This course addresses the stages of spelling and writing development. It includes information about letter reversals and articulation of sounds.	
EE413/414 Reading for the Elementary Teacher IIs	This course includes a field experience with heavy emphasis on reading assessment under the supervision of a highly-qualified mentor and university supervisor. Students work with an individual student (often a struggling reader), a small group and a whole group. Students put into practice the diagnostic process and address the needs of the individual in a case study field experience. Students work through the entire instructional process of assessment, analysis of data, development of grouping/lessons, delivery of lessons specifically addressing individual student needs, and reflection leading to further adaptation and lesson development/grouping – ongoing targeted instruction.	Assessments used include those that measure: Interests/Attitudes/Background Investigations/Vision/Hearing/Concepts of Print/Letter Identification/Phonemic Awareness/Phonics/Story Concept/Vocabulary (at many levels)/Miscue Analysis/Comprehension/Fluency; multiple measures and assessments are thoroughly reviewed and used. Candidates must plan and deliver data-driven instructional lessons focused on reader needs in the content area classes.
EL320 Observing Teaching and Learning	This is a field-based class where students develop units of study and lesson plans, all of which must include adaptations appropriate for the situation, including many students with special needs.	



Washburn University

<http://www.washburn.edu/academics/college-schools/arts-sciences/departments/education/index.html>

Courses/Training	How does the course/training address Dyslexia? (Techniques-Objectives)	Any additional information regarding how Dyslexia is addressed.
<p>ED 225 Becoming an Educational Professional This course is required of all elementary, P – 12, and secondary candidates.</p>	<p>This course provides an overview of the professional expectations of teachers. Students are introduced to a variety of strategies for assessing student learning. Students also review the influences of P – 12 students' individual, family, and community characteristics.</p>	<p>There is a field experience associated with this course and students are expected to observe and reflect on a variety of school-based experiences.</p>
<p>ED 302 Teaching Exceptional Learners This course is required of all elementary, P – 12, and secondary candidates.</p>	<p>Students in this undergraduate class study the characteristics and educational needs of all types of exceptional learners. Instructional strategies and appropriate resources related to dyslexia. Specifically, its definition, causal factors and intervention strategies. There is discussion of the history of dyslexia and LD, definition, characteristics, accommodations for dyslexia and LD</p>	<p>Students view and discuss the FAT City video from Rick Lavoie.</p> <p>Students are encouraged to participate in professional development activities, e.g., workshops and conferences with focus on dyslexia.</p>



Kansas State University

<http://www.engg.ksu.edu/>

Courses/Training	How does the course/training address Dyslexia? (Techniques-Objectives)	Any additional information regarding how Dyslexia is addressed.
<p>EDEL 411 Required of all elementary majors</p>	<p>Teaching Literacy: K-2 Professional Reading Graphic Organizers Video</p>	<p>In EDEL 411, Teaching Literacy: K-2, we have a professional journal article assignment that covers dyslexia and the students complete a graphic organizer designed to aid struggling readers' comprehension to summarize the article. Candidates are using a teaching strategy useful for dyslexics and applying it to their own learning. All candidates also watch a video about reading and the brain that covers instructional strategies to use with dyslexic and struggling readers. In addition, we cover dysgraphia that is often undiagnosed and related to dyslexia.</p>
<p>EDSP 323 Required for all secondary education majors</p>	<p>Special Education in Secondary Schools Simulation Activity Written Reflection Universal Design for Learning Technology Solutions</p>	<p>All students complete an activity that simulates dyslexia and other decoding processing disorders. They are required to write about it and identify potential strategies. We spend one entire class session focused on learning disabilities including dyslexia (1/16th of the course). We also focus on potential universal design for learning (UDL) and technology solutions as they apply to LDs and other disability groups.</p>
<p>EDSP 324 Required for all elementary education majors</p>	<p>Exceptional Child in the Regular Classroom Video Website for Simulations – Misunderstood Minds</p>	<p>A video is presented that includes dyslexia and leads students to a website called Misunderstood Minds where students participate in simulation activities to encourage understanding. Two or more class periods, or slightly over 1/16 of the class is focused on learning disabilities and dyslexia. We also talk about UDL solutions including technology-based solutions. We discuss using multiple approaches and using data based instruction to determine what is most successful with an individual student.</p>



Fort Hays State University

<http://www.fhsu.edu/coe/>

Courses/Training	How does the course/training address Dyslexia? (Techniques-Objectives)
Course	Strategy
TEEC 323 Emergent Literacy	The focus is on literacy and very young children (birth - age 8). Signs and symptoms of dyslexia are addressed. Dyslexia is a topic that candidates are given the option of focusing on for their research project.
TEEC 231 Human Growth and Development	We discuss dyslexia in Human Growth and Development during middle childhood, identifying it as a developmental reading disorder and the most common learning disorder identified when children are during this stage of development. We discuss the symptoms and what the different role as a parent, teacher, medical care profession, and/or counselor has to provide help to the child or adult that has been diagnosed with it.
TEEL 365 Reading and Language Arts Methods	In Reading and Language Arts, I present visual impairments, which includes dyslexia. Additionally, the candidates must include an adaptation for students with visual impairments in their Level 3 lesson plans. In the Reading and Language Arts course, TEEL 365, TEEL 365 VA, and TEEL 365 VB, all candidates receive information via course lectures, textbook readings, and URL links about vision, visual acuity, visual impairments and dyslexia. When developing Level 3 lesson plans, students are to include adaptations for visual impairments and/or dyslexia, depending on individual students' needs.
TESP 302 Educating Exceptional Students	In the textbook, dyslexia is explained in the context of learning disabilities with neurological causes. As a semester project, groups of two and three students have selected particular disabilities to research and develop short video clips on, incorporating characteristics as well as evidence-based interventions. One group is investigating dyslexia. These video projects will be shared with and accessible to all the students in my section of TESP 302.
TESP 360 Principles of Instruction in Special Education	In Principles of Instruction to Special Education, we also discuss it as in the above class, but in more detail. We discuss and examine assessments for dyslexia, different teaching strategies, LRE, IEP's, remedial instruction and the psychosocial influences of it and that positive reinforcement for self-esteem and counseling may be needed.



Wichita State University

<http://www.wichita.edu/thisis/academics/education/>

Courses/Training	How does the course/training address Dyslexia? (Techniques-Objectives)	Any additional information regarding how Dyslexia is addressed.
CI 311. Introduction to Diversity Field Experience (1).	To support the coursework for the Core 1 teacher candidates, this field experience provides students with opportunities to observe, and interact with diverse populations in the context of classroom, community, and family settings. This observation is conducted in both general and special education classrooms with a certified teacher. The Core 1 candidates are also supervised by COE faculty.	
CI 317. Literacy Strategies in the Content Areas.	Covers principles and strategies used in effective instruction, including vocabulary development and comprehension skills needed to more fully read to learn in content areas. Teachers are taught to recognize learning differences and how to accommodate and modify curriculum, and instruction to meet the needs of diverse learners.	
CI 318. Core II Practicum: Literacy Strategies.	Provides opportunity for teacher candidates to apply principles and strategies used in effective content literacy instruction, including vocabulary development, reading comprehension and evaluation of print/non-print texts (including listening and viewing), and expression of ideas (speaking and writing) for a variety of audiences and purposes. Candidates develop multiple literacies as they design, implement, modify, and evaluate instruction that integrates purposeful 21st century technologies and meets the needs of culturally, cognitive differences, along with developmentally, and linguistically diverse students.	
CI 320. Introduction to Diversity: Exceptionalities.	Teacher candidates are introduced to the strengths and needs of all learners with exceptional needs, including those with dyslexia. This course provides information on how to identify characteristics of students with learning differences and equip the future educators with the tools they will need to meet the needs of those students. This course also covers special education laws and current RTI expectations for designing appropriate interventions for student needs. The effects of cultural differences and human developments on individuals with exceptional needs are explored. Current educational policy, practices, and services are reviewed.	Teacher candidates at WSU are immersed in an environment of discussion, conversation, and problem solving related to issues pertinent to teaching in an urban serving school district. Faculty focus is to equip these teachers to recognize difficulties in all content areas and gives

	Taken by all Elementary and Middle secondary teacher candidates.	them the tools to accommodate instruction. Through case studies, role play, explicit instruction modeling, the faculty aims to prepare future educators to help all students, including those with dyslexia, to be successful learners.
CI 324. Linguistics for Elementary Teachers	In-depth study of the major theories of first and additional language acquisition/development/learning and their implications for K–6 classroom instruction.	
CI 402E. Instructional Strategies Assessment and Management (ISAM): Elementary Teaching Early Literacy K–2.	This course prepares teacher candidates for instructional and assessment decisions, along with processes necessary for meeting curriculum goals and objectives in the K–2 classroom. Students become familiar with various management strategies for building a positive classroom environment in which young children can achieve at their full potential. Students understand instruction, assessment, and classroom management in the context of teaching emergent literacy to foster language development, create optimal learning environments, assess and evaluate literacy learning, and provide for language development, create optimal learning environments, assess and evaluate literacy learning, and provide for differentiation and intervention strategies related to young students, including those with dyslexia. Comprehensive, evidence-based primary literacy programs include modeled, guided, and direct instruction; management and organization frameworks; skill and strategy teaching; integration of reading/writing, listening/speaking, and viewing/ visual representation; and technologies that enhance K–2 literacy instruction and facilitate professional productivity.	
CI 402I. Instructional Strategies Assessment and Management (ISAM): Teaching Intermediate Literacy 3–6.	Intermediate literacy theory for instructional and assessment decisions and processes necessary for meeting curriculum goals and objectives for the reader to learn in the 3–6 grade classroom. Students become familiar with various classroom management strategies for building a positive classroom environment in which all children can achieve at their full potential. Students understand instruction, assessment, and management in the context of teaching the specific subject integrated with all subject areas.	
CESP 433.	Prepares students to develop and modify instruction using	

Learning Assessment and Evaluation Theory: Evidence-Based Instruction.	student performance data and theories of learning. The psychology of learning is examined including such concepts as the nature of learning and memory, learning strategies, individual differences, including dyslexia, along with social factors influencing learning. Also incorporated is accommodating students with processing deficits, such as those experienced by students with dyslexia. Principles of measurement and evaluation are examined including measurement instruments, observations, questioning strategies, and grading plans. The reciprocal relationship between student performance data and instructional decisions is emphasized.	
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