

Literacy Instruction in MTSS: Connecting Dyslexia Legislation and MTSS

Dr. Alicia Roberts Frank, Regional Administrator for Special Programs
Dyslexia Specialist
Capital Region ESD 113

Rebecca Estock, M. Ed, MTSS Implementation Supervisor
Dyslexia Specialist
OSPI



Washington Office of Superintendent of
PUBLIC INSTRUCTION



A background image showing a group of young children in a classroom. In the foreground, a young girl with dark skin and braided hair, wearing a bright yellow long-sleeved shirt, has her arms raised high with her palms facing forward. She has a joyful expression. Behind her, another child with long brown hair is visible, also with hands raised. The image is partially covered by a semi-transparent teal overlay on the left side where the text is located.

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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 decision-making; 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.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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, Cowlitz, and Nisqually Tribes.



Acknowledgment is but a first step.
It does not stand in for relationship and
action, but can begin to point toward
deeper possibilities for decolonizing
relationships with people and place.



Agenda/Goals

- Introductions & Framework
- Legal Requirements
- OSPI/DAC Guidance
- Professional Development
- Next Steps



Washington Office of Superintendent of
PUBLIC INSTRUCTION





Introductions and Framework

Introductions



Rebecca Estock
OSPI

- BA Elementary Education
- M.Ed Curriculum & Instruction
- Certified school administrator
- National Board Certified: Exceptional Needs
- Certified Dyslexia Interventionist



Introductions



Dr. Alicia Roberts Frank
CRESD 113

- BS Secondary Education/English
- MATESOL
- ED.D Learning & Instruction
- 21 years experience as a special educator
 - Elementary
 - Middle
 - High
 - Teacher Preparation
 - Professional Development



Our Partners

Annie Pennell, MEd, Learning Assistance Program Supervisor

Shelly Milne, NBCT, Executive Director of Elementary Education Content

Dr. Heidi Aijala, Associate Director Secondary ELA

Carey Kirkwood, Associate Director Elementary ELA

Dr. Kristin Percy Calaff, Director of Multilingual Education

Dr. Tania May, Assistant Superintendent, Special Education

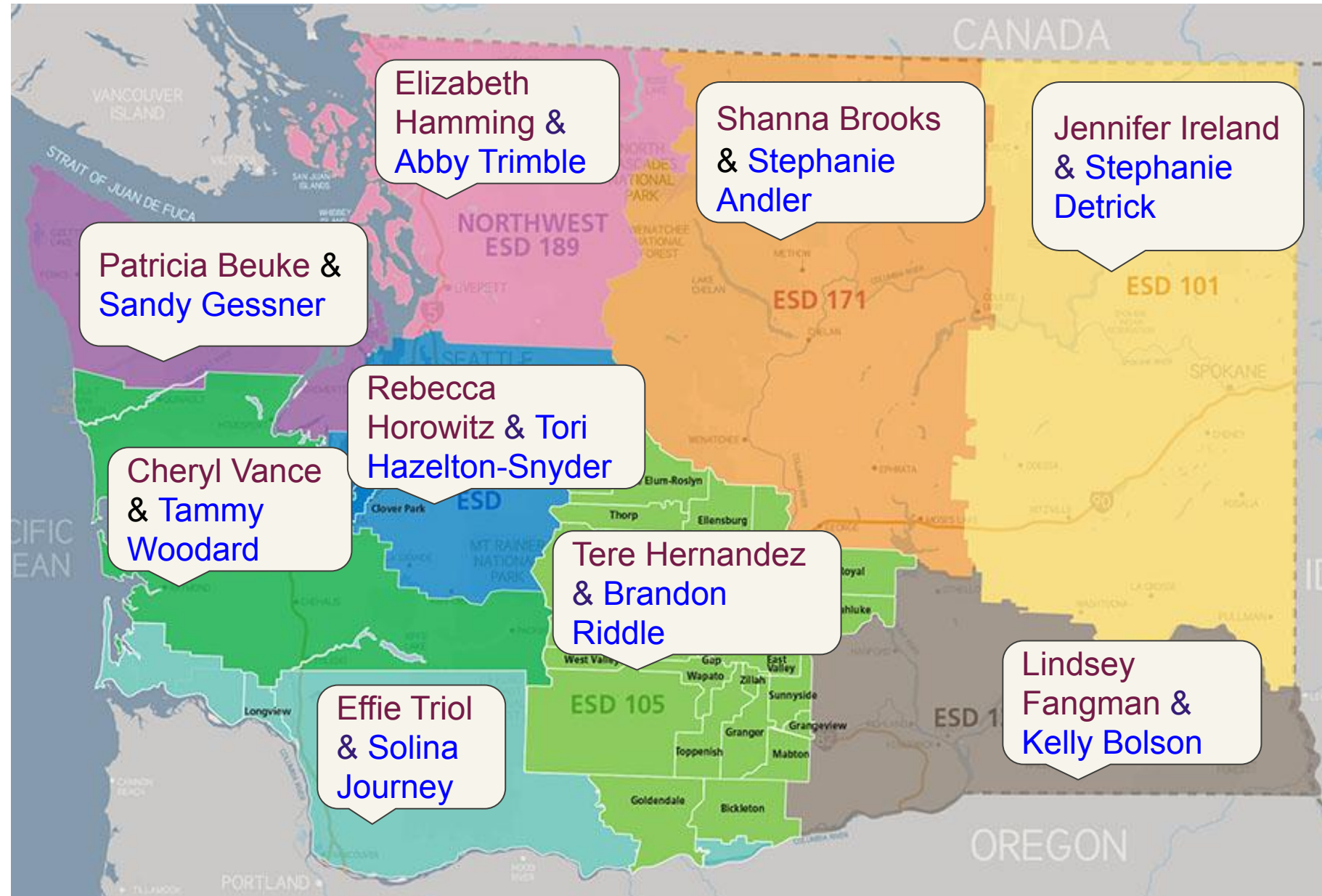
Morgan Sampson, Director, School Quality and Accountability, WSCSC

Yoon Park, WaKIDS Assessment Specialist, Early Learning

Dr. Liz Stewart, SPED Program Improvement Supervisor



In Your Region



Recommendations

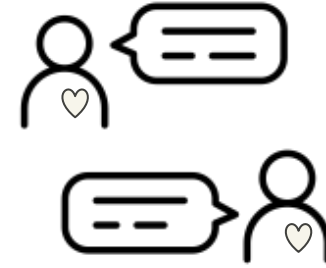


Stay engaged



Created by Eucalyp

Non-Judgment Zone



Recognize
Perspectives



Expect/ accept
non-closure



Use tech to enhance
learning



Give yourselves and
each other grace



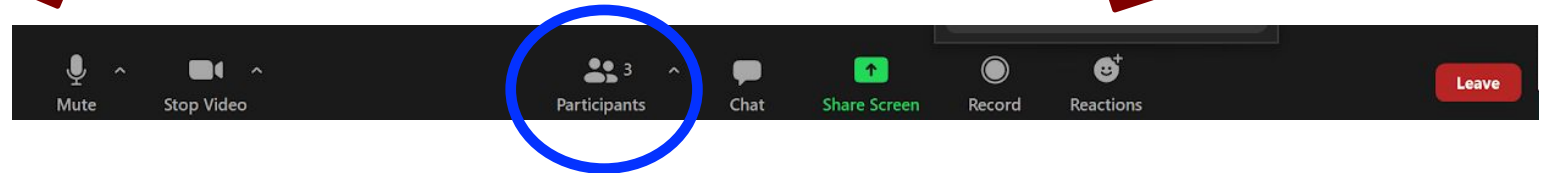
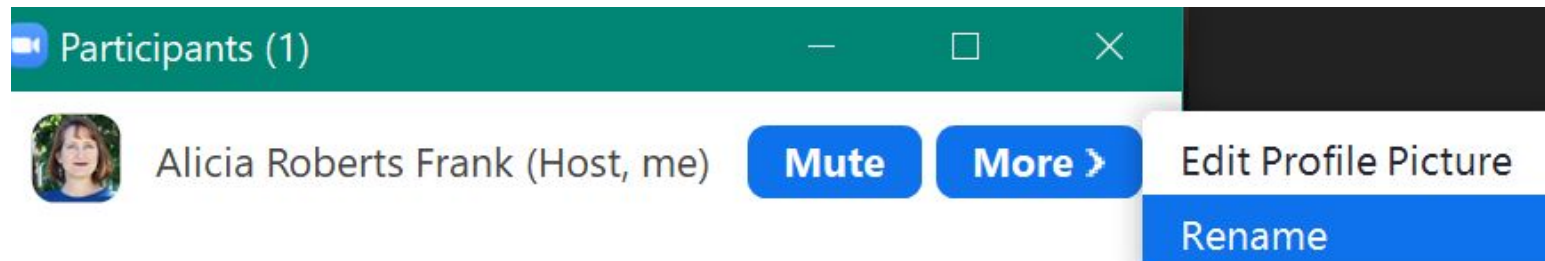
Center for
Ethical Leadership

Icons from thenounproject.com



ZOOM TIPS

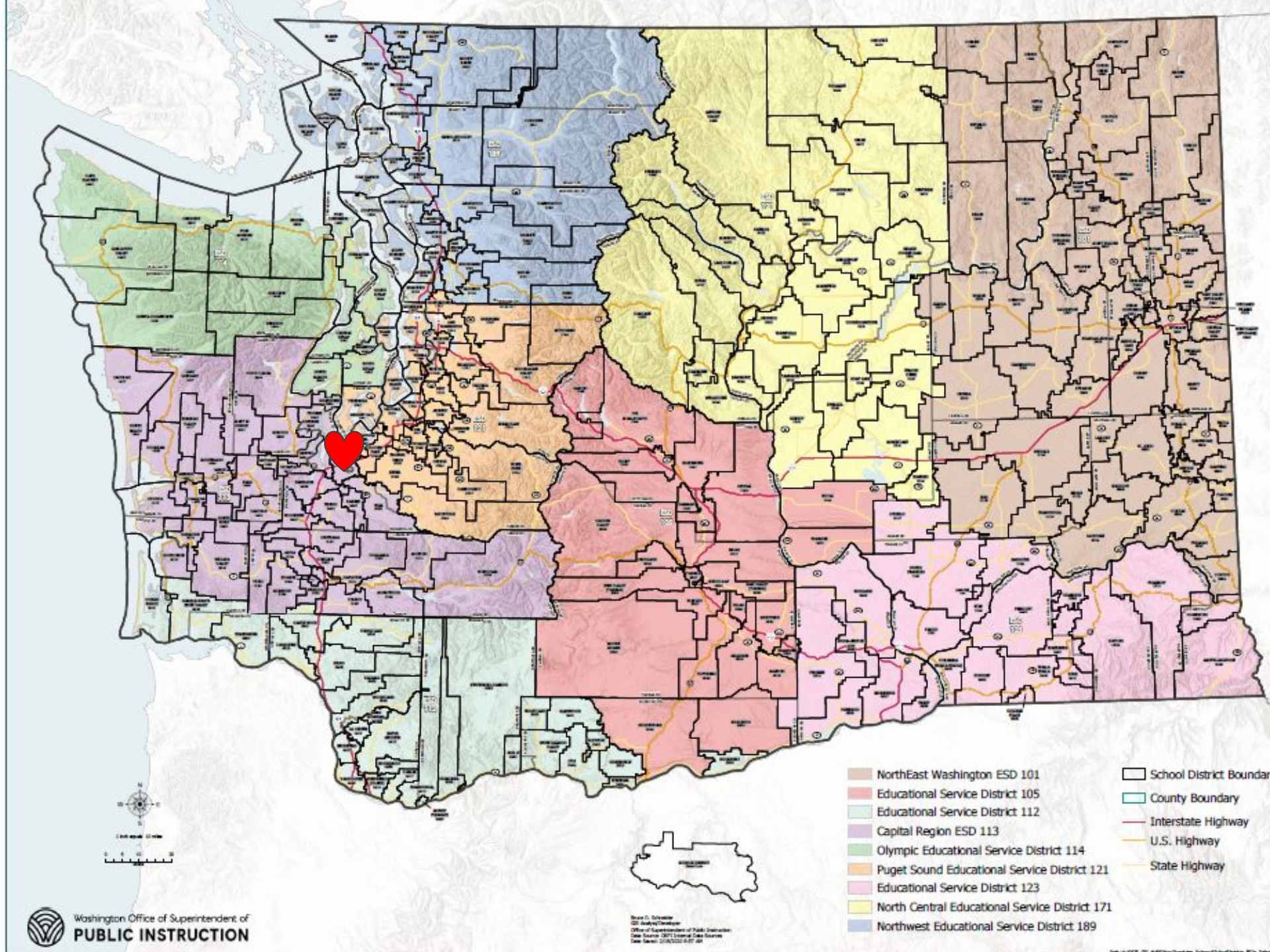
- Name, District
- Video on*
- Mute when not talking
- Communication Icons
- Annotations



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Where are you?



What is your role? (teacher, building administrator, district administrator, specialist, etc.)





Introductions and Framework

Framework

Systems and Structures

Schedules, Personnel Management, Screening, Data Collection & Meetings, Diagnostic Protocols, Progress Monitoring, etc.

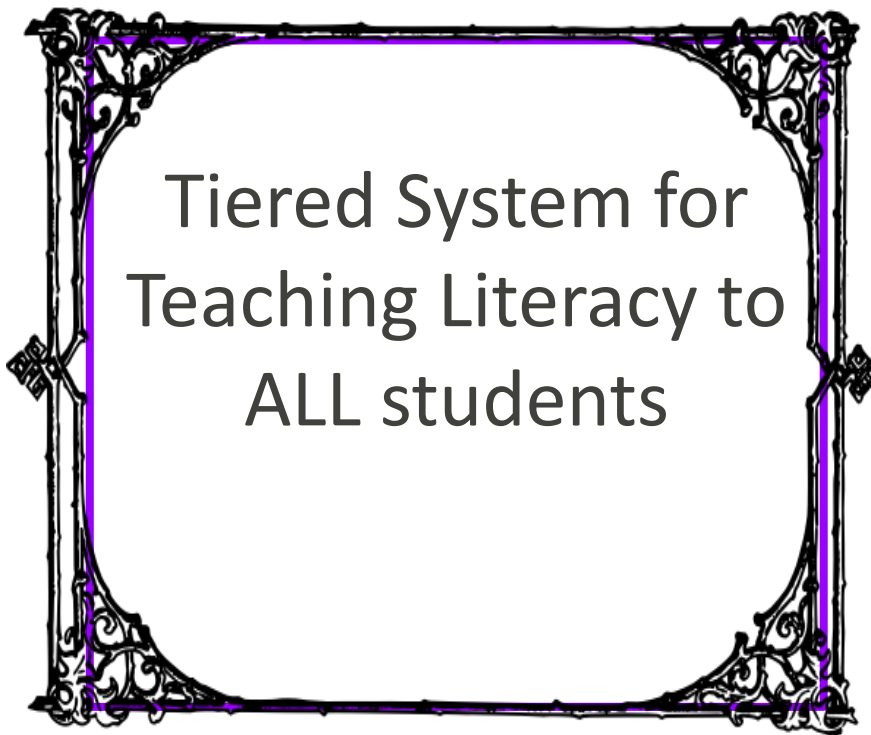


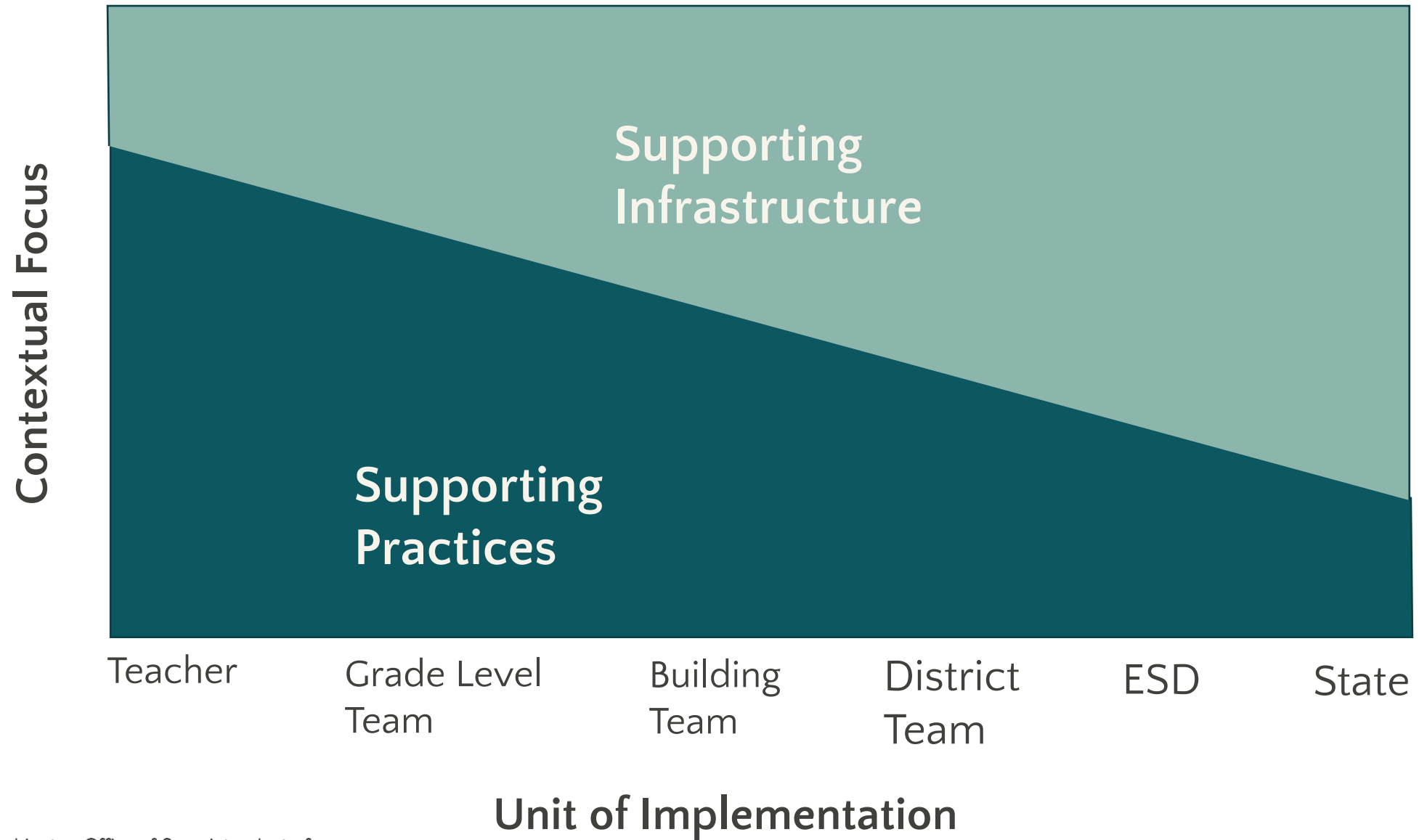
Instruction and Curriculum

Instruction Routines, Differentiated Instruction, 5 Components of Literacy, Systematic & Explicit Evidence Based Curriculum, Specific Interventions

Regional Implementation Coordinators for MTSS

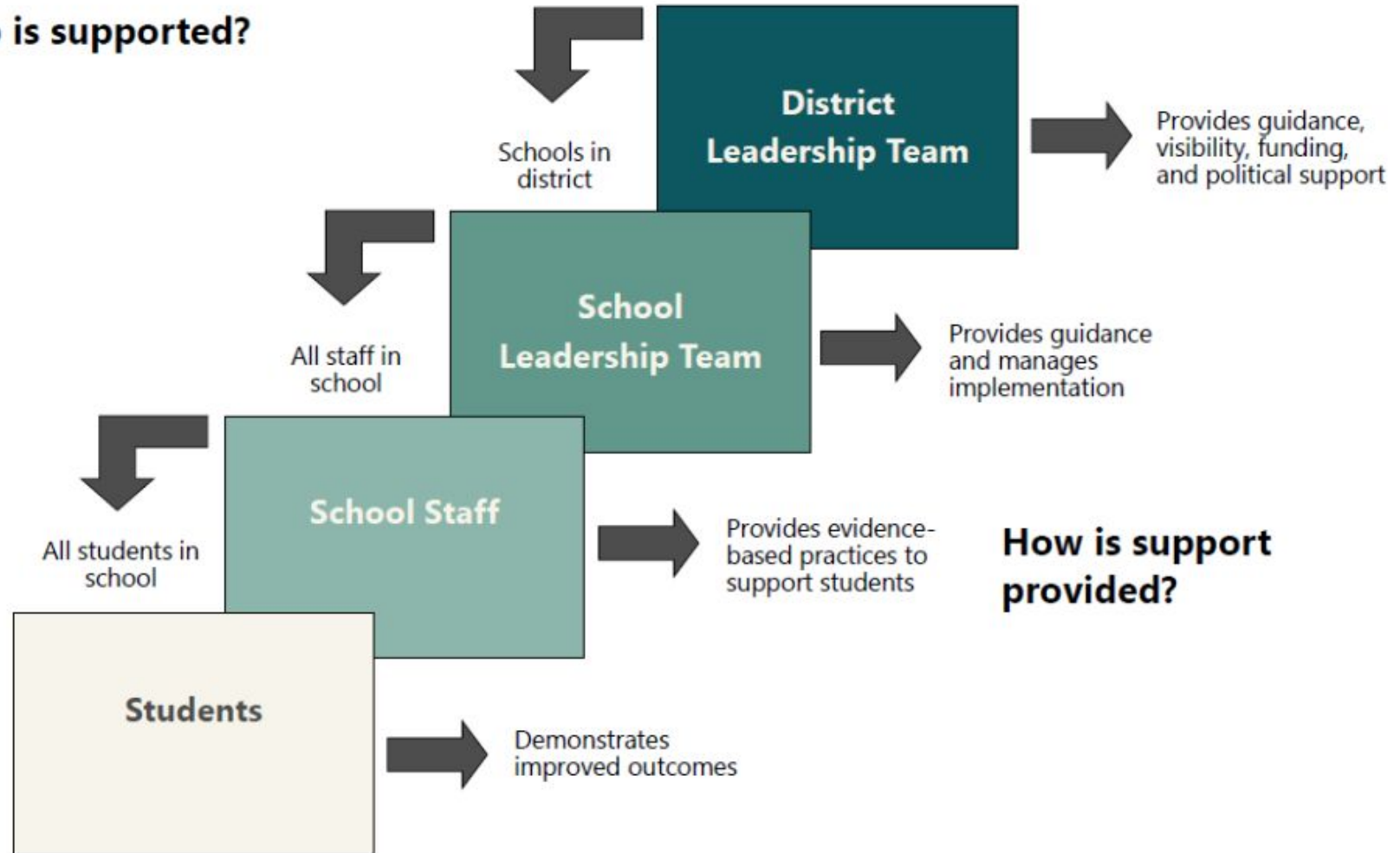
Regional Literacy Coordinators





Cascading Supports

Who is supported?

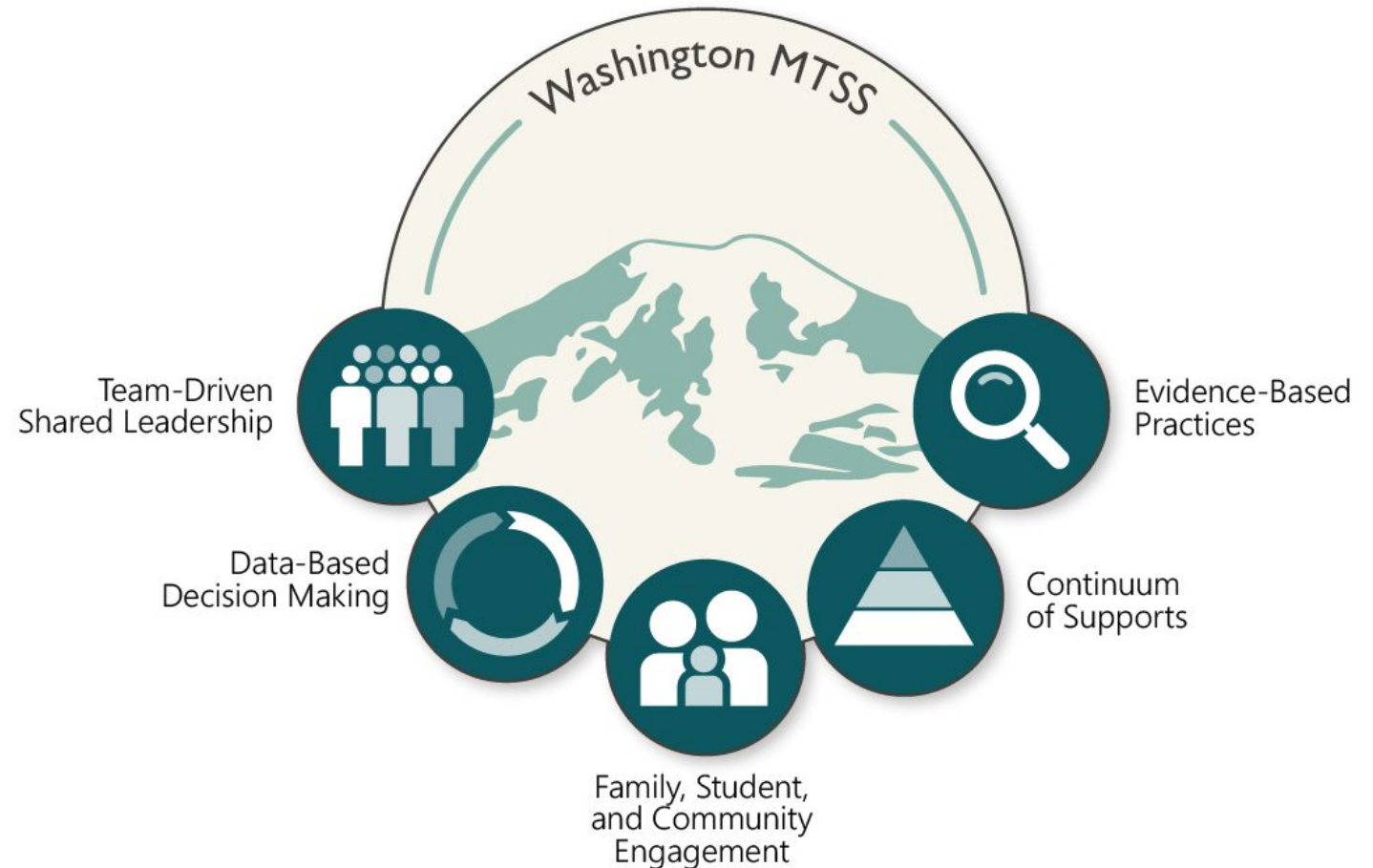


Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

Learn More:

<https://www.k12.wa.us/mtss>



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Data-Based Decisions

Fidelity Data

- Are we implementing as intended?

Perception Data

- What are students, families, staff experiencing?

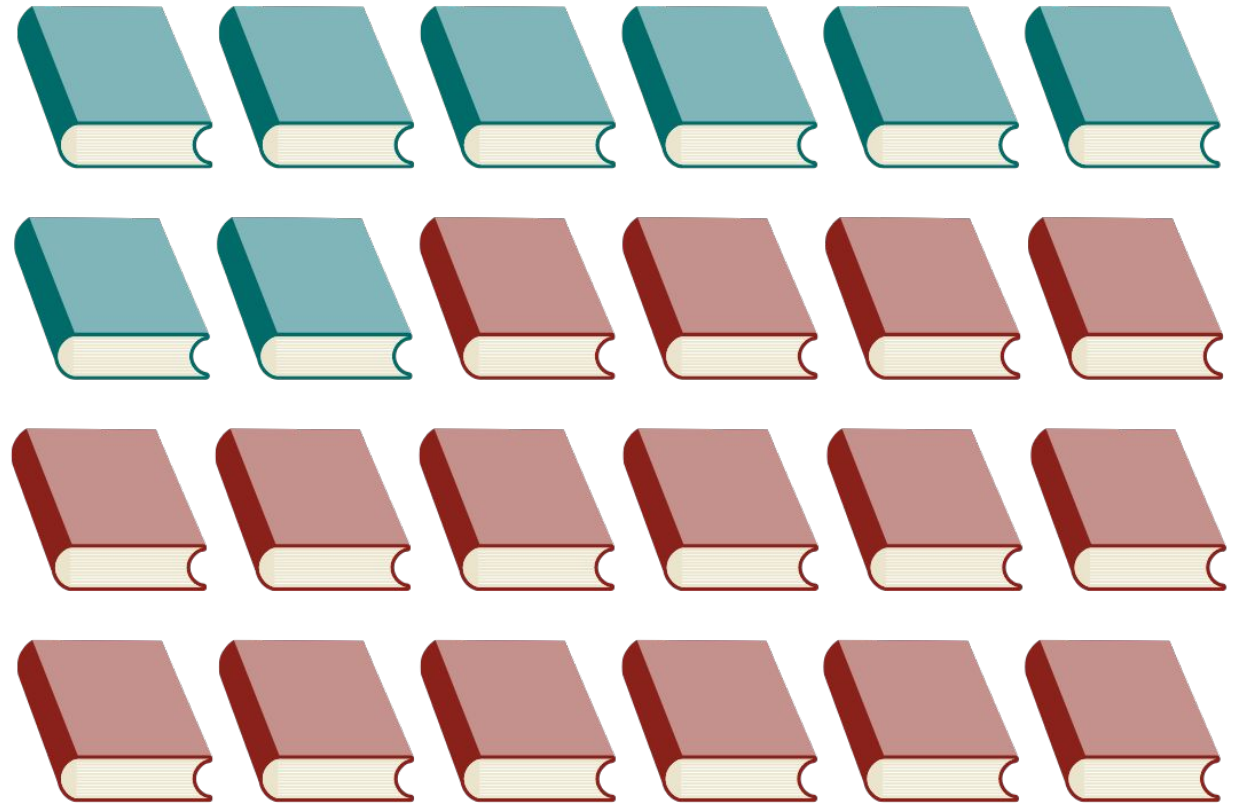
Student Data

- What is the benefit to students?
- What are the needs of students?



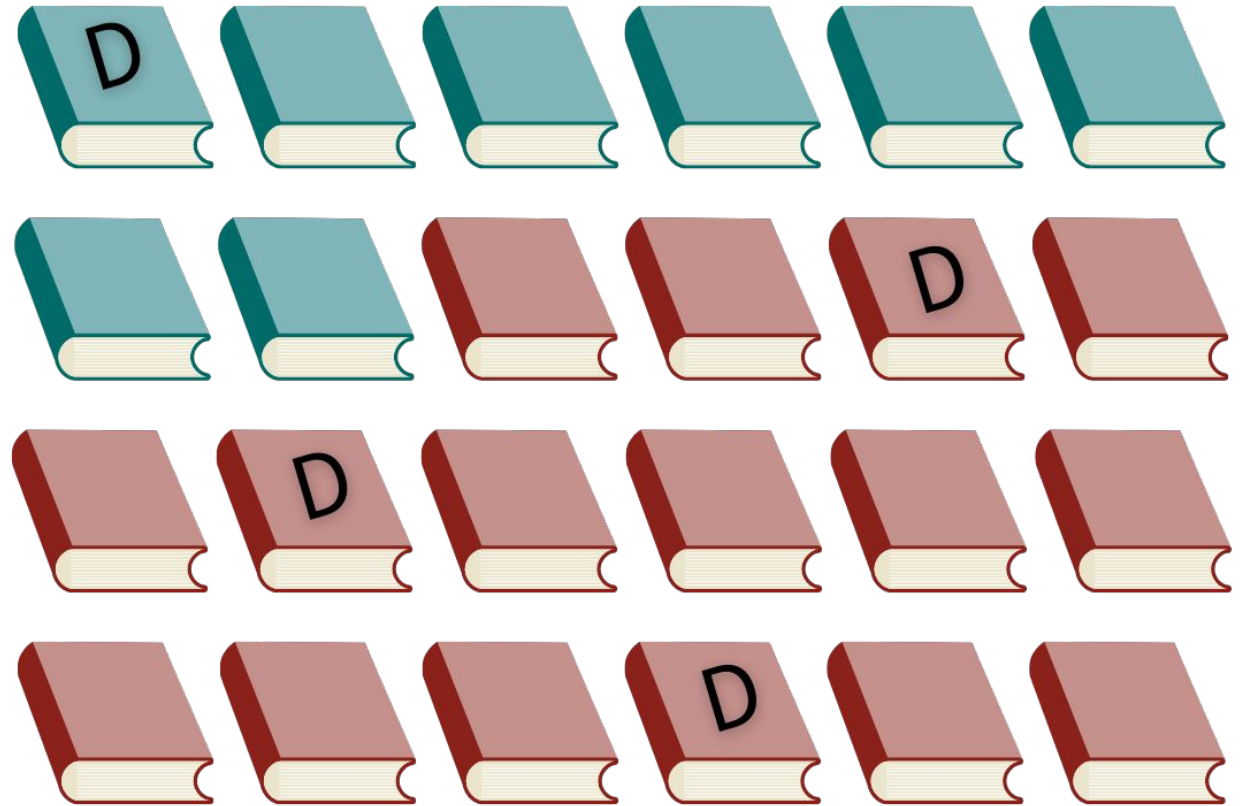
Why Dyslexia?

- In Washington, **65%** of 4th grade students read at or below the basic level.
- Students *below basic* struggle to:
 - Find information
 - Make inferences
 - Identify details
 - Interpret meanings



Why Dyslexia?

- Up to **20%** of the population may have symptoms of dyslexia
- Students with dyslexia are more likely to read below basic
- Some students with dyslexia may read at or above basic*



Why Dyslexia?

Skills that indicate weaknesses of or indicators of dyslexia are those that ALL students need to learn to read and write:

- Phonemic Awareness
- Phonological Awareness
- Letter Sound Knowledge
- Rapid Automatized Naming (RAN)



Prevention Paradigm



“Adults are advised to undergo screening for high cholesterol levels, which can indicate an increased risk of developing heart disease. Patients diagnosed with high cholesterol **do not automatically receive a diagnosis of heart disease.** They are, however, provided with **an evidence-based “response to screening,”** generally a combination of prescribed exercise, dietary changes, and/or medication. This may prevent the development of the disease, or at least lessen its severity. **The goal is to reduce the prevalence** of heart disease, by encouraging individuals to take preventative action, **and to improve the outcomes of those who will develop it** by prompting them to implement lifestyle changes earlier, prior to a diagnosis.” (Gaab, 2019)



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Implementing Early Screening of
Dyslexia

From Jan Hasbrouck's Conquering Dyslexia





Legal Requirements

E2SSB 6162 Statute



- Definition of Dyslexia
- Requirements for School Districts
 - Skills to Be Screened
- Requirements for the Dyslexia Advisory Council
- Requirements for OSPI with the Dyslexia Advisory Council



Definition

Dyslexia is a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are not consistent with the person's intelligence, motivation, and sensory capabilities. These difficulties typically result from a deficit in the phonological components of language that is often unexpected in relation to other cognitive abilities. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. ([E2SSB 6162](#))

Law

In accordance with RCW 28A.320.260, each school district must use a Multi-Tiered System of Supports (MTSS) to:

- **Screen:** Screen students in grades K-2 for indications of below-grade level literacy development, including indications of, or areas of weakness associated with dyslexia.
- **Intervene:** Provide evidence-based multisensory structured literacy interventions to students in grades K-2 who display indications of below-grade level literacy development, including indications of, or areas of weakness associated with dyslexia.
- **Communicate:** For students who show indications of, or areas of weakness associated with, dyslexia, districts must notify the student's family and caregivers of the identified indicators from the literacy screening results and intervention plan and regularly update them on the student's progress throughout the year.

Intent

Why

- Focus on K–2 literacy development
- The earlier the better for intervention

What

- Foundational literacy skills

How

- Identify & meet students' needs



Pause to Reflect: Legal Requirements

Notice

Wonder





Guidance

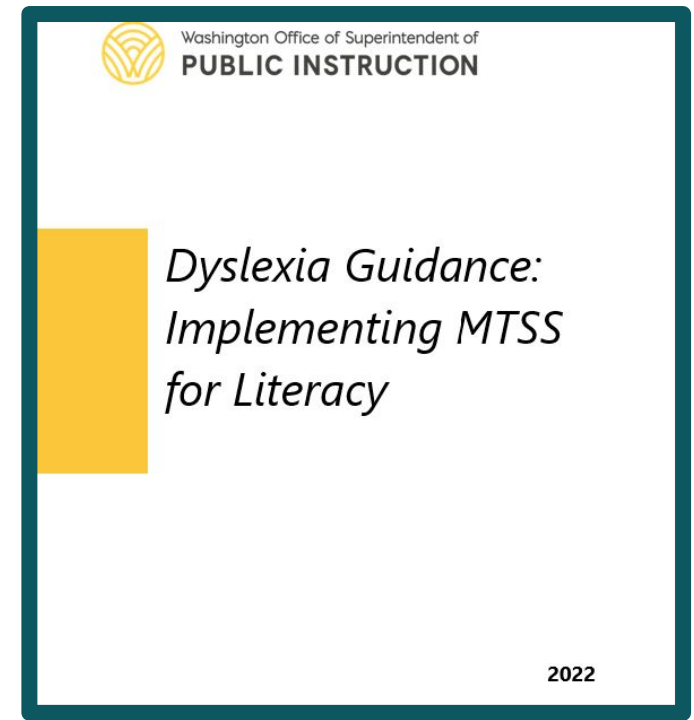
Dyslexia Guidance: Implementing MTSS for Literacy

Target audience

- Districts and schools

Purpose

- Communicate expectations for using MTSS to conduct literacy screening and deliver literacy instruction and intervention effectively and in compliance with the law.



Implementation Guide

Table of Contents:

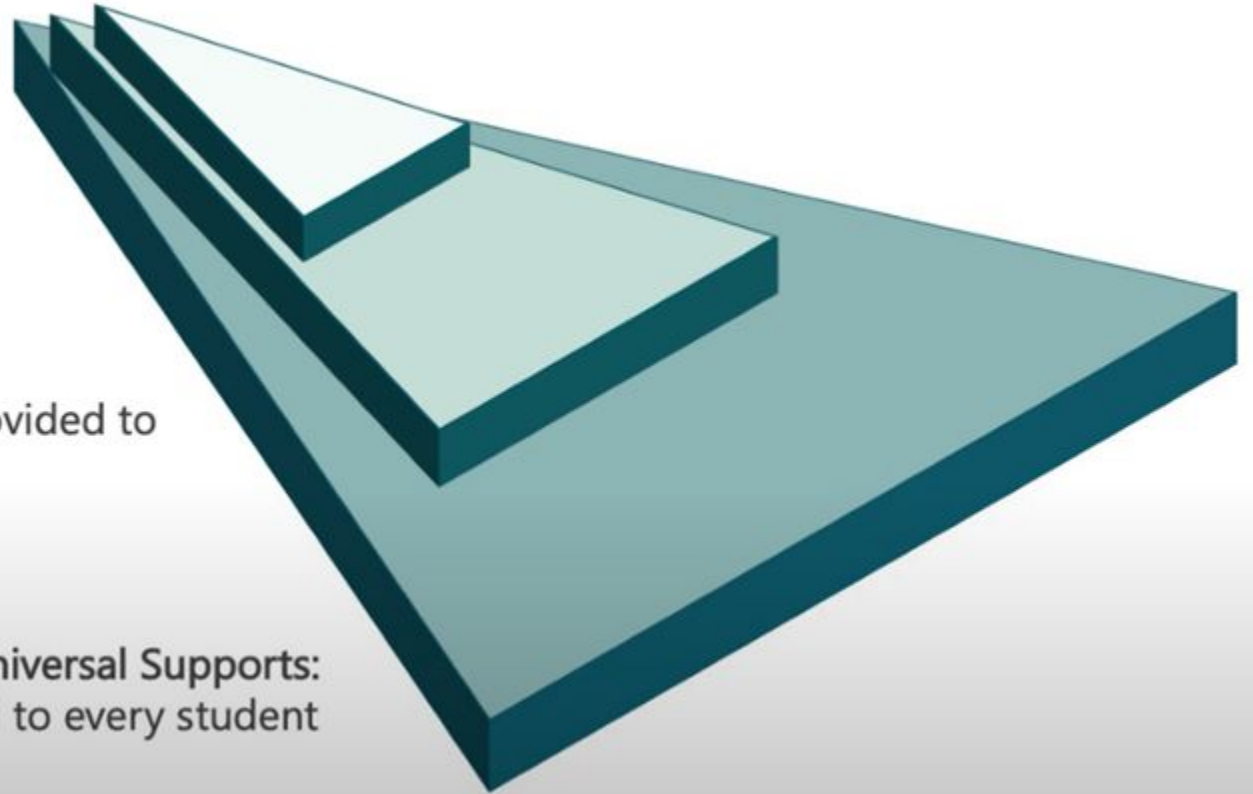
- Background and Expectations
- Implementation Best Practices
 - MTSS
 - Family & Caregiver Engagement
 - Screening
 - Instruction & Intervention
- Appendices (References and Resources)

MTSS

Tier 3/Intensive Supports:
Supplementary support
provided to a few students

Tier 2/Targeted Supports:
Supplementary support provided to
some students

Tier 1/Universal Supports:
Provided to every student



New Foci

- Families and Caregivers
- Third Grade and Above
- Structured Literacy
 - What
 - How
 - Within MTSS



Content of Structured Literacy		
	Description	Resources
Knowledge of and Proficiency with Oral Language	The ability to understand others and express oneself verbally. This includes knowing what the words mean (semantics) at the word level (vocabulary) based on the parts of words -- prefixes, bases and suffixes -- (morphology), the phrase and clause level -- groups of words working together -- (syntax), and the discourse level (pragmatics). It also includes the understanding that sentences are composed of words that are made up of unique patterns of individual sounds (phonology). Oral language knowledge and proficiency includes social language, academic language, and inferential language.	Literacy How Effective Oral Language Instruction
Phonological and Phonemic Awareness & Proficiency	The recognition that oral language is made up of individual sounds that when changed can produce new words. At the phonological level, this includes the understanding that verbal utterances are made up of individual words, which are made up of syllables , which can be further broken into their first sounds (onsets) and the rest of the syllable (rimes). At the phonemic level, this includes the understanding that all words are made up of individual sounds (phonemes). Proficiency is the ability to blend, segment, and change units of sounds.	Literacy How National Center for Improving Literacy Equipped for Reading Success PA Educator's Guide Literacy San Antonio
Knowledge of Orthographic Conventions (Phonics)	The recognition that written letters represent sounds and that combining multiple letters creates syllables and words that can be decoded or read by blending the sounds together. This includes spelling conventions for representing speech and irregular word patterns and word parts (morphemes : prefixes, bases, and suffixes) and how meaning influences reading and spelling.	National Center for Improving Literacy Literacy San Antonio Consistent Generalizations
Reading & Writing Fluency	Reading fluency is the ability to translate print into meaning and is the outcome of reading accurately and automatically (often referred to as rate). Reading automaticity (recognition) is based on the ability to	National Center for Improving Literacy Literacy How

Knowledge of Semantics: Comprehension of Written Language	Reading comprehension is the outcome of understanding the meanings of words (vocabulary), phrases, sentences, and longer units of written text and the ability to read the words independently. Meanings of words, phrases, clauses, and larger units of text are best learned in relation to networks and connections, supported through the teaching of phonology, orthography, semantics, syntax, and morphology .	Key Literacy Component: Morphology <i>The Reading Comprehension Blueprint -- Nancy Hennessy</i>
--	---	--

Instructional Practices of Structured Literacy		
	Description	Resources
Direct & Explicit Instruction	Is teacher-driven, intentional, and clearly explained. There are high-levels of teacher-student interactions and content is practiced to reach mastery. Defining characteristics include segmenting complex skills into smaller manageable tasks, modeling or thinking-aloud to address the important features of the content, promoting successful engagement using gradual release of supports and prompts, and providing timely feedback and purposeful practice opportunities.	National Center for Improving Literacy <i>Explicit Instruction: Effective and Efficient Teaching -- Anita Archer & Charles Hughes</i>
Systematic, Sequential, Cumulative Instruction	Follows a progressive scope and sequence that builds in complexity (from part to whole or simple to complex) and includes frequent review of taught skills.	Big Dippers Reading Rockets
Multisensory / Multimodal Instruction	Is hands-on, engaging, and utilizes multiple modalities, in which students are reading, writing, speaking, and listening simultaneously. Play-based activities are essential (sidewalk chalk outside, sand trays, large body movement, varying manipulatives, games).	Reading Rockets Understood.org
Diagnostic and Responsive Instruction	Is based on data from careful and continuous assessment, both formal and informal. Teachers are responsive to student needs and adjust pacing, content presentation and amount of practice within and beyond lessons.	Reading Rockets Lead for Literacy

Considerations for Multilingual Learners



OSPI

Important Changes to the Guidance:

- ALL eligible Multilingual Learners (MLs) must be included in screening except during their first 4 months of U.S. schooling.
- Look at progress over time rather than grade-level norms.

Additional Features in the Guidance:

- Screening guidance based on different WIDA score ranges
- Questions to consider when interpreting data for each skill
- Recommendations for instruction and intervention for MLs

Tools

Dyslexia Fact Sheet

Dyslexia is:

- A difference in the brain that makes processing speech sounds difficult, including the ability to hear, substitute, and change individual sounds.
- Characterized by challenges with reading and spelling, particularly with the relationship between letters and sounds.
- Likely to lead to problems learning and remembering vocabulary, writing, reading, and getting thoughts on paper.
- Not related to overall intelligence.
- Not a visual problem or caused by a lack of motivation, poor vision, or ineffective classroom instruction.

See also [What is Dyslexia/Dyslexia Explained](#) by Understood.org

Focus on Strengths

A child with dyslexia may struggle with reading, writing, and spelling, but they also have strengths and interests that should be encouraged. They may have strong

- Creative, innovative problem-solving skills
- Listening skills
- Imagination and curiosity
- Pattern recognition
- Building, assembling, and working with objects
- Athletic, artistic, or musical skills

Common Needs

Each Child is Different. Dyslexia looks different for each child and each family. While it is common for people with dyslexia to struggle pronouncing words, not everyone with dyslexia may also exhibit the following difficulties:

Pre-School through Kindergarten

- Delayed speech (ages 2–3)
- Following oral directions
- Learning and remembering letter names
- Rhyming

Early School Years

- Delayed speech; speech that leaves out sounds or mixes up sounds
- Connecting letters to sounds
- Getting thoughts on paper
- Following multi-step directions
- Memorizing math facts and solving word problems
- Slow or choppy reading, even with very small or common words
- Leaving out words, parts of words, and/or sounds when reading or writing
- Poor and inconsistent spelling
- Mixing up terms for concepts and objects (i.e., bagel/doughnut)
- Participating in reading or writing activities

Sample Conversation & Notification

Indicators Associated with Dyslexia

At [school name], we regularly screen for risks associated with future reading difficulties, including weaknesses associated with dyslexia. The results guide us in providing timely support and interventions to students who may need them. The screening results for [student name] indicate needs for support in the following areas:

- ☐ Phonological awareness
- ☐ Phonemic awareness
- ☐ Letter-sound knowledge
- ☐ Rapid naming skills

One indicator that has been found to be highly predictive of future reading difficulty is a family history of difficulty with reading and language development. We would appreciate learning more about [student name's] family history if you are able and willing to share.

- ☐ Do you know about the reading, writing, and speaking experiences of [student name]'s biological family?
- ☐ If yes, did any of [student name]'s biological relatives experience difficulties learning to read, write, or speak? (Yes/No; names and relationships not necessary)

Please keep in mind no one factor guarantees or even predicts a student's literacy development. The information gathered contributes to a deeper understanding of each student's literacy strengths and needs and will be kept with the data on the student's literacy skills. Strengths and interests will be leveraged in the process of providing interventions and supports.

Plan for Support

Here is how we plan to provide interventions to strengthen [student name]'s skills. We will adjust the plan as necessary and notify you of changes.

Intervention Plan	Focus	Frequency	Duration	Monitoring Tool	Next Update

Please remember we want to partner with you in this process. We will share specific strategies with you. Here are some general resources and [tips](#) for [supporting reading at home](#).

Resources for Families

- ☐ [Decoding Dyslexia Washington](#)
- ☐ [National Center on Improving Literacy: Dyslexia Resources for Families](#)
- ☐ [International Dyslexia Association \(IDA\) Handbook: What Every Family Should Know](#)
- ☐ [Oregon Branch of IDA's Dyslexia Guides & Videos \(in English & Spanish\)](#)
- ☐ [Myths of Dyslexia](#) article by understood.org
- ☐ [Reading Rockets: Target the Problem, things to look for](#)
- ☐ [NCIL: Learning About Your Child's Reading Development](#)



Pause to Reflect: Guidance

Notice

Wonder





Professional Development

Developing Knowledge & Skills

Systems and Structures

Schedules, Personnel Management, Screening, Data Collection & Meetings, Diagnostic Protocols, Progress Monitoring, etc.



Instruction and Curriculum

Instruction Routines, Differentiated Instruction, 5 Components of Literacy, Systematic & Explicit Evidence Based Curriculum, Specific Interventions

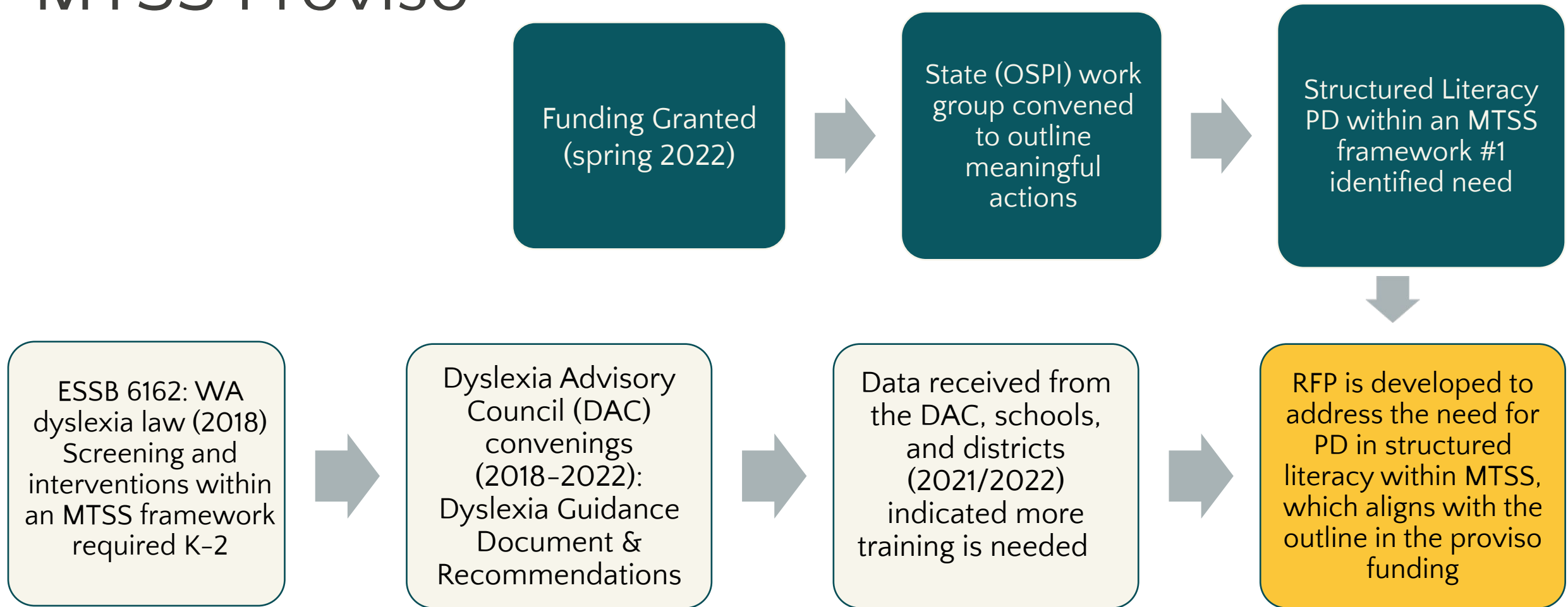
Tiered System for Teaching Literacy to ALL students



Washington Office of Superintendent of
PUBLIC INSTRUCTION



MTSS Proviso



Goals for Participants

- ❑ **Team-driven shared leadership:** Enhance knowledge of teaming practices to support literacy
- ❑ **Data-based decision making:** Enhance knowledge of how to utilize data to make instructional decisions
- ❑ **Family, student, and community engagement:** Enhance knowledge of how to engage families as members of the team
- ❑ **Evidence-based practices:** Enhance knowledge of reading science and structured literacy
- ❑ **Continuum of supports:** Enhance knowledge of tiered literacy support



Proviso Professional Development

Training Content (what)	Training Methods (how)	Timeline (when)	Target audience(s) (who)
Structured Literacy within MTSS	<p>Asynchronous modules for PD</p> <p>Synchronous professional learning networks/communities (3-4 year)</p>	<p>Begins approximately September 6, 2022</p> <p>Ends June 2023</p>	<p>Elementary educators and administrators</p> <p>State literacy team</p>
Structured Literacy within MTSS	Asynchronous & Synchronous	September-June 2023	Train the Trainer: State literacy team



Additional Professional Development

141813 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#): August 9, 16, 18 and 25, each class: 9:00–12:30 pm

141613 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#)

141820 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#)

141843 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#)

142981 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#)

141851 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#)

141852 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#)
8:30–4

141854 - [Dyslexia & Structured Literacy Instruction: Syllabification & Orthography](#): January 11, 8:30–4 pm

143952 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#): January 12–February 23, (7 dates), Thursdays 3:30–5:30 pm

143948 - [Dyslexia & Structured Literacy Instruction: Morphology](#): February 15, 8:30–4 pm

143949 - [Dyslexia & Structured Literacy Instruction: Syntax and Fluency](#): March 15, 8:30–4 pm

143950 - [Dyslexia & Structured Literacy Instruction: Semantics & Fluency](#): April 19, 8:30–4 pm

143953 - [Structured Literacy Instruction for Students with Dyslexia and Others Who Struggle to Read and Write](#): May 4–June 15, (7 dates), Thursdays 2–4 pm

143951 - [Identifying and Teaching Children at Risk for Dyslexia](#): May 10, 8:30–4 pm

143955 - [Dyslexia & Structured Literacy Instruction: Orthographic & Morphological Skills & Knowledge](#): June 28, 8:30–4 pm

Pause to Reflect: Professional Development

Notice

Wonder





Next Steps

Supporting

- Communicating Guidance
- Screeners
- Evaluation Guidance

Gathering

- Best Practices in Action
- Exemplar Schools
- Districts in Need of Support

Share!

- What's working?
- What challenges are you experiencing?
- What supports do you need?





Questions & Answers

Contact Information

- Alicia Roberts Frank, Ed.D
 - 360-464-6843
arobertsfrank@esd113.org
- General questions
 - dyslexia@k12.wa.us
- Rebecca Estock, NBCT
 - 360-972-5258
rebecca.estock@k12.wa.us





Washington Office of Superintendent of
PUBLIC INSTRUCTION

Connect with us!



k12.wa.us



facebook.com/waospi



twitter.com/waospi



youtube.com/waospi



medium.com/waospi



linkedin.com/company/waospi