DEPARTMENT OF EDUCATION

Dyslexia in Minnesota

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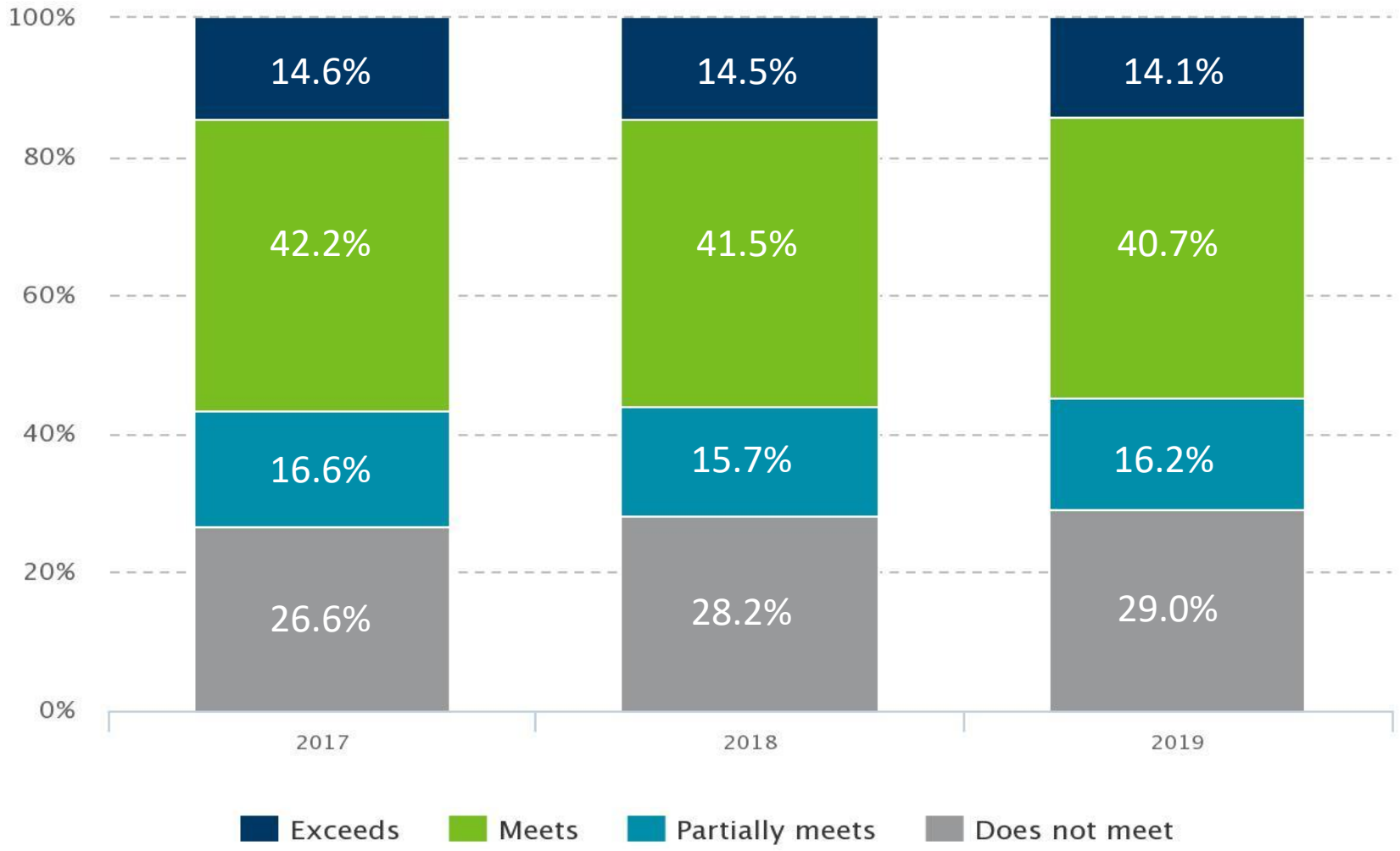
September 25, 2019

Higher Education Literacy Partnership & International Dyslexia Association Webinar

Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Monitor implementation of standards.
5. Go local.
6. Follow the money.
7. Start early.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

MN 3rd Grade MCA Reading Outcomes (2017-2019)



A Focus on Dyslexia – Why now?

2019 Legislative Session:

- 5 dyslexia bills were introduced.
- 2,500 petitions were submitted to the MN legislature by teachers, parents and community members in support of teacher training and dyslexia screening.
- 42 states have laws related to dyslexia.

AGENDA

- Overview of MN Statutes
- What is Structured Literacy?
- How the Brain Learns to Read
- Dyslexia Screening and Identification
- Medical Diagnosis vs. Special Education Identification
- MDE Website and Resources

Minnesota Statutes

MN Statutes

There are FIVE Minnesota Statutes related to dyslexia:

- (2015) Dyslexia definition, MN Statute 125A.01
- (2016) Screening: Reading Proficiently No Later than Grade 3, MN Statute 120B.12
- (2017) Dyslexia Specialist at MDE, MN Statute 120B.122
- (2017) Alternative Instruction Prior to Evaluation for Special Ed, MN Statute 125A.56
- (2019) Teacher Preparation Program Requirements, MN Statute 122A.092
  (2019) *Revised:* Reading Proficiently No Later than Grade 3, MN Statute 120B.12

125A.01 Definition of Dyslexia (2015)

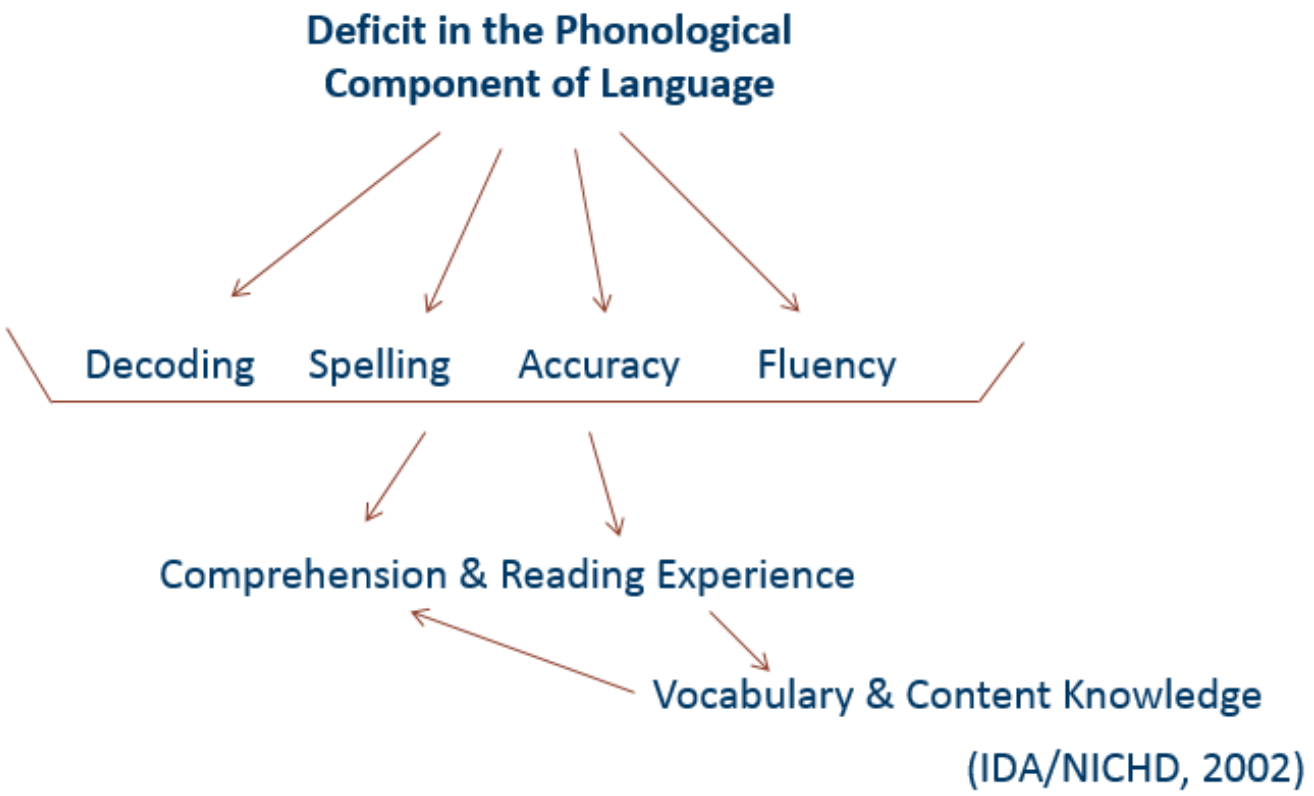
§ **Subd. 2.Dyslexia.**

"Dyslexia" means a specific learning disability that is neurological in origin. It is characterized by **difficulties with accurate or fluent recognition of words** 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 the growth of vocabulary and background knowledge.

Students who have a dyslexia diagnosis must meet the state and federal eligibility criteria in order to qualify for special education services.

Visual Definition of Dyslexia

Dyslexia is a Language-Based Learning Disorder that is neurological in origin:



(IDA/NICHD, 2002)

120B.122 Dyslexia Specialist (2017)

§ Subdivision 1.Purpose.

The department must employ a dyslexia specialist to **provide technical assistance** for dyslexia and related disorders and to serve as the **primary source of information and support for schools in addressing the needs of students with dyslexia** and related disorders. The dyslexia specialist shall also act to **increase professional awareness and instructional competencies** to meet the educational needs of students with dyslexia or identified with risk characteristics associated with dyslexia and shall develop **implementation guidance** and make recommendations to the commissioner consistent with section 122A.06, subdivision 4, to be used to assist general education teachers and special education teachers to recognize educational needs and to **improve literacy outcomes** for students with dyslexia or identified with risk characteristics associated with dyslexia, including recommendations related to increasing the availability of online and asynchronous professional development programs and materials.

Dyslexia Team at MDE

The MDE dyslexia team includes education specialists from general and special education:

- Amy Schulting, Dyslexia Specialist
- Jenny Wazlawik, Literacy Specialist
- Vicki Weinberg, SLD Specialist

Other Collaborators:

- MDE Agency-wide Literacy Work Group
- LETRS implementation project (with Kursten Dubbels and Mary Lillestol)
- LETRS = Language Essentials for Teachers of Reading and Spelling

Dyslexia Team at MDE

- Listening sessions with stakeholders
- Meet with legislators and testify at legislative hearings
- Provide technical assistance and guidance to school districts
- Formal presentations on dyslexia
- Create screening guidance, teacher checklist and list of recommended tools
- Create MDE Dyslexia webpage
- Complete LETRS training and facilitator training
- Lead LETRS Implementation Project

Not a compliance role*

120B.12 Reading Proficiently No Later Than the End of Grade 3 (2019)

§ **Subdivision 2. Identification; report.**

(a) Each school district must identify before the end of kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened, in a locally determined manner, for characteristics of dyslexia.

*Note: Dyslexia screening also required in grades 3+ “Unless a different reason for the reading difficulty has been identified.”

EFFECTIVE DATE: June 1, 2020.

120B.12 Reading Proficiently No Later Than the End of Grade 3 (2016-17)

120B.12 Subd.2. … The district also must annually report to the commissioner by July 1 a summary of the district's efforts to **screen and identify students with dyslexia**, using **screening tools** such as those recommended by the department's dyslexia specialist.

MDE List of Screeners

- Acadience
- AIMSweb
- DIBELS
- FASTBridge Early Reading
- STAR Early Literacy

125A.56 Alternate Instruction Required before (Special Education) Assessment Referral (2017)

120B.12 Subd.2. … The district also must annually report to the commissioner by July 1 a summary of the district's efforts to screen and identify students with dyslexia, using screening tools such as those recommended by the department's dyslexia specialist

120B.12 Subd. 2. (b) A student identified under this subdivision must be provided with alternate instruction under section 125A.56, subdivision 1.

*****125A.56, subd 1.(c)** A student identified as being unable to read at grade level under section 120B.12 (subd 2.) must be provided with alternate instruction under this subdivision that is ***multisensory, systematic, sequential, cumulative, and explicit.***

122A.092 Teacher Preparation Program Requirements (2019

Subd.5. Reading strategies.

(c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention **must include instruction on dyslexia**, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on **practice standards of the International Dyslexia Association**, and must address:

(1) the nature of symptoms of dyslexia;

(2) resources available for students who show characteristics of dyslexia:

(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the **structured literacy approach**; and

(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

(d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

EFFECTIVE DATE. Paragraph (c) is effective June 1, 2020.

What is Structured Literacy?

What is Structured Literacy?

- Explicit, systematic and sequential instruction of both foundational and higher-level literacy skills.
  - Explicit: Important skills are taught clearly and directly by the teacher; carefully chosen examples are explained and modeled. Students do not infer skills through exposure or incidental learning.
  - Systematic and Sequential: Skills are taught in a logical order; prerequisite skills are taught, practiced and mastered before more advanced skills are introduced.
- Practice is cumulative. Students practice only what they have been explicitly taught.
- Decodable text is used in early instruction when students have limited decoding skills.
- High level of engagement/interaction between student and teacher.
- Feedback is timely, corrective and followed by additional practice.
- Accuracy and Automaticity = Mastery

Source: Spear-Swerling (2019)

This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness according to students' achievement levels. The progression is intended to move gradually from simple to more complex linguistic constructions.

Consistent Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Predictable consonants: *m, s, t, l; p, f, c* (/k/), *n; b, r, j, k; v, g* (/g/), *w, d; h, y, z, x*	K	K	him, napkin
Predictable short vowels: /ă/, /ĭ/, /ŏ/, /ŭ/, /ĕ/ spelled with *a, i, o, u, e*	K	K–1	wet, picnic
Long vowel sounds associated with single letters *a, e, i, o, u*; open syllables in one-syllable words	K	K–1	me, he, we, be, so, no, hi
Consonant digraphs: *sh, ch, wh, th, ng*	K–1	1	chin, fish, then
Two-consonant blends: *qu, st, sm, sn, -st, -ft, -lp; sr, sl, cr, cl, tr, dr,* etc.	1	1–2	dragon, slaps
Three-consonant blends and blends with digraphs: *squ, str, scr, thr, shr*	2	2–3	strong, scrape
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Single consonants: /s/ = *c, s*; /z/ = *s, z*; /k/ = *k, c, -ck* after a short vowel; /g/ = *j, g*	1	1–2	result, cent, rock
Hard and soft *c* and *g* alternation, across a larger body of words	1	2–3	carry, center; girl, gentle
Final consonant blends with nasals: *nt, nd, mp, nk*	1	2–3	sink, sank, sunk; dump, tent
VCe long vowel pattern in single-syllable words	1	1	wage, theme, fine, doze, cute/rude
Vowel teams for long vowel sounds, most common: *ee, ea; ai, ay; oa, ow, oe; igh*	1	2	seek, meat, snow, boat, toe, stay, mail, fight
Vowel-r combinations, single syllables: *er, ar, or, ir, ur*	1	2	port, bird, turn, her
Digraphs *ph* (/f/), *gh* (/f/), *ch* (/k/ and /sh/)	2	2–3	phone, cough, school, machine
Other vowel-r combinations: *are, air, our, ore, ear, eer, ure,* etc.	2	2–3	hare, hair; for, four, fore; bear, heart
Diphthongs and vowels /aw/ and /oo/: *oi, oy; ou, ow; au, aw; oo, u*	1–2	2–3	toil, boyfriend, bout, tower, audio, claws, took, put
All jobs of *y* (as consonant /y/; as /ī/ on ends of one-syllable words like *cry*; as /ē/ on ends of multisyllabic words like *baby*;	1	2	yellow, try, candy, gym

LETRS Scope and Sequence

Systematic and Sequential:

The LETRS Scope and Sequence for Reading and Spelling Skills moves "gradually from simple to more complex linguistic constructions."

Decodable Text and Books

- ***Decodable books*** are designed to be “high interest” (e.g. outer space, vampires), at a lower reading level. Not “baby books.” They include only words that have been taught and practiced during phonics lessons. The student can decode words accurately in order to practice reading fluency and comprehension.
- Can be used for guided, independent and partner reading activities and for monitoring oral reading fluency.
- ***Sample First Level*****:** one-syllable words with short and long vowels, consonant blends and digraphs, diphthongs and sight words.
- ***Sample Second Level***: multisyllabic words with inflectional endings, prefixes, suffixes, and other forms of multiple syllables.

Structured Literacy: Spear-Swerling, 2019

Structured literacy (SL)	Typical literacy practices (TLP)
Phonics skills are taught explicitly and systematically, with prerequisite skills taught first. For beginning readers, these skills receive considerable initial emphasis.	Phonics skills are usually taught but not emphasized, even for beginners. Teaching is often not highly explicit or systematic. Prerequisite skills may not be taught first.
Phonics approach is synthetic (parts to whole). Students learn sounds for common letters and letter patterns (e.g., *sh*, *-ck*) and how to blend them (phoneme blending).	Phonics approach may be synthetic, but is often analytic (whole to parts) or decoding by analogy (e.g., "word families").
Beginning readers usually read decodable texts (texts largely controlled to specific phonics patterns that have been explicitly taught) that facilitate learning to apply phonics skills in reading texts.	Beginning readers usually read leveled and predictable texts (texts in which words are predictable based on sentence structure, repetition, or pictures) that do not easily lend themselves to application of phonics skills.
Oral text reading with a teacher is included in lessons.	Partner reading and independent reading may be emphasized more than oral text reading with a teacher.
When students read text orally, they are encouraged to look carefully at printed words and apply decoding skills to unfamiliar words.	When students read text orally, some errors may be overlooked, especially if they do not greatly alter meaning. Teacher feedback to errors may emphasize sentence context or pictures rather than consistent application of decoding skills.
Spelling skills are taught explicitly and systematically with prerequisite skills taught first and with instruction in common spelling rules (e.g., rules for adding endings). Spelling instruction reinforces and extends what students learn in decoding.	Spelling is often not taught in an explicit or systematic manner. Students may learn word lists in which words exemplify no particular phonics pattern or spelling rule. Spelling program may be completely distinct from decoding program with different words in the two programs.
Higher levels of literacy are explicitly and systematically taught (e.g., sentence structure, paragraphs, discourse), including prerequisite skills.	Some higher levels of literacy may be explicitly taught but usually not systematically and not with strong attention to prerequisite skills.

LETRS Implementation Project (Units 1-4)

- 5 MDE staff (2 are LETRS facilitators of 4 total facilitators in MN)
- 13 professors/instructors from 4 Universities
- 15 Administrators
- 19 Instructional / Literacy Coaches
- 100 Teachers
- 18 schools/districts with 2 Implementation sites (across 5 regions)
- MDE collaboration with VSL (LETRS vendor) and Michelle Duda (Implementation Scientists) to create fidelity checklists, measure district capacity, teacher implementation and student outcomes.

Language Essentials for Teachers of Reading & Spelling: LETRS

- LETRS is not a curriculum. It is a teacher PD program by Drs. Louisa Moats & Carol Tolman that can be used at all Tiers and with any literacy program currently in place.
- LETRS trains teachers to provide **explicit**, **systematic** and **sequential** instruction of BOTH foundational and higher-level literacy skills
- LETRS Units 1-4
- Unit 1: The Challenge of Learning to Read
- Unit 2: The Speech Sounds of English
- Unit 3: Teaching Beginning Phonics, Word Recognition and Spelling
- Unit 4: Advanced Decoding, Spelling and Word Recognition

Language Essentials for Teachers of Reading & Spelling: LETRS

- LETRS Units 5-8
- Unit 5: The Mighty Word: Oral Language and Vocabulary
- Unit 6 Digging for Meaning: Understanding Reading Comprehension
- Unit 7: Text-Driven Comprehension Instruction
- Unit 8: The Reading-Writing Connection
- LETRS for Early Childhood Educators
- LETRS for Administrators

Structured Literacy Training and Certification Options with IDA/CERI

International Dyslexia Association (IDA) and Center for Effective Reading Instruction (CERI) offer:

Teacher Certification:

- Structured Literacy / Teacher Knowledge Certificate: Demonstrate mastery of the KPS: Knowledge and Practice Standards (referenced in MN Statute 122A.0992) by passing the Knowledge and Practice Examination of Effective Reading Instruction (K-PEERI) exam.
- Structured Literacy / Dyslexia Interventionist Certificate: (K-PEERI + Supervised Practicum)
- Structured Literacy / Dyslexia Specialist Certificate: (K-PEERI + Supervised Practicum)

Program accreditation:

- Higher Education: 27 universities in 12 states offering 32 accredited teacher programs at both graduate and undergraduate levels. None currently in MN.
- Independent teacher preparation programs: 7 programs offering 15 credentials (LETRS currently under review)

Let‘s Review: How the Brain Learns to Read

Much of the following content is presented in its entirety through *Language Essentials for Teachers of Reading and Spelling (LETRS)®* training.

Simple View of Reading

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

Skilled Reading Requires Integration of Many Skills

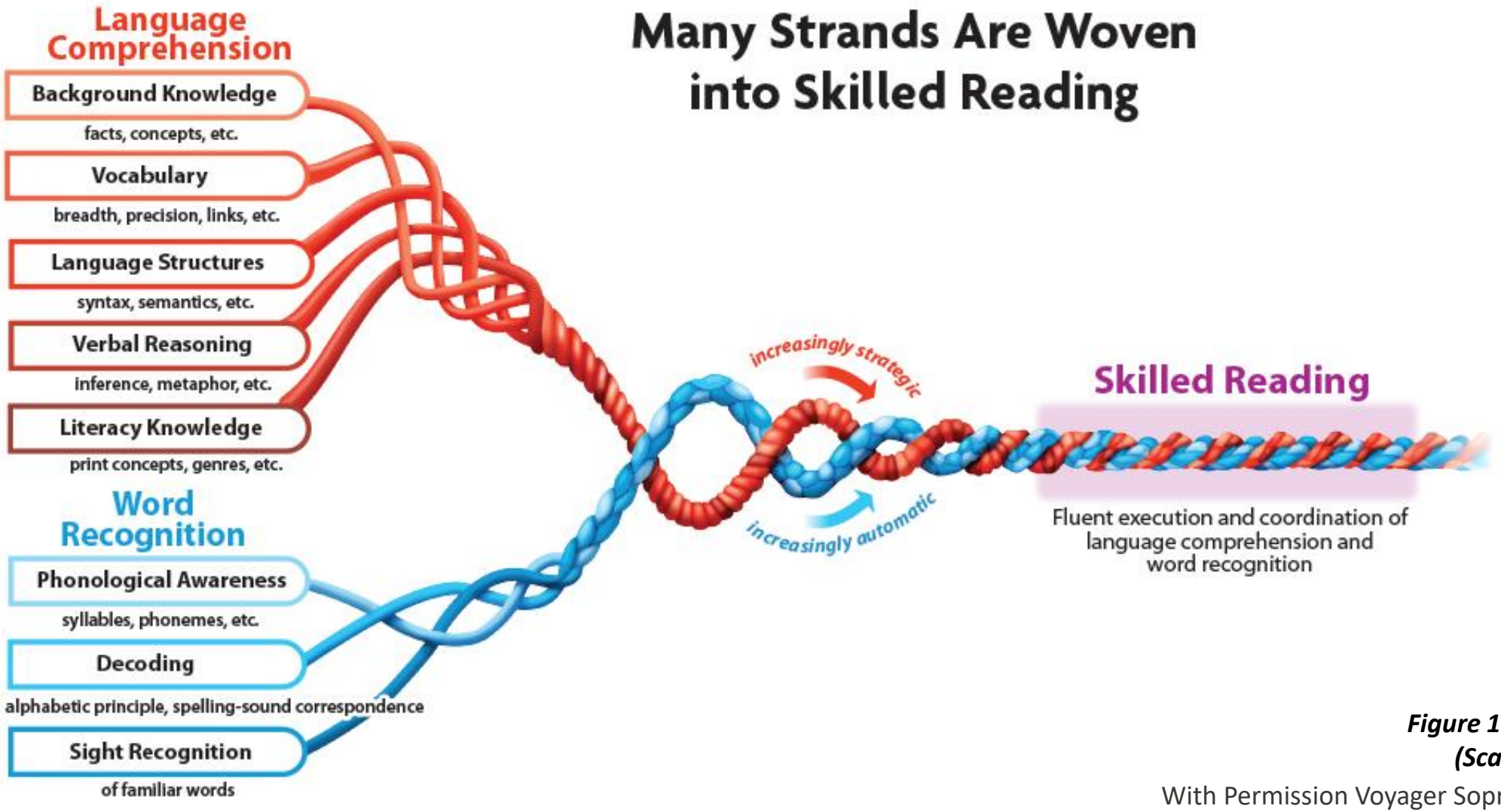
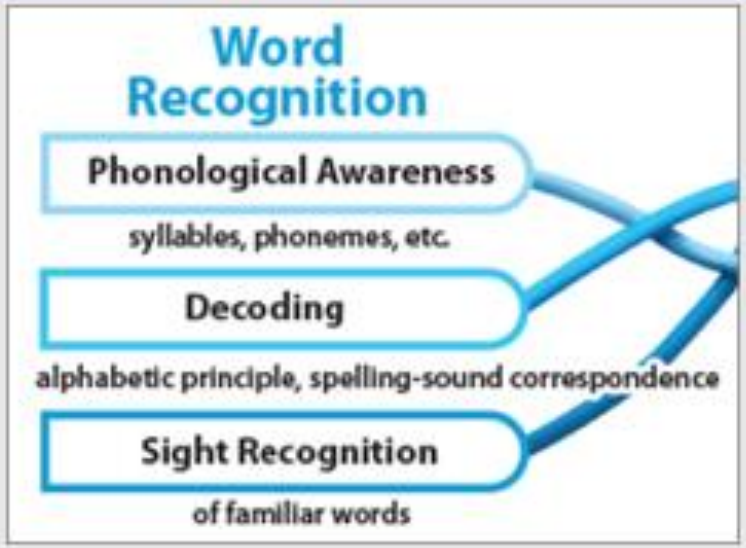


Figure 1.9 Reading Rope (Scarborough, 2001)

With Permission Voyager Sopris Learning, 2019

Simple View of Reading and the Reading Rope are Same: Just Different Level of Detail



With Permission Voyager Sopris Learning, 2019

New Neural Pathways are Created for Reading

Human brains are naturally hard-wired to for speech. Typically developing children acquire language through exposure and interaction with others.

HOWEVER, we are not naturally wired to read and write. Reading must be TAUGHT and new neural pathways created.

We learn to speak and understand language through exposure; we learn to read through ***instruction***. Both skills benefit from practice and reinforce each other once developed.

Source: Moats & Tolman, 2009

Neural Networks for Reading

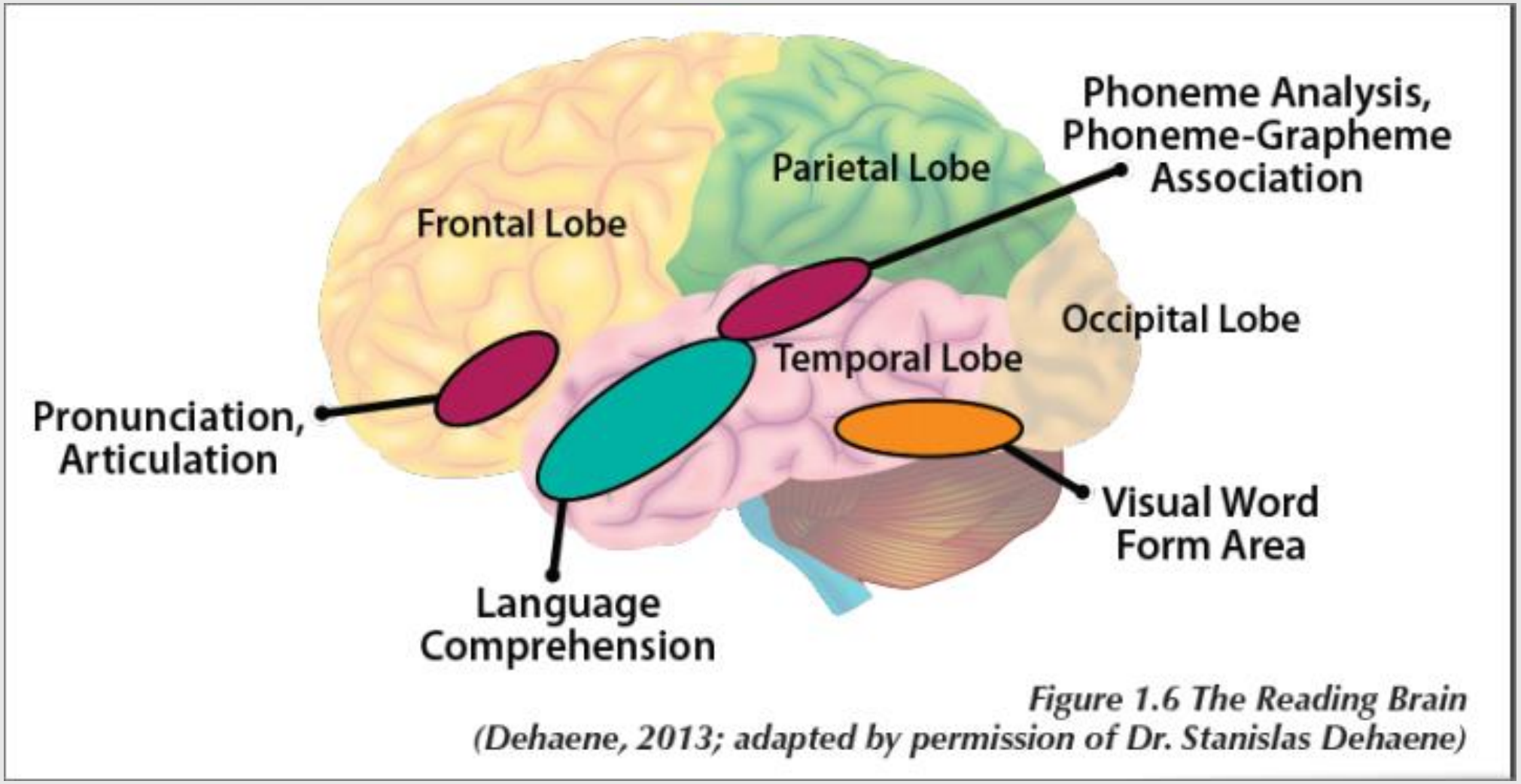


Figure 1.6 The Reading Brain
(Dehaene, 2013; adapted by permission of Dr. Stanislas Dehaene)

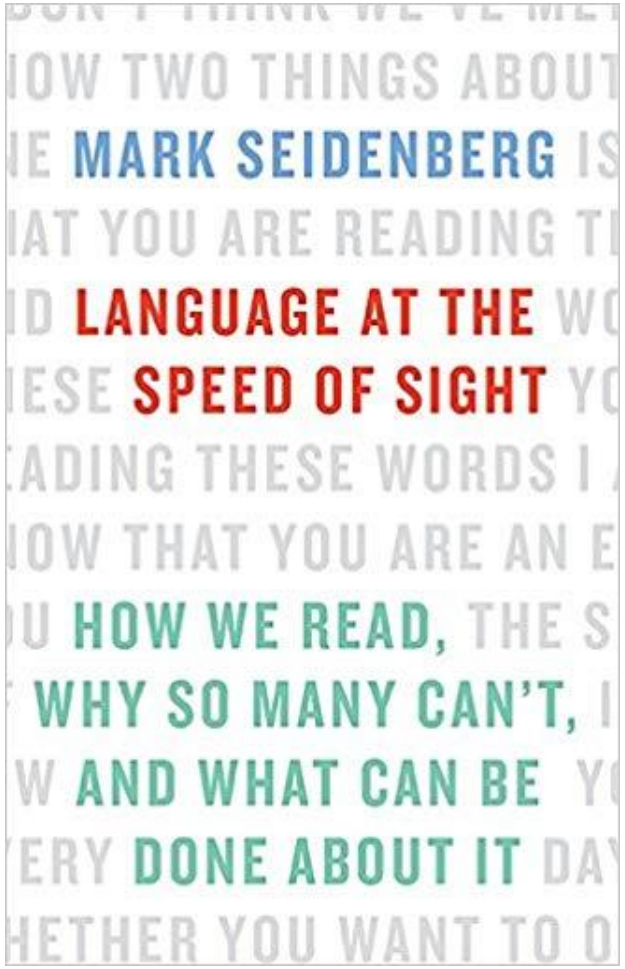
With Permission Voyager Sopris Learning, 2019

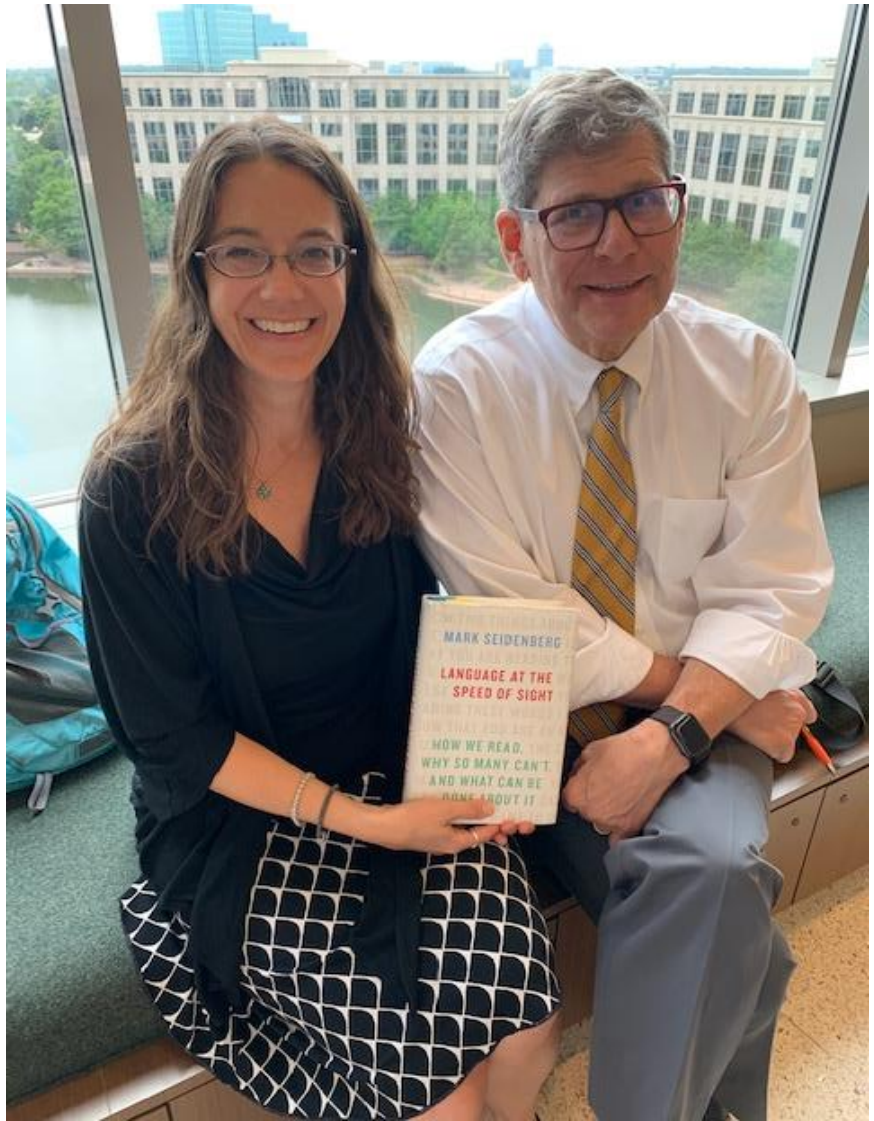
Neural Pathways for Reading

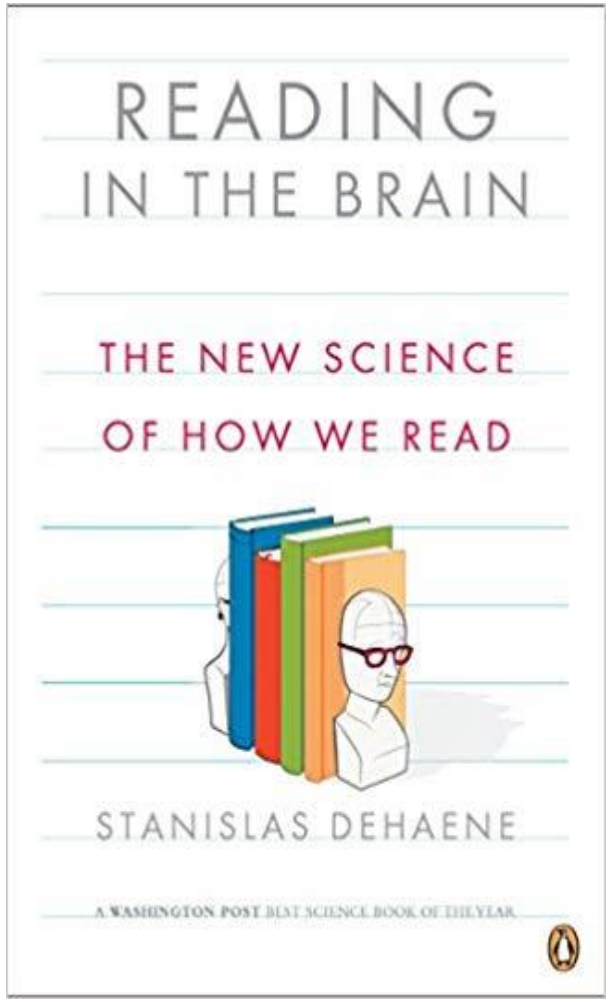
- Neurons that fire together wire together.
- Neuronal tangles can prevent efficient transmission of the messages.

Artistic rendering of Neurons by Greg Dunn

From the Experts: Dr. Mark Seidenberg & Dr. Stanislas Dehaene







The Four-Part Processing Model

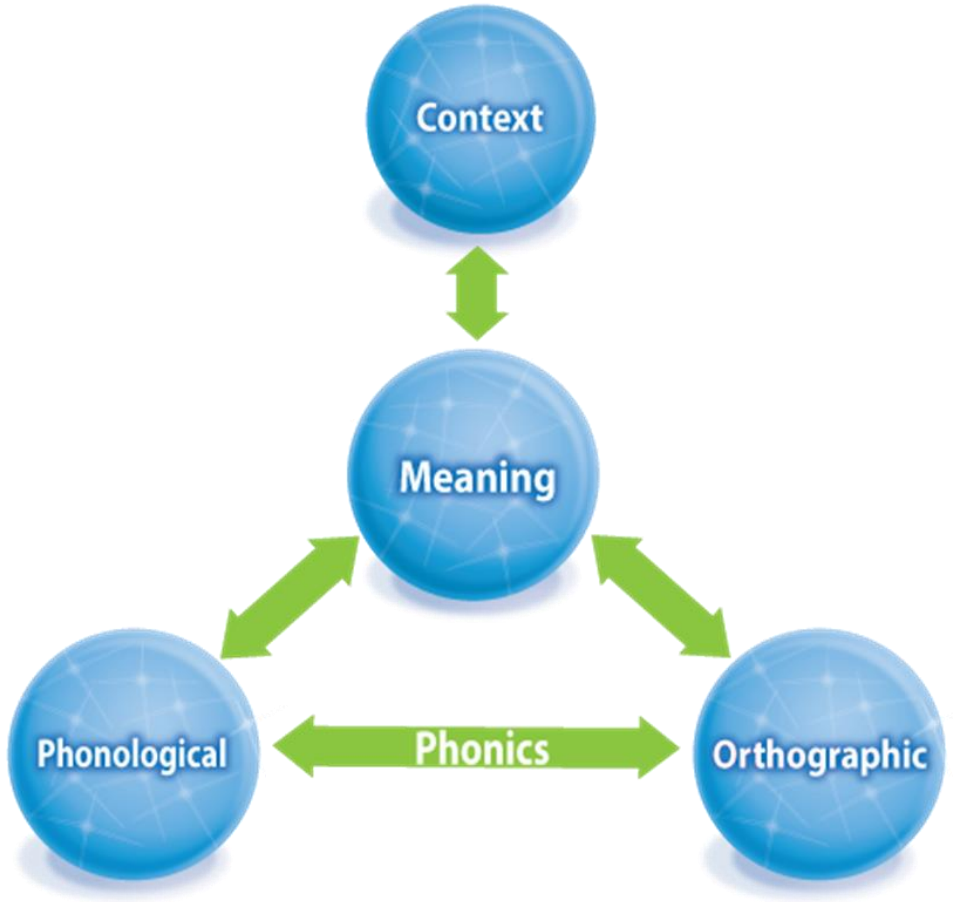


Figure 1.7 The Four-Part Processing Model for Word Recognition (based on Seidenberg & McClelland, 1989)

Phonological and Phonemic Awareness

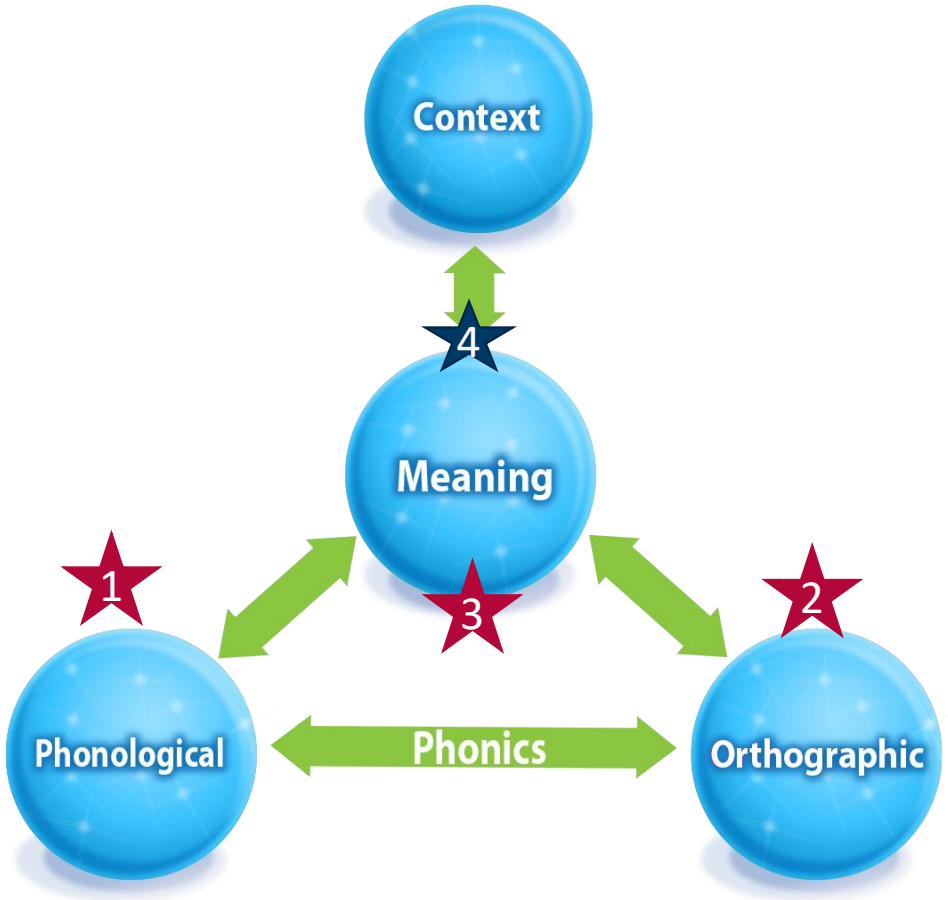
Phonemic Awareness

- Phonemic awareness is **NOT phonics.**
- Phonemic awareness is **AUDITORY** and **does not involve words in print.**

How this Relates to Dyslexia Identification and Intervention

If Schools Can Measure and Teach these Skills, then…

We can identify characteristics of Dyslexia



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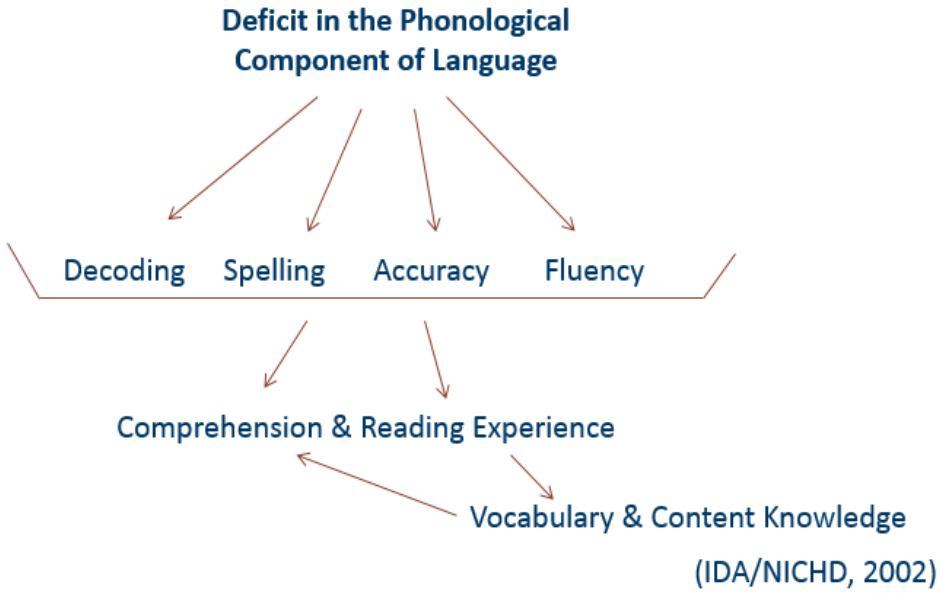


(IDA/NICHD, 2002)

Three Types of Dyslexia Identification

1. Diagnosis of dyslexia provided by clinical practitioner (“medical” diagnosis)
2. Characteristics of dyslexia identified through screening and additional diagnostic assessment process (per Statute 120B.12 and MDE guidance)
3. Student identified with a disability (Special Education comprehensive evaluation)

Dyslexia Identification

Frequent confusion about where to get a “medical” diagnosis

- **Diagnosis of Dyslexia**
- Clinical Psychologist / SLP
- Specific Learning Disorder w/ Impairment in Reading (e.g. Dyslexia)
- Dx: Mild – Moderate – Severe – Profound
- Twice exceptional (2e) and lower IQ students can be diagnosed

- **Special Education Evaluation**
- School Psychologist/SPED Teacher
- Specific Learning Disability – Reading
- Meets criteria: Yes / No
- Less likely to qualify

Screening for Characteristics of Dyslexia

What are the **characteristics of dyslexia** that we can identify to ensure that students with potential reading difficulties are **identified EARLY** and provided with **effective instruction** until mastery?

Sources of Data:

- Student screening and performance data
- Teacher collected data
- Response to Instruction and intervention
- Child and Family history

Process for Screening and Identifying Dyslexia

Step 1:

Screen all students with universal screeners

Step 2:

Collect additional data to verify characteristics

Step 3:

Interpret data to identify students with characteristics of dyslexia

Step 1: Universal Screening

- **Purpose:** To identify which students are not likely to read within grade-level by end of year.

  Data: Looking for scores below cut-off (as determined by screener).

  - **Letter Naming Fluency**
  - **Phonemic Awareness**
  - **Decoding (Real or Nonsense)**
  - **Oral reading fluency**

- Rationale:

1. Letter naming fluency and letter name identification are critical skills
2. Phonemic awareness is great predictor until 2nd grade
3. Nonsense/pseudo word fluency compensates for memorization
4. Oral reading fluency is highly correlated with poor decoding

McGill-Franzen, A. and Allington, R. (2011). Patterns of Reading Disabilities Across Development. In Handbook of reading disability research p. 162-173.

Screeners for 2019-2020 (List Updated Annually)

- Current List
- Acadience
- AIMSweb
- DIBELS
- FASTBridge Early Reading
- STAR Early Literacy

- Criteria to be on the List
- Must measure phonemic awareness, decoding, letter-naming fluency, oral reading fluency.
- Used in Minnesota
- Can be administered by range of staff
- Adequate classification accuracy, and reliability or validity
- Norming population is defined

Step 2: Collect Additional Diagnostic Information

Purpose: To identify students demonstrating characteristics of dyslexia. To identify gaps in skills and level of intervention.

Step 1: Data from Universal Screening

Step 2: Collect Additional Diagnostic Information

A. Teacher collected data such as:

- Skill Inventories including oral language, phonemic awareness, phonics and spelling.
- Rapid Automatized Naming (RAN)
- *Teacher Checklist:* observations of learning

B. **Response to Instruction**

- Response to prior instruction and/or intervention.
- Response to other services (ECSE, speech-language services, private tutoring, etc.)

C. **Family and child history**

- Close relative has reading difficulties or diagnosed dyslexia
- Child has been tested or diagnosed with dyslexia

Decoding

	Mark concerns with X	Note: Consider error analysis, skill inventories, and observations. Include explicit instruction, strategies, etc. that make it better.
Student's word reading errors: • show no connection to the sounds of the letters (reads "rabbit" as "bunny") • substitutes similar-looking words (reads "luck" as "lunch") • makes wild guesses at words (may use first letter) • relies heavily on the context or pictures in a story to "read" (e.g. student may look up at the ceiling to "figure out" a word)		
Reads letters out of sequence (e.g. reads 'saw' as 'was' or 'from' as 'form)		
Difficulty holding letter sounds in mind when decoding (e.g. may sound out 'p-i-n' and then say "pick"		
Mixes up or omits small function words when reading (e.g. the, to, of, if, for)		
Frequently misreads common high frequency words even after practice (e.g. when, where, there, went, they, their, been, to, does, said, what)		
Reads or sounds out a word and then doesn't recognize that word later in the text		
Decoding is accurate but slow and labored (not automatic or fluent) • Student is reading sound by sound with difficulty blending • Student is reading word by word but choppy and hesitant		

Teacher Checklist

The Teacher Checklist should be completed within six weeks of the first universal screening. It helps teachers integrate data to identify characteristics of dyslexia. The characteristics are organized into categories that match the Four Part Processing Model of Word Recognition.

Step 3: "Triangulating Data"

Corroborating data	Tier 1	Tier 1 and monitor	Tier 2 and monitor	Tier 2 or 3	Tier 3 Refer for evaluation
Universal Screening	●	◐	◐	◐ or ○	○
Family History (lack of data is not definitive)	NA	●	●	◐	○
Child tested or diagnosed	NA	●	●	Unknown or ○	Unknown or ○
Teacher data corroborates low screening scores	NA	●	◐	◐	○
Poor Response to intervention and history of prior services	NA	NA	NA or ◐	◐	○
Who gets reported as having characteristics of Dyslexia in Read Well by Grade 3	Not reported	Not reported	If responds to instruction, not reported If not responding,	Report	Report

The data will inform not only reporting of characteristics but also the intensity of instruction that will be needed.

With Student Data, We Know What to Teach

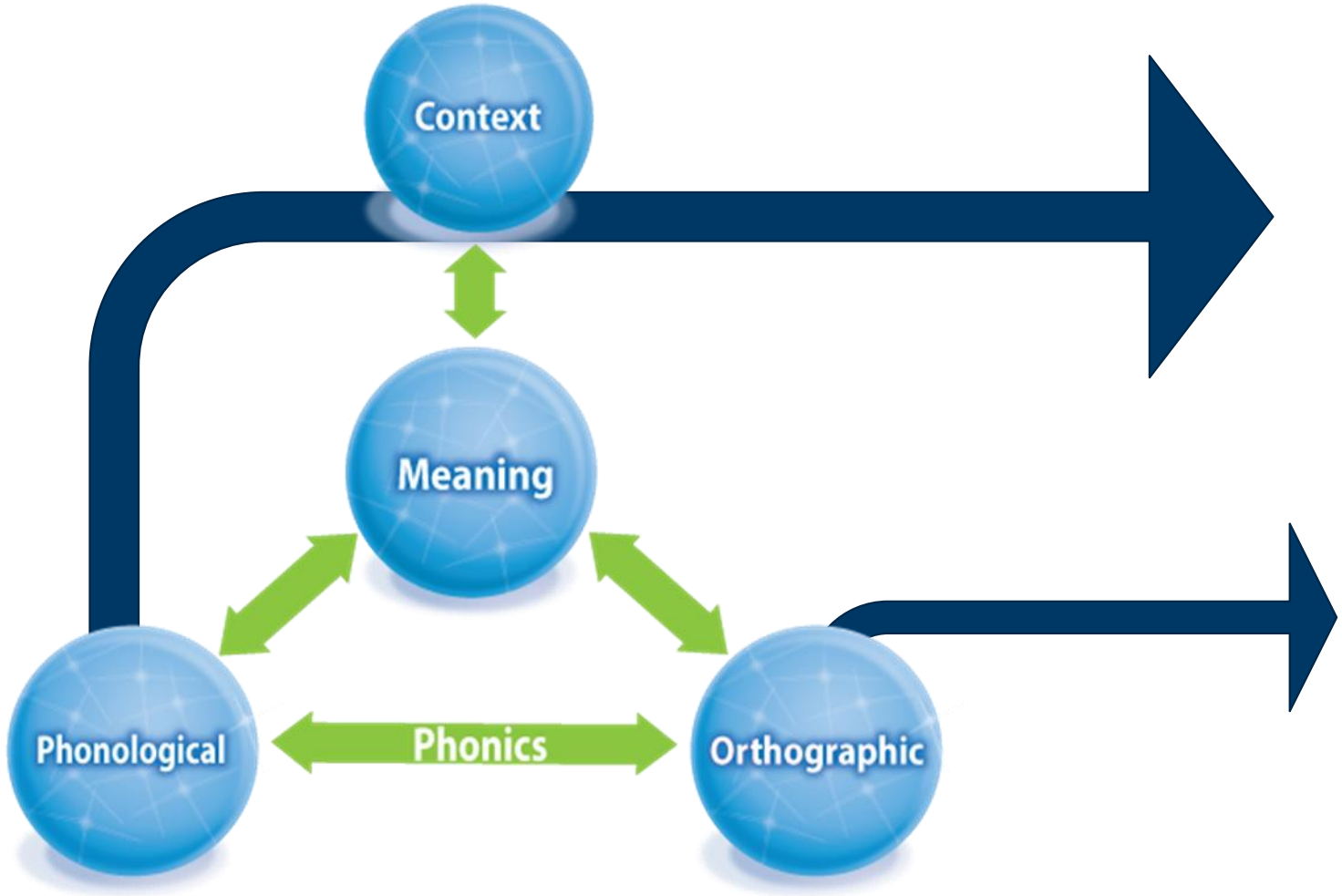


Figure 1.7 The Four-Part Processing Model for Word Recognition (based on Seidenberg & McClelland, 1989)

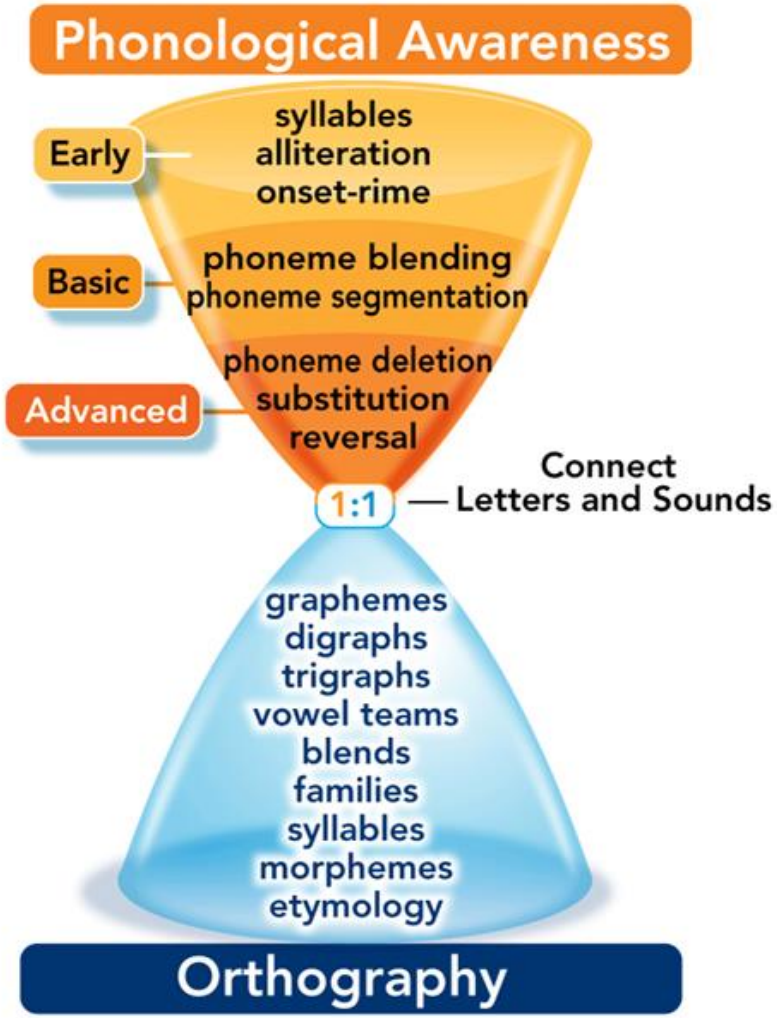
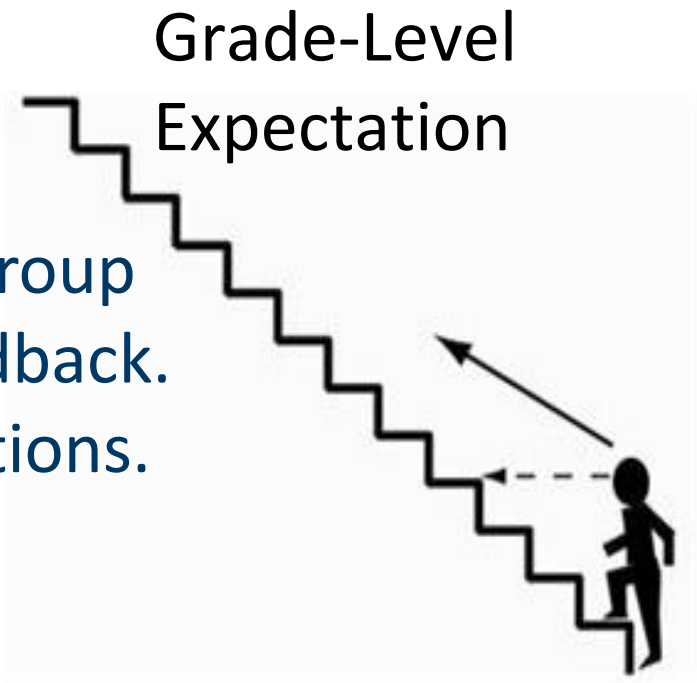


Figure 2.5 The Hourglass Figure, Completed (Courtesy of Carol A. Tolman)

Intensify Instruction & Monitor Progress

Intensify instruction to meet grade-level expectations:

1. Identify gaps in skills and instructional needs.
2. Differentiate core classroom instruction.
3. Is instruction *multisensory, systematic, sequential, cumulative, and explicit* (per statute 125A.56)?
4. Determine intervention frequency, session length, group size, pacing, practice opportunities and teacher feedback.
5. Identify behavioral supports and other accommodations.
6. Determine need for audio text or other assistive technology.
7. PROGRESS MONITOR and modify instruction as indicated.



MDE Dyslexia Webpage

Parent Support and Advocacy

The role of the dyslexia specialist is to provide technical assistance and serve as the primary source of information and support for Minnesota schools in addressing the needs of students with dyslexia. The following organizations provide supports to parents such as consultation, education, resources and advocacy: PACER, Learning Disabilities Association (LDA) of Minnesota and Decoding Dyslexia of Minnesota (DDMN) (see Related Links). If there are concerns about compliance with service plans and rights and procedural safeguards contact MDE's Compliance and Assistance Division.

Dyslexia Information for Parents and Educators

- What is Dyslexia? – fact sheet with overview, information and contacts
- Dyslexia and Specific Learning Disabilities – presentation by Amy Schulting and Vicki Weinberg at the March 8, 2019, Special Education Directors' Forum
- Dyslexia Screening and Identification – presentation by Amy Schulting and Vicki Weinberg at the December 7, 2018, Special Education Directors' Forum: view Part 1; view Part 2; view Part 3
- Dyslexia in the Classroom: What Every Teacher Needs to Know
- Here's Why Schools Should Use Structured Literacy – article on emphasizing highly explicit and systematic teaching of all important components of literacy including both foundational and higher-level skills
- Dyslexia Toolkit: An Essential Resource provided by the National Center on Learning Disabilities
- U.S. Department of Education 2015 letter regarding use of the term dyslexia
- Parent and Educator Resource Guide to Section 504 (specific dyslexia examples included)

Current Statues Defining Dyslexia and Requirements

- Minnesota Statutes, section 122A.06: Defines comprehensive, scientifically based reading instruction.
- Minnesota Statutes, section 125A.01: Defines dyslexia.
- Minnesota Statutes, section 120B.12: Reading Proficiently No Later than the End of Grade 3.
- Minnesota Statutes, section 120B.122: Dyslexia Specialist.
- Minnesota Rules, part 3525.1341: Identification of Specific Learning Disability.
- Minnesota Statutes, section 125A.56: Alternate Instruction Required Before Assessment Referral.
- Minnesota Statutes, section 125A.50: Alternative Delivery of Specialized Instructional Supports.

MDE Informational Papers and Guidance

- Teacher Checklist for Characteristics of Dyslexia: Designed to consolidate multiple sources of information. Should be completed within six weeks of the first universal screening. Organized into categories that match the Four Part Processing Model of Word Recognition.
- Screening and Identifying Characteristics of Dyslexia: Guidance and resources including universal screening tools, integrating data and submitting findings into the Read Well Data Plan.
- Navigating the School System When a Child is Struggling with Reading or Dyslexia: Answers to frequently asked questions about providing evidence-based supports for students with dyslexia and those who struggle with reading.
- Recommended Universal Screening Tool List Criteria and Selection Process (2018-2019)
- List of Universal Screening Tools for Identifying Characteristics of Dyslexia: With publisher contact and other information.

Recommended Professional Development Opportunities

Teachers request information on where to learn more or get training. The following options are not exhaustive but come highly recommended by the International Dyslexia Association.

- Reading Rockets (Reading 101 modules and other resources). Reading 101 was produced in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. These nine modules are provided online for free and prepare teachers to take the Certification Exam for Educators of Reading Instruction (CEERI).
- Language Essentials for Teachers of Reading and Spelling (LETRS). This professional development program can be used regardless of the literacy program used in a school. Modules are also available for early childhood educators, administrators and principals.
- Knowledge and Practice Standards for Teachers of Reading, International Dyslexia Association (IDA) and Center for Effective

MDE and Other Resources

- MDE Dyslexia webpage
- Guidance documents
- Recorded presentations
- LETRS Training
- Ohio Literacy Academy
- The Reading League

Thank you!

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