

# SPECIALLY DESIGNED INSTRUCTION AND READING

Science of Teaching Reading Conference  
The College of William and Mary  
September 30, 2022



**VIRGINIA DEPARTMENT OF EDUCATION**

# VIRGINIA BOARD OF EDUCATION PRIORITIES AND GOALS:

- **Priority 1:** Provide high-quality, effective learning environments for all students
- **Priority 2:** Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders
- **Priority 3:** Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*

# Theory of Action

**Virginia Department of Education (VDOE) and  
Special Education and Student Services (SESS)**  
**Mission:** To provide children with disabilities with the  
knowledge and skills they need to live, learn, work, and  
participate in communities of their choice with the  
maximum amount of independence possible.

## **State Identified Measurable**

**Result (SIMR):** Virginia will focus on improving the graduation rate for students with disabilities identified with a Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disability (ED), and/or Intellectual Disability (ID) by reducing the non-graduating rate with a regular high school diploma by ten percent from the previous year.

### Data Driven Focus:




1. Academics
1. Discipline
1. Attendance



# Theory of Action

**The Virginia Department of Education Division of Special Education and Student Services' Mission:** To provide children with disabilities with the knowledge and skills they need to live, learn, work and participate in communities of their choice with the maximum amount of independence as possible.

**The State-identified Measureable Result :** Virginia will focus on improving the graduation rate for students with disabilities identified with a Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disability (ED), and/or Intellectual Disability (ID) by reducing the non-graduating rate with a regular high school diploma by 10 percent from the previous year.

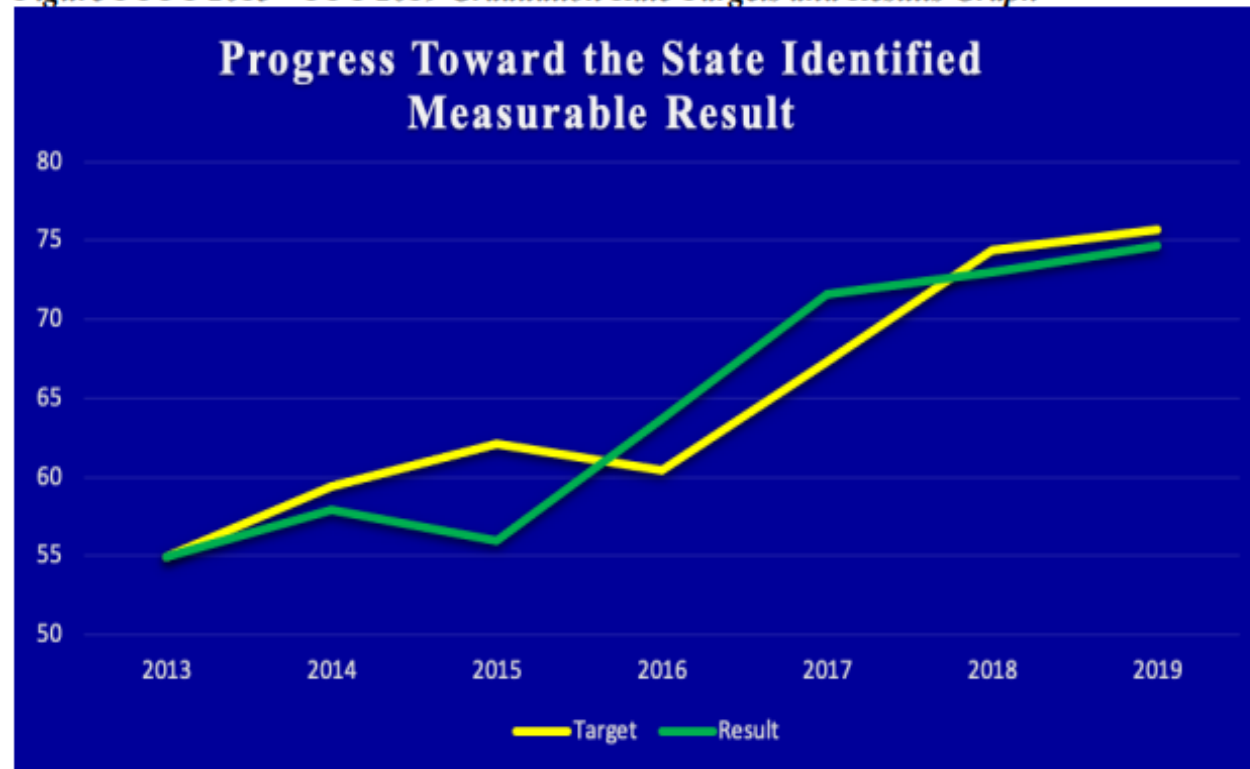
Data-driven Areas of Focus	SEA	LEAs	Teachers	Student Results
 <p><b>Academics</b></p>	<p><i>If the state does the following to support school divisions</i></p> <p>The Virginia Department of Education will <u>provide</u> local divisions best practice instructional strategies and resources, and fiscal supports designed to improve performance on the mathematics and English reading SOL assessments;</p>	<p><i>And if school division do the following to support teachers/practitioners</i></p> <p>Local division staff will <u>utilize</u> VDOE best practice instructional strategies, resources, and fiscal supports designed to improve performance on the mathematics and English reading SOL assessments;</p>	<p><i>And if teachers/practitioners do the following</i></p> <p>If teachers <u>implement</u> best practice instructional strategies and resources designed to improve performance on the mathematics and English reading SOL tests and modify instruction to better meet the needs of diverse learners then;</p>	<p><i>Then the results for Virginia students will be that</i></p> <p>More students with disabilities will <u>pass</u> mathematics and English reading SOL assessments; as a result, increasing their chances of graduating with a standard or advanced diploma.</p>
 <p><b>Discipline</b></p>	<p>The Virginia Department of Education will <u>provide</u> local divisions best practice strategies, resources, and fiscal supports designed to reduce the number of disciplinary infractions for students with disabilities;</p>	<p>Local division staff will <u>utilize</u> VDOE best practice strategies, resources, and fiscal support designed to reduce the number of disciplinary infractions for students with disabilities;</p>	<p>If teachers <u>implement</u> best practice strategies and resources designed to reduce the number of disciplinary infractions for students with disabilities; then,</p>	<p>Fewer students with disabilities will be <u>referred</u> for disciplinary infractions; as a result improving the likelihood they will graduate with an advanced studies or standard diploma.</p>
 <p><b>Attendance</b></p>	<p>The Virginia Department of Education will <u>provide</u> local divisions best practice strategies, resources, and fiscal supports to address chronic absenteeism for students with disabilities;</p>	<p>Local division staff will <u>utilize</u> VDOE best practice strategies, resources, and fiscal supports to address chronic absenteeism for students with disabilities;</p>	<p>If teachers <u>implement</u> best practice strategies and resources designed to address chronic absenteeism for students with disabilities; then,</p>	<p>Fewer students with disabilities will be <u>referred</u> for chronic absenteeism; as a result improving the likelihood they will graduate with an advanced studies or standard diploma</p>

# Virginia's SIMR Progress

*Table 1 FFY 2013 - FFY 2019 Graduation Rate Targets and Results*

FFY	2013	2014	2015	2016	2017	2018	2019
Target $\geq$	Baseline	$\geq 59.4\%$	$\geq 62.1\%$	$\geq 60.4\%$	$\geq 67.3\%$	$\geq 74.4\%$	$\geq 75.7\%$
Result	54.9%	57.9%	56.0%	63.7%	71.6%	73.0%	<b>74.7%</b>

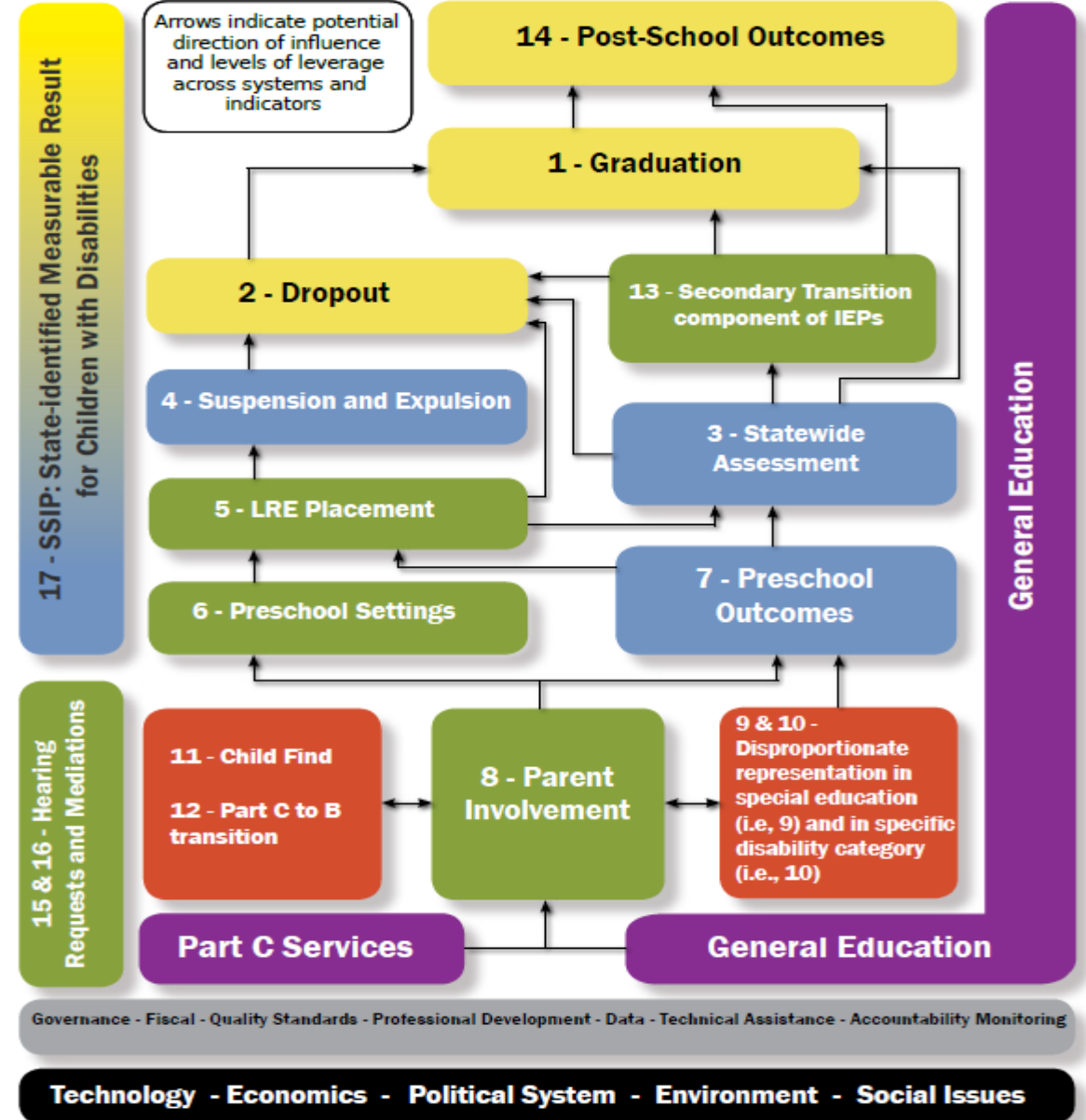
*Figure 1 FFY 2013 – FFY 2019 Graduation Rate Targets and Results Graph*





# Part B Tree of Influence

- Long-term Outcomes: changes in conditions (e.g., graduation, social well-being, health, civic)
- Intermediate outcomes: changes in behaviors, decision-making, policies, or social action
- Outputs: strategies and activities conducted that reach targeted participants or populations
- Inputs: the resources invested that allow us to achieve the desired outputs
- Education Systems (e.g., Part C, General Education)
- State level infrastructure (e.g., professional development, fiscal)
- External Factors that influence state performance planning (e.g., economics technology)



# Virginia Literacy Act (VLA)

The Virginia Literacy Act is a comprehensive, multi-pronged approach for ensuring evidence-based literacy instruction is implemented in all K-3 classrooms.

- House Bill 319 (Coyner) and Senate Bill 616 (Lucas), both known as the Virginia Literacy Act, passed unanimously out of the 2022 General Assembly.
- There is state funding to address the costs of these new initiatives.
- VLA provisions become effective beginning with the 2024-2025 school year\*.
- Delegate Delaney's HB418 and HB419 are both complements to the Act and address the allowable uses of Early Intervention Reading Initiative funds as well as the audit and approval of educator preparation programs.





# Legislation (1 of 5)

## **HB 842 Dyslexia Awareness**

Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Department of Education, on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia.

July 1, 2016

# Legislation (2 of 5)

## **HB 842 Higher Education**

The Department of Education shall collaborate with the State Council of Higher Education for Virginia to ensure that all teacher preparation programs offered at public institutions of higher education in the Commonwealth or otherwise available convey information on the identification of students at risk for learning disabilities, including dyslexia, other language-based learning disabilities, and attention deficit disorder.

July 1, 2016

# Legislation (3 of 5)

## **HB 2395 Dyslexia Advisor Legislation**

One reading specialist employed by each local school board that employs a reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.

# Legislation (4 of 5)

## **SB 368 Reading Specialist Endorsement/Degree**

Each education preparation program offered by a public institution of higher education or private institution of higher education that leads to a degree, concentration, or certificate for reading specialists shall include a program of coursework and other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder. Such program shall (i) include coursework in the constructs and pedagogy underlying remediation of reading, spelling, and writing and (ii) require reading specialists to demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction.

July 1, 2018



# Legislation (5 of 5)

## **SB 1865**

**Certain students in kindergarten through grade 3; reading intervention services.** Requires reading intervention services for students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education to be evidence-based, including services that are grounded in the science of reading, and include explicit, systematic, sequential, and cumulative instruction, to include phonemic awareness, systematic phonics, fluency, vocabulary development, and text comprehension as appropriate based on the student's demonstrated reading deficiencies.

The bill requires the parent of each student who receives such reading intervention services to be notified before the services begin and the progress of each such student to be monitored throughout the provision of services.

July 1, 2021

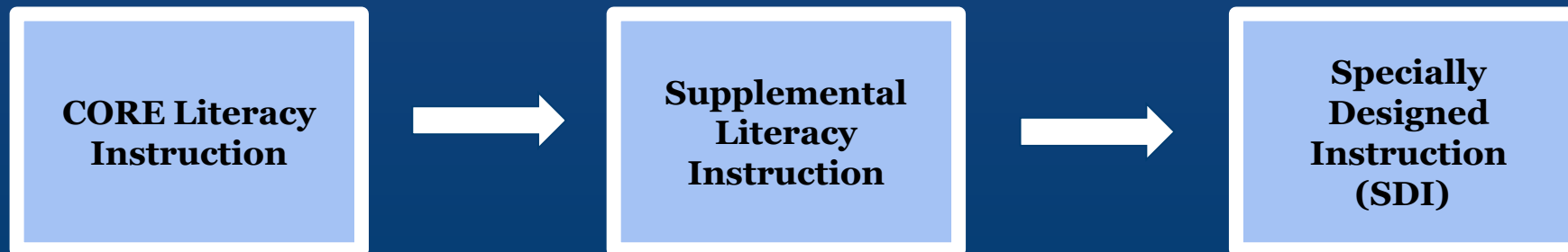
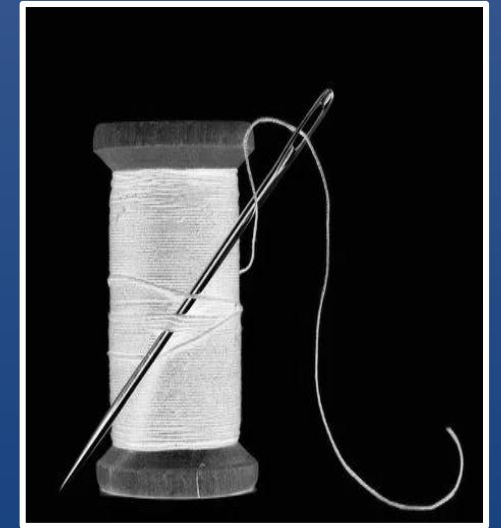
# Instructional Needs of Students with Reading Disabilities, such as Dyslexia

## **Explicit, systematic, cumulative Core instruction in foundational reading skills for K–12**

- ❑ Prevention studies in reading commonly show that 70- 90% of at risk children (bottom 20%) in K- 2 can learn to decode in average range (Fletcher, Lyon, et al., 2007) if they are instructed with evidence- based techniques .
- ❑ According to the National Institute of Child Health and Human Development (NICHD), it takes four times as long to intervene in the fourth grade as it does to intervene in late kindergarten or first grade.

# The Common Thread between CORE and Specially Designed Instruction (SDI)

Explicit and systematic evidence based instruction is the thread that will connect and align the literacy instruction students receive along the tiered continuum.



# The Common Thread among the Levers of the VLA

"Evidence-based literacy instruction" means structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research.



**Professional  
Development  
and Training**

**Teachers,  
Reading  
Specialists,  
Principals**

**Families**

**Instruction  
and  
Intervention**

**Teacher  
Education  
and  
Licensure**



# Multisensory Structured Literacy Instruction Training

- ❑ 2015–present
- ❑ K-6 general education teachers, special education teachers, reading specialists
- ❑ The components include phonological awareness, systematic phonics, syllabication, morphology, semantics, and syntax; the principles include explicit, systematic, cumulative, diagnostic, and prescriptive instruction.
- ❑ Structured Literacy includes approaches and programs (Institute of Multisensory Structured Education (IMSE), Orton Gillingham, Sequential Multisensory Reading Intervention Program (S.P.I.R.E), Wilson, Linda-Mood Bell)

# Language Essentials for Teachers of Reading and Spelling (LETRS)

- ❑ 2018-present
- ❑ [LETRS](#) Volume I (foundational skills) is a 32-week professional development course of study for instructors of reading, spelling, and related language skills grounded in the Science of Reading.
- ❑ Approximately 90 divisions are participating in LETRS this year; approximately 5,000 teachers have participated in LETRS through June 2022.

# Strategic Instruction Teacher Initiative



- ❑ Strategic Instructional Model, or SIM, was developed by the University of Kansas Center for Research on Learning.
- ❑ The Content Enhancement Instructional method uses powerful teaching devices to organize and present curriculum content in an understandable and easy-to-learn manner.

# Considerations for Special Education Instructional Leadership and Teachers

- How well do I understand the Science of Reading instruction?
- Are the current literacy approaches or programs being used to deliver SDI for students with disabilities evidence-based?
- Do special education teachers demonstrate the principles of explicit and systematic instruction in their daily lessons?
- How many teachers are taking advantage of Multisensory Structured Literacy Instruction Training, and how are they supported?
- What is the role of the Dyslexia Advisor in my division? How does this role support parents and teachers of students with characteristics of dyslexia?



# Virginia Resources

## [VDOE Virginia Literacy Act webpage](#)

- ❑ Superintendent's Memo #186-22 (August 19, 2022)
- ❑ *Virginia Literacy Act* one pager
- ❑ Overview of the *Virginia Literacy Act* VDOE webinar recording

## [VDOE Board of Education webpage](#)

- ❑ Presentation of VLA to the Virginia Board of Education (March 16, 2022)

## [Virginia Literacy Partnerships \(formerly PALS office\)](#)

- ❑ Professional Learning (VALU series; Putting PALS in Developmental Context)
- ❑ Instructional Resources and Materials (Instructional Protocols; Sample Lesson videos)
- ❑ Professional Learning Library (Readings, Recorded Presentations, Short Videos, Webinars)

# Resources with Focus on SOR

## Articles

### □ [APM Reports](#) by Emily Hanford

In 2017, [Emily Hanford](#) began investigating how children are taught to read. In a series of ongoing reports, she helped teachers, parents, and policymakers recognize widespread flaws in instruction and helped spark a movement to bring the Science of Reading to schools.



### Emily Hanford Audio Documentaries

Play direct audio from APM Educate Podcast website or TRL's Knowledge Base page

**Hard to Read:** How American schools fail kids with dyslexia, September, 2017

**Hard Words:** Why aren't kids being taught to read? September, 2018

**At a Loss for Words:** How a flawed idea is teaching millions of kids to be poor readers, August, 2019

**What the Words Say:** Why so many kids don't understand what they read, Coming August 6, 2020

# Resources with Focus on SOR

## Webinars

- ❑ [Learning from Science-Based Reading Research](#)  
by Virginia Literacy Partnerships
- ❑ [Why is the Science of Reading Important and How Can We Begin to Implement It?](#)  
by Wisconsin Chapter of The Reading League

# Resources with a Focus on SOR

## Articles/eBooks

- ❑ ebooks

[The Science of Reading Primer: Part One](#) (Amplify)

[The Science of Reading Primer: Part Two](#) (Amplify)

[The Science of Reading; Making the Shift](#) (Amplify)

- ❑ [Science of Reading: Defining Guide](#) (The Reading League)

- ❑ [Demystifying the Science of Reading](#) by Louisa Moats (one pager)

- ❑ [The Reading League Journal](#): This journal is the only peer-reviewed publication written and edited by both educators and researchers that focuses on leveraging scientific evidence to improve practice. \*Journal available with subscription to The Reading League

# Resources with focus on SOR

## Websites

- ❑ [The Reading League](#)
- ❑ [Amplify](#)

## Youtube Channels:

- ❑ [The Reading League](#)
- ❑ [Spelfabet \(instructional\)](#)
- ❑ [The FIVE from FIVE Reading Project \(instructional\)](#)

## Podcasts:

- ❑ [Amplify The Science of Reading](#)
- ❑ [Melissa and Lori Love Literacy](#)
- ❑ [Teaching, Reading, and Learning: The Reading League Podcast](#)
- ❑ [Glean's Research to Practice Podcast Education](#)
- ❑ [Edview 360](#)

# Putting SOR into Action

- ❑ Webinar: [\*Small Steps Towards Science Based Reading Instruction\*](#), available through the Virginia Literacy Partnership (approximately 20 minutes)
- ❑ Webinar: [\*Five Action Steps for School and District Leaders Implementing the SOR\*](#) by Dena Mortensen
- ❑ *VALUE Series* by Virginia Literacy Partnerships  
[\*Science Based Reading Research\*](#)



# Resources for students with dyslexia

- ❑ [International Dyslexia Association](#)
- ❑ [Virginia Branch of the International Dyslexia Association](#)
- ❑ [Council of Learning Disabilities](#)
- ❑ [Virginia Council of Learning Disabilities](#)
- ❑ [National Center on Improving Literacy](#)

# Resources for Explicit and Systematic Instruction in Action

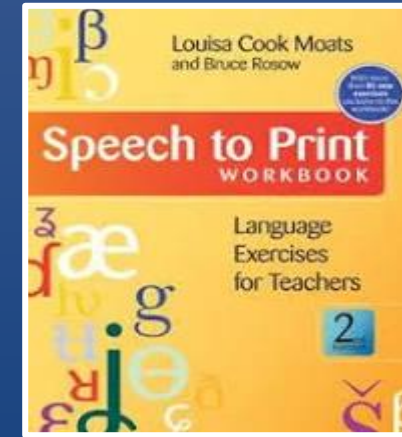
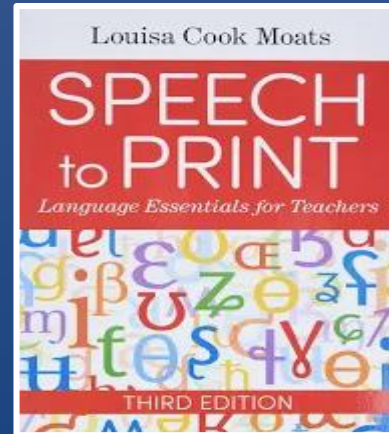
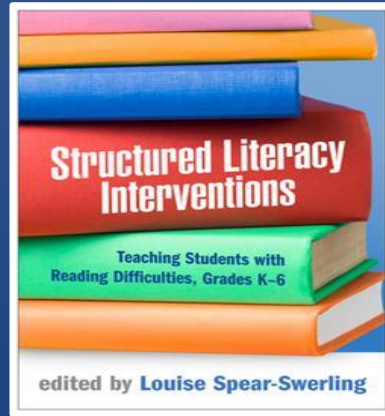
- ❑ [High-Leverage Practices](#) (HLPs) view teacher-led, literacy-based videos detailing several HLPs, such as [explicit](#) and [systematic instruction](#).
- ❑ [Virginia Literacy Partnerships](#) (formerly PALS) provides professional learning, instructional resources and materials, professional learning library, videos, webinars, and sample lessons.
- ❑ [Anita Archer website](#): *Explicit Instruction: Effective and Efficient Teaching*

# Institute of Educational Sciences (IES) Practice Guides

[Institute of Educational Sciences \(IES\) resources](#)



# Books



- ❑ *Structured Literacy Interventions*  
edited by Louise Spear-Swerling
- ❑ *Speech to Print: Language Essentials for Teachers*  
by Louisa Moats
- ❑ *Speech to Print Workbook* by Louisa Moats

*For more information or questions, contact the Office of Special Education Instructional Services at [spedinstruction@doe.virginia.gov](mailto:spedinstruction@doe.virginia.gov).*

Today's presenters:

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Department of Special Education and Student Services

Virginia Department of Education