



Dyslexia Advisory Council

February 28, 2018



Training Updates

Regional Trainings

	Shelby Co.	West TN	Middle TN	East TN	First TN
Mini-Conference Date and Location	Feb. 26 The Great Hall & Conference Center 1900 South German Rd. Germantown, TN 38138	Mar. 6 Jackson Civic Center 400 S. Highland Ave. Jackson, TN 38301	Mar. 9 Martin Professional Development Center 2400 Fairfax Ave. Nashville, TN 37212	Mar. 21 The Venue at Lenoir City 7690 Creekwood Park Blvd. Lenoir City, TN 37772	Mar. 12 Northeast State College 300 West Market St. Kingsport, TN 37660
Implementing the Alternate Academic Diploma -OR- District Invite Dyslexia Training	Feb. 27 The Great Hall & Conference Center 1900 South German Rd. Germantown, TN 38138	Mar. 7 Jackson Civic Center 400 S. Highland Ave. Jackson, TN 38301	Mar. 8 TBD	Mar. 20 The Venue at Lenoir City 7690 Creekwood Park Blvd. Lenoir City, TN 37772	Mar 13 Northeast State College 300 West Market St. Kingsport, TN 37660

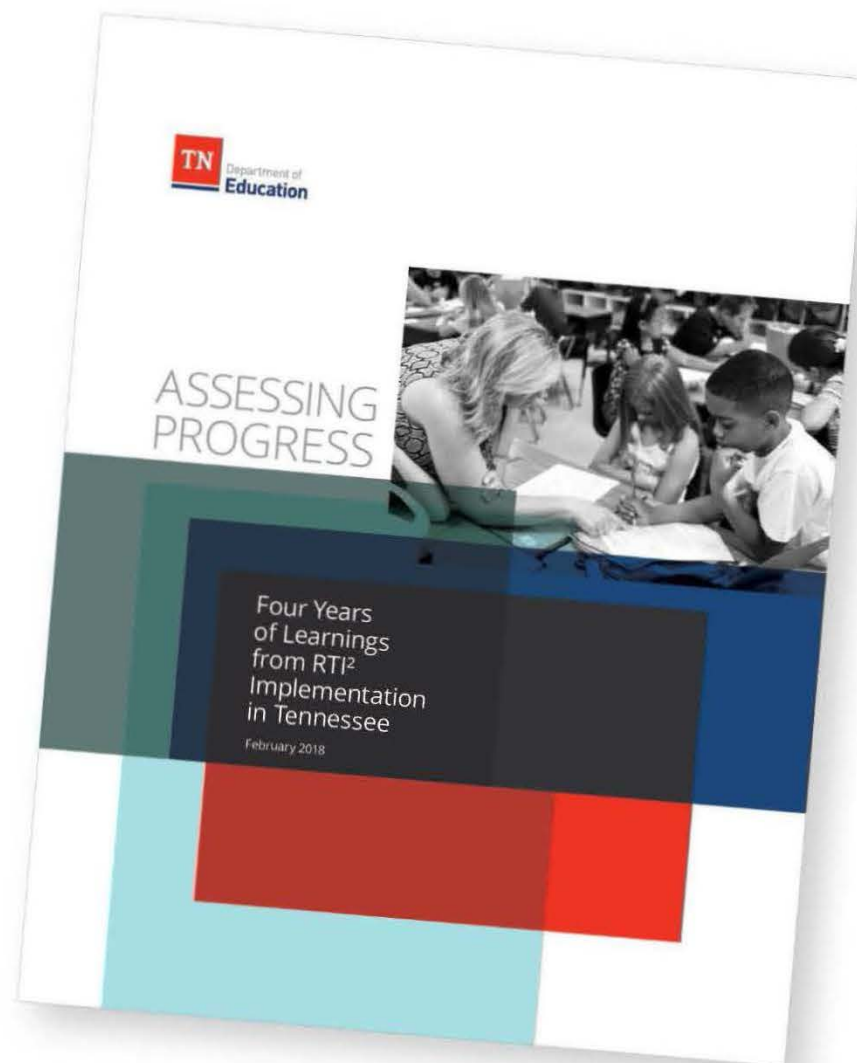


Resource Updates: FAQ

Assessing Progress:

Four Years of Learnings from RTI² Implementation in Tennessee

This report describes the Tennessee Department of Education's reflections and conclusions from the last several years of RTI² in Tennessee.



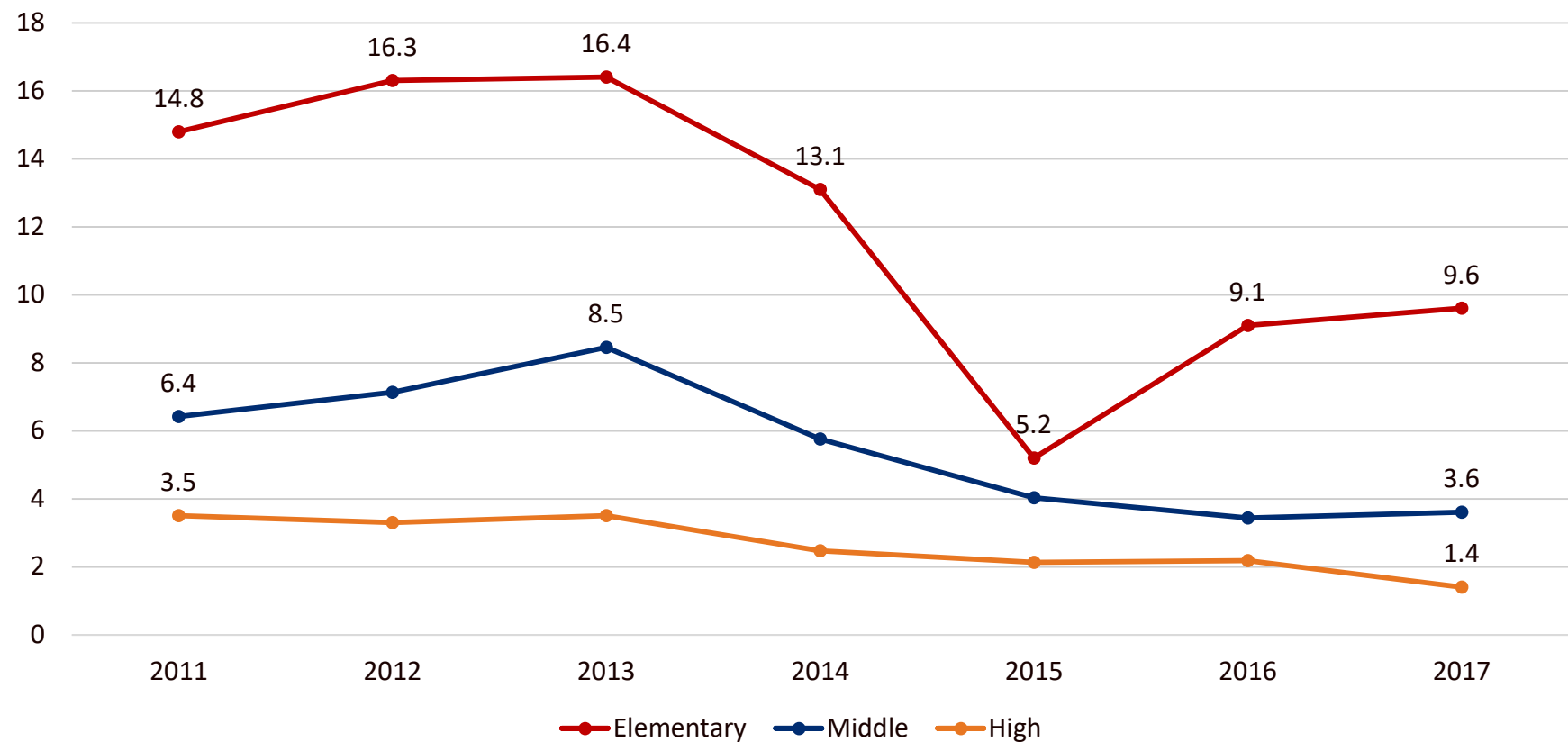


What has been the impact
of RTI² implementation
over the past three years?

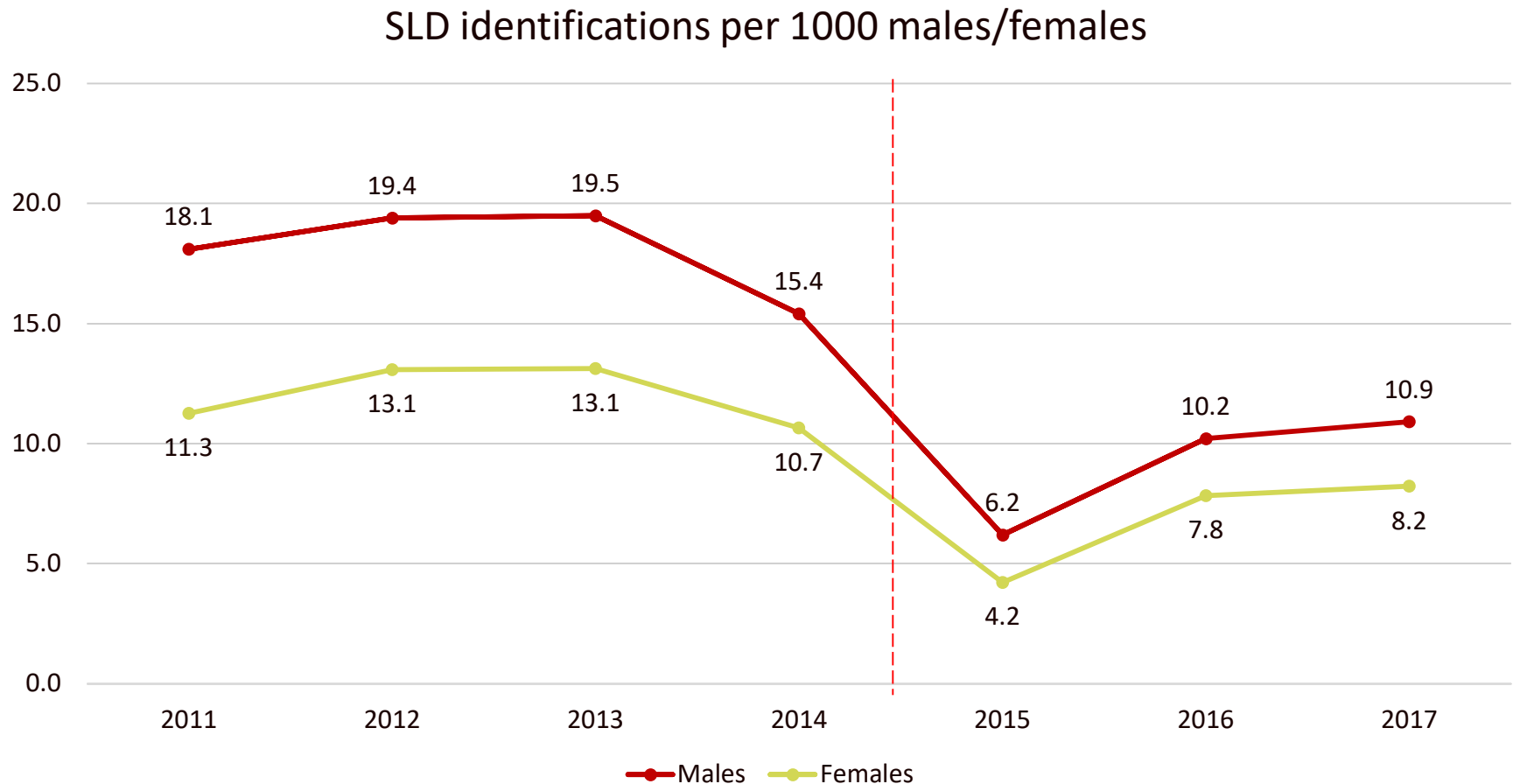


Following RTI²'s rollout, yearly identifications of Specific Learning Disabilities dropped by over one-third in elementary

New SLD identifications per 1000 students

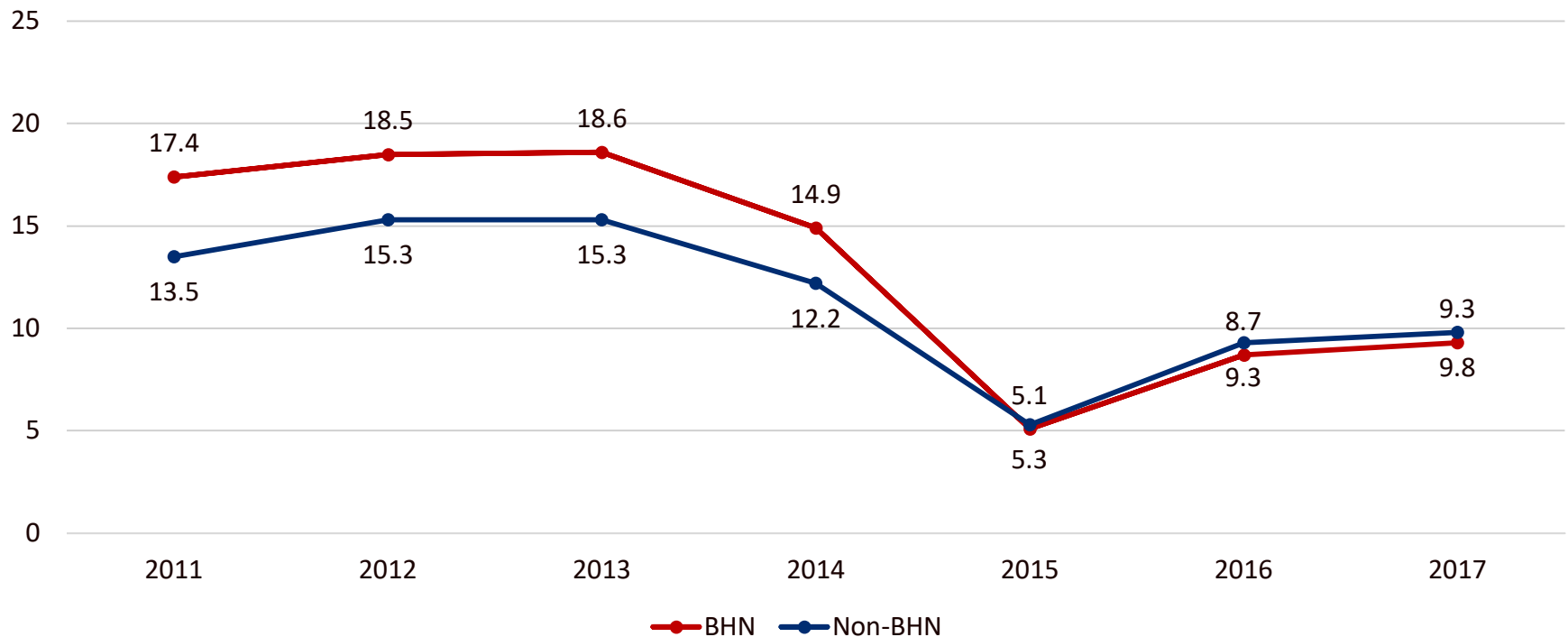


Gaps in SLD identification between males and females in elementary narrowed significantly

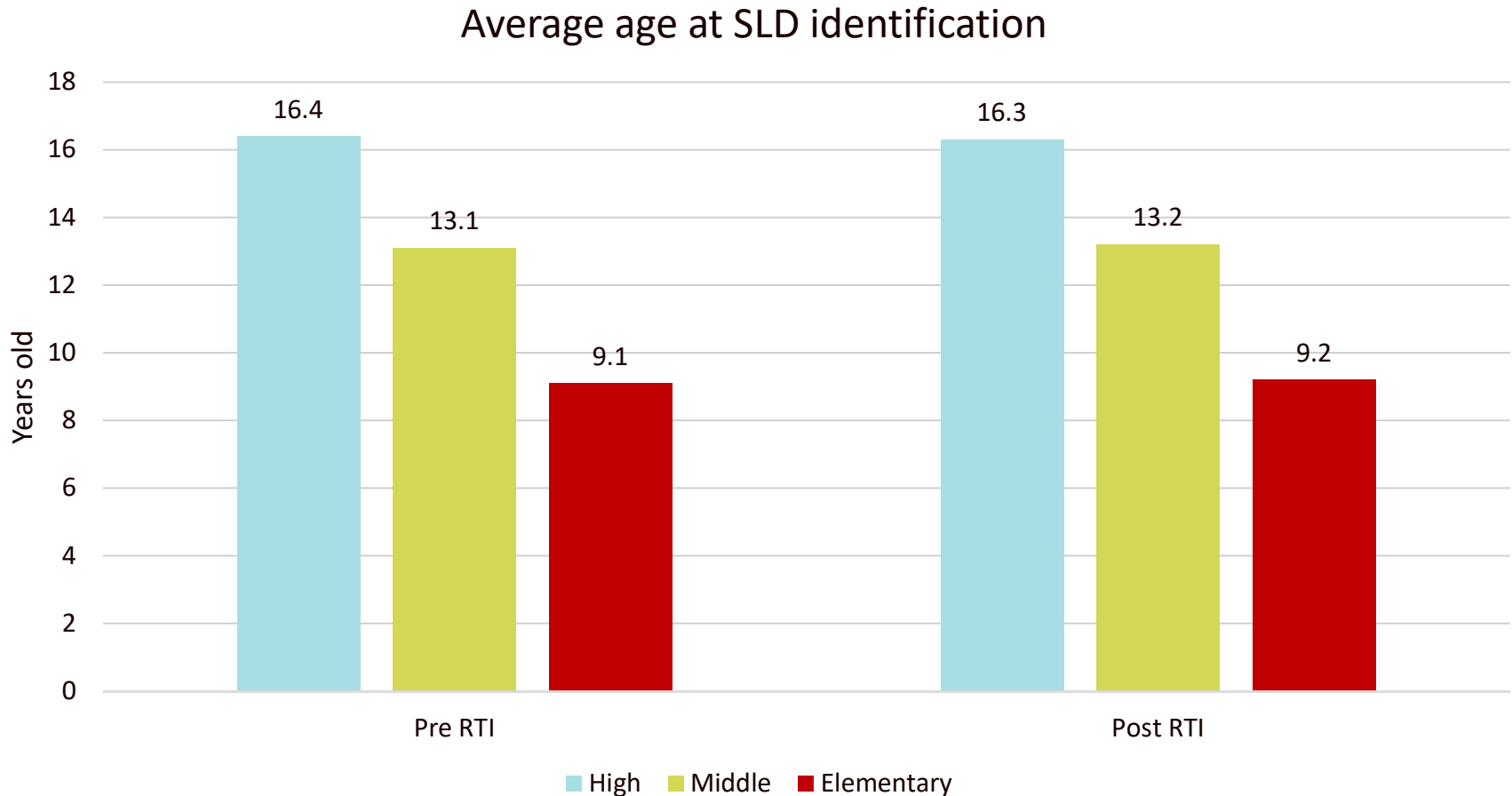


Gaps in SLD identification between racial subgroups in elementary disappeared

SLD identifications per 1000 BHN/Non-BHN

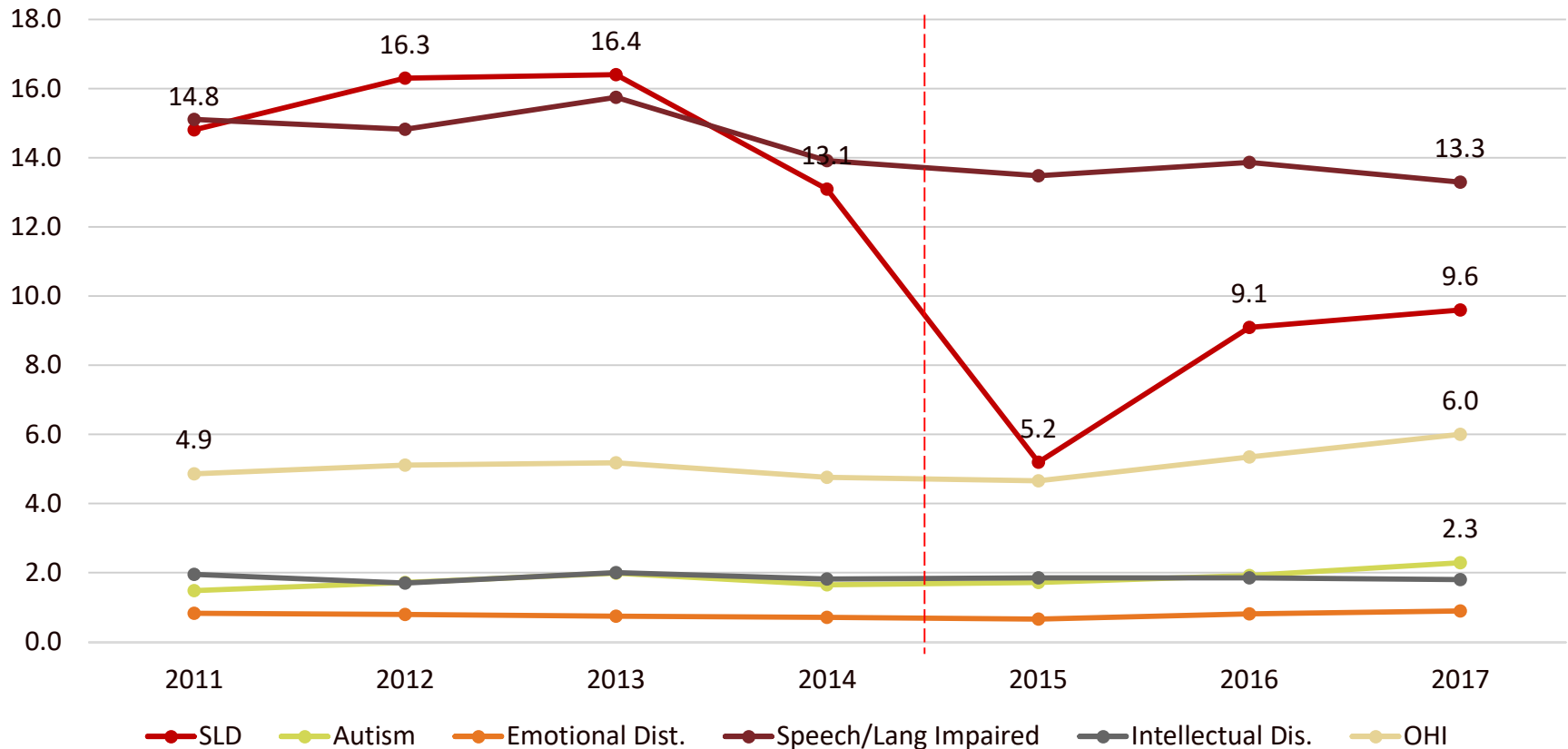


The average age of identification for SLD has not shifted since the policy change



The identification rate has decreased for SLD, but not for other special education classifications

New SPED identifications per 1000 students



We are tracking indicators of academic outcomes as they become available

- Some districts report **decreases** in students performing below the 25th percentile on universal screener data
- Some districts also report a **decrease** in the percentage of students requiring Tier II and III interventions
- However, we also see that some students are staying in tiered interventions for **lengthy periods of time** and some who exit interventions do not maintain their skills later, requiring **further intervention**

Listening Tour

- Town Halls
 - Educators and community members across the state will be able to provide feedback around RTI² to inform refinements in support and resources, to include refining the Tier II and III parts of the RTI² manual
- High School Focus Groups
 - Specific high schools around the state were chosen to conduct student and staff focus groups based on belief in RTI²
 - Results will be used to design content for high school

Funding Request

- Over 13.3 million dollars from state funding
- Governor's proposed budget
- One RTI² position per district



Government Operations



Teaching Literacy in Tennessee

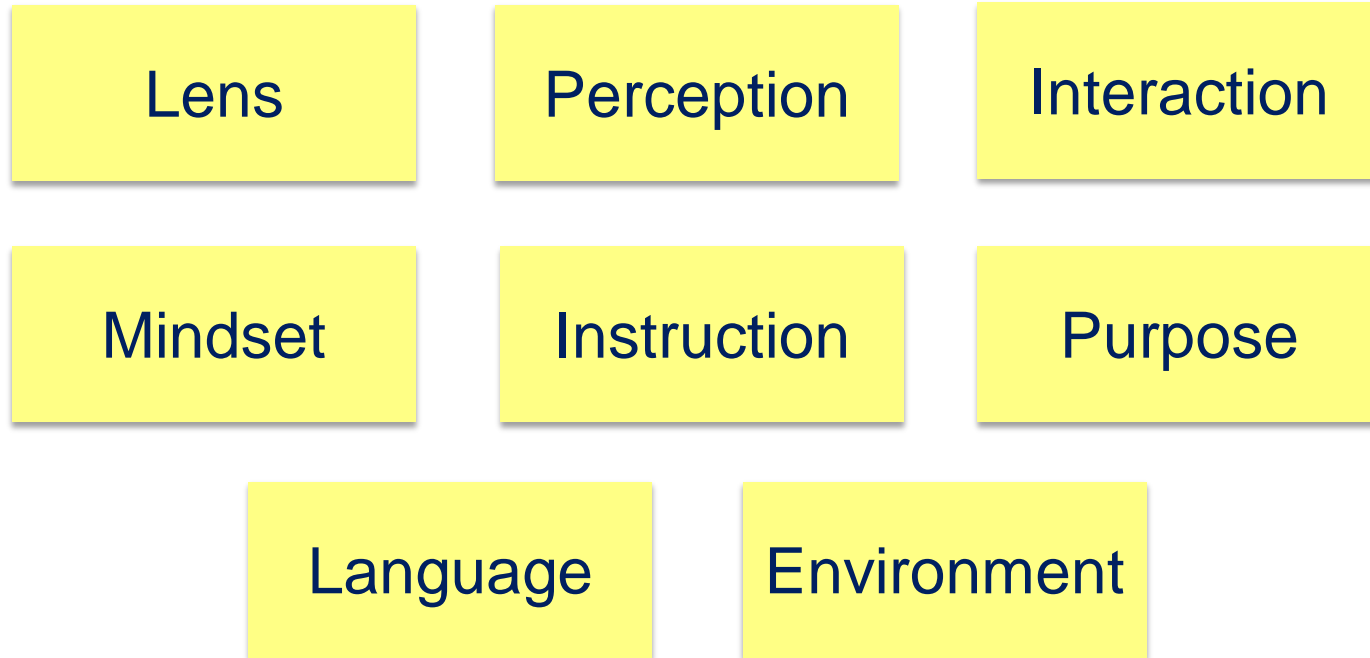
The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin, dark blue horizontal bar.

TN

®

ACCESS for All

Create an order to the following:



Options:

Cause → Effect

Most important → Least Important

Foundational at the Bottom



Mindset

Lens

Purpose

Perception

Language

Environment

Interactions

Instruction



ACCESS for All			
Mindset			
Climate	Motivation	Language	
Universal Design for Learning (UDL)		Differentiation	
Know vs. Do			
Delivery	Literacy	Principles and Teaching Up	TN Hand-books

Reflecting on Mindsets

Teacher

There isn't enough time...
I already have that in place...

Where can I be more efficient...
I can always improve my practice...

Student

I am not a natural...
It's too hard...

I believe I can get better...
I need to figure out what I'm missing...

T→S

I should not be responsible for that student...
If the students would just behave...study...have a better home life...

I have the power to teach anyone...
Learning obstacles for students are a chance for me to learn and grow...

Fair does not mean equal.

In fact, equality often becomes the enemy of fairness.



Create groups with the following:

Speaking

Writing

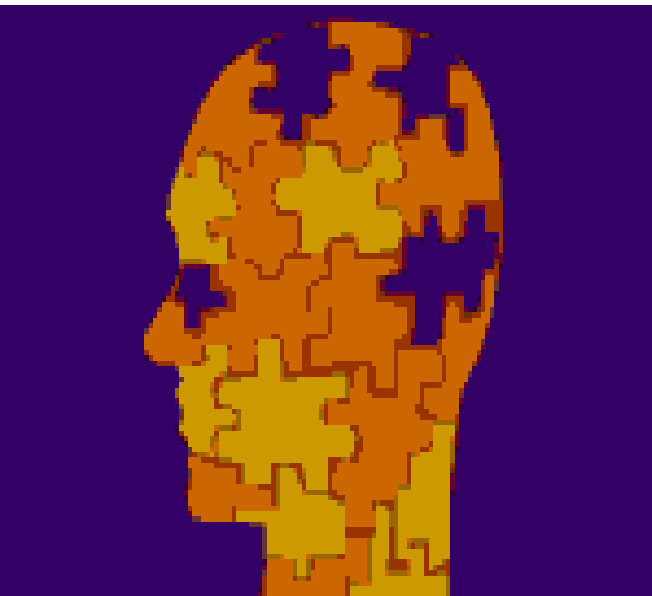
Showing

Viewing

Listening

Reading

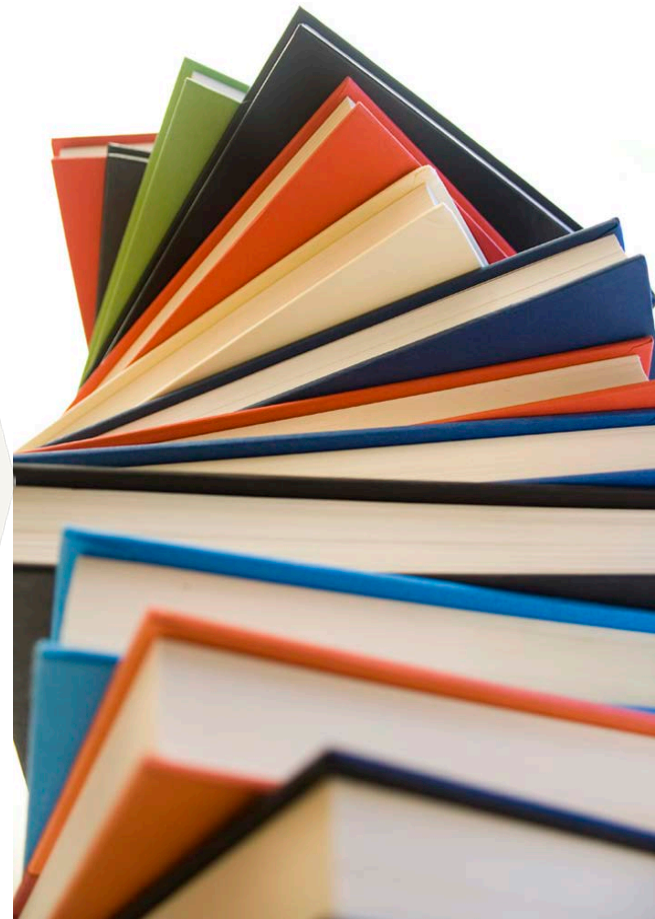
***then name each group**

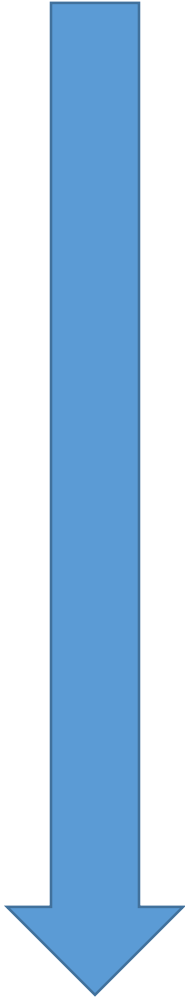


Reading
Listening
Viewing

Learning Styles

Writing
Speaking
Showing





Today was the absolute worst day ever
And don't try to convince me that
There's something good in every day
Because, when you take a closer look,
This world is a pretty evil place.
Even if
Some goodness does shine through once in a while
Satisfaction and happiness don't last.
And it's not true that
It's all in the mind and heart
Because
True happiness can be obtained
Only if one's surroundings are good
It's not true that good exists
I'm sure you can agree that
The reality
Creates
My attitude
It's all beyond my control
And you'll never in a million years hear me say that
Today was a good day



When you
change the
way you look
at things,
the things
you look at
change.



Parent Training and Communication: Feedback

Parent Training Feedback

- Who is best positioned to get the training to parents? Would this be a single entity? Regional partners? District-level folks? TDOE communication? (*Consider time and budget constraints.*)
- In what format should the trainings be presented? In-person, classroom style? Online? Webinar? Some combination?
- What resources is it important for parents to have (in-hand or digitally)?

Condensed Parent Training Feedback

- Please highlight the five key points on the outline that should be included in a condensed, 30-minute parent training.

One-Pager Feedback

- Is this one-pager clearly written and are any complex terms or “jargon” explained? Are there any terms or concepts that need to be clarified?
- For the audience, does this one-pager accomplish its purpose? Explain why or why not.