

	Maryland	Washington State	Missouri	Alaska	Connecticut	Iowa
Charge of Task Force	<p>(1) Make recommendations regarding how the terms "Dyslexia" and "Targeted Students" should be defined.</p> <p>(2) Determine current practices for identifying and treating dyslexia in students in Maryland public schools.</p> <p>(3) Determine current practices for identifying and treating dyslexia in other states.</p> <p>(4) Determine the components and costs of successful dyslexia education programs established in Pilot Costs in Other States.</p> <p>(5) Determine the appropriate structure for establishing a dyslexia education program and make recommendations on: (i) the feasibility of funding a Pilot dyslexia education program through the State Department of Education or alternative funding mechanisms and sources or both, including researching grant opportunities; (ii) the methodologies that should be used to test students and identify dyslexia and pre-dyslexia tendencies in students; (iii) the appropriate age to begin testing for dyslexia; and (iv) the best practices for treating and educating students identified as having dyslexia.</p> <p>Develop a pilot program to initiate the implementation of the recommendations of the Task Force in an appropriately limited geographical area.</p>	<p>(1) Identify tools and resources that will help screen for dyslexia or indicators of dyslexia;</p> <p>(2) develop recommendations on best practices for implementing the screenings in school districts, staff training to target the areas of need for those experiencing dyslexia or indicators of dyslexia, information for parents and families that includes a list of resources, and best practices to help students in grades three and above who might be experiencing dyslexia.</p> <p>(6)</p>	<p>(1) Identify valid and reliable screening and evaluation assessments and protocols that can be used and the appropriate personnel to administer such assessments in order to identify children with dyslexia or the characteristics of dyslexia as part of an ongoing reading progress monitoring system, multi-tiered system of supports and special education eligibility determination in Schools.</p> <p>(2) Recommend an evidence-based reading instruction, with consideration of the National Reading Panel Report and Orton-Gillingham methodology principles for use in all Missouri Schools, and intervention systems including a list of dyslexia intervention programs to address dyslexia or characteristics of dyslexia for use by schools in multi-tiered systems of supports and for services as appropriate for Special education eligible students.</p> <p>(3) Develop and implement preservice and in-service professional development activities to address dyslexia identification and intervention, including utilization of accessible print materials and assistive technology, within degree programs such as education, reading, special education, speech language pathology and psychology.</p> <p>(4) Review teacher certification and professional development requirements as they relate to the needs of student with dyslexia (and struggling readers)</p> <p>(5) Examine the barriers to accurate information on the prevalence of students with dyslexia (and other struggling readers) across the state and recommend a process for accurate reporting of demographic data</p> <p>(6) Study and evaluate current practices for diagnosing, training, and educating children in this state and examine how current laws and regulations affect students with dyslexia in order to present recommendations to the governor and the joint committee on education.</p>	<p>(1) evaluate and make recommendations regarding reading instructional practices for all public school students in the state and the diagnosis, treatment, and education of children affected by dyslexia;</p> <p>(2) examine how current statutes and regulations affect reading proficiency outcomes.</p> <p>(a) the effects of dyslexia on reading proficiency outcomes in the state and in other jurisdictions;</p> <p>(b) dyslexia education practices and laws in other jurisdictions;</p> <p>(3) evaluate and recommend methods to improve reading proficiency and reading instruction for all public school students in the state:</p> <p>(a) increase, within three years, the percentage of students who meet the Alaska English Language Arts standards to greater than 50 percent of students;</p> <p>(b) statewide average reading proficiency scores of public school students in the state by one grade level;</p> <p>(c) fund legislative changes and measures the task force recommends related to the following:</p> <p>to mitigate the effects of dyslexia on reading proficiency, including (i) early screening, early identification, and early intervention for students in preschool through grade three; (ii) screening, identification, and intervention for students in grades four through 12;</p> <p>(iii) training all relevant educational staff in the use of evidence-based screening and identification instruments;</p> <p>(4) identify evidence-based, multi-sensory direct, explicit, structured, and sequential approaches to instructing students affected by dyslexia.</p> <p>(5) The task force shall complete interim and final reports summarizing the findings and recommendations of the task force, including proposed legislation for the Alaska State Legislature to consider.</p>	<p>(1) examine and make recommendations on whether institutions of higher education in the state are complying with the licensure requirements set forth in the general statutes, specifically as said subsection relates to the twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, and (B) subsection (i) of section 10-145d of the general statutes, specifically as said subsection relates to a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.</p> <p>(2) Review the current in-service training and professional development models are appropriate to provide in-service training and professional development for teachers with the knowledge and understanding to meet the needs of dyslexic students in accordance with the general statutes.</p> <p>(3) recommendations on the:</p> <p>(A) literacy content knowledge and pedagogy that candidates in programs of teacher preparation leading to professional certification should obtain in order to be able to effectively and consistently meet the needs of students at risk for reading failure, including students with dyslexia.</p> <p>(B) the development of a Connecticut reading standards matrix that reflects national standards, current research on the science of reading, Connecticut Common Core State Standards, Connecticut Academic Standards, content covered by the Foundations of Reading Assessment and any Connecticut regulations pertaining to reading,</p> <p>(C) methods to ensure that teachers possess an appropriate level of knowledge to teach the literacy content knowledge and pedagogy referenced within the standards matrix,</p> <p>(D) supervised practicum methods that provide professors with the knowledge they need to supervise candidates in programs of teacher preparation in a practicum with an at-risk reader and be a qualified coach or mentor during such practicum,</p> <p>(E) whether the Department of Education's "Approved Menu of Research Based Grades K-3, Universal Screening Reading Assessments (June 2018)" meets the requirements of section 10-14t of the general statutes,</p> <p>(F) whether the screening assessments listed are appropriate and represent current research on the science of reading and assessments,</p> <p>(G) the components needed to assist and identify, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities, and (H) whether reporting screening data for all school districts would be beneficial.</p>	<p>(1) Submit a report regarding its findings and recommendations relating to dyslexia response to the governor and the general assembly. When making such recommendations, the task force shall consider but is not limited to student screening, interventions, teacher preparation and professional development, classroom accommodations, and assistive technology. The report shall include:</p> <p>A. An overview of the symptoms and effects of dyslexia.</p> <p>B. An overview of current practices relating to dyslexia response identified by the members of the task force.</p> <p>C. A description of current concerns relating to dyslexia response identified by the members of the task force.</p> <p>D. Recommendations of any proposed legislation or rulemaking or any additional personnel or funding needed to address the needs of Iowa students with dyslexia.</p>
Membership on Task force	<p>Member of the Senate of Maryland</p> <p>Member of the House of Delegates</p> <p>Superintendent of Schools or designee</p> <p>Representative of the Maryland Association of Boards of Education</p> <p>Representative of the Public School Superintendents Association of Maryland</p> <p>Representative the Maryland State Education Association</p> <p>Representative of the Maryland School Psychologists' Association</p> <p>Representative of an Employee Organization of Public School Teacher</p> <p>Representative of a Local School System</p> <p>Representative of the Dyslexia Education Community</p> <p>Representative of the Dyslexia Education Community</p> <p>Representative of an Organization that Certifies Dyslexia Identification Methodologies</p> <p>Consumer with Experience with Dyslexia Identification, Education and Treatment (parent or student)</p> <p>Decoding Dyslexia Maryland Representative</p>	<p>Parents</p> <p>School Administrators</p> <p>Non-Profit Organizations</p> <p>School Psychologists</p> <p>Special Education Educators</p> <p>Elementary Educator</p> <p>District Administrators</p> <p>Literacy Specialists</p> <p>Higher Education Educators</p> <p>English Language Learner Educators</p> <p>OSPI and AESD Staff and Coordinators</p>	<p>-2 members of the senate (one from the minority party and one from the majority)</p> <p>- 2 members of the house (one from the minority party and one from the majority)</p> <p>-Commissioner of education or designee</p> <p>-Representative from an institution of higher education located in this state with specialized expertise in dyslexia and reading instruction</p> <p>-Representative from a state teachers association or the Missouri National Education Association</p> <p>-Representative from International Dyslexia Association of Missouri</p> <p>- Representative from Decoding Dyslexia Missouri</p> <p>- Representative from Missouri Association of Elementary school Principals</p> <p>-Representative from the Missouri Council of Administrators of Special Education.</p> <p>-Professionally licensed in state of Missouri with experience diagnosing dyslexia and including but not limited to a licensed psychologist, school psychologist or neuropsychologist</p> <p>-Speech and Language Pathologist with training and experience in early literacy development and effective research-based intervention techniques</p> <p>-Certified academic language therapist recommended by the academic language therapy association (resident in state).</p> <p>-Representative from a non profit or independent private provider serving individuals with Dyslexia</p> <p>-Assistive Technology specialist with expertise in accessible print materials and assistive technology used by individuals with dyslexia recommended by missouri assistive technology council</p> <p>-One private citizen who has a child with Dyslexia</p> <p>-one private citizen who has been diagnosed with dyslexia or parent</p> <p>-Representative of the Missouri State Council of the International Reading Association</p> <p>-Pediatrician with knowledge of Dyslexia</p> <p>-Representative of Missouri School Board Association</p>	<p>-Active or Retired teacher</p> <p>-Representative from Alaska School Board Assoc.</p> <p>-Council of School Administrators or Assoc. of Elementary School Principals</p> <p>-Non-Profit Organization</p> <p>-Parent</p> <p>-Student</p>	<p>-Someone of whom has expertise in the provision of instruction to students with dyslexia (appointed by house)</p> <p>-Someone of whom is a parent or guardian of a student with dyslexia (appointed by house)</p> <p>-Someone of whom has expertise in the provision of professional development training for teachers concerning instruction to students with dyslexia, (appointed by senate)</p> <p>-Someone of whom is a parent or guardian of a student with dyslexia (appointed by senate)</p> <p>-Someone who is a professor of a program of teacher preparation;</p> <p>-Representative of an organization that advocates on behalf of the interests of parents and students with dyslexia;</p> <p>-Parent or guardian of a student with dyslexia (appointed by Minority)</p> <p>-Someone who has expertise in dyslexia (appointed by Minority)</p> <p>-The Commissioner of Education, or the commissioner's designee; and</p> <p>-Two representatives of public institutions of higher education in the state responsible for administering programs of teacher preparation.</p>	<p>-Director of Department of Education or Designee</p> <p>Representative of the Iowa Reading Research Center</p> <p>-Representative of an Area Education Agency</p> <p>-One School Administrator</p> <p>-One Reading Specialist</p> <p>-One Special Education teacher</p> <p>-Two representatives of decoding dyslexia who are parents of children with dyslexia</p> <p>-One representative of decoding dyslexia who is an individual with dyslexia</p> <p>-One provider certified in a structured literacy reading program</p> <p>-One psychologist or Speech language pathologist licensed in the state of Iowa with experience in diagnosing dyslexia</p> <p>-Representative of an institution of higher education in Iowa with documented expertise in dyslexia and reading instruction.</p>