



Early Literacy Screener Task Force

April 16, 2021
2:30-3:45 p.m.

Welcome

Co-Chair Trina Hall, Executive Director of Teaching and Learning, welcomed everyone to the meeting and asked each member to introduce themselves for those who were attending for the first time.

Review Today's Outcomes

Trina provided an overview of the agenda and the outcomes for this meeting:

- To review and understand the charge of the task force
- To be familiar with the information in the Office of Superintendent of Public Instruction (OSPI) Implementation Guide: Early Screening of Dyslexia
- To know and briefly explain OSPI's recommended Grade Band and Literacy Skills Screening Tools Timeline Matrix, the State of Washington Dyslexia Screening Tool Rubric used for selecting screeners, and the Early Literacy Screening Guidance for Multilingual/English Learners
- To understand the options for additional learning and the task for preparation for our next meeting.

Review Task Force Purpose

- To select an Early Literacy Screener in response to 2018 legislation for implementation beginning fall 2021
- To design an implementation and training plan for the early literacy screening tool selected and
- To establish where and how the tool fits within a multi-tiered system of support (MTSS).

OSPI Implementation Guide: Early Screening of Dyslexia

Members divided into breakout groups to review their understanding of [OSPI Implementation Guide: Early Screening of Dyslexia](#). The breakout groups shared ideas/wonders to help build common understanding and identify areas where more learning is needed.

Learning Groups

Members broke out into three learning groups to review and check their understanding in one of the following areas: [OSPI's recommended Grade Band and Literacy Skills Screening Tools Timeline Matrix](#), the [State of Washington Dyslexia Screening Tool Rubric](#), and the [Early Literacy Screening Guidance for Multilingual/English Learners](#). Groups then shared their learning out to the larger group

Summary of share outs included:

Timeline Matrix: guidance for each grade level, K-2, on screening and progress monitoring
Screening Rubric: tool that the state used to identify list of screeners for districts to select from
Multilingual Learner Guidance: assessing students in their strongest language and using the WIDA assessment results to determine readiness

Tasks

Trina asked members to seek input from those people they work with and/or represent, to answer the following questions and get a baseline of where we are in the district in some of our understanding:

- What is your group's understanding of the process for identifying and supporting students related to dyslexia?
- What is your group's role in identifying and supporting students related to dyslexia?

Readings and Resources

Trina reminded the task force of resources on dyslexia and early literacy that were made available for those interested in learning more on the topic.

Trina asked the group to consider attending training, 'Identifying and Teaching Children at Risk for Dyslexia', on Saturday April 24 from 8:30-4:00.

Next Meeting: May 30, 2021, 2:30-3:45 via Zoom.

2021 Meeting Dates: 4/2, 4/16, 4/30, 5/14, 5/28