

Dyslexia Specialist Endorsement at Grand View University

This document shows how Grandview’s program aligns with the required content from the state of Iowa to meet the [Dyslexia Specialist Endorsement Requirements](#).

“The applicant must have met the requirements for the standard license and have completed at least three years of post-baccalaureate teaching experience in a K-12 setting. Applicants who have achieved dyslexia certification in another state may apply for a certification review through the Iowa reading research center. a. Authorization. The holder of this endorsement is authorized to serve as a dyslexia specialist in kindergarten and grades 1 through 12. b. Content. Completion of 18 semester hours in dyslexia strategies to include the following:”

Content required to meet Iowa Standards	Grand View Course Name and Description
<p>(1) Knowledge of dyslexia. The dyslexia specialist will have knowledge of dyslexia and:</p> <ol style="list-style-type: none"> 1. Understand the tenets of the International Dyslexia Association’s definition of dyslexia, including the neurobiological nature and cognitive-linguistic correlates. 2. Identify distinguishing characteristics of dyslexia and commonly co-occurring disorders, including dysgraphia, dyscalculia, attention deficit hyperactivity disorder, expressive language disorders, receptive language disorders, and others 3. Recognize that dyslexia may present differently along a continuum of severity and impact depending upon age, grade, and compensatory factors. 4. Understand federal and state laws that pertain to dyslexia, including use of the word “dyslexia” within school settings and documentation. 5. Understand common misconceptions regarding 	<p>1. The Science of Dyslexia: Etiology, Theory, Assessment, and Policy</p> <p>This course provides in depth coverage of the definition and neurobiological origins of dyslexia within the context of historical and theoretical considerations. Students will examine brain-based research, co-occurring disorders, cognitive-linguistic correlates, and the characteristics of dyslexia along a developmental continuum. Common misconceptions, principles of effective intervention, and a guiding framework of the essentials of dyslexia assessment will be covered. Appropriate use of the term, “dyslexia”, the experiences of individuals with dyslexia, and current trends in the identification/intervention for dyslexia will be explored. An overview of research-supported systematic, multimodal instructional practices and the features of well-designed IEP/504 plans appropriate for those with dyslexia will also be covered.</p>

<p>characteristics of and interventions for dyslexia INTRODUCE 6. Understand appropriate IEP goals and Section 504 plans for students who display characteristics of dyslexia.</p>	<p>Additionally, state and federal laws and policies in the field of dyslexia will be examined.</p>
<p>(2) Psychology of language and reading. The dyslexia specialist will understand the highly complex processes by which children learn to speak, read, and write, including language acquisition, linguistics, and the structure of written language, including phonological processing, phonics, orthography, morphology, syntax, and semantics, as well as the relationship of these components to typical and atypical reading and writing development and instruction for students with dyslexia.</p>	<p>2. Linguistics and Structured Literacy This course focuses on the application of linguistic concepts in educational contexts. Topics to be addressed include: phonology, morphology, orthography, etymology of words, syntax, semantics, and the relationship of these components to reading development and language teaching/learning. Students will consider word study, language formation and processing, grammar, and other considerations of applied linguistics and how these topics relate to typical and atypical reading/writing development for students including those with dyslexia.</p>
<p>Instruction utilizing multisensory and multimodal strategies (visual, auditory, kinesthetic, and tactile), systematic and cumulative instruction, direct instruction, diagnostic and prescriptive teaching, as well as synthetic and analytic instruction.</p>	<p>6. Principles for Effective Structured Literacy Intervention: Routines and Protocols This course offers workshop exploration as well as opportunities for demonstration and hands-on practice of prescriptive approaches for instructing students with literacy struggles. Participants will engage in highly structured multisensory, systematic and sequential diagnostic repertoires.. This work includes explicit information about the planning and implementation of highly effective evidence based lesson routines and protocols that target various facets of the brain.</p>

(4) Assessment, diagnosis, and evaluation. The dyslexia specialist will be confident using a variety of formal assessment tools and practices to evaluate students' reading and writing abilities in a variety of domains. The dyslexia specialist will:

1. Demonstrate an understanding of the literature and research related to assessments and their purposes (including the strengths and limitations of assessments) and assessment tools for screening, diagnosis, progress monitoring, and measuring outcomes.
2. Demonstrate an understanding of the signs and symptoms of reading difficulties, including but not limited to dyslexia; and also demonstrate an understanding of norms and student benchmarks.
3. Select, administer, and interpret assessments for specific purposes, including screening students at risk for dyslexia and identifying students who display a profile of dyslexia, and:
 - Understand the features of standardized norm-referenced assessments.
 - Understand the importance of selecting reliable and valid assessments to evaluate typical and atypical reading development.

3. Screening, Assessment, and Diagnosis of Language and Literacy Difficulties

This course provides a comprehensive view of assessments related to language and literacy difficulties, including reading and writing needs. Students will become confident in identifying strengths and limitations of tools for screening, diagnosis, progress monitoring, and measuring outcomes as they utilize a variety of informal, criterion-referenced, and norm-referenced assessment instruments. Students will gain an understanding of theory and research supporting the purpose of assessment, learn to interpret a variety of psycho-educational diagnostic reports, and gain competency in communicating assessment results with stakeholders.

(3) Curriculum and instruction. The dyslexia specialist will use appropriate instructional approaches and materials as well as integrated, comprehensive, explicit, and systematic literacy instruction to support student learning in reading and writing, including the following:

1. Instruction utilizing multisensory and multimodal strategies (visual, auditory, kinesthetic, and tactile), systematic and cumulative instruction, direct instruction, diagnostic and prescriptive teaching, as well as synthetic and analytic instruction.
2. Instructional approaches supported by the science of reading for the following areas: phonological processing, phonics,

5. Diagnostic Literacy Instruction and Intervention

This course addresses the essential elements of effective, multisensory/multimodal, and evidence based curriculum and instruction for literacy- designed to meet the needs of students with reading and writing difficulties (particularly dyslexia). Participants will develop a strong understanding of what is meant by a well designed comprehensive, cumulative, and systematic program rich in explicit and direct instruction rooted in the Science of Reading and the Knowledge and Practice Standards. As well, participants will be prepared to tailor instructional

<p>fluency, comprehension, vocabulary, spelling, and writing.</p> <p>3. Creation of a dyslexia-friendly learning environment (within or outside the regular classroom) utilizing evidence-based accommodations and modifications to meet the needs of students with dyslexia, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia.</p> <p>4. Use of data to determine effectiveness of the instruction and curriculum along with student responsiveness to it. Interpret various scores derived from standardized norm-referenced and criterion-referenced assessments.</p> <ul style="list-style-type: none"> ● 6. Understand appropriate IEP goals and Section 504 plans for students who display characteristics of dyslexia. 	<p>504 plans/IEP goals to the unique and individual needs of their students through implementation of appropriate evaluation, data based intervention design and goal setting, progress monitoring, and necessary plan adjustments in a dyslexia-friendly learning environment.</p>
<p>4. Use assessment information to plan and evaluate instruction, including appropriate interventions, remediation, assistive technology, and classroom accommodations for students with dyslexia and other difficulties. This will include the use of multiple data sources for analysis, instructional planning, examining the effectiveness of specific intervention practices, and examining students' responses to interventions.</p> <p>Practicum in dyslexia.</p> <p>The dyslexia specialist will participate in elementary and secondary practicum experiences with instructors who have experience with and are currently serving students who display characteristics of dyslexia. The cooperating teacher must be approved by the Iowa reading research center.</p> <p>The practicum must include:</p> <ol style="list-style-type: none"> 1. Supervised administration of norm-referenced literacy assessments. 2. Practice composing a report of literacy assessment results that will include interpretation of the results and instructional 	<p>4. Dyslexia Practicum 1: Advanced Assessment</p> <p>This practicum affords students the opportunity to experience various forms of norm-referenced and diagnostic assessments for the purpose of analyzing and communicating student characteristics and instructional needs. Students will work with individuals at the elementary and secondary level and gain experience in the collaborative-problem solving model which prioritizes involving multiple stakeholders, including parents.</p>

recommendations.
3. Supervised delivery of systematic, explicit, and multisensory intervention for students with characteristics of dyslexia.
4. Practice composing a report of students' response to intervention. Course # Course Title Institution Semester Hr. Year Completed

5. Communicate assessment results and implications to a variety of audiences, including staff, parents, and students.

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7. Dyslexia Practicum 2: Advanced Reading Intervention

This culminating practicum experience integrates dyslexia specific assessment practices, data based decision making, and intervention protocols for elementary and secondary aged students with characteristics of dyslexia. Participants will construct and deliver comprehensive, cumulative, and systematic structured literacy instructional protocols/plans based on student specific data and tailored to meet unique individualized student needs. Students will also construct a comprehensive RTI - Response to Intervention- report detailing student progress and instructional decisions with supporting rationale based on continuous monitoring and data.