



KAESA Supporting the Recommendations of the Dyslexia Task Force

The service centers who make up KAESA have continued to support school districts and KSDE as they work to implement the recommendations of the Dyslexia Task Force. These agencies focus their efforts on professional development and support for teachers and administrators in understanding the definition of dyslexia, the specific elements of structured literacy, implementing tiered systems of support, and utilizing assessments systems and data to identify and support readers.

Understanding the definition of Dyslexia

In addition to working with KSDE to populate the [Kansas Teaching and Leading Project website](#) with specific literacy support videos, KAESA has worked directly with school districts and teachers to provide the foundational information regarding the definition of dyslexia and the new requirements. This support has ranged from on-site professional learning in specific districts to a Literacy Leader Cadre that meets monthly to dive into this work to individual workshops inviting area districts to thought partner to virtual sessions sharing information to on-demand video modules. We believe *most* districts now understand the requirements and are working to implement at the pace set forth by the task force and KSDE.

Structured Literacy Components

Once districts feel comfortable with the foundational information regarding dyslexia and the requirements, KAESA has worked to ensure they have a more precise understanding of each of the components of structured literacy. Again, this work is accomplished in a variety of forms from on-site professional learning opportunities to series of workshops to cadres to on-demand modules. The focus of these different options all center around the structured literacy framework, including comparing and contrasting this framework to other commonly understood reading practices. In addition to providing professional learning on each of the components, KAESA staff have also worked directly with districts as they analyze their current and future resources for these components and make curricular and instructional decisions to better align with structured literacy.

One of the ways KAESA staff is continuing to support this effort is by completing the LETRS facilitator training. At least one staff member at each KAESA organization has either completed or started this 2-year training process. In partnership with KSDE and TASN, KAESA is also piloting ways to implement this new LETRS training with teachers with at least one cohort of teachers completing LETRS modules 1-4 training during this school year.

In addition to the professional development provided to larger groups, KAESA staff also support individual teachers with this work through coaching and follow-up support based on district and teacher needs. This provides encouragement and support to teachers as they work to implement and apply the knowledge gained in professional learning opportunities directly with students in their classrooms.

Implementing Tiered Systems of Support

Another large focus of KAESA as they support the recommendations of the Dyslexia Task Force is supporting schools as they continue to enhance, refine, and sometimes implement tiered systems of support to ensure *all* students are providing access to Tier 1 instruction and Tier 2 and 3 intervention as needed. Similar modes of professional learning surround this specific topic as well, including direct on-site support with specific districts, individual workshops targeting specific elements of tiered systems implementation, and workshop series to take districts from the leadership components to creating a system to utilizing data to providing interventions. As with other topics, in addition to these professional development opportunities, KAESA provides coaching and support to schools, their leaders, and their teachers as they review and improve their tiered systems.

Utilizing Assessment Systems

Another huge component to KAESA's support of the recommendations of the Dyslexia Task Force is our sustained and continued support as districts utilize a variety of assessment systems to identify students who need additional support as well as monitor the success of the interventions provided. KAESA worked directly with KSDE to host FastBridge and STAR360 training workshops, both in-person and virtually, two of the assessment systems used by many Kansas school districts. In addition to these KSDE Sponsored events, many KAESA organizations provide additional support for these two assessment systems as well as Aimsweb, FastBridge, NWEA MAP, and others to ensure teachers understand the direct connection of screening data to diagnostic data to providing targeted interventions to checking the progress of students on their individual skill needs. This additional support comes through traditional professional learning opportunities of on-site support, individual workshops, user groups where district users gather and share best practices, virtual options, both on-demand and live, and through collecting and sharing resources. And, as with other elements of the task force recommendations, coaching and continuous support as districts utilize these assessment tools is also provided as needed.