



The Professional Training of Pre-Service and In-Service Teachers Regarding Dyslexia and the Science of Reading Report Addendum

An Addendum to the November 2020 Report from the Kansas Board of Regents/Council of Education Deans

December 2021

In November 2020, the Kansas Board of Regents Colleges/Schools of Education provided an overview of the collective efforts to address the professional training of pre-service and in-service teachers regarding dyslexia and the science of reading. Like that report, this addendum presents three main themes, which are general summary statements encapsulating our collective efforts. This is not meant to be an exhaustive list. It is hoped this addendum will provide some context and insight into the continuing efforts to advance work within our state to meet the needs of students with dyslexia, especially as it relates to teacher preparation and supporting our K-12 partners.

Joan D. Brewer, Dean
Emporia State University

Paul E. Adams, Dean
Fort Hays State University

Debbie Mercer, Dean
Kansas State University

James Truelove, Dean
Pittsburg State University

Rick Ginsberg, Dean
University of Kansas

Cherry O. Steffen, Department Chair, Education
Washburn University

Clay Stoldt, Interim Dean
Wichita State University

Professional Development & Scholarship

Colleges continue to invest funding to support faculty in professional development and research endeavors designed to increase their understanding of dyslexia and the science of reading. Faculty within the Regents institutions continue to be highly engaged in professional learning opportunities. This includes attending trainings, such as LETRS training, and offering professional development for in-service educators. Faculty use their expertise to support local school districts and inform their own instruction. Further, faculty are active in literacy organizations at the state and national levels.

Curricular Enhancements

Institutions remained committed to meeting the task force recommendations through careful review of courses and programs. At the undergraduate and graduate levels, coursework has been enhanced to include information about dyslexia and struggling readers. Science of reading, structured literacy, and evidence-based reading strategies have been increased within elementary education and reading specialist program curricula. Literacy faculty in these programs have updated literacy course assessments and outcomes to align with the updated KSDE standards, which also align with the International Dyslexia Association Knowledge and Practice Standards. Student knowledge is assessed through the required Praxis content exams, as well as course activities and quizzes.

Similarly, task force recommendations are being addressed within English language arts and special education curricula. Literacy-related coursework in these programs has been updated. Faculty in each of these programs explicitly teach each of the Science of Reading objectives identified by KSDE. Lessons are designed to better align with grade-level expectations and to better understand the needs of struggling readers, such as those with dyslexia, in those grades. Components such as phonological and phonemic awareness, phonics, structural analysis, grammar, vocabulary, and comprehension are addressed. Pre-service teachers are provided with opportunities to engage in instructional activities to support struggling readers.



Standards, New Courses, and Revised Programs of Study

All institutions have revised undergraduate and graduate coursework and programs to align with new KDSE program area standards and the International Dyslexia Association Standards. In addition to addressing science of reading, structured literacy, and evidence-based practices, course modules focus on dyslexia and the characteristics of a student with dyslexia. Candidates participate in applied activities to demonstrate their understanding of these concepts.

Institutions continue to design and offer graduate level dyslexia certificate and concentration programs. Institutions offer dyslexia-related courses for undergraduate credit as well. At the graduate level, coursework includes emphases on screening for dyslexia, planning and implementing effective interventions, and monitoring student progress.