



WISCONSIN LEGISLATIVE COUNCIL

MEETING MINUTES

STUDY COMMITTEE ON IDENTIFICATION AND MANAGEMENT OF DYSLEXIA

Room 411 South
State Capitol
Madison, WI

October 23, 2018
10:00 a.m. – 3:00 p.m.

Call to Order and Roll Call

Chair Kulp called the meeting to order. A quorum was present.

COMMITTEE MEMBERS PRESENT: Chair Bob Kulp; Vice Chair Patty Schachtner; Reps. Mike Rohrkaste and Amanda Stuck; Sen. Tom Tiffany; and Public Members Nancy Dressel, Steven Dykstra, Donna Hejtmanek, Ann Malone, Brenda Warren, and Michael Weber.

APPEARANCES: Deborah Cromer, Wisconsin State Reading Association.

Approval of the Minutes from the September 18, 2018 Meeting

Public Member Steven Dykstra moved, seconded by Public Member Nancy Dressel, that the minutes of the September 18, 2018 meeting be approved. The motion was approved on a voice vote.

Committee Discussion of Bill Drafts and Recommendations

Chair Kulp initiated an introductory discussion among committee members regarding their impressions of the committee's past meetings and remaining priorities. Members expressed concern regarding whether the drafts and recommendations produced so far adequately address all aspects of the committee's charge. In particular, some members were interested in considering additional legislation on early identification, interventions, and defining the term "dyslexia." Deborah Cromer, appearing on behalf of the Wisconsin State

Reading Association (WSRA) at the invitation of Chair Kulp, spoke to WSRA's priorities. She stated that educators need professional learning, time, adequate materials, and the resources to address each individual child's unique needs.

LRB-0383/P3, relating to developing a guidebook related to reading difficulties and dyslexia

Chair Kulp invited Legislative Council staff to summarize the contents of LRB-0383/P3 for the committee. Then committee members asked questions and offered comments and suggestions. The committee also considered several proposed changes to the bill draft. During the committee's discussion, and after significant debate regarding some proposals, the following changes were considered but lacked sufficient consensus to be incorporated in the bill draft:

- Allowing additional time for school districts to review and integrate the information contained in the guidebook before they are required to post it on their Internet sites.
- Including an Internet module to be posted on the Department of Public Instruction's (DPI) website that would be required viewing for educators.

During its discussion, the committee reached general consensus to make the following changes to the bill draft:

- The terms "reading difficulties and dyslexia" will be replaced with "dyslexia and related conditions" throughout the bill draft.
- The categories of required members on the advisory committee will be deleted.
- A member of the advisory committee cannot be the seller of a product relating to dyslexia, including products related to teaching instruction or teaching interventions.
- International Dyslexia Association (IDA) and WSRA should submit a list of eight individuals to be appointed to the advisory committee by DPI. This change will replace the provision requiring each organization to submit a list of 20 names to DPI, from which DPI would choose eight individuals for appointment to the advisory committee.
- A definition of dyslexia will be added to the nonstatutory provisions for purposes of the advisory committee's work developing the guidebook, not for inclusion in the Wisconsin Statutes. The committee decided to use the IDA definition, review alternative definitions that may be offered by committee members and by WSRA, and decide at its next meeting which definition is most appropriate.
- The draft will be edited as follows on p. 3, lines 8-9 and 10-11:
 - Replace lines 8-9 with: "Guidelines on the screening process and screening tools available to identify dyslexia and related conditions."
 - Replace line 10-11 with: "A description of interventions and instructional strategies that have been shown to improve academic performance of pupils with dyslexia and related conditions."

After all members were given an opportunity to propose and discuss any changes, Chair Kulp transitioned to a discussion of the next bill draft.

LRB-0368/P1, relating to employing a dyslexia specialist at the Department of Public Instruction and making an appropriation

Legislative Council staff summarized the contents of LRB-0368/P1 for the committee.

During its discussion, the committee reached general consensus to make the following changes to the bill draft:

- The terms “reading difficulties and dyslexia” will be replaced with “dyslexia and related conditions” throughout the bill draft.
- The term “evidence-based” will be replaced with “scientifically based” on p. 2, line 10.
- The words “adoption of” on p. 2, line 21 will be deleted.
- The words “instruction programs” on p. 3, line 1 will be replaced with “instructional practices and strategies.”
- The dyslexia specialist must have five years, not three years, of experience in screening, identifying, and treating dyslexia and related conditions.
- The dyslexia specialist must have certification as one of the following: Fellow of the Academy of Orton-Gillingham Practitioners and Educators; certification by the Academic Language Therapy Association as either: (1) a Certified Academic Language Therapist (CALT); or (2) an Instructor of Certified Academic Language Practitioner (ICALP); or certification by the Center for Effective Reading Instruction as either: (1) a Structured Literacy/Dyslexia Interventionist; or (2) a Structured Literacy/Dyslexia Specialist.

After all members were given an opportunity to propose and discuss any changes, Chair Kulp transitioned to a discussion of the draft recommendations.

Recommendations

The committee discussed the following recommendations that were drafted after the September 18, 2018 meeting. The committee discussed the merits of having recommendations as opposed to draft legislation, and members expressed a desire for forceful recommendations. The recommendations are set forth in their entirety below.

Recommendation – Lifetime Licensure

The Study Committee on the Identification and Management of Dyslexia recommends that the Legislature consider the repercussions of the lifetime educator license created in the 2017-19 Biennial Budget Act and its impact on teacher effectiveness. Such consideration should include options to ensure that all licensed teachers are required to have ongoing professional development.

Recommendation – Alternative Licensure

The Study Committee on the Identification and Management of Dyslexia recommends that the Legislature consider options to ensure that all applicants for an educator license must fulfill requirements to complete student teaching, obtain a passing score on the FoRT test, and other requirements demonstrating that the applicant is highly qualified. Such consideration should include reviewing the effectiveness of alternative licensure pathways that have fewer requirements.

Recommendation – Grade Ranges for Educator Licenses

The Study Committee on the Identification and Management of Dyslexia recommends that the Legislature consider the effectiveness of broadened grade ranges for educator licenses issued under current ch. PI 34, Wis. Adm. Code. Such consideration should include examining the repercussions of K-9 and 4-12 licensing bands on sufficient teacher preparation and student outcomes.

Other Business

There was no other business brought before the committee.

Adjournment

The committee adjourned at 3:00 p.m.

JO:JN:ty