

NEW BOSTON INDEPENDENT SCHOOL DISTRICT

DYSLEXIA TEACHER ROLE

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, 2018 Update lists and describes the components of instruction that must be a part of a program used for students identified with dyslexia. **In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction.** Licensed dyslexia practitioners or licensed dyslexia therapists should be considered if they are available as well as certified academic language therapists or certified academic practitioners. Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, **these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(e) and must deliver the instruction with fidelity.** This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, they must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches.

Providers of dyslexia instruction **must** be prepared to use the techniques, tools, and strategies outlined in *The Dyslexia Handbook, 2018 Update*. They may also serve as trainers and consultants in dyslexia and related disorders for regular, remedial, and special education teachers.

English Learners (ELs) receiving dyslexia services will have unique needs. Provision of dyslexia instruction must be in accordance with the program model the student is currently receiving (e.g., dual language, transitional bilingual, ESL). Interventionists working with ELs must have additional training on the specialized needs of ELs.

“Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills (critical, evidence-based components of dyslexia instruction); therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.”

The Dyslexia Handbook – 2018 Update, pg. 41.

Role of Dyslexia and/or Itinerant Reading Teachers

The dyslexia and/or itinerant reading teacher will:

- Deliver instructional reading programs (standard protocol dyslexia instruction/Esperanza) for identified students with dyslexia only
- Be assigned to specific campus(es) for purposes of accountability but will NOT be available to assist the campuses with campus responsibilities due to itinerant constraints
- Maintain a teacher/student ratio NOT to exceed the recommended of 1:6 per group
- Administer and gather pre/post instructional data to monitor program effectiveness and student growth in the area of reading
- Communicate with teachers, administrators and parents as needed
- Support and attend the district annual Parent Awareness Meeting
- Conduct parent training sessions

- Stay abreast of current research and development in dyslexia and research-based reading programs
- Assist in organizing and/or conducting in-services at their assigned campuses to facilitate the implementation of the dyslexia program and to ensure general classroom teacher knowledge on dyslexia
- Maintain all necessary student records required by the dyslexia program
- Comply with all state and federal laws as well as district policies
- Review dyslexia folders
- Attend all district dyslexia trainings and/or meetings
- Maintain student progress monitoring portfolios
- Review dyslexia referrals/folder for completion of required documentation ***prior*** to folder being sent to Dyslexia office. This review must be conducted in a timely manner and may only be conducted during your planning period. **Time taken to review dyslexia referral folders shall not under any circumstance prevent standard protocol dyslexia intervention services teacher from providing their assigned dyslexia programs. This is a compliance/FAPE issue.**

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