



**2009-2010 Dyslexia Program  
Professional Development Opportunities  
Serving Region 10 Schools**

All titles are available as of 07/01/09

**\*Sessions Offered at Region 10 or at Clustered Locations Only\***

**Comprehensive Test of Phonological Processing (CTOPP), and Woodcock Reading Mastery Test-Revised (WRMT-R) Test Administration Test Administration (K-12)**

This full-day workshop is a step-by-step test procedure for the administration and scoring of both the Comprehensive Test of Phonological Processing (CTOPP) and the Woodcock Reading Mastery Test-Revised (WRMT-R). Each subtest of the CTOPP and WRMT-R will be explained in detail, along with practice scoring for each instrument. Participant will learn how to complete the intricate score report of the WRMT-R, as well as how to use taped administration for parts of the CTOPP. Demonstration, practicum, and case studies will be included. Question and answer time will follow the practicum.

**Dyslexia Assessment and Interpretation (K-12)**

This session will review state law and procedures for assessment of dyslexia from *The Dyslexia Handbook Revised 2007*. The presenter will cover the three steps involved in dyslexia assessment, basics of test interpretation, and a definition-based identification of dyslexia using three decision points. Dyslexia and how it connects with the Section 504 process as well as with the Individuals with Disabilities Education Act (IDEA) will also be discussed. Case studies will be utilized to provide examples and to allow participants to apply the information learned throughout the day.

**Dyslexia Assessment and Report Writing (K-12)**

This half-day session will focus on the basics of report writing for compiling test results into an evaluation summary for students assessed for dyslexia.

**Dyslexia Coordinators' Roundtable**

Held in the fall and spring, the Dyslexia Coordinators' Roundtable will address current issues pertaining to dyslexia, state law, state board of education rule, accommodations, and research. The sessions are intended for personnel responsible for coordinating and implementing district programs.

**Esperanza© Developed by Elsa Cardenas-Hagen (K-12)**

This 3-day curriculum workshop will instruct teachers on how to deliver Esperanza©, a Spanish multisensory, structured language approach for reading, writing, and spelling. The goal of the Esperanza© program is to provide a sequential, systematic and multi-sensory approach to achieve Spanish literacy. The Esperanza© program can be used as an intervention program for Spanish-speaking students.

## **2009-2010 Dyslexia Program Professional Development Opportunities**

### **Follow-Up for the Gray Oral Reading Test-4 (GORT-4), Comprehensive Test of Phonological Processing (CTOPP), and Woodcock Reading Mastery Test-Revised (WRMT-R) (K-12)**

This half-day session will provide time for questions about of the administration and scoring of the Gray Oral Reading Test-4 (GORT-4), Comprehensive Test of Phonological Processing (CTOPP), and Woodcock Reading Mastery Test-Revised (WRMT-R).

Participants are asked to bring previously administered practice tests to discuss. The session will also include discussion about the use of results of the GORT-4, CTOPP, and WRMT-R in relation to other areas assessed when determining dyslexia. Participants will learn about the importance of using all three assessments (along with additional data) for the identification of dyslexia.

### **Gray Oral Reading Test (GORT-4) Test Administration (1-12)**

This full-day workshop will provide a step-by-step test procedure for the administration and scoring of the Gray Oral Reading Test Fourth Edition (GORT-4). Taped readings, guided practice, and independent practicum are also included in this session. Special attention will be given to explaining multiple miscue marking systems and error tally. A Question and answer time will take place after participants have practiced administering the instrument. Case studies will be provided.

### **LANGUAGE! The Comprehensive Literacy Curriculum 4<sup>th</sup> Edition (3-12) *New***

LANGUAGE! is a comprehensive literacy curriculum that is designed for students in grades 3-12 who have fallen behind. LANGUAGE! is researched based and includes elements of phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, listening and reading comprehension, and speaking and writing. Core components/materials of the LANGUAGE! program include: teacher edition, student text, interactive text, assessment materials, teacher resource kit (CDs-for instructional planning and special instructional support, transparencies and templates, speaking and listening to the English language manual and picture cards, letter cards, morphemes for meaning cards, pocket chart, overhead tiles, timer), and technology tools (online assessment system, instructional planning tools, words for teachers, eReader, sortegories-all are on CD). This 3 day training will prepare teachers to implement LANGUAGE! in the classroom. This is **not** a general training opportunity.

LANGUAGE! is for teachers from districts or campuses who have adopted/obtained the LANGUAGE! program curriculum.

### **Transitions: The Move from High School to Post-Secondary Education for the Student with Dyslexia *New***

Moving from high school to post-secondary education requires understanding of the laws that serve students with disabilities in these two educational settings. These important differences will be discussed with participants. Additionally, this session will provide information to share with parents and tips for helping students develop self-advocacy skills.