SC DEPARTMENT OF EDUCATION

2016 Dyslexia Training as Required by Joint Resolution 5024

South Carolina Department of Education

Molly M. Spearman

State Superintendent of Education

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Introduction

During the 2015–16 school year, several key federal and state efforts were undertaken to address dyslexia and related reading disorders. On October 23, 2015, the U.S. Department of Education, Office of Special Education and Rehabilitative Services, issued guidance on dyslexia and its connection to special education and related services as guaranteed by the Individuals with Disabilities Education Act (IDEA) and reinforced requirements for evaluating children for eligibility under the IDEA. The guidance also clarified that nothing within the IDEA prohibits the use of terms such as "dyslexia" in Individualized Education Programs (IEPs). This "Dear Colleague" letter may be found at http://ed.sc.gov/scdoe/assets/File/districts-schools/special-ed-services/OSEP%20Dyslexia%20Guidance.pdf.

To ensure that local educational agencies (LEAs) in South Carolina were aware of this guidance, the South Carolina Department of Education (SCDE), Office of Special Education Services (OSES), issued a memorandum to LEAs on December 15, 2015. This memorandum provided the "Dear Colleague" letter, and reinforced that nothing within state regulations, policies, or procedures prohibited the use of "dyslexia" or other identified terms in IEPs. The December 15, 2015, memorandum referenced State Board of Education Regulation (SBE R.) 43-243.1 which provides the definition of specific learning disabilities, which may include conditions such as dyslexia that may qualify a child for services under the IDEA as long as the child has been (1) evaluated in accordance with 34 C.F.R. § 300.304-§ 300.311 and SBE R. 43-243, and (2) found eligible using the criteria listed at 34 C.F.R. § 300.8 and SBE R. 43-243.1.

On May 26, 2016, Governor Nikki R. Haley signed a Joint Resolution (R209, H5024) requiring the SCDE to provide all kindergarten through grade three literacy coaches and teachers with training on dyslexia and related reading disorders, evidence-based screenings, instructional methods, and interventions before the beginning of the 2016–17 school year. A copy of the Resolution may be found as Appendix A. The Resolution also required the SCDE to submit a report to the General Assembly by October 1, 2016. The SCDE is pleased to provide this report.

Process Description

Stakeholder Input

As a demonstration of its commitment to the requirements of the Joint Resolution, the SCDE convened stakeholders on April 27, 2016, one month prior to its signing. Experts in reading instruction, elementary education, dyslexia, and special education met with staff from the SCDE's OSES and Office of Early Learning and Literacy (OELL). Participants of the initial meeting are included in the following Table 1.

Table 1 – April 27, 2016, Dyslexia Stakeholder Workgroup Meeting Participants

Name	Position	Agency/Organization
Heidi Bishop	Director of Teacher Training	Camperdown Academy/International Dyslexia Association
Ann Whitten	Owner/Reading Therapist	Aiken Learning Lab
Maggie Michael	Executive Director	SC Children's Hospital Collaborative
Tracey Ely	Director	Tutor Eau Claire
Kathleen Marshall	SPED Coordinator/Professor	University of South Carolina
C.C. Bates	Asst. Professor of Education	Clemson University
Janie Hodge*	Professor of Education	Clemson University
Pam Stecker*	Professor of Education	Clemson University
Julie Gore-Fowler	Deputy Superintendent	SCDE
John Payne	Director, OSES	SCDE
Jennifer Anderson	Director, OELL	SCDE
Jenny May	Preschool SPED Coordinator, OSES	SCDE
Cathy Jones-Stork	Team Lead, OELL	SCDE
Cathy Chapman	Lead Literacy Specialist, OELL	SCDE
Alex Temples	IT Specialist, OSES	SCDE
Joshua Findlay	IT Specialist, OSES	SCDE
Latoya Wise	IT Specialist, OSES	SCDE

* Participated by conference call

The members of the workgroup discussed dyslexia and reading disorders, teacher training and needs, and how to best begin this important work outlined in the Joint Resolution. The workgroup came to the following agreements, as a charter to the work:

1. The goal of this group was to implement the Joint Resolution as it is written.
2. The opinion of this group is that in-depth training opportunities for teachers are needed and the training required of the Joint Resolution will be an overview and introduction to these areas.
3. To facilitate the work, this group must be thoughtful when defining the teachers who will complete the training opportunities. The SCDE worked to identify the specific teachers who needed to complete the training.
4. The first step of this group was to collectively create three online modules to provide teachers with an overview of the areas outlined in the Joint Resolution and described below.

Team members also worked on a timeline for implementation to meet the short turnaround to develop and launch the required training. Between April 27, 2016, and June 14, 2016, stakeholders and SCDE staff worked on developing content for the modules.

On June 14, 2016, the team reconvened to discuss the content, technological considerations, and long-range planning. Stakeholders continued working on content into early July 2016. In addition, during the annual Research to Practice Institute (July 11–15, 2016), key stakeholders gave professional development in sessions on "Multisensory Structured Language Instruction," in a five-day workshop. Participants from around the state attended this training, which is the second year the OSES has provided this training at this annual professional development event. The presenter for this event was Ms. Heidi Bishop of Camperdown Academy and the South Carolina Branch of the International Dyslexia Association.

When the content was finalized, SCDE staff sought further input from additional SCDE staff, including literacy specialists from OELL and from outside stakeholders including the South Carolina Association of School Psychologists, the South Carolina Council for Exceptional Children, and the South Carolina Council of Administrators of Special Education.

The SCDE also used multiple opportunities to get feedback from school districts. On June 21, 2016, SCDE staff presented at the South Carolina Association of School Administrators' (SCASA) i3 Conference. In addition, the SCDE staff sought feedback from two SCASA Roundtables for Special Education Directors.

Content Development

Beginning with the April 27, 2016, meeting, the team determined that online modules were the most appropriate mechanism for training thousands of teachers in less than three months. As was agreed upon by the stakeholders, three online modules were developed. Development of content was divided by module with different experts serving in each of the three module workgroups, with work facilitated by Jennifer Anderson and John Payne. Based on the expertise, academic research, and skill sets of the workgroup members, leaders selected their particular module and were paired with SCDE staff and Tech Team representatives to develop high quality modules in the most efficient manner possible.

- Module 1: *Dyslexia: What is it and what do we know about it?* – Heidi Bishop, Janie Hodge, Jenny May (OSES staff member), and assigned members of the OSES Tech Team;
- Module 2: *How do we screen for dyslexia and other reading disorders* – Pam Stecker, Tracey Ely, LaShawn Thomas-Bridges (OSES staff member), and assigned members of the OSES Tech Team;
- Module 3: *Evidence-Based Instruction for Students with Dyslexia* – Kathleen Marshall, Ann Whitten, Cathy Chapman (OELL staff member), Bev Bequeath-Collom (OELL staff member), and assigned members of the OSES Tech Team.

Using extensive supporting documentation and resources, the key stakeholders developed and submitted the content to the SCDE. The SCDE reviewed all content, gained additional internal and external reviews, and made some edits to the content to ensure consistency with other state reading initiatives.

Stakeholders originally supported longer modules; however, using the most up-to-date research from adult online learning theory, modules were targeted to last twenty minutes in length, as longer modules often result in divided attention and inferior learning. The creation of each module required generating a storyboard complete with a script, animation, text fields, background, music files, and rehearsed timings for recordings. These materials were developed over the course of several meetings of each workgroup. In addition to the content of the three online modules, stakeholders and the SCDE provided a wealth of resources and work citations. These resources are linked below and are also available online and are available for public consumption. Each individual module required roughly fifty-five hours to create after content development. This work was the sole focus of the four-person Tech Team at the OSES for roughly two months.

Technical Development

To create three online training modules, the OSES utilized Camtasia video editing program as it has essential video editing features while also having the added benefit of being compliant with section 508 of the Rehabilitation Act of 1973 (508-compliant). It is a priority of the SCDE to be 508-compliant, which ensures that everyone can access and experience technology in the same way despite any hearing or vision impairments. The Tech Team underwent several comprehensive training sessions which highlighted the areas in technology where 508-noncompliance occurs and how to remedy these compliance issues to ensure that the training modules would be 508-compliant.

Closed captioning and audio alternatives are assistive measures that aid in the full access of digital content for participants with hearing and vision impairments. During the closed captioning process, the Tech Team followed guidelines relating to the font, styles, timing, sizing, and overall appearance, so that content was presented in the ideal manner that could later serve as a model for future online trainings. The Tech Team applied techniques for creating proper recordings during the voiceover process such as attending to annunciation, dictation, timing, and even recognizing how colloquialisms impact the presentation experience of the viewers.
Once the content for the modules was planned, and 508-compliant modules crafted, data collection mechanisms were developed. The OSES utilized Formstack to capture this data. Formstack is an online 508-compliant software package which allows forms to be created and completed by users. The software provides automated data, browser type, and submission times, and allows for user demographics to be collected. The Tech Team created three forms (one for each module) that would collect essential information from the user for the purpose of reporting results in accordance with Joint Resolution requirements. These forms included fields that collected school and district data through multiple choice questions, a Likert scale, and questions to measure competency. The Tech Team attended Formstack trainings to learn about software features and various guidelines for 508 compliance. These guidelines include practices like

ensuring the forms are able to be read by screen readers like Job Access with Speech (JAWS), a software that verbally reads on-screen text for individuals with visual impairments as well as ensuring the forms and instructions were visually accessible for those with hearing impairments.

The Tech Team was also responsible for preparation of a website to host and accommodate simultaneous access to the modules for thousands of users. Initially, the Tech Team selected Camtasia's affiliate hosting site, Screencast. After some research, the team decided that the site could not be used due to specific limitations on storage space, bandwidth, and file format. Specifically, Screencast was limited to basic caption editing and Americans with Disabilities Act Compliance in the "h.264" and ".webm" file formats. These limitations would have prevented multiple people from viewing the content concurrently. The number of views assigned to the SCDE account would also have been extremely limited. To alleviate this limitation, the Tech Team, SCDE Chief Information Officer, Don Cantrell, and the web master, Peter Cargill, discussed viable hosting alternatives. A YouTube channel was chosen to host the module videos because there were no limitations for total or concurrent views and YouTube had the added benefit of being 508-compliant.

The Tech Team created multiple pages specific to each of the modules on the SCDE website. These pages included information on the Joint Resolution, instructions for accessing the modules, each individual module in the series, surveys, and additional resources. After the web pages were live for viewing, and school district personnel were informed the training could be completed, the Tech Team provided extensive troubleshooting and technical assistance to ensure those who attempted to take advantage of this learning opportunity were able to access the modules, take the accompanying surveys, and find the additional resources. Over the course of two weeks, four Tech Team members each spent an average of fifty percent of their work day, or 150 staff hours supporting online learners and troubleshooting with computers, technology, and other problems.

Marketing and Information Dissemination

During March and April 2016, SCDE staff began informing LEA leadership about the required training at various events, including SCASA meetings and conferences. On June 3, 2016, the SCDE issued a memorandum to LEA Superintendents regarding the required training. That memorandum is online at http://ed.sc.gov/scdoe/assets/File/Required%20Dyslexia%20Training%20Before%20School%20Year%20201617%20(2).pdf.

Once all technical aspects of the modules were completed, the SCDE released an additional memorandum on July 28, 2016, along with specific instructions to be distributed for participants to complete the modules. Those instructions may be found as Appendix B. The July 28, 2016, memorandum may be found at http://ed.sc.gov/scdoe/assets/File/Dyslexia%20Module%20Memo%202.pdf. The SCDE also issued a press release on August 1, 2016. The full copy of the press release may be found at http://ed.sc.gov/newsroom/news-releases/reading-disorder-trainings-provided-to-educators/.

Finally, the SCDE developed and launched web-based information and resources dedicated solely to dyslexia and other reading disorders. These webpages also contain the training modules. The webpages may be accessed from the main dyslexia page (linked on the SCDE's main webpage) at http://ed.sc.gov/districts-schools/special-education-services/additional-information-and-assistance/dyslexia-and-other-reading-disorders/.

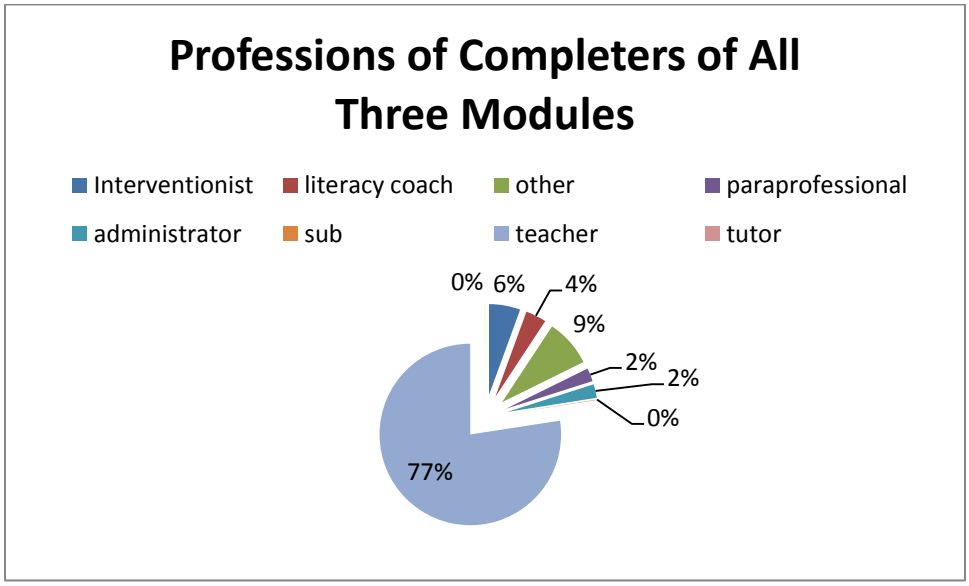
Results

Demographics of Participants Statewide

As previously discussed, the SCDE informed the districts of the time frame in which modules would be available for completion and the expectation that all reading and literacy teachers of grades kindergarten through third grade and all reading and literacy coaches complete this training. From July 28, 2016, through August 15, 2016, there was almost a forty percent excess of the target population who completed all three modules. Reading and literacy coaches and teachers kindergarten through third grade in the general education classrooms and special education classrooms participated in this training in addition to reading and literacy coaches. During the approximately two week training period, 14,634 or 137 percent of the target audience completed all three modules. There were 16,421 total completers of all three modules during this time. In fact, some district administrators made unilateral decisions that all faculty in their respective elementary schools would complete the required training.

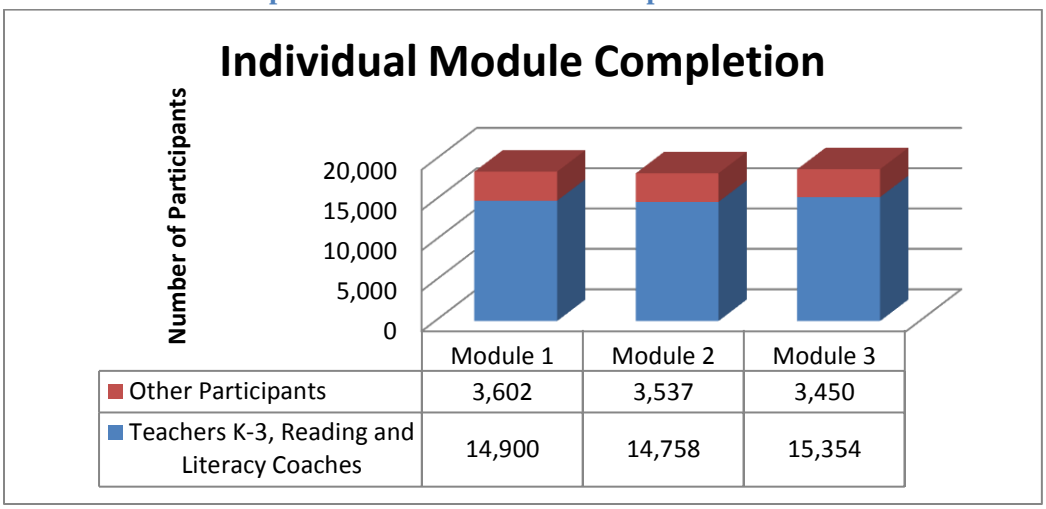
The approximately 1,700 participants who were not reading and literacy coaches or kindergarten through third grade teachers, do serve and work with children as teachers of different grades, administrators, paraprofessionals, substitute teachers, and other similar professions. While an excess of one hundred percent of the target population completed the modules during the expected timeline, district leaders will be informed that modules will remain available as a resource for educators. New teachers hired after the data collection and training window are still expected to take advantage of this professional learning opportunity. Appendix E reports the number of participants who completed all three modules from each LEA.

Chart 1: Total Participants Individual Module Completion



While there were 16,421 total participants who completed all three modules and surveys of learning, there were approximately 18,000 who completed individual components of the three module series. There were approximately 3,000 participants who were not required to complete these modules. Over half of these participants not required by the Joint Resolution completed all three modules.

Chart 2: Total Participants Individual Module Completion



	Module 1	Module 2	Module 3
Other Participants	3,602	3,537	3,450
Teachers K-3, Reading and Literacy Coaches	14,900	14,758	15,354

Methodology of Calculating Number and Percentage of Completers:

The SCDE used a Microsoft Excel function to count required participants who completed each module and online survey of learning. These data were cleaned to avoid erroneously inflating the number of participants who completed a survey multiple times. This means that a participant who did not correctly answer each question, and completed the survey of learning multiple times

in an effort to earn a perfect score, is represented only once in the number of participants. After the data were cleaned, the unduplicated number of completers of each module was compared to identify participants who completed the entire series of online modules. To verify this count was unduplicated, the count was verified using the SAS Enterprise Guide. These data were then sorted and counted to report the number of participants in the target populations as specified by the Joint Resolution and other categories of participants.

To determine the percentage of completers in the target population as required by the Joint Resolution, the following formula was used: $\frac{x}{100} = \frac{count}{total}$. In this formula, count represents the unduplicated number of completers of all three modules who reported their role is reading teacher or literacy coach on the survey of learning (generated as described above), and the total is the total number of kindergarten through third grade teachers, and reading and literacy coaches in South Carolina. The total was reported by literacy coaches via a survey and was reported to be 10,654 (9,985 K–3 teachers + 669 reading and literacy coaches). This number was verified using the most recently available payroll data in the state student information system, PowerSchool, for teachers in the general education classroom for grades kindergarten through third grade and the count of reading and literacy coaches added to it (10,366 K–3 teachers + 669 reading and literacy coaches = 11,036). Because payroll data do not reflect the grade level of the payee, estimates were made using ratios of class size estimates for each grade level. The difference between these total values is 382, which can safely be attributed to rounding error and the survey collection total of 10,654 as submitted by literacy coaches was deemed trustworthy. Alternative mechanisms for determining a total of the target population would introduce egregious error to the percentage. For example, examining the number of certifications for kindergarten through third grade teachers would report far more potential participants than those working in schools currently, thereby artificially inflating the total and misrepresenting the percentage. Regardless of whether the total is 10,654 or 11,036, over 14,000 self-reported teachers and coaches completed each module.

Mastery of Material:

In an effort to collect data on the information participants learned through completion of these modules, a three-question survey of learning or quiz was developed. Because these surveys were brief, one incorrect response would drop a score from 100 percent to 67 percent. Between 96 percent and 87 percent of required participants identified by the Joint Resolution scored 100 percent on each module. Specific reports on modules can be seen in charts 3 through 5 and additional information about surveys of learning can be found in Appendix C.

Chart 3 Module 1: ***Dyslexia: What is it and what do we know about it?***

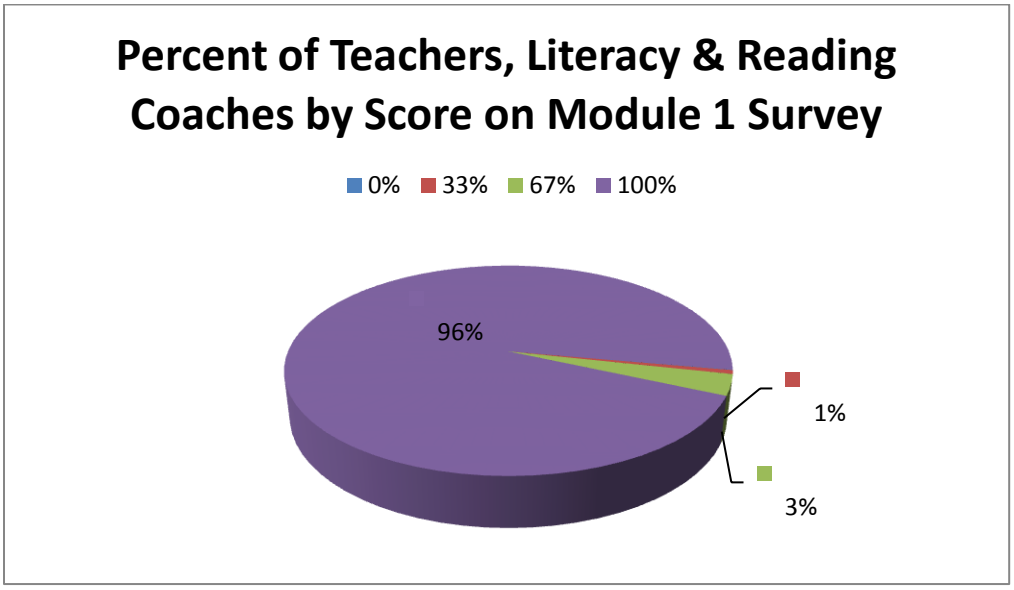


Chart 4 Module 2: ***How do we screen for dyslexia and other reading disorders?***

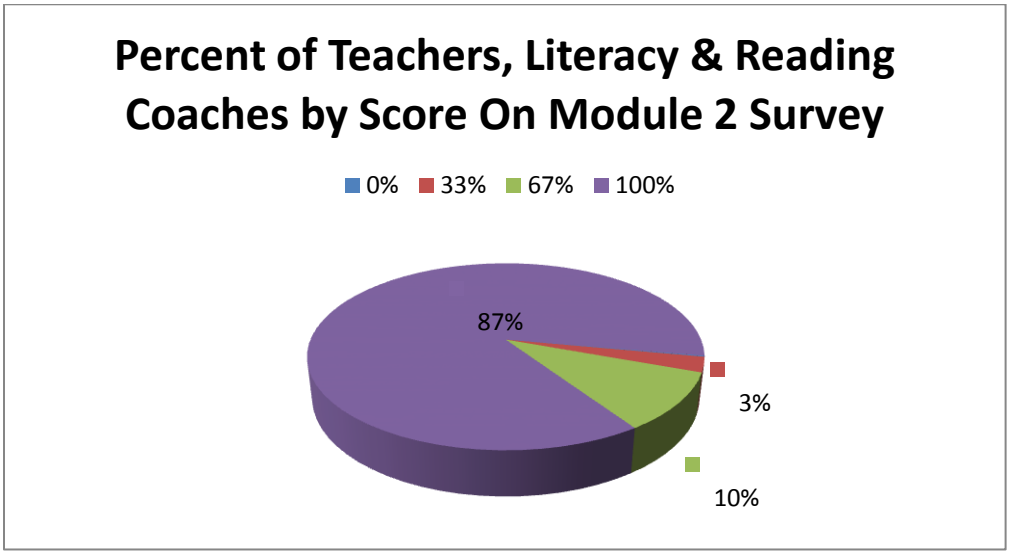
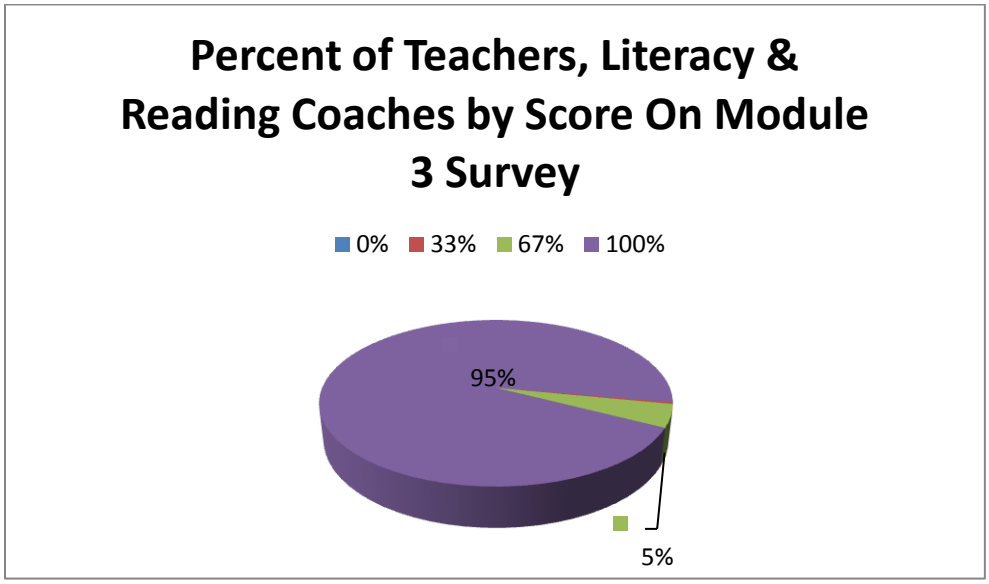


Chart 5 Module 3: ***Evidence-Based Instruction for Students with Dyslexia***



Participant Evaluation of Learning Modules:

To demonstrate the SCDE's intention to support learning of those who serve young children in schools, an evaluation of the module completion process was developed to inform future efforts. The results of this evaluation indicate that:

- Roughly 96 percent believe these modules improved their knowledge of dyslexia, screening, and evidence-based instruction for students with dyslexia;
- Over 90 percent found these modules and the process of completing them conducive to their learning; and
- Roughly 94 percent reported that the training will be useful in their work.

For detailed evaluation information, please see Appendix D.

Next Steps

The SCDE, OSES is currently implementing the State Systemic Improvement Plan (SSIP), a federally-mandated and comprehensive six-year plan developed to improve results for children with disabilities. The goal of the SSIP is to increase the capacity of LEAs programming and services to implement and sustain evidence-based practices that can produce improved outcomes for children with disabilities. Currently, the OSES is working with ten participating LEAs to implement plans to increase the percentage of students who are deemed proficient or higher on the statewide reading accountability assessment, which is South Carolina's State Identified Measureable Result of the SSIP. The SCDE will continue to support educators in screening and best practices when working with students with dyslexia as integral to this work.

The OELL's Read to Succeed Team is utilizing the dyslexia modules as additional resources to assist teachers in providing instruction for all students not reading at grade-level proficiency, including students who may be diagnosed with dyslexia and other reading disorders. The Read to Succeed literacy specialists will use information from the modules for further discussion with school-based literacy coaches regarding evidence-based instructional strategies for all struggling readers. In addition, all elementary schools are expected to have a multi-tiered system for reading interventions in place for students not reading at grade-level proficiency. Resources such as *Dyslexia Module 3: Evidence-Based Instruction for Students with Dyslexia* will assist administrators, teachers, reading coaches, and others in making decisions regarding evidence-based interventions based on data and student needs.

As the SCDE and committed partners continue to support educators in recognizing, screening, and using best practices with students who have dyslexia and related reading disorders, the team of experts and stakeholders will be expanded. Additional work in this area will be completed with contributions from the existing workgroup as well as perspectives from parents, subject matter experts from other colleges and universities, and other constituents as needed. The positive feedback from participants has prompted development of additional modules to address screening, progress monitoring, and "the 5 big ideas" of beginning reading. Additionally, the SCDE is considering development of additional resources to support teachers such as "tip sheets" and resources to be housed on the SCDE website, and a Pinterest page of evidence-based interventions and strategies when working with students who have dyslexia and other reading disorders. The Joint Resolution and SCDE's state and federal work related to reading has laid the groundwork for collaboration among reading experts and practitioners in the field to work together and leverage individual efforts into collaborative impact for children with dyslexia and other reading disorders.

Appendix A

A JOINT RESOLUTION

TO REQUIRE THAT BEFORE THE 2016-2017 SCHOOL YEAR, THE STATE DEPARTMENT OF EDUCATION SHALL PROVIDE ALL READING/LITERACY COACHES AND LITERACY TEACHERS WITH TRAINING ON DYSLEXIA, INCLUDING EVIDENCE-BASED DYSLEXIA SCREENING, INSTRUCTIONAL METHODS, AND INTERVENTIONS; AND TO IMPOSE RELATED REPORTING REQUIREMENTS ON THE DEPARTMENT.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Before the beginning of the 2016-2017 school year, the State Department of Education shall provide training to all literacy coaches and literacy teachers in kindergarten through grade three on:

(1) dyslexia and related reading disorders and their prevalence, using the internationally accepted definition from the International Dyslexia Association;

(2) the use of evidence-based screening tools for dyslexia and other reading disorders that are age-appropriate and evaluate, as appropriate, the following skills:

(a) phonological and phonemic awareness;

(b) sound symbol recognitions;

(c) alphabet knowledge;

(d) decoding and encoding skills; and

(e) rapid naming skills; and

(3) evidence-based, multi-sensory, instructional methods and interventions designed specifically for students with dyslexia and other reading disorders.

SECTION 2. Before October 1, 2016, the State Department of Education shall provide the Senate Education Committee and the House Education and Public Works Committee a report:

(1) describing the specific training used by the department to satisfy the requirements of this joint resolution; and

(2) stating the number and percentage of literacy coaches in kindergarten through grade three and the number and percentage of literacy teachers in kindergarten through grade three who successfully completed the training.

SECTION 3. This joint resolution takes effect upon approval by the Governor.

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Appendix B

Instructions for Completing Dyslexia Training Modules
South Carolina Department of Education (www.ed.sc.gov)

Thank you in advance for completing the required Dyslexia Training Modules. As you know, the South Carolina Department of Education (SCDE) is required to provide this training to all K–3 grade literacy coaches, interventionists, and teachers before the start of the 2016–17 school year. Please use the following instructions to complete the three (3) dyslexia modules, along with a survey regarding each module. Please note, it is imperative that you complete a survey for each module, as the SCDE will use this information to determine completers to be included in a report to the South Carolina General Assembly. Finally, please note that you will need a computer with internet access to complete these modules.

1. Go to www.ed.sc.gov and select "Dyslexia Resources" from the main page; or go to https://ed.sc.gov/districts-schools/special-education-services/additional-information-and-assistance/dyslexia-and-other-reading-disorders/(Main Dyslexia page).

2. Read the information provided, and when ready, click on Module 1. You will be directed to a separate webpage with an embedded video, survey link, and additional resources. a. Complete Module 1 by clicking on the embedded link.

After the module ends, complete Module 1 survey linked below the video, and be sure you complete all items on this survey.

As time permits, review the resources associated with Module 1.

3. From the main Dyslexia page (referenced above), click on Module 2. You will be directed to a separate webpage with an embedded video, survey link, and additional resources. a. Complete Module 2 by clicking on the embedded link.

After the module ends, complete Module 2 survey linked below the video, and be sure you complete all items on this survey.

As time permits, review the additional resources associated with Module 2.

4. From the main Dyslexia page (referenced above), click on Module 3. You will be directed to a separate webpage with an embedded video, survey link, and additional resources. a. Complete Module 3 by clicking on the embedded link.

After the module ends, complete Module 3 survey linked below the video, and be sure you complete all items on this survey.

As time permits, review the additional resources associated with Module 3.

If you have any questions regarding these modules, please contact the SCDE, Office of Special Education Services, at 803-734-8224.

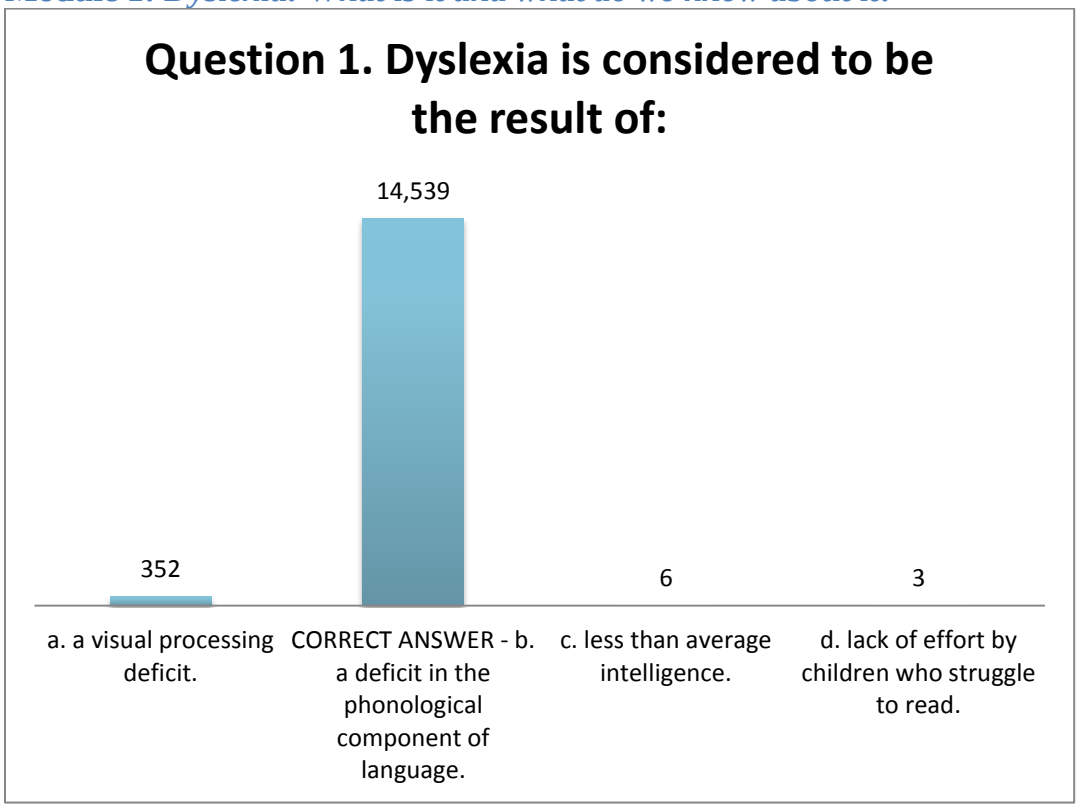
Thank you for your time in completing these short modules brought to you by the collaboration with Clemson University, the University of South Carolina, Camperdown Academy, Aiken Learning Lab, Tutor Eau Claire, the South Carolina Branch of the International Dyslexia Association, the South Carolina Association of School Psychologists, and the South Carolina Council of Administrators of Special Education.

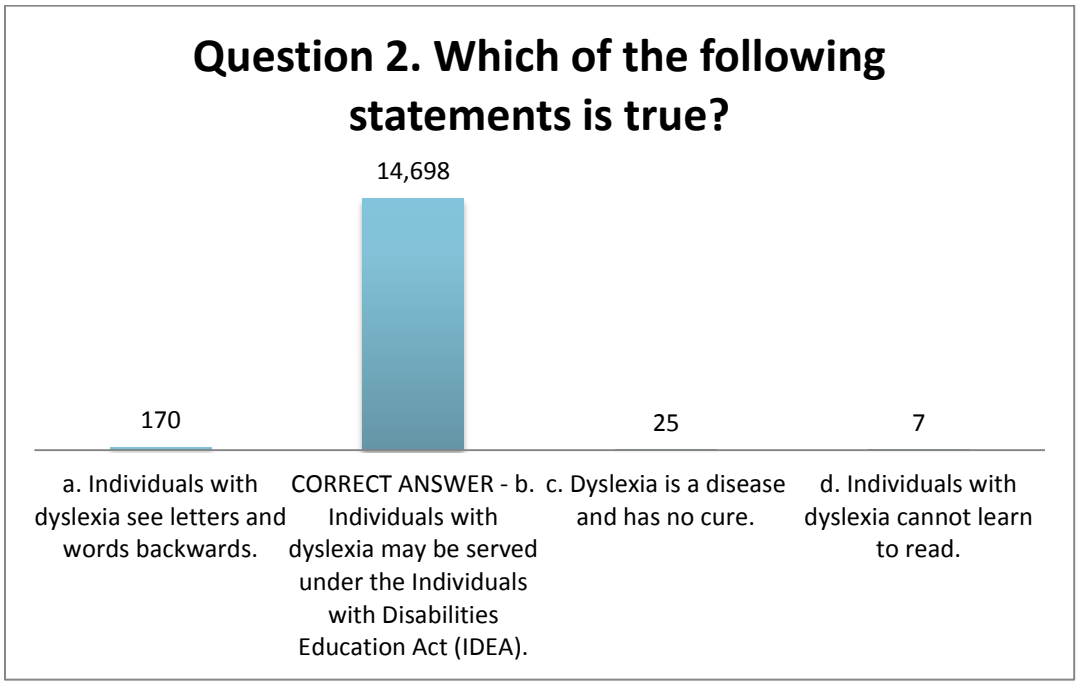
Appendix C

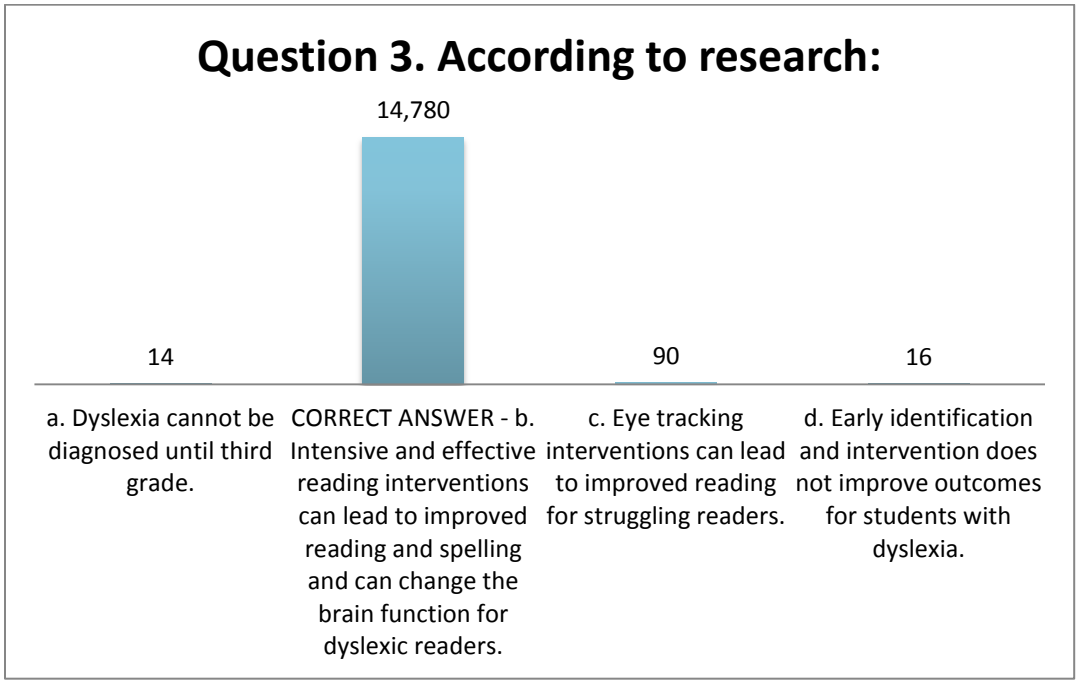
Surveys of Learning:

In the graphs below, detailed information about the target population (kindergarten through third grade teachers, reading and literacy coaches) of participants' answers on each question on each survey of learning can be reviewed.

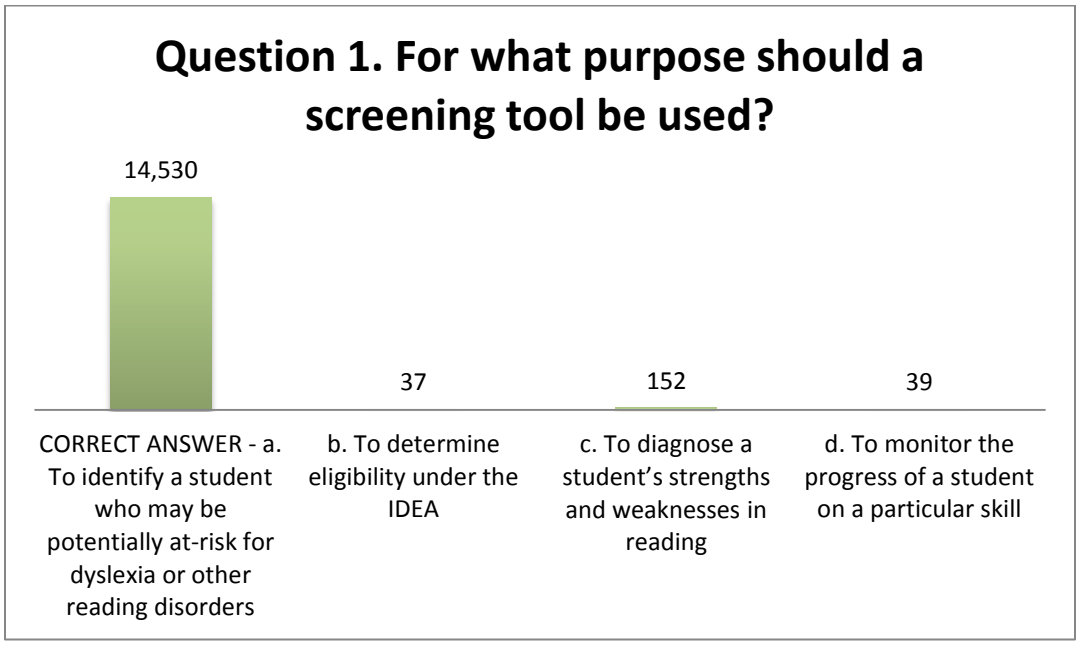
Module 1: *Dyslexia: What is it and what do we know about it?*

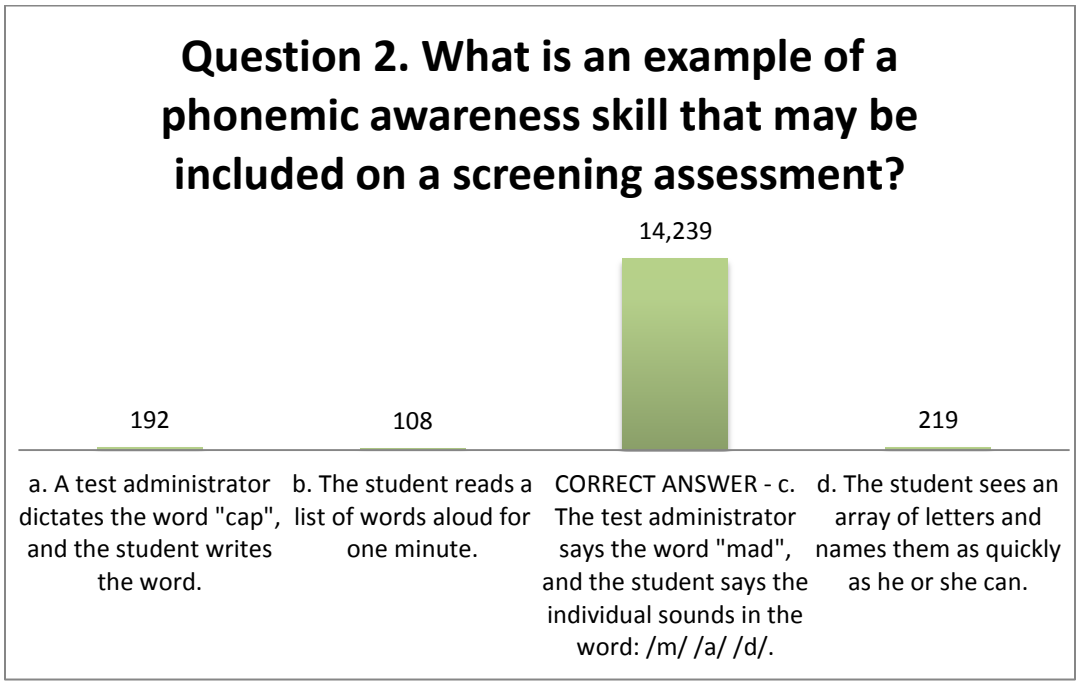


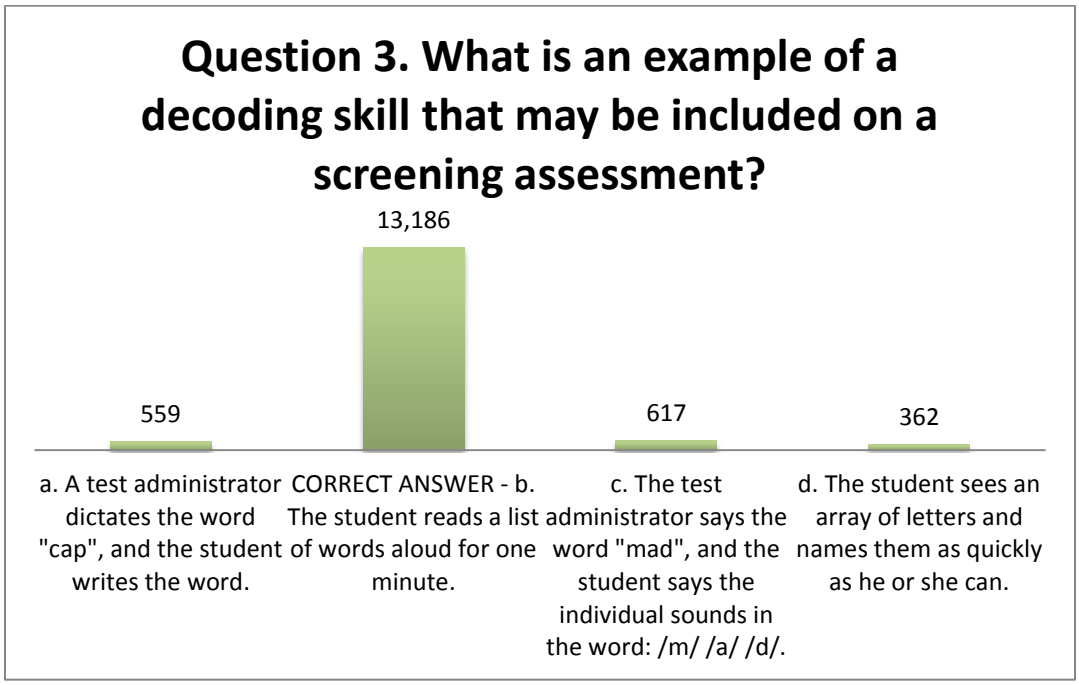

Question 2. Which of the following statements is true?
14,698
170
25
7
a. Individuals with dyslexia see letters and words backwards.
CORRECT ANSWER - b. Individuals with dyslexia may be served under the Individuals with Disabilities Education Act (IDEA).
c. Dyslexia is a disease and has no cure.
d. Individuals with dyslexia cannot learn to read.


Question 3. According to research:
14,780
14
90
16
a. Dyslexia cannot be diagnosed until third grade.
CORRECT ANSWER - b. Intensive and effective reading interventions can lead to improved reading and spelling and can change the brain function for dyslexic readers.
c. Eye tracking interventions can lead to improved reading for struggling readers.
d. Early identification and intervention does not improve outcomes for students with dyslexia.

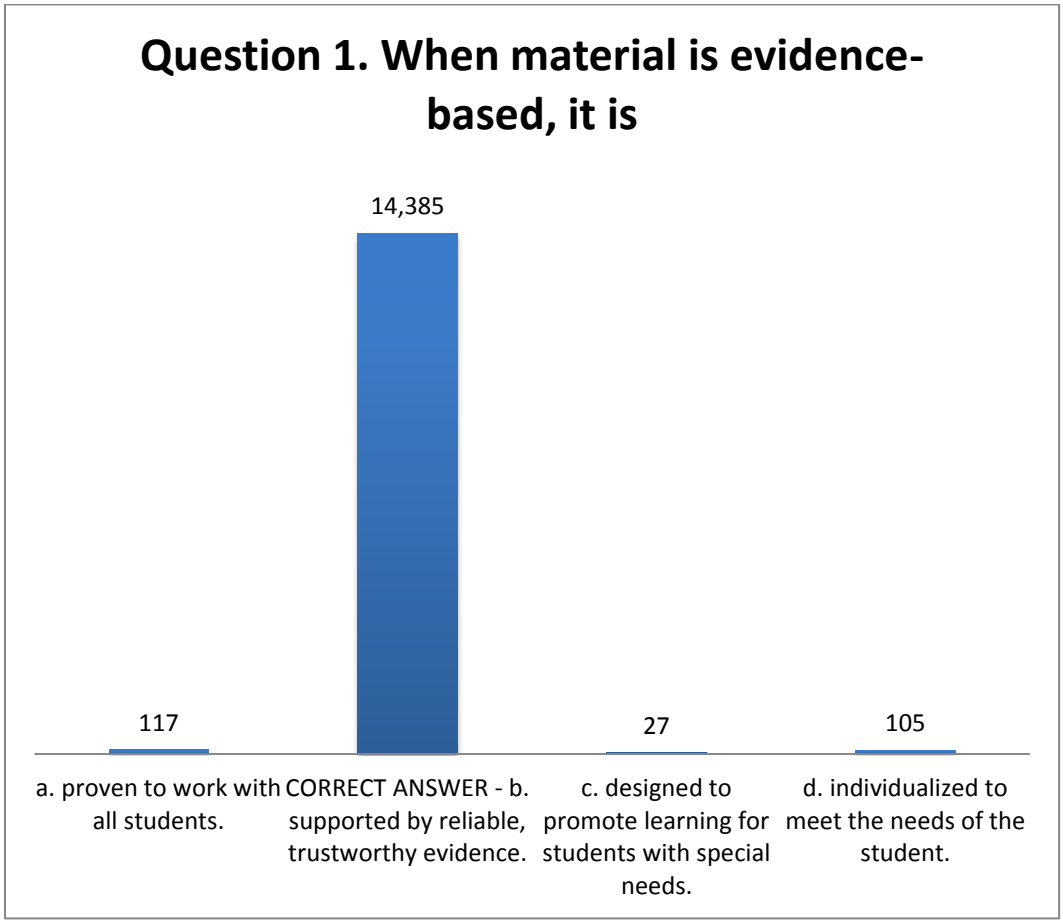
Module 2: How do we screen for dyslexia and other reading disorders?

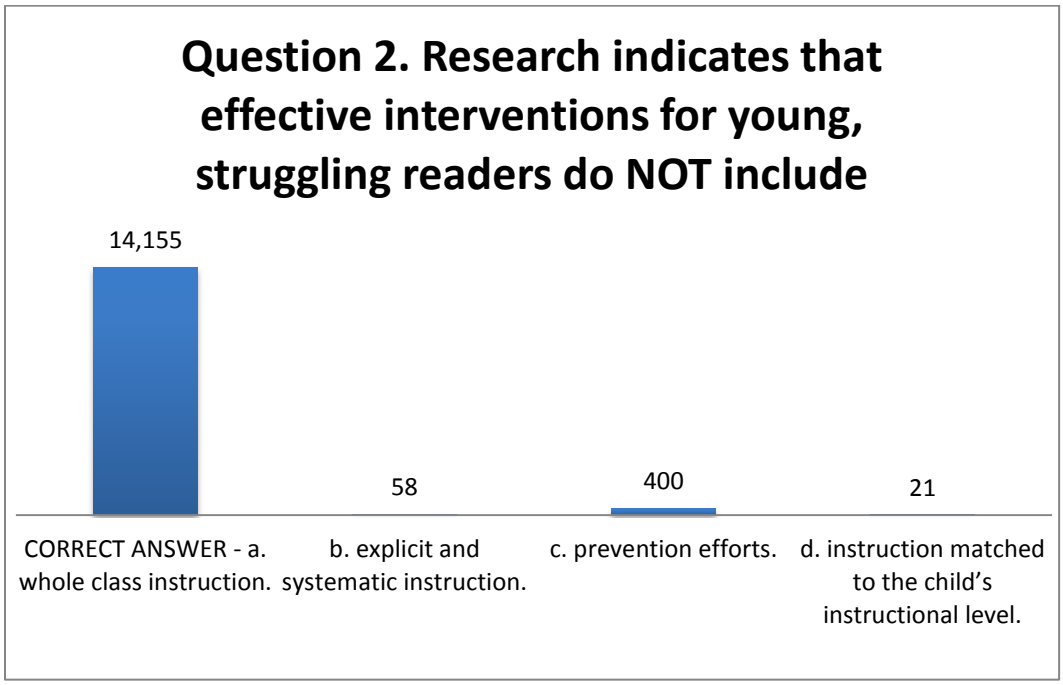


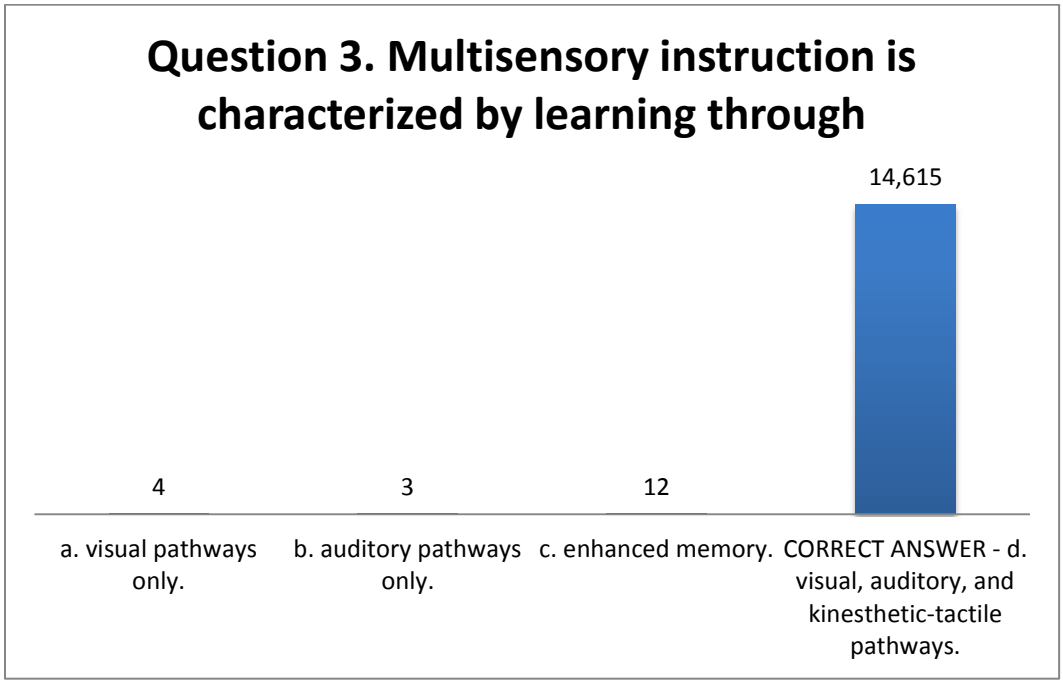




Module 3: Evidence-Based Instruction for Students with Dyslexia




Question 2. Research indicates that effective interventions for young, struggling readers do NOT include
14,155
58
400
21
CORRECT ANSWER - a. whole class instruction.
b. explicit and systematic instruction.
c. prevention efforts.
d. instruction matched to the child's instructional level.

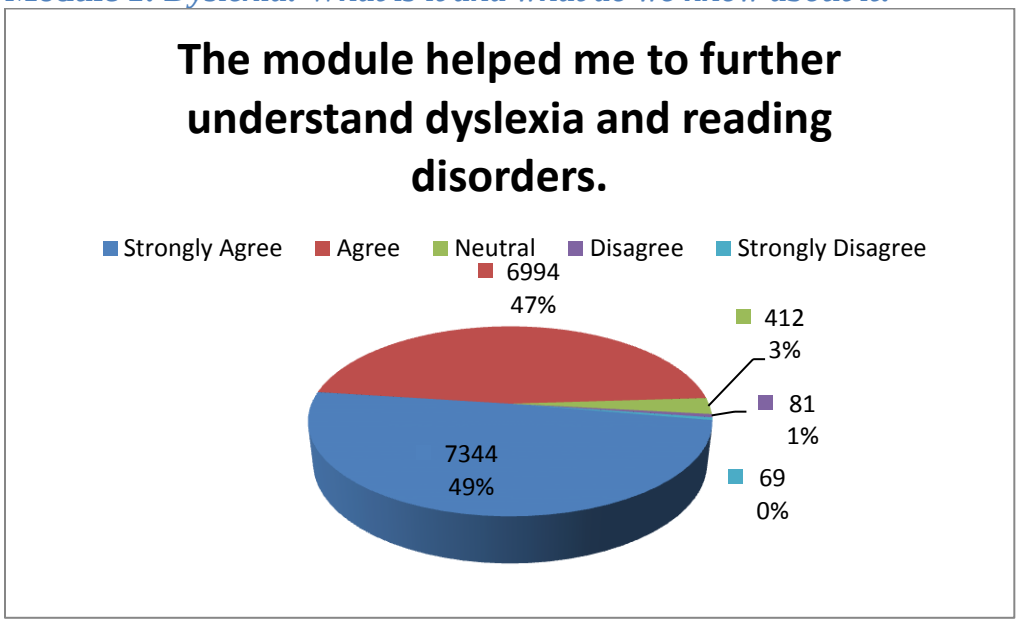

Question 3. Multisensory instruction is characterized by learning through
4
3
12
14,615
a. visual pathways only.
b. auditory pathways only.
c. enhanced memory.
CORRECT ANSWER - d. visual, auditory, and kinesthetic-tactile pathways.

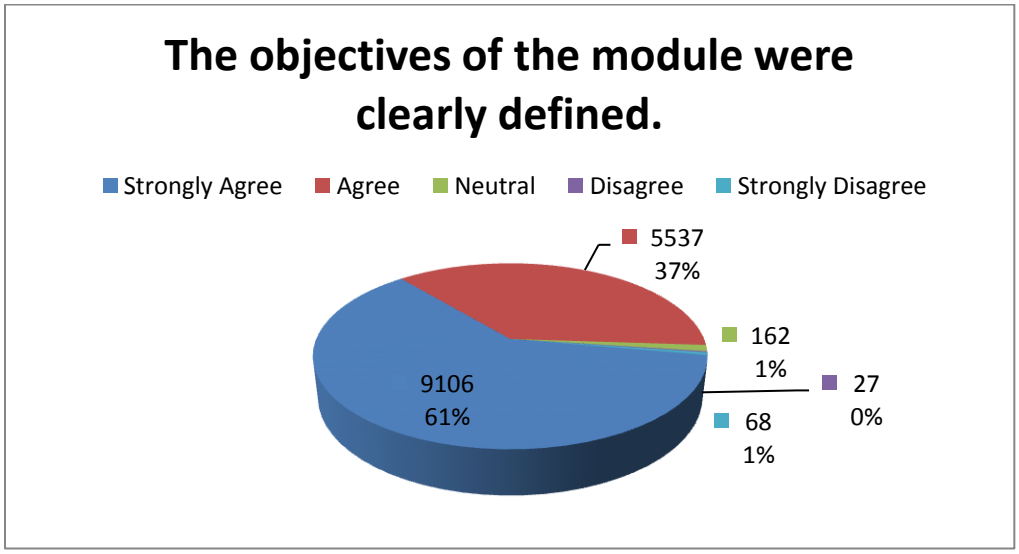
Appendix D

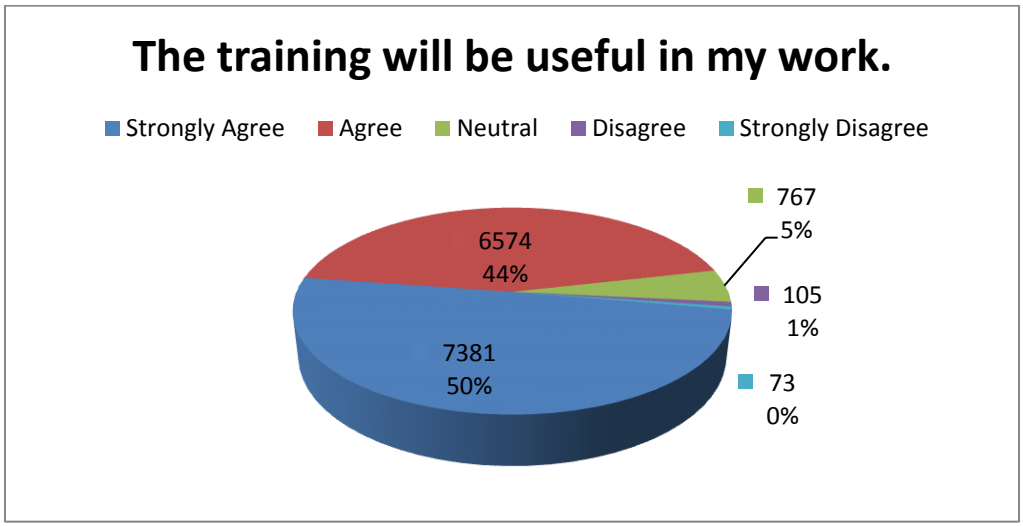
Evaluation of Modules:

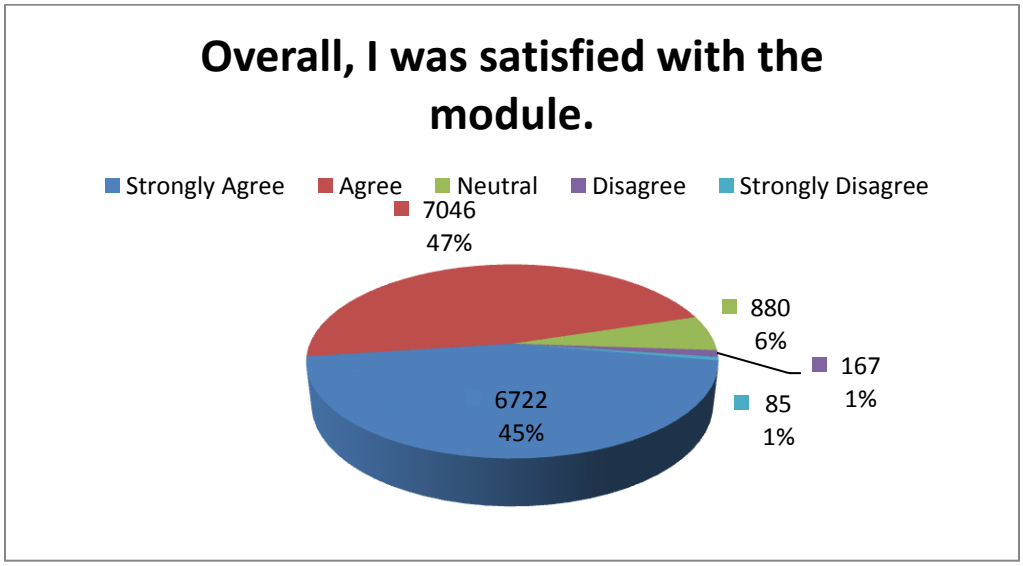
In the graphs below, detailed information from the target population of participants' (K–3 teachers, reading and literacy coaches) satisfaction of modules and process for completing them can be reviewed.

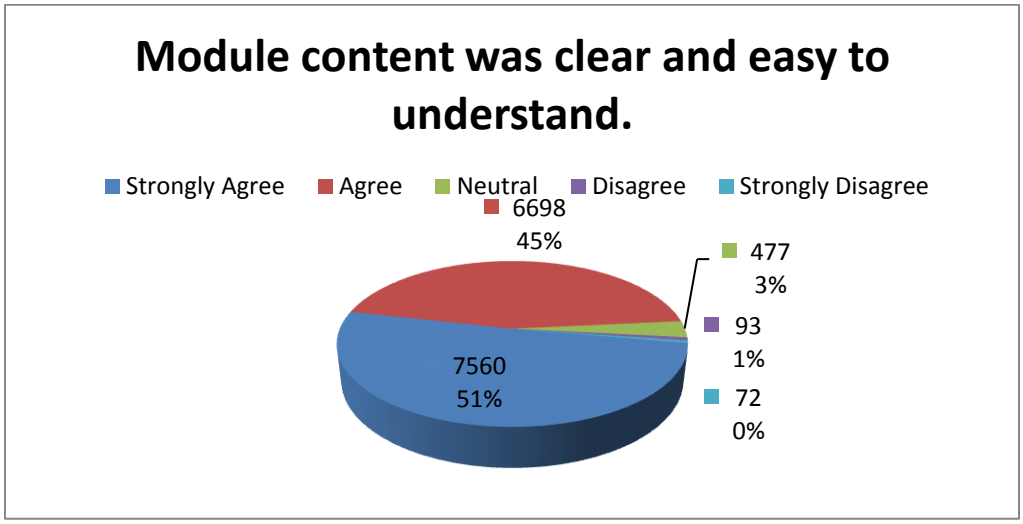
Module 1: *Dyslexia: What is it and what do we know about it?*

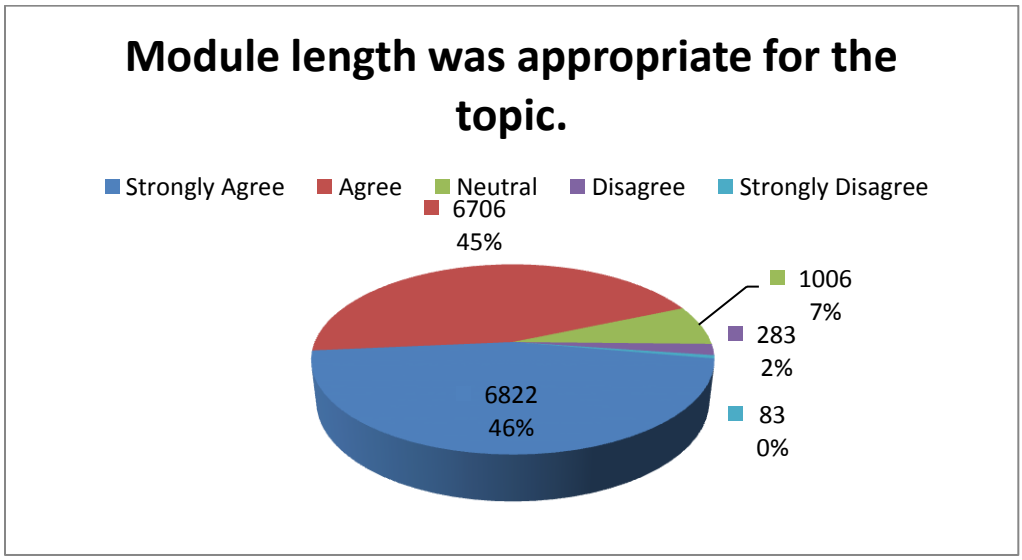


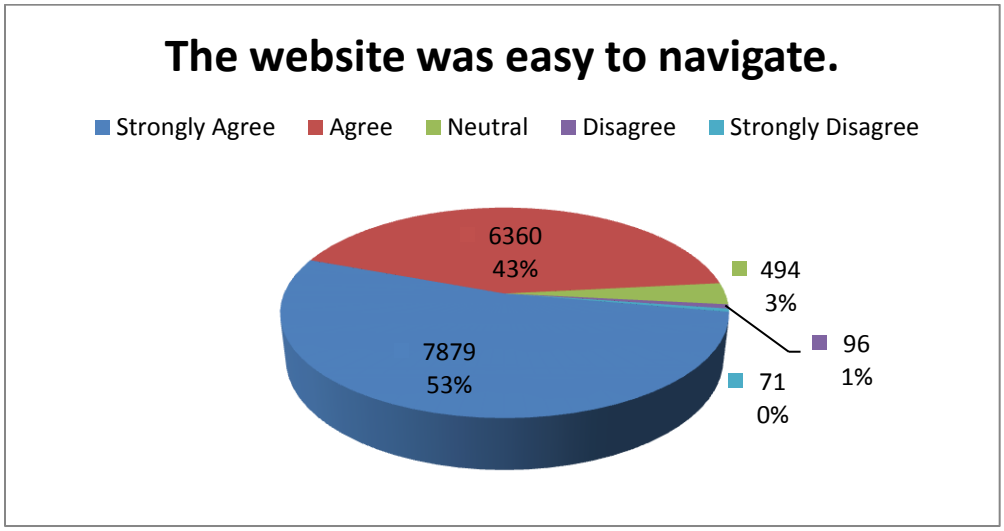


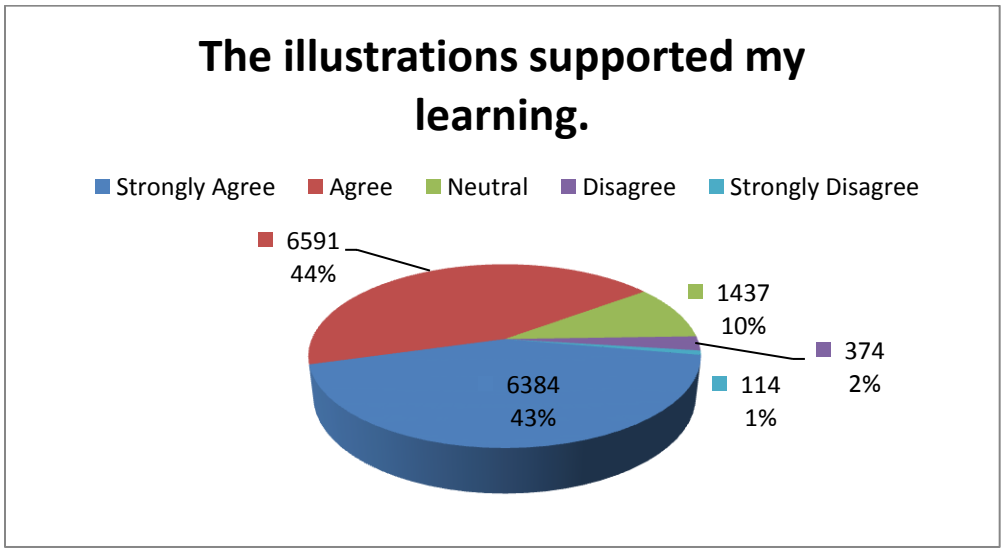

The training will be useful in my work.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6574
44%
767
5%
105
1%
7381
50%
73
0%


Overall, I was satisfied with the module.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
7046
47%
880
6%
167
1%
6722
45%
85
1%

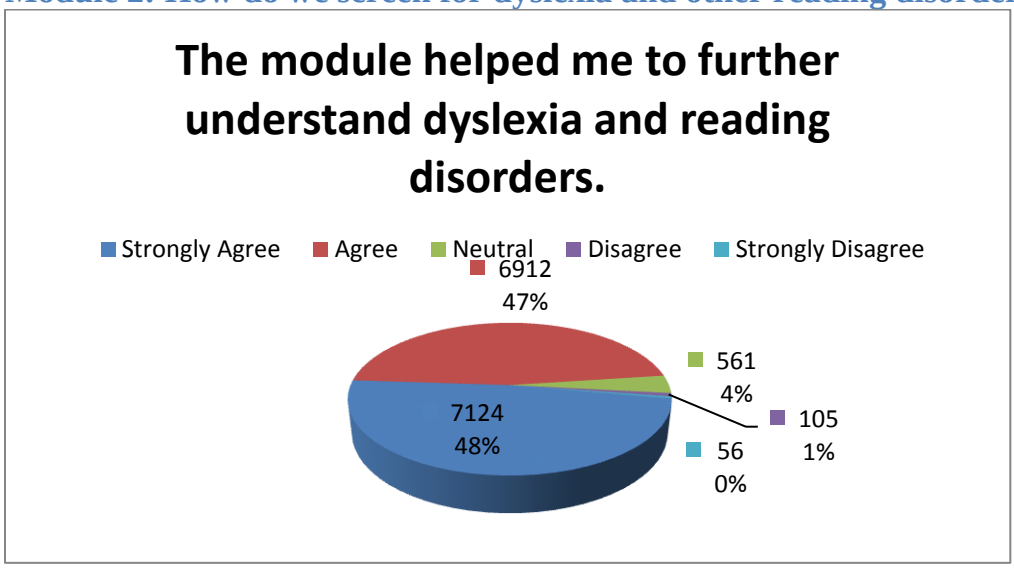

Module content was clear and easy to understand.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6698
45%
477
3%
93
1%
7560
51%
72
0%

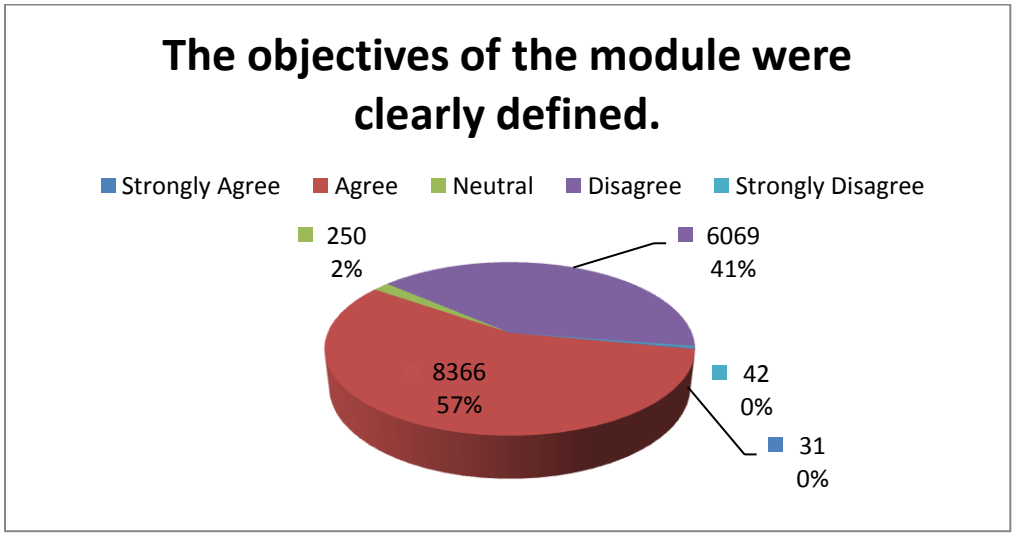

Module length was appropriate for the topic.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6706
45%
1006
7%
283
2%
83
0%
6822
46%

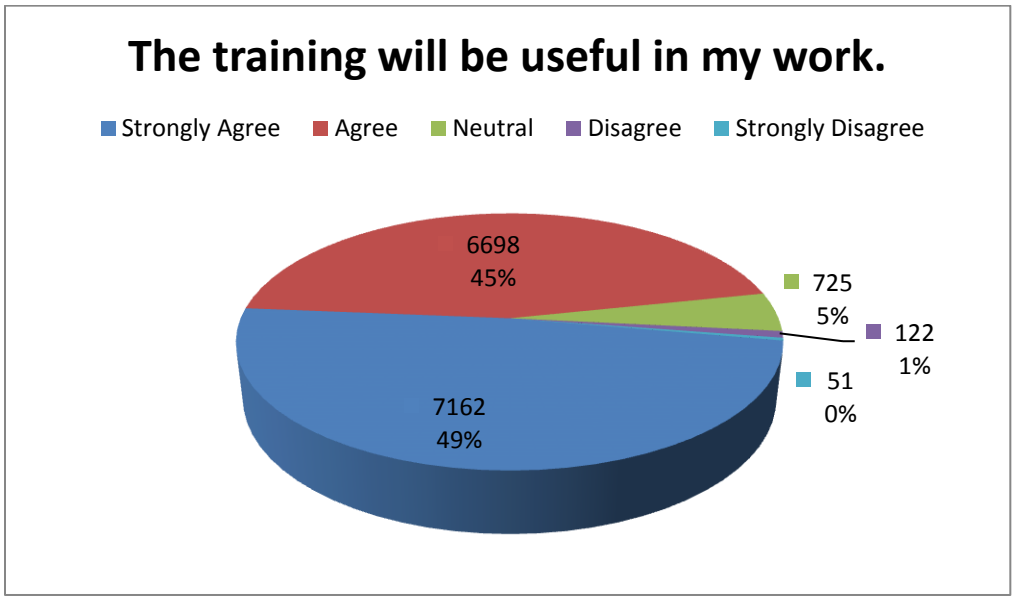

The website was easy to navigate.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6360
43%
494
3%
96
1%
71
0%
7879
53%

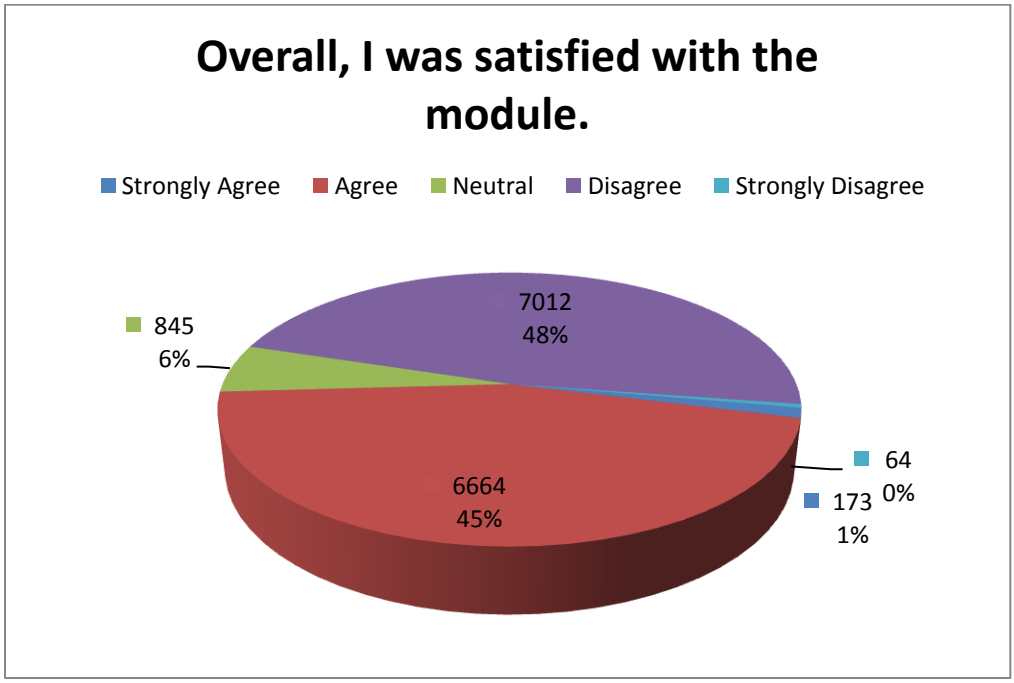

The illustrations supported my learning.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6591
44%
1437
10%
374
2%
114
1%
6384
43%

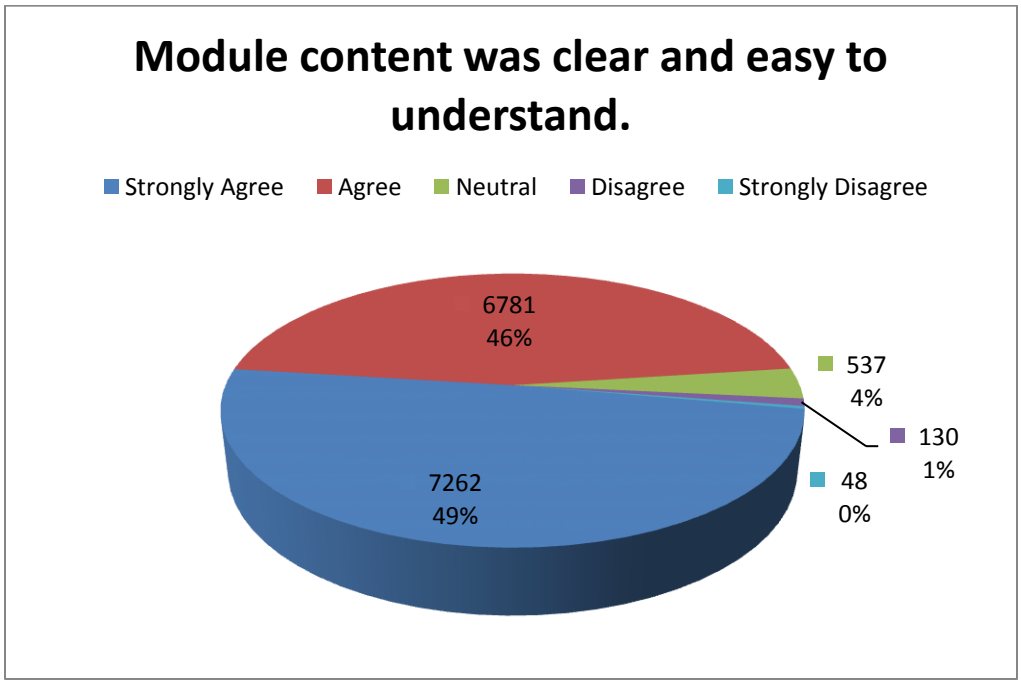
Module 2: How do we screen for dyslexia and other reading disorders?

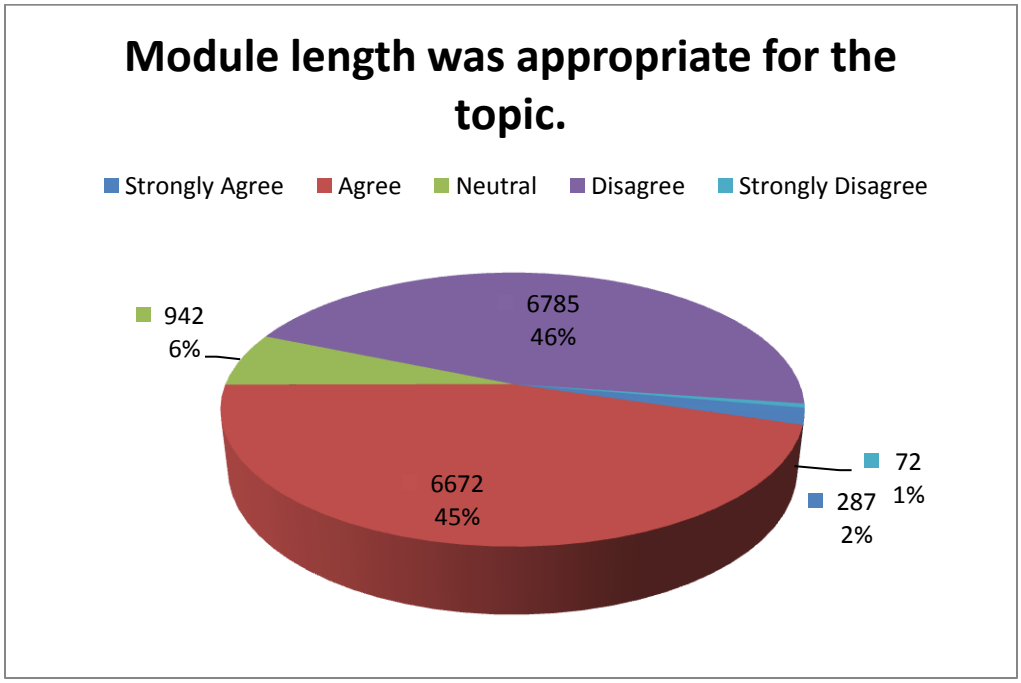


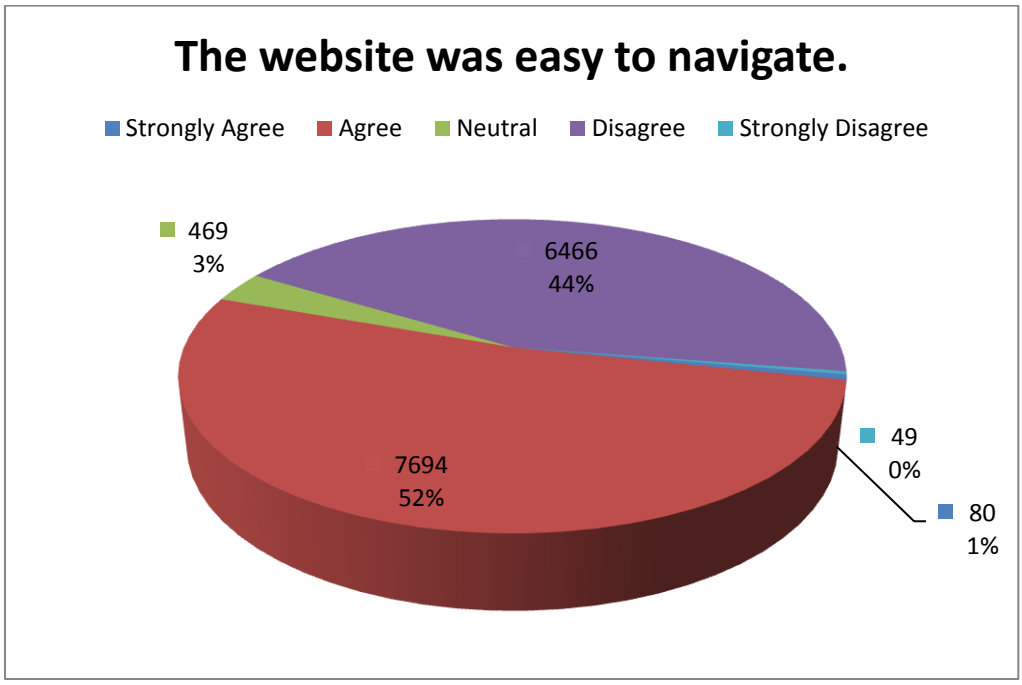



The training will be useful in my work.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6698
45%
725
5%
122
1%
51
0%
7162
49%

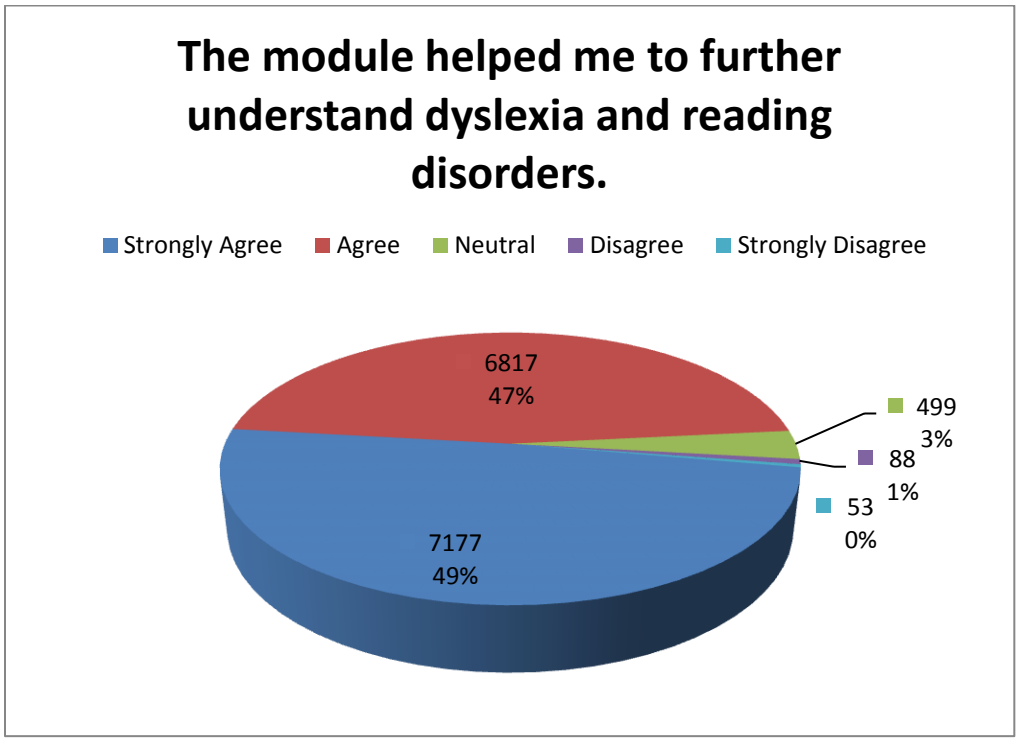

Overall, I was satisfied with the module.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
845
6%
7012
48%
64
0%
173
1%
6664
45%

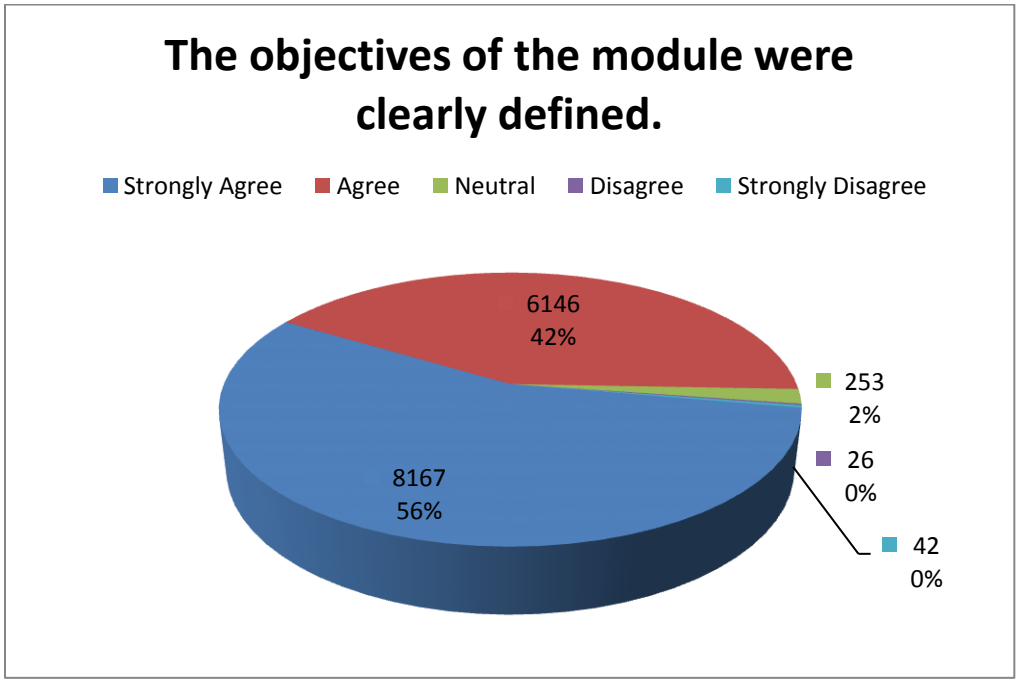

Module content was clear and easy to understand.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6781
46%
537
4%
130
1%
48
0%
7262
49%

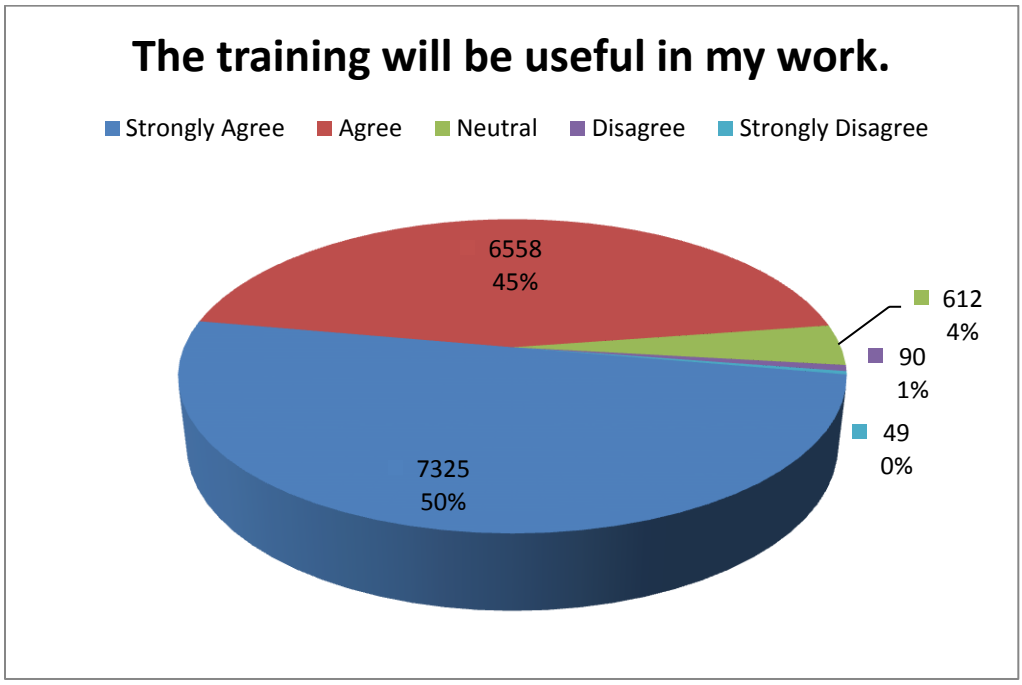

Module length was appropriate for the topic.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
942
6%
6785
46%
72
1%
287
2%
6672
45%

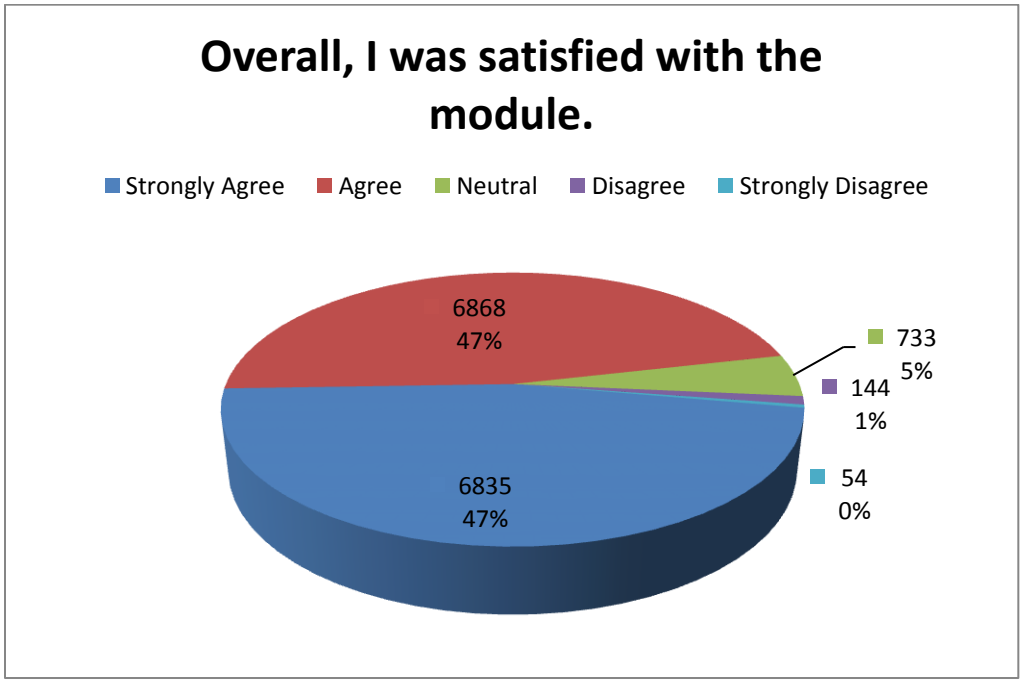

The website was easy to navigate.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
469
3%
6466
44%
7694
52%
49
0%
80
1%

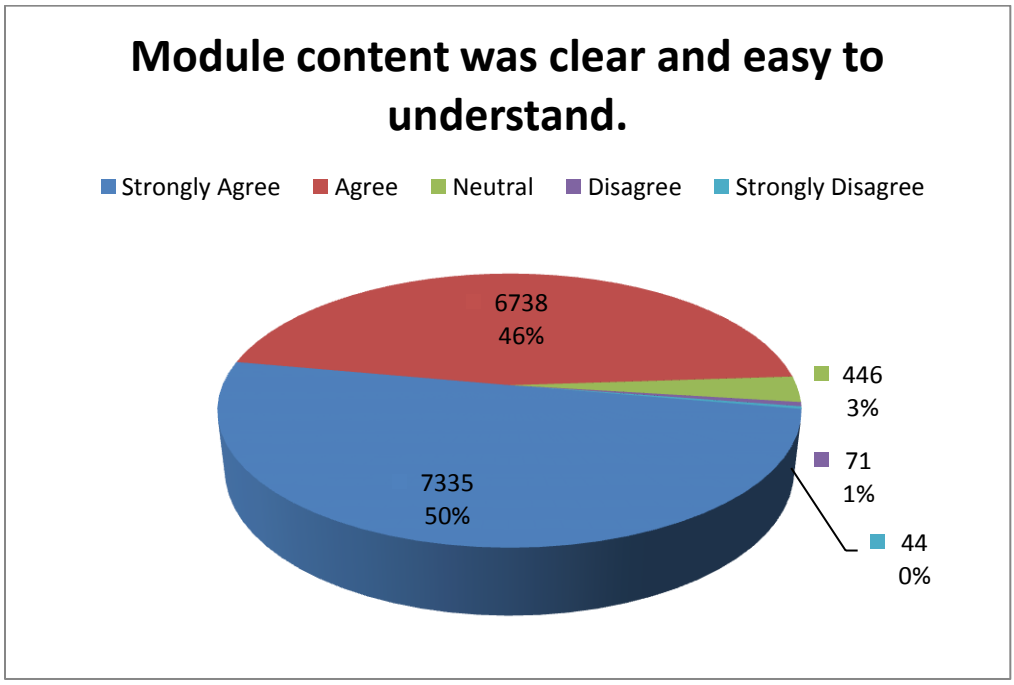
Module 3: Evidence-Based Instruction for Students with Dyslexia

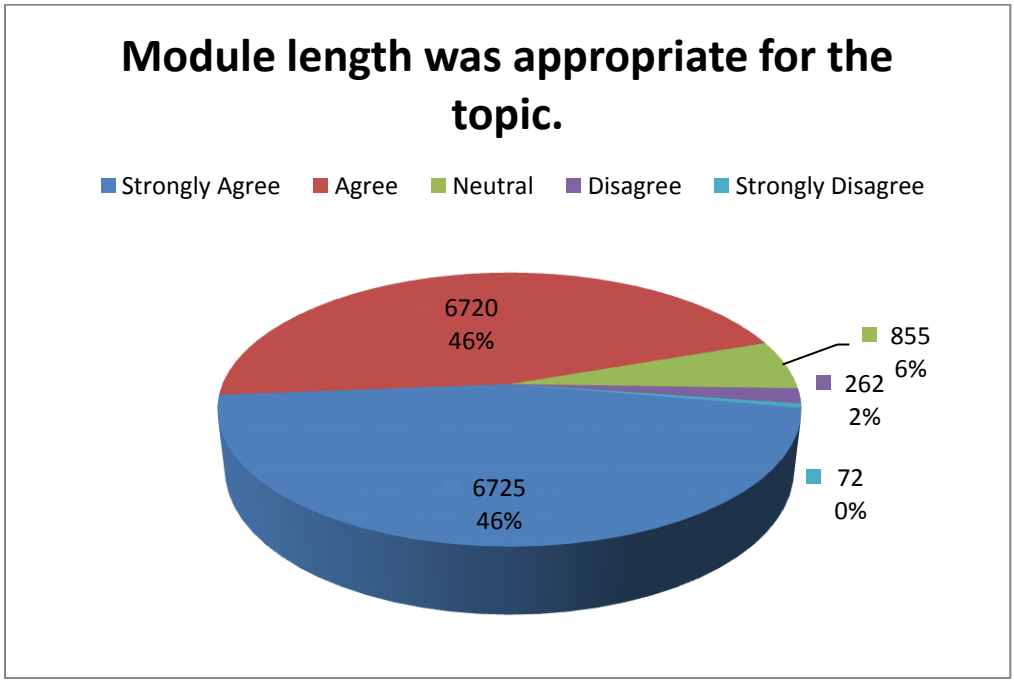


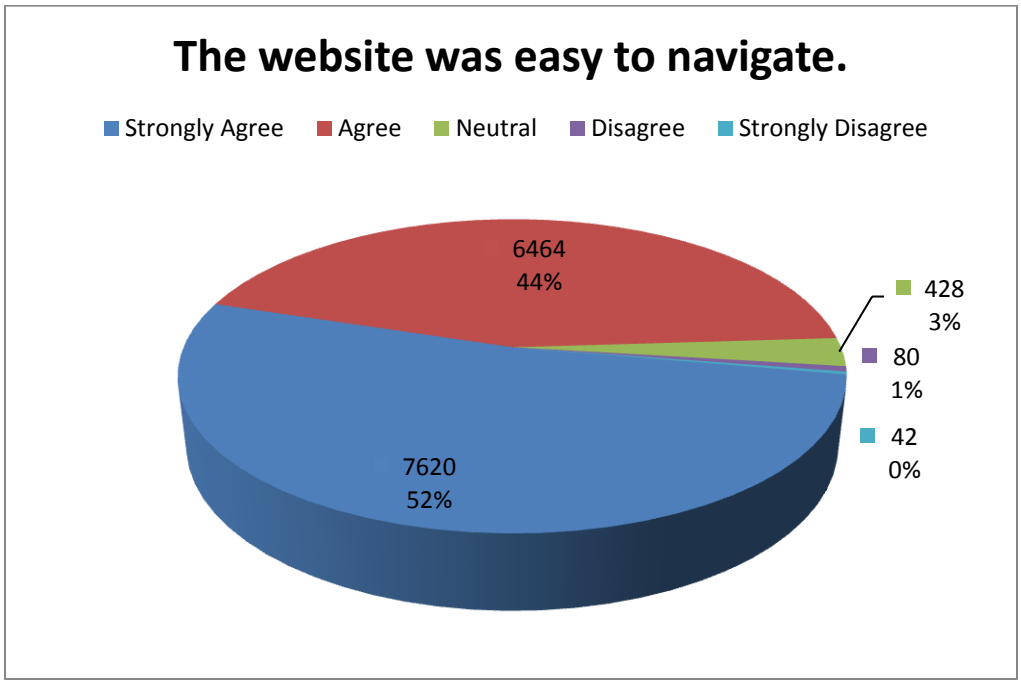


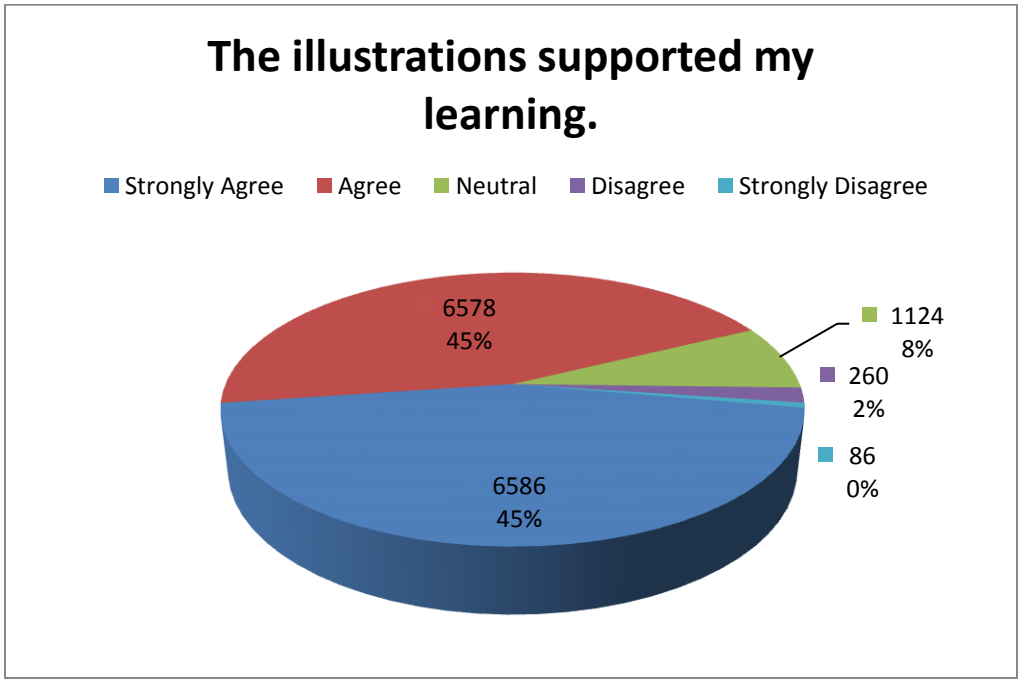

The training will be useful in my work.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6558
45%
612
4%
90
1%
49
0%
7325
50%


Overall, I was satisfied with the module.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6868
47%
733
5%
144
1%
54
0%
6835
47%


Module content was clear and easy to understand.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6738
46%
446
3%
71
1%
44
0%
7335
50%


Module length was appropriate for the topic.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6720
46%
855
6%
262
2%
72
0%
6725
46%


The website was easy to navigate.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6464
44%
428
3%
80
1%
42
0%
7620
52%


The illustrations supported my learning.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6578
45%
1124
8%
260
2%
86
0%
6586
45%

Appendix E

District Participants

The table below reports the number of participants from each district who participated in the online training.

LEA	Number of Total Completers
Abbeville	88
Aiken	471
Allendale	75
Anderson 1	349
Anderson 2	56
Anderson 3	66
Anderson 4	85
Anderson 5	450
Bamberg 1	36
Bamberg 2	10
Barnwell 19	16
Barnwell 29	15
Barnwell 45	49
Beaufort	574
Berkeley	667
Calhoun	27
Charleston	865
Cherokee	144
Chester	121
Chesterfield	241
Clarendon 1	11
Clarendon 2	62
Clarendon 3	38
Colleton	157
Darlington	210
Dillon 3	47
Dillon 4	99
Dorchester 2	793
Dorchester 4	62
Edgefield	84
Fairfield	66
Florence 1	391

Florence 2	23
Florence 3	58
Florence 4	21
Florence 5	48
Georgetown	286
Greenville	1,607
Greenwood 50	219
Greenwood 51	21
Greenwood 52	32
Hampton 1	78
Hampton 2	13
Horry	893
Jasper	50
John De La Howe	6
Kershaw	158
Lancaster	394
Laurens 55	168
Laurens 56	80
Lee	1
Lexington 1	465
Lexington 2	260
Lexington 3	57
Lexington 4	99
Lexington/Richland 5	365
Marion	129
Marlboro	75
McCormick	23
Newberry	123
Oconee	223
Orangeburg 3	40
Orangeburg 4	87
Orangeburg 5	127
Other	28
Pickens	346
Richland 1	620
Richland 2	511
Saluda	59
SC Charter School District	511
SC Governor's School for the Arts and Humanities	1
SC School for the Deaf and Blind	75

Spartanburg 1	181
Spartanburg 2	207
Spartanburg 3	82
Spartanburg 4	72
Spartanburg 5	251
Spartanburg 6	338
Spartanburg 7	218
Sumter	560
Union	107
Williamsburg	72
York 1	129
York 2 - Clover School District	236
York 3 - Rock Hill School District	427
York 4 - Fort Mill School District	399
TOTALS	18,084