



Dyslexia Training Designee Description, Guidance, and Information

Summary

In 2019, Arizona Revised Statute ([ARS §15-211](#)) was updated to require the identification of at least one K-3 grade teacher as the designated person with additional literacy training on any campus that serves K-3 students. This teacher is responsible for additional approved training in Reading Instruction, Intensifying Instruction and Understanding and Recognizing Dyslexia. The teacher with this rigorous knowledge can then be described as the Dyslexia Training Designee. In addition to identifying the teacher and type of training required, the law also stated July 1, 2021 as the date to have this teacher identified and trained. However, in 2021, there were additional legislative updates to the law, which allowed schools the 2021-2022 school year to identify and train one K-3 teacher as the Dyslexia Training Designee for that campus prior to July 1, 2022.

Dyslexia Training Designee

A Dyslexia Training Designee (DTD) can be any Kindergarten through Third Grade teacher on a given campus. Any campus that serves K-3 students must identify at least one DTD for that campus. While the law calls for at least one K-3 teacher to have the specific training on each campus, it is highly encouraged and recommended that all teachers or as many as possible have the related training. It is also important to note that every campus that serves K-3 students must identify a DTD for their campus. This person must be a teacher of K-3 students who directly serves these students at their assigned campus.

The DTD is required to provide evidence of training in each of the following areas:

- Reading Instruction (I)
- Intensifying Instruction (II)
- Understanding and Recognizing Dyslexia (URD)

Once trained, the DTD will be a resource for colleagues and other educators on the campus for reading instruction, intensifying instruction or intervention strategies and the characteristics of dyslexia. It is important to note that a Dyslexia Training Designee does not diagnose dyslexia in students as that requires specialized training and assessments. The Dyslexia Training Designee will support all educators, in instructional practices and interventions to support all readers, including those that may show characteristics of dyslexia.

Required Training

To support the identification of high-quality and appropriate learning opportunities that meet the criteria of ARS §15-211 and ARS §15-219, the Arizona Department of Education facilitated a Request for Information (RFI) for vendors to submit training and learning opportunities that would meet the criteria of the law for each of the above categories (I, II, and URD). Through that process, several training opportunities were identified as meeting expectations, with opportunities for other vendors to submit annually on April 1, with an updated list published by June 1 of each year.

The chart below represents the learning opportunities that currently meet some or all portions of the requirements of ARS §15-219 based on vendor selected categories for submission. Please note that the DTD is required to show proof of training for each of the categories listed (I, II and URD). The vendor list of learning opportunities shares which category(ies) are met for that learning opportunity. Therefore, if a DTD, participates in a learning opportunity that only meets the URD portion, then they must also participate in additional learning opportunities to meet the requirements for Reading Instruction and Intensifying Instruction as well. Documentation that all three categories have been met will be required with the submission of the school's Move on When Reading Literacy Plan each year.

As a final note, the list of approved trainings may change due to changes in vendor submission. The most updated version can be found on the ADE Dyslexia webpage.

Approved Learning Opportunities (ARS §15-219)

Vendor	Title of Training	I	II	URD	Format	Approx. Length of Training	Training Dates	Maximum Participants	Vendor Contact
AIM Institute for Learning & Research	Pathways to Proficient Reading			X	Online with synchronous sessions	40 hours	Varied start dates based on need	30 participants per cohort	AIM Institute for Learning & Research and AIM Academy consulting@aimpa.org institute.aimpa.org
AIM Institute for Learning & Research	Pathways to Proficient Reading AND Pathways to Structured Literacy	X	X	X	Online with synchronous sessions	25 hours	Varied start dates based on need	30 participants per cohort	AIM Institute for Learning & Research and AIM Academy consulting@aimpa.org institute.aimpa.org
Arizona Department of Education	Understanding and Recognizing Dyslexia Knowledge Block			X	Online, Asynchronous	5 hours	On demand Quarterly: Jan-March, April-June, July-Oct. Sept-Dec. cohorts	Unlimited	Maggie Velazquez Dyslexia and Literacy Intervention Specialist (602) 364-1843 Maggie.velazquez@azed.gov
Ashlock Consulting: All courses together	Reading Expert Certification Series A & B	X	X	X	Online Face to Face Hybrid	Series A: 48 hours plus 12+ hours of homework Series B: 48 hours plus 12+ hours of homework	On demand	Online: n/a Face to Face: 40	Ashlock Consulting, Inc. (707)658-2287 ashlockconsulting.com ashlock.thinkific.com info@ashlockconsulting.com
Ashlock Consulting: All courses together	Reading Academy Series A & B	X	X	X	Online Face to Face Hybrid	Series A: 30 hours Series B: 30 hours	On demand	Online: n/a Face to Face: 40	Ashlock Consulting, Inc. (707)658-2287 ashlockconsulting.com ashlock.thinkific.com info@ashlockconsulting.com
Consortium on Reaching Excellence in Education (CORE)	Elementary Reading Academy: 6-day	X		X	Face to Face	6 days total	On demand	45 participants per instructor	Dr. Dale Webster Chief Academic Officer dwebster@corelearn.com
Consortium on Reaching Excellence in Education (CORE)	Online Elementary Reading Academy	X		X	Online	36-42 hours	On demand	30 per cohort No maximum number of cohorts	Dr. Dale Webster Chief Academic Officer dwebster@corelearn.com
Dyslexia Pros	Dyslexia for Teachers: Understanding and Identifying Dyslexia			X	Online Face to Face	3 hours	Reach out for scheduled dates	Face to face: 50 Online: 40	Laura Busby Laura@DyslexiaPros.com 602-920-4263
Glean Education	Understanding & Recognizing Dyslexia for Arizona Educators			X	Online	2 hours	On demand	Unlimited	Jessica Hamman jessica@gleaneducation.com www.gleaneducation.com

Vendor	Title of Training	I	II	URD	Format	Approx. Length of Training	Training Dates	Maximum Participants	Vendor Contact
Institute for Multi-Sensory Education, LLC (IMSE)	IMSE Comprehensive Orton-Gillingham Training	X	X	X	Online Face to Face	30 hours	Flexible	55	Teresa Garretson teresa@orton-gillingham.com 800-646-9788 x210
Keys to Literacy	Understanding Dyslexia			X	Online Face to Face Hybrid	6 hours	Flexible	Face to Face: 35 Hybrid: 35	Lisa Klein Lisa@keystoliteracy.com
Keys to Literacy	Keys to Beginning Reading	X	X		Online Face to Face Hybrid	39 hours	Flexible	Face to Face: 35 Hybrid: 35	Lisa Klein Lisa@keystoliteracy.com
MindPlay	Comprehensive Reading Course (CRC)	x			Online	40 hours	On demand	Unlimited	Michael Ritchie michael@mindplay.com
MindPlay	MindPlay Understanding Dyslexia			X	Online	3 hours	On demand	Unlimited	Michael Ritchie michael@mindplay.com
Pacific University	Dyslexia Certificate Program	X	X	X	Online with synchronous sessions	15 semester-credit program	Fall, Spring, and Summer University terms annually	15 per section	Karren Timmermans kmtimm@pacificu.edu 541.632.8812
PDX Reading Specialist	Comprehensive Dyslexia & Foundations of Reading Training	X	X	X	Online Face to Face Hybrid	6 days	Flexible	30-120	Barbara Steinberg, CEO PDX Reading Specialist info@pdxreading.com 503.747.3491
PDX Reading Specialist	Understanding and Recognizing Dyslexia			X	Online Face to Face Hybrid	1 day	Flexible	30-120	Barbara Steinberg, CEO PDX Reading Specialist info@pdxreading.com 503.747.3491
PDX Reading Specialist	Instruction (I) - also listed as Foundational Skills in Reading Instruction	X			Online Face to Face Hybrid	4 days	Flexible	30-120	Barbara Steinberg, CEO PDX Reading Specialist info@pdxreading.com 503.747.3491
PDX Reading Specialist	Intensifying Instruction (II)		X		Online Face to Face Hybrid	2 days	Flexible	30-120	Barbara Steinberg, CEO PDX Reading Specialist info@pdxreading.com 503.747.3491
Pima Community College	EDC 272 Elementary Methods: Reading/Phonics	X			Online	8 weeks 3 semester credits	Fall, Spring, Summer	60-90 per session	Tirza Sanders Program Manager tsanders4@pima.edu 520.206.5144
Pima Community College	ESE 272 Developmental Reading: Instruction, Assessment, and Remediation		X	X	Online	8 weeks 3 semester credits	Fall, Spring, Summer	60-90 per session	Tirza Sanders Program Manager tsanders4@pima.edu 520.206.5144

Vendor	Title of Training	I	II	URD	Format	Approx. Length of Training	Training Dates	Maximum Participants	Vendor Contact
Voyager Sopris Learning®, a Cambium Learning Group® Company	Language Essentials for Teachers of Reading and Spelling (LETRS®) 3rd Edition	X	X	X	Online Hybrid	Up to 90 hours	Flexible	Each session, 40 participants	Destiny Chirello destiny.chirello@lexialearning.com Office 800.435.3942 ext. 6337 Mobil: 480.326.1881

Chart revised 5/19/2022

Additional Resources

Arizona Department of Education Webpages

Arizona Promising Practices: www.azpromisingpractices.com

Assessment: <https://www.azed.gov/assessment/>

Assistive Technology: <https://www.azed.gov/specialeducation/at/>

AZ Find: <https://www.azed.gov/specialeducation/az-find/>

Dyslexia: <https://www.azed.gov/mowr/dyslexia/>

Early Childhood Education Publications and Manuals: <https://www.azed.gov/ece/publications-manuals/>

Exceptional Student Services: <http://www.azed.gov/special-education/>

K–12 Standards: <http://www.azed.gov/standards-practices/>

Move On When Reading: <http://www.azed.gov/mowr/>

Multi-Tiered System of Supports: <http://www.azed.gov/mtss/>

Office of English Language Acquisition (OELAS): <http://www.azed.gov/oelas/>

Individuals with Disabilities Education Act (IDEA) 2004

IDEA—Regulations: Early Intervening Services:

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=842&

Office of Special Education and Rehabilitative Services Dyslexia Blog

<https://sites.ed.gov/osers/category/events/dyslexia/>

Requirements for a Statewide System:

<https://sites.ed.gov/idea/regs/c/b/303.110>

FAQ Dyslexia Training Designee

Questions Regarding Who Qualifies as the DTD (Who?)

Question: What role does the Dyslexia Training Designee have with testing/diagnosing dyslexia?

Answer: The Dyslexia Training Designee will not have the credentials to test/diagnose dyslexia. Once trained, the DTD will be a resource for colleagues and other educators on the campus for reading instruction, intensifying instruction or intervention strategies and the characteristics of dyslexia. It is important to note that a Dyslexia Training Designee does not diagnose dyslexia in students as that requires specialized training and assessments. The Dyslexia Training Designee will support all educators, in instructional practices and interventions to support all readers, including those that may show characteristics of dyslexia.

Question: Can a literacy coach or district administrator be the Dyslexia Training Designee?

Answer: Only teachers who work directly with K-3 students qualify to be the Dyslexia Training Designee.

Question: Can a reading interventionist be the Dyslexia Training Designee?

Answer: Yes, if the interventionist works at one campus and works directly with K-3 students.

Question: I feel the best person for the Dyslexia Training Designee is my 5th grade teacher with her knowledge of reading instruction. Can she be the designee?

Answer: No, per legislation it must be a teacher who works directly with K-3 students. She can complete any of the approved trainings to further her knowledge and support students, but she will not be on record as the Dyslexia Training Designee.

Question: Can I be the Dyslexia Training Designee for more than one school?

Answer: No, per legislation there must be one full-time Dyslexia Training Designee on every K-3 campus.

Question: Can I be the Dyslexia Training Designee be a part-time employee?

Answer: No, per legislation there must be one full-time Dyslexia Training Designee on every K-3 campus.

Question: Do all teachers in a district need to complete a dyslexia training course?

Answer: Any campus that serves K-3 students must identify at least one DTD for that campus. While the law calls for at least one K-3 teacher to have this specific training on each campus, it is highly encouraged and recommended that all teachers or as many as possible have the related training. *(For questions regarding a certificate deficiency and/or endorsement requirements, reach out to ADE Certification.)*

Question: My school is an AOI (Arizona Online Instruction), do we need to have a Dyslexia Training Designee?

Answer: Yes, per legislation all schools who serve K-3 students need to have a Dyslexia Training Designee assigned to their school entity.

Question: Can we have one teacher complete the trainings then use the TOT model to train other teachers in the district?

Answer: No, per legislation one full-time K-3 teacher on each campus must complete the trainings as prescribed on the [approved list](#).

Questions Regarding Qualifications (Who?)

Question: I have selected my Dyslexia Training Designee however, she already has completed coursework for Reading Instruction from a university, is she exempt from this additional training?

Answer: Only trainings on the [approved list](#) have been reviewed to meet the Request for Information (RFI) requirements. She can reach out to the college and ask them to [submit](#) their coursework to the RFI for review or she can complete one of the courses on the list.

Question: I have selected my Dyslexia Training Designee; however, she already has a Reading endorsement on her certificate. Is she exempt from this additional training?

Answer: Only trainings on the [approved list](#) have been reviewed to meet the Request for Information (RFI) requirements. She can reach out to the college and ask them to [submit](#) their coursework to the RFI for review or she can complete one of the courses on the list.

Question: I completed a training that is on the list but I completed it in 2020. Does that count towards filling the requirements of the DTD training?

Answer: Yes, if it is the same version listed on the [approved list](#) and nothing has been changed or been added and has been taken since 2018.

Question: Do the ELA Team dyslexia book studies count towards fulfilling the requirements of the Dyslexia Training Designee?

Answer: No, a “book study” is *not* an in-depth comprehensive course. Only trainings on the [approved list](#) have been reviewed to meet the RFI requirements.

Questions Regarding the Trainings (What?)

Question: Do the Instruction (I), Intensifying Instruction (II), and Understanding and Recognizing Dyslexia (URD) courses need to be taken in any particular order?

Answer: No, courses can be taken in any order if selected from multiple vendors. If selecting a course which meets all three areas, you will follow the scope and sequence designed by the vendor.

Question: Does the DTD courses need to be taken by the same vendor for all areas: Instruction (I), Intensifying Instruction (II), and Understanding and Recognizing Dyslexia (URD)?

Answer: No. The approved list represents the learning opportunities that currently meet some or all portions of the requirements of ARS §15-219 based on vendor selected categories for submission.

Question: The trainings on the approved list vary greatly in the approximate length. Is there a certain hour requirement for completion?

Answer: No. The approved list represents the learning opportunities that currently meet some or all portions of the requirements of ARS §15-219 based on vendor selected categories for submission. Each vendor had to ensure that each area

submitted met all the criteria. A DTD can determine which training met meets their needs (regardless of length of training).

Question: Select trainings list a participant/cohort count. How do I work with these suggestions if I do not have the same number of participants?

Answer: Work with your vendor to inquire how they can best meet your individual needs. A cohort does not need to be solely made up of participants from the same school.

Questions Regarding DTD Documentation

Question: What does DTD do once a training has been completed? Where/how is documentation shared with ADE?

Answer: Once the DTD has completed one portion or all three portions (depending on selection), that individual is responsible for submitting all documentation to their assigned school. School leaders will be required to submit any certifications of completion in the Move on When Reading Literacy Plan.

Question: What happens if our DTD retires, leaves, and/or moves out of K-3?

Answer: It is the school's responsibility to select a new DTD, plan trainings immediately, and communicate this change with the MOWR team. If more than DTD has been trained on a campus, that person's documentation can be shared with ADE during the next literacy plan submission.

Question: What happens if our DTD transfers schools?

Answer: It is the responsibility of the DTD to ensure their assigned campus has all documentation on file. Their completed trainings will apply to any K-3 school they are employed with. It is the responsibility of the school to then ensure they have another DTD trained.

Questions Regarding DTD Timeline/Deadline

Question: What is the timeline for DTD completion?

Answer: It is the responsibility of each school to identify and begin training their selected DTD by July 1, 2022. Select trainings take considerable time and it is the MOWR team's understanding that all trainings cannot be completed by July 1, 2022. The 2022 Literacy Plan can include partial documentation of any training(s) in progress. The goal of this legislation is to improve student learning via highly knowledgeable instructors. The deadline for a selected training past the July 1 date should not dissuade a training from being selected.

Questions Regarding DTD Funding

Question: Will there be funding to pay for the trainings?

Answer: Yes, there is grant that opens on April 18, 2022 and closes May 1, 2023. Schools can apply within GME and is first come, first served. For more information, please see our webpage at [ADE Dyslexia Page](#).

Question: What funds can be used to pay for the trainings?

Answer: Any funds that support K-3 reading instruction may be used.