As the recipient of the Jimmy and Glenny Lee Buquet Endowed Professorship, I developed the following four goals for the 2010-11 academic year: to provide a source of information on dyslexia to the public; to collaborate with professors in the college of education to better prepare teacher candidates to work with students with dyslexia; to develop a more accurate, teacher-friendly method of screening students for dyslexia in Louisiana’s K-12 schools; and to work more closely with the director of the MAX Charter School to further prepare teachers to teach students with dyslexia and related disorders. The goal there is to provide model classrooms where visitors can see firsthand how to successfully provide for the needs of this unique group of students.

Goal 1: Provide Information to the Public
This year we hosted our 3rd Annual “Unmasking Their Potential” conference at Nicholls State University as a means of providing up-to-date information on dyslexia and related learning disorders to parents, teachers, and students. A nationally known keynote speaker delivered a powerful message to the audience of approximately 175 attendees. Afterward, attendees participated in three different breakout sessions where they were able to select topics of interest. A review of the conference evaluations and registration forms reveals that there is indeed a need for events like this in different parts of the state. Therefore, we offered a very similar conference in Ruston, LA for parents and teachers who were unable to attend the Thibodaux conference. This conference was not as well attended, but those who were in attendance expressed appreciation for offering such a conference in their area.

Goal 2: Prepare Future Teachers
In an effort to help prepare future teachers for working with students with dyslexia, I taught classes in several sections of undergraduate education courses. In one class I presented the administration and scoring of DIBELS. In two other classes I presented characteristics of dyslexia and techniques for remediation. I have worked closely with teacher candidates to provide assistance to students enrolled at the MAX Charter School.

Goal 3: Develop and Present Dyslexia Screening Process
After years of training teachers to screen for dyslexia, I began to realize that many students were continuing to be un-identified because the screening process in place (Louisiana Literacy Profile) was too cumbersome for many teachers, and many teachers truly did not know what they were looking for.
Therefore, I developed a streamlined process for screening students in the K-12 school setting in order to help schools comply with the requirements of State Department of Education's Bulletin 1903; the screening process is aligned with the state's RTI plan. This process, which takes into account the fact that teachers are already required to screen and progress monitor students using DIBELS, was shared with the statewide dyslexia task force and was introduced at two statewide trainings in September 2010 – one in Monroe and one in Thibodaux.

**Goal 4: Greater Collaboration with MAX Charter School**
Throughout the 2010-2011 school year, I worked with the director of the MAX Charter School to deliver professional development to the teachers. Topics covered included DIBELS Next training, “unpacking” GLEs, and writing strategies. As a result of the training, the MAX Charter School began using DIBELS Next as a screening and progress monitoring instrument.

Thank you for allowing me to serve as the Jimmy and Glenny Lee Buquet Endowed Professor. I will continue to strive for excellence in education for all students with dyslexia and related learning disorders.

Respectfully submitted,

Karen Chauvin