



# A Bite-Sized Conversation with Dr. Sherril English: Equity Issues Related to Serving Students with Dyslexia

# Your Hosts for this Conversation

Carrie Thomas Beck, Ph.D



CORE  
Director of Literacy

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Dr. Sherril  
English, Ph.D

- Clinical Associate Professor in the Simmons School of Education at Southern Methodist University, Department of Teaching and Learning and the Department of Educational Leadership.
  - Teacher and principal preparation
  - One-on-one classroom support and coaching to novice teachers
- Taught for over 15 years at all grade levels and served as a K-6 Principal for more than a decade.
- Advisor, collaborator, and professional learning provider on school culture and equitable teaching practices to school districts and non-profits in the Dallas-Ft. Worth Metroplex
- Research and scholarly interests in recognizing and incorporating “student voice” in decision-making structures and practices in urban schools.
- Advisory member for SMU’s First-Generation College Student Initiative.

# In today's conversation, we will discuss:

- Current inequities in the way schools identify students with reading disabilities and provide reading instruction.
- How to reduce barriers so that all students can receive the support they need to become successful readers, with a particular focus on Black, Latinx, and low income students.
- Ideas for working with families on how to provide reading support to students at home.
- Advice for administrators regarding how school systems can better serve all students experiencing difficulties with reading, including students with dyslexia.



In your thirty years as an educator, both as a teacher and a principal, have you seen or experienced inequities in the ways that we provide reading instruction in schools?

Dr. Julie Washington of Georgia State University has said,

*“I go into poor schools — nobody has dyslexia in a poor school. In the face of a population where eight and a half out of ten are struggling with reading, who has a reading disability? The answer is, we have no idea.”*

Does this ring true with your experiences? If so, what contributes to this issue?

Let's talk about some possible solutions.

In her reporting Emily Hanford has shared,  
*"Getting what you need for a kid with dyslexia is a rich man's game."*

What could we do to reduce barriers so that all students can receive the interventions and support they need to become successful readers?

We know that support from home is invaluable.

What suggestions do you have when working with families whose child may be experiencing difficulties with reading?



Finally, what advice would you give to a principal or superintendent about how school systems can better serve all students who are experiencing difficulties with reading, including students with dyslexia?

# 20+ Years of Experience Driving Continuous Improvement

**Our mission** is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice. We are committed to improving teaching and learning.



20+ years of  
expertise

partnering with district and school leaders to support sustainable systems change, pioneering the use of the “cycle of inquiry”



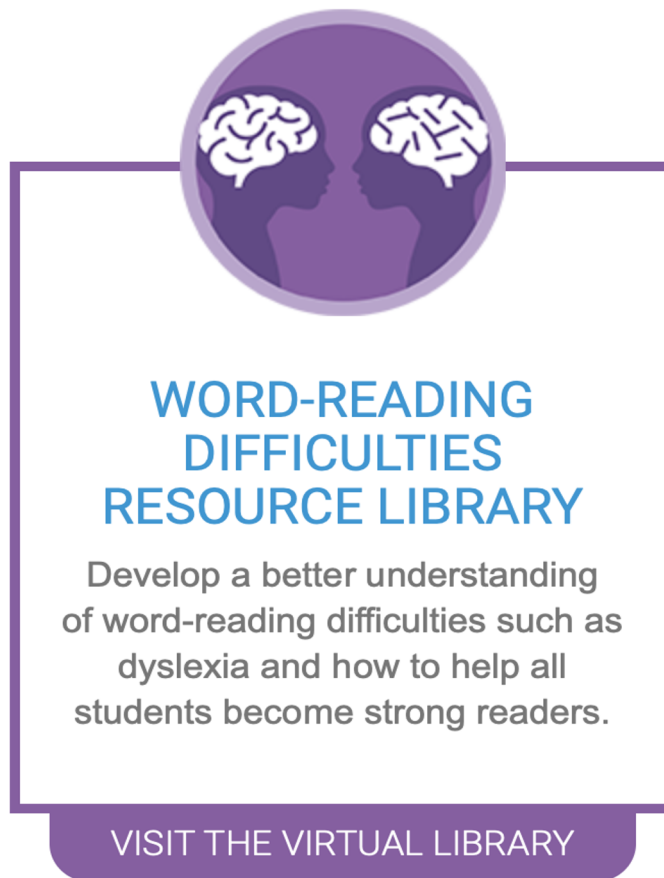
20+ years of  
experience

delivering curriculum implementation services aligned to specific, high-quality English Language Arts (ELA) and math instructional materials



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# Support from CORE



<https://www.corelearn.com/dyslexia-resource-library/>

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your team's specific needs

CORE Educational Consultants will work with your team to address your site's specific goals, challenges and capacity building needs around ELA or mathematics curriculum implementation and effective instruction.



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# Support from Pivot

## Prevention & Intervention Services

### Ensure equity and excellence for all students

- Design and implement a Multi-Tiered System of Supports (MTSS) to improve outcomes for all students
- Strengthen policies and systems to better identify and support students with learning disabilities
- Improve compliance related to special education
- Align the delivery of general and special education
- Build capacity for the implementation of evidence-based curricula and the delivery of high-quality instruction for all students





[www.corelearn.com](http://www.corelearn.com)

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