



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

Your Hosts for this Conversation

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Dr. Sherril
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- 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?

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