

# Informational Handbook for Dyslexia and Related Conditions

Advisory Council Meeting # 3  
June 22, 2021

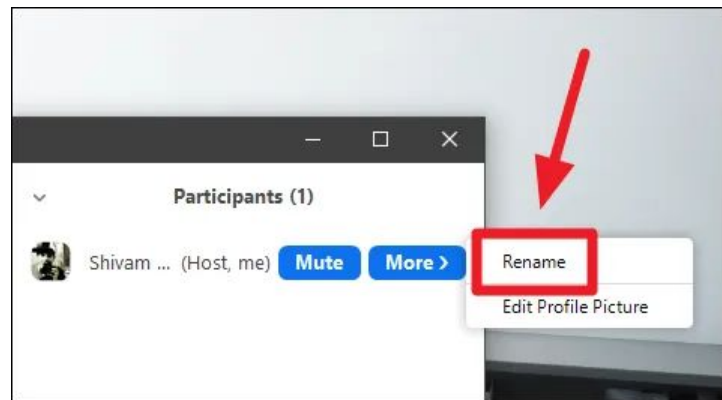


WISCONSIN DEPARTMENT OF  
PUBLIC INSTRUCTION  
Carolyn Stanford Taylor, State Superintendent

# Zoom Keeping

<https://dpi.wi.gov/reading/dyslexiaguidebook>

- To preserve bandwidth for participants, turn your camera off
- **Mute microphone when not speaking**
- Rename yourself with a minimum of first name and last initial
- For public observers, type PUBLIC before your name
- Use chat to contact host, as needed



[Directions](#) (for changing name)



# Introductions

For advisory committee members:

- Name
- Summer Plans

Directions for public observers



# Why We're Doing this Work

- Ensure children in Wisconsin get the instruction they need, when they need it
- Help teachers, parents, and administrators learn how to support and help students with dyslexia and related conditions learn to read
- Compliment work being done to ensure all students learn to read
- Guide decision making for building a curriculum and assessment system that meets the needs of all students



# Timeline

Now - August	<ul style="list-style-type: none"><li>● DPI staff prepares informational guidebook for August submission and dissemination.</li></ul>
August 8, 2021	<ul style="list-style-type: none"><li>● Final informational guidebook sent to State Superintendent and legislature</li></ul>
December 8, 2021	<ul style="list-style-type: none"><li>● Final informational guidebook available on DPI website. Superintendents in each district are notified</li></ul>
3 years later	<ul style="list-style-type: none"><li>● Revision begins</li></ul>

Per 2019 Wisconsin Act 86



# Norms

1. Stay engaged and listen fully – with open ears, eyes, mind and heart
2. Share the airtime, two before me
3. Speak your truth and listen without blame or judgment
4. Value and leverage our interconnectedness and disconnectedness
5. Foster risk-taking (creating a brave space)
6. Assume good intentions-Seek common shared points of agreement
7. Able to offer and receive feedback with grace and humility



# Norms

8. Cleanse Your Lens
9. Expect and accept non-closure
10. Civil discourse - agree to disagree when lack of common agreement or consensus exists
11. No walking quorums



# What We've Accomplished

- Identified Facilitator, Co-Chairs and Committee Members
- Held Co-Chair Planning Meetings
- Responded to and created email and phone calls
- Prepared Meeting Materials (screen, create and research)
- Held 3 Advisory Committee Member Meetings
- Developed a *draft* Dyslexia Guidebook for WI





# What is Our Work

Goal: Share thinking with DPI to inform a guidance document that will support school/district teams (including parents and community members) in using the informational guidebook to strengthen how their systems support learners with dyslexia and related conditions

8:30 - 9:00	Introductions and Background Information
9:00 - 9:20	Themes and Key Insights
9:20 - 9:40	Directions for Today's Work
9:40 - 11:10	Small Group Work (Advisory Committee Members only)
11:10 - 12:10	Large Group Share Out
12:10 - 12:30	Conclusion and Appreciations



# Guiding Principles

1. There are no one-size-fits-all programs or solutions for learning to read.
2. When a child encounters difficulty with a concept/skill/strategy, it's not enough to say, "I taught it"; one must also ask, "How can I ensure each student will learn?" and "How will I know when they have?"
3. When a child experiences difficulty learning to read, we must look at what is in place for building teacher expertise individually and collectively.
4. In serving students, we must strive to do no harm.



# Themes in the Guidebook

- What Teachers Need:
  - Ongoing professional learning
  - A comprehensive assessment system
  - Support to build expertise for **developing cognitive flexibility and** wise decision-making
- What Students Need:
  - Responsive instruction that ensures learning K-12
  - Early intervention when indicated by results from a comprehensive assessment system
  - Teachers with expertise in reading instruction who can recognize and meet the needs of students when they struggle.
- Education System:
  - An education system that ensures all students become proficient readers and writers.



# Directions for Small Group Work

Share thinking with DPI to inform a guidance document that will support school/district teams (including parents and community members) in using the informational guidebook to strengthen how their systems support learners with dyslexia and related conditions

1. Small group discussion guided by note-catcher (with note-taker provided by DPI)
2. Decide what you'd like to share with the large group and select a spokesperson - use Padlet to share with large group



# Questions



# Small Group Work (90 Minutes)

- Work toward developing a DPI guidance document for using the guidebook.
- Identify areas that will need more guidance, clarification, and elaboration (i.e., starting points for discussions at the local level)
- Capture ideas in provided document.
- Enter ideas to share with the large group in Padlet.
- Share out highlights to large group.



# Let's Break Out!

90 min.

## *Small Groups*

Each group will complete and document assignment below

## **Upon Entry**

Designate a **Timekeeper** and **Facilitator**.  
Your group will be provided with a notetaker

## **Your Assignment**

Using the padlet, answer the following questions.

- 1. List of areas/topics to be discussed**
- 2. Suggestions to include in DPI guidance document**
- 3. Prepare to share out highlight to large group**

# Large Group Share





# Conclusion

- Summary
- Thank you



# Contact Information

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