Informational Handbook for Dyslexia and Related Conditions

**Advisory Council Meeting # 2
November 5, 2020**
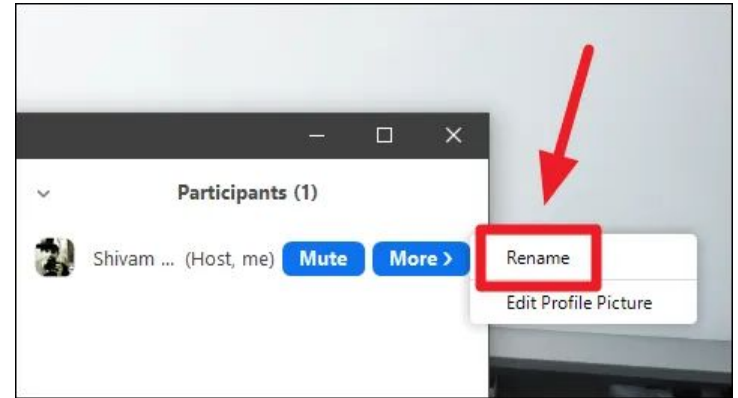
WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

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

- Use chat to contact host, as needed

Directions (for changing name)

Welcome

Goals for Meeting # 2

- Become more acquainted with who we are as a committee

- Build understanding together through conversation and co-construction

- Begin providing input on a specific section of the guidebook

Review of Why We're Doing this Work

- Ultimately, to 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
- Our work occurs alongside ongoing work to ensure all students learn to read.
- Guide decision making for building a curriculum and assessment system that meets the needs of all students

Today's Agenda

Session 1: 9:00 - 10:30
- Introductions

Session 2: 11:00 - 12:30
- Small Group: Get acquainted and plan work

Session 3: 1:00 - 3:30
- Small Group: Work time
- Reconvene as large group to conclude

Norms

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

Norms

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

Transparency - Open/Public Meeting

- Public meeting

- "Meetings outside of the meetings" (including no texting or emailing during meetings)

- Open records requirements

Big Picture Overview of the Process

- The guidebook will be co-constructed.
- Guidebook examples are provided as a starting point for discussion, not something set in stone.
- Everyone will have a chance to provide feedback on all sections.

The world changes according to the way people see it, and if you alter even by a millimeter the way . . . people look at reality, then you can change it."

~James Baldwin

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 fails to learn 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.

Equity Examined

Together we will create brave space
Because there is no such thing as a "safe space" —
We exist in the real world
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We amplify voices that fight to be heard elsewhere,
We call each other to more truth and love
We have the right to start somewhere and continue to
grow. We have the responsibility to examine what we
think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be
But
It will be our brave space together,
and
We will work on it side by side.
by Micky ScottBey Jones

brightmorning

Christi Hunter & Amy Sippert

What Kind of Readers Do we Hope to Create?

- Process
- Commonalities
- Areas to Explore
- Last Line

Group Sharing

Individuals introduce their conversation partner and answer the question, "What kind of readers do we want children to become?"
(1 minute per group)

Definition

Definition: a specific learning disability that is neurobiological in origin. Dyslexia is characterized by difficulties with accurate and fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Wisconsin Act 86

Related Conditions

Children with "related conditions" struggle learning to read in ways similar to the difficulties experienced by students with dyslexia ("difficulties with accurate and fluent word recognition").

-Working Definition for WI Advisory Committee-

Break

Directions for Small Groups

Instructions:

1. Break out into groups.

2. Assign roles.

3. As a group, discuss and decide what themes/conversations you want to share with the whole committee.

4. Capture discussion on the note-catcher.

Assign Roles
- Timekeeper
- Recorder
- Reporter

What you will share:

- What are some common/repeated concepts found in all guide books reviewed?

- What's missing?

- Keep guiding principles in mind.

Small Group Work

- Focused on the **three areas that Act 86** requires the informational guidebook to include: **screening tools and processes, instruction and intervention, and resources**.
- Each **small group will review samples from other states** (selected by the co-chairs of the advisory committee). These s**amples are meant to serve as a starting point for collaborative conversation** and as a starting point for what to include in Wisconsin's informational guidebook.
- Group conversations could **highlight what to use from other states** *and* **ideas to be included that are unique to Wisconsin**.
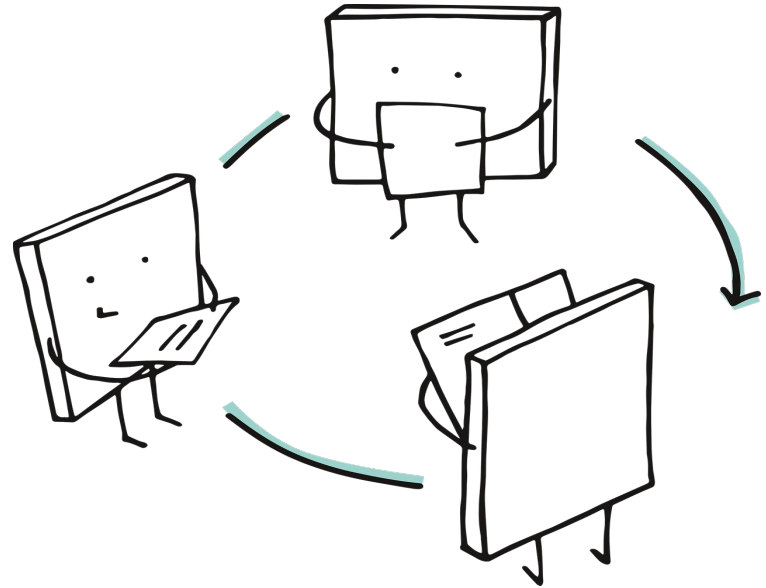
Questions

Small Group: Introductions

Check-In at End of Session 3:

What's happening in your small group that it might benefit

the large group to know about?

- Questions?
- Successes.

Conclusion: Large Group

Two opportunities to provide feedback on the entire guidebook:

- Feedback from advisory committee
- Feedback from general public (March)

April 14: Review feedback from general public and suggest revisions

Contact Information

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