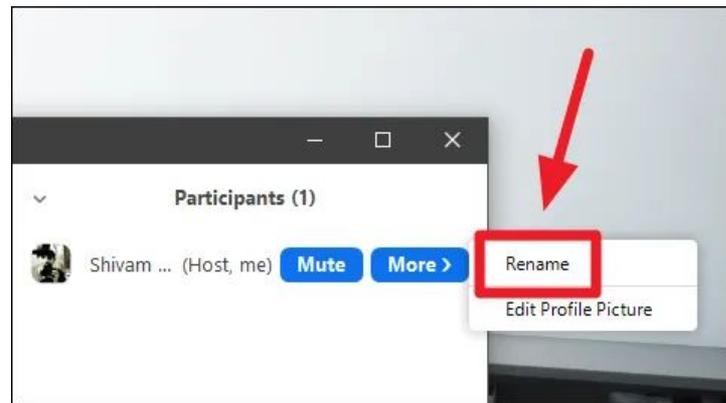


# Zoom Keeping

<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)



# Informational Handbook for Dyslexia and Related Conditions

Advisory Council Meeting # 1  
September 29, 2020



WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**  
Carolyn Stanford Taylor, State Superintendent

# Today's Agenda

- Welcome & Introductions
- Co-Chairs: The “Why” & Journey
- Small Group Breakout Session
- Norms/Roles/Responsibilities
- Understanding the Task & Timeline
- Closing Activity & Next Steps



# Welcome and Introductions



WISCONSIN DEPARTMENT OF  
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Carolyn Stanford Taylor, State Superintendent

# WI/MN Comp Center Network Region 10

## (WMCC R10)

- Funded by USDOE
- Five year partnership
- UW-Madison, University of MN & Ed Analytics
- Supports WI DPI and MN DOE



# Our Why

## Committee Co-chairs:

*Brenda Warren*

*Deborah Cromer*



# Our Journey

**Committee Co-chairs:**

***Brenda Warren***

***Deborah Cromer***



WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**

Carolyn Stanford Taylor, State Superintendent

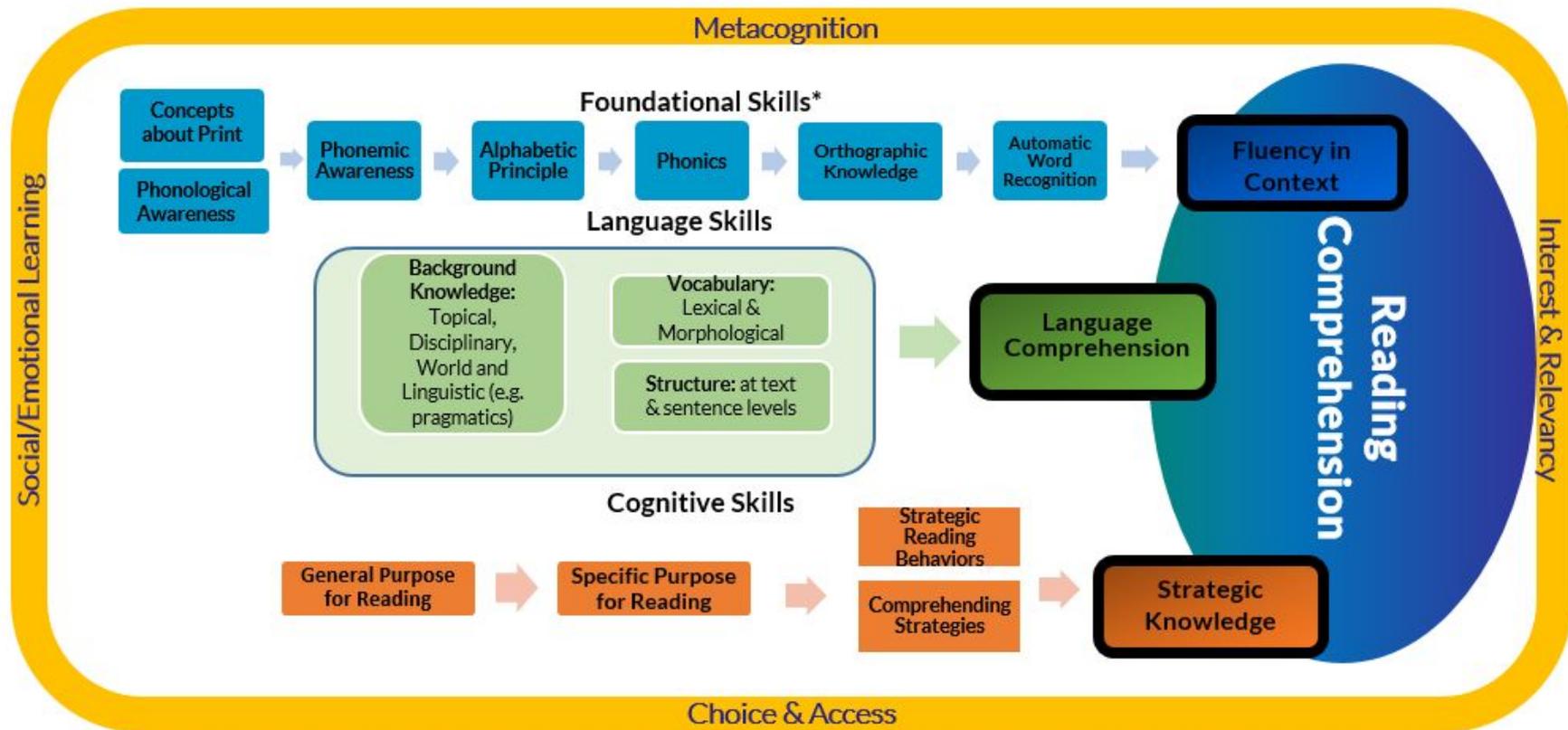
# Topics: Seeking to Understand

- The Science of Reading:
  - Complex Model and Simple View of Reading
  - Definition of the “science of reading” and “settled science”
  - Structured Literacy and Balanced Literacy
- Professional Learning, Teacher Expertise, and Teacher Experience
- History of IDA





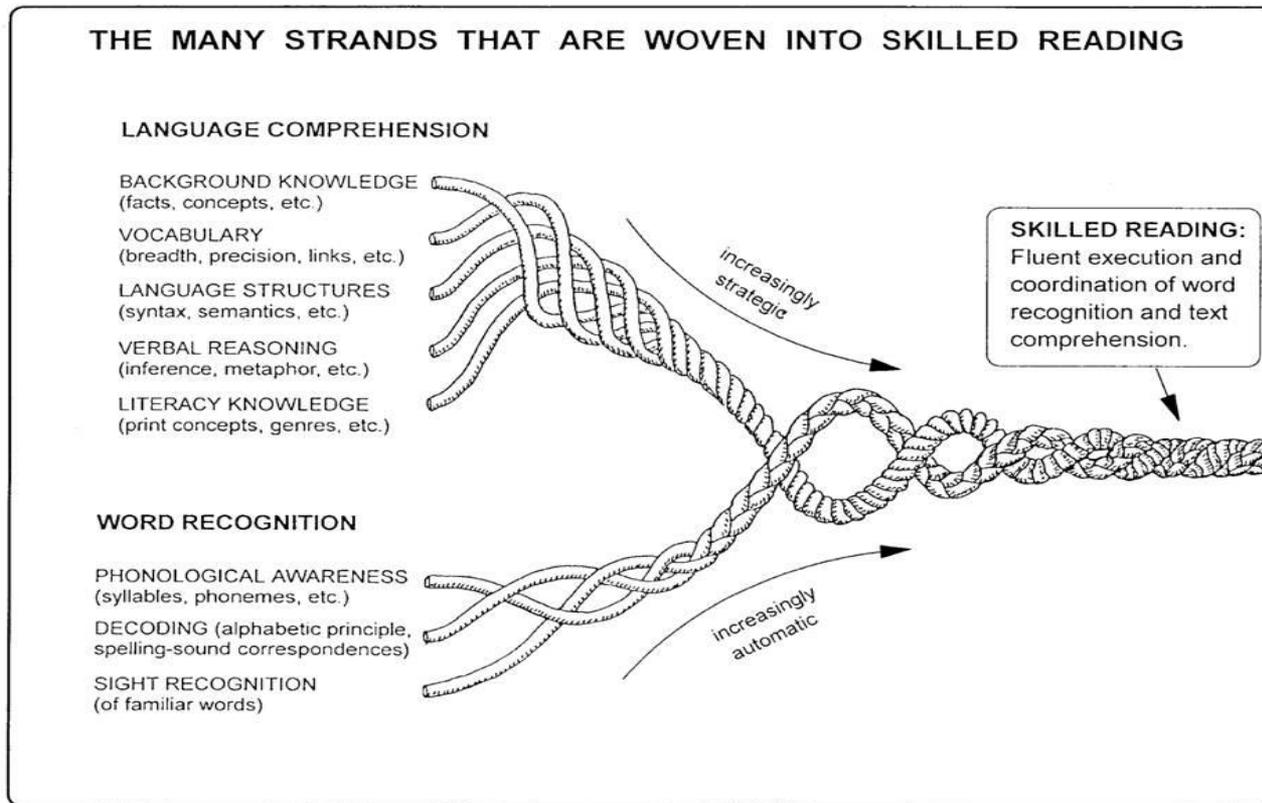
# A Model Representing the Reading Process



\* Sequential and Overlapping Skills

Adapted from Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: Wiley & Sons; McKenna, M. & Stahl, K. (2009). *Assessment for reading instruction*. New York, NY: Guilford.

# Scarborough's Rope (2001)



# 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



# Directions for Small Group Discussion

**We will break into small groups for 12 minutes (6 minutes per person):**

- Name
- Organization Representing
- What's your "why" for doing this work?

**We will return for a large group share out. Be prepared to share some of the following:**

- Something(s) you learned about your partner.
- Surprising connection(s) shared between partners.
- Highlights about your conversation.
- What resonates with you?



# Reconvene from Small Groups

Let's have a few volunteers to share out to the large group:

- Something(s) you learned about your partner.
- Surprising connection(s) shared between partners.
- Highlights about your conversation.
- What resonates with you?



# 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



# Composition of Team

2 co-chairs

16 advisory group members

1 DPI representative

*(Team built using process in Act 86)*



# Roles and Responsibilities: Facilitator

- Remain neutral or objective
- Draw out knowledge and insight from other group members to keep the discussion focused and energized in order to advance and deepen discussion
- Use different skills, tools, exercises and natural abilities to keep a group discussion moving smoothly and to **build consensuses on the task(s) at hand solely based on the Act 86 requirements**
- Create an environment for effective communication (the achievement of mutual understanding)
- Provide opportunity for all voices to be heard
- Leave participants challenged and willing to engage in follow-up conversations



# Roles and Responsibilities: Co-Chairs

- Co-develop norms and some of the process strategies
- Provide input and feedback on the timeline
- Help gain and retain consensus of all advisory group members
- Help assign advisory committee members into the three small workgroups
- Take on a leadership role in facilitation
- Create an environment for effective communication (the achievement of mutual understanding)\*
- Keep discussion focused\*
- Keep people engaged\*



# Roles and Responsibilities: Members

- Email co-chairs with your thoughts about which subgroup area you have the most expertise in to aid in our decision-making about the composition of the each subgroup.

*Final decisions will be up to the co-chairs/planning committee.*



# Website Related to Advisory Committee

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

- Public meeting
- Website for public meeting notices, slides, and minutes



# Wisconsin Act 86

1. Transparency
2. Team Composition
3. Guidebook requirements
4. Timeline

[Link to legislation](#)



# Transparency

- Public meeting
- “Meetings outside of the meetings”  
(including no texting or emailing  
during meetings)
- Open records requirements



# Wisconsin Act 86

- Guidebook about dyslexia and related conditions
- For “informational purposes”
- To be posted by DPI and linked to on each district website



# Wisconsin Act 86

Guidebook will include:

- **Screening processes and tools** available to identify dyslexia and related conditions.
- **Interventions and instructional strategies** that have been shown to improve academic performance of pupils with dyslexia and related conditions.
- **Resources and services** related to dyslexia and related conditions that are available to all of the following: pupils with dyslexia and related conditions, parents and guardians of pupils with dyslexia and related conditions, and Educators.



# Details of Act 86 - Required Dates

February 7, 2020	Signed into law
March 6, 2020	Names of co-chairs submitted by WIBIDA and WSRA
April 7, 2020	DPI selects co-chairs
May 7, 2020	Organizations submit advisory group names
August 8, 2020	DPI appoints advisory group members
August 8, 2021	Advisory group provides draft to DPI and legislature
December 8, 2021	DPI posts informational guidebook on website
3 years later	Process repeats to update guidebook

# Work Plan (1 of 3)

Today Virtual Meeting # 1	<ul style="list-style-type: none"><li>● Build community, establish norms, and understand requirements of Act 86</li></ul>
November 5, 2020 Virtual Meeting # 2	<ul style="list-style-type: none"><li>● Work in small groups to review excerpts from select guidebooks from other states to suggest content related to the sections required by Act 86</li></ul>
January 2021	<ul style="list-style-type: none"><li>● DPI uses email to send draft and feedback survey to advisory committee</li></ul>

# Work Plan (2 of 3)

February 2021	<ul style="list-style-type: none"><li>● DPI and co-chairs to review comments from advisory committee and revise the draft</li></ul>
February - March 2021	<ul style="list-style-type: none"><li>● Draft and an input survey are available for public comment (30 day window)</li></ul>
April 14, 2021 Virtual Meeting # 3	<ul style="list-style-type: none"><li>● Advisory committee reviews public comments and makes suggestions to revise the draft</li></ul>

# Work Plan (3 of 3)

May - July 2021	<ul style="list-style-type: none"><li>● DPI staff prepares informational guidebook for August submission. This includes editing and graphic design work.</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>

# Conclusion

Prepare to share out loud ONE word that describes today's first advisory committee meeting...



# To Prepare for Meeting # 2

## Preparation for Meeting # 2:

- *About two weeks before the meeting:* Review guidebook excerpts provided to you through email.  
Goal: Have some familiarity with provided excerpts in order to engage in meaningful small group collaboration



# Optional Learning

**Stephanie Stollar: “A Deeper Dive into the Science of Reading”**

<https://www.youtube.com/watch?v=WO2YaLLDu00>

**ILA Literacy Leadership Brief:**

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-children-experiencing-reading-difficulties.pdf>

**ILA At-home webinar:**

Early Reading Difficulties: Improving Outcomes for All Students



# Contact Information

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