

Wisconsin Read to Lead Task Force Recommendations

State Superintendent's Advisory Council on
Rural Schools, Libraries, and Communities

May 16, 2012

Wisconsin Read to Lead Task Force

Governor Scott Walker, Chair
State Superintendent Tony Evers, Vice-Chair
State Legislators: Senate and Assembly
Current and retired educators
Reading associations
Private foundations

Background and Purpose:

- National effort around third grade reading proficiency
- Wisconsin reading performance on the National Assessment of Educational Progress (NAEP) moved from 3rd to 30th over the past 15 years
- Reading is key skill

Developed Recommendations Related to:

- Teacher Preparation
- Professional Development
- Screening and Assessment
- Early Childhood
- Accountability
- Parent Involvement

Teacher Preparation:

- Receive more instruction in pedagogy; how to teach reading
- Base on the five components of reading as outlined by the National Reading Panel (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Particularly like the Foundations of Reading that is part of Massachusetts Test for Education Licensure
- Result: Legislation to institute new test that will be used for licensure

Professional Development:

- High quality professional development available online through easy-to-use portal www.readwisconsin.net
- PDPs for all initial educators include component that focuses on development of reading and writing strategies
- Result: Possible change in Professional Development Plans

Screening and Assessment:

- Universal statewide screener to identify struggling readers and provide supports
- Data to be shared across system
- Training to interpret and use the screening information
- Result: Legislation for a kindergarten screener that will occur in 2012-13
- Phonological Awareness Literacy Screening (PALS) assessment selected

Early Childhood:

- Updated and revised the literacy section of Wisconsin Model Early Learning Standards
- Found online

Accountability:

- Educator effectiveness should consider reading outcomes
- School and district accountability should consider reading
- Consider requiring all struggling readers to participate in summer school
- Result: Legislation pending regarding educator effectiveness and school and district accountability as well as elements in ESEA waiver

Parent Involvement:

- Put books in hands of low income families
- Encourage reading and speaking
- Collaboration in communities around reading

What does this mean for you?

- Emphasis on reading will be strong over the next years.
- Using the NAEP proficiency standard underscores focus.
- Preparation for use of kindergarten screener begins now.
- Reading emphasis extends to middle and high school grades, especially informational text and text complexity.
- Reading specialist webinars are primary information source.