

Improving Reading for Every Learner: A Systemic Approach



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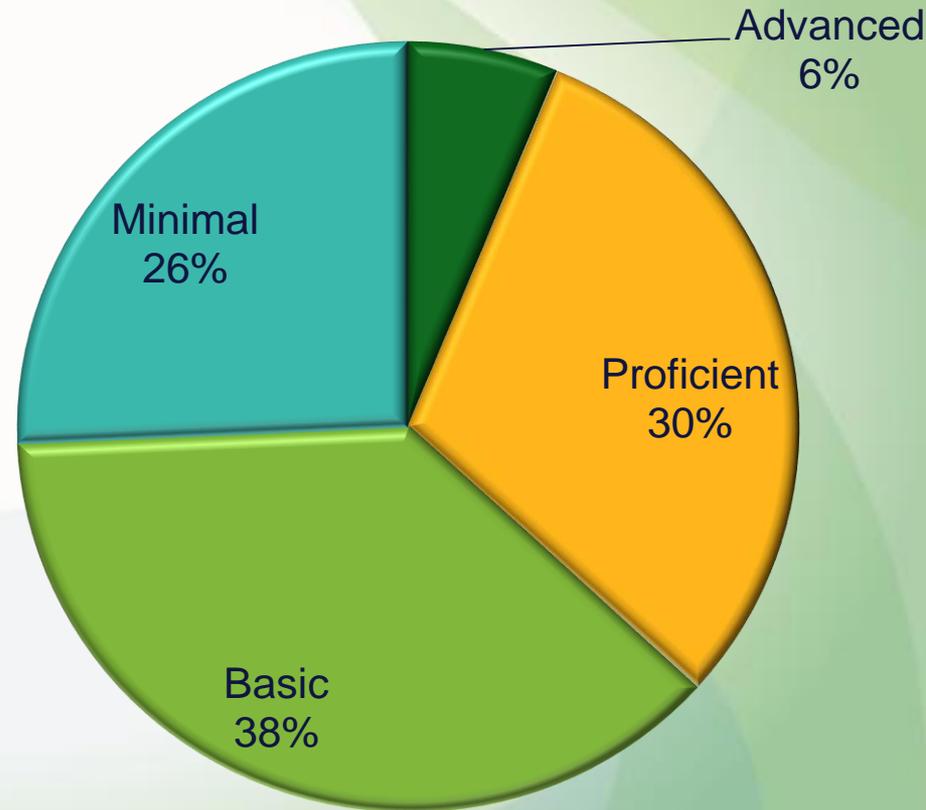
Today we will

Discuss systemic collaborative practices at the state, district and school level:

- Share current collaborative practices at the state level.
- Offer suggestions for district and school-wide collaborative practices.

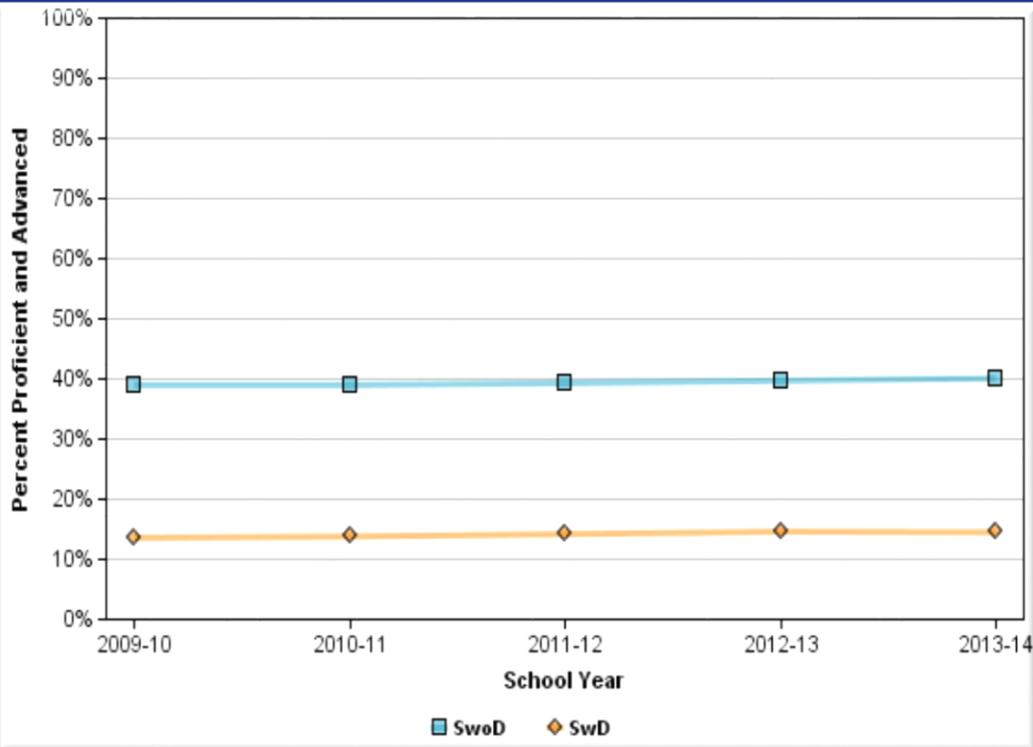
Reading Proficiency in WI

Wisconsin's summative assessment for reading is one way to identify readers who struggle.



All students (grades 3 – 10), 2013 – 14,
WSAS (WKCE and WAA)

Students with Disabilities



State-Wide

Collaborative and Systemic Practices at the **State Level**

Every Child a Graduate

Standards & Instruction

- *What and how should kids learn?*

Assessments and Data Systems

- *How do we know if they learned it?*

Accountability – systems and individuals

- How do we ensure kids have highly effective teachers and schools?

School Finance

- *How should we pay for schools?*



Promoting Excellence For All

- Effective Instruction
- Student-Teacher Relationships
- Family and Community Engagement
- School and Instructional Leadership

Coordinated Improvement Planning

DPI will provide a coordinated, manageable system of supports between the Special Education and Title I teams guided by Implementation Science.



Results Driven Accountability Improvement Strategies

Professional learning resources:

- Co-teaching
- Universal Design for Learning
- College and Career Ready IEP's
- Literacy PD
- Promising practices
- Mental health toolkit
- Functional Behavior Assessment toolkit

Results Driven Accountability Improvement Strategies

Connections between compliance and results:

- Emphasis on literacy
- College Career Ready IEPs
- Focused Procedural Compliance Self-Assessment
- New model forms

Results Driven Accountability Improvement Strategies

Coaching:

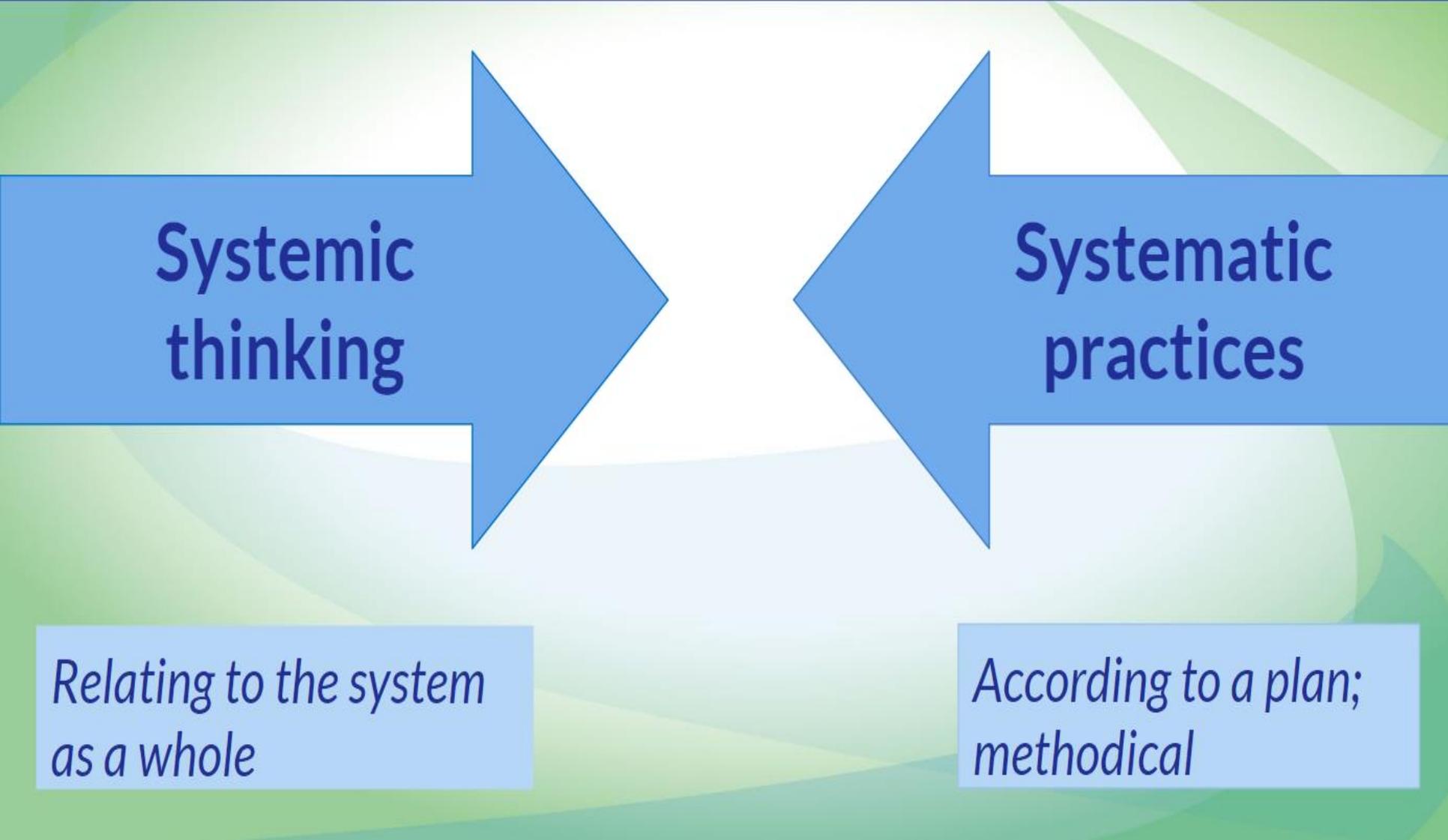
- Practice profile for coaches
- Response to Intervention Center
- Regional Implementation Teams (RIT)
- State Personnel Development Grant

District-Wide

Collaborative and Systemic Practices

at the **District Level**

Systemic and Systematic Practices



**Systemic
thinking**

*Relating to the system
as a whole*

**Systematic
practices**

*According to a plan;
methodical*

From Fragmented Services...

Amount of Resources
Needed to Support
Students

Title I



ELL



Special Education



G/T

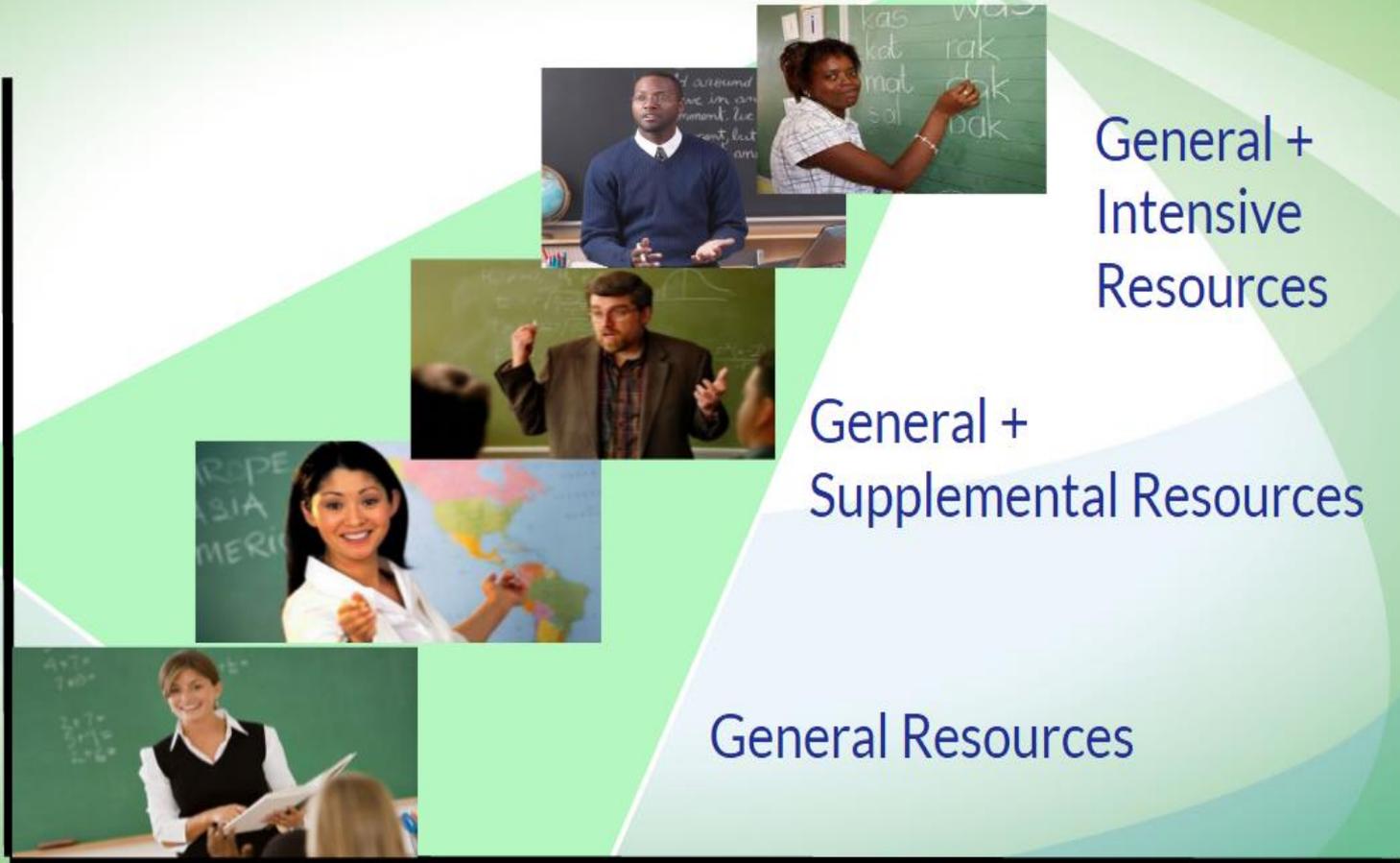


General Education

Intensity of Need

...to a continuous System of Support

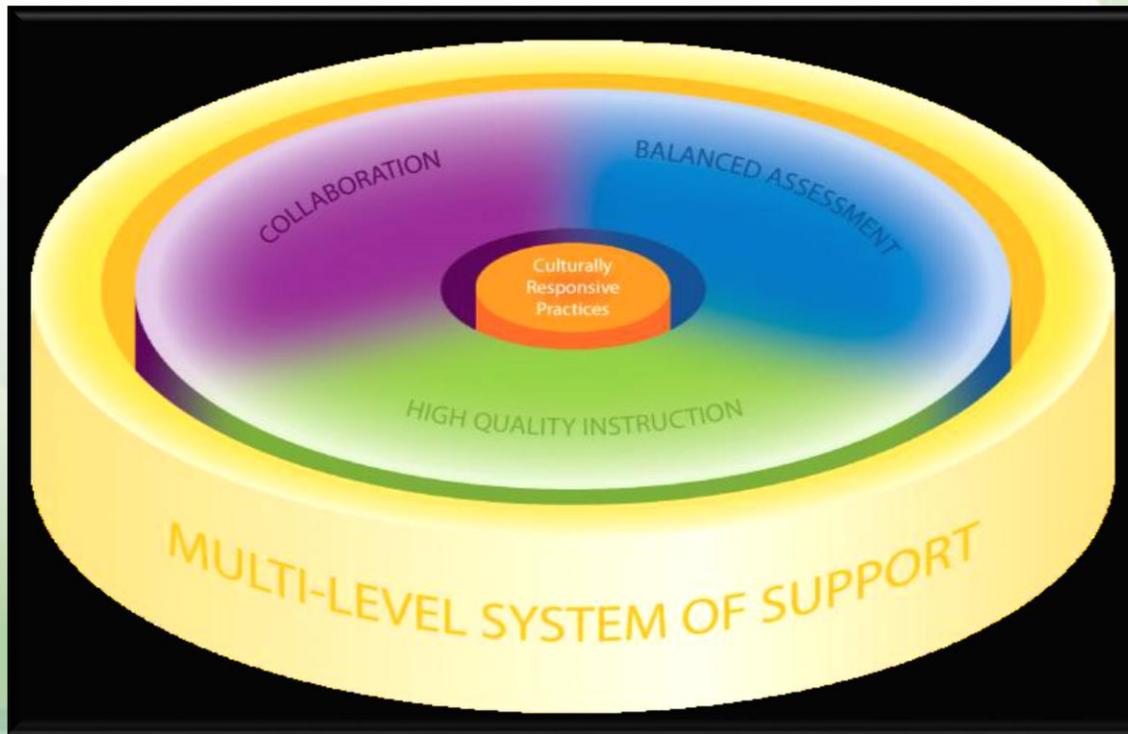
Amount of Resources
Needed to Support
Students



Intensity of Need

Multi-Level System of Support

Strengthen your multi-level system of support to improve outcomes for every student.



Multi-Level System of Support

- Provides equitable access for every student
- Provides an effective, systematic framework



Wisconsin Response to Intervention Center

Reading Teachers and Specially Designed Reading Instruction

LEAs may choose to use reading teachers to provide the specially designed literacy instruction outlined in a student's individualized education program.

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/iep-reading-instruction.pdf>

Strategic Assessment System

Uses of Assessment

To **PLAN** learning
prior to instruction

To **SUPPORT** learning
during instruction

To **MONITOR** learning
between instruction

To **VERIFY** learning
after instruction

Strategic Assessment System

Types of Assessment

Formative	Quickly inform instruction by providing specific, immediate, actionable feedback
Interim	Benchmarks and monitors progress by providing multiple data points across time
Summative	Evaluates learning by providing a cumulative snapshot

Productive Partnerships

- **Collaboration strategies for literacy-related implementation teams**
- **Team-based online professional learning, including:**
 - Building organizational trust
 - Aligning beliefs about reading
 - Utilizing norms for collaboration
 - Tools for when collaboration becomes difficult (such as assuming positive intent, listening, negotiating interpersonal conflict, and having hard conversations)

School-Wide

Collaborative and Systemic
Practices

at the **School** Level

Universal Curriculum

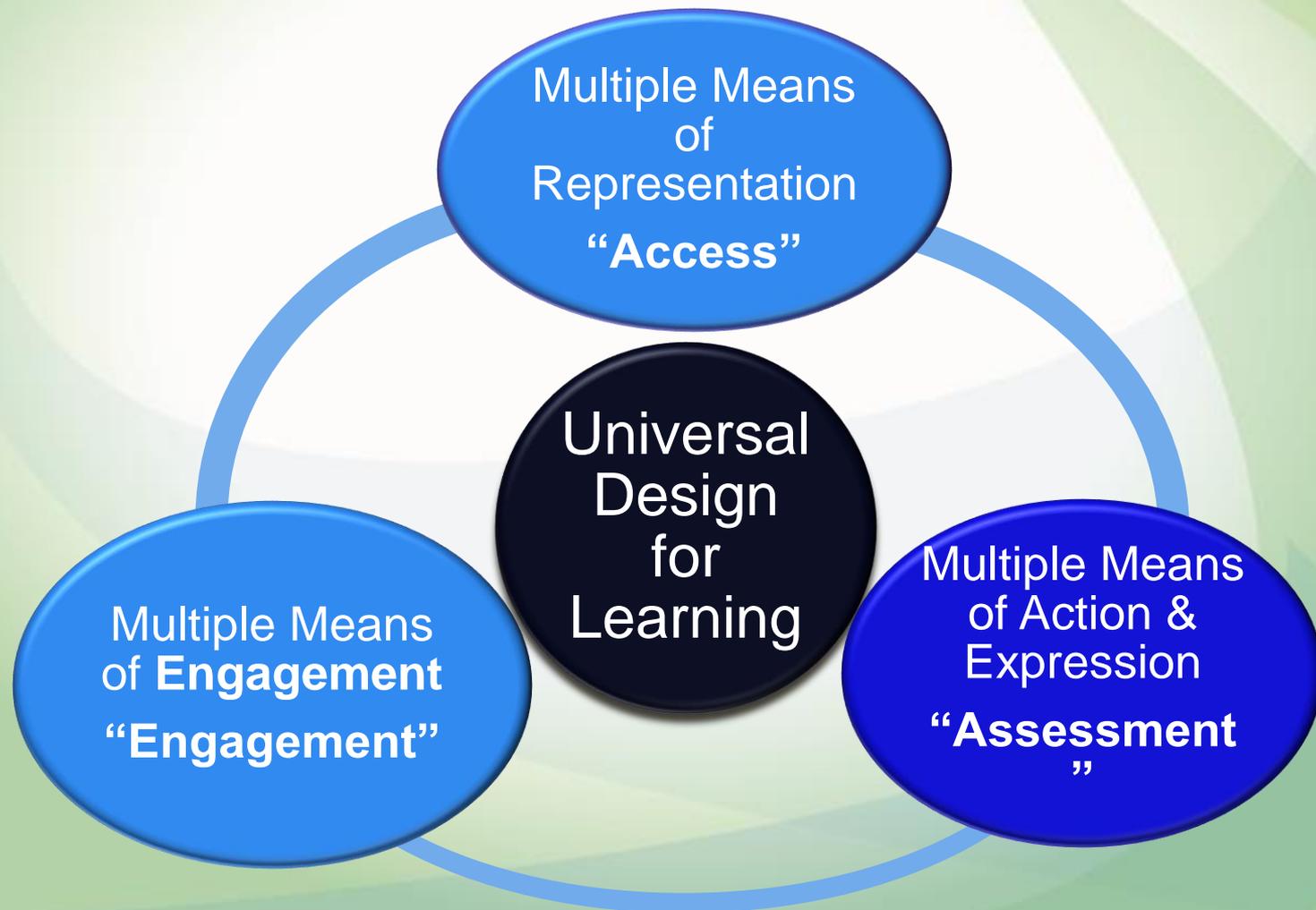
Begin with a strong, high quality universal curriculum that will enable ALL students to have meaningful participation in the general education curriculum and to progress toward grade-level reading proficiency.

Scaffold Differentiate

Scaffolding: providing students with supports using a step-by-step process based upon what the student already knows.

Differentiation: making changes to instruction in order to address individual student needs and learning styles.

Incorporate Universal Design for Learning



Ready-to-Use Learning



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Reading in Wisconsin

Resources for Wisconsin Literacy Leaders



The Wisconsin Department of Public Instruction provides information, resources, and guidance for literacy leaders to promote reading achievement for all Wisconsin students.

Related Links

[Academic Standards](#)

[DPI Literacy and Mathematics Team](#)

[English Language Arts](#)

[Literacy in All Subjects](#)

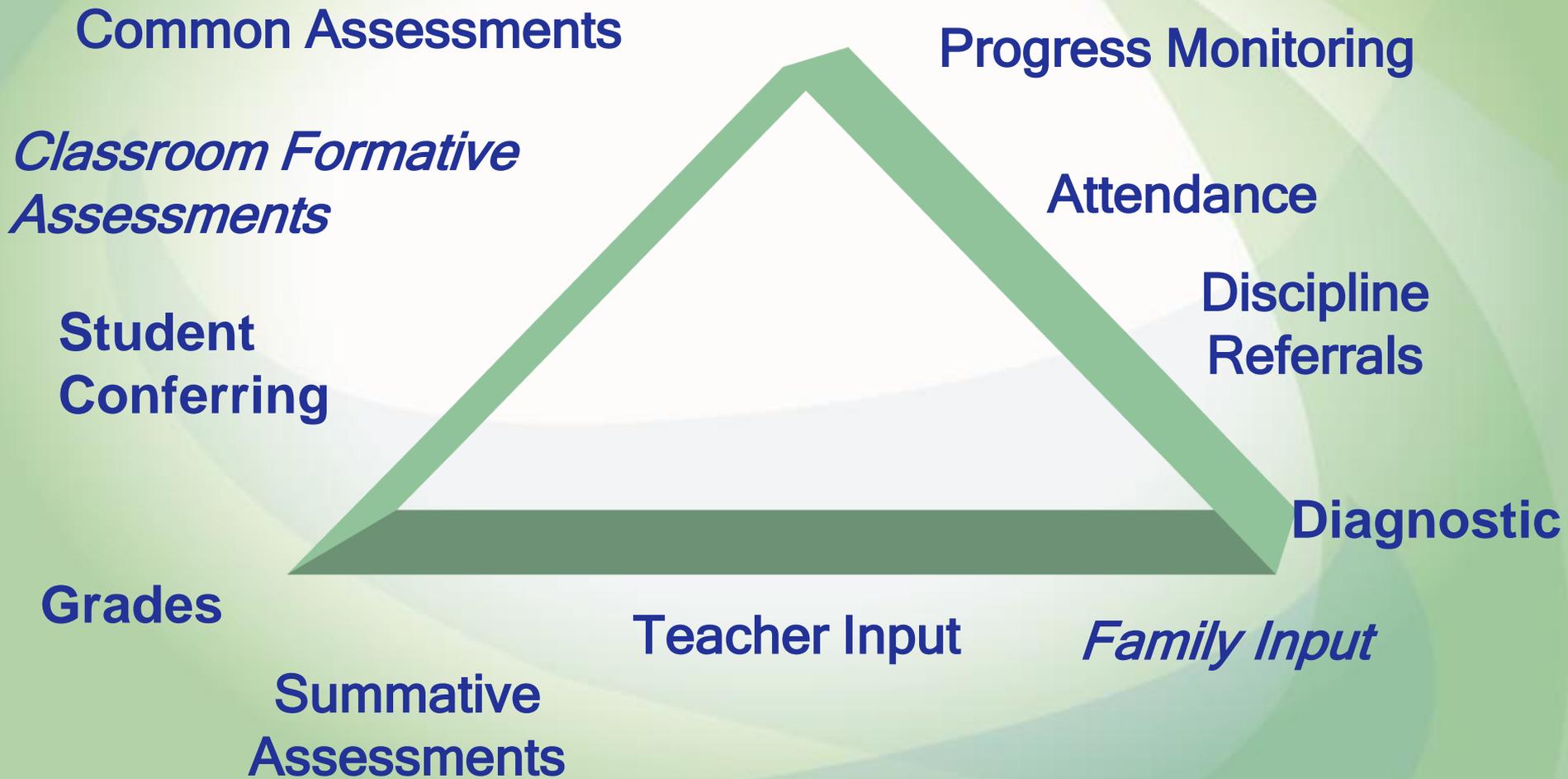
- [Disciplinary Literacy](#)
- [Text Complexity](#)
- [Writing](#) (including [Wisconsin Writes](#))
- [Speaking and Listening](#)

Co-Teaching

Our working definition of Co-Teaching in Wisconsin:

Co-Teaching is a service delivery mechanism, utilizing two or more professionals with equivalent licensure that share instructional responsibility and accountability for a single group of students for whom they both have ownership.

Instructional Decisions are Based on Robust Data



Going From Broad to Precise

Universal Reading Screening for ALL Student
Are students “on track?”

Below or Above Benchmark:
Dig Deeper

Concept of Print	Phonological Awareness	Phonics	Fluency	Vocabulary	Text Complexity	Comprehension
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Rhyme	Alliteration	Words in Sentences	Syllable Awareness	Onset/Rime	Phonemic Awareness
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Teaching Our Readers When They Struggle

Professional learning resource:

- Improve outcomes for individual students
- Strengthen your multi-level system of support
- Develop a “profile” of a reader when he/she struggles
- Personalize instruction to meet individual student’s needs

<http://dpi.wi.gov/reading/professional-learning/readers-who-struggle>

Additional Resources

Laurent Clerc National Deaf Education Center

- The “15 Principles” for reading to children who are deaf or hard of hearing: <https://www.gallaudet.edu/clerc-center/info-to-go/literacy/literacy-it-all-connects/reading-to-students.html>
- Strategies and tips to support the development of literacy in students who are deaf or hard of hearing: <https://www.gallaudet.edu/clerc-center/info-to-go/literacy/strategies-to-support-literacy.html>

Rebecca Treiman-Washington University in St. Louis, Psychology, Faculty Member

- Recoding in silent reading: Can the deaf child translate print into a more manageable form? https://www.academia.edu/28184179/Recoding_in_silent_reading_Can_the_deaf_child_translate_print_into_a_more_manageable_form

Thank you

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