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.
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

![Graph showing percent proficient and advanced for school years 2009-10 to 2013-14. The graph indicates a consistent performance level across these years.]
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 thinking

Relating to the system as a whole

Systematic practices

According to a plan; methodical
From Fragmented Services...
…to a continuous System of Support
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
LEAs may choose to use reading teachers to provide the specially designed literacy instruction outlined in a student’s individualized education program.

# Strategic Assessment System

## Uses of Assessment

<table>
<thead>
<tr>
<th>Usage</th>
<th>Description</th>
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<tbody>
<tr>
<td>To <strong>PLAN</strong></td>
<td>learning <em>prior</em> to instruction</td>
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<tr>
<td>To <strong>SUPPORT</strong></td>
<td>learning <em>during</em> instruction</td>
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<td>To <strong>MONITOR</strong></td>
<td>learning <em>between</em> instruction</td>
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<tr>
<td>To <strong>VERIFY</strong></td>
<td>learning <em>after</em> instruction</td>
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<tr>
<td>Types of Assessment</td>
<td>Description</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Formative</td>
<td>Quickly <strong>inform</strong> instruction by providing specific, immediate, actionable feedback</td>
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<tr>
<td>Interim</td>
<td>Benchmarks and monitors progress by providing multiple data points across time</td>
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<tr>
<td>Summative</td>
<td><strong>Evaluates</strong> learning by providing a cumulative snapshot</td>
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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.
**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

Multiple Means of Representation
“Access”

Multiple Means of Action & Expression
“Assessment”

Multiple Means of Engagement
“Engagement”

Universal Design for Learning
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

Common Assessments

Classroom Formative Assessments

Student Conferring

Grades

Summative Assessments

Diagnostic

Teacher Input

Progress Monitoring

Attendance

Discipline Referrals

Family Input

Slide from WI RtI Center
Going From Broad to Precise

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

Below or Above Benchmark:
Dig Deeper

<table>
<thead>
<tr>
<th>Concept of Print</th>
<th>Phonological Awareness</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Text Complexity</th>
<th>Comprehension</th>
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- Rhyme
- Alliteration
- Words in Sentences
- Syllable Awareness
- Onset/Rime
- Phonemic Awareness

Are students “on track?”

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Phonological Awareness

Phonics

Fluency

Vocabulary

Text Complexity

Comprehension

Public Instruction
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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