



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

DPI Reading Report WSRA Executive Committee Meeting: Summer 2007

Professional Standards Council Ad Hoc Group

Professional Standards Council members have agreed to convene a small, ad hoc group to draft a policy statement to bring back to the Council on issues with reading teacher/reading specialist licensure as it relates to advancement requirements for persons who hold an Initial Educator License as a reading specialist. As you recall, the reading specialist license category became part of the administrative category with the creation of PI 34. Frequently, both the reading teacher (teaching category) and reading specialist (administrator category) programs are completed at the same time. Persons in this situation are issued a reading teacher license at the professional educator stage and reading specialist at the initial educator stage.

WSRA representatives have been invited to attend the meeting of the ad hoc group on November 9, 2007. Two members of the PSC who are reading educators are also represented on the ad hoc group as well as DPI staff.

DPI/WSRA PI 34 Meeting

On August 10, 2007, Luann Dreifuert, WSRA PI 34 Task Force Chair and Past President, and representatives of the task force will be meeting with Judy Peppard, DPI, Director, Teacher Education, Professional Development and Licensing, and Laurie Dersé, DPI, Assistant Director, Teacher Education, Professional Development and Licensing to discuss the Wisconsin Master Educator Assessment Process, the PSC ad hoc group, and work WSRA is doing with their members related to PI 34.

Reading Toolkit

As part of DPI's Responsive Education for All Children (REACH) initiative, a reading toolkit is in process of development. Pat Sowls, WSRA Past President and Reading Consultant, is working with Amy Stoeckly, Instructional Services / Response to Intervention (RtI)/ Responsive Education for All Children (REACH), and Xam Director, CESA #4, to review the current draft of the toolkit.

The REACH initiative <http://dpi.wi.gov/reach/> is a collaborative effort between the Wisconsin Department of Public Instruction Special Education and Title I and School Support teams. REACH is designed to help Wisconsin schools establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience success, including students with disabilities. Using a research-based framework, REACH provides a foundation for the use of IDEA Early Intervening Services funds and for implementation of "response to intervention" (RtI) process. IDEA Discretionary, Title I, and State Improvement Grant (SIG) funds have been used to establish regional collaborative technical assistance centers, award grants to high need districts, provide quality technical assistance and professional development to schools, and enhance family and community partnerships.

Link to the REACH Resource Clearinghouse at <http://www.reachwi.org/>. REACH helps Wisconsin schools develop more responsive systems that enhance the success of all students and prevent student failure. These goals are accomplished by providing schools and education communities with expert leadership, coordination, and technical assistance—data-based problem solving and decision making—to increase the use, variety, and quality of instructional options, as well as promote professional development and family-community involvement. Each school participating in the REACH project is provided with a mentor who supports the school community.

State Superintendent’s Adolescent Literacy Task Force

State Superintendent Elizabeth Burmaster has convened a statewide Adolescent Literacy Task Force co-chaired by Doug Buehl, WSRA Past President and Reading Consultant, and Mary Pfeiffer, Executive Director of Instruction, Green Bay Area School District. The Adolescent Literacy Task Force will:

- review state and local policies and initiatives that support adolescent literacy;
- identify research-based resources related to effective practices that promote literacy development, raise performance, and close the achievement gap; and
- develop a comprehensive adolescent literacy plan for the state of Wisconsin.

DPI appreciates the willingness of the many WSRA members who have accepted the invitation to serve on the Adolescent Literacy Task Force. The next task force meeting is in August in Madison. DPI will continue to work with WSRA as we move forward to strengthen reading education in Wisconsin.

Adolescent Literacy Summit

The Wisconsin Department of Public Instruction and the Alliance for Excellent Education along with support from Great Lakes West Comprehensive Center held a one-day summit on May 7 in Madison, titled *Reading and Writing Are More than Elementary: A Summit on Adolescent Literacy Instruction*.

The Summit was designed to build connections among the many groups and individuals working across Wisconsin to improve the teaching of reading and writing in the state’s middle and high schools. Nationally prominent experts in adolescent literacy provided an overview of recent research findings, best practices in reading and writing instruction, and relevant developments in state and federal policymaking. A number of Wisconsin’s leading educators, policymakers, and school reformers shared candid assessments of the challenges and opportunities they see for improving adolescent literacy instruction in the state, and participants were given the opportunity to ask questions, discuss issues, and engage in informal networking. Link to video from the summit at <http://www.all4ed.org/events/WiscAdLit/index.html>.

Special thanks to WSRA past presidents Doug Buehl and Brenda Shearer for speaking at the Summit and to the Carnegie Corporation of New York for their generous support of the Summit.

Wisconsin Alternative Assessment

DPI is in process of reviewing reading passages for the Wisconsin Alternative Assessment. Special thanks to WSRA members who have helped DPI with the passage review. The Wisconsin Department of Public Instruction is revising the Wisconsin Alternate Assessment System for Students with Disabilities forms and materials as a result of the US Department of Education's No Child Left Behind peer review of the Wisconsin Assessment System. Link to additional information at <http://www.dpi.state.wi.us/sped/assmt-waa.html>.

For questions related to reading education, please contact:

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