

# Technology Logistics

- **Remain on mute**
- **Consider turning camera off to support others' ability to stream**
- **List first and last name**
- **Use chat to communicate with hosts**



# **The District Reading Specialist: A Literacy Leader**

## **Episode 1: Leadership and Vision**

**DPI Webinar Series  
Spring 2022 (4/5/22)**



WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Land Acknowledgement



**Seats of government  
for the 11 federally-recognized  
American Indian Nations in Wisconsin**

\* Ojibwe nations

\*\* Non-Federally Recognized & non-state recognized

# Resources

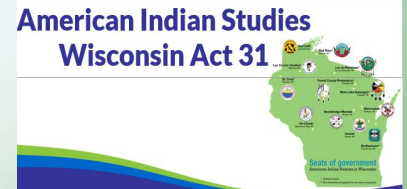
For additional information regarding the native lands that you are currently inhabiting, please visit the following websites:

- [Wisconsin First Nations](https://wisconsinfirstnations.org/) (<https://wisconsinfirstnations.org/>)
- [Native-Land.ca](https://native-land.ca/) (<https://native-land.ca/>)
- [Map | The Ways](https://theways.org/map) (<https://theways.org/map>)



For more information about treaties, tribal nations, and learning about Native Americans in Wisconsin please visit these websites:

- DPI American Indian Studies in Wisconsin: [Teaching and Learning | Wisconsin Department of Public Instruction](https://dpi.wi.gov/amind/resources/teaching-learning)  
<https://dpi.wi.gov/amind/resources/teaching-learning>
- [Frequently Asked Questions | Indian Affairs](https://www.bia.gov/frequently-asked-questions) (<https://www.bia.gov/frequently-asked-questions>)
- [National Congress of American Indians](http://www.ncai.org/) (<http://www.ncai.org/>)



For the history of the name Milwaukee and some of our surrounding cities visit this TEDx talk:

- [Minowakiing: The Good Land | Margaret Noodin | TEDxUWMilwaukee](https://www.youtube.com/watch?v=ddyFh1Rdho4) (<https://www.youtube.com/watch?v=ddyFh1Rdho4>)

# Objectives: Series

- Understand state statutes and rules related to reading
- Consider how your system can capitalize on state requirements to ensure each child can read
- Situate the district reading specialist as a literacy leader

Episode 1: Leadership and Vision

Episode 2: The District Reading Specialist

Episode 3: Universal Instruction and Assessment

Episode 4: Continuum of Supports

# Objectives: Episode 1

- Understand the importance of strong, public leadership support for literacy instruction that meets the needs of each learner
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# Terminology

Reading

Literacy

English Language Arts  
(ELA)



# Introductions



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# A Message from Dr. Underly



Dr. Jill Underly  
State Superintendent of Public Instruction



# Literacy Leadership

**Who are the literacy leaders in your district?  
Who are the literacy leaders at each school?**

*To include but not be limited to:*

**General Education**

**Special Education**

**English Language Learning**

**Libraries and Technology**

**Human Resources**

**Communications**

**School Board**



# DPI's Organization

State Superintendent

Deputy, Executive Director, Senior Policy Advisor

Assistant State Superintendents

Directors and Assistant Directors

Education Consultants, including Literacy



# The District Reading Specialist

- (3) Duties of reading specialist. The reading specialist shall:
- (a) Develop and implement a reading curriculum in grades kindergarten to 12.
  - (b) Act as a resource person to classroom teachers to implement the reading curriculum.
  - (c) Work with administrators to support and implement the reading curriculum.
  - (d) Conduct an annual evaluation of the reading curriculum.
  - (e) Coordinate the reading curriculum with other reading programs and other support services within the school district.

[Wis. Stat. 118.015](#)



# District Reading Specialist

- Administrative license
- *In addition* to a reading teacher license
- Reading specialist has specialized training for program evaluation, systems work, and planning and facilitating professional learning for adults
- A reading teacher works with students

How can you best utilize the expertise of your district reading specialist to move all students forward as readers?



# Your Organization: District Level

<b>Superintendent</b>	
<b>Curriculum Director</b>	
<b>Director of Special Education</b>	
<b>Reading Specialist</b>	
<b>Communications</b>	
<b>Other</b>	

In your system:

- Who fills these roles?
- What additional roles are critical?



# Your Organization: Schools

Principal	
Teacher Leaders	In a school <ul style="list-style-type: none"><li>• Who fills these roles?</li><li>• What additional roles are critical?</li></ul>
Instructional Coaches	
Reading Teachers	
Other	



# Communication Systems and Structures

While individuals have communication-related responsibilities, communication cannot be dependent on individuals.

- What systems and structures are in place at the district- and school-levels?
- What systems and structures are in place between the district- and school-levels?
- What systems and structures are available between those in official leadership capacities and those with other responsibilities?



# DPI Systems and Structures

- **Weekly check-in meetings**

  - Ex: Literacy Consultants, Director, and Assistant State Superintendent

  - Ex: Director and Assistant State Superintendent

  - Ex: Assistant State Superintendent and Deputy  
Expectations for agendas and minutes

- **Cross-Agency Team**

- **Team meetings**

  - Literacy and Math team with guests from across the agency

  - CESA Literacy Network

- **Reading Advisory Council**



# Your System

- What systems and structures are in place in your school and district?
- What are the purposes?
- How are the systems and structures working?  
How do you know?



# Vision

**Describes purpose, what the organization is striving for, and what it wants to achieve**

**Example 1:** By strengthening literacy learning, we foster students' use of reading to understand themselves and others, to acquire knowledge, and to participate in a democratic society.

**Example 2:** The Wisconsin Department of Public Instruction provides information, resources, and guidance for literacy leaders to promote reading achievement for all Wisconsin students.



# Guiding Principles for Teaching and Learning

Apply in all contents or disciplines.

- Every student has the right to learn.
- Instruction must be rigorous and relevant.
- Purposeful assessment drives instruction and affects learning.
- Learning is a collaborative responsibility.
- Students bring strengths and experiences to learning.

[Available on DPI Website](#)



# Vision for ELA

- Integrated discipline
- Builds understanding of the human experience
- Lifelong literacy
- Includes critical thinking, problem solving, communication, collaboration, and creativity
- Social construction; value of multiple perspectives

[ELA Homepage](#)

## Wisconsin's Vision for English Language Arts



English Language Arts is an integrated discipline



English Language Arts instruction builds an understanding of the human experience



Literacy is an evolving concept, and becoming literate is a lifelong learning process



Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of WI graduates



Literacy, language and meaning are socially constructed and are enhanced by multiple perspectives

# WI's Key Shifts in ELA, 2020

- Key shift 1: Learning about and application of reading, writing, speaking, listening, and language emphasizes recognizing, valuing, and sustaining students' identities and the identities of others.
- Key shift 2: All students are flexible users of language.
- Key shift 3: All students engage in regular practice with complex texts (both literary and informational) and building academic vocabulary.
- Key shift 4: All students engage in reading, writing, and speaking that is grounded in textual evidence.
- Key shift 5: All learners build knowledge through text.



# How the Vision Lives, examples from

DPI

- Included in communications and presentations  
(with consistency of language)
- Organization of Instructional Practice Guides
- Guides which opportunities we accept
- Guides funding decisions



# Establishing a Vision

- Who needs to be involved?
  - What does it look like to build trust in that team?
  - What data/input will the team use?
- How will all stakeholders (including the public) have a chance to provide input?
- How/where will the vision be shared?





# Living a Vision

- What is consistent with the vision? What is not consistent yet? How do you know?
- What role does the vision play in decisions (like those about curriculum or professional learning)?  
Routines (like meetings)?



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# Plan for Challenges

- Shiny things
- Differing views, philosophies, beliefs
- Changes in law and policy
- Changes in staff



# DPI Resources

- Reading Page: [www.dpi.wi.gov/reading](http://www.dpi.wi.gov/reading)
- Materials from this series:  
<https://dpi.wi.gov/reading/wisconsin-reading-requirements>
- [DPI's Guiding Principles for Teaching and Learning](#)
- [Productive Partnerships](#): Professional learning about reading-related collaboration



# Contact Information



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