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Technical Assistance Work Plan: Wisconsin

2007–08

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Great Lakes West
Comprehensive Assistance Center

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Context: Year 1 and Year 2 Technical Assistance

When the Great Lakes West Comprehensive Assistance Center began work with the Wisconsin Department of Public Instruction (DPI) in January 2006, the cabinet of the state superintendent presented Great Lakes West with a list of possible focus areas. During a review of this list, state staff and Great Lakes West agreed that the statewide system of support (SSOS) would be the initial area of focus. DPI staff already had done extensive work on a district self-assessment handbook. They asked for Great Lake West's assistance in the state's evaluation of SSOS, beginning with a review of the handbook to see if it was aligned with standards for district improvement. An immediate offshoot of this work was Great Lake West's effort to build the state's capacity to develop its supplemental educational services (SES) evaluation and improve its SES Web tools and materials provided to the districts. This effort eventually led to an eight-state institute on SES in February 2007.

DPI also requested assistance with its high school redesign initiative. The state was in the process of finalizing a June 2006 report with recommendations from the state-established High School Task Force. Great Lakes West assisted DPI with a stakeholder meeting in November 2006 to release the recommendations. One of the major recommendations was a state review of the mathematics and English language arts standards, which included involvement with the American Diploma Project and the Partnership for 21st Century Skills. This effort is referred to as the ADP/P21 project in Wisconsin. Additional high school reform efforts targeted by the state for later development included adolescent literacy and response to intervention (RTI).

In March 2007, Great Lake West's technical assistance plan was revised to include teacher quality. Following the January 2007 Research to Action Forum, "Advancing Research, Policy, and Practice for Teacher Quality," DPI staff requested a review of the surveys they had developed to collect data about initial educators and mentors. They also asked for help in holding a seminar in June 2007 to build stakeholder support across the state for induction programs. As a result of these requests, Great Lakes West provided a critique of the survey items, put the surveys on a website to facilitate access, analyzed the data to identify district and school needs, and assisted in the planning and implementation of the state seminar held in June 2007. Table 1 shows Great Lakes West goals and evidence of progress for Year 1 and Year 2 in Wisconsin.

To build the state's capacity, Great Lakes West provides support to help DPI do the following: assess the improvement needs of schools and districts, develop solutions to address identified needs, build and sustain systemic support for improvement efforts, and improve the tools and systems that districts and schools need for improvement and accountability. Great Lakes West uses the five stages of the technical assistance cycle: (1) *design*, an initial exploratory phase that focuses on needs sensing, envisioning goals, and negotiating the scope of work that is agreed upon by Great Lakes West and state staff; (2) *technical planning*, detailed planning that identifies timelines, actions (including evaluation), and responsibilities; (3) *implementation*, which can include coaching, providing information, facilitating meetings, and preparing and providing events and activities; (4) *evaluation and debrief*, which includes working with state staff to interpret their evaluation of the actions and policies the state has developed; and (5) *next steps*, a review of the history of the project and, as appropriate, a reiteration of the technical assistance cycle, beginning with envisioning goals and determining and designing a new scope of work.

Table 1. Great Lakes West Technical Assistance Goals in Wisconsin: Years 1 and 2

Overarching goal: To deliver technical assistance that is of high quality, relevance, and utility.

Great Lakes West Goals for Year 1 and Year 2			
Goal 1	Goal 2	Goal 3	Goal 4
Develop the capacity of DPI to implement the recommendations of the June 2006 High School Task Force report for the purpose of supporting districts and schools in their high school redesign efforts.	Improve the Wisconsin statewide system of support.	Inform DPI's effort to evaluate supplemental educational services (SES) and improve the information and materials that it provides to districts and schools.	<i>Added Goal 4 March 2007 in updated plan.</i> Develop DPI's capacity to identify needs of initial educators and mentors in Wisconsin and its ability to build a more systemic state approach for induction and mentoring.

Evidence of Progress			
Goal 1	Goal 2	Goal 3	Goal 4
<ul style="list-style-type: none"> •DPI launched the ADP/P21 effort in English language arts and mathematics. •DPI formed an Adolescent Literacy Task Force. •DPI began integrating the P21 standards framework into its curriculum guides (which became the new <i>Foundations</i> series) in science and social studies. 	<ul style="list-style-type: none"> •DPI revised the district self-assessment handbook, <i>Characteristics of Successful Districts: Self-Assessment Handbook</i>. •DPI considered using a logic model to guide the state SSOS process. 	<ul style="list-style-type: none"> •DPI identified revisions to its website based on Great Lakes West's review of accessibility issues and content. • DPI has information about processes for evaluating SES providers. • DPI has information and a greater understanding of SES evaluation as a result of the regional conference (the SES Institute) involving four regional comprehensive centers and the Center on Innovation & Improvement. • DPI determined its evaluation of SES providers would focus on providing information to districts 	<ul style="list-style-type: none"> • Following the seminar, DPI teacher quality staff decided additional guidance to districts and schools from the state was needed to improve the quality of the induction programs; they developed plans to propose changes to the cabinet. • DPI and stakeholders developed a list of research-based benefits of induction that could be used by professional development providers and other stakeholders in the state to promote induction and mentoring. • DPI's knowledge about the development of survey items has increased, and changes in the survey will be made.

Transition Into Year 3: Improving DPI's Capacity to Implement NCLB

During its first 18 months of operation, Great Lakes West provided support to DPI in the following No Child Left Behind (NCLB) priority areas: SSOS, SES, teacher quality, and high school redesign. Year 3 projects were agreed upon by DPI and Great Lakes West in March 2007. The areas of support identified in Years 1 and 2 would be continued in Year 3. In addition, DPI felt that work on mathematics and English language arts standards being done through ADP/P21 should be expanded to more content areas and requested help with doing similar work in science and social studies. (*Note:* It was later discovered that ADP was not conducive to science and social studies.) In addition, adolescent literacy and RTI were added as projects. The number of projects (four: adolescent literacy, SSOS, standards, and RTI) under the larger umbrella of high school redesign was evidence of the state's view that high school redesign is a priority area.

As a result of the success of the Wisconsin Initial Educator Seminar in June 2007 and the support with the surveys conducted at the end of Year 2, Great Lakes West will continue assisting DPI in exploring ways to improve the utility and quality of Wisconsin's induction and mentoring surveys and improve its technical assistance to districts for professional development provided to teachers.

Recently, several DPI divisions have acknowledged that stronger connections within and across divisions are needed for high school redesign and SSOS. In addition, DPI is working to imbed some initiatives from RTI, which was identified for support from Great Lakes West, into the work that already is being undertaken by the department. This holistic approach will provide for more targeted utilization of technical assistance and resources available to districts and schools.

Midyear Update

Teacher Quality

Tasks for Great Lakes West relating to teacher quality were changed slightly after the What Works Conference, sponsored by the National Comprehensive Center for Teacher Quality, in early November 2007. Collaboratively, DPI and Great Lakes West staff identified three specific areas of assistance that need to move forward: developing an action plan based on the outcomes of the 2008 induction and mentoring seminar, assessing and refining the teacher quality plan, and developing a template for professional development providers (see Table 3).

Statewide System of Support

Technical assistance provided by DPI staff to Milwaukee and Kenosha is being used as a mechanism for reflecting on Wisconsin's existing SSOS processes and efforts. An initial interdepartmental meeting based on the Center on Innovation & Improvement's Framework for an Effective Statewide System of Support has been Great Lakes West's first comprehensive effort for analyzing the Wisconsin SSOS.

Supplemental Educational Services

DPI has decided that SES is no longer a high priority. It has indicated that additional support is not needed at this time. Great Lakes West has responded by assuring state staff that support related to provider evaluation and parental awareness would be available if needed.

High School Redesign

Although the high school website was part of the original Year 3 plan in June 2007, work on the website did not begin until December 2007. Since then, Great Lakes West has been working with DPI to develop a comprehensive high school website. Great Lakes West also anticipates that the Individuals with Disabilities Education Improvement Act (IDEA) Partnership transition group in Wisconsin will become involved with the work in the future.

Adolescent Literacy

In Year 3, Great Lakes West has provided support to DPI in adolescent literacy by facilitating the state's Adolescent Literacy Task Force meetings. This task force was charged with developing a state plan for improving adolescent literacy. DPI has indicated that after the plan is finalized, continued support will be needed to help the staff work with multiple work groups and develop more details for the implementation of the plan. No specific timeline has been identified.

Response to Intervention

Great Lakes West work with DPI in RTI began slowly in Year 3 but has started gaining momentum in the state. Recently, an internal cross-divisional RTI work group was formed. A Great Lakes West staff member serves as a member of this committee.

Wisconsin Model Academic Standards

Technical assistance activities for the Wisconsin Model Academic Standards (ADP/P21 project) were revised in late December 2007. Rather than follow the model for revising standards that was used in mathematics and English language arts, Great Lakes West will assist the other curricular areas, starting with science and social studies, in developing a plan for the rapid dissemination of the new *Foundations* series. Each individual component of the series is a content-specific tool that provides more comprehensive guidance to teachers and districts regarding standards, assessments, and instruction. Previously, DPI provided districts and schools with a book of the state standards, which was followed by a document that linked assessment to the standards. Generally, the feedback to DPI was that the two books were difficult to understand and did not provide critical instruction information. As a result, DPI developed *Foundations* for science and has determined that it would do a series that included one tool for each content area.

DPI has requested the support of Great Lakes West in the development of a toolkit and Web-based professional development for the series. Early pilots conducted by DPI to roll out the first in the series clearly showed that there are not enough state staff to support that type of face-to-face training across the state. Great Lakes West support to DPI would include the provision of

research, critiquing of the toolkit and professional development offered, and assistance in building partnerships for rollouts (see Table 9).

Table 2 indicates Great Lakes West’s updated Year 3 technical assistance goals in Wisconsin for January–June 2008.

Table 2. Great Lakes West Technical Assistance Goals in Wisconsin: January–June 2008

Overarching goal: To deliver technical assistance that is of high quality, relevance, and utility.

Great Lakes West Year 3 Goal Focus Areas						
Teacher Quality	Statewide System of Support (SSOS)	Supplemental Educational Services (SES)	High School Redesign	Adolescent Literacy	Response to Intervention (RTI)	Wisconsin Model Academic Standards
<p>To assist DPI in developing actionable plans (related to induction and mentoring, supporting teacher quality in larger districts, and the state’s highly qualified teacher plan).</p> <p>To assist DPI with monitoring and implementation of the state’s plans to improve teacher quality.</p>	<p>To provide DPI with assistance to design and implement a customized process for self-assessing its statewide system of support, which will support its improvement assistance to districts.</p> <p>To assist DPI in addressing its need to facilitate cross-department communication.</p>	<p>No goal at this time. (Project currently on hold at the request of DPI.)</p>	<p>To assist DPI with the development of a protocol to roll out recommendations for reviewed mathematics and English language arts standards (ADP/P21 project).</p>	<p>To assist DPI with the Adolescent Literacy Task Force and develop statewide recommendations.</p> <p>To increase the capacity of DPI to address the needs of its districts.</p> <p>To assist DPI with establishing standards for literacy coaches.</p>	<p>To assist the DPI Internal Work Group with critical thinking about RTI implementation.</p> <p>To assist DPI in creating a strategic plan for implementation of RTI initiatives.</p>	<p>To assist DPI in creating toolkits and online professional development to disseminate its new <i>Foundations</i> series (science, social studies, and other curricular areas).</p>

Updated Plans for Year 3

Teacher Quality

Overall Goals—To assist DPI in developing actionable plans (related to induction and mentoring, supporting teacher quality in larger districts, and the state’s highly qualified teacher plan).

To assist Wisconsin DPI with monitoring and implementation of the plans to improve teacher quality.

Scope of Services

After the successful completion of teacher, administrator, and pupil services inductee/mentoring surveys last year, DPI decided that a more targeted survey critiqued by professional evaluators would ensure better results and provide a tool for use in the future. Great Lakes West will assist with the critique and refining of surveys and also will work on refining procedures for survey administration.

The success of the Wisconsin Initial Educator Seminar held in June 2007 has prompted DPI to plan a second seminar this summer, placing a greater emphasis on teacher preparation programs at institutions of higher education in Wisconsin. Great Lakes West will assist DPI in developing actionable plans related to teacher induction and mentoring, teacher quality in larger school districts, and the Wisconsin highly qualified teacher plan. Assistance will include helping DPI identify processes and procedures for consistently implementing the plans as well as monitoring and refining the implementation. Great Lakes West will provide critical guidance, research, and data. This effort will help DPI by increasing the understanding of DPI staff about improving teacher retention and reducing high turnover in the first few years of teaching. A website with survey results as well as updated teacher quality materials and resources will be developed by Great Lakes West to assist in dissemination of the information.

Key Team Members

Key team members are as follows: the director of Teacher Education, Professional Development, and Licensing, Division for Academic Excellence, Wisconsin DPI; Al Hovey, Great Lakes West Wisconsin state manager; REL Midwest and National Comprehensive Center for Teacher Quality staff; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 3 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of teacher quality.

Table 3. Elements of Capacity Building and Outcomes for Teacher Quality

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	DPI Outcomes (for End of Year 3)
DPI accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes West will help DPI analyze Year 2 induction and mentoring surveys to make informed decisions about revisions to the instruments. 	<ul style="list-style-type: none"> • DPI will have a better understanding of how they can improve teacher retention and reduce the high turnover in the first few years of teaching by having a better understanding of the needs of districts and schools.
DPI develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will assist DPI in planning and holding a seminar on induction and mentoring in June 2008. • Great Lakes West will assist DPI in developing an action plan based on the outcomes of this seminar. 	<ul style="list-style-type: none"> • DPI will have consensus among key stakeholders in higher education about ways that the institutions can support initial educators and increase their effectiveness. • DPI will have an action plan on improving induction programs (based on Wisconsin data and national research).
DPI builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will assist DPI in implementing the plan and holding three regional meetings to engage professional development providers, district personnel, and school staff in targeted professional development for teachers. • Great Lakes West will support DPI with establishing a teacher quality website for induction and mentoring. 	<ul style="list-style-type: none"> • DPI will have a comprehensive process and materials to assist professional development providers, districts, and schools in meeting the needs of teacher. • DPI will have a Web resource for teacher quality related induction and mentoring.
DPI improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West will review the surveys that DPI administered to teacher inductees/mentors for quality and utility. • Great Lakes West will assist DPI in assessing the fidelity of teacher quality plans, monitoring results, and refining the plan based on data. • Great Lakes West will assist in developing a template for professional development providers to improve quality assurance. 	<ul style="list-style-type: none"> • DPI will have a new, improved survey to be used with teachers in Wisconsin. • DPI will have a refined teacher quality plan based on data.

Statewide System of Support

Overall Goals—To provide DPI with assistance to design and implement a customized process for self-assessing its statewide system of support, which will support its improvement assistance to districts.

To assist DPI in addressing its need to facilitate cross-department communication.

Scope of Services

According to the No Child Left Behind (NCLB) Act, “Each state shall establish a statewide system of intensive and sustained support and improvement for local educational agencies and schools...in order to increase the opportunity for all students served by those agencies and schools to meet the state’s academic content standards and student academic achievement standards” (Title I, Part A, Subpart 1, Section 1117[a][1]).

After extensive work with DPI on its district self-assessment guide, Great Lakes East will focus Year 3 work on supporting DPI staff in determining how the state will assist districts needing improvement. As of the 2005–06 school year, Wisconsin only had one district (Milwaukee) identified in need of improvement; this number is expected to increase over time.

Key Team Members

Key team members are as follows: SSOS consultant and work group, Wisconsin DPI; Al Hovey, Great Lakes West Wisconsin state manager; Center on Innovation & Improvement staff; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 4 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of statewide systems of support.

Table 4. Elements of Capacity Building and Outcomes for Statewide System of Support

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	DPI Outcomes (for End of Year 3)
DPI accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes West will assist with development of Wisconsin’s technical assistance plan for SSOS. • Great Lakes West will provide research and other state information. 	<ul style="list-style-type: none"> • DPI will have a technical assistance plan to address the needs of districts in need of (or wanting) to improve.
DPI develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will provide assistance in developing data collection instruments that align with the Wisconsin SSOS logic model. 	<ul style="list-style-type: none"> • DPI will have method and instruments to collect data that will support its decisions for improving SSOS.
DPI builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will support DPI staff in determining how the state will provide technical assistance to districts needing improvement. 	<ul style="list-style-type: none"> • DPI will be able to sustain the SSOS system designed and will meet the needs of districts. • DPI will provide cross-divisional support to districts; this support is not seen as the sole responsibility of the SSOS team.
DPI improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West Staff will assist DPI staff, across different divisions, to analyze how SSOS can better be implemented and how technical assistance can be provided to districts. 	<ul style="list-style-type: none"> • DPI will have improved data analysis and delivery models across the state.

Supplemental Educational Services

Overall Goal—(No goal at this time.)

Scope of Services

In December 2007, DPI requested that Great Lakes West focus resources and time on other priority areas.

Key Team Members

If additional support is requested, key members would probably be as follows: Wisconsin DPI SES consultant and work group;

Al Hovey, Great Lakes West Wisconsin state manager; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 5. Elements of Capacity Building and Outcomes for Supplemental Educational Services (Through December 2007)

Core Elements of Capacity Building	Great Lakes West Activities Through December 2007	DPI Outcomes
DPI accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> Great Lakes West provided information from reviews of sample providers' assessments to refine criteria for application and monitoring process of SES providers. 	<ul style="list-style-type: none"> DPI will have a revised request for proposals for SES providers.
DPI develops solutions to address needs.	<ul style="list-style-type: none"> Great Lakes West compiled research on best practices of effective afterschool tutoring programs to help DPI develop a parent guide. 	<ul style="list-style-type: none"> DPI will have a state parent guide relating to SES.
DPI builds and sustains systemic support for district and school improvement efforts.	(Project currently on hold at the request of DPI.)	(Project currently on hold at the request of DPI.)
DPI improves the tools and systems it employs for school improvement and accountability.	(Project currently on hold at the request of DPI.)	(Project currently on hold at the request of DPI.)

High School Redesign

Overall Goal—To assist DPI with the development of a protocol to roll out recommendations for reviewed mathematics and English language arts standards (ADP/P21 project).

Scope of Services

High school redesign is a priority of the state superintendent. To make all work in this area more coherent across DPI, Great Lakes West is assisting in the development of a website to compile all high school information in a single location and provide quick and easy access to the latest state resources and guidance in this area.

Currently, the Wisconsin ADP/P21 team is working with Achieve to review high school standards in English language arts and mathematics. Upon completion of this review, Great Lakes West will assist DPI with a protocol to disseminate recommendations so more stakeholders have the opportunity to look at the newly aligned mathematics and English language arts standards and provide feedback to the state. After this dissemination to the Wisconsin stakeholders, the DPI work group will complete a final review and incorporate changes to the high school standards.

Key Team Members

Key team members are as follows: the director of Career and Technical Education for Wisconsin DPI; assistant state superintendent, Division for Academic Excellence, Wisconsin DPI; Al Hovey, Great Lakes West Wisconsin state manager; National High School Center staff; American Diploma Project and Partnership for 21st Century Skills staff; Achieve staff; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 6 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of high school redesign.

Table 6. Elements of Capacity Building for High School Redesign

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	DPI Outcomes (for End of Year 3)
DPI accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes West will assist in the creation of a protocol to disseminate recommendations on high school standards to a large group of stakeholders throughout the state. 	<ul style="list-style-type: none"> • DPI will be able to make decisions based on the information provided by stakeholders within the state.
DPI develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will assist in the creation of a high school website. Design and content will be based on best practices as recommended by the High School Task Force. • Great Lakes West will conduct an expert review of the website content and hold a focus group to examine the accessibility of the site. • Great Lakes West will assist in the creation and execution of a webcast to disseminate information on the newly created website. 	<ul style="list-style-type: none"> • DPI will have a comprehensive high school website. • DPI will have revised assessments and standards as well as policies as appropriate. • DPI will have a comprehensive high school redesign initiative in the state based on existing transition best practices. • DPI will identify and engage other stakeholders in assisting districts in their redesign efforts.
DPI builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will work with DPI to sustain the efforts of current high school redesign initiatives by modeling reflection and improvement practices and providing materials and tools. 	<ul style="list-style-type: none"> • DPI will continue to promote and implement high school reform. • DPI will have identified staff for leading DPI initiatives.
DPI improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West will assist with the development and implementation of plans for DPI’s efforts in assessment by providing information about other states and research. 	<ul style="list-style-type: none"> • DPI will continue to review and revise assessments, standards, and policies. • DPI will have high school standards, policies, and courses that are aligned. • DPI will have materials to share with districts, including a plan for future work streamlining the assessment system so the tests that students take in high school also can serve as placement tests for college.

Adolescent Literacy

Overall Goals—To assist DPI with the Adolescent Literacy Task Force and develop statewide recommendations.

To increase the capacity of DPI to address needs of its districts.

To assist DPI with establishing standards for literacy coaches.

Scope of Services

Great Lakes West is facilitating the Adolescent Literacy Task Force, which will report to the state superintendent in late January with recommendations for addressing the literacy needs of adolescent students in Wisconsin. Great Lakes West will then provide ongoing support for developing a comprehensive adolescent literacy plan and building momentum within the state to create a literate, well-educated citizenry and workforce.

Key Team Members

Key team members are as follows: team director, Division for Academic Excellence, Wisconsin DPI; Al Hovey, Great Lakes West Wisconsin state manager; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 7 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of adolescent literacy.

Table 7. Elements of Capacity Building and Outcomes for Adolescent Literacy

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	DPI Outcomes (for End of Year 3)
DPI accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes West will facilitate the Adolescent Literacy Task Force to identify needs. 	<ul style="list-style-type: none"> • DPI will have research and best practice-based recommendations for literacy.
DPI develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will assist with the development of a comprehensive adolescent literacy plan for Wisconsin that addresses the needs of students and establishes links to additional partners. 	<ul style="list-style-type: none"> • DPI will plan, develop policies, and disseminate informational materials for addressing the needs of schools and districts to improve literacy.
DPI builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will provide ongoing support to the adolescent literacy state staff to model state planning and facilitation of stakeholder groups. 	<ul style="list-style-type: none"> • DPI staff will have increased understanding of the critical aspects of building consensus among stakeholders and more knowledge of the systemic considerations for improving literacy.
DPI improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West will provide planning tools, group processes, and resources for improvement. 	<ul style="list-style-type: none"> • DPI will have planning tools for use with stakeholders, group processes and techniques, and resources to support district and school change in literacy.

Response to Intervention

Overall Goals—To assist the DPI Internal Work Group with critical thinking related to RTI implementation.

To assist DPI in creating a strategic plan for implementation of RTI initiatives.

Scope of Services

Great Lakes West staff has become a team member of the DPI Internal Work Group, a cross-division RTI working group. As a member of this group, Great Lakes West staff will support DPI with critical thinking, resources, and networking opportunities with other states and centers. Collaboration will occur with the new National Center on Response to Intervention liaison, the North Central Regional Resource Center, and DPI staff to move the RTI initiative in Wisconsin forward.

Key Team Members

Key team members are as follows: special education director, Division for Learning Support: Equity and Advocacy, Wisconsin DPI; director of Title I and School Support, Wisconsin DPI; Al Hovey, Great Lakes West Wisconsin state manager; North Central Regional Resource Center staff; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 8 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of RTI.

Table 8. Elements of Capacity Building and Outcomes for Response to Intervention

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	DPI Outcomes (for End of Year 3)
DPI accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes West will support the Wisconsin work team with needs sensing. To determine the policies and practices needed at the state level, Great Lakes West will gather information about existing models and the challenges and successes that school and districts are having as they implement RTI. 	<ul style="list-style-type: none"> • DPI work team will make decisions based on research and best practices.
DPI develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will support the creation of statewide RTI goals and plan. 	<ul style="list-style-type: none"> • DPI will have a statewide initiative with identified goals and actions based on quality research and best practices.
DPI builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will review how DPI builds systematic support for districts and schools within the RTI framework and will provide guidance regarding school implementation. • Great Lakes West will monitor and refine the RTI plan based on data. 	<ul style="list-style-type: none"> • DPI will have a state-appropriate model and plan for RTI rollout.
DPI improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West will help with continued implementation of tools and models. 	<ul style="list-style-type: none"> • DPI will have a process and tools in place to support continuous improvement of the state’s RTI system.

Wisconsin Model Academic Standards

Overall Goals—To assist DPI in creating toolkits and online professional development to disseminate its new *Foundations* series (science, social studies, and other curricular areas).

Scope of Services

DPI has just created a new curricular series titled *Foundations*. The purpose of *Foundations* is to provide teachers with a better tool for improving their instruction. For the first time, DPI has provided an alignment of the standards, assessment, and instruction. The first content area in the series is science. Great Lakes West will assist the state in the creation of a toolkit and online professional development for districts and professional development providers. The goal of the toolkit and professional development is to have a quick rollout of the series so classroom implementation begins within the year.

Key Team Members

Key team members are as follows: assistant state superintendent, Division for Academic Excellence, Wisconsin DPI; team director, Division for Academic Excellence, Wisconsin DPI; Al Hovey, Great Lakes West Wisconsin state manager; Center on Innovation & Improvement staff; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 9 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of Wisconsin model academic standards.

Table 9. Elements of Capacity Building and Outcomes for Wisconsin Model Academic Standards

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	DPI Outcomes (for End of Year 3)
DPI accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes will assist the state in developing an evaluation loop for the online tools and professional development materials. 	<ul style="list-style-type: none"> • DPI will have tools and a process for assessing needs over time.
DPI develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will assist in the creation of toolkits and professional development. 	<ul style="list-style-type: none"> • DPI will have tools and professional development to expedite implementation of the new curricular series.
DPI builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will assist in the implementation of the rollout. 	<ul style="list-style-type: none"> • DPI will have identified people leading the implementation and processes and procedures for rolling out each content area.
DPI improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West will assist state staff in reviewing data about the rollout to model standard continuous-improvement practices. 	<ul style="list-style-type: none"> • DPI will have information for continuously improving support to its districts.

Proposed Resources

Teacher Quality

Goe, L., & Cogshall, J. (2007). *The teacher preparation > teacher practices > student outcomes relationship in special education: Missing links and new connections*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved February 4, 2008, from <http://www.nctq.org/publications/may2007brief.pdf>

Statewide System of Support

Center on Innovation & Improvement. (2007). *Framework for an effective statewide system of support*. Lincoln, IL: Author. Retrieved February 4, 2008, from <http://www.centerii.org/techassist/support/resources/system%20of%20support%20graphic.pdf>

Redding, S., & Walberg, H. J. (Eds.). (2007). *Handbook on statewide systems of support*. Lincoln, IL: Center on Innovation & Improvement. Retrieved February 4, 2008, from <http://www.centerii.org/survey/downloads/Handbook%2011%2020%2007.pdf>

Supplemental Educational Services

Ross, S., Potter, A., & Harmon, J. (2006). *Evaluating supplemental educational service providers: Suggested strategies for states* (2nd ed.). Lincoln, IL: Center on Innovation & Improvement. Retrieved February 4, 2008, from http://www.centerii.org/ses/resources/SES_evaluation_guide.pdf

High School Redesign

Herlihy, C. (2007). *State and district-level support for successful transitions into high school* (Policy Brief). Washington, DC: National High School Center. Retrieved February 4, 2008, from http://www.betterhighschools.org/docs/NHSC_PolicyBrief_TransitionsIntoHighSchool.pdf

Kennelly, L., & Monrad, M. (Eds.). (2007). *Easing the transition to high school: Research and best practices designed to support high school learning*. Washington, DC: National High School Center. Retrieved February 4, 2008, from http://www.betterhighschools.org/docs/NHSC_TransitionsReport.pdf

Adolescent Literacy

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., et al. (2007). *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: Center on Instruction. Retrieved February 4, 2008, from <http://www.centeroninstruction.org/files/COI%20Struggling%20Readers.pdf>

Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., et al. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: Center on Instruction. Retrieved February 4, 2008, from <http://www.centeroninstruction.org/files/Academic%20Literacy.pdf>

Response to Intervention

Duffy, H. (2007). *Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention*. Washington, DC: National High School Center. Retrieved February 4, 2008, from http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf

Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007). *Extensive reading interventions in grades K–3: From research to practice*. Portsmouth, NH: Center on Instruction. Retrieved February 4, 2008, from <http://www.centeroninstruction.org/files/Extensive%20Reading%20Interventions.pdf>

Vaughn, S. (2006). *Response to intervention* [PowerPoint presentation]. Portsmouth, NH: Center on Instruction. Retrieved February 4, 2008, from http://www.centeroninstruction.org/files/Vaughn_Revised_July2006.pdf

Witt, J. (2006, April). *Core concepts of RtI*. Presentation given at the Response to Intervention Symposium, Austin, TX. Retrieved February 4, 2008, from <http://www.centeroninstruction.org/files/CorePrinciplesAndEssentialComponentsOfRtI.pdf>