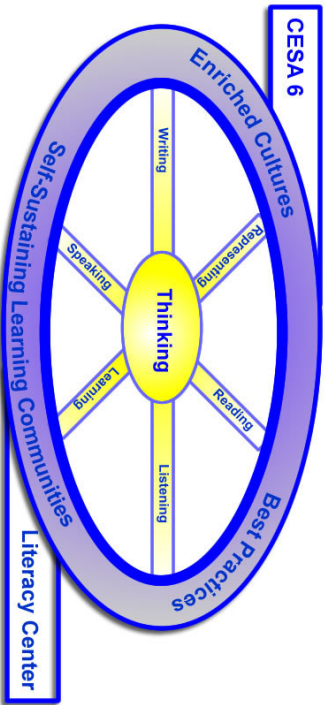
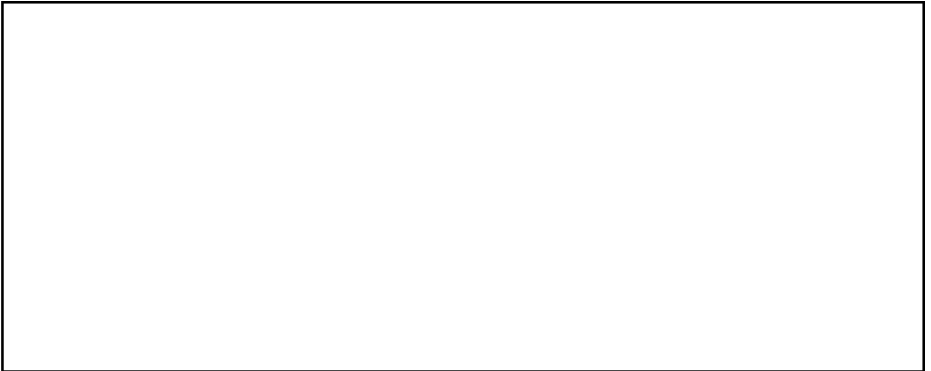


CESA 6 LITERACY CENTER
KATHY SCHMITT, LITERACY COORDINATOR
DIANE KOEHLER, LITERACY COORDINATOR
PO BOX 2568
OSHKOSH WI 54903



CESA 6
Presents:
Literacy Center

*The gap between what we can dream
and what we can accomplish has
never been smaller*



CESA6 LITERACY CENTER

Mission: CESA 6 Literacy Center leads by providing quality and equitable literacy services to our community of learners through innovation, collaboration, communications, partnership and service.

Seven Branches of Service

- **Literacy Leadership Consortium**
- **Reading Specialists Network**
- **K-12 Literacy Model**
- **Multi-Media Interactive Website**
- **Reading Strategy Instruction**
- **Needs Assessment and Program Design**
- **NCLB Cell Performance Improvement**

CONTACT INFORMATION



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LITERACY COORDINATORS

Kathy Schmitt

Kathy received a B.S. in Special Education from U.W. Oshkosh and Masters in Reading from Cardinal Stritch College. She has also completed the Educational Leadership Program at Cardinal Stritch College.

Kathy has 16 years experience in the field of education.

- Reading Specialist
- Reading Recovery Teacher
- L.D. classroom teacher at the elementary level.

Areas of expertise include:

- Research-oriented practices
- Visionary agent in developing curriculum
- Collaborative partnership building

Diane Koehler

Diane received a B.A. in Psychology from Ripon College, a B.S. in Special Education from Cardinal Stritch College and a Masters in Educational Leadership from Marian College.

Diane has 20 years experience in the field of education.

- High School Principal
- Dean of Students
- E.B.D. classroom teacher at the secondary level.

Areas of expertise include:

- Extensive experience with guiding staff development in Reading in the Content Areas
- Successfully developed and implemented a district-wide teacher-directed evaluation/professional development model.
- Experience leading schools through first/second order change.

LITERACY LEADERSHIP CONSORTIUM

Participants: Educators that provide leadership in the area of literacy.

Purpose:

- Offer understanding of how to make use of the change theory, best practices, exemplary models, and current research.
- Build a toolbox of strategies/techniques to be an effective literacy leader.
- Apply models, theories and research to the specific experiences in the workplace for the most positive outcomes.



Pursuits:

Through the consortium participants will pursue the following:

- How do I assist staff in moving toward my district's curricular vision?
- How do I assist teachers to self-evaluate where they are in relationship to my district's vision for educators of literacy?
- What are potential roadblocks/hurdles and how do I know they exist in my district?
- How do I operate as an agent to eliminate these roadblocks/hurdles?
- What can I do as a leader to build a sustained learning community?

WI Educator Standards
Teachers—6, 9, 10
Administrator—2, 3, 4

READING SPECIALIST NETWORK

Participants: Reading Specialists

Purpose:

- Provide opportunities for collegial dialogue.
- Explore new products and trends.
- Empower and support group members to work toward common goals in their districts.



Pursuits:

Through the network, participants will pursue the following:

- How well am I able to facilitate in meeting the needs of each specific student population?
- What issues and insights have classroom teachers shared with me that would benefit other network members?
- How can the network support me with the opportunities provided to me by my administrator?
- How can the network support my personal learning process?
- What are some common goals, we, as a network, can attempt to achieve in our individual districts?

WI Educator Standards
Teachers—3, 4, 6, 8

NCLB CELL PERFORMANCE IMPROVEMENT

Participants: Administrators, Directors of Instructions, Directors of Special Education, Assessment Coordinators, Teachers K-12.



Purpose:

- Every teacher has a responsibility towards student performance in a variety of cells under NCLB. For each type of teaching assignment we will provide:
- Position statement of teachers' role in NCLB cell performance.
- Identification of the various cells influenced by the teaching assignment.
- Recommended a set of tools to utilize throughout the school year that will enhance student achievement in each of the cells.

Pursuits:

Participants will pursue the following questions:

- What are the various teaching positions that have an impact on each of the cells?
- What actions are certain schools taking that result in improved performance in specific cells?
- What will be the immediate effects of integrating content area strategy instruction and content area assessment \ strategy instruction?

WI Educator Standards
Teachers—1, 4, 7, 8, 9, 10
Administrator—2, 3, 7

NEEDS ASSESSMENT AND PROGRAM DESIGN

Participants: Superintendents, Building Administrators, Directors of Instruction, and members of leadership teams.



Purpose:

- Provide maps that describe how the various intangible forces are impacting your system.
- Evaluate sub-systems and their interactions in terms of their ability to achieve intended outcomes.
- Offer more promising tools to work on perennial challenges.

Pursuits:

Participants will pursue the following questions:

- How do we know if what we see is really there?
- How do we avoid championing the wrong strategy/problem?
- What motivates people? How do we align the culture, systems, structure and peoples' attentions toward that which is inherently motivating?
- How will the needs assessment save time and money in staff development and other district initiatives?

WI Educator Standards
Teachers—9, 10
Administrator—2, 3, 7

K-12 LITERACY MODEL

Participants: All educators, parents and community partners.



Purpose:

- Consolidate the literature and research regarding best practices.
- Assist in the development of district literacy goals.
- Provide a standard by which districts can self-evaluate their curriculum.

Pursuits:

Participants can use the K-12 Literacy Model to answer the following questions:

- What do best practices look like at each grade level and content area?
- Does our district's K-12 Literacy Model build in the necessary safeguards against unnecessary re-teaching?
- How can our district prevent teachers from erroneously assuming students' lack of necessary background knowledge and experiences?

WI Educator Standards
Teachers—1,2 3, 4, 7, 8, 9
Administrator—1, 5, 7

MULTI-MEDIA INTERACTIVE WEBSITE

Participants: All educators, parents and community partners

Purpose:

- Showcase CESA 6 schools exemplifying elements of the K-12 Literacy Model.
- Offer immediate access to resources through a variety of mediums, web links, pdf files, video clips and photographs.
- Provide the means for teachers across CESA 6 to dialogue about topics of interest via chat-rooms.



Pursuits:

Through the website participants will pursue the following:

- What schools and teachers can provide the specific expertise I am seeking?
- What might a lesson on _____ look like in the form of a video clip and scripted lesson plan (pdf file)?

WI Educator Standards
Teachers—6, 7, 9, 10
Administrator—1, 2

READING STRATEGY INSTRUCTION

Participants: Administrators, teachers and para-professionals.

Strategy Instruction in the Content Areas:

Enable teachers to assist students in:

- Developing and utilizing critical thinking skills unique to the content area.
- Gaining competency within the content by becoming competent, strategic thinkers.
- Extending connections between and among the content areas.



Pursuits:

Participants of workshops will be able to have the following questions answered:

- What are teachers doing that make students want to read the assignment and utilize the information in related exercises?
- How does the relationship between reading and thinking impact my success?
- How do the 5 Keys of Quality Reading Experiences impact student achievement?

Comprehension Strategy Instruction in Narrative Text:

Purpose

Enable teachers to assist students in:

- Developing and utilizing the eight powerful strategies good readers use.
- Developing a love for reading by providing deeply personal, yet social, reading experiences

Pursuits:

Participants of workshops will be able to have the following questions answered:

- What cognitive processes are involved in each of the reading strategies, as defined by Ellin Keene and Robert Marzano?
- What are the Best Practices for each of these reading strategies?
- How do I assess students in each of the reading strategies?

WI Educator Standards
Teachers—3, 4, 7, 8, 9
Administrator—2, 3