

## National Teacher of the Year

DPI is proud of the accomplishments of our teachers, and their dedication to their craft and the students they serve. One such teacher who serves our most vulnerable students is Rodney Robinson, who was recognized as the 2019 National Teacher of the Year. Rodney Robinson is a social studies and history teacher at the Virgie Binford Education Center, a juvenile detention center in Richmond, VA. Learn more about Rodney Robinson through his [CCSSO biography](#) or [this interview with NPR](#).

Congratulations Rodney and all the educators working to serve our students under the Title I-D program.



## Rigor and Culturally Responsive Practices

In the [last eBrief](#), we reflected on the past year and our work in developing our understanding of Culturally Responsive practices. As we've cultivated our understanding of the Wisconsin Model to Inform Culturally Responsive practices, we have noticed more and more opportunities to parallel the growth in instructional practices in our classrooms. Over the next year, we hope to continue the journey toward more culturally responsive classrooms while connecting to high quality instructional practices. We will continue to provide you with resources, questions, and support, and appreciate you sharing your ideas and resources with your colleagues, as well.



## Will - Desire to Lead

What does rigor mean to you? Rigor in the classroom can mean many things, but often it is meaningful engagement through challenging learning aimed at instructional goals. Often educators feel that rigor is something we have to give up in order to meet the social emotional needs of students or to be culturally responsive in our practices. It is actually the opposite - we cannot have culturally responsive and respectful instructional practices if we do not challenge our students' learning. Shakespeare can be taught in a way that does nothing to build learning for our students, and Urban Fiction (or Street Lit) can be taught in a way that challenges our students and builds a rigorous experience grounded in the Wisconsin State Academic Standards. We want to challenge ourselves to build practices that meet our students' needs and drive learning forward.

## Questions to Consider

- What does rigor mean to you?
- What does an engaging classroom or lesson look like to you?
- What do you need to take a step towards a culturally responsive and rigorous practice in your program?

## Fill - Gain Cultural Knowledge

Plunging deep into a rigorous or challenging instructional practice or curriculum can be problematic if the preparation and foundation of the instruction is not expressed in a safe, supportive, and meaningful manner. Ensuring the groundwork is laid for rigor can be difficult, but Zaretta Hammond, author of [Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#), developed [a framework for culturally responsive teaching](#) aimed at rigor and independent learning. This framework can be a helpful tool in examining our work to see if we have the groundwork laid for a deep dive into the work with fidelity.



## Skill – Apply Knowledge

As we examine our curriculum, it is important to consider each learner and to design rigorous lessons with the flexibility to meet each learner’s needs. One example of this can be found in the EL Education curriculum units where they [provide specific adaptations for English Language Learners](#) and suggestions on how to adapt lessons with [Universal Design for Learning](#) for all students.

- *What practices do you implement that meet the needs of all students? How can you learn from that practice and expand to other practices?*

## Monitoring Resources

Each Title I-D program is monitored once every three years, typically in the spring. It is best practice to maintain materials necessary for monitoring even if a program is not participating in a monitoring visit. Title I-D Subpart 1 and Subpart 2 have Monitoring Guidance on the Title I-D DPI website ([Subpart 1](#) and [Subpart 2](#)) to support sites as they implement their programs. The guidance documents help outline the requirements necessary for implementing a Title I-D program. Please reach out to your Title I-D consultant with additional questions or for more information.

## Professional Learning Opportunities

Opportunity	Date	Location
<a href="#">Wisconsin PBIS Leadership Conference</a>	August 13-14	Wisconsin Dells (with options for live stream at several local CESAs)
<a href="#">Wisconsin RtI Center: Leadership and Coaching for Systems Change</a>	Six day training series throughout the school year	Variety of locations and dates: <a href="#">Ashland</a> , <a href="#">Fond du Lac</a> , <a href="#">Green Bay</a> , <a href="#">Wisconsin Dells</a>
<a href="#">CESA 5 Mental Health &amp; Behavior Summit</a>	September 23-24	Wisconsin Dells
<a href="#">Building the Heart of Successful Schools Conference</a>	December 5-6	Wisconsin Dells

N&D E-Brief is published by the Department of Public Instruction. Get a PDF version of this newsletter [here](#). For additional resources click [here](#) for the TI-D website or reach out to us for specific questions or assistance.

We want your feedback on these newsletters. Please take two minutes to fill out [this form](#) – it helps inform us on what you find helpful and what you need. Thank you.

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