

## Wisconsin's Model to Inform Culturally Responsive Practices

In our [previous newsletter](#) we started a discussion about becoming culturally responsive in our practices. Being culturally responsive allows us to learn from and respond to all of our students in order to meet their individualistic needs. Becoming culturally responsive is an ongoing journey and there isn't a clear beginning point or end point for every participant. [Wisconsin's Model to Inform Culturally Responsive Practices](#) reflects that continuous idea with its circular design we can enter the model wherever we are ready. Over the next few months we will build the context of the Will, Fill, and Skill process and leave with some tangible actions or further learning opportunities.



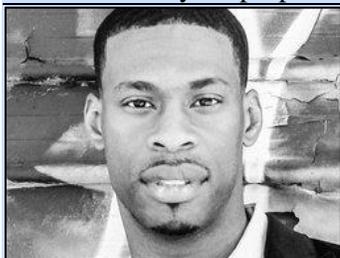
### Will - The Desire to Lead

In order to lead this work, it is important to keep our “why” at the center of all we do. As Michael Jr. demonstrates in this video, [“Knowing Your Why,”](#) we often want to jump to *what* we want to accomplish, but “when you know your *‘why,’* your *‘what’* has more impact, because you are walking in or towards your purpose.”



### Questions to Consider

- Were your test results consistent with your beliefs about race, equity, and diversity?
- What is your reaction? Consider your thoughts, feelings, and physical reaction.



### Fill - Gain Cultural Knowledge

By building an understanding of the community of students we serve we are better able to serve their needs and apply skills that lead to growth. This interesting [TED talk](#) by Marlon Peterson asks us to consider the complexity of human connections.

There are a variety of ways to build our Fill, think about what books, podcast, documentaries, or organizations might give more insight to our student's experiences and cultures.

### Questions to Consider

- How does Marlon's experience reflect the experiences of your students?
- What viewpoint does Marlon offer that may reflect that of your students? How is this similar or different from your own viewpoint?
- What are some of the assets Marlon points to? How might these assets be leveraged in your program?

### Skill - Apply Knowledge

Consider looking at ways our students are succeeding in our classrooms and how that could be harnessed for success in other avenues. Every student has strengths, it could be academic, artistic, musical, or a variety of other assets they bring to their world. Find and notice the ways students connect and excel in their work with their strengths and utilize that in a future lesson or practices with them. A feedback example could be “I noticed you connected the work from your writing to the work in your (enter student strength or work from another class or experience they've expressed).”

### Questions to Consider

- Identify one of your instructional practices.
- What student strengths could you leverage in your instructional practices?
  - What areas of success could you use to push your students to further academic or transitional success?

What actions are you taking? Feel free to [email us](#) and let us know what successful practices, books, or other work you've done. Take one step this month or talk through the ideas on this newsletter with a colleague. Let us know what's working!

## Licensing Updates

The 2017-19 State Budget made changes to some educator licensure. DPI provides licensing information and updates on the Educator Licensing news [website](#).

There have been specific questions about experience working at the Department of Corrections or non-public schools and how that impacts lifetime license eligibility. At the time of this publication, a series of recent laws enacted are changing the licensing landscape. As DPI is able, we will update and pass along all relevant information. Specific licensure renewal questions should be directed to the DPI Educator Licensing team here: <https://dpi.wi.gov/support/contact-educator-licensing>

## Wisconsin DPI Links

### Instruction Resources

- [Wisconsin Education Calendar](#)
- [Literacy Live Webinar Series](#)
- [Literacy and Mathematics State Standards](#)
- [Literacy and Mathematics State Standards](#)
- Professional Development in:
  - [Mathematics](#)
  - [English Language Arts](#)
- [Promoting Excellence for All: eCourse](#)
- [Disproportionality Technical Assistance NETWORK Calendar](#)

### Transition Resources

- [Trauma-Sensitive Schools](#)
- [Academic & Career Planning](#)
- [Wisconsin Rtl Center: Culturally Responsive Practices](#)

## Professional Development & Opportunities

Conference	Date	Location
<a href="#">e-Roundtable: Knowing Your Rights – How to Support Undocumented Students</a>	April 25	Online
<a href="#">Words Unlocked – Poetry Contest</a> from the Center for Educational Excellence in Alternative Settings.	Due April 30 <sup>th</sup>	Online
<a href="#">Wisconsin Mathematics Council Annual Conference</a>	May 2-4	Green Lake

- [Wisconsin Rtl: Multi-level Systems of Support](#)
- [DPI Title I-D Website](#)

**TI-D Technical Assistance**

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