

## End of Year Reminder

All school districts receiving Subpart 2 funding must complete the Study/Act End of Year Reflection sections of the Standards Implementation Tool by June 4, 2021. This is a reflection on the lesson described in the initial submission. A blank version of the Standards Implementation Tool is [here](#), along with an FAQ and an example of a completed tool. We ask that you add to the version you have already submitted. If you have questions or need any assistance, please contact Kristine [Kristine.nadolski@dpi.wi.gov](mailto:Kristine.nadolski@dpi.wi.gov).

## Title I-D Stakeholder Call April 21, 2021

from 1:00 – 2:00 PM

[Click here to join the meeting](#)

Or call in (audio only)

+1 608-620-9781  
(51509829#)

## Education as an Act of Compassion and Empowerment

Education can be a gateway to a world of our students' dreams, or it can be the barrier shutting them out through force or coercion. As educators, we can be part of the solution by walking with our students through the threshold and beyond. Educators often get into this work to help students, to work with people, to build up and help create opportunities with those we serve. But there are days that the stress of responsibilities might start to make it easier to step back rather than stepping into the work with our students.

This isn't to dismiss self-care or to promote sacrificing more time or effort to reconnect with our students. This is really an opportunity to say that connecting with your students *can be a form of self-care, collective-care, culturally responsive practices, and student success*. By accessing the [Model to Inform Culturally Responsive Practices](#) we can use practices in our classes and Title I-D programs that affirm our students and re-affirm us as educators. We hope some of the prompts and resources will help us all find ways to build a little more compassion and empowerment in our classes.



## Will – Examine the system's impact on families and students

Taking time to build an understanding of our students' humanity helps us (and our students) realize the assets and strengths they bring to our classes. By only relying on systems and quantitative data points we can lose out on the more complex stories and humanity of our students, where they feel possibility, and what they need. A starting point may be building a framework where our students can feel heard. Liberating Structures has one example with the [Heard, Seen, Respected \(HRS\) process](#) that can be adapted for some of our classes to start understanding the impacts of our systems on our students.

## Questions to Consider

- *When was a time you felt heard? What did the person do that made you feel that way?*
- *What are the values, inspirations, leadership qualities, and passions that your students find in their communities or cultures?*

## Fill – Know the communities

When we have an asset mindset in relation to our students and their communities and cultures, we allow ourselves the opportunity to learn paths that we can support for their success. [Angela Blanchard's TED Talk on "Asset-Based Community Development"](#) explains how a change in questions and mindset can transform the story of who we are working with. Knowing our students and their communities means sometimes examining ourselves and what potential bias we bring to our work so we can find talents, skills, and practices that will empower our students. When we look for assets, it is important for us to examine outside of the dominant culture and consider the ways our students show intelligence, collaboration, or care for one another, especially if they seem challenging or go against some of the structures of our classes. Seek the opportunities for positive growth inside those strengths.

## Skill – Use practices and curriculum that respect students' cultures

It may make sense for us to take intentional time with our students to ensure we are meeting our intended goals. Having students track with us when we

are following through with equitable practices and providing feedback can ensure we are all growing in a respectful and positive way. Offering students the opportunity to follow a lesson and identify times when we are culturally responsive or when we miss the mark can be an informative opportunity in building our teaching skills and rapport with students. One way to build trust is to start with low-risk options that engage our students and bring them into the process of ensuring we are accountable in fulfilling our equity and education goals. For example, students could track the times they see or feel represented in the materials presented over a week.

- *How do your practices and work reflect your values and beliefs?*

## Professional Learning Opportunities

| Opportunity  | Date                          | Location |
|--|-------------------------------|----------|
| <a href="#">Educational Equity Virtual Leadership Series</a> : <a href="#">Calendar and registration options here.</a> | March 2, 2021 – June 15, 2021 | Virtual  |
| <a href="#">CEA Wisconsin Training – TBD</a>   | May 2021 (Date TBD)           | Virtual  |

Title I-D eBrief is published by the Department of Public Instruction. Get a PDF version of this newsletter [here](#). To access additional resources on the TI-D website, click [here](#). As always, please feel free to reach out to us regarding specific questions and/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.

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