

Promoting Excellence for All Updates

The Department of Public Instruction has created the [Promoting Excellence for All \(PEFA\) eCourse](#) to help educators “explore existing beliefs, performance data, and instructional strategies, in order to build the skills of being a race-conscious educator, a competent data user, and an agile instructor responsive to the reality of Wisconsin’s achievement gaps.” (WI DPI) Recently, the [PEFA eCourse Facilitator’s Guide](#) was released to support educators in implementing the PEFA eCourse as professional development for educational equity. We encourage you to explore these resources in your work towards educational equity. This [link](#) provides more context to the PEFA eCourse and Facilitator’s Guide.

Networking opportunity at WSRA Conference

“Networking for Educators of Incarcerated Youth” will take place at the Wisconsin Center, Milwaukee, on Thursday, February 7, 2019, at 4:15 pm in room 203E. This networking opportunity is appropriate for any educator working with youth who are experiencing incarceration or recipients of Title I N&D funds. Networking topics to be explored include making decisions about curriculum and instruction, approaches to reading intervention, and other topics the group wants to explore. DPI’s Literacy Consultant Laura Adams will be in attendance. For more about the WSRA annual convention, visit <https://www.wsra.org/convention>.

Culturally Responsive Practices

In the [last eBrief](#) we worked at examining the system impact on the students and families we serve. We worked to build a comprehensive understanding of our students through data and a thoughtful examination of the historical and cultural experiences impacting them. Finally, we worked to utilize our greater understanding to build practices and curriculum respectful of their culture. This month we will work through some reflective tools and questions to help our efforts and build a frame of reference of what we know and what we need to learn more about. Thanks for joining us in this journey with the [Wisconsin Model to Inform Culturally Responsive Practices](#).



Will - Examine the System’s Impact on Families & Students

Now that we are starting to get a greater understanding of the students we serve, it might be evident the curriculum and materials provided might not meet the complex and varied

classrooms we serve. Teaching Tolerance provides a simple [checklist](#) for selecting diverse texts. While the checklist is not the only step in examining the way we are connecting with our students, it provides a helpful starting point to ensuring our curriculum is reflective of the students we teach.

Questions to Consider

Anti-Bias Education for Young Children and Ourselves is a great read that outlines critical questions:

- Think about your interactions with various social institutions such as school, health care, transportation, media, law, employment, law, and the like. In what ways did your social identities ease or hamper your access to these institutions? (Derman-Sparks and Edwards 2010, 25)

Fill - Know the Communities

In the previous eBrief, we took one step to find a culture to learn more about. This time, we want to narrow our scope more and read/visit/listen to a part of our students’ community they’ve identified. Ask critical questions with an open mind so you can see some of the experiences and history building the culture your students have experienced. While it can be easier to learn about what is visible within your students’ communities, experiences and history, it is also important to learn about what is invisible, as this shapes their worlds and identities as well.

Questions to Consider

- Consider a student when you learn more about their culture and history. What can you read, visit, or listen to from that community that can help you avoid the single story?
- What do you see that is the same as your culture and history? What may be different?

Skill - Lead, Model, and Advocate for Equity Practices

After we have identified inequities in resources we are providing, and built a greater understanding of the community and culture of our students, we can begin to fill in the gaps. Look for resources that can help you build a responsive library to meet your student’s needs. For example, you can reach out to your local librarian or Teaching Tolerance has a [searchable Perspective Texts library](#) that is easy to explore.

Teaching Tolerance also describes ways to go beyond just the materials we provide to our students through [Critical Practices for Anti-Bias Education](#). Some of the strategies describe the critical engagement with materials, including ways for teachers to shift the materials so students can build ownership and make connections to real issues in their lives. This can look like adding open-ended questions that create a dialogue with no right or wrong answers.

Questions to Consider

- To what degree did you see your family reflected in the books and other classroom materials in your school while you were growing up?
- What happens now when you get learning materials for your classroom or program? What, if anything, do you and others on the staff do to ensure that every child and family is made visible? (Derman-Sparks and Edwards 2010, 25)

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

Professional Development & Opportunities

Conference	Date	Location
------------	------	----------

Knowing our Neighbors: Wisconsin American Indian Nations and Tribal Communities	February 7	Green Bay
Wisconsin State Reading Association (WSRA)	February 7-9	Milwaukee
Black History Education Conference: Bringing the Gifts that My Ancestors Gave	February 15-16	Madison
National At-Risk Education Network (NARENWICH)	February 21-22	Wisconsin Dells
Youth Services Conference (Department of Children and Families)	May 6-8	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.

Contacts:	Kristine Nadolski, School Administration Consultant, (608) 267-7338 kristine.nadolski@dpi.wi.gov	Kyle Peaden, Education Consultant, (608) 266-5404 kyle.peaden@dpi.wi.gov	Brielle Harwick, Grant Specialist (608) 267-7462 brielle.harwick@dpi.wi.gov
-----------	--	--	---

To unsubscribe or make address changes, contact Connie Shomberg, Constance.Shomberg@dpi.wi.gov.
First time reading this and you want to subscribe [click here!](#)