

Reminder

Title I-D, Subpart 2 monitoring notifications for this year have already been sent to school districts. Any school district can review the [2020-21 Monitoring Guidance](#). The required program evaluation is a section many school districts struggle with when completing monitoring. If you need assistance with that section, please see the [Subpart 2 Program Evaluation Tool](#). It is not required to use this tool, but might be helpful with meeting this requirement of Title I-D. DPI staff will be reaching out to school districts in March to schedule virtual meeting times.

Taking time to reflect

Each year we take time to reflect on our journey to build practices and systems to support all of our students. Just as embedding regular reflection on your work is essential for continuous improvement, we want to encourage setting aside time for a self-reflection on your time specific to equity work. While your time is precious and the list of demands never ceases, a thoughtful investment in yourself and the reflection of your work is a necessity in building on the meaningful work you've put in up to this point.



Find the ways that you are accessing the [Model to Inform Culturally Responsive Practices](#) by looking at the Model and writing what sticks out to you, what is difficult, and what is exciting. Take some of the things you are noticing and move on to the next prompts below.

Will – Become self-aware

As you consider the work you've implemented, it may be helpful to take some time to reconsider what your grounding values are. [The Great Lakes Equity Center's March 2016 Newsletter](#) outlines the purposes and benefits of reflective activities in serving our students. At the end of the newsletter are multiple reflection prompts aimed at promoting awareness on our teaching and the systems that we work within.

Questions to Consider

- *How regularly do you examine goals, projects, processes, and structures to make sure they reflect your grounding values? How do they reflect the grounding values of your students?*
- *What could you do that would be useful and effective in supporting equitable practices with*

Fill – Understand we all have unique identities and world views

When we aim to build our systems around the gifts of our learners and our colleagues, we enter an asset mindset that creates a powerful foundation in which to build trust and relationships. Seeking to understand our students and investing in restorative practices can help us create lasting impact on learning and the culture of our classes. This article of an interview with Joe Truss by EL education discusses some tangible ways to build understanding and restorative practices through [Centering Humanity and Community with Restorative Justice in Schools](#)



Skill – Lead, model, and advocate for equity practices

After reflecting on the previous prompts above, we want to take some reflection time with the questions to the right. Before we start thinking through the question, be sure to share the questions with a colleague who is willing to have these thoughtful conversations. Plan to take time to discuss what similarities and lessons learned came from those conversations. As we reflect together, it's important to consider what personal and institutional steps we can take. When we determine and share personal steps and

systematic barriers to equity, we can take the necessary steps to ensure our goals and values, and the goals and values of our students, are reflected in all that we do.

Professional Learning Opportunities

Opportunity	Date	Location
Educational Equity Virtual Leadership Series : Calendar and registration options here.	March 2, 2021 – June 15, 2021	Virtual
CEA Wisconsin Training – TBD	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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