

## Save the Date – October 17, 2019

The Title I-D team at DPI is hosting a training in Wisconsin Rapids at [Hotel Mead](#). The purpose of this training is to cover the requirements for Title I-D. We will have opportunities to break out for both Subpart 1 (Department of Corrections) and Subpart 2 (for School Districts and Facilities). The intended audience for this training are administrators, directors, and other educators responsible for implementing the Title I-D program. To reserve a space for the training, please sign up [here](#) by October 3<sup>rd</sup>.

## Application is Open on WISEgrants

The Title I-D preliminary allocations are uploaded for Subpart 2. Applications are due August 31, 2019.

## Rigor and Culturally Responsive Practices

In the [last eBrief](#), we started to break down the conversation of what it means to be culturally relevant and provide rigorous instruction. We are continuing the conversation on the topic of rigor to enhance learning, specifically on engaging students with relevant curriculum that builds on their experiences and strengths. Because this is such a deep topic, we hope to provide further opportunities for conversation throughout the year. We will be offering opportunities to participate in conference calls once every other month. All educators are invited to participate in these calls with DPI content experts. We offer this as a chance to continue building on our learning together and access some of the newest opportunities at DPI. You



## Will – Desire to Lead

Part of rigor comes from building meaningful and challenging curriculum at the student's grade level. One important step is to teach to the grade level academic standards the student would be at based on age. For example, if a student is in the 10<sup>th</sup> grade and tests at a 3<sup>rd</sup> grade level, we want to ensure the student has access to 10<sup>th</sup> grade instructional materials and 10<sup>th</sup> grade academic standards in a scaffolded and supportive manner. To determine what academic standards students should be aiming for, we need to know the standards and core competencies. [Wisconsin State Academic Standards](#) are deep and complex, but implementation of the standards can start off in small doses. We can learn from experiences and use the data we collect to focus on areas of instruction needing the most support.

## Fill – Gain Cultural Knowledge

Taking the standards and making them relevant for our students means knowing the communities our students come from and what experiences they have. When we are able to provide instruction using challenging materials in ways that students can access, we close the gap necessary for learning. For example, if we were to take a class in a foreign country with a language we don't understand, it would take significant energy just to keep up with the lesson. When we understand and speak the language, we can relate to and access the information, resulting in more proficient learning. The same is true for our students. When we provide information in a way our students relate to and can access, it offers greater opportunity for them to positively experience the lesson and learn in the process.

## Questions to Consider

- *What skills will be necessary for your students to succeed? Select one and then investigate the math or ELA standards to find the standard or standards aligned with that skill, and design instruction focused on those standards.*
- *What strengths do your students bring to their learning?*

## Skill – Apply Knowledge

Take some time to dig into one or two standards or core competencies. Focus on those two standards and see what content or instructional practice could reflect our students’ community. We can learn how our students experience the world around them and how they access information and resources. Build from those structures and content to outline lessons to meet the state standards. As you do so, remember to provide the content in a way students relate to. One way to do this is by teaching through books that represent our students. [The Cooperative Children’s Book Center](#) at UW-Madison thoroughly researches and provides recommendations for quality literature. They provide multiple recommendation lists for multicultural literature. We can also look for options in book publishers that focus on producing contemporary diverse stories that resonate with students, especially those students who often don’t see themselves in the stories they read (*Lee and Low* is one example).

- How do your students access learning, resources, or information in their community?
- What might it look like to design instruction that validates and represents students’ unique cultural backgrounds while also working towards grade-level standards

## Welcome!

We are excited to announce Clara Pfeiffer is the Grant Specialist on the Neglected and Delinquent team. You will receive communication from her throughout the year.

## Professional Learning Opportunities

Opportunity	Date	Location
<a href="#">Wisconsin Rtl 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
Title I-D Basics Training	October 17 <sup>th</sup>	Wisconsin Rapids
<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](#).

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. Thank you.

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