

The Journey in Culturally Responsive Practices

As we continue our work with becoming culturally responsive in our practices, we will reflect and build on the [previous newsletters](#). Each practice should be accessible on its own, but the greatest impact will come from building our awareness in a comprehensive way each month. This is just one part of the ongoing journey; we look forward to hearing the work you are doing to be culturally responsive together. If you are looking to dig deeper, feel free to check out [Wisconsin's Model to Inform Culturally Responsive Practices](#); this is what is guiding our journey and is a great resource to continue learning.



Will – Become Self Aware

Our experiences have impacts on our unconscious thoughts and explicit actions. This is often noted as Implicit Bias. Biases can influence the food we prefer to the personal exchanges we have with our colleagues and students. Take a moment to learn a little more about how biases inform our actions and how we can start to be more aware of them. "[Know Your Implicit Bias](#)" is a six-minute video that defines Implicit Bias and why it is important to know.

Questions to Consider

- What biases are you aware of? How have your experiences informed those biases?
- What is your reaction? Consider your thoughts, feelings, and physical reaction.

Fill – Gain Cultural Knowledge

Prison reform advocate, Ismael Nazario knows firsthand what the experiences of jails and prisons do. In his speech, "[What I learned as a kid in jail](#)", Ismael gives us some insight into his experience, along with suggestions on ways we can support our students while they are incarcerated.



Questions to Consider

- How does Ismael's experience reflect the experience of your own students?
- How is Ismael's worldview similar/different from your own?
- Ismael mentions many assets of others at Rikers; what assets do your own students bring with them? How might you leverage these assets within your programming?

Skill – Apply Knowledge

Providing meaningful and constructive feedback is one way to respond to students in a way that highlights their assets and supports student learning. [Responsive Classroom](#) gives us a few different ways to provide feedback. One way is to name concrete, specific behaviors rather than general praise. For example: "You put a lot of detail into your writing, showing you put careful thought into what you wanted to say" tells the student so much more about what they've done than "Great work".

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 have done. Take one step this month, or talk through the ideas on this newsletter with a colleague. Let us know what is working!

Professional Development & Opportunities

Conference	Date	Location
Hip Hop in the Heartland Institute	July 9-13	Madison
Wisconsin American Indian Studies Summer Institute	July 30 - August 3	Black River Falls
Play, Make, Learn	August 13-14	Madison
Endless Possibilities Conference	August 3	Whitewater

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.

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