

Technical Assistance

Recently the Title I-D team created multiple technical assistance tools to support districts and institutions as they implement their Title I-D program. For programs under the Department of Corrections please look to the [Title I-D Subpart 1 Handbook](#) for a useful tool to begin or assess implementation of your Title I-D program.

The [Title I-D, Subpart 2 webpage](#) has been updated to include new technical assistance documents and updated required forms. The Subpart 2 Annual Count is due December 13, 2019 and [the packet of information](#) that was sent to LEAs can be found on the [Subpart 2 Forms & Application webpage](#). Let us know your thoughts on our supports and technical assistance [here](#).

Classroom practices and relationships

Our [last eBrief](#) discussed ways to use differentiated instruction to teach the standards in a way that meets the needs of all our students. This month we plan to continue our dive into the Model to Inform Culturally Responsive Practices by looking at how we can teach the standards in an informed manner through our classroom practices.

One of the ways we continue this journey is through ongoing self-reflection and through informed decision making. Some of the opportunities for growth this month hit directly at some of our teaching practices, and that can lead to some difficult conversations or tough reflections. This is the opportunity to lean in and really make a difference in our classes and for our students. Thanks for joining us in this worthwhile cause to help all of our students on their path to success.



Will – Become self-aware

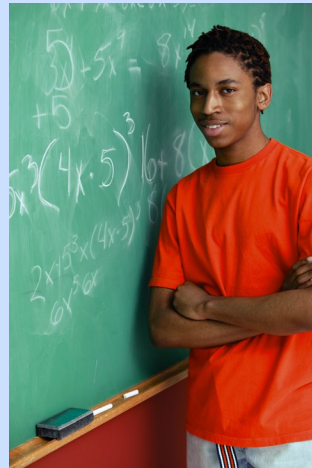
We need to understand what practices we are implementing and how we are teaching the standards. Take a moment to think about the influences you have had as you started in education and how you learned. Consider that our teaching is often structured in a way that reflects how we learn and that might not meet our students' needs. Take some time to understand how you teach and what your practices look like. Have a colleague or supervisor watch you teach and provide a factual reflection on the practices you performed during your class. A resource to check against would be Danielson's Framework for Teaching domains and components (find out more on [DPI's guide for the Wisconsin Educator Effectiveness System](#) or the Danielson Group's [website](#)). Consider taking time to go through the [teacher self-review](#).

Questions to Consider

- How do you think you teach? How did others see you teach? What does that tell you?

Fill – Know the communities

To know if our teaching helps students learn the material, it is important to assess how our students are learning. This informs us of the effectiveness of our methods of instruction. For example, we may think we are teaching about sentence structure but our students may perceive and analyze the information as a lesson on editing (or the content or language choice, etc.). We want to ensure we are working to meet the students where they are, with the high expectations we have mentioned in the past few eBriefs. One way to start is to use formative assessments in lessons to see how we are helping students meet their goals. [Here is a quick video](#) that defines formative assessments and [here is a site](#) that includes several resources that can help as you develop formative assessments. As we learn what is working for our students we can adjust to our most effective teaching for each of our students.



- What are your student's needs?
- How do you know what you are teaching meets your student's needs?

Skill – Lead, model, and advocate for equity practices

Often the greatest learning comes from teachable moments. Use the time and space to lead and embrace teachable moments when an appropriate question pops up. These are often the toughest parts of teaching, but it is important to recognize when there is an obvious interest from students. When a teacher has a safe space for students to ask questions, it leads to opportunities for students to stay engaged and to push learning that is connected to their interests.

Additionally, seek out opportunities to intentionally learn from your students, and even invite them to co-teach with you. In Chapter 5 of his book, *For White Folks Who Teach in the Hood...and the Rest of Y'all Too*, Christopher Emdin argues that we "cannot fully meet the needs of students unless the students have an opportunity to show the teacher what they need and then demonstrate what good teaching looks like for them". We invite you to think about how this might be incorporated in your practice.

- How do you establish a safe space for teachable moments?

Professional Learning Opportunities

Opportunity	Date	Location
Building the Heart of Successful Schools Conference	December 5-6, 2019	Wisconsin Dells
2019 ACP/Pathways Conference	December 11, 2019	Madison
Toward One Wisconsin 2020 Conference	April 28-29, 2020	Green Bay

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.

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	Clara Pfeiffer, Grants Specialist (608) 261-6324 clara.pfeiffer@dpi.wi.gov
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