

Please take a moment to fill out [this questionnaire](#) on what ways you would like support from DPI.

Culturally Responsive Practices

In the [last eBrief](#) we looked at some reflective tools and activities to help build a frame of reference of what we are implementing and how it impacts our students' learning. We also used some questions and resources to examine what we bring to the learning and what gaps that might create, so we can go out and explore areas we may need to supplement our experiences and understanding to succeed. In this eBrief, we will take some time to reflect on our journey over the past year, in order to look at where we've grown and where we can continue to work. As we move forward, we hope you continue on our journey as we intentionally build instructional practices and professional development with the [Wisconsin Model to Inform Culturally Responsive Practices](#). We recommend printing this eBrief and fill in completing the questions below pertaining to the will, fill, and skill. Keep it nearby as a place to hold your thoughts or as a reminder of your journey.



Will - The desire to lead and a commitment to achieving equitable outcomes for all students	Based on the past year of your equity work, what stands out? When engaging in equity work, what do you feel and what do you see?
Fill - Gaining cultural knowledge about ourselves and others	Where did you face a challenge with your equity work? Why?
Skill - Applying knowledge and leading the change, skillfully putting beliefs and learning into action	What qualities and characteristics are exhibited by leaders who are engaging in equity work? In what ways do you personally exhibit these qualities and characteristics of equity leadership?

“Making It Count: Strategies for Improving Mathematics Instruction for Students in Short-Term Facilities”

The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) has revised their [“Making It Count”](#) publication to support math instruction for students in short-term juvenile justice facilities. This tool provides relevant strategies practitioners and administrators can apply in many of the Title I-D classrooms. Look for what will work with your students and educators. Find ways to make your math curriculum culturally relevant, rigorous, and meaningfully connected to the needs of your students.



Professional Learning Opportunities

Opportunity	Date	Location
Knowing Our Neighbors: Wisconsin American Indian Nations and Tribal Communities	April 5	Black River Falls
Hip Hop in the Heartland	Spring Seminar April 8	Madison

Youth Services Conference (Department of Children and Families)	May 6-8	Wisconsin Dells
Wisconsin PBIS Leadership Conference	August 13-14	Wisconsin Dells (with options for live stream at several local CESAs)

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.

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.

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