

Title I-D Monitoring

Throughout this spring and summer, DPI will be conducting monitoring of Subpart 1 and Subpart 2 sites. Monitoring letters have already been sent to the sites that will be monitored this year. In preparation for monitoring, please review the [guidance for Subpart 1](#) or the [guidance for Subpart 2](#). One important part of monitoring is submitting a program evaluation. Please see the [Subpart 1 Program Evaluation Tool](#) and [Subpart 1 Guidelines](#) or the [Subpart 2 Program Evaluation Tool](#) for assistance in learning more about the evaluation required for each program and what might help to complete the process.

Text and Materials

Our [last eBrief](#) discussed ways to reflect on our instructional practices through classroom data. This month we plan to continue our dive into the [Model to Inform Culturally Responsive Practices](#) by looking at the resources we utilize in our classrooms. Building an inclusive space for all of our students includes taking a moment to ensure our materials are rigorous, engaging, and responsive. Thanks for walking the journey with us!



Will - Examine the system's impact on families and students

When we take a moment to step back and examine the media available to us or that we contribute to, we may become aware of some gaps that are not visible at first glance. As an example, when we open our local newspapers or read an online magazine we might be faced with some pretty typical stories. But when we stop to ask who we are not seeing or what stories are not being told, we may realize some communities have been historically underrepresented in the media, or only represented in stereotypical ways. Consider the compounding factors this might have from all the media present in our day-to-day lives. It is understandable why our students might feel outside pressure to fit a view the world has about them. As educators, we can take a moment to find a story that touches on our students' culture in a meaningful and thoughtful way for greater understanding and engagement.

Questions to Consider

- *Who do you see in the media you interact with? How does the media portray who you see?*
- *Take a look at the data - what books and media do you currently offer? What do your students tend to navigate towards?*
- *What do you currently offer for your students? Where are the gaps?*



"The ability to comprehend written texts is not a static or fixed ability, but rather one that involves a dynamic relationship between the demands of texts and prior knowledge and goals of the reader." The Carnegie Report, Reading in the Disciplines (2010)

Fill - Understand we all have unique abilities and world views

Our students have as unique and individualistic tastes as we do. We should examine what books and media we offer within our classes. Offering rigorous and engaging texts in a variety of styles or genres, including graphic novels, picture books, or other varieties of media, creates an opportunity to try and hook all our students in a text they might enjoy. Additionally, it is important to think about what languages we offer for our text, as students might be more

comfortable accessing a story in their home language. For an in-depth look at what literacy can look like, it might be helpful for us to examine [DPI's guide on Literacy in All Subjects](#).

Skill – Use practices and curriculum that respect students’ cultures

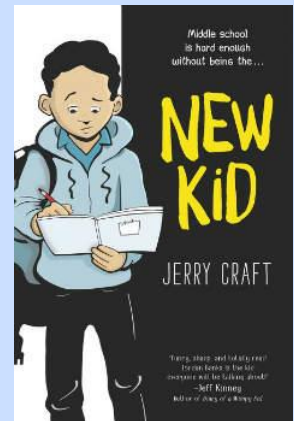
One of the first steps in understanding where our gaps are is to build some baseline data. By taking a simple inventory of the news articles we share in a day or week, or by tracking the books accessed within class or a site library, we can start to build a bigger picture of all the resources our students have access to. After we build an initial understanding of what is currently in our classrooms, we should take steps to ensure there are a variety of authors based on race, gender, ability, etc. that reflect our students. The resources below can be helpful for recommendations on developing a broader representation of books to meet the needs of our students.

- Employees of the Department of Corrections (DOC) and Department of Health Services (DHS) can utilize resources from the DPI’s [Resources for Libraries and Lifelong Learning](#) team, such as a range of media sources via BadgerLink or primary source documents from the Wisconsin Digital Archives.
- Wisconsin Disproportionality Technical Assistance Network (The Network) has a [curated list of recommended books for teachers and students on Goodreads](#).
- For tons of book lists you can dig into the [WeNeedDiverseBooks.org list here](#), which includes recommendations for a variety of titles exploring diversity, both by content and creator. For example, [here is a list of books that include characters with disabilities](#).
- We have recommended the Cooperative Children’s Book Center (CCBC) and continue to encourage utilizing their amazing resources. The CCBC [has book lists on a variety of topics](#), or contact the library staff with a particular need via cbbcinfo@education.wisc.edu.
- The Public Library Development Team offers an inclusion checklist for evaluating book collections. Intended for public libraries, the assessment offers food for thought for a range of libraries and school settings. See “[Chapter 4: What the Library Has to Offer: Collections](#).”

Book Exploration

New Kid by Jerry Craft is a graphic novel that follows seventh grader Jordan Banks and his experiences as a black student at Riverdale Academy Day School. The book addresses the challenges of navigating race and expectations between school, home, and friends. *New Kid* can affirm and enlighten readers of all experiences.

For more information on *New Kid* visit the [CCBC summary here](#).



Professional Learning Opportunities

Opportunity	Date	Location
Wisconsin State Reading Association (WSRA) Annual Conference	February 6-8, 2020	Milwaukee
National At-Risk Education Network Wisconsin Chapter (NARENWICH) Conference	February 13-14, 2020	Wisconsin Dells
Black History Education Conference: Dreaming in Ethnic Melodies	February 21-22, 2020	Madison
Correctional Education Association (CEA) Wisconsin Conference and Training	April 14-15, 2020	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.

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