



## MTI VOTERS

### 2021 Wisconsin State Superintendent Election Questionnaire

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#### **Who is MTI-Voters?**

*MTI-Voters is the political action committee of MTI that seeks to identify those candidates most likely to advance policies supported by the members of MTI, policies that support MMSD staff and students, and advance the quality of public education in the District.*

*The MTI-Voters Committee is a representative body of MTI members, comprised of the Presidents of each MTI bargaining unit, the MTI Treasurer and nine (9) others elected by MTI's Faculty Representative Council. This member-comprised committee, guides MTI's political endorsement process, and advances recommended endorsements to the thousands of MTI members who contribute to MTI Voters and vote on endorsement recommendations.*

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Please respond to the following questions. If you wish to add to/clarify your response, please do so by attaching the additional information, and designate your response by the corresponding number which appears in the questionnaire. ***Please deliver your responses to MTI (via Vicky Bernards at [bernardsv@madisonteachers.org](mailto:bernardsv@madisonteachers.org) by January 8.***

***MTI-Voters will be interviewing candidates on the evening of January 13 and 14, between 4:00 pm and 8:00 pm.***

#### **Dr. Deborah Kerr - Candidate for Wisconsin State Superintendent of Public Instruction**

##### **1. Why are you running for Superintendent of Public Instruction?**

I am uniquely prepared and qualified to lead Wisconsin's Department of Public Instruction in these unprecedented times. My passion for serving children for the past forty-one years in all sectors of education and my experiences at local, state, and national levels have prepared me well for taking on this critically important role. We live in a time when our students are facing enormous learning losses, especially our black and brown children and those from underrepresented groups in all communities- rural, suburban, and urban. Wisconsin needs a leader who will address the rising and significant mental health needs among students, staff, parents, and community, advocating for financial resources at all levels to address the consequences of this global pandemic.

Now more than ever, we need to stand together on behalf of all public school children and all who serve them every day. Schools can't do this alone, but we can unify and align our efforts. My track record of closing achievement gaps, high graduation rates for all students, including black and brown students, and ensuring success for all children served in the School District of Brown Deer is noteworthy. I have inspired others into the profession. I am a visionary leader of leaders, honored to have served as President of the Wisconsin Association of School District Administrators (WASDA) and the President of the 13,000 members American Association of School Administrators (AASA). I have been the voice of public school district Superintendent leaders at the local, state, and national levels and will continue to do so after elected.

Besides my varied experiences to lead our state and the department, I have been considering a run for State Superintendent for years and made my final decision after some crucial experiences. In February 2020, at the AASA National Education Conference, I enjoyed introducing New York Times columnist David Brooks for a general session presentation. David frequently appears on new media, writes about politics, culture, and has written several books. Recently, he authored, [The Second Mountain - The Quest for a Moral Life](#). In the book, he explores commitments that define a person's life of meaning and purpose. According to Brooks, four commitments represent a life of meaning and purpose: 1) family, 2) vocation, 3) faith, and 4) to a community. Upon reflection, I believed that I had climbed my "first mountain" with an established career, being part of a family that loves one another no matter the circumstances. I worked diligently to advance my public school educational career to serve students and families. The primary purpose of the book was to encourage us all to lead more meaningful lives. I knew that I wasn't retiring, though I would be making my fond farewell from Brown Deer at the end of June 2020. I was not interested in taking my Wisconsin pension as this would have prevented me from continued public school service to support my colleagues or any other school district. So, I created my own educational leadership company, Lead Greatly, LLC. It was the process of reflecting upon and learning about three questions from the book that would determine my future vocation. As I thought about the answers to the three questions related to devotion of service, vocation, and solving big world problems, I knew I was called to the Wisconsin State Superintendent's position. The three questions are as follows:

- 1) *Is it big enough?* Those of us who have been fortunate to have had an excellent education, healthy in mind, body, and spirit, and have great work experiences should not solve low-level problems. Still, we should take opportunities to solve the significant challenges faced by our society. I answered this first question with a resounding, "Yes, the state superintendent's job is big enough."
- 2) *Am I uniquely positioned to make this happen?* Absolutely. My cross-sector work as a student, teacher, principal, and superintendent in private and charter schools, along with thirty-four years of public school dedication, have prepared me well for this leadership position. My experiences at the local, state, and national levels provide me with a network of colleagues among the world's best education leaders, thinkers, and problem-solvers, who will be critical for the success of the State Superintendent. No other candidate is prepared to leverage these resources. My

experiences have prepared me well for this advocacy and equity work to serve all children in our great state and champion education at the federal level.

- 3) *Am I truly passionate about the answers to the first two questions?* Heck, yes! Anyone who has worked with me will tell you that I am an enthusiastic, positive, and determined leader. This is my story and why I was motivated to run for Wisconsin State Superintendent of Public Instruction.

When I am elected, I will work with all stakeholders toward our shared vision of a world-class education system, unlocking a limitless field of opportunity, ensuring excellence and equity for all of Wisconsin's children. Our kids deserve nothing less. My mission in serving you will be setting out to transform K-12 public education and beyond in our great state of Wisconsin. Together we will create equitable opportunities and experiences to accelerate learning for all of Wisconsin's children.

Despite all of the hard work on the part of educators, administrators, and school boards to address achievement gaps, we are at a crisis level and have been for the past ten years. I will draw upon my leadership experiences across the state and Nation to close the unacceptable pernicious and persistent achievement gaps. My diverse DPI leadership team will realign our resources with a laser focus on reading, just like I did in my former public school district, Brown Deer. My plan begins with ambitious goals to address and start closing the achievement gaps within three years with a laser focus on high-quality reading instruction and providing significant support and resources for teachers, staff, administration, and parents. This will include the use of evidence-based policies and practices, enabling us to seize this moment in history, rethinking schools in ways that can transform learning for all students, parents, and teachers alike. We will become stronger together.

- 2. Do you believe that public schools are sufficiently funded? If no, describe your plan to provide sufficient funds.**

No, our kids deserve better. With the largest achievement gaps in the country growing due to COVID-19, there is great urgency to invest in promising practices that can be found both at a state and national level. The Blue Ribbon work is just the beginning of the efforts needed to address the current inadequacy and inequity in school finance. Even though the Wisconsin school funding is lauded across the country as one of the best in social justice and equity, it's challenging to change the formula without creating winners and losers. However, perhaps there are some creative ways to adjust the funding formula to stabilize all of Wisconsin's public K-12 schools. With COVID-19, per-pupil adjustments must also be made to hold school districts harmless while dealing with significant enrollment shifts many communities experienced this fall. Schools across the country are dealing with declining enrollment and, in some cases, have hired staff to find their previously enrolled students.

Also, the 2018 Blue Ribbon Task Force recommendations were enacted only in part. A more serious effort should be made to address the solutions, such as funding the Individual Disabilities Education Act (IDEA) at 60% as the Task Force brought forth. However, legislators are unlikely to dedicate more funding to schools when they do not perceive that additional funding to be worth the investment. For years, the State Superintendent's voice has been limited in the halls of the State Capitol due to a longstanding, broken relationship and misunderstanding about educational priorities. It's time to begin the serious work of collaboration and garner respect for both the State Superintendent and DPI's role. It's time to show them what we can do: raise achievement for all students AND close achievement gaps. It will be hard to argue against additional funding if we can show it will be well-spent and improve outcomes. From day one, I would work diligently to amplify the State Superintendent's voice as a reasonable and strong advocate for all students. The voice of the State Superintendent should be welcomed in the halls of the legislature, and I believe that I have the ability to work with both sides of the aisle to unite our efforts for the children and families of Wisconsin.

- 3. Madison schools have experienced increasing attrition over the past five years and increasing difficulty in attracting highly qualified candidates in a growing number of certification areas. What factors do you identify as the causes for this shortage? What measures will you take to promote the attraction and retention of highly qualified teachers and other school employees?**

I had always recruited teachers and teacher leaders into our great profession even when others had given up hope after Act 10. In my family/extended family, we have two principals and nine teachers in public schools in Wisconsin and Illinois. One more aspiring teacher is on her way to college for the second semester. It starts with us, promoting the work and recruiting the best and the brightest to become teachers. As superintendent, I provided teachers many opportunities to lead and develop their talents and skills. I intentionally tapped talented staff on the shoulder to encourage them to the next level in their professional growth just as I was tapped on the shoulder to become a superintendent.

Another area to consider is the Educator's Rising groups and "Grow Your Own" programs that intentionally recruit teachers of color and represent our schools' children. Research indicates that students achieve at higher levels and feel more connected to school when they have teachers from similar backgrounds. Legislation from other states offers local school districts and teacher colleges shared funding to support programs in area school districts. I also believe we can learn from our most recent teacher graduates about their experiences and how we can provide more access and opportunities to students beginning in high school to select this honored profession and pathway.

I recently served as the co-chair and UW-Madison Dean of Education Diana Hess for the UW System Task Force for Advancing Teacher and School Leaders in Wisconsin. Due to decreased

student enrollment in teacher education programs and teacher certification and school leaders programs, this has become a workforce development issue. Schools all across the state are challenged with filling positions with high-quality staff, especially in shortage content areas or in rural areas. The charge of the task force, including representatives from all across the state, was to identify incentive programs to increase enrollment in the UW System Schools and Colleges of Education. While the committee's work was held in abeyance due to financial commitments necessitated due to COVID-19, there was information gathered from teachers, community members, and business leaders before this hiatus. Common themes emerged, indicating financial stress for those entering the teaching profession due to student loans compared to other professional careers, the lack of respect for the job, below-market-rate teacher salaries, and lack of coordination of programs amongst the UW system, a few. We also learned many students and second career individuals are willing to commit to teaching our Wisconsin children. Still, we need to remove the barriers preventing them from doing so and leaving our state. I would like to see a more coordinated effort with the DPI and UW System Provosts and Deans of the Schools and Colleges of Education to promote teacher education programming and meet workforce demands through collaborative partnerships.

We need to raise the profile of all educators by promoting the profession, advocate for competitive salaries as compared to other job sectors, and tell the great stories of our teachers and staff. I will work with WEAC and other professional associations to rebrand the image of teachers and the importance of their work.

**4. What strategies will you enact to support and value Wisconsin's large, urban school districts?**

As Superintendent of Brown Deer Public Schools, I was honored to lead a team that got impressive results and closed achievement gaps with a laser focus on reading. The school board, leadership team, teachers, and staff at Brown Deer achieved these promising results by spending more time on teaching the science of reading, especially for struggling students, setting high standards, and making those high standards stick by providing individual attention. As we all know, kids who don't learn to read by the third-grade risk getting left behind, which profoundly affects their lives and their future livelihood. And now we have to contend with recovery from a pandemic that is widening these gaps and creating significant social-emotional learning issues for all stakeholders in our school communities. It was an all-hands-on-deck approach by measuring what matters and putting in evidence-based practices to get results in terms of time, talented teacher/staff interventions, and on-going support in and out of school. The systematic changes we put in place were: acknowledging the gap; daily professional learning community time with intentional focus, school improvement teams, monthly professional development time for staff; teacher-designed and teacher-led equity and diversity training, hiring diverse, talented staff all across the organization, and district-wide intervention time in all schools. The Brown Deer team was "all in," and as a state, we need to be "all in" to eliminate any achievement gaps. No matter what district you come from, we all have achievement gaps to contend with. It will be our

collective leadership that allows us to unite around this mission. This is what we will have to do across the state to get better outcomes. These research-based practices are scalable, take into consideration the needs of students, and provide remedies to accelerate students in their foundational learning. Brown Deer has significantly increased scores on the state school report card for closing achievement gaps data over the past five years (higher than the state) and almost 100% graduation for all students, including our black scholars, the majority demographic in our district. As evidenced by our seven-year graduation data, we never gave up on our students even if they left us after high school.

My DPI team will also work with the best education departments across the country that have significantly improved literacy. One stellar example is the state of Mississippi, one of the only states in the Nation to improve reading scores, was number one in the country for fourth-grade reading and math gains according to the 2019 NAEP Nation's Report Card. We can learn from our peers by implementing the targeted systems to get higher outcomes and performance for all of our students. This will require a focus on the process of teaching reading, high-quality training for staff, sharing the success stories of growth and improvement, and making this one of our priorities across the state.

**5. What strategies will you enact to support and value Wisconsin's rural school districts?**

Many people do not realize that there are similar challenges for rural and urban schools to serve children well. Poverty and mobility hit rural areas just as hard as the inner urban centers. Some people are only one life catastrophe away from significant needs and financial challenges. COVID-19 has exacerbated these inequities now more than ever, and we need to ensure our rural schools have the resources they need to educate their students. Full internet access was undoubtedly an issue for many of our rural and urban communities. I would advocate at the federal level for increased flexibility for the use of E-rate, connectivity, and other funds to support the regional support of additional fiber that needs to be in place to future proof all of our rural schools and libraries. We can eliminate the digital divide and access to robust broadband through partnerships with local libraries, colleges, universities, and business partners, especially in rural areas and under-represented communities. Internet access is a necessity for life - just like food, water, and electricity. Other states have leveraged partnerships to make this happen - I will do the same. I believe that we could better support the rural educators and districts to stabilize baseline funding (a calculated factor included in state aid) for all students in rural areas - this is equity in action, giving communities what they need. I also want to appoint a member of my leadership cabinet with rural school experience and financial expertise so they have a voice at the table where high-level decisions are being made about rural school funding. Rural school communities need a strong voice in educating their students, and should also be involved in the DPI budgeting process. One size does not fit all. Some of our rural districts are the most innovative in our state

and we should recognize their leadership in this area. We should celebrate their ability to make systematic changes much quicker than our larger organizations.

**6. How do you feel about the current Educator Effectiveness (Teacher) evaluation system? What changes would you like to see to that system?**

The most crucial aspect of any teacher evaluation system is based on evidence-based practices and promotes the growth mindset in teaching. We all must be able to accept feedback to become better at our teaching and leadership. I have been using the Charlotte Danielson model for the past twenty years in my role as a trainer, superintendent evaluator, and supervisor of principals. The model as it exists is evidenced-based for effective instruction; however, I believe the system is difficult to implement with fidelity as there is not enough staff to evaluate teachers. I prefer shorter types of assessments and feedback using walk-through instruments, instructional rounding in addition to the annual SLO and PPG. Before EE was mandated we allowed our experienced teachers to choose their evaluation model using either a traditional process, action-based-research, portfolio, National Board Certification to name a few. We personalized the process to allow for choice and what they wanted to learn more about. We also promoted the NBC with additional stipends for achieving this national recognition. These are some examples of the changes I would like to see for this system.

**7. What is your plan to work with the Madison Metropolitan School District to assure that all students receive a quality public education?**

As a priority, we will commit to evidenced-based practices to lead our teachers, district leaders, and school boards to close gaps by ensuring equitable access and opportunity to high-quality instruction (Universal Tier 1), including relevant real-life learning experiences for all students. We will engage stakeholders all across the state by using crowd-sourcing technology and other communication tools to learn what works well in getting excellent outcomes for their students. We will become a community of practice by learning from one another. We will distill this information to refresh and realign the department to focus on the right drivers to support teaching and learning and put the right systems in place. The new DPI will be held accountable for better results for all students, not just the rich or lucky ones, but for all students we serve.

As superintendent of Brown Deer Public Schools, we got impressive results and closed achievement gaps with a laser focus on reading. The school board, leadership team, teachers, and staff at Brown Deer achieved these promising results by spending more time on teaching the science of reading, especially for struggling students, setting high standards, and making those high standards stick by providing individual attention. As we all know, kids who don't learn to read by the third-grade risk getting left behind, which profoundly affects their lives and their future livelihood. And now we have to contend with recovery from a pandemic that is widening these gaps and creating significant social-emotional learning issues for all stakeholders in our school

communities. It was an all-hands-on-deck approach by measuring what matters and putting in evidence-based practices to get results in terms of time, talented teacher/staff interventions, and on-going support in and out of school. The systematic changes were: acknowledging the gap; daily professional learning community time with intentional focus, school improvement teams, monthly professional development time for staff; teacher-designed and teacher-led, equity and diversity training, hiring diverse, talented staff all across the organization, and district-wide intervention time in all schools. The Brown Deer team was “all in,” and we need to be “all in” to eliminate any achievement gaps as a state. No matter what district you come from, we all have achievement gaps to contend with. It will be our collective leadership that allows us to unite around this mission. This is what we will have to do across the state to get better outcomes. These research-based practices are scalable, consider the needs of students, and provide remedies to accelerate students in their foundational learning. Brown Deer has significantly increased scores on the state school report card for closing achievement gaps data over the past five years (higher than the state) and almost 100% graduation for all students, including our black scholars, the majority group in our district. As evidenced by our seven-year graduation data, we never gave up on our students even if they left us after high school.

I will work with the Madison Metropolitan School District as with others across the state in collaboration with our stakeholders, we will create a new approach to our work called “Our Wisconsin Promise.” Our promise will be a renewed commitment to our learners that every child will be known by name, strengths, passion, need, and be ready for career and college. This promise will be personalized at every school/district to reinforce the expectations of serving our students well based upon their needs. We will connect the dots between business partnerships and the need for skilled workers. We will commit that every learner will have a strengths-based pathway and entry into the meaningful world of work or pursue post-secondary education in colleges and or universities.

Equitable opportunities will allow our students to choose a learning pathway based on their strengths and passion to ensure all students’ success. The current employers’ workforce development needs and career planning focus across the state needs to align with the workforce development needs of businesses, manufacturers, and other employers. I believe every student should have access to an apprenticeship learning opportunity as the skills learned through these experiences prepare our students for the work of work whether they choose to go to college, the military, or a chosen career path. From apprenticeship to Ph.D. is the future of the world as we partner with business leaders all across the state not only to fill the pipeline of skilled workers but create the working experiences that keep our talented kids in Wisconsin. There should be multiple pathways for our students to explore, with no pathway a dead end. This educational approach needs to start in our elementary schools so that our students can dream and envision what they want to accomplish in their lives. I believe it is too late to start in middle/high school as students as the choices are so vast and ever-changing due to the influence of technology and a

more global economy. I believe it will be important to be visible in this work and engaged with districts across the state.

**8. Do you believe the position of State Superintendent of Public Instruction should continue to be an elected position as currently provided in the State Constitution?**

Yes, I believe the elected nonpartisan position for State Superintendent should represent the voice of the people. Wisconsin is only one of thirteen states that elects a state superintendent. This is one of the most critical leadership positions in the state. All Wisconsin constituents should know who the state superintendent is and what the department of instruction is responsible for. I believe that we have many opportunities to restructure and transform the department to attain better results and higher outcomes for all students. Historically, the DPI has been viewed as an enforcer of required processes without considering achieving outcomes or allowance for alternative approaches. We are in times when alternative plans, flexibility, and innovative options have become essential. DPI needs to become more responsive to your needs. Leadership in the DPI will need to adapt to new processes and procedures to ensure that outcomes can be better achieved with local adjustments as education is not a one size fits all.

The DPI must serve as a beacon of hope, a significant support source, and a responsive service-oriented Department, working collectively with all stakeholders to address these inequities while also meeting our students' needs and expectations of administrators, parents, and the greater school community. If elected, I promise you will talk to a human being when calling the DPI. I have heard many ideas from the field for improvement and will continue to learn from all of you about how DPI can improve customer service, responsiveness, and communication.

**9. Describe your position on the voucher program.**

This is an issue that has deeply divided us. I support one system of accountability and full transparency for all of Wisconsin's taxpayer-funded schools. The pandemic has intensified and shined a spotlight on inequities across rural, suburban and urban districts. We have known about these inequities for years with little change. As we move forward into the 2020-21 school year, there is great urgency to address the nation's largest achievement gaps and the harmful impact of COVID-19 on students and school communities, particularly those most vulnerable. Our focus and resources must be on addressing these inequities. This issue has been legislated through law. Suppose we are going to become champions of equity for all students. In that case, we must work together, on behalf of all students, to improve literacy, close gaps, ensure equitable resources and support while also mitigating learning loss and addressing social and emotional needs exacerbated by the pandemic. Education is a nonpartisan matter as each child is deserving! We must stay focused on equity, anti-racism, and social justice to improve academic achievement for all students and close achievement gaps in Wisconsin. I would work with all stakeholders involved

to determine how to best accomplish accountability and transparency using state school report cards or other means of assessments that measure college and career readiness for all students. No student, parent, or teacher voiced concerns about missing the state assessment this past year. Meaningful postsecondary success measures include grade point average, attendance, ability to persist in math and reading, work collaboratively in a team, critical thinking, communication, and creativity, to name a few. I look forward to coming together to learn together and to lead together.

**10. Describe your position on independent charter schools.**

(See answer #9) One system of full accountability and transparency using tax-payer funding.

**11. Wisconsin teacher licensing has a reputation as being one of the most rigorous and respected systems in the country. Recently, proposals were made that would allow any individual with a bachelor's degree or work experience in trades to obtain a teaching license. Do you support these proposals? Why or why not?**

A couple of years ago, I was instrumental in getting legislation passed for an alternative teacher license based upon prior work experience for difficult-to-fill positions such as business education and technical education teachers. We worked with a team of professionals from various school districts, including human resource personnel, superintendents, principals, and legislators, to craft the language and draft this bill. We invited the DPI to all of the meetings, and they did not attend. The DPI testified against the bill; however, the bill passed with overwhelming support and was put into law. This was a model on how good policy should be developed, representing constituents from across the state and people from both sides of the aisle. The technical education teachers hired at Brown Deer under this licensure created one of the best programs in the state for pre-apprenticeship. We graduated 12-15 students per year into the trades. This is an example with the right supports with instructional coaching and mentoring how professionals with bachelor's degrees can transition successfully into the classroom. School superintendents are the gatekeepers for hiring high-quality staff. We need to let them do their jobs.

**12. Teachers report a significant increase in mandated meetings and “professional development” sessions that are often unrelated or not embedded to the reality of their daily work with children. What will you do as State Superintendent to provide teachers with the time needed to prepare lessons, collaborate with colleagues, evaluate student work, and reflect on their practice?**

As Superintendent In Brown Deer, I worked collaboratively with the teacher's union to design an instructional calendar that provided daily professional learning community time for all staff before students arrived. We also created over 100 hours of professional development each school year with professional development one day/month. The professional development was teacher-designed and teacher-led. We incorporated health & wellness for the first hour and then

worked in a large group, content area teams, building levels teams, or whatever the staff's needs dictated. All staff including the building administration were required to attend. We also incorporated a more flexible schedule at the beginning of the school year by incorporating a gentle start to the school year. So instead of four days of sit and get in late August when teachers wanted to get into their classrooms and plan with colleagues, we set up a schedule where the district needed one day and the teachers were allowed to use the other three days as they saw fit. This schedule provided both teachers and building administrators to best prepare for school opening without the additional stress of meetings and learning new information.

**13. Do you support restoring the rights of public sector workers to collectively bargain over wages, hours, and conditions of employment?**

I have always revered and supported my teachers in my role as a building administrator and superintendent. I have always recruited teachers and teacher leaders into our great profession even when others had given up hope after Act 10. In my family/extended family, we have two principals and nine teachers in public schools in both Wisconsin and Illinois, with one more aspiring teacher on her way to college for the second semester. It starts with us promoting the work and recruiting the best and the brightest to become teachers. As superintendent, I provided teachers many opportunities to lead and develop their talents and skills. I intentionally tapped talented staff on the shoulder to encourage them to the next level in their professional growth just as I was tapped on the shoulder to become a superintendent. My success was attributed to the special relationships I had with my union teachers and staff. In contrast, I can't restore collective bargain as this is not in the purview of my responsibilities as the state superintendent. However, I will advocate for increased salaries for teachers just like other states have done. Our professional teachers deserve to earn a competitive salary just like other business sectors. We need to honor the work of teachers by creating the conditions necessary for all to thrive.

**Are you interested in receiving MTI Voters endorsement? If so, why**

Absolutely! If you believe that I can make a difference in working with teachers and staff across the state to honor the profession, close achievement gaps, increase graduation rates, and create a world-class education system that will be a model for others across the country then I am your candidate.

**14. Are you interested in receiving financial support for your campaign from MTI-Voters?**

Absolutely

**15. Is there anything else you would like MTI members to know about your candidacy and why you are seeking election to the State Superintendent of Public Instruction?**

Thank you for this opportunity to share my vision to create a world-class education system for the state of Wisconsin. My integrity and character are hallmarks of my leadership. My record of success and willingness to speak up for my students, teachers, and school community is just what I will do for all of you as our future depends on excellence and equity for ALL of Wisconsin's children. Each child is most deserving of an excellent and high-quality education, regardless of life circumstances. This nonpartisan election is about the well-being of our children, our future workforce, and economic vitality. The time is now to call for unity and rally around all of Wisconsin's children; work collectively to address the inequities in our educational system that were further exacerbated by the pandemic. We will need with all deliberate speed to raise the level of discourse and deepen the conversations to elevate education to the top of the list as the #1 priority in our state affairs. All of our futures depend on it.

### **References**

[Emphasis on Literacy Pays Off for Brown Deer - Alan Borsuk Milwaukee Journal Sentinel](#)

[Brown Deer Superintendent Says Enough is Enough With N-Word - Channel 12 ABC](#)

[Deb Kerr Named One of 10 Heroes of Wisconsin Education from 2019 - Alan Borsuk](#)

[Resolve to Get our Kids Back to School - Dr. Deb Kerr Op-Ed FINAL 1.11.2021](#)

[Seven Reasons to Vote for Deborah Kerr](#)

[Vision for Wisconsin - World-Class Education System](#)

Name of Candidate - Dr. Deborah Kerr

Date - 1/11/2021