Madison Teachers Inc. Educational Justice Center Professional Development Playbook

Madison Metropolitan School District
Last updated: May 19, 2023

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Project Overview

Project Description
The project works in service of both the 2020 MMSD Strategic Framework as well as the Madison Teachers Inc (MTI) mission and belief statements to support staff as they address personal biases, relearn accurate and inclusive history, analyze as well as develop socially and racially just and relevant curriculum. For three years, MTI Educational Justice Center Project Lead has collaborated with Nehemiah, DPI, WEAC, WEAC Region 6 and Educators Working Toward Antiracism to create a multi-year strategic plan to design and bring Nehemiah's Justified Anger professional development courses to as many MMSD staff as possible.

Using the Justified Anger Course "Black History for a New Day' this project was designed to deliver an experience to support staff unlearning & relearning of a shared & inclusive history including both struggle and resistance, in order to discover & dismantle systemic racism in our schools & community. This professional development and collaboration opportunity is aimed at building staff capacity to create socially and racially just and equitable learning environments which will improve student engagement, relationships and achievement. In addition to the professional development, the project also includes a What's Next cohort where former course participants could connect to continue their work and turn their learnings into lessons, activities and changes in practice.

Key Contributors
- Natasha Sullivan, MTI Educational Justice Center Project Manager
- Kerry Motoviloff, Former MTI Educational Justice Center Project Manager
- Dr. Karen Reece, Nehemiah/ Justified Anger
- Jorge Covarrubias, Senior Executive Director of Professional Leadership
- Lachele Fisher, Executive Director of Professional Learning
- Martin Moe, Social Studies Teacher Leader
- Shawdi Nesbit, Educator Effectiveness Strategist
- Lauren Morris, Research and Innovation Strategist

Minimum Needs for Project Success
- Dedicated time to perform primary responsibilities, not tied up in other district or departmental tasks, classroom, lunch, recess, or behavioral supports
- Familiarity with course creation and maintenance (canva, zoom, PLLD and communications processes)
- A dedicated project team of at least three people to plan, carryout, and monitor the work
- Support from school-based (especially principals, instructional coaches, and in this case MTI reps, will be integral in promoting the opportunity)
- Support from district-wide staff (especially senior level and department level leadership in promoting the opportunity and allowing space and capacity to participate where compensation is unavailable)
- Staff interest to fill minimum course and What's Next? sections
- Dedicated community partners to support the work and connect with families

Project Overview

Minimum Needs for Project Success cont.

- Access to resources and supplies, such as copiers, printers, laminators, computers, internet, zoom, etc
- Access to district software, databases and communication processes, like the Talent Portal, MMSD connect, meeting spaces for promotion, etc
- A professional development opportunity and access to the appropriate related resources
- Funding to support set-up and project maintenance

Desired Outcomes + Metrics

Outcome 1: Provide professional development for staff growth in the DISCOVER and DISRUPT phases MMSD's Antiracism Framework

- Develop course engagement process, meeting cadence, promotion, enrollment, and data collection
- Develop What's Next engagement process, meeting cadence, promotion, enrollment, resource and data collection
- Engage staff that aren't usually included in professional development opportunities (e.g., non-teaching staff)
    - » Measured by: Documentation of plan, outlines, schedules, course application, samples of promotional tools, and forms

Outcome 2: Build teachers' capacity to create effective, socially and racially just and equitable learning environments.

- Staff express being better prepared to engage and celebrate students of color
- Staff express improved mindsets, practice, curriculum and problem solving
- Provide opportunities for staff to engage in extended and communal learning, planning, and improving around multicultural histories
    - » Measured by: Surveys, interviews, anecdotal information, meeting attendance, and action plans

Budget & Payroll

Salaries and Stipends

- Salaries & Stipends: Planning and design team = $4,000
- Salaries & Stipends: Equity Course participation = $97,000
- Salaries & Stipends: Equity Course facilitators = $15,000
- Salaries & Stipends: What's Next? group work = $7,500

Contracts

- For Community Collaborators/ Course and curriculum access = $87,500 (Nehemiah)
- For course related presenters & resources = 6,000
- What's Next curriculum, celebrations, resources, field trips = $3,000

Supplies

- Supplies : Course meetings, events & celebrations = $1,500
- Supplies : What's Next curriculum, celebrations, resources, etc = $3,000
- Supplies : Misc. = $1,500

TOTAL = $230,000

Testing and Learning

In the early stages of the Madison Teachers Inc. Educational Justice Center Professional Development project, the team used Build-Measure-Learn cycles to develop the project and make adjustments and improvements along the way. Similar to feedback loops, the BML cycles are intended to test uncertainties, assumptions and risks about whether the prototype is desirable, feasible and worthwhile. The tests are reflected upon in order to make adjustments and move toward proof of concept that makes the prototype scalable. Below are the key questions and learnings for each.

	What we tested	What we learned
Desirable	• Will people participate in an optional PD with limited capacity, while balancing mandatory PD? • Will people engage in equity based history PD? • Can MMSD, MTI and a community organization collaborate on a co-led common goal? • Will targeted populations (non-teaching staff) be able to or choose to engage? • Will people engage in post course activities? • What kinds of • What are the best ways to promote district opportunities?" • Do people prefer to engage individually or in school-based cohorts? • What offerings have the most influence on staff decision to participate?	• Staff were interested, but cautious of time and capacity with conflicting PD requirements. • The team was still able to engage about 500 participants from schools and central office • Organized and facilitated 25 small groups (including affinity spaces for staff of color) for 500 staff members, including over 75 hourly employees, who don't always get to engage in these types of PD opportunities • Many participants cited content (antiracist/ Black history) as a major factor in enrollment. Virtual/ flexible attendance, no cost plus compensation, and the chance to collaborate with colleagues and outside organizations were also top considerations.
Feasible	• Is staff able to run and execute the 9 week evening course in both a fall and spring cohort? • Is staff able to run and execute a summer cohort? • Will the district be able to maintain these opportunities to DISCOVER, DISRUPT, and DISRUPT after ESSER funding? • How can the team maintain the momentum of the coursework and connections made?	• The team was able to run fall and spring cohorts both testing years for about 500 staff participants. • MMSD, MTI and Nehemiah were able to maintain the project for two years of funding • The team was not able to host a summer cohort in year one, but are offering an accelerated cohort for year two. • The team was able to maintain course momentum by adding a What's Next component

	What we tested	**What we learned**
Worthwhile	• Can the MTI EJC course withstand design team turnover? • Will schools, departments, and partners be willing to set aside money for these projects? • Will staff report positive outcomes from the MTI EJC professional development opportunity? • Will staff be able integrate course learnings into their ways of working (roles, decision making, policies, procedures, curriculum, etc)?	• Although enrollment dropped in year two and there were managerial shifts, the project was successfully able to sustain it's full structure • Although formal funding hasn't been set aside, there have been intentional moves to integrate elements of this course project work into PLLD offerings, C&I initiatives and HR/new staff opportunities • According to pre and post self assessment data, staff overwhelmingly expressed enjoyment and learning from the MTI EJC course • Despite staffing and capacity shortages, and other priority professional development, the group was able to engage the 6-10 staff consistent post course opportunities to engage, discuss, and plan

Getting Started

To set our project and team up for success, we asked ourselves the following questions.

○ Do we have the funds for the initial set up?

» Professional development?

» Extended Employment?

» Supplies and other funding needs?

○ Do we have the resources (time, space, capacity, commitment) to support this work?

» Will the project team, participants, and facilitators have access to school resources and supplies, such as printers and copy makers, laminators, computers, etc?

» Will the project team, participants, and facilitators have access to district software and databases, like email, MMSD connect, the talent portal, etc as needed?

○ Do we have dedicated community partners to support the work and professional development?

○ Do we have enough staff interest to fill in minimum course sections and cohort spots?

○ Do we have leadership buy-in to promote and encourage this work?

Project Details

This playbook details the steps and experiences of the MMSD, MTI, Nehemiah collaboration, there may be variation based upon the specific needs of individual collaborator needs and offerings.

Collaborating Organizations
MTI

- Madison Teachers Inc. (MTI) is a member driven Union consisting of Teachers, Educational Professionals and Paraprofessionals, Educational Assistants, Substitute Teachers, Supportive Educational Employees (Clerical and Technical) and School Security Assistants who are employed by the Madison Metropolitan School District.
- At MTI, we recognize our pivotal role as a support for our members as employees, as well as professionals. The project offers ongoing support for members and attempts to increase teacher retention by addressing teacher satisfaction, efficacy, and success. MTI Education Justice Center (formerly MTI CENTRS) is funded through an NEA grant-funding.

MMSD

- The Madison Metropolitan School District is the second largest school district in Wisconsin and serves over 25,000 students in 52 schools. The district covers approximately 74 square miles including all or part of the cities of Madison and Fitchburg, the villages of Maple Bluff and Shorewood Hills, and the towns of Blooming Grove, Burke and Madison.
- Our vision is that every school will be a thriving school that prepares every student to graduate ready for college, career and community.

Nehemiah

- Nehemiah Center for Urban Leadership Development fosters emerging leaders in the African American community and offers programming for youth, men reentering the community after incarceration and neighborhood economic development. It is also home to the Justified Anger Coalition, which seeks to establish a plan to address the long-standing and harmful effects of racial disparities in the Madison community.
- Justified Anger works to eliminate racial disparities by developing relationships, solutions, and systems. A central Initiative is its Black History for a New Day History Course. Led by Nehemiah staff, taught by UW-Madison history professors, and experienced by thousands of participants – this is a catalyst for the community-based cross-cultural work necessary to affect change.

Role by position:
- **Educational Justice Center Project Manager**
  With the support of the design team
    - » They will lead up the design team efforts and support the collaboration of the roles mentioned below
    - » Plan and execute project components
      - □ Including initiatives, events, activities (home visits, communication, etc) and data collection (interviews and surveys)
      - □ Schedule regular collaboration sessions to check in with staff, share resources, and discuss data
    - » Maintain project data and records
      - □ Keep track of hours worked, budget, project plans, agendas, and notes
      - □ Keep track of family participation during the summer, resources needed/provided, contact logs, home visits, etc
        - What things impacted this project both positively and negatively?
        - Interviews with students, families, and staff about experience with the project and its impact
    - » Meet regularly with the people below (if the roles apply to your school site) to support the project, execute components, and share information.

Project Details

- **Facilitator**
  - » Attend annual facilitator training
  - » Run the weekly course sessions
    - ▫ Able to use zoom effectively
    - ▫ Able to run video
    - ▫ Able to use email effectively
    - ▫ Able to navigate intense conversations
  - » Take weekly course attendance
  - » Deliver pre and post assessment
- **Instructional Coach**
  - » Promote course
  - » Can participate in course if haven't
- **Principals and Assistant Principals**
  - » Promote course
  - » Can participate in course if haven't
  - » Sign off on project components
  - » Sign off on payroll, purchasing, budget, contract, or data documents as needed
  - » Remove roadblocks as needed
  - » Sign off on project components
  - » Remove roadblocks as needed
- **Secretary**
  - » Process orders, payroll, and other related tasks
  - » Pull student data information on IC, registration
  - » Process orders, payroll, and other related tasks
  - » Pull student data information on IC
  - » Support summer registration fair
- **C&I representative**
  - » Help provide connection to department and district projects and initiatives
  - » Connect with design team around resources, supports, problem solving, and learnings
  - » Help promote the course
  - » Help to navigate systems and remove roadblocks
  - » Meet with design team to debrief lessons and rubrics, and create action plans, etc as necessary
- **PLLD representative**
  - » Help provide connection to department and district projects and initiatives
  - » Connect with design team around resources, supports, problem solving, and learnings
  - » Help promote the course
  - » Help to navigate systems (especially the talent portal) and remove roadblocks
  - » Meet with design team to debrief lessons and rubrics, and create action plans, etc as necessary
  - » Sign off on project components
  - » Sign off on payroll, purchasing, budget, contract, or data documents as needed
- **Community collaborator/course representative**
  - » Help provide connection to department and district projects and initiatives
  - » Connect with design team around resources, supports, problem solving, and learnings
  - » Help promote the course
  - » Help to navigate systems and remove roadblocks
  - » Meet with design team to debrief lessons and rubrics, and create action plans, etc as necessary

Project Details

- **Course & What's Next Participants**
    - » Enroll in course
    - » Attend and participate in all necessary sessions
    - » Complete pre and post survey materials

Preparation & Execution

- **Design team work**
    - » Meet regularly with team to plan, gather resources, and problem solve
        - □ Keep consistent communication with PLLD rep, C&I rep, Secretary, Facilitators, Community collaborator and supports as needed to maintain the project
        - □ Biweekly design team meetings for those engaged in component planning and execution (events, training, data collection, etc)
        - □ Monthly check-ins with accountability partners to monitor progress, budgets, and data. These can be 30 minute updates, but a regular cadence helps bypass issues in areas like budgeting and compliance
    - » Apply for inclusion in course catalog each semester (see preparation details below)
    - » Create and distribute promotional materials (see preparation details below)
    - » Plan, schedule, and execute facilitator trainings and check-ins, course dates, and What's Next sessions
        - □ Help support lesson/unit planning and prep
        - □ Share resources
    - » Collect and analyze data (participation and attendance, survey data, interviews, discussions, meeting and debrief notes, etc)
    - » Schedule collaboration sessions to check in with staff and Community Collaborators, share resources, and discuss data
    - » Maintain project data and records
        - □ Keep track of hours worked, budget, project plans, agendas, and notes
            - • What things impacted this project both positively and negatively?
            - • Interviews with staff about experience with the project and its impact
    - » Seek out and offer options for additional equity-based PD opportunities [What's Next]
        - □ Potential opportunities include:
            - • District Training Opportunities
            - • MTI Educational Justice Center Black History Course
            - • Local and national training opportunities
            - • Black History Education Conference by Cultural Practices That Are Relevant, LLC
            - • Sun Prairie Equity EdCamp
            - • DPI offerings
    - » Attend community meetings and events (helping to plan and execute where needed)
- **Recruiting the team**
    - » Recruitment is an intentional process, as the purpose of this project is to build a trusting and competent, equity minded community
    - » Gather at least three staff members to commit to the work over the year
        - □ Could be an MTI rep, instructional coach, dedicated teacher, teacher leader, etc
- **Choosing a community collaboration partner (optional) or some sort of effective professional development opportunity**
    - » Connect with a local community-based organization related to the vision and demographics of the focal group and that can has a strong relationship with and can support the needs of the school community
    - » Formally meet with representatives and get the community on board with the partnership

Project Details

□ Introduce the teams/ collaborating organizations and gain buy-in through intentional relationship building
- In the case of this MTI project, the community organization was Nehemiah (to engage their Justified Anger course)

- ## Creating the course contract
  » This process should happen at least 4-6 weeks before the first session, to give enough time for legal, budget, and the Board of Education to engage.
  » The collaborating organizations shall work together to determine the scheduling parameters of the course
    □ Approximate course start and end dates, fiscal deadlines, blackout dates, etc
  » For greater detail on the contract process, work with your department or school-based clerical staff. There is also information at https://staff.madison.k12.wi.us/departments/budget-planning-accounting/contract-service-agreement-toolkit

- ## Recruiting facilitators
  » Reach out to past course participants who have shown interest in facilitating
  » Facilitators may support multiple sessions, but each session should have two facilitators each
  » Determine how many sessions you can host and which days and times facilitators will host their weekly meetings
  » Schedule and help support facilitator training that reviews purpose, content, expectations, logistics, group management, data and attendance collection
    □ In this project's case, Nehemiah led up the details of the training sessions specific to their course
      - General information for facilitators
      - Tenets of great facilitation
      - Facilitation of problem situations
      - Redirecting conversations
      - Ground rules
      - Small group facilitator tip sheet
      - List of discussion questions and resources
      - How to use the Online Course Portal
      - How to sign up for a Zoom account and download the app

- ## Applying for the Course in Talent Portal
  » This process should happen at least 6 weeks before the first session, to give enough time to secure the dates and get the opportunity into the talent portal.
  » A similar process should be used to formalize the What's Next cohort when it is time to begin.

- ## Promoting the course
  » Advertisements should happen at least 3 weeks before the first session, to give enough time to engage all of the channels, especially as some modes need more lead time to complete
  » Promotion should engage multi-layered communication and may include:
    □ Principals' newsletter submissions
    □ MMSD connect submissions
    □ Addition to MMSD and MTI websites
    □ Email promotion
    □ Memos through MTI school based and central office reps
    □ Memos through former participants
    □ Advertisements at schools staff and leadership meetings, coaching meetings, and principal's meetings
  » A similar process should be used to formalize the What's Next cohort when it is time to begin.

Project Details

- **Recruiting What's Next Cohort**
  - » Reach out to past course participants who have shown interest in continued engagement
  - » Schedule an introductory meeting
    - □ Detail what's next purpose
    - □ Determine meeting schedule and areas of focus
      - People who are interested in book groups may meet independently while those interested in curriculum building may want to connect biweekly
      - The design team may hold full group collaboration meetings on quarterly, monthly, or some other frequency basis
    - □ Explain how participants will log their hours and keep track of the work they complete
- **Conducting payroll**
  - » Work with PLLD clerical staff to keep track of payroll for facilitators, course participants and What's Next cohort members
  - » Some clerical staff prefer google form submissions, others have log sheets
    - □ Note: different payroll classes (salaried vs hourly) are processed differently and administrators are not eligible for additional pay. Some central office staff may be asked to flex participation into their regular 40 hour work week.
      - Course attendance will be submitted by facilitators
      - Facilitators will submit their hours to the project manager and clerical staff
      - What's Next cohort members will submit their hours to the project manager and clerical staff
  - » Keep track of hours worked, budget, project plans and notes
  - » Keep track of participation resources needed/provided, contact logs, etc
  - » Prepare for data collection
    - □ Double check pre and post self-reflection surveys to make sure they're ready to launch
- **Structuring Coursework (may differ based on community collaborator and course)**
  (this structure is repeated in the fall and spring - summer scheduling may look different due to accelerated timelines)
  - » Sessions are held one evening a week
    - □ 2 hours each
      - 1 hour of lecture and 1 hour discussion
  - » Schedule to be determined each semester in collaboration with MTI, MMSD and Community Collaborator (Nehemiah)
    - □ Facilitators will determine, within those parameters, which days to hold their weekly sessions
      - Sessions should not be scheduled during MMSD calendared breaks, religious holidays, or in conflict with school/ family conferences. Alternates and make up days should be built into the course schedule.
- **Materials & resources**
  - » Readings
  - » Videos
  - » Discussion questions
- **Data Collection**
  - » Participant growth and development (as outlined in pre and post self-reflection assessment)
    - □ Pre course self-reflection
      - Sent in welcome email the week before the course begins
      - Facilitators will provide time during the first session to complete the survey

Project Details

- □ Post course self-reflection
  - Facilitators will provide time during the last session to complete the survey
  - Follow-up sent in thank you email the week after the course ends
- » Other potential data collection points
  - □ Number of participants
    - Demographics of course participants
    - Role, tenure, department or grade level supported, race, etc
  - □ Demographics of What's Next participants
    - Role, tenure, department or grade level supported, race, etc
    - Shift in practice based on participant submission and What's Next engagement

- ## Closeout
  - » Review budget and payroll to make sure everything is taken care of appropriately and all staff have been compensated
  - » Determine adjustments for upcoming year
  - » Plan the appropriate celebrations and/or presentations
    - □ What's Next Celebration
      - Create an opportunity for staff to share their experiences and celebrate their accomplishments from the year. Approaches may vary, they may bring in resources, review their book study takeaways, share anecdotes from their students and colleagues reactions.
  - » Review data and resources collected throughout the year
    - □ Summarize and share with appropriate school-based and district community stakeholders
   - Highlights
      - Learnings
      - Etc

"This course has been instrumental in helping me reframe my own version of history and oppression, and has provided opportunities for me to connect with other educators who are wanting to work on the same things. I have found new ways to respond to others, both in solidarity and when presented with challenging situations involving race and equity. So thankful for the chance to learn with Reverend Gee and the amazing people sharing the truth."
-Staff participant

"It's not an exaggeration to say the JA Black History for a New Day was life changing. I learned so much and it only made me want to learn more and share it all. It has changed the way I look at our country and our history. I thought to myself at every class, I wish every American, and especially every teacher could have this knowledge. I continue to hear Dr. Gee's voice in my head saying, "Now, what are you gonna do about it?" I've made myself do some things I might not have otherwise- facilitating a JA group, leading a book club at my school, speak up when it's hard and most of all continually question my perspectives, my assumptions, my relationships and my teaching."
- Eileen Kennedy LMS Schenk Elementary
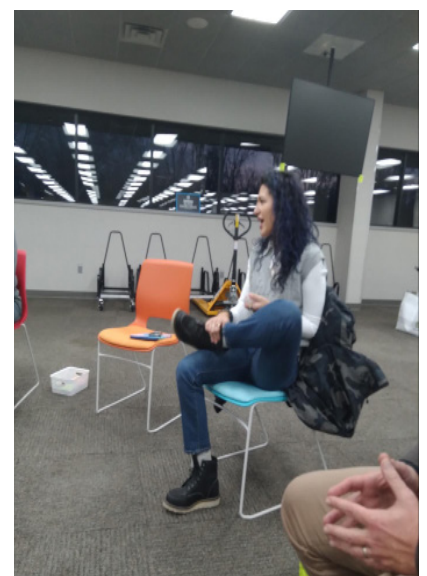
"[Because of this course, I will] Continue to push for curriculum that aligns with historical truth. Continue to push for restorative justice implementation in schools and always think about the cultural relevance of the curriculum that we are teaching."
-Staff participant

"[Because of this course, I plan to] teach more about the real history of the United States, especially giving my students time to process and share their opinions about our history."
-Staff participant

"[After this course, I will dedicate energy to] educating others, facilitating difficult conversations, implementing PD and data dives for staff, continuing to build my relationships with students and their families."
-Staff participant

"[Because of this course, I will] Continue to push for curriculum that aligns with historical truth. Continue to push for restorative justice implementation in schools and always think about the cultural relevance of the curriculum that we are teaching."
-Staff participant

"This is an incredibly powerful course for educators as we have been denied the truth of our histories and to stand in front of children and young adults with our tainted views is unconscionable. This course not only uncovers the reality of early African American suffering in America, but the truth of the brilliance, resilience, and indomitable culture that arose from it."
- Maureen -Teacher Memorial HS School

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JUSTIFIEDANGER.COM
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BLACK HISTORY FOR A NEW DAY

Additional Resources
Course application (instructor)
Sample Pre & Post course questionnaire
EE protocols
How to register for a course (applicant)
Sample promotional materials
Budget & Payroll Resource Doc