Draft Professional Learning Plan for Racial Equity 2019-2020

Race and Equity Professional Learning, Overarching Objectives:
- Build internal MMSD capacity to facilitate professional learning and discussions focused on racial equity
- Examine individual racial identity, implicit bias and power dynamics in education
- Understand the history of racism in the United States and its impact on education today
- Deepen staff understanding of what it means to lead and teach for equity in a white supremacy culture

Build Internal Race and Equity Facilitative Capacity in Partnership in Collaboration With the YWCA:
Initial Curricula Proposal
Outcomes:
- Identify 2 high potential cohorts of 20-25 staff
- Individual examination of racial identity and implicit bias
- Understand the system of racial inequity in the United States
- Understand how a white supremacy culture supports both individual and systemic oppression

July New Principal Induction (Principals and APs)-Required

Leading for Black Excellence in MMSD
5-Day Induction Overview (Change: 1 additional day beginning July 2019)
Days 1 & 2
- Intro to the Strategic Framework and our goal for Black Excellence
- Examine the impact of racial identity, implicit bias and its impact on school leadership (1.0)
- Leading for equity with a predominantly white workforce-white fragility (1.0)
- Creating a safe and welcoming environment for staff of color

Day 3
- Leading for Deep Learning-SIP process (Systems, Structures and Instructional Design)
- Instructional leadership for symmetry in adult and student Learning-Racial Equity, Rigor, Relationships and Belonging

Day 4
- Operations and Safety
- A Restorative Approach to Behavior- Leading for a strong school community that promotes safety and belonging for our students staff and families of color

Day 5
- Mindfulness and self-care
### August- New Educator Induction-Required

#### Teaching for Black Excellence in MMSD

**3-Day Induction Overview**

**Day-1**
- Who we are in MMSD- Teaching for Black Excellence
- The students and families we serve
- Examine individual racial identity
- Role alike learning with a focus on content rigor, high expectations and Learning Partnership

**Day-2**
- Grounding in the history of racism in American Education
- Taking a Restorative Stance
- Circle Keeping for a strong school and classroom community
- Mindfulness and self-care

**Day-3 AM session large group, PM session school-based**
- Teacher teams, co-planning and co-teaching for deep learning
- Learning Partnerships
- Role alike learning with a focus on content rigor and high expectations
- Foreshadow communities of practice and teacher inquiry

### August Leadership Institute 2019

**Outcomes:**

**Day1:**
**Principals and APs Only**
- Deepen understanding of how to lead for equity with a predominantly white workforce
- Understand the elements necessary to humanize race and equity focused professional learning
- Explore the connection between mindfulness and leading for equity

**Day2:**
**Principals and their SBLTS**
- Inspire-Leading for Black Excellence regrounding in the vision
- Foreshadow new SIP process grounded in Race, Rigor and Relationship
- Understand the concept of White Fragility and and how to hold one another’s humanity as we disrupt systemic and individual racism and oppression

**Day3:**
**Principals and their SBLTs by level or feeder pattern (High Schools or TBD)**
- Team planning time with consult from relevant CO staff, partners etc. to refine SIP and School PD Plan
Welcome Back-August 2019

August 26th, Day-1
Day-1 8:30-10:30 Welcome Back Rally at the Coliseum (Dr Bettina Love) and required 2.5 hour module

6-Professional Learning Days, September-May 2019-2020
(Pilot YWCA training with a few key schools, differentiated by need)

Day-1 Required YWCA Race and Equity Professional Learning-(Differentiated timeline based on school need)
Understand the System of Racial Inequity in The United States
- Participants will explore and reflect on their own identity development with an intentional focus on race.
- Participants will understand how the ideology of race is rooted in history and has an ongoing impact on our identities, relationships, communities and institutions today.
- Participants will learn about how this ideology of race with the support of socioeconomic power have shaped all societal institutions in the United States.

Day-2: Required YWCA Race and Equity Professional Learning-(Differentiated timeline based on school need)
Demystifying White Supremacy Culture, Healing and Restoration
- Participants will identify manifestations of internalized white supremacy culture in their selves, relationships, educational settings and communities.
- Participants will learn of the harming impact of white supremacy culture on children and youth of color in schools.
- Participants will understand the role of mindset in developing an authentic practice of inclusion and equity.
- Participants will explore the role of healing and restoration of relationships to challenge, interrupt, dismantle racism across MMSD and our community

Remaining 4 - School-Based Professional Development Days: No staff pull-out
- School planned with support from Central Office
- Focus on school context and SIP, Race, Rigor and Relationships

Leadership Institutes 2019-2020

SBLT Institute Outcomes:
November 13th:
- Inspire and Celebrate our successes
- Analysis of Q1 progress and learning and make adjustments to your SIP action steps and PD Plan
- Engage in a sampling of the race and equity professional learning based on YWCA Race and Equity training and begin to identify pilot schools
• Engage in team planning time with a focus on learning, next steps and critical friend feedback

Data Review:
• **Qualitative Data:** Storytelling and focus on learning
• **Outcome Data:** TBD

**February 12th:**
• Inspire and Celebrate our successes
• Review of district and school progress through the lens of Race, Rigor and Relationships for our Black students
• SBLT analysis of qualitative/outcome data and lessons learned from Semester I
• Reflect on new SIP implementation process, next steps and critical friend feedback

Data Review:
• **Qualitative Data:** Storytelling and focus on learning
• **Outcome Data:** TBD

**May 13th:**
• Inspire and Celebrate our successes
• Review of District/School Climate Data through the lens of Race, Rigor and Relationship
• Reflect on new SIP implementation process, Problem Solve and Refine
• Engage in team planning time with a focus on learning from 2019-2020 and implications for subsequent year’s SIP

Data Review:
• **Qualitative Data:** Storytelling and focus on learning
  **Outcome Data:** Climate Surveys and intersection with learning
## Sample Optional Professional Learning Opportunities for Professional Advancement Credit (Series of 3-4 sessions)

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Racial Equity: Engaging Co-workers, Students and Families</td>
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<tr>
<td>District Book Read and Discussions- &quot;Justice on Both Sides&quot; by Maisha Winn</td>
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<td>White Fragility-Doing the Inside Out Work</td>
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<td>Decentering Whiteness in Your Work</td>
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<td>Authentic Learning Partnerships-Debunking the white savior mentality</td>
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<td>Using Your Power for Good-Examining White Privilege</td>
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<td>Developing Empathy for Racial Equity</td>
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<td>Black History in Wisconsin</td>
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<td>Develop a Learning Series and offer a micro credential/certificate</td>
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### Emerging questions based on feedback:
- Deep facilitative capacity needs to be developed to ensure a quality learning experience for all staff that advances racial equity
- How do we plan for racial equity PD in schools where there are no staff of color, and there is only the white perspective?
- How do we plan for racial equity PD in schools where there are small numbers of staff of color so those staff are not forced to speak for their race or put in an uncomfortable position?
• How do we differentiate professional learning by school, accounting for those that have done some deep racial equity work, and schools where they are just beginning the work?
• How do we engage all staff in required professional learning on race and equity without creating a hostile work environment?
• Do we have enough facilitative capacity to do Day-1 of training during Welcome Back. Should we start with one cohort during Welcome Back, learn and schedule other schools during Semester-1 PD days?

Adjustments:
• Conducting empathy interviews with schools to better understand where they are relative to the desired outcomes.
• Offer a certificate of recognition and professional advancement credit for staff interested in going deeper with the work of racial equity outside of contract hours.