BIG IDEAS
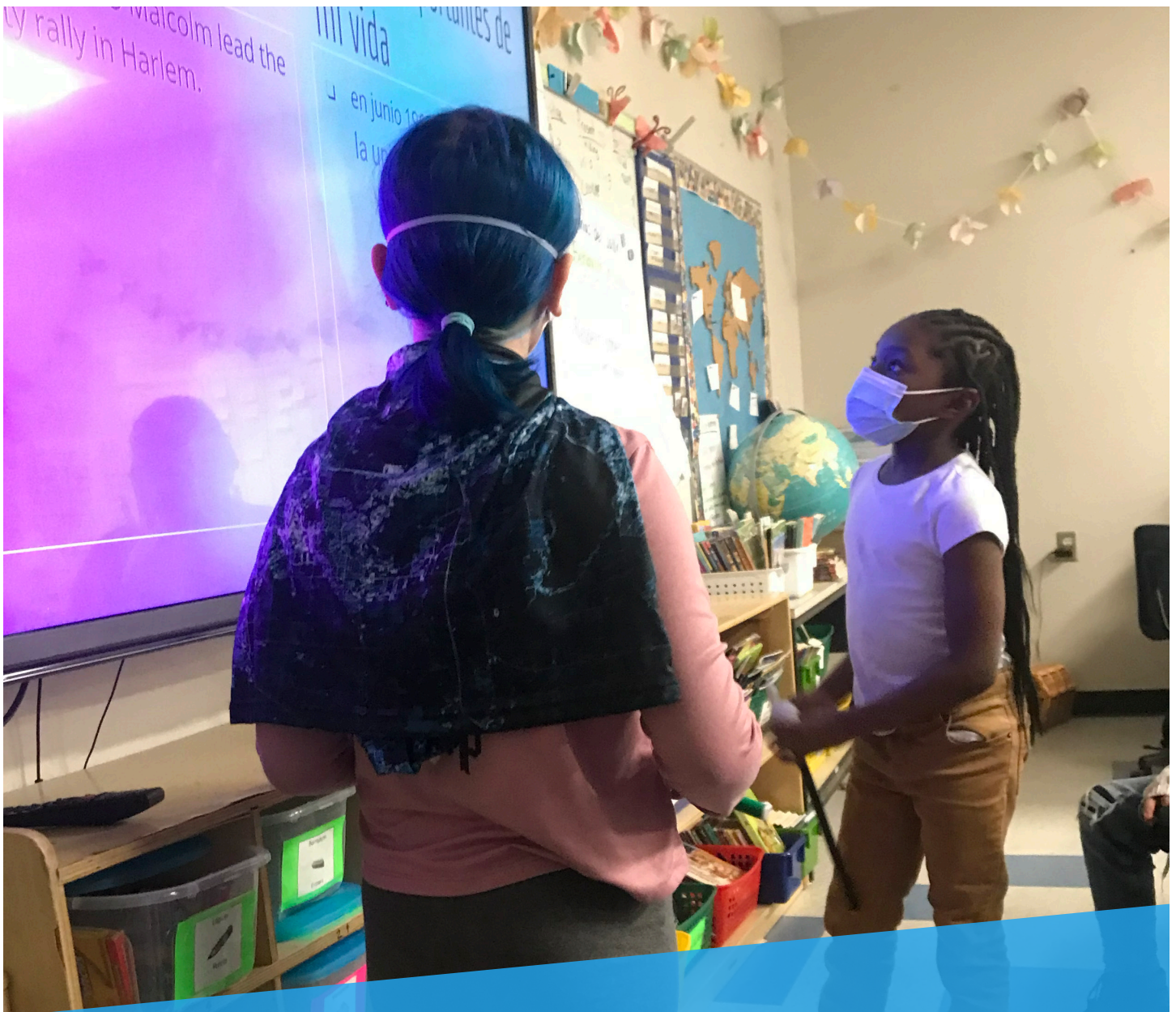
Sandburg Cultivating Student Leadership through Antiracist Unit Creation

PLAYBOOK

Madison Metropolitan School District
May 4, 2023

Table of Contents

Project Overview

Project Description

This project seeks to disrupt and dismantle traditional views of advanced learning and provide intentional services for students of color who display leadership skills. Currently in MMSD, there are 783 Black and Brown students identified as advanced learners in the area of leadership. While identification is an important first step in lifting up talented youth, there are also currently no services provided to students identified as advanced learners in the area of leadership. This project aims to empower students and to bridge the gap between identification and action by centering and investing in Black educational excellence through high-quality academic experiences and intentional services around leadership, anti-racist pedagogy, and student civic, and by giving students power in their schools through curriculum development and leadership opportunities.

Key Contributors

- Emeline Beck, 3rd grade teacher
- Meghan Ernest, Instructional Coach
- Lori Lopez, Sandburg Principal
- Lucy Sieber Sandburg Assistant Principal
- Brett Wilfrid, former Sandburg Principal
- Warren Schwab, former Library, Media & Tech Specialist
- Ashley Painter, former Instructional Coach
- Lauren Morris, Research and Innovation Strategist
- Leigh Vierstra, Research and Innovation Strategist

Minimum Needs for Project Success

- A dedicated project team to plan, carryout, and monitor the work
- 3rd - 5th grade teachers willing to engage in the leadership project
- Dedicated time for the classroom teacher to prepare for and work 1:1 or with their cohort of classroom leaders
  - » Could be covered by a 1.0 allocation or funding for the LTE position to cover classes (or some equivalent arrangement)
- Space for leadership sessions, teacher meetings, and parent trainings (these won't be in full-time use, so can be a borrowed space)
- Support from schoolwide staff (principal, community school resource coordinator,* social worker, teachers, etc.).
- Students and families interest in engaging with the leadership work / sessions
- Access to school resources and supplies, such as printers and copy makers, laminators, computers, etc.
- Access to district software and databases, like Infinite Campus, Educlimber, Data Dashboard, School Messenger, etc.
- Funding to support set-up and project maintenance (see sample budget below)

Desired Outcomes + Metrics

OUTCOME: Developing a framework for student leadership development

- A framework for leadership development for MMSD students identified as advanced in the area of leadership in elementary schools
- Deepening understanding of leadership in students, its cultivation and measurement
- Completed, shareable units
- Rubrics for student learning
  - » Measured by: Documentation of plan, outline, schedules, creation of rubrics, lessons, guidelines, materials, etc.

OUTCOME: Student leaders grow in their leadership (Advanced Learning), anti-racist, and civic-minded skills

- Collaboration
- Communication skills
- Critical thinking
- Rubrics for student skills
  - » Measured by: Surveys, interviews, anecdotal information, grades, rubrics, meeting attendance, changes in practice, and reflections about influence

Budget & Payroll:

Salaries and Stipends

- For planning team, participating classroom teachers = $36K (add $60K if utilizing a 1.0 allocation for class coverage)
- For parent training = $6K

Contracts

- For presenters and field trips = $6K

Supplies

- For course/curriculum, events/celebrations and general supplies = $7K

TOTAL = $55K (or $115K)

Testing and Learning

In the early stages of the Sandburg Cultivating Student Leadership through Anti-racist Unit Creation project, the team used Build-Measure-Learn (BML) cycles to develop the project and make adjustments and improvements along the way. Similar to feedback loops, the BML cycles are intended to test assumptions, uncertainties, and risks about whether the prototype is desirable for the client, feasible within current systems, viable in the long term, 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**

Desirability	• Targeted populations participate in AL programming
	• Participants express enjoyment in AL programming
	• Increased enrollment of targeted demographics in AL
	• Families engage in Leadership training prep
	• 3-5th grade teachers participate in AL Leadership work
		• Staff and students are willing, if not excited to engage in this work
		  » Parents attended the summer institute
		  » All 13 students interviewed said they at least kind of enjoyed the program, many of them saying they wouldn't change a thing
		• "[T]his definitely helped me to be a nicer person. A stronger person….it makes you feel like a leader, makes you feel really good" Sandburg 5th grader
		• Connecting the AL teacher/dept gets students enrolled quickly and it's a fairly easy task
		• Families will engage training opportunities (especially when they are paid and for the benefit of their children)

Feasibility	• Ability to identify and/or define Advanced Learning Leadership Skills, Anti-racist Skills, and Civically Minded Leadership Skills • Staff able to prepare and run teacher training/prep around leadership course • Staff able to prepare and run leadership course sessions • Staff able to pull together leadership framework, resources, supplies, texts, etc.	• Staff was able to run the trainings and the course • Subbing and learning new literacy curricula has had a impact on year two's outputs -finding the mental capacity to do additional work and planning is hard

	What we tested	**What we learned**
Viability	• Targeted populations participate in AL programming • Can the Sandburg Cultivating Student Leadership through Anti-racist Unit Creation project function without outside support? • Will the school be able to afford the additional allocation in the future (or additional LTE pay) • Will schools/ departments/ partners be willing to set aside money for these projects?	• Central Office support is necessary and needs to be built into staff's roles to manage and support the andburg Cultivating Student Leadership through Anti-racist Unit Creation project, particularly from AL • Sandburg is looking for funding to continue this • Although it did impact the number of activities and depth of the data, the project survived some major personnel changes
Worthwhile	• Students grow in the Advanced Learning Leadership Skills, Anti-racist Skills, and Civically Minded Leadership Skills • Students show utilization/increase in Leadership Skills, Anti-racist Skills, and Civically Minded Leadership Skills • Staff report usefulness of training/ project • Parents report usefulness of training/ project	

Getting Started

To set your project and team up for success, ask yourself the following questions.

❍ Do you have the funds for the initial set up?
- Professional development?
- Extended Employment?
- Supplies and other funding needs?

❍ Do you have the resources (time, space, capacity, commitment) to support this work at your school?
- Will the team have access to school resources and supplies, such as printers and copy makers, laminators, computers, etc.?
- Will the team have access to district software and databases, like Infinite Campus, Educlimber, Data Dashboard, School Messenger, etc.?

❍ Do you have a dedicated project team to plan, carry out, and monitor the work?

❍ Do you have support from schoolwide staff (principal, community school resource coordinator,* social worker, teachers, etc.)?

❍ Do you have enough student and family interest in the leadership work/ sessions?

❍ Do you have the buy-in of at least ONE grade level of teachers (or at least one teacher each) from grades 3-5 to participate in this work?
- Do you have someone to cover classroom instruction during the small, weekly leadership group sessions? Limited Time Employee? Internal allocation, etc.?
- Could be covered by a 1.0 allocation or funding for the LTE position to cover classes (or some equivalent arrangement)
- Can you dedicate time for the classroom teacher to prepare for and work 1:1 or with their cohort of classroom leaders?

❍ Do you have space for leadership sessions, teacher meetings, and parent training (these won't be in full time use, so can be a borrowed space)?

Project Details

Roles and Responsibilities:

- ## Project Design Team (varies by site)
  - » Suggestions: Instructional Coach and at least one Teacher Lead (classroom-based staff engagement, flexibly defined)
- ## Meet regularly with team to plan, gather resources, and problem solve
  - » Keep consistent communication with Principal, Secretary, and AL supports as needed to maintain the project
- Keep track of hours worked, budget, project plans and notes
- Plan and execute teacher trainings and check-ins
- Plan and execute parent trainings
- Help support lesson/unit planning and prep around leadership, anti-racism, and civic mindedness
- Help connect project initiatives to School Improvement Plan
- Share resources
- Collect and analyze data (student engagement, program influence, participation and attendance, etc.)

Project Support Team (varies by site), Some examples include:
AL Teacher & PBIS Coach
- May help provide resources for advanced learning, SELs, and Leadership
- Connect with design team around resources, supports, and problem solving

REACH teacher / LTE (or equivalent)
- Covers 3-5th grade classrooms for one hour each per week so that homeroom teachers can do small group work and planning with their Leadership groups
- Connect with design team around resources, supports, and problem solving

Classroom Teachers (3-5th grade)
- Plan and lead weekly leadership groups with 5-7 focal students from their homeroom
- Connect with design team around resources, supports, and problem solving
- Meet with design team to debrief lessons and rubrics, and create action plans about focal students/ families as necessary
- Attend leadership Professional Development opportunities

Principals (and Assistant Principals where applicable)
- Sign off on project components
- Sign off on payroll, purchasing, budget, contract, or data documents as needed
- Remove roadblocks as needed
- Help connect project initiatives to School Improvement Plan
- Principal may also engage in any of the design team and support team tasks

Secretary
- Process orders, payroll, and other related tasks
- Pull student data information on Infinite Campus, registration

Project Details

Preparation: Recruit the team

- **Gather at least three staff members to commit to the work over the year**
  - » Could be the Instructional Coach, a classroom teacher, and another staff member
  - » In Sandburg's case it was the instructional coach, a DLI classroom teacher, and the assistant principal
  - » Set a meeting cadence
    - » To engage in component planning and execution
    - » To check-ins with accountability partners (principals, Advanced Learning, etc.) to monitor progress, budgets, and student data
    - » Keep track of hours worked, budget, project plans, and notes
    - » Rubric

Determine coverage

- Find/create a .5 position or funding to cover classes for homeroom teachers to engage the leadership curriculum

Choose students and determine session schedule

- Select 5-7 students
- Grades 3-5
- Utilizing Advanced Learning Non-Traditional Leaders Criteria
  - » Provide the list of students to the advanced learning teacher to add to the roster, or to add the distinction to their file if they are already in AL for another focus area
- Look at student list for academic, behavioral supports

Professional Development

- Staff training
- Training about the project, purpose, and expectations
  - » Education about facilitation and classroom/group management
  - » To lead supportive parent groups/events during the summer
  - » Share sample lesson plans
  - » Review standards, data collection plan, and rubrics
- Parent training
- To inform participating families about the project, purpose, and expectations
  - » One session, approximately 3 hours during the summer
    - Introduction to the program
    - Initial meeting with teacher for the upcoming school year
    - Involvement in initial leadership activities with students
    - ○ Parents compensated with EE for their time due to having to rearrange childcare and work schedules

Execution

- Schedule regular collaboration sessions to check in with staff, share resources, and discuss data
- Coursework structure
  - » Sessions are held in weekly, 30 minute lessons on Leadership, Anti-Racism, and Civic Mindedness
  - » Schedule to be determined on an annual basis

Project Details

Materials and resources

- Unit Resource Kits with lesson, leadership themed books, activities, etc
- Student Lessons that are tailored to focus on students' areas of strength and growth as leaders
- Portfolios for students to show their leadership growth, including :
  - » List of standards
  - » Ideas for artifacts
  - » Rubrics

Maintaining Records

- Keep track of hours worked, budget, project plans, agendas, and meeting notes

Collect Data

- Participation
  - » How many students and families interested of those selected
  - » How many spots can be maintained (what's a good, feasible number of participants for your site?
  - » How many sessions do students attend and time spent
- Impact
  - » What things impacted this both positively and negatively?
  - » Interviews with students about program experience
  - » Have students and staff complete beginning, middle, and end of the year rubrics and review
- Staff Engagement
  - » Were they able to engage the work consistently?
  - » How did this project impact their work? Their classroom? Their students?
  - » What kinds of lessons and resources were used and/or created?
  - » Interviews with teachers/staff about program experiences
- Notes from student reflections and quarterly check-ins
- Interviews with families about program experience

Celebration

- Create an opportunity for students to share their experiences and celebrate their accomplishments from the year, approach may vary

Closeout

- Review data and resources collected throughout the year
- Determine adjustments for upcoming year
- Summarize and share with school-based and district community
  - » Highlights
  - » Learnings

Additional Resources

AL Non-traditional Leadership Rubric
Data Collection Spreadsheet
Staff Interview Forms (sample)
Student Interview Forms (sample)
Sample Kit/ Lessons
Tips & Tricks
Parent & Guardian Institute Resources
Budget & Payroll Resource Doc
Teacher Session Agenda