



MMSD Equity Plan 2017-2018



Background

The MMSD Strategic Framework articulates our district's vision, goals and priority work focused on ensuring that all schools are thriving schools that prepare all students to be college, career and community ready. [MMSD Strategic Framework](#)

Vision for MMSD

Every school will be a thriving school that prepares every student to graduate from high school college, career and community ready.

Core Values

All of our work in MMSD is grounded in five core values that guides our decisions at all levels of the system:

- Clear and Sustained Focus
- Great Teaching and Leadership Matters
- Schools at the Center
- Continuous Improvement Aimed at Results
- Culture of Excellence with Equity.

Data Analysis

The following data was reviewed:[District Performance Data](#)

- MAP data, grades 3-8th-2016-2017
- High School Early Warning System for 2014-15 thru 2017-18
- 9th grade on track
- Graduation rates
- DPI Experience Inequality Report

When comparing **2012-2013 and 2013-14 DPI Experience Inequality Data** with MMSD school staffing reports, data indicates our Dual Language Immersion schools have the most inexperienced teachers and our pool of Special Educators who are provisionally licensed.



Root Cause Analysis

- Shortage of licensed teachers in the areas of Special Education and Dual Language Immersion and Dual Bilingual Education has resulted in a number of staff being hired on a One-Year License with Stipulations and students of color having an unequal chance of having an experienced teacher.
- Inconsistent core practices and low expectations around all students' capacity to learn
- Core instruction that does not meet student needs has resulted in gaps in achievement and opportunity for our students of color and and/or those students who qualify for free and reduced lunch.

Priority Areas that Address Teacher Experience

Within our Strategic Framework, we have identified five priority areas. While our core values are infused within all five areas, two areas specifically address early career or inexperienced teacher quality: 1) Coherent Instruction: Provide every student with well-rounded, culturally responsive and coherent instruction that leads to college, career and community readiness, and 2) Thriving Workforce: Cultivate a work environment that attracts, develops and retains top talent. These are two high leverage areas that address teacher experience.

MMSD Strategic Priority Area I: Coherent Instruction

While we expect teachers to make ongoing instructional decisions that are based on the needs of their specific students, it is critical that every student has access to a common foundation that systematically and seamlessly prepares them for graduation and postsecondary education starting in pre-kindergarten irrespective of teacher experience. By defining a core instructional program that is standards-based, well-rounded and culturally responsive, we will ensure that all of our students have obtained the knowledge and skills necessary for full participation in college, the workplace and the community.

High Leverage Actions

Develop and implement a common curriculum and assessment system in all content areas starting with literacy and mathematics that is aligned to the Common Core State Standards (CCSS) using a three-year implementation plan and a toolbox of resources to guide schools with implementation and integration across all subject areas. Build teachers' capacity to implement a set of strategies aligned to the district's common definition of great teaching, which is centered around culturally and linguistically responsive instructional practices. Provide tools and resources for teachers to implement the Behavior Education Plan and social/emotional standards K-12 so that students develop , essential skills,



such as organization, perseverance and interpersonal skills, that students need to be successful in college, career and community. Expand access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities and Advanced Learners. Increase access to fine arts and world language programs at all grade levels. Refine and implement a multi-tiered system of support that is focused on a data-based problem-solving process for students who are struggling with behavior and/or academics or who need an additional level of advanced learning support.

As a part of these high leverage actions, MMSD provides focused support and professional development around the district's Great Teaching framework, with a specific focus on new resources around culturally and linguistically responsive practices. By providing deep learning around great teaching we will assist school educators in continually improving their ability to analyze data and set goals, develop instructional plans aligned to the new standards, deliver instruction that is designed to meet the needs of all learners and reflect on progress along the way using both student achievement results and teacher practice data.

The table below outlines the district-wide learning that supports new and inexperienced educators so that they are well prepared to meet the needs of all of their students in a more accelerated timeline.

Evaluation/Monitoring Metrics

Every student is on-track to graduate as measured by student growth and achievement at key milestones.

- Reading by grade 3
- Proficiency in reading and mathematics in grade 5
- High school readiness in grade 8
- College readiness in grade 11
- High school graduation and completion rate

Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.

- Fine arts and world languages
- Extra-curricular and co-curricular activities
- Advanced coursework



The MMSD Induction Experience

If we provide a 3-year, new educator induction program that focuses on high quality teaching and learning through a stance of equity, and we provide all instructional staff with professional learning around core instructional priorities with an equity focus, and all principal leaders with the tools necessary to create a master schedule that matches teacher skill with student needs, then all students will have an increased chance of experiencing a highly qualified teacher, prepared to accelerate students to college, career and community readiness.

Coherent Instruction and Access 2015-2019		
	Professional Learning Focus	How does this address teacher experience?
New Educators	<p>New Educator Orientation-Foundational understanding of Excellence with Equity in MMSD thru the Great Teaching Framework and the use of Culturally and Linguistically Responsive Practices NE Orientation and Welcome</p> <p>1:1 New Educator Mentoring for equity focused on individualized support</p> <p>3-Year New Educator Induction Year 1- Monthly seminars focused on instructional strategies that support Excellence with Equity Seminar scope Year 2- Equity Focused PLCs Year 3-Classroom Action Research using an equity focused problem of practice</p>	<p>Through a new educator orientation that is focused on Culturally and Linguistically Responsive Practices, 1:1 mentoring that offers individualized support and a three-year induction process aimed at excellence with equity, new educators to the profession will accelerate the effectiveness of their practice so that our neediest students experience more qualified teachers and more positive learning outcomes.</p>



All Instructional Staff	New to MMSD Educator Orientation -Foundational understanding of Excellence with Equity in MMSD thru the Great Teaching Framework and the use of Culturally and Linguistically Responsive Practices	Through new to MMSD educator orientation and school-based professional development , all MMSD instructional staff will be grounded in our vision and values around excellence with equity therefore creating instructional coherence and consistency across all classrooms thereby diminishing the chance for students to experience a less qualified teacher.
School Leaders	Monthly Principal Professional Learning -Develop principal capacity to lead for equity.We have contracted with the National Equity Project to support our work outlined in the Common Learning Agenda. See Common Learning Agenda Master Schedule and Allocation Meeting and Support - Individualized meeting with each principal to develop a master schedule that promotes equitable access and matches student need to teacher skill. Teacher Placement PD Final approval of Allocation Workbook by Senior Leaders to ensure equitable access for children and young people of color access to our highest quality/ experienced teachers.	Through monthly professional learning, from the National Equity Project, principals and assistant principals deepen their understanding around implicit bias and how implicit bias impacts access and high expectations for all students. Professional learning emphasizes implications for school culture and leadership the development of a feedback rich culture. Monthly professional learning also includes a focus on systems and structures that promote equitable access and match student need to teacher skill through purposefully planned master schedules and use of allocation.



Improving Workforce Diversity and Accelerated Licensure

MMSD Strategic Priority Area IV: Thriving Workforce

We believe the following high-leverage district actions will help to increase the quality and diversity of our workforce, while elevating the profession of teaching and raising the morale and ultimate retention of our teachers and staff. We believe that it is our job to create a work environment that is challenging AND rewarding. When we hold high expectations for all employees and support them in meeting those high expectations, morale and retention dramatically increases. We also need a talented workforce that better represents the diversity of our student population. Students must be taught by excellent teachers and staff members who are thriving professionally.

Theory of Action:

If we define the teacher competencies necessary to teach in a culturally diverse environment, and if we hire early to increase the opportunity to recruit highly qualified, licensed teachers, and we develop an accelerated licensure program at MMSD for shortage area certification, and we continue to develop new staff once onboarded then we will hire they will be able to meet the needs of all students.

Thriving Workforce Metrics:

- Annual teacher turnover data
- Teachers years of experience by school
- Number of fully licensed teacher hires in shortage areas
- Years of experience for new teacher hires

Timeline

3 years- 2016-2019



High-leverage Actions:

- Refine the recruitment, hiring and induction processes for all roles at all levels of the system to ensure maximum retention of all employees.
- Refine a professional learning approach that defines high-quality professional development and provides tools and resources for the design of high-quality professional development at every level.
- Continue implementation of Educator Effectiveness evaluation systems for teachers, principals and central office staff anchored in a common understanding of high-quality, standards-based instruction. Successful implementation will include a coherent, fair, reliable and valid evaluation process that leads to continuous improvement.
- Explore and implement an accelerated licensure program for Cross Categorical Special Education teachers through the Forward Madison partnership
- Explore and develop a strong cooperating teacher program through the Forward Madison partnership, partnering pre-service teachers with the strongest experienced teachers
- Continue the TEEM Scholars program through the Forward Madison partnership, creating opportunities for current MMSD high school students to become teachers in the district

MMSD UW -TEEM Scholars 2015 and beyond

The creation of Tomorrow's Educators for Equity in Madison (TEEM) Scholars is one of the initiatives developed under Forward Madison's workforce diversity strand. TEEM Scholars is a program focused on using a holistic approach to "growing" future teachers from high school through college to new teacher. These future Madison teachers will be nurtured to be civically-engaged, social-justice oriented, empowerment agents for change.

Research & Design

We know racially diverse teachers matter, particularly for youth of color. The TEEM Scholar Program was designed based on best practice research and successful programs including the highly successful POSSE program. Program features include: **rigorous selection** (*focuses on academic achievement, leadership skills, interest in teaching and perseverance*); **support** (*emotional/social and financial*); **cohorts** (*students are grouped in cohorts, instilled with shared expectation of high achievement.*)



Purpose

Madison Metropolitan School District hires between 120 and 180 teachers each year. The MMSD student population has become more diverse over time. Currently, students of color and multiracial students make up the majority of the MMSD student population. However, as in many cases in school districts across the country, MMSD teachers and administrators are predominately white. Although progress has been made, including new hiring practices, the relative lack of diversity in the teaching force is at least due to the composition of the application pool. Coincidentally, the UW-Madison School of Education applicant pool lacks diversity in its candidates due to the many documented structural impediments for candidates of color. In order to reverse this trend, MMSD and UW SOE are embarking on this program to enlarge the pool of talented, well-educated teachers of color who will be effective in improving student achievement in our schools. To ensure success, we will embark on targeted recruitment, provide appropriate support, and work to remove the barriers in the educator pipeline that limit and discourage strong candidates of color for the teaching profession.

Process

The program identifies diverse talented MMSD students who are interested in a teaching career. Ten TEEM Scholars are recruited through an application process during the spring semester of their freshman year. In addition, students may apply to the program during sophomore year to create a cohort size of 15 future educators. Year round programming prepares them for college, degrees in teacher education, and a return to MMSD classrooms as homegrown teachers. Once in the program the TEEM Scholars work alongside UW faculty and MMSD teachers to foster their commitment to social justice and advance their understanding of education through research, exploration, leadership opportunities, and hands-on experiences with youth.

The [TEEM Scholars program](#) represents an innovative and ambitious opportunity for a long term and high impact partnership between MMSD and the UW-Madison School of Education.

Accelerated licensure for Cross Categorical Special Education Teachers

MMSD in partnership with the University of Wisconsin, Madison are planning for an accelerated licensure program for Special Education Teachers who are provisionally licensed. This program is intended for MMSD educators to gain Special Education Certification and licensure through integrated coursework and support while serving as a special education teacher with an emergency certification in MMSD.

Additive compensation for hard-to-fill positions

MMSD data shows a correlation between schools where students of color, and those who qualify for free and reduced lunch are situated in our bilingual schools. These schools are also settings where our teachers have the least experience given the challenge of hiring bilingual, fully



certified staff. MMSD is exploring the budget ramifications of providing a stipend for hard-to-fill positions, currently identified as fully-licensed Cross Categorical Special Education and Bilingual teachers to support the Special Education and English Language Learner plans.

Additional Resources Needed

- Funding from the DPI to support an MMSD program for accelerated licensure in shortage areas, specifically Cross Categorical Special Education and Bilingual education
- DPI communication and planning with institutions of higher education around increasing the diversity in teacher preparation programs and analyzing the preparation process so that new teachers are more effective earlier in their careers.
- Funding for grow our own programs to increase the diversity accelerated licensure of our teaching staff