



**School District of Manatee County's African American
History Task Force Draft Implementation Plan**

2021-2022 to 2023-2024

Plan Developed 2020-2022

School District of Manatee County

This plan is a living document to be amended as needed.

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Florida Commissioner of Education's African American History Task Force

The State of Florida's African American History Task Force is an advocate for Florida's school districts, teacher education training centers, and the community at large, in implementing the teaching of the history of African peoples and the contributions of African Americans to society. The Task Force works to ensure awareness of the requirements, identify and recommend needed state education leadership action, assist in adoption of instructional materials by the state, and build supporting partnerships.

Goal 1: Promoting awareness, understanding, and the infusing of the required instruction legislation that addresses the African and African American experience into the curriculum of Florida's schools.

Goal 2: Development of instructional guidelines, standardized framework, and supplemental materials /resources that include the African and African American experience.

Goal 3: Provide pre- and in-service training for implementation of the required instruction using various technologies and materials.

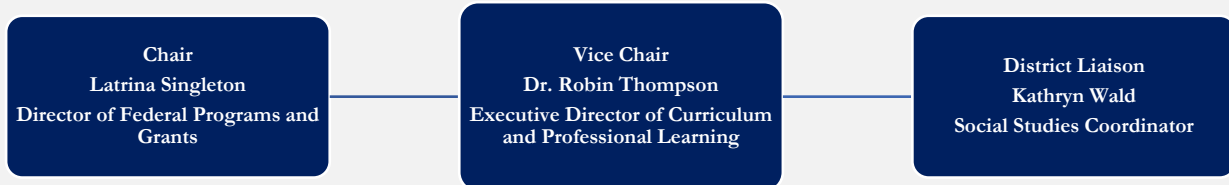
Goal 4: Make recommendations to the Commissioner of Education and the Florida Department of Education leaders that support the full implementation of the required instruction mandate.

The individuals serving on this task force can be found below:

- Mr. Anthony Hill, Chair**
- Dr. Samuel Wright, Vice Chair**
- Dr. Bernadette Kelley, Principal Investigator**
- Dr. Diedre Houchen**
- Emerita. Gerldine Thompson**
- Mrs. Marion Williams**
- Mrs. Tracy Oliver**
- Emerita. Frederica Wilson**
- Dr. Nashid Madyun**
- Dr. Brenda L. Walker, Esq.**
- Dr. Sherrilyn A. Scott**
- Dr. Donna R. Austin**
- Mr. Brandon Griggs**

School District of Manatee County's African American History Task Force

Task force Leadership:



Committee Chairs:

- Dr. Sharon Jefferson, Social Studies Teacher, Sugg Middle School
- Tarnisha Cliatt, President of Manasota Black Chamber of Commerce

Task force Members:

- Michael Barber, Director of Communications & Family/Community Engagement, SDMC
- Regina Boyd, Counselor, Rogers Garden Elementary
- Dr. Lauren Braunstein, University of South Florida
- Dr. Laurie Breslin, Director of Secondary Curriculum, SDMC
- Terra Brown, Assistant Principal, Bashaw Elementary
- Wendell Butler, Principal, Bayshore High School
- Dr. Marie Byrd, University of South Florida
- Dr. Stephanie Callaway, Director of Elementary Curriculum, SDMC
- Kevin Chapman, Director of Strategic Planning and Initiatives, SDMC
- Charles Clappsaddle, Manatee Educational Television
- Ginger Collins, Principal, Lee Middle School

- Dr. Denise Davis-Cotton, University of South Florida and PAInT
- Danielle Delk, Principal, Blackburn Elementary School
- Linda Douglas, Gifted Teacher, Sugg Middle School
- Dr. Barbara Ehren, NAACP
- Deb Estes, Director of ESOL, Migrant, and Dual Language Programs, SDMC
- Livia Forrest, Assistant Principal Rogers-Garden Elementary, SDMC
- Dr. Linda Francis, Assistant Principal, Manatee High School
- Dr. Rachel Hatten, University of South Florida
- Tiffany Hoben, Professional Learning Specialist, SDMC
- Dr. Patricia Grimsley, Community Member
- Dr. Theresa Jefferson, Counselor, Blackburn Elementary
- Ben Jewell-Plocher, Education Director, Embracing Our Differences
- Megan Johnson, Title 1 Coordinator, SDMC
- Dr. Melinda Lundy, Director of Professional Learning, SDMC
- Terrence Marshall, Assistant Principal, Lee Middle School
- Ashley Mason, Social Studies Teacher, Southeast High School
- Maribeth Mason, Principal, Samoset Elementary
- Ann McDonald, Principal, Sugg Middle School
- Janet Middleton, Instructional Specialist, SDMC
- Stephen Murray, Social Studies Teacher, Manatee High School
- Melissa Parker, Communications Specialist, SDMC
- Melissa Powley Link, Technology Teacher, Manatee High School
- Sonya Sanders, Graduation Enhancement Tech, Lee Middle School
- Sharon Scarborough, Principal, Manatee High School

-Tamara Shamburger, President, National Black Child Development Institute

-Dr. Dana Thompson Dorsey, University of South Florida

-Samantha Webb, Principal, Abel Elementary

-David Wilkins, President of ASALH Manasota Chapter

-Dr. Adrienne Wilson, University of Tampa

****individual committees listed in Appendix A**

Florida Statute 1003.42

Instruction on African American History is required by Florida State Statute (1003.42), adopted in 1994 and revised in 2002, which addresses all components of required instruction. All school districts in the state of Florida must submit a report each school year, indicating in which courses, with what resources, and in what ways these topics were covered. The statute specifically calls for instruction on “(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society”.¹

Purpose and Mission

Purpose:

With our nation becoming increasingly more diverse, we, as those responsible for the education of all students, must ensure that learning opportunities consist of a comprehensive presentation of the history of African Americans and of all peoples that continue to be a fundamental part of our society.

For this to occur, there must be an analysis and revision of the current approaches in place, and members of the African American History Task Force (AAHTF) will help to ensure “instructional personnel facilitate discussions and use curricula to address, in an age appropriate manner, specified topics; prohibiting classroom instruction and curricula from being used to indoctrinate or persuade students in a manner inconsistent with certain principles or state academic standards.”²

¹ Statute 1003.42

² HB 7

Mission:

Through the efforts of the School District of Manatee County's African American History Task Force (AAHTF), curriculum will enable students to learn about the origins, contributions, and courage of Africans and African Americans from Ancient Africa to the modern Diaspora in the Americas as per HB 7 passed and signed into law March 2022.

Aims

Emulating the structure and goals of the Commissioner of Education's African American History Task Force at the state level, our district task force has created this document to support the development of curriculum and the accomplishing of the following goals:

1. Ensure that the required African American History instruction is implemented *efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction (FS 1003.42)*.
2. Review the curriculum and resources currently in place for instruction on African and African American History.
3. Collaborate with the Curriculum Department to build curriculum for K-12 using a variety of different resources, including arts integration and cross-curricular approaches.
4. Collaborate with universities and local organizations to offer professional development opportunities to stakeholders.
5. Share the plan with all stakeholders to ensure an awareness of the initiative.

Committees

Emulating the structure of the state task force and including the criteria necessary to achieve exemplary status, five committees were developed and consist of a diverse group of stakeholders, which includes teachers, administrators, community members, local organizations, and representatives from local colleges and universities. These committees, tasked with collaborating to build the components of the implementation plan, are as follows: Curriculum, Parent and Community Partnerships, College and University Partnerships, Professional Development, and structured teaching. Reflected below, the culmination of their efforts led to a comprehensive, sustainable implementation plan.

Curriculum

Purpose:

Using the African American History Instructional Standards Guide, provided by the Commissioner of Education's African American History Taskforce, the School District of Manatee County's African American History Task Force will work to develop curriculum to be used across the content areas. This will be accomplished using the current courses in place K-12 with the aim of adding two electives at the high school level. While many of the courses required for promotion do include standards on the history of African Americans, others do not, but provide an opportunity to adapt the curriculum to more effectively cover this topic, all of which ensure students receive instruction all other standards and content with expected academic rigor.

Elementary:

In grades K-5, an emphasis on the curriculum to include, where appropriate, examples, events, individuals, and movements that recognize the history and heritage of African Americans and other diverse peoples, thus ensuring students receive comprehensive instruction.³

While built into the English Language Arts block, elementary Social Studies does have a few standards specifically on the history of African Americans. Those of which can be found below:

- SS.2.C.2.5: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
- SS.4.A.8.1: Identify Florida's role in the Civil Rights Movement.
- SS.5.A.4.5: Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
- SS.5.A.4.6: Describe the introduction, impact, and role of slavery in the colonies.

Additionally, elementary Social Studies has many standards where the history of African Americans could be added to provide more comprehensive instruction. The taskforce remains focused on identifying the ways in which curriculum could also be integrated into the arts and specials to encourage an interdisciplinary approach and to amplify learning of various topics.

The current resources used at the elementary level are Social Studies Weekly, Nearpod, and school purchased programs.

³ HB 7

Middle School:

Beginning in **M/J World History**, a more comprehensive approach to the history of Africans will be taken. This will ensure students have a thorough understanding of the cultures of key civilizations before learning about the rise of the trans-Atlantic slave trade in United States History. This course includes several standards that cover these topics and can be found below:

- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.2.5: Summarize important achievements of Egyptian civilization.
- SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.
- SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

The Curriculum Committee will remain focused on finding ways in which teachers can explore these topics by providing students with a more thorough understanding of Egypt and the legacies of ancient African kingdoms such as Kemet, Kush, Songhai, Mali, and Ghana. Again, this will be critical before students begin learning about the colonization of North America and rise of the slavery in the United States.

In **M/J Civics**, the history of African Americans will be incorporated throughout the course in alignment with the state required standard to prepare students for the End of Course Exam. The following standards illustrate where the history of African Americans currently appears in the curriculum:

- SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

In **M/J US History**, it will be critical for teachers to make a connection back to the history and contributions of ancient African civilizations before exploring the rise of slavery in the United States. This will be done using the foundation of the topics covered in M/J World History. To effectively accomplish this, there must be a greater understanding of the relationship between Africans and Europeans prior to their arrival in the New World. The following standards include the history of Africans and African Americans:

- SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.

Teachers will ensure that the history and heritage of Africans remains preserved as the discussion on the role and impact of slavery proceeds. The Curriculum Committee will provide support in this area where/when necessary.

High School:

In **World History**, students receive instruction on the history of Africans and African Americans in alignment with the standards set by the State. Maintaining a focus complementary to that of M/J World History, students will learn about ancient African civilizations such as Ghana, Mali, and Songhai, comprehensively exploring the history and cultures of these kingdoms. The course also includes an examination of the rise of the trans-Atlantic slave trade, as well as modern genocides in countries around the world, including those found in Africa. The standards that cover these topics can be seen provided below:

- SS.912.W.3.9: Trace the growth of major sub-Saharan African kingdoms and empires.
- SS.912.W.3.10: Identify key significant economic, political, and social characteristics of Ghana.
- SS.912.W.3.11: Identify key figures and significant economic, political, and social characteristics associated with Mali.
- SS.912.W.3.12: Identify key figures and significant economic, political, and social characteristics associated with Songhai.
- SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.
- SS.912.W.3.14: Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
- SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
- SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.
- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

More comprehensive in nature than other Social Studies courses, the standards in the World History course provide the opportunity to explore the history of Africa more thoroughly, a task the Curriculum Committee will assist with accomplishing. Achieving this will prepare students to learn about the practice of slavery in the United States and the history of African Americans, having an appreciation and respect for the history and cultures of key African civilizations.

In **US History**, students will explore the history and contributions of African Americans within the scope of the standards included on the state End of Course exam. The standards for this course start with the causes of the Civil War and go through modern domestic and foreign policy, providing many opportunities for instruction on the history of African Americans. The standards that explicitly containing content on this topic can be seen included below:

- SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

Maintaining a focus aligned with the instructional requirements set by the Florida Department of Education, the Curriculum Committee will work to identify instructional strategies and opportunities to extend instruction on the history of African Americans, advocating for cross-curricular approaches.

In **Government**, students analyze specific Supreme Court cases, several of which deal with issues of citizenship, discrimination, segregation, and other topics that directly tie into the history of African Americans. The standard that supports instruction on these topics is listed below:

- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.

Furthermore, the emphasis on civics engagement and responsibility in this course coupled with the development and completion of a public service project, also supports exploration of the local, state, and national issues in the United States.

Economics does not currently include standards that explicitly cover the history of African Americans; however, the course does provide an opportunity to include instruction on significant individuals and/or events associated with the history of African Americans.⁴ For example, some standards ask students to complete tasks such as researching the contributions of entrepreneurs, inventors, and theorists of diverse backgrounds. The Curriculum Committee will work to identify places in which the history of African Americans can be incorporated into the standards being covered and ensure this is reflected in the curriculum documents.

Standards explicitly covering the history of Africans and/or African Americans appear in most Social Studies courses offered in the district, but for those courses that do not contain these, there remains standards under which the state recommends the inclusion of examples centered around the history of African Americans. Using these, the Curriculum Committee will indicate areas in which instruction on this topic could be bolstered. In the same vein, the committee will also focus on collaborating with teachers in every content area to ensure that instruction on the history of African Americans does not occur in isolation, rather in all courses where possible.

In addition to the required Social Studies courses, the AAHTF proposes to develop and offer two elective courses such as African American History (2100340) and/or African History (2109330). The Florida Department of Education has developed standards for these courses, and their format at the district level will be complementary to that at the state level. The resources for these courses will be selected and adopted by a committee of stakeholders across the district.

⁴ HB 7

Parent and Community Partnerships

Community and Government Partners:

Community and Government partners will offer a host of services to support the efforts of our district's African American History Task Force. These services include, but are not limited to student mentoring, guest speaking, internships, service-learning opportunities, hosting events and town forums, college fairs, scholarships, and opportunities for student recognition.

Parent and Student Focus Groups

The purpose of both the Parent Focus Group and Student Focus Group, respectively, is to allow these two crucial stakeholder groups to provide ongoing feedback around the efforts of the African American History Task Force.

These will be demographically diverse groups of parents and students assembled to participate in guided discussion about the School District of Manatee County's African American History Implementation Plan. Topics may include, but are not limited to curriculum, assessment, instructional practices, topic sensitivity, related events, etc.

College and University Partnerships

The work of the College and University Partnerships Committee has focused on four major areas: grant applications, professional learning, undergraduate education, and graduate coursework opportunities. The universities and specific departments currently partnering with our task force are:

- The University of South Florida
 - Department of Education
 - Center for PAInT
 - Institute for Black Life
 - David C. Anchin Center for the Advancement of Teaching and Learning
- The University of Tampa
 - Department of Education

The committee envisions their work contributing to the overall implementation plan of the School District of Manatee County's African American History Task Force.

The role of the College and University Partnership Committee will continue to evolve as the task force continues its efforts, playing a critical role in providing professional development, expert opinions on the development of curriculum, and identifying ways in which to measure teacher implementation in the classroom.

Professional Development

Focus of Professional Development:

Professional development opportunities provided across the School District of Manatee County will focus both on the content of the curriculum developed to ensure educators have the depth of knowledge required to provide instruction on the history of African Americans in an effective, accurate, manner, ensuring that the components of both statute 1003.42 and HB 7 are met with fidelity.⁵⁶

Structured Teaching

The Structured Teaching Committee will measure the extent to which teachers provide instruction on the History of African Americans with fidelity, using sustainable strategies and resources. Employing a variety of strategies to measure teacher implementation, the committee will collaborate with teachers and administrators alike, advocating for the continued use of effective approaches.

Based on the Scope and Sequence and Curriculum Maps of the K-12 curriculum, developed at the district level, teachers will be provided clear guidance on standards and their expected progression throughout the year, with the Curriculum Committee making adjustments where necessary to support instruction on the history of African Americans. Completing lesson plans, teachers will indicate when, where, and how teaching occurred on this topic, serving both as documentation of implementation and a measurement of where additional support ought to be provided. School based administrators will be able to monitor lesson plans to ensure instruction on the subject matter occurs as prescribed.

The development of the curriculum: identified standards, curriculum maps, and resources will play a vital part in supporting instruction on the history of African Americans throughout the year, rather than just during Black History Month. This remains a key goal of the task force and vital to the success of the efforts being undertaken. To further support this, during year two of implementation the committee will focus on developing a strong interdisciplinary approach through arts integration and other content/subject areas that will create opportunities for subject matter to be taught universally throughout the year. A cross-curricular approach remains critical, and the expectation will be for instruction on the history of African Americans to occur K-12 in all content areas, where possible.

The African American History Task Force will follow the policy and procedures in place for approving instructional materials. Members of the Structured Teaching Committee and the Curriculum Committee, along with the district Social Studies Specialist, other members of the Curriculum and Professional Learning department, and a group of stakeholders will vet instructional materials and

⁵Statute 1003.42

⁶ HB 7

resources that will be used, ensuring alignment to the standards that are taught. These resources will be reviewed not solely for content but also to ensure they align with the requirements set forth by both statute 1003.42 and HB 7.⁷⁸ To support those individuals selecting the resources and those teachers who will be providing instruction, continuous training and professional development will be implemented, focused on enhancing the pedagogical approaches used within classrooms K-12. Once these resources have been adopted, they will be reflected in the district curriculum documents, with their use expected in classrooms across the district.

⁷ Statute 1003.42

⁸ HB 7

Timeline

2021-2022
School Year



PD Tasks:

- Deliver professional development
- Work with partners increase PD throughout the year



Committees Involved

- Professional Development
- College and University Partnerships
- Community and Parent Partnerships

2022-2023
School Year



Curriculum Tasks:

- Begin building revising the curriculum for required courses K-12
- Propose revisions to current curriculum maps
- Start compiling resource recommendations for review
- Organize a committee to review the resources
- Identify opportunities to bring alternative instructional approaches into the classroom through partnerships



Committees Involved

- Curriculum
- College and University Partnerships
- Structured Teaching
- Community and Parent Partnerships

2022-2023
School Year



PD Tasks:

- Continue to deliver professional development
- Work with partners increase PD throughout the year
- Provide PD for teachers who will be teaching the new electives



Committees Involved

- Professional Development
- College and University Partnerships
- Community and Parent Partnerships

2022-2023
School Year



Curriculum Tasks:

- Implement new curriculum maps in classrooms K-12
- Begin developing specific elective courses at the high school level
- Work with experts to development the curriculum for the electives and identify resources
- Identify opportunities to bring alternative instructional approaches into the classroom through partnerships



Committees Involved

- Curriculum
- College and University Partnerships
- Structured Teaching

2023-2024
School Year



PD Tasks:

- Continue to deliver professional development
- Work with partners increase PD throughout the year
- Continue to provide PD for teachers who will be teaching the new electives



Committees Involved

- Professional Development
- College and University Partnerships
- Community and Parent Partnerships

2023-2024
School Year



Curriculum Tasks:

- Revise the curriculum maps where necessary
- Monitor and measure effectiveness of new electives in the high schools
- Continue to add electives and/or units at schools where necessary



Committees Involved

- Curriculum
- College and University Partnerships
- Structured Teaching

Conclusion

It remains the sincerest hope of the School District of Manatee County's African American History Taskforce that through current and future efforts, instruction on the history of Africa and African Americans will be provided to all students K-12, across all content areas where appropriate, as required by FS 1003.42 and HB 7.

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Appendix A

Task force Members and Committee:

- Michael Barber, General
- Regina Boyd,
- Dr. Lauren Braunstein, University Partnerships
- Dr. Laurie Breslin, Curriculum
- Terra Brown, Professional Development
- Wendell Butler, General
- Dr. Marie Byrd, University Partnerships
- Dr. Stephanie Callaway, Curriculum
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- Tamara Shamburger, General
- Latrina Singleton, Structured Teaching
- Dr. Dana Thompson Dorsey, University Partnerships
- Dr. Robin Thompson, University Partnerships
- Kathryn Wald, Curriculum, Professional Learning
- Samantha Webb, Professional Development
- David Wilkins, General
- Dr. Adrienne Wilson, University Partnerships