



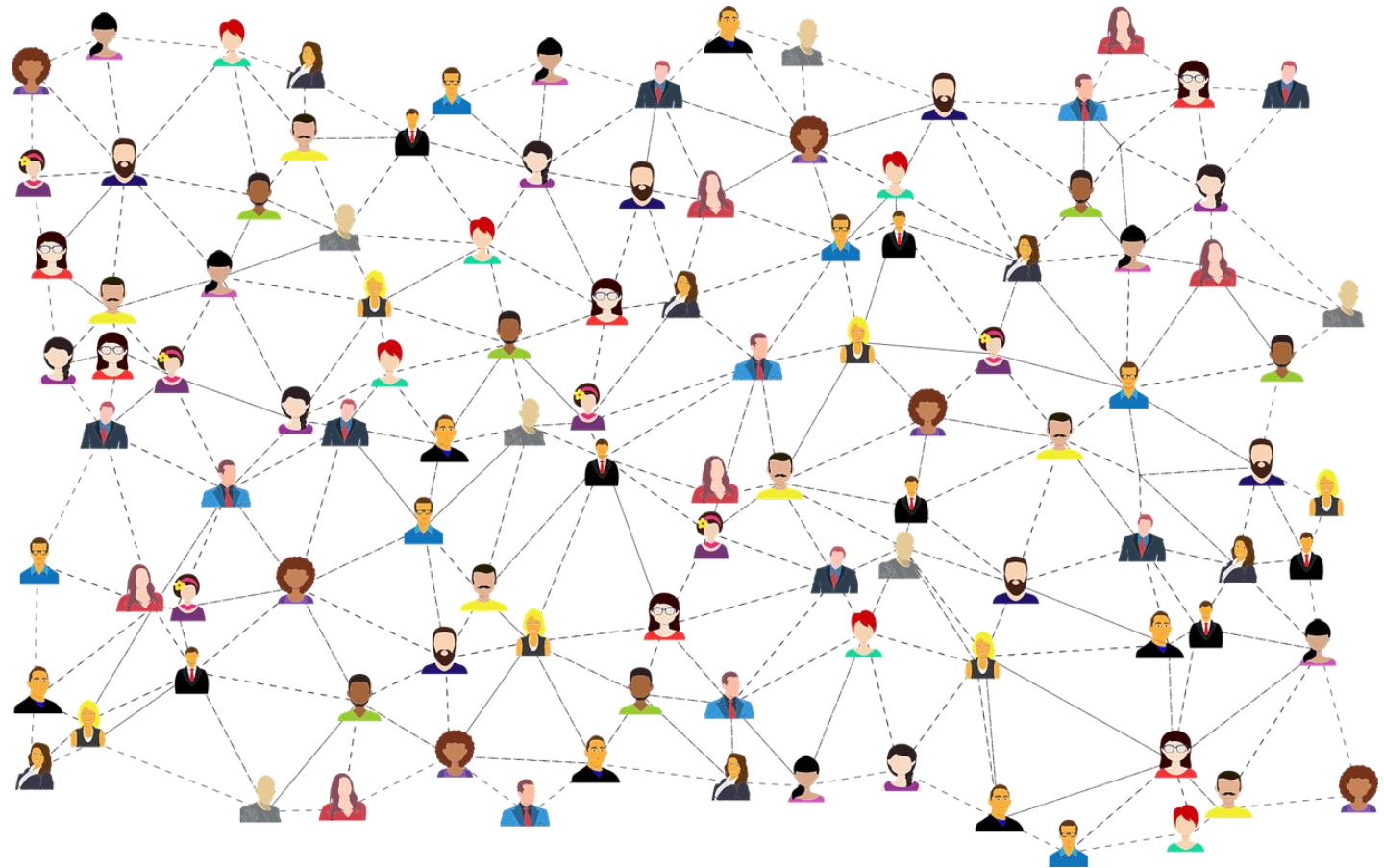
# Branch Alliance for Educator Diversity

REDEFINING QUALITY EDUCATOR PREPARATION



# Transformation in CommUNITY

Welcome!



# Charge



**Keep an open mind - we are going to break the script to make learning fun and sticky.**



**Share the parts of your work that are going great and the parts you are still figuring out**



**Pause and make sense of what you've learned, pull out less obvious insights, and share them on the Tree of Knowledge**



**Take what you learned and do something with it. Remember, we are here to support you.**



University of  
La Verne

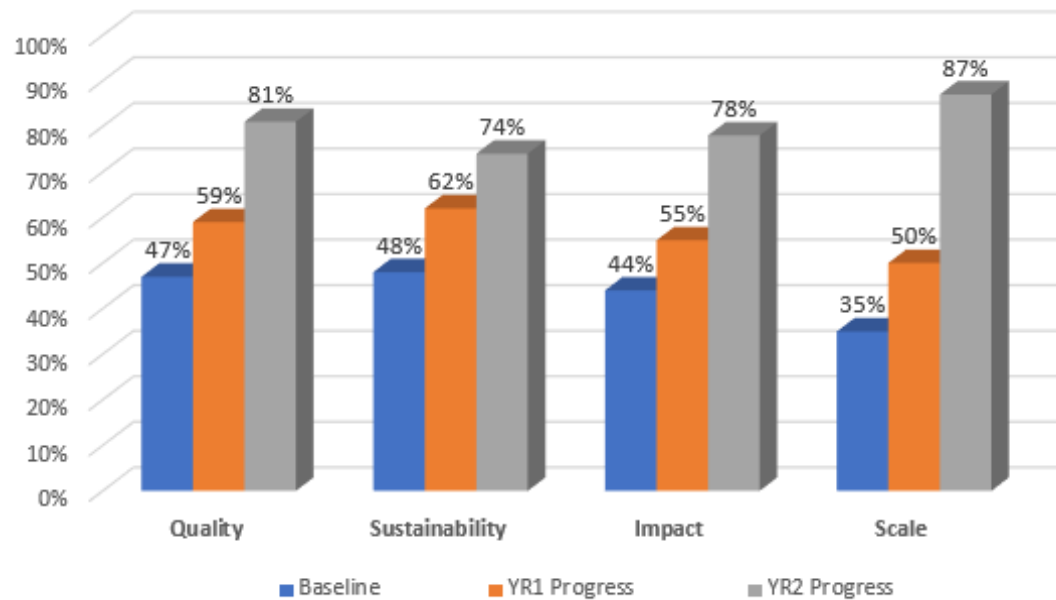


Mount   
Saint Mary's  
University  
LOS ANGELES

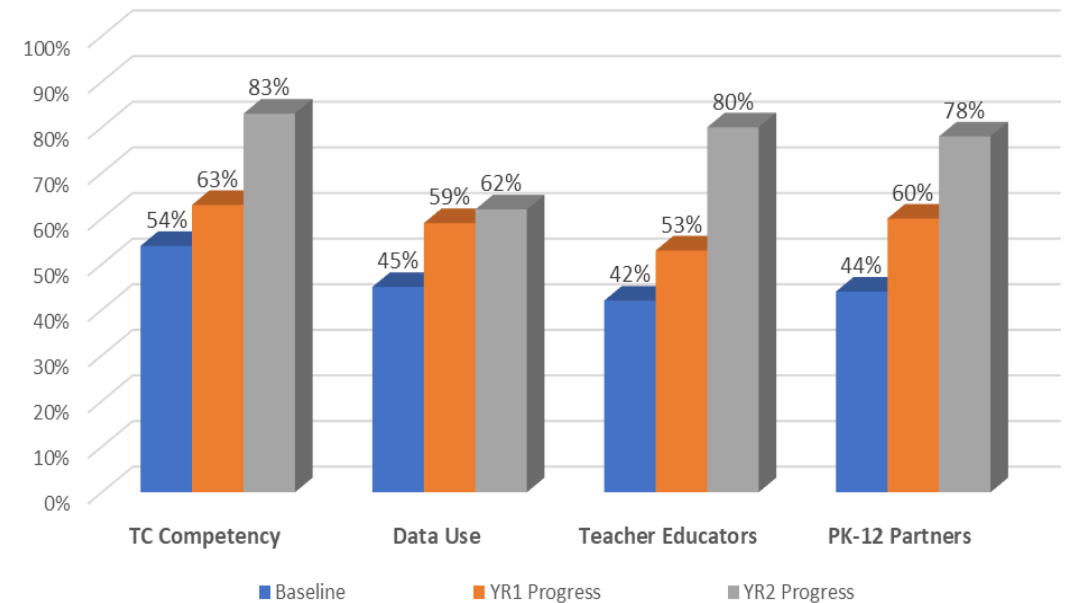


# Progress to Target

### Cohort 2 - Annual Progress to Target by Domain



### Cohort 2 - Annual Progress to Target for Quality Indicators

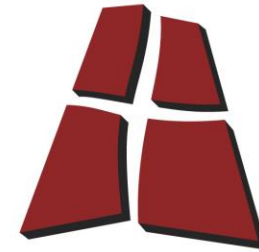


Progress to  
Milestones  
92%





TEXAS A&M UNIVERSITY  
SAN ANTONIO



**AZUSA PACIFIC**  
UNIVERSITY



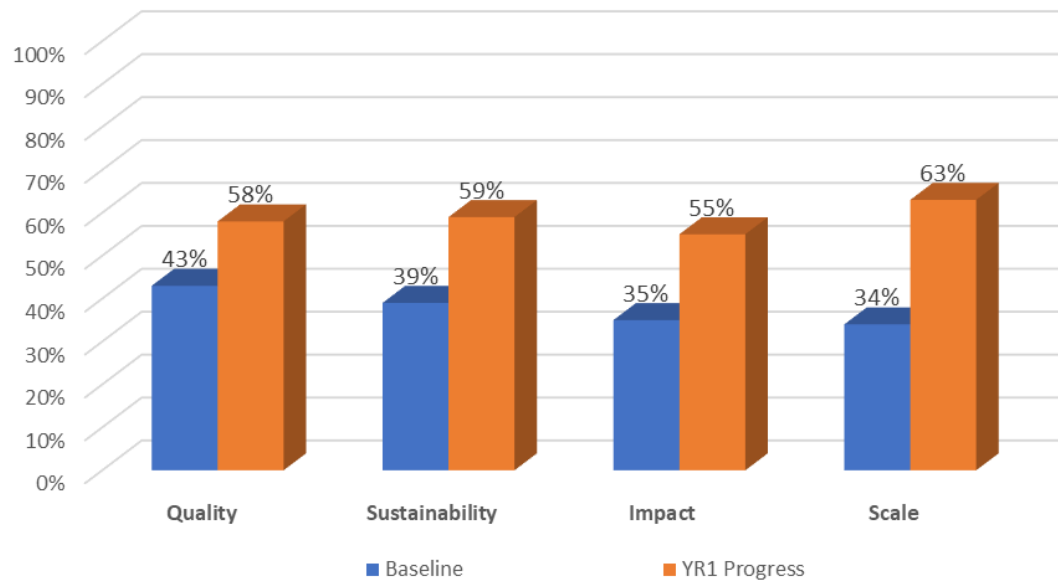
UNC  
PEMBROKE



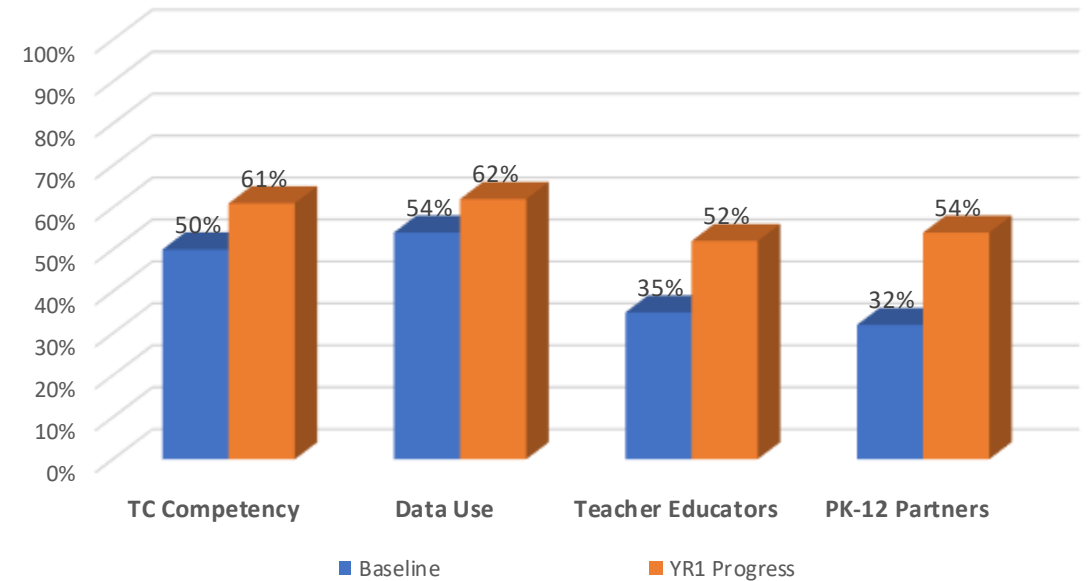
Pacific Oaks  
COLLEGE

# Progress to Target

Cohort 3 - Annual Progress to Target by Domain



Cohort 3 - Annual Progress to Target for Quality Indicators





Progress to  
Milestones  
90%





**FORT VALLEY  
STATE UNIVERSITY**  
EMPOWER *the* POSSIBLE.



#BranchEDFall2022Convening  
#TransforminginCommUNITY



## SHARE OUT

- The experience
- The learning
- The networking
- The fun

# Convening Webpage

<https://www.educatordiversity.org/tcconvening/>



**Branch Alliance**  
for Educator Diversity



## Connector: Steppingstones

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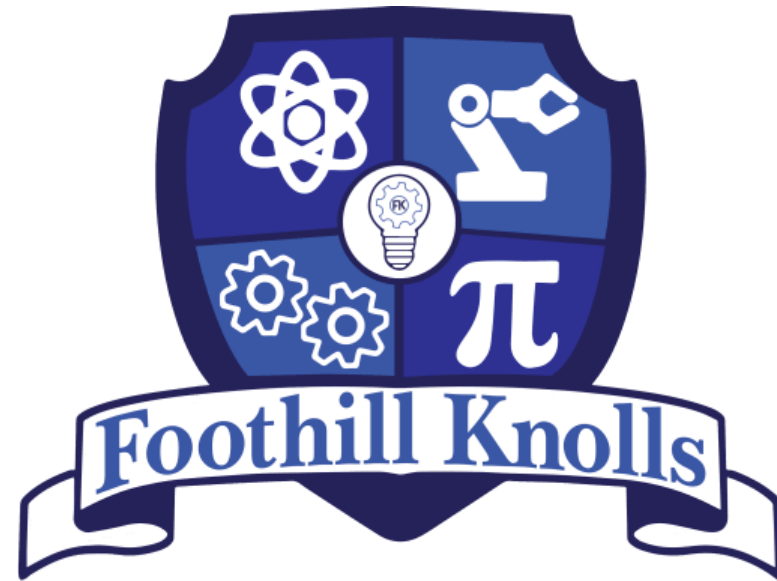


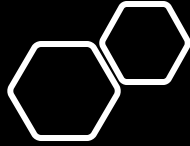


# Learning From Each Other



University of  
La Verne





# Partnership Bright Spots

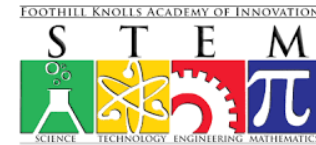
Foothill Knolls STEM Academy

&

The University of La Verne

Shana Matamala, Ed.D.

Amber L. Bechard, Ed.D.



*Serving Students From  
TK Thru 8th*

## University of La Verne



# Leadership

- ❖ Partnership Beginnings
- ❖ Frequent Check-ins
- ❖ Insights from the field
- ❖ Mutually beneficial



Principal  
Jenn  
Morris



## Shared Responsibility

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Shared responsibility for ULV  
candidate learning

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High number of student teachers  
and fieldwork students placed at  
Foothill Knolls

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Co-Teaching student teaching  
pathways for dual candidates

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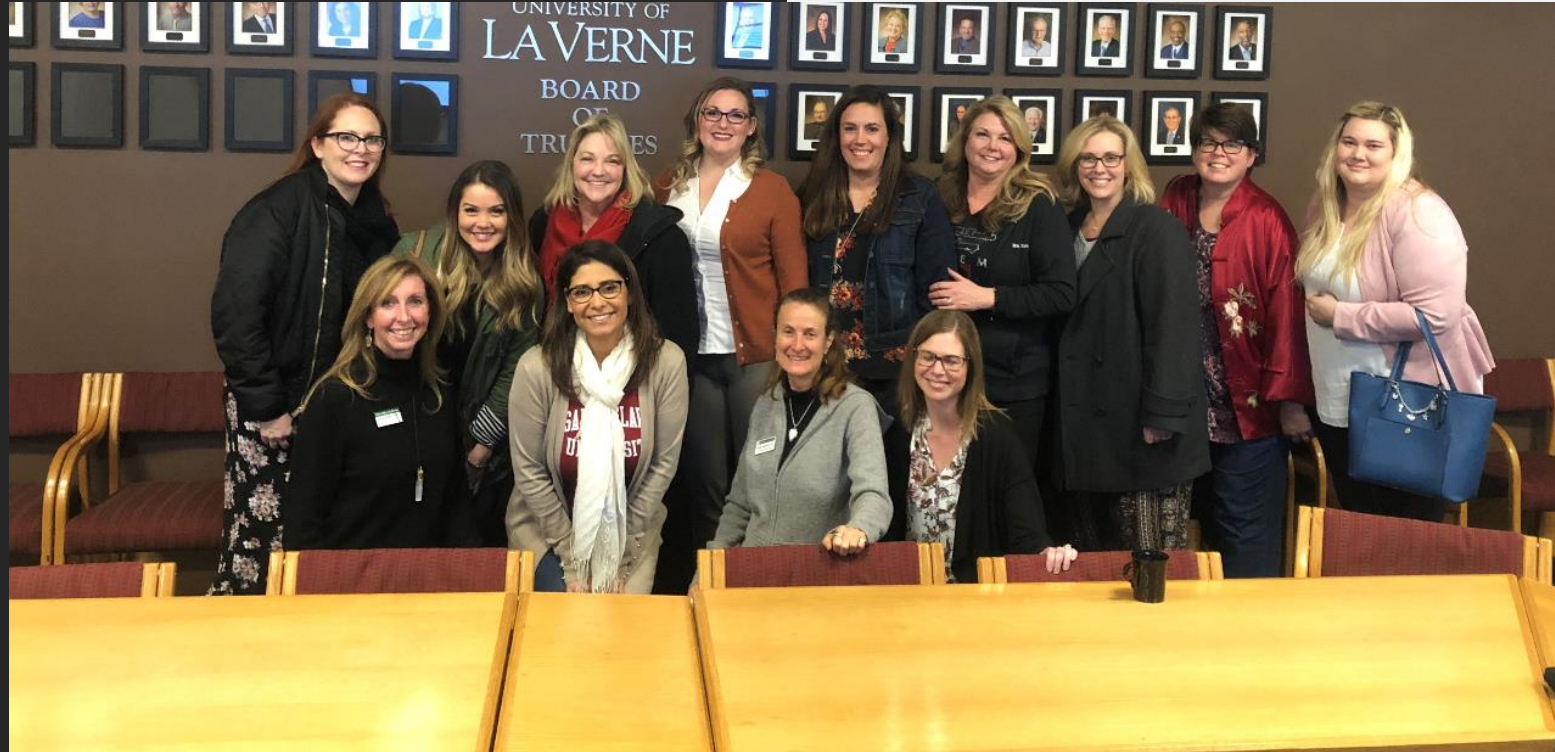
Cooperating Teachers provide ULV  
with ongoing feedback



## Professional Collaboration

- This is our second year of providing year-long PD on co-teaching to the middle school team
  - We co-construct the content with the principal, teachers and ULV team
  - PD includes resources, modeling practices and facilitating goal setting
- 





## Professional Collaboration

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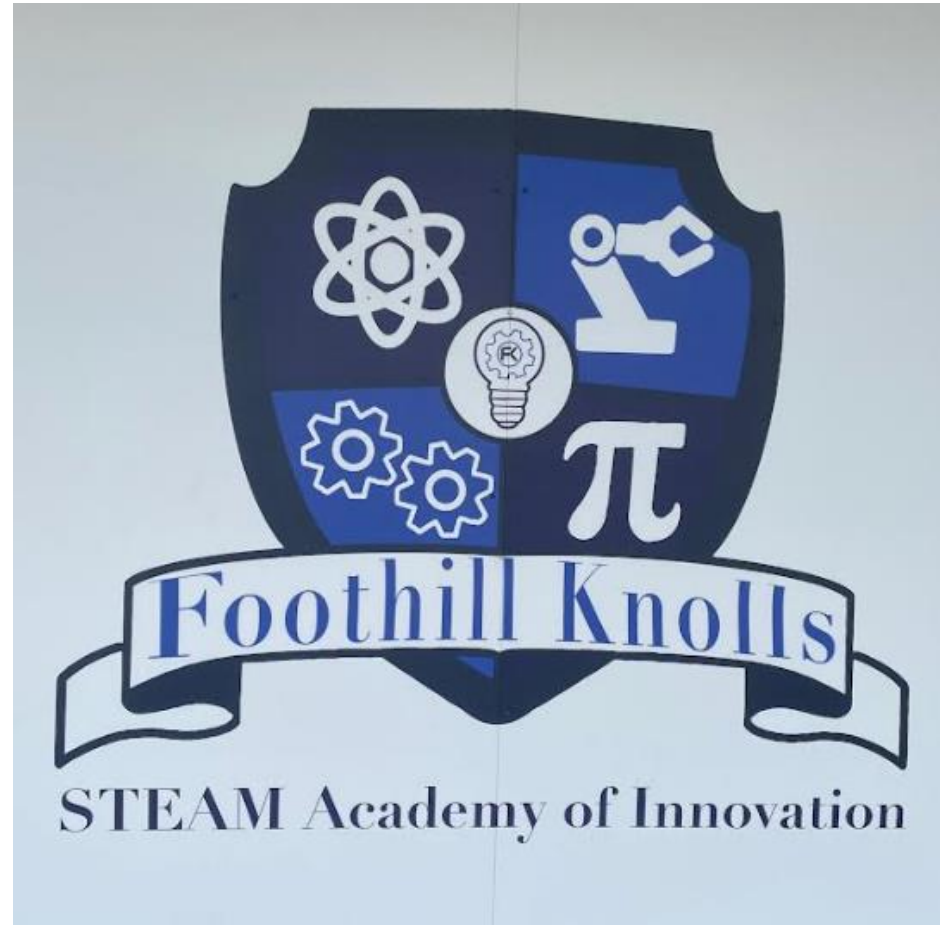
Foothill Knolls teachers and administration have a panel discussion about co-teaching structures, suggestions and challenges.

# Organizational Learning

- Upcoming National Co-Teaching Conference in St. Cloud: The principal and two teachers are presenting, along with two ULV faculty members.
- Won a CASUP (California Association of School-University Partnerships) award last fall for our partnership.
- Foothill Knolls won an AACTE National Teacher Education Collaborative grant to go the conference. They will be presenting at coffee talks to HE faculty.

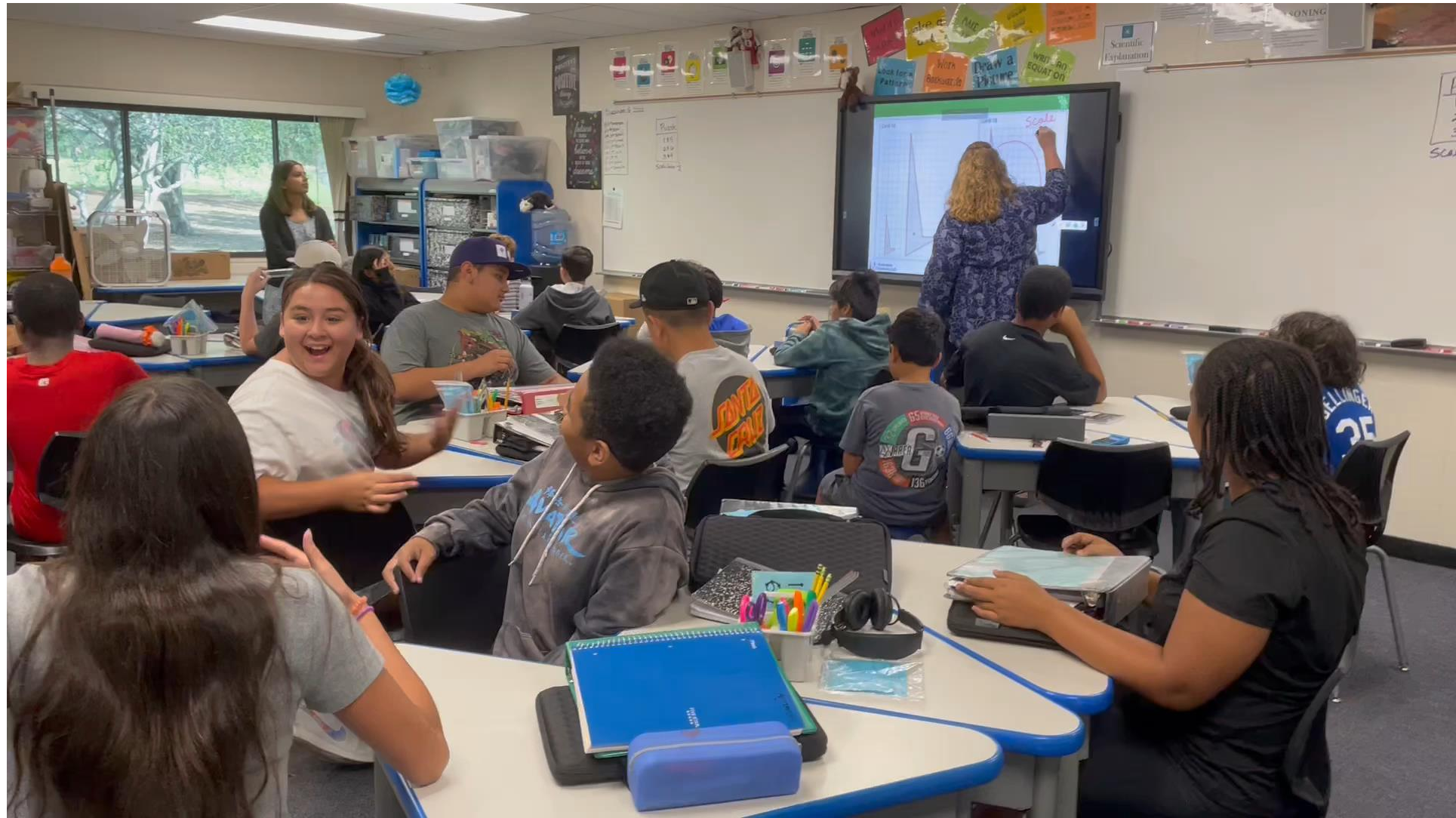
# Collegiality and Collectivism

- ULV faculty members serve as University Supervisors for students placed at Foothill Knolls.
- Foothill Knolls teachers model lessons we can show in our classes on co-teaching
- Foothill Knolls teachers work as adjuncts at ULV





# Co-Teaching in Action





# Growth Mindset

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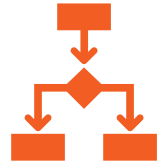
Continual evaluation of the partnership and how it can be expanded upon, improved, and grown.

# Conversation Cafe



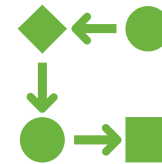
## Objective

- To make sense of new information and lay the groundwork for new strategies to emerge



## Outcomes

- Generate new ideas and momentum for innovation.
- Learn from others and explore different perspectives



## Process

- **Individual Reflection**
- **Round 1:** Learnings & Lingering Questions
- **Round 2:** Application



# Conversation Café

- **Individual Reflection:**
  - Write down your key takeaways or lingering questions following the presentation.
- **Round 1- Learnings & Lingering Questions:**
  - What are your key takeaways? What questions are still circling in your mind?
    - Everyone shares (1 min each)
  - Thinking about your partnership, which aspects of the framework presented are "alive and well"? Which need attention?
- **Round 2- Application:**
  - How can your partnership innovatively collaborate around professional development for all teacher educators, including in-service teachers?

# Break (15 min)

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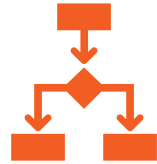


# Crowdsourcing Pressure Points



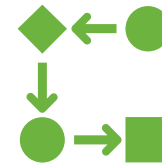
## Objective

- Reveal shared pressure points in the field of education and teacher preparation.



## Outcomes

- A set of shared pressure points experienced by many in the room that we can use to explore in a future activity



## Process

- Identify an individual, personal pressure point
- Share and score pressure points in relation to your experience
- Collect shared pressure points to inform a collaborative activity tomorrow

# The Education Landscape is Under Pressure

Teacher sick days soar as poor conditions take toll on mental health  
-The Guardian, July 31, 2022

"Never seen it this bad": America faces catastrophic teacher shortage  
- Washington Post, August 4, 2022

Teacher diversity requires bold, extensive action.  
-Brookings, June 16, 2021

Some students are routinely denied challenging work. The pandemic made that worse.  
-Education Week, August 16, 2022

Minneapolis teacher contract race language ignites firestorm  
-Associated Press, August 21, 2022

Arizona needs great teachers, not just warm bodies, in classrooms.  
- Arizona Central, July 30, 2022

Conservative resist MN teacher standards that emphasize race, gender identity  
-Pioneer Press, August 24, 2022

# EPP-District Partnerships Respond

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- Collaboratively recruiting diverse teachers
- Implementing residency programs
- Reviewing candidate and completer data
- Securing scholarship and grants for teacher candidates
- Training mentor teachers to give quality feedback
- Revising curriculum to prepare teacher candidates to work with diverse populations
- ....and more







....but  
where are you  
**STILL** feeling  
the pressure?

# Identify a Pressure Point

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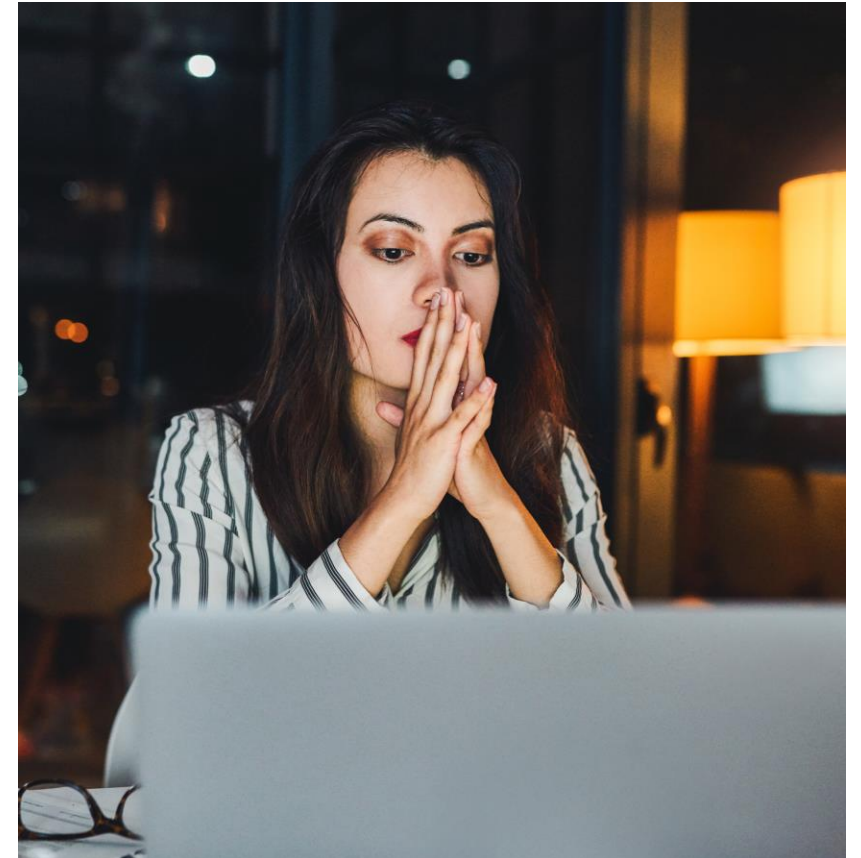
**As you think about the pressures in the education landscape and how your team is responding, what pressures remain?**

- What is a problem you still need to respond to?
- What are some initiatives you have not gotten off the ground?
- What is something you have tried, but did not produce desired results?
- Where do you feel resistance to some of the transformation work?
- What keeps you up at night?

**Use a notecard to write 1-3 sentences to describe the pressure point.**

Example:

*We need to recruit more Black candidates into our program. We don't know where to start and not everyone on the team sees this as a priority.*



# Silent Crowdsourcing Rounds

## Instructions – Every round will be two minutes

- Move around the room and exchange cards with other participants 3 times
- Silently read the pressure point on the card in your hand and score the pressure point

### **4 - HIGH PRESSURE**

Yikes! We feel this and we don't know where to begin.

### **3 - STILL FEELING THE PRESSURE**

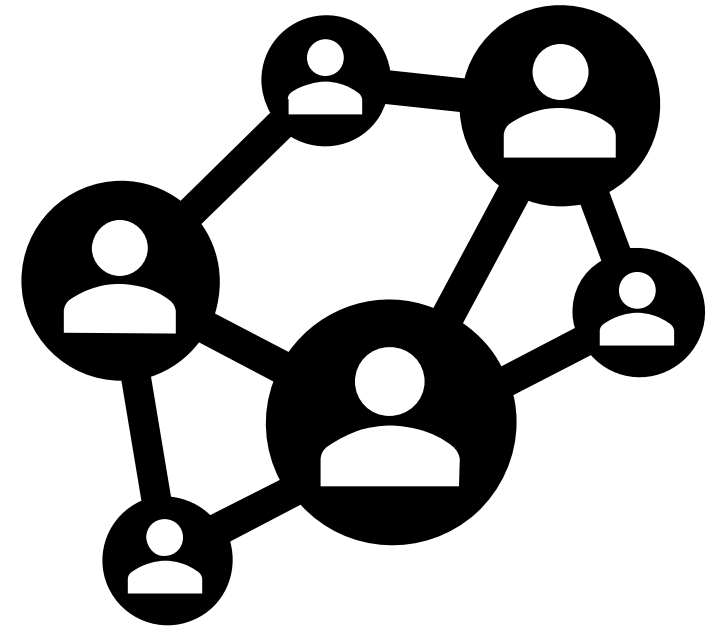
We're trying! But no results yet.

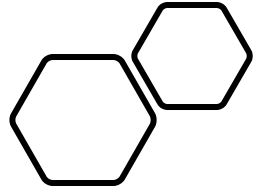
### **2 - PRESSURE IS RELEASING**

We think we are on our way!

### **1 - NO PRESSURE**

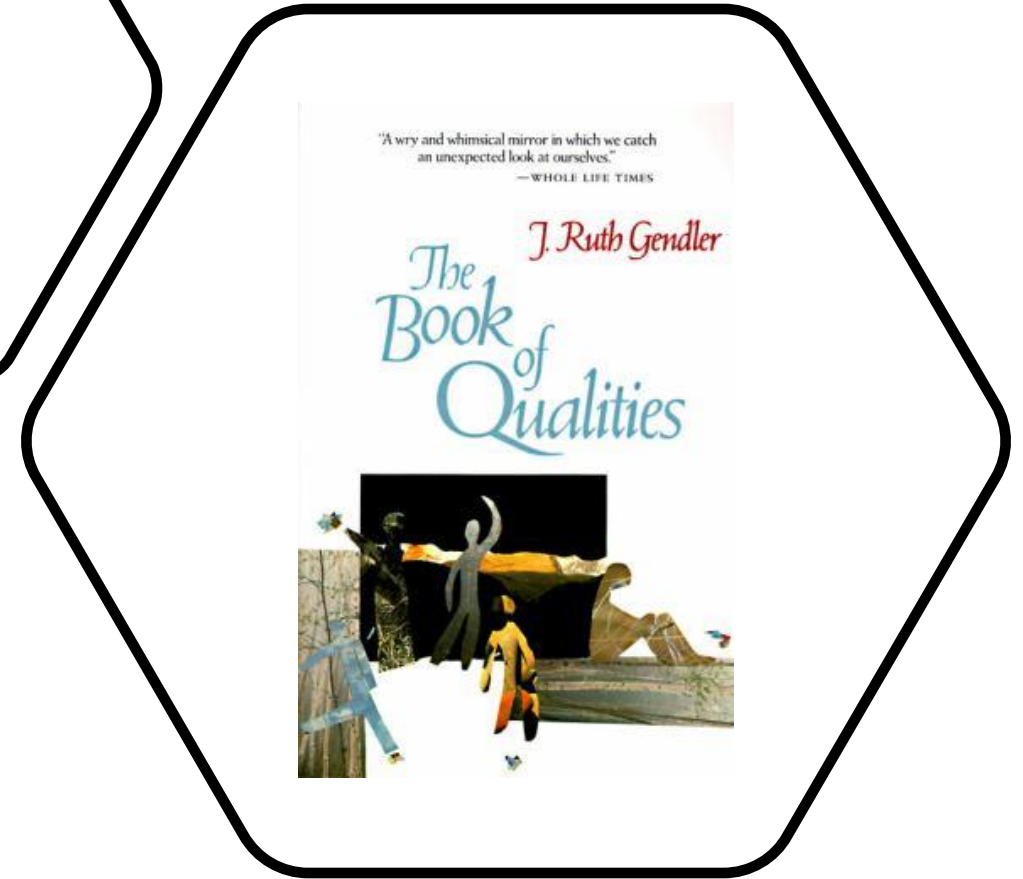
We are off and running!

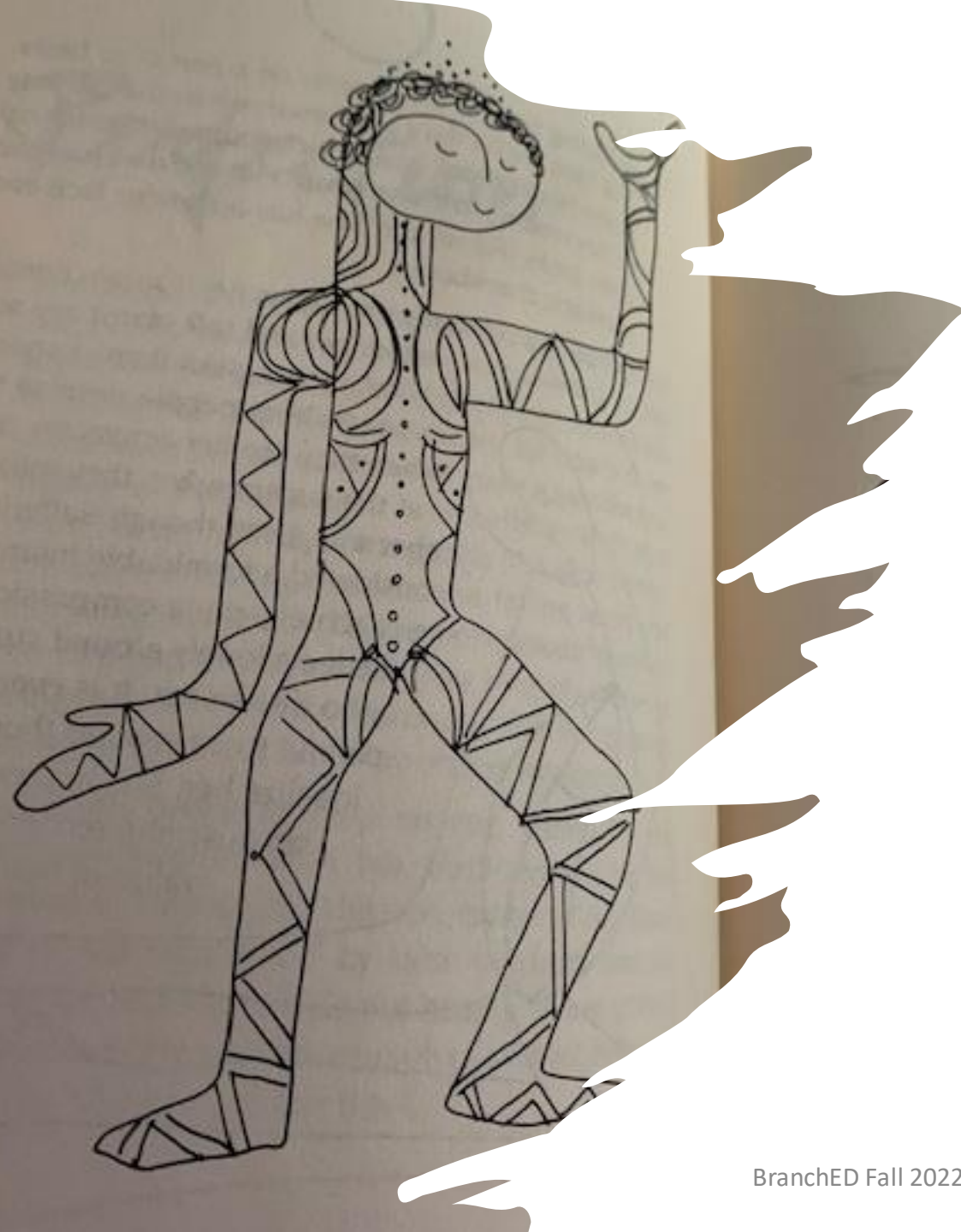




# Coming Full Circle

The BranchED  
Transformation Center  
Book of Qualities





# Change

Change wears my sister's moccasins. He stays up late and wakes up early. He likes to come up quietly and kiss me on the back of the neck when I am at my drawing table. He wants to amuse people, and it hurts him when they yell at him. Change is very musical, but sometimes you must listen for a long time before you hear the pattern in his music.

# Building Our Book of Qualities

- As you look around the room, discuss with your team the qualities that stand out to you. Consider ranking the ones you would most like to explore together.
- When prompted, send one member of your team to grab the quality you would like to work on.
- Spend some time as a team planning for your presentation on Day 3!
- Don't forget – you need all 3 components!
  - Poem / Paragraph
  - Visual
  - Presentation / Performance



# Pulse Check



<https://www.menti.com/zrw8ckr1a5>



# Preview of Day 2

- 7:00-8:30: Breakfast
- 9:00 – 12:00: Meeting
- 12:00 – 1:00: Lunch
- 1:00 – 5:00: Meeting
- Dinner on your own

## A day full of connecting and learning!

- Crowdsourcing Discussions
- Bright Spots Presentations
- Cohort-Specific Work Time
- Team Time