



Branch Alliance for Educator Diversity

REDEFINING QUALITY EDUCATOR PREPARATION



Transformation in CommUNITY

Day 2

#BranchEDFall2022Convening
#TransforminginCommUNITY



SHARE OUT

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



Pulse Check Results from Day 1

Connect & Continue Building BranchED Book of Qualities

- Work with your group to continue planning how you will share your Quality with our group tomorrow
- Visit other groups to get ideas and inspiration!
- Don't forget the 3 components!
 - Poem / Paragraph
 - Visual
 - Presentation / Performance

Exploring Pressure Points: Release the Pressure

In your groups:

- Share strategies or activities that have been successful in relieving this pressure point in your institutions
- Brainstorm other strategies to address the pressure point



Debrief: What are the take backs

- Based on your discussions around pressure points, what will you "take back" to your team?
- What ideas do you want to explore more?
- Are there people or institutions you want to connect with again to learn more?



Break (15 min)



Grab your Sunglasses! It's time to share some BRIGHT SPOTS!



Presentation 1

7-10 minutes

Presentation 2

7-10 minutes

Presentation 3

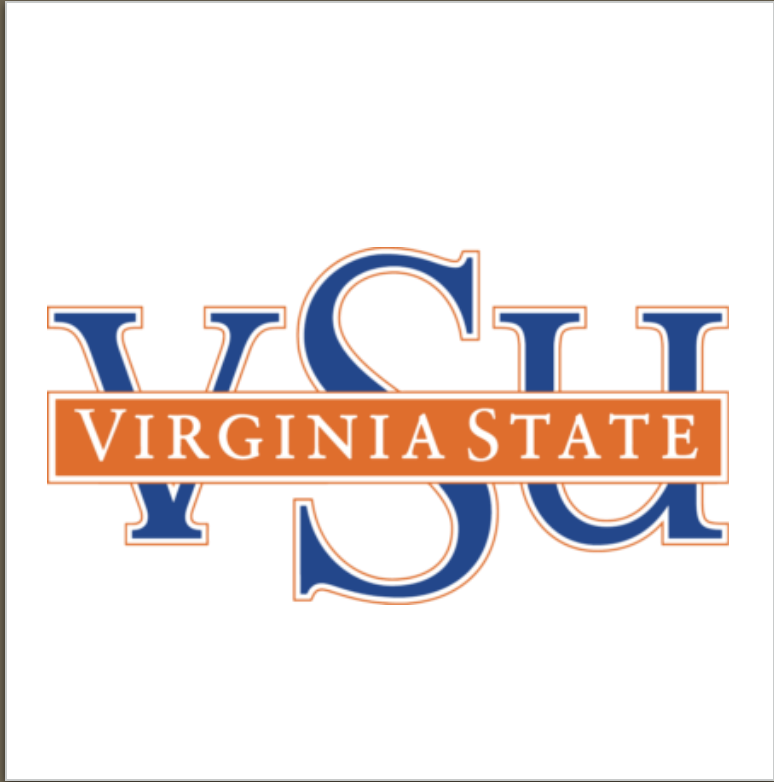
7-10 minutes

Q&A with the Presenters

15 minutes

Conversation Café

30 minutes



**BRIGHT SPOT STRAND:
*MUTUALLY BENEFICIAL PARTNERSHIP***

BranchED Fall 2022 Cohort Convening

Department of Teaching and Learning Branch Alliance Highlights



Partnerships Along the Road to Success

Policy

Profile of a Virginia Education Leader

Values, Values and Culture	Capacity Building	Shared Responsibility
<ul style="list-style-type: none"> Articulate Vision for Student Success Create Structures and Culture to Support Student Success Model Risk Taking and Innovation Identify and Develop Leaders to Promote Equity, Leadership and Resilience Promote Thought Diversity to Support Student Success 	<ul style="list-style-type: none"> Designs Deep Learning Through an Equity Lens Engages all Stakeholders in the Learning Community Coaches and Mentors Educators Teaches and Inspires Growth Among Students Engages Families and Community to Support Student Success 	<ul style="list-style-type: none"> Cultivates Individual and Collective Responsibility for Equity, Knowledge and Model Collaborates to Improve the Education System Leverages Talents of all to Support Student Success

[New Learner Education UG Degree & Senate Bill 1196 Cultural Competency](#)



Implemented



Strengthened Relationship with VA Secretary of Education

Defined



Building upon Relationship with VA State Superintendent and VA State Board Chair

Managed



Secretary of Education who in turn helped us foster a more meaningful Relationship with VDOE

Optimizing



School Divisions, State and Regional STEM Job Providers and other essential Partners deepen Relationship with the T&L President, Provost, Chair and Dean of the VSU COE

Collaborators

Challenges

Internal Relations

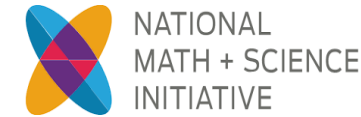
- Dept. of Teaching & Learning
- Other College of Education Departments

External Perceptions

- Virginia's Gov. Office
- Virginia Department of Education
- Other Universities
- K-12 School Divisions



Connecting the Community through Partnerships



NMSI – UTeach STEM Planning Grant \$40,000



Gov. Office – Uteach Implementation Award \$1,000,000



AACTE - Reduce Shortage of Special Ed. Teachers - \$20,000



VDOE - Increase the educators licensed in Special Ed & TIR - \$887,000



Over 30 **MOUs** with Va School Divisions for Dual Enrollment etc.



NPA – Educational Justice Journal
ATINER - Athens Institute for Education & Research - Greece



JMU /VSU Assist Portsmouth, Petersburg & 5 other School Division Novice Teachers \$30,000



VDOE VBPN Clinical Educator Grant - \$87,914.



BranchEd Alliance Educator Diversity Grant

Deepening Partnerships Along the Road to Success

Connecting the Community through Extraordinary Partnerships

NMSI – UTEACH STEM Teacher Prep Initiative



VSUTEACH Educator Grant - \$250,000



NIC to Reduce Special Education Teacher Shortage - \$20,000



NPA & ATINER - Educational Justice Journal & Conference



GOAL: Largest Producer of Ed. Justice Graduates

AACTE - Reduce Shortage of Special Ed. Teachers

VDOE - Increase the educators licensed in Special Ed

Over 30 MOUs with VA School Divisions

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JMU /VSU Assist Portsmouth, Petersburg & 5 other School Division Novice Teachers

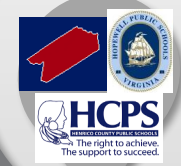
VDOE VBPN Clinical Educator Grant



MOUs
 - Dual Enrollment
 - Early Scholars
 - Math Teachers Circle



VDOE Enhance Quality of Provisional License SpEd Educators - \$43,000



JMU/VSU/VDOE Virginia New Teacher Support Program (VaNTSP) - \$30,000



BA Educator Diversity Grant - \$400,000



VDOE Virginia Best Practice Network (VBPN) Clinical Educator Grant - \$87,914.

VSU/VDOE Virginia New Teacher Residency Program (I Too Teach) - \$844,000





Unite STEAM L.I.T
 Science, Technology, Engineering, Arts, and
 Mathematics Leaders in Training

Date: June 20 - July 19, 2022
 Time: 8:30am -2:30pm
 Grade Levels: Entering 10th & 11th Grade
 Mondays - Thursdays
 Price: Free

G.R.O.W.S
 Gaining Real Opportunities with Students

Date: June 20 - July 26, 2022 or July 11 - 17 2022
 Residential Camp
 Grade Levels: Entering 12th Grade or VSU Freshmen
 Price: \$75

Sci-Tastic
 Science is Fantastic!

Date: July 11 - 28, 2022
 Time: 8:30am -1:30pm
 Grade Levels: Entering 3rd, 4th, 5th Grade
 Mondays - Thursdays
 Price: \$75

Future Trojan S.T.E.P
 Starting the Educational Path

Date: July 11 - July 28, 2022
 Time: 8:30am -1:30pm
 Grade Levels: Entering K, 1st, 2nd Grade
 Mondays - Thursdays
 Price: \$75

G.I.R.L.S
 Gaining Interest in Research Leadership & Science

Date: July 15 - 17, 2022
 Residential Camp
 Grade Level: For Girls Entering 3rd, 4th, 5th Grade
 Price: \$75



CONTACT

Contact Address
 info@vsucenters.org

Phone Number
 804-721-8817

Scan QR Code for
 More Information



D.O.V.E.

DOVE- Developing Outstanding Virginia Educators (Umbrella Initiative)

Goal: To increase the number and diversity of teachers in K-12 private and public schools

Objectives: To create a teacher pipeline from high school and community college students, and provisionally licensed teachers

- Long-term objectives: To recruit Paraprofessionals, Career Switchers and Troops to Teachers Programs.
- Program Components
 - Gaining Real Opportunities with Students (G.R.O.W.S)
 - Fast-Track Program provides community college students an opportunity to complete a BS degree that will lead to licensure in elementary or special education. Students
 - Virginia Plan for Dual Enrollment between Virginia Public Schools and Community Colleges
 - Teachers for Tomorrow



Living Learning Community



Recruitment Total from

- Fall 2020 – 36
 - Fall 2021 – 47
 - Fall 2022 – 61
- 88% Female
12% Male

Fall 2022 LLC Students

- 69% Elementary Education
- 3.28% Special Education
- 8.20% Middle School
- 11.48% Individualized Studies
- 8.20% IDST

70.49% In State

29.51% Out of State

VSUTEACH Scholars Recruitment

Recruitment Total: 59 applicants

Classification

- 69% Freshmen
- 15% Sophomores
- 10% Juniors
- 7% Seniors

Gender

- 83% Female
- 17% Male

Race

- 86% Black
- 3% White
- 5% Asian
- 2% Belizean
- 2% Hispanic
- 2% Nigerian

Recruitment Target:

- Agriculture, Biology, Chemistry, and Mathematics Majors
- GPA-2.7 or higher

Incentives:

- Scholarships,
- Exam Reimbursement,
- Paid Summer Educational Experiences

Recruitment Process:

- Cross-college Collaborations (Deans-Dr. Derrick Scott, Department Chairs, Student Advisors-William Burke, and Instructors)



2022-23 “I Too Teach” TEACHER IN RESIDENCE Program

Focus on Minority and Male Teacher Candidates in the areas of Elementary Education (P,K-6) & Special Education (K-12).

- Must have a Bachelor’s degree.
- Must have a passion for children/young people, teaching, and a desire to become a teacher leader for high-need schools.
- Must have excellent oral, written, and interpersonal communication skills.
- Must have strong organizational skills, the ability to work efficiently, and think independently.
- Must demonstrate experience working in a diverse environment, with a strong commitment to cultural responsiveness.
- Must commit to 3 years of teaching in Richmond or Petersburg after receiving their teaching endorsement (Elem/SPED) with the school division.

10 Total VSU/VUU Candidates in Cohort #1 from Summer 2022 – Summer 2023

Gender:

30% Female,
70% Male

Race:

90% Black
10% Hispanic

Division teaching in for Fall 2022 -2026:

90% Richmond Public Schools
10% Petersburg Public Schools

Attending **VSU College of Education** toward Masters Degree in:

50% Elementary Education (P,K-6)
40% Special Education (K-12)





**BRIGHT SPOT STRAND:
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Pacific Oaks and Pasadena Unified School District: A Transformative Partnership



Transformative Education Partnership

Transformative Education involves teaching and learning geared to motivate and empower happy and healthy learners to make informed decisions and actions at the individual, community, and global levels. (UNESCO, 2022).

Branch Alliance
for Educator
Diversity

BranchED strengthens, grows, and amplifies the impact of educator preparation programs at minority serving institutions, with the broader goals of both diversifying the teaching profession and intentionally championing educational equity for all students.

Pacific Oaks
College

Core Values: Respect, Diversity, Social Justice, and Inclusion

Pasadena
Unified School
District

Vision: we prepare students for the future by inspiring the joy of learning in every child every day!

The Big YES Drill

We need to set up common discussion times with our district partners and have everyone attend those to go through BranchED documents collectively so everyone understands

Yes, and include the voices of teachers, staff, students, and parents

Yes, and help partners determine their own cadence for meeting

Yes, and identify who will be in each workgroup, and what actions they will address

Yes, and look at the metrics to become familiar with

Yes, and do we need a timeline for meetings?

Yes, and can we walk through the goals with our district partner (indicators)

Yes, and needs assessment / survey

Yes, and include storytelling to get to know one another

We need to build on relational communication to build systematic communication and tap into the strengths of our district partners to benefit each other and see where we can help each other

Yes, and identify own strengths instead of assumptions

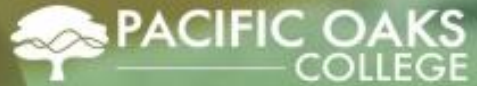
Yes, and add outline to the story - key points that should be included in story to also illuminate strengths & values related

Yes, and include the stories of the alumni of POC who are working in PUSD, to see how goals are aligned

We need access to data (alumni employment tracking, teacher effectiveness) to strengthen our partnership.

Yes, and partners can identify the teachers who have a productive story; POC can identify teacher candidates and alumni

Yes, and wondering if there is a way to have people record their stories?



**Join us for a webinar with
Pedro Noguera, Ph.D.**

March 11, 1-2 p.m. PST

**Increasing Educator Diversity Through Systems Change:
Transformational Collaboration in K- 12 schools**

What is our most important wish for these processes?

Shared values / expectations for teacher candidates

Careful pairing of mentor and student teacher

Collecting some data related to placements to aid in improvement of the experience for both teacher and mentee teacher.

Admin supporting teacher development and creating systems that will provide ongoing support with reflection and accountability

Stability of placement during pre-service, and eventual placement

Efficiency of communication and confirmation (at various steps in the process)

Increase in teachers in classrooms with culturally responsive mindset and skillset

Support from site administration to integrate the student teacher into the school culture

Increase number of student teaching placements each semester with PUSD.

expanding notions of the role of what data is beyond instructional methods.

A culture where student teachers are pedagogically and instructionally sound in the areas of equity

Increase the number of student teachers at ONE site so they can collaborate with each other

Increase collaboration opportunities with mentor teachers.

site visits to the district to do lesson observations, nominations, tapping effective teachers to apply to select teachers

Supportive culture at placement sites where reflection and modeling of effective practices are valued and modeled

Positive experience, as identified by students in placement classroom

Finding ways to understand that mentorship is scholarship.

Collaborative onboarding

2 primary reasons that people leave the profession. 1) Ineffective leadership. 2) poor work conditions/environment.

2021-22

- ✓ Review and identify priority areas from Year 1 Destination Card with partner, Pacific Oaks College
 - Graduate Competencies (POC)
 - Educator Competencies (PUSD)
 - Data Collection (both)
- ✓ Learn from experts in the field of Educator Diversity
 - Dr. Pedro Noguera, USC's Rossier School of Education
 - Dr. Stanley Johnson, UCLA's Center for School Transformation

2022-23

- Establish Work Groups to focus on priority areas
- Collaborate with educators and students of diverse backgrounds to establish Educator Competencies (initial work with Ethnic Studies teachers & Student Think Tank)
- Collaboration between Academics and Human Resources to identify priority professional development and hiring practices for improvement

Transformation Center Vision

If Pacific Oaks College's educator preparation program (EPP) implements sustainable, quality programming at scale, then more teachers will be better prepared to positively impact outcomes for Black, Latino, and low-income students.

If Pasadena USD's educator hiring, professional support, and retention practices align to competencies of cultural responsiveness, then more teachers will be better positioned to positively impact outcomes for Black, Latino, and low-income students.

QUALITY

Quality programming is implemented with fidelity



SUSTAINABILITY

Quality programming is sustained beyond philanthropic support



SCALE

Quality programming is implemented with all candidates trained by a teacher preparation program



IMPACT

Diverse, effective new teachers are employed and retained in schools that serve Black, Latino, and low-income students



Transformation Grant Program

What it is...

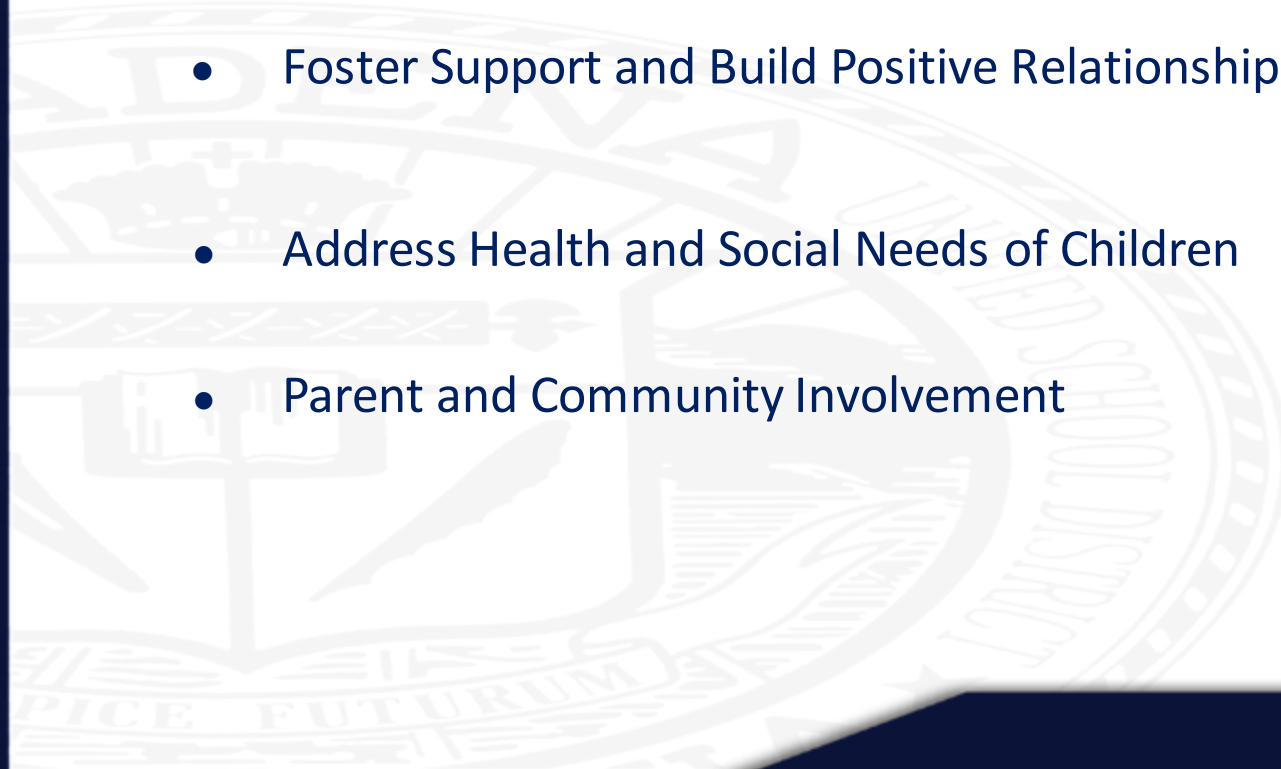
- Transformation = Continuous Improvement
- Infrastructure Development
- Behavior/ Practice Shifting for Educator Preparation Programs (POC) and their partner team (PUSD)
- A technical assistance grant that comes with extensive support (BranchEd) for three years to catalyze scale & sustainability (through 2023-24)

What it is not...

- Accreditation focused
- Typical grant-funding initiatives
- An assignment to be managed by faculty or staff in absence of Executive Sponsors
- Funds for positions and other static resourcing for programming

Confront Systems that Set-Up Schools to Fail

- Diverse Educator Pipeline
- Culturally Competent Instructional Practices
- Foster Support and Build Positive Relationships
- Address Health and Social Needs of Children
- Parent and Community Involvement



Critical Questions: Examining Existing Systems

- Existing Systems (Selection of **cooperating teachers**, evaluation of teacher candidates during student teaching; performance assessment for POC faculty)
- Do cooperating teachers demonstrate and model the competencies we value?
- How do we know?
- What actions are needed to improve our policies and practices around the selection of cooperating teachers?



The Journey . . .

“The strength of the team is each individual member. The strength of each member is the team.” **Phil Jackson**

“Surround yourself only with people who are going to take you higher.” **Oprah Winfrey**

“We cannot seek achievement for ourselves and forget about progress and prosperity for our community.” **Cesar Chavez**

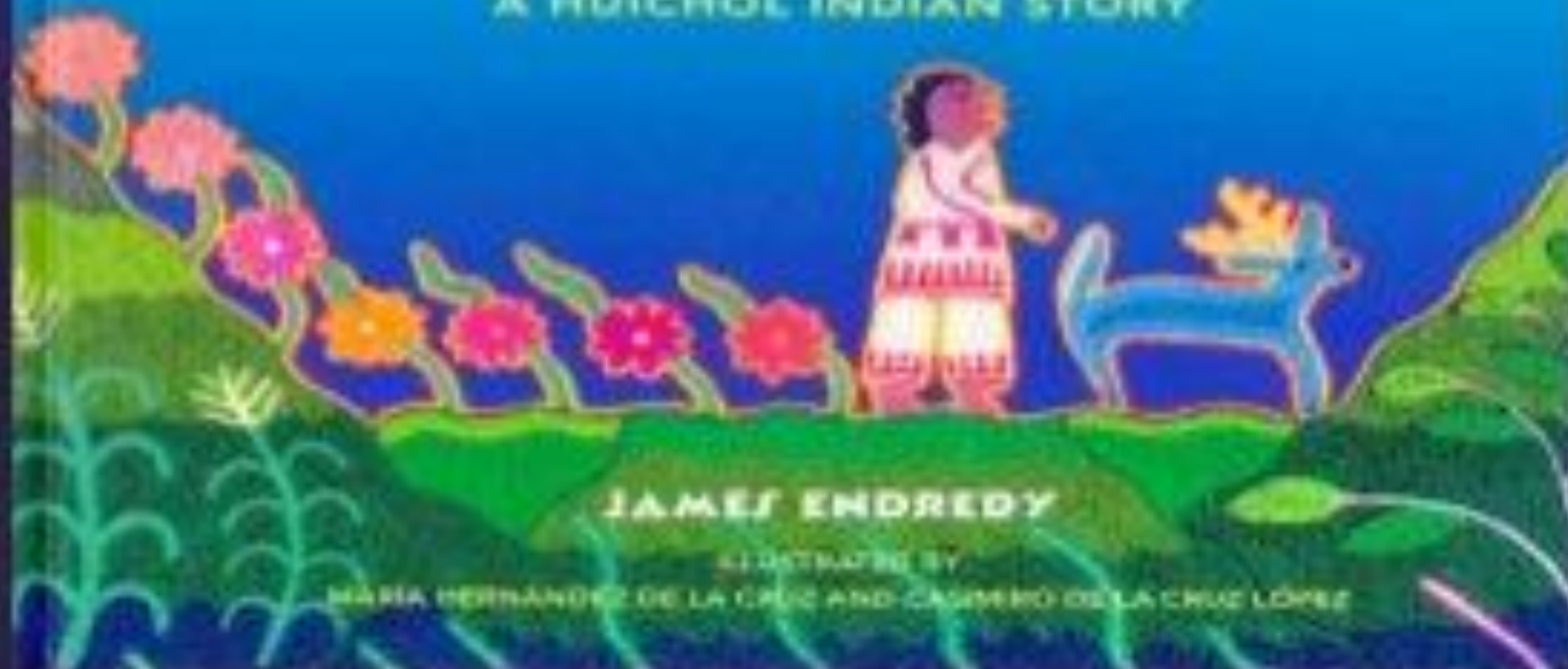


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THE JOURNEY OF TUNURI AND THE BLUE DEER

A HUICHOL INDIAN STORY



JAMES ENDREY

ILLUSTRATED BY

MARIA HERNANDEZ DE LA CRUZ AND CASIMIRO DE LA CRUZ LOPEZ



Conversation Café

- ***Individual Reflection:***
 - Write down your key takeaways or lingering questions following the presentation.



Conversation Café

- ***Round 1- Learnings & Lingerings Questions:***

- What are your key takeaways? What questions are still circling in your mind?
- What has been the most effective or energizing change you have made in your partnership?



Conversation Café

- ***Round 2- Application:***
 - What is one way that you can apply these learnings to your own partnership?

Lunch
12:00-1:00



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BRIGHT SPOT STRAND: *DATA EMPOWERMENT*

BranchED Fall 2022 Cohort Convening



2022 BranchED Cohort Convening

September 27-29, 2022



Our Story



THE EDUCATOR PREPARATION PROGRAM ENCOMPASSES DEGREES WITHIN THE **SCHOOL OF EDUCATION** AND ACROSS CAMPUS IN THE **COLLEGE OF ARTS AND SCIENCES**



PROGRAMS ARE HOUSED IN A VARIETY OF DEPARTMENTS. PROGRAM COORDINATORS AND DIRECTORS SERVE ON THE **COUNCIL OF EDUCATOR PREPARATION PROGRAM** AND WORK TOGETHER ON UNIT-WIDE INITIATIVES; HOWEVER, TRADITIONALLY THEY REMAINED ISOLATED IN THEIR RESPECTIVE DEPARTMENTS



EACH PROGRAM HAD THEIR OWN VIRTUAL PORTFOLIO FOR TRACKING CANDIDATES THROUGHOUT THE PROGRAM AND UPLOADING EVIDENCE OF MEETING STATE STANDARDS



ALTHOUGH THERE WERE COMMONALITIES TO THE PORTFOLIOS FOR UNIT-WIDE KEY ASSESSMENTS, DATA FOR EACH PROGRAM EXISTED SEPARATELY. PROGRAMS SUBMITTED AN ANNUAL REPORT FOR THE EPP, WHICH WERE USED IN ANNUAL REPORTING



Data represent
people

- Teacher candidates
- Program completers

Our Goal

- To create a **culture of data empowerment**, in which we improve **access and understanding**, streamline **data-collection processes**, and encourage **communication** within programs and team members to inform continuous improvement



ED SUCCESS!
Engagement + Data = Success

EPP Initiatives

- **Annual Fall Data Institute**
 - Individual program faculty review data and perform guided in-depth data analysis
- **Educator Preparation Program Dashboards**
 - **Brave Educator Dashboard**: Tracks all UNCP EPP candidates across Checkpoints
 - **NCDPI EPP Dashboard**: Provides snapshots of program completion data
- **Data Notebooks**
 - Unit wide Pivot Charts: Disposition and testing data
 - Program-specific data requests
- **Council for Educator Preparation Program Meetings**
 - To share, provide training and discuss changes to data processes
- **Program Continuous Improvement**
 - Program data review and data informed decisions
- **Open-sessions**
 - Meetings with our Data Management Specialist as needed



- Transparency encourages collaboration and improves communication
- Faculty feel empowered to implement ideas for continuous improvement when
 - they have access to relevant data,
 - are properly trained,
 - understand trends in the data and
 - have the appropriate mechanisms to implement the necessary changes
- Unit wide initiatives offer an opportunity to apply professional development insight for data analysis and visualization





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Data Empowerment

Dr. Lorrie Webb and Dr. Matthew McCluskey



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Three Items To Share with Y'all Today



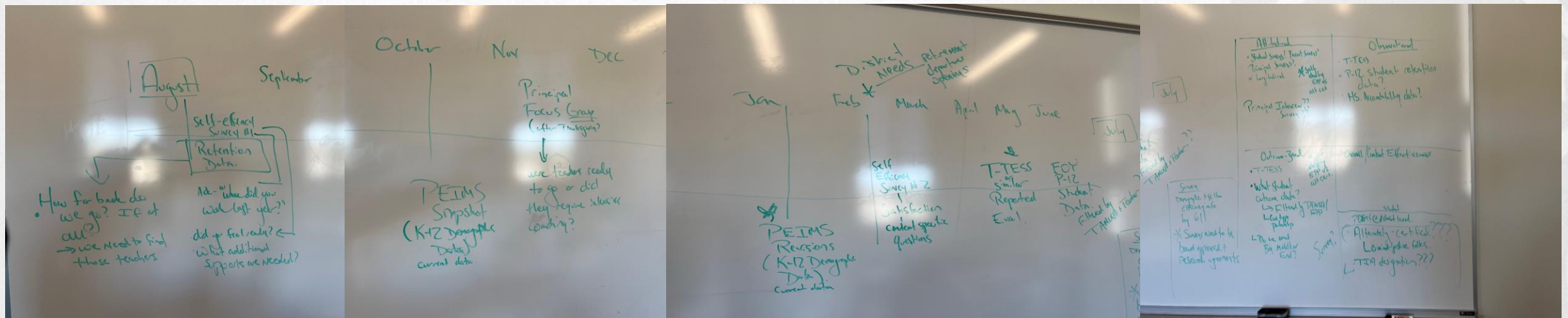
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- **District Partner-EPP Shared Data Calendar**
- **Teacher Competencies**
- **Professional Development**

Calendar of Data Sharing



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Calendar of Data Sharing



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August:
Self-efficacy
Survey #1 and
Retention
Data

**Early
December:**
Principal
Focus Group
after
Thanksgiving

February:
Self Efficacy
Survey #2
(satisfaction,
content-
specific
questions)

May:
T-TESS or
Similar
Evaluation
Data

October:
PEIMS
Snapshot (K-
12
Demographic
Data)

January:
PEIMS
Revisions (K-
12
Demographic
Data)

March:
District
Openings
(retirements,
departures,
future
openings)

June:
EOY P-12
Student Data
Filtered for
TAMUSA

Candidate & Teacher Educator Competencies



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- **Discussions with 7 District Partners**
 - Brainstormed Teacher Candidate Competencies
 - Categorized & Grouped
 - Narrowed Focus
- **Surveyed Teacher Educators**
 - Candidate Competencies (based on list developed w/districts)
 - Teacher Educator Competencies (based on list developed w/districts)
- **Defined Top Ranking Competencies**
- **Polled All CoEHD Faculty on Professional Development Needs**
 - Included competencies identified

District Discussions



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Conflict-Resolution
wellness/wellbeing
Time-Management
flourishwith Reflective
Data-driven Knowledge Confidence
Managing-frustration Supportive
teaching Assess Communication monitor
Self-compassion Dealing Empathy Skills Facilitate
practice amp diverse on-time Open instruction
leaders physically
Resilient relational Ability
action realistic
culturally-responsive stress differentiated-instruction
Parent-Engagement mentally Classroom-Management
Social-Emotional-Learning

Survey of Teacher Educators

Competencies for Educators

Please check the importance level of each listed competency for our teacher candidates once they graduate, as well as for our faculty (i.e. you) in preparing those candidates to become teachers.

	EC-12 Teachers			Faculty Preparing Teachers (You)		
	Not Important	Somewhat Important	Very Important	Not Important	Somewhat Important	Very Important
Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of the Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to working with Diverse Populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with Stress in themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of wellness/wellbeing (mentally)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of wellness/wellbeing (physically)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social-Emotional Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resiliency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Compassion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data-Driven Instruction leading to Differentiated Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally-Responsive Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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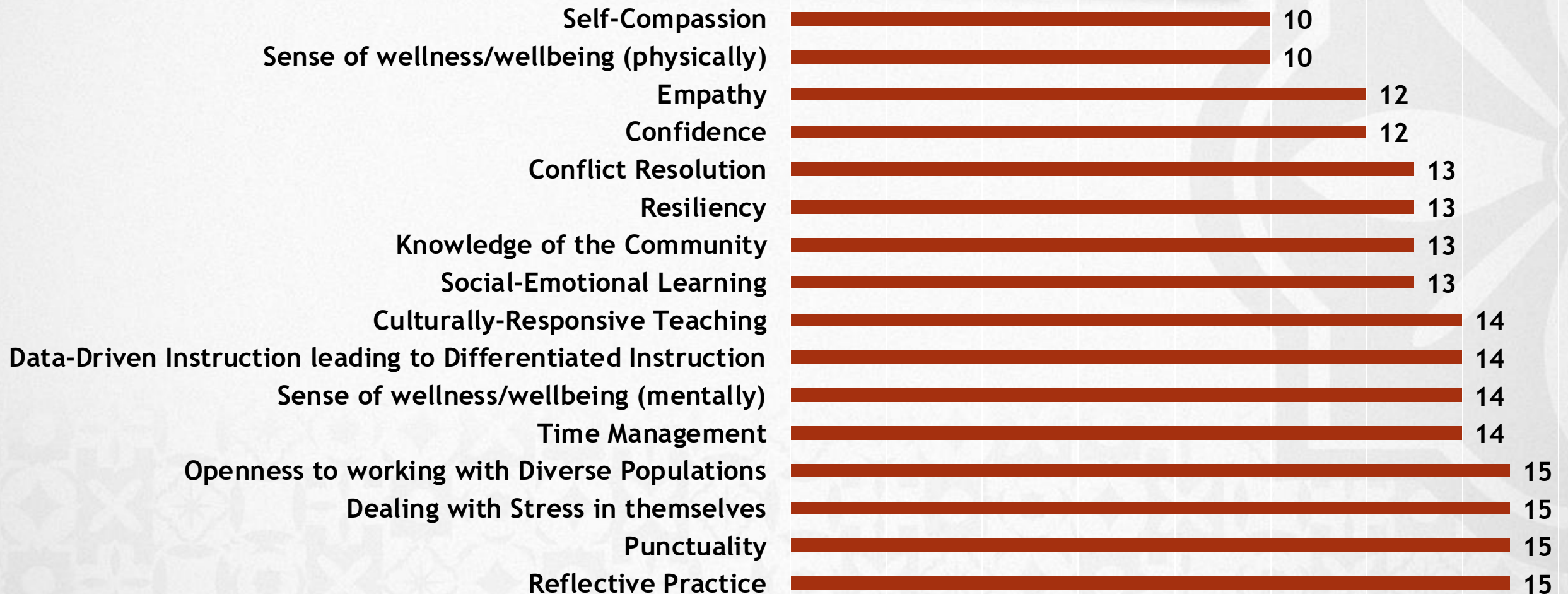


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Teacher Candidate Competencies



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Teacher Educator Competencies



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Definitions



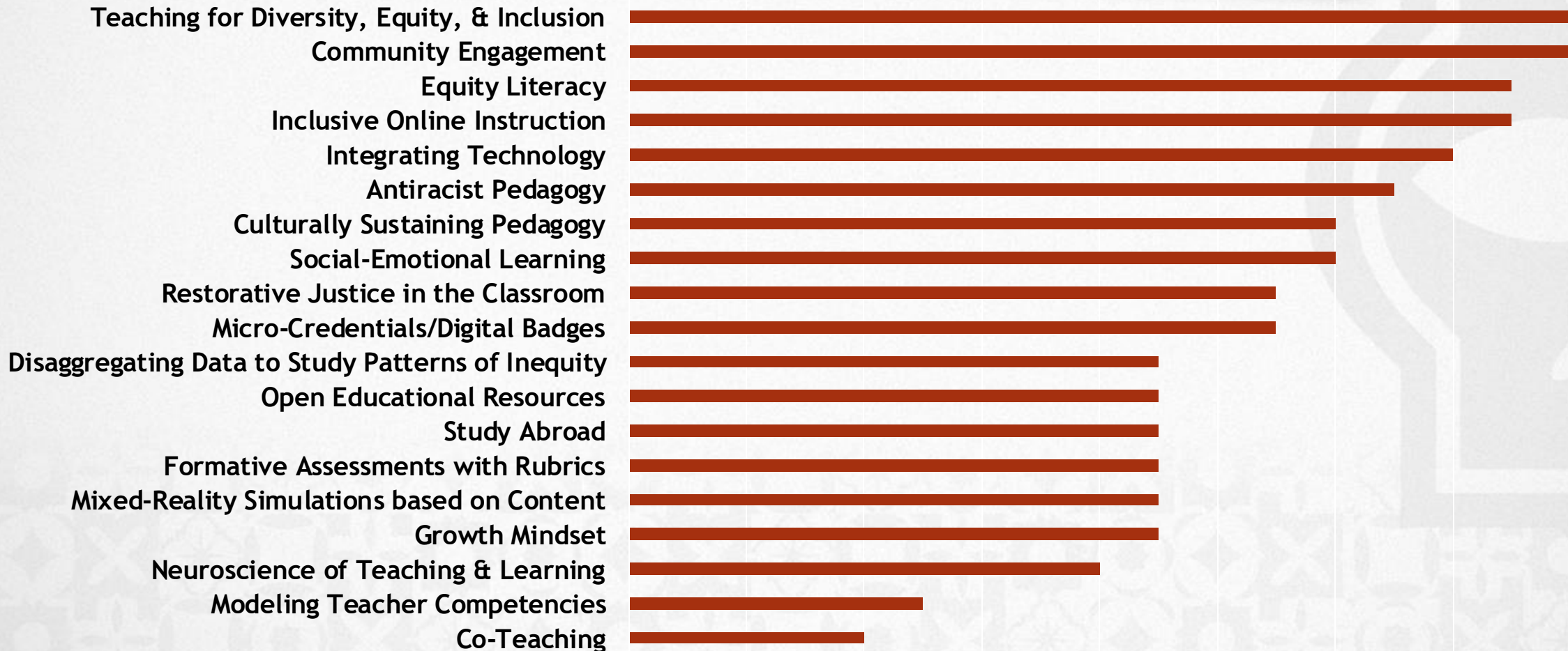
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- **Began with starter**
- **Faculty discussion groups refined**

Professional Development Needs



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Teaching for Diversity, Equity, & Inclusion



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Community Engagement



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BRIGHT SPOT STRAND: *DATA EMPOWERMENT*

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Branch Ed Bright Spotlight on Data

A Road Map to Exponential Success with Data



What Worked and Why

Why? X 10⁶

Exponential Success with Data



WHY?¹

Faculty Buy-In

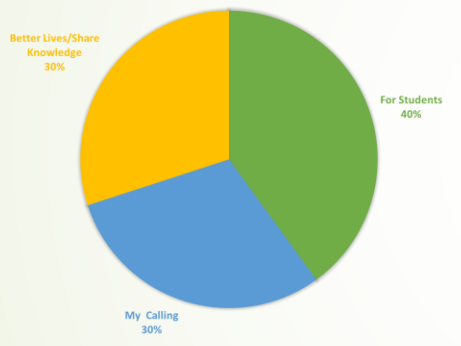
The Why Survey

1. WHY DID YOU ENTER THE TEACHING PROFESSION?
2. WHY DO WE HAVE STUDENT OUTCOMES?
3. WHY DO WE ASSESS STUDENT OUTCOMES?
4. WHY IS ACCREDITATION IMPORTANT?

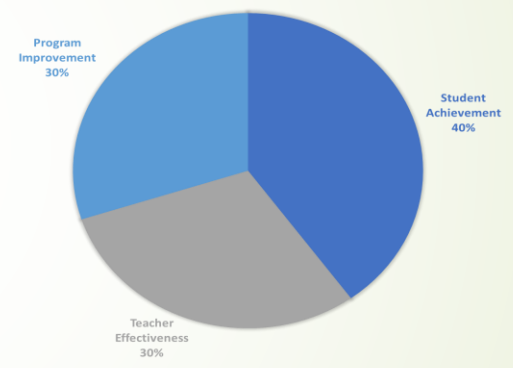
WHY?¹

Results

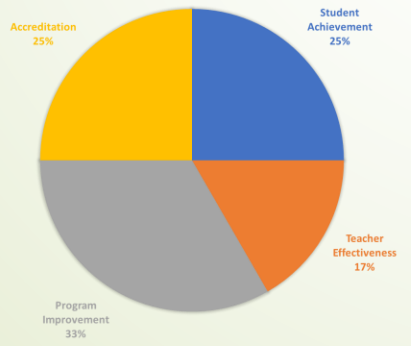
WHY DID YOU ENTER THE TEACHING PROFESSION



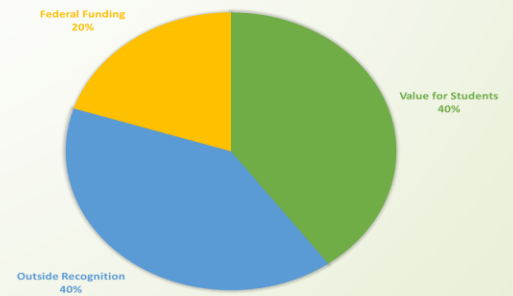
WHY DO WE HAVE STUDENT OUTCOMES



WHY DO WE ASSESS STUDENT OUTCOMES



WHY IS ACCREDITATION IMPORTANT?



WHY?²

Alignment

- 1. ALIGNMENT OF ASSESSMENTS TO STANDARDS**
- 2. VALID CROSSWALK OF ASSESSMENTS TO COURSES**
- 3. ALIGNMENT OF ASSESSMENTS TO VALID AND RELIABLE RUBRICS**

WHY?³

Collaboration

- 1. BETWEEN FACULTY, LEAD FACULTY, FACULTY FROM OTHER DISCIPLINES, ASSESSMENT COORDINATORS, DATA TEAM LEADERS, ADMINISTRATION**
- 2. RESOURCES: SAMPLE TEMPLATES, FOLDERS IN SHARED ONE-DRIVE, SAMPLE DATA TABLES**
- 3. TIMELINE PROVIDED UPFRONT**
- 4. EVERY PROGRAM WORKED ON THE SAME TIMELINE**
- 5. WEEKLY ACCOUNTABILITY MEETINGS**
- 6. DOCUMENT REVIEW PROCESS**

WHY?⁴

Mentorship

- 1. LEADERSHIP TEAMS CREATED FOR EACH DATA COLLECTION, I.E., CIEP, CAEP, BRANCH ED, QAS, ETC.**
- 2. LEADERSHIP TEAM MEMBERS MENTOR CERTAIN PROGRAMS**
- 3. LEAD FACULTY AND/OR ASSESSMENT DIRECTORS ATTEND WEEKLY MEETINGS TO PROVIDE PROGRESS UPDATES**
- 4. HOLD EMERGENCY MEETINGS OR SEND EMERGENCY EMAILS IF PROBLEMS ARE IDENTIFIED IN PROCEDURES**
- 5. WEEKLY MEETINGS WITH THE DIRECTOR OF ASSESSMENT AND ACCREDITATION**

WHY?⁵

Accountability

1. LEADERSHIP TEAMS CREATED
2. LEADERSHIP TEAM MEMBERS MENTOR CERTAIN PROGRAMS
3. LEAD FACULTY AND ASSESSMENT COORDINATORS ATTEND WEEKLY MEETINGS TO PROVIDE UPDATES ON TIMELINE STATUS AND PROGRESS
4. WEEKLY MEETINGS WITH THE DIRECTOR OF ASSESSMENT AND ACCREDITATION
5. GROUPS REPORT ON DATA ANALYSIS IN A TIMELY MANNER

WHY?⁶

Communication

1. WEEKLY PROGRESS UPDATES
2. LEAD FACULTY AND ASSESSMENT COORDINATORS ATTEND WEEKLY MEETINGS TO PROVIDE UPDATES ON TIMELINE STATUS AND PROGRESS
3. WEEKLY MEETINGS WITH THE DIRECTOR OF ASSESSMENT AND ACCREDITATION
4. GROUPS REPORT ON DATA ANALYSIS IN A TIMELY MANNER
5. LEADERSHIP TEAMS MEET WEEKLY TO DISCUSS PROS AND CONS OF PROGRESS

Exponential Success

$$1 \times 10^0 = 1$$

$$1 \times 10^1 = 10$$

$$1 \times 10^2 = 100$$

$$1 \times 10^3 = 1,000$$

$$1 \times 10^4 = 10,000$$

$$1 \times 10^5 = 100,000$$

$$1 \times 10^6 = 1,000,000$$





TEXAS A&M UNIVERSITY
SAN ANTONIO



BRIGHT SPOT STRAND: *DATA EMPOWERMENT*

BranchED Fall 2022 Cohort Convening



Conversation Café

- ***Individual Reflection:***
 - Write down your key takeaways or lingering questions following the presentation.



Conversation Café

- ***Round 1- Learnings & Lingerings Questions:***

- What are your key takeaways? What questions are still circling in your mind?
- What challenges around data are you planning to tackle this year?



Conversation Café

- ***Round 2- Application:***
 - What is one step you can take toward data empowerment in your program?

COHORT TIME:

On your way to break out rooms!

Cohort 2	Room: Vineyard 1
Cohort 3	Room: Vineyard 2
Cohort 4	Room: Chardonnay

Create an Ideal World

Sustainable Programming
Ideation



Quality, scaled programming can be sustained

- Relevant stakeholders have a shared understanding of and commitment to the established goals
- The teacher preparation program can maintain quality and impact beyond grant funding

Components of Sustainability

Intentional and Differentiated Stakeholder Engagement

Allocation of Human and Financial Resources

Establishing Systems and Structures for Efficiency and Effectiveness

Building Capacity

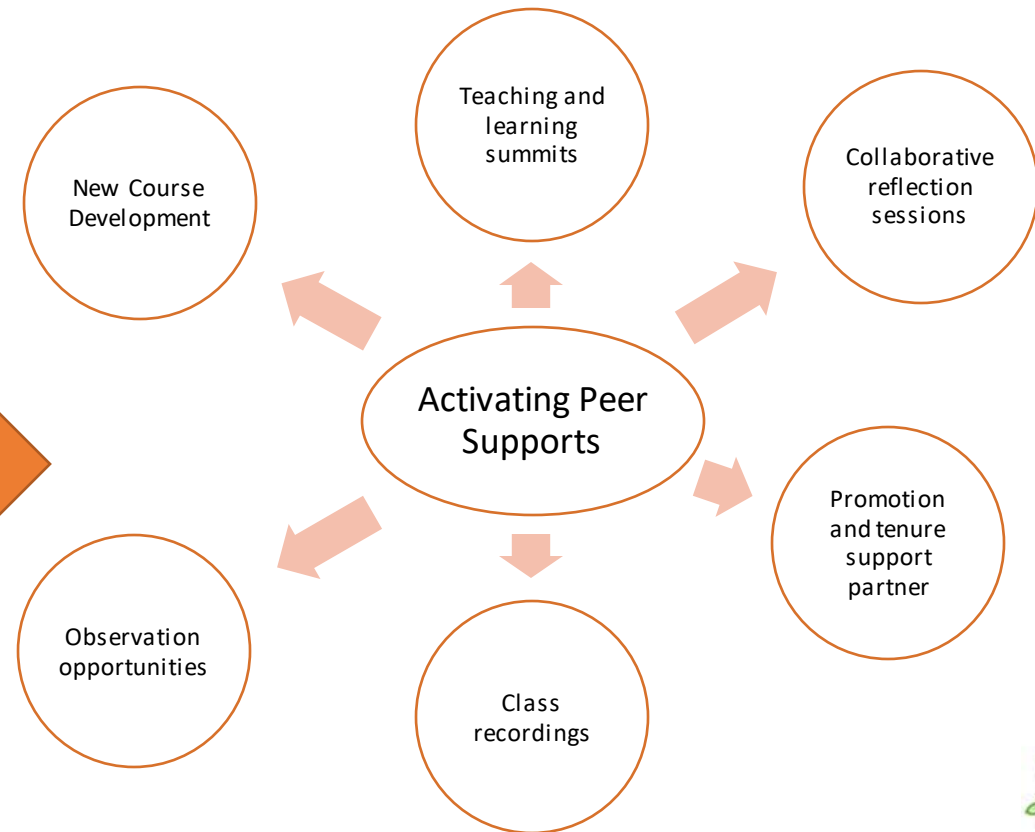
Scaling Successes

Activating Peer Supports

Leveraging BranchED Supports

What is the desired future state?

To provide support that builds reflective teaching practices and aligns teaching and learning to teacher educator competencies



Reflection

What does your actual world of sustainable programming look like?

What are some specific steps you can take to begin creating your ideal world?

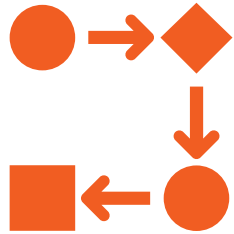
The Fishbowl

Learning
From Those
That Came
Before Us



BranchED Fall 2022 Cohort Convening

The Fishbowl



Objectives:

Get Cohort 2 and 3's experiences with transformation out on the table to support Cohort 4 members to find the inspiration and insight they need to embark their own process of transformation



Process:

- 3 people sitting in the chairs will be called “fish” and only they are allowed to talk
- One chair must be always free
- Anyone can come forward and sit in the empty chair at any time to join the conversation

The Prompt

“What I wish I knew at the beginning of our transformation journey ...”





Fishbowl Rules

- If you want to speak:
 - You must be sitting in one of the four chairs
 - Don't wait to be invited; simply walk up and take an empty chair
- When you've finished speaking:
 - Return to the audience. You can always come back.
- If you want to speak and the chairs are full:
 - Let the occupants have a say, and then walk up
 - Someone sitting must then volunteer to return to the audience so that one seat is free again.

Cohorts 2 & 3: Get Us Started

“What I wish I knew at the beginning of our transformation journey ...”

Share insights or lessons learned. Possible talking points:

- Building Capacity
- Building Support
- Disrupting the status quo
- Building Partnerships with PK-12 Districts/Schools
- Scaling Your Successes
- Leveraging BranchED Supports





Debrief

- What about the fishbowl worked or did not work?
- What stood out to you from the fishbowl conversation?
 - What was most unexpected?
 - What needs have you uncovered?
 - In what ways will you approach your transformation work based on what you heard?

Cohort 3: A Framework for Quality Partnerships



BranchED Fall 2022 Cohort Convening

A Framework for Quality Partnerships

- A Quality Partnership shares a **vision**.
- A Quality Partnership shares **leadership**.
- A Quality Partnership engages in shared and **data-informed decision-making**.
- A Quality Partnership aligns teacher candidate **recruitment** goals with the **needs of the community**
- A Quality Partnership ensures a **quality field experience** for teacher candidates.
- A Quality Partnership ensures a **quality clinical experience** for teacher candidates.
- A Quality Partnership prepares teacher candidates who **understand equity and are culturally responsive**.
- A Quality Partnership **learns together**.





Branch Alliance
for Educator Diversity

Quality Partnership: A Self-Assessment

Quality Partnership: Self-Assessment

A Quality Partnership shares a vision.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our partnership co-creates a vision to guide our work.				
Our partnership centers the ideas of diversity, equity, and inclusion in our vision.				
Our shared vision is recognized by all stakeholders (faculty, mentor teachers, teacher candidates, etc.).				
Our partnership actively uses our vision to inform and guide our work.				

A Quality Partnership shares leadership.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our partnership has clearly identified key roles in leadership that will work to maintain and progress the work of the partnership.				
Our partnership has clearly defined goals and measures that align with the characteristics of a quality partnership and with the partnership's vision.				

A Quality Partnership engages in shared and data-informed decision making.

A Quality Partnership engages in shared and data-informed decision-making.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our partnership openly and readily shares data.				
Our partnership engages in data sharing sessions that result in action or improved understanding.				
Our partnership's decision-making and goals are informed by data.				
Our partnership identifies missing data needed to inform decisions and makes necessary plans to collect or access needed data.				

Discussion

A Quality Partnership engages in shared and data-informed decision-making.	STRONGLY AGREE	AGREE	DIS
Our partnership openly and readily shares data.			
Our partnership engages in data sharing sessions that result in action or improved understanding.			
Our partnership's decision-making and goals are informed by data.			
Our partnership identifies missing data needed to inform decisions and makes necessary plans to collect or access needed data.			

- Was this component rated the same by all? Why? Why not?
- What are areas of strength and growth for the current state of our partnership within this component?
- What are the “engines” and “roadblocks” if we seek to strengthen this component of our partnership?



Share: To strengthen this area of partnership, our first step...

Break (15 min)





**BRIGHT SPOT STRAND:
*INCLUSIVE COLLABORATION***



Our Journey toward becoming an Anti-racist Education Program

Carol Johnston, Ph.D.; Robin Gordon, Ph.D.; Julie Feldman-Abe, Ph.D.; Kelli Agner, MA

Mount Saint Mary's University

Abstract

Our Education Programs have placed an important emphasis on Equity, Inclusion, and Justice to prepare teachers for success in high need schools. Recognizing that our good intentions may not be enough, our faculty embarked on an exploration of where and how Equity, Inclusion, and Justice were embedded in our courses. Initially, all faculty were interviewed and asked about how they included these concepts in their courses. Many shared resources used, as well. Discussions related to the mapping led to a recognition that faculty may not all be on the same page.

To best meet the needs of our teacher candidates (and better serve our diverse student population, as a whole), our faculty embarked on an exploration of our own understanding of what it means to be an anti-racist educator. These discussions culminated in the creation of expectations for all teacher educators who interact with our program candidates as they learn to teach.

We also began developing additional curriculum to be used in our coursework.

Questions

Inquiry Questions:

- 1) How do the concepts of equity, inclusion, and justice show up in our education department courses?
- 2) What competencies do we expect of our teacher educators (faculty, supervisors, cooperating teachers, etc.)?
- 3) How do we recruit and evaluate teacher educators based on these competencies?

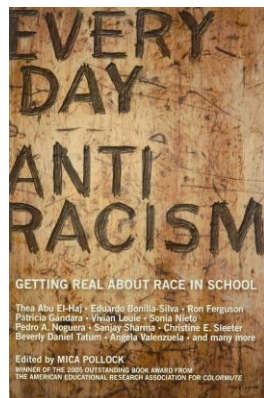
Exploring AntiRacist Practices

Mapping the Curriculum

The purpose was to find out the scope and scale of how MSMU's credential programs' curriculum treats issues of diversity, equity, and inclusion (including all forms of diverse backgrounds and abilities). The desire is to 1) find out where we offer overlapping content, 2) where we have holes in our curriculum, 3) the degree to which we treat issues explicitly vs. implicitly, superficially or deeply, and the degree to which courses expect demonstration of associated skills.

The Bookclub—Guiding Conversations with Faculty

Recognizing that not all faculty had the same background in Anti-racist practices, we engaged in weekly meetings to discuss chapters from this book. Each section was led by a different faculty member.



Date	Topic	Leader(s)
Sept 21	Invitation to participate, Brave and Safe Space preparation, Section on "Nice is Not Enough"	K. Nao & J. Feldman-Abe
Oct 5	Race Categories: We are all the Same but our Lives are Different	K. Nao
Oct. 12	How Opportunities are Provided and Denied inside Schools	K. Agner
Nov. 2	Curriculum that Asks Crucial Questions about Race	D. Taylor
Nov. 16	Race and the School Experience: The Need for Inquiry—Part I	T. Shaw
Nov 30	Race and the School Experience: The Need for Inquiry—Part II	R. Gordon
Jan 18	Keeping it up	J. Feldman-Abe

Creating Course Content—Using Complexities in the Classroom

We piloted newly developed vignettes with our teacher candidates to begin equipping them with how to address Inequities in the Classroom.

What are the presenting issues?
 What are three possible responses/actions you could take?
 What are the intended and unintended positive and negative outcomes that might occur as a result of your response?

Consider:

- How your identity may impact
- How your actions might impact the social-emotional wellness of the child
- How parents/community might respond
- Legal policies
- Professional responsibilities



Outcomes

Teacher Educator Competencies

Quality	Description
Collaborative and Engaged	Communicates and collaborates effectively with others to meet the needs of the program and its students.
Grounded in content and teaching methods.	Promotes student-centered teaching, inquiry, and reflection. Recognizes the unique needs of adult learners.
Focused on Equity, Diversity, and Justice	Creates equitable environments & opportunities for learning, achievement, and self-worth drawing on the diverse assets and needs of students and their communities. Realizes the responsibility to serve as a role model, demonstrating equity, diversity, and justice.
Committed to Antiracist Education	Works to deepen understanding of impacts of racism in education Recognizes and implements antiracist policies and practices within and beyond the classroom Recognizes racial group members when that helps analyze life experiences and to equalize opportunity and avoids stereotyping and treating people as racial group members when harmful.
Committed to life-long learning and self-reflection	Engages in ongoing professional development and demonstrates continued interest in research-based practices Stays current with CA policies for teachers and teacher candidates.
Focused on wellness.	Recognizes the need for life balance, social emotional well-being, and creating healthy environments for self and others.

Future Directions

Branch ED has helped us to think differently about recruiting and retaining strong teacher candidates of color. Much of this work requires us to reflect on our teacher practices and modify practices to make classrooms more inviting to all students (and teachers!). As we continue this journey, we will modify recruitment and evaluation documents to reflect what we have learned. And, we will begin creating a document for what we expect of our teacher candidates, as related to the above competencies for those guiding them.



**BRIGHT SPOT STRAND:
*INCLUSIVE COLLABORATION***






Texas Instructional
Leadership: A Coaching
Model to Improve
Candidate Performance

West Texas A&M University

Texas
Instructional
Leadership
Video




35 VIDEOS  INCLUDED

PAUL BAMBRICK-SANTOYO
FOREWORD BY JON SAPHIER

A 90-DAY PLAN FOR COACHING NEW TEACHERS

GET BETTER FASTER



Uncommon Schools | Change History.

JOSSEY-BASS
A Wiley Brand



EXPERIENCE THE UNCOMMON DIFFERENCE

We Love Learning

Together we'll cultivate your child's interests, instill in them a passion for learning, and set them on a path for success in college and beyond.

ENROLL YOUR CHILD 

TIL Resources

Coaching Process





WTAMU Model

Strong Voice

Your Turn

01

Choose one of the following Action Steps:

- Teacher Radar
- Whole Class Reset
- Narrate the Positive
- Individual Student Corrections

02

Write down what Action Step you chose

03

Review the Get Better Faster Scope & Sequence Document for this Action Step

Practice

- Practice modeling this action step with a partner at your table
- Switch



**BRIGHT SPOT STRAND:
*INCLUSIVE COLLABORATION***





Conversation Café

- ***Individual Reflection:***
 - Write down your key takeaways or lingering questions following the presentation.



Conversation Café

- ***Round 1- Learnings & Lingerings Questions:***
 - What are your key takeaways? What questions are still circling in your mind?
 - Think about the voices collaborating around your table. What voice can you include or elevate this year?



Conversation Café

- ***Round 2- Application:***
 - What is one way you can apply these learnings to your program or your work?

Pulse Check



<https://www.menti.com/drbg68z1pw>



Institutional Time

An invitation to collective action and discovery based on the insights that came from the Convening



BranchED Fall 2022 Cohort Convening

