

Table #	EPP	District/EPP
1	University of San Diego	Chula Vista Elementary School District
2	Azusa Pacific University	Azusa Unified School District
3	Pacific Oaks College	Pasadena Unified School District
4	Texas A&M San Antonio	Edgewood ISD East Central ISD
5	University of North Carolina at Pembroke	Public Schools of Robeson County Scotland County Schools
6	California Lutheran University	Santa Maria-Bonita School District
7	Fort Valley State University	Bibb County School District
8	Valdosta State University	Valdosta City Schools
9	Texas A&M Central Texas	Temple ISD
10	Mercy University	Public Schools of the Tarrytowns
11	State University of New York at Old Westbury	Hempstead Union Free School District
12	University of La Verne	Mount Saint Mary's University
13	Texas A&M International University	West Texas A&M University
14	Virginia State University	Alabama A&M University



**Branch  
Alliance**  
*for Educator Diversity*



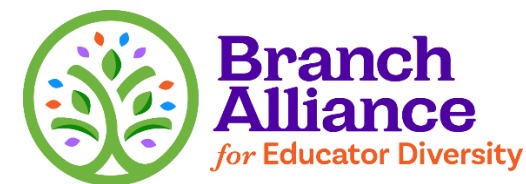
# Building Your Transformation Toolbox

*Fall 2023 Transformation Center Convening*

September 26-28, 2023



# Agenda and Goals

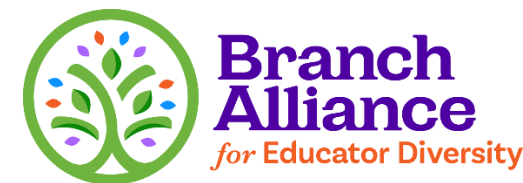


- Collaborative tool inventory and exploration
- Networking and knowledge sharing





# Meeting Norms



- We will be present both physically and mentally.
- We will network and connect with participants from different tables throughout the event.
- We will leave titles at the door. All team members are equals.
- Everyone is a learner.
- What is said here stays here. What is learned here leaves here.



# Share Out



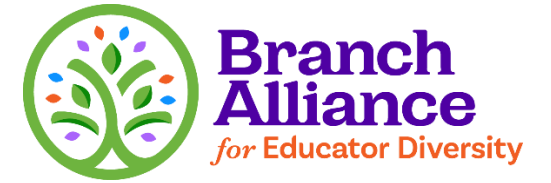
**#BranchEDConvening23**

**#ToolboxForChange**

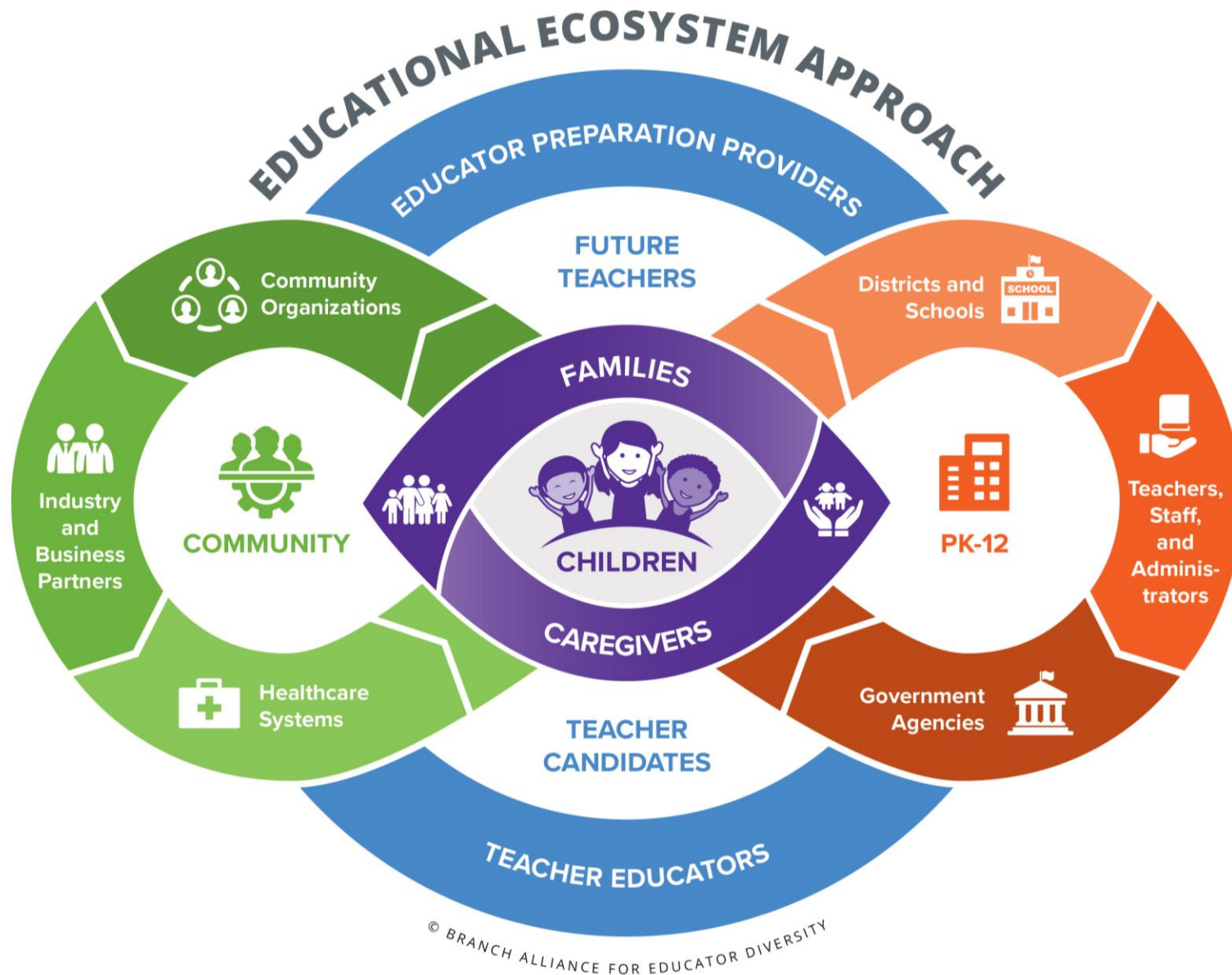
- The experience
- The learning
- The networking
- The fun



# Convening Webpage



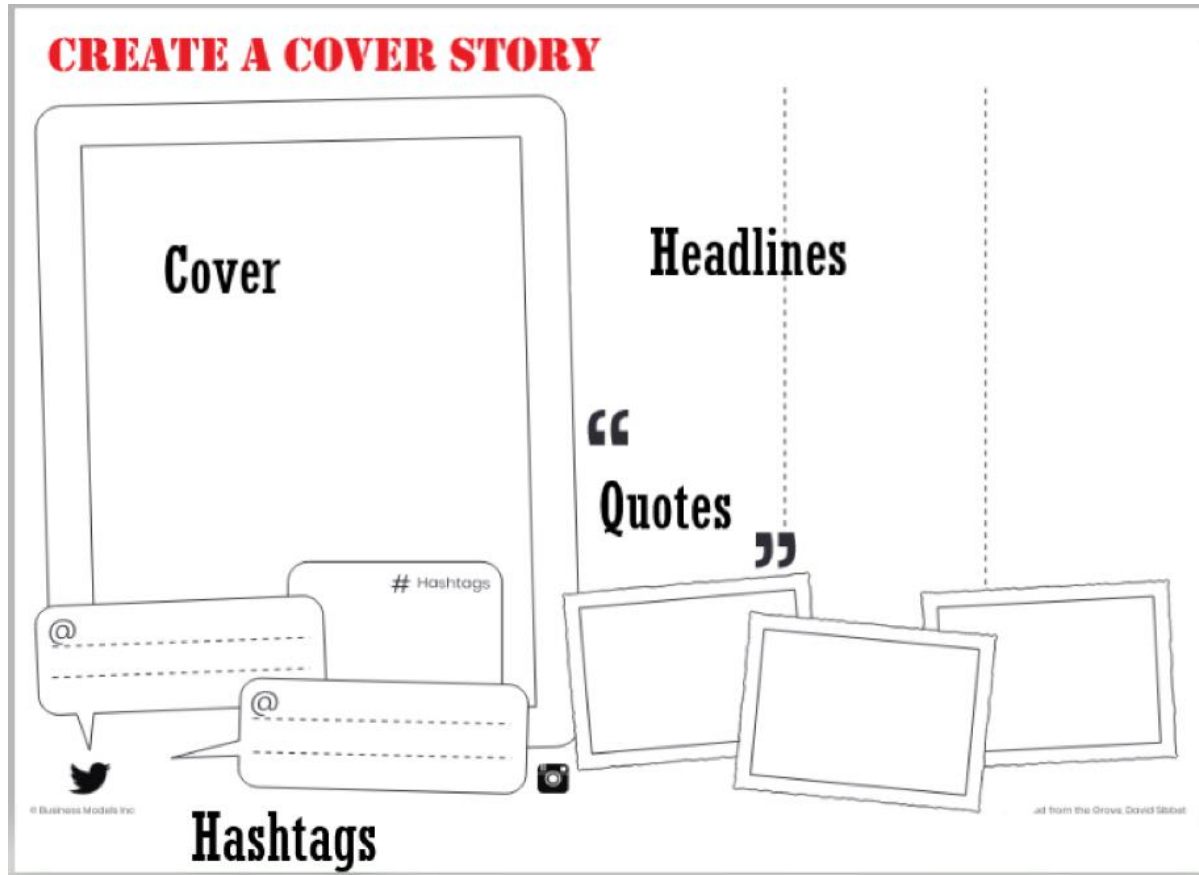
[https://www.educatordiversity.org/  
branched-cohort-covening-2023/](https://www.educatordiversity.org/branched-cohort-covening-2023/)



At BranchED, we believe transforming education happens within an educational ecosystem in which there is strong connection and collaboration between and among stakeholders to ensure all children have the support they need to thrive. This ecosystem includes but is not limited to children, families/caregivers, community, community organizations, health care systems, Local Education Agencies, post-secondary education providers, industry/business partners, and government agencies. These stakeholders have unique and complementary roles that converge and diverge to benefit all children by preparing them to thrive in our heterogenous society.



# Connector



At your tables, think about an ideal future state for your:

- EPP-district partnership;
- Teacher candidates; and/or
- Graduates

Pretend that this future has already taken place and it was so successful that it made the news.

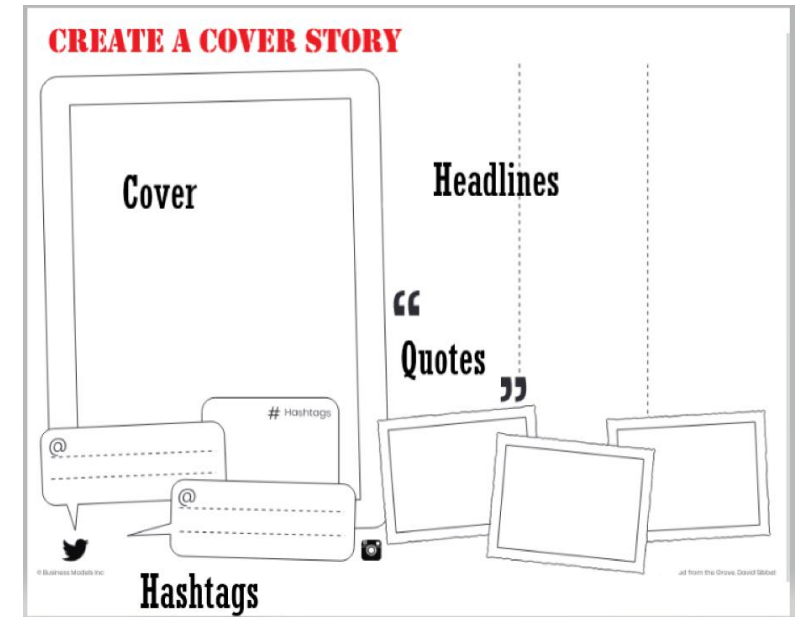
You will have 25 minutes to generate this "story of the year" and represent it on your poster.





# Cover Story Elements:

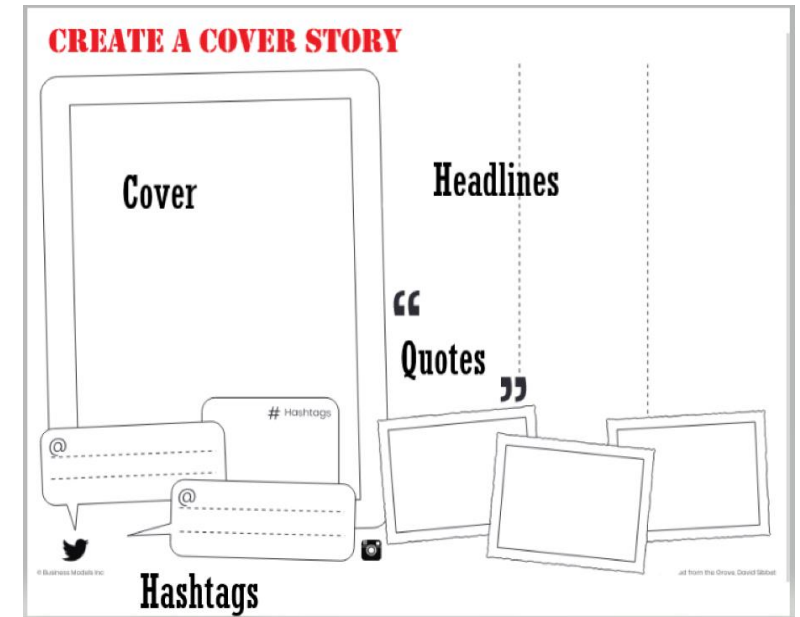
- "Cover" tells the BIG story of your success
- "Headlines" convey the substance of the cover story
- "Quotes" can be from anyone in the ecosystem
- "Hashtags" are for tagging the story on social media





# What's Next?

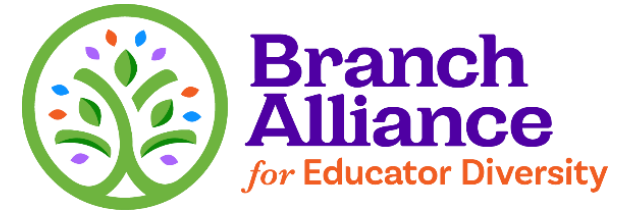
- Post your cover stories around the room
- Do a gallery walk
- These posters will serve as reference points throughout the event





# Learning Lab

## *Cohort 2 BRIGHT SPOTS*



Presentation 1  
10 minutes

Presentation 2  
10 minutes



Jot down notes in the note taking sheet provided while listening to the presentations



Discuss your notes from the presentations with people at your table (7 minutes)

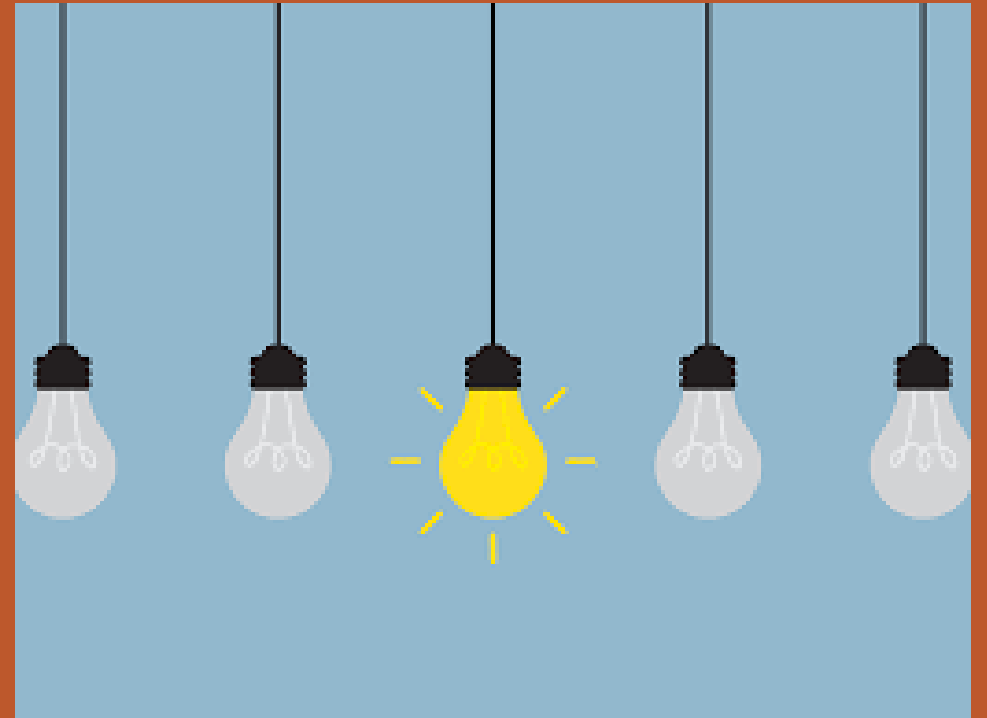


# UNIVERSITY OF LA VERNE

Michael Vallejo, Ed.D.  
Shana Matamala, Ed.D.

# VIGNETTES

- Coaching conversations
- Implementing key assessments and dispositional assessments
- Half our courses have a key assessment and half have a vignette as a dispositional assessment



# IMPLEMENTATION



**Training with BranchED for all adjuncts and faculty**



**Designing a rubric**



**Twice yearly meetings to calibrate, analyze data, discuss best practices for implementation**

# IMPACT OF VIGNETTES

Creating a safe place for all to share their viewpoints was paramount in the class discussions about confidence.

Many candidates rated their confidence higher after completing the vignettes, they still expressed apprehension about how they would react in the moment to a real critical situation in their classroom.

- “Gave students an opportunity to share their own personal story and funds of knowledge relative to each theme presented”.
- “One teacher candidate felt safe to share that his confidence level was low because of his personal religious beliefs and lack of experience in addressing these issues, but he knew he needed to act and protect the student in the scenario. He appreciated the class discussion in providing him clear ideas on how to respond”.
- “Rich feedback came from that group discussion where students often shared about similar situations that they've been a part of.”

GO BEYOND >



TEXAS A&M  
INTERNATIONAL  
UNIVERSITY

## **Equitable Experiences @ Texas A&M International**

**Hear our Blue Deer Stories**







THE INTERNATIONAL

TEXAS A&M  
INTERNATIONAL  
UNIVERSITY

*Texas A&M International University, a Hispanic Serving institution located in the US-border town of Laredo Texas, strives to ensure equitable experiences for all 1,400 candidates by expecting De Colores, Juntos, and Sí Se Puede from all.*



GO BEYOND>



TEXAS A&M  
INTERNATIONAL  
UNIVERSITY

## **De Colores –. Inclusiveness – Deans Dozen – BAR**

We invite students to actively engage in conversations about preparing future teachers, aligning with the equitable experience strategy of position advising as advocacy to support teacher candidates in bridging academic and personal demands for program success, which informs our efforts in

1. ensuring all candidate achieve success during their progression and completion of the program.

## **"Juntos – Collective Community Stewardship – Transformation Partners – Super Saturdays**

We promote a 'We' orientation characterized by a 'La familia' approach to an ethic of care characterized by shared leadership, shared understanding, shared responsibility and shared vision, which informs our efforts in

1. providing a unique ethic of care and foster a sense of belonging for all teacher candidates.

## **Sí Se Puede – Hope –Clinical Readiness –Sí Se Puede Scholars**

We place a high emphasis on fostering the belief of 'Yes, We Can!' among first-generation teachers who we intentionally targeted as part of our recruitment and outreach efforts for promoting access, success and social mobility through educator preparation , which informs our efforts in

1. targeted recruitment and outreach efforts for attracting teacher candidates who reflect the diversity found in the neighborhoods of Laredo and the surrounding communities

**GO BEYOND>**



THE INTERNATIONAL

TEXAS A&M  
INTERNATIONAL  
UNIVERSITY

## *El que a buen árbol se arrima, buena sombra le cobija.*

*"He who leans close  
to a good tree,  
has good shade"*

"...we have instituted a way of following the students as they move through our programs to see where they are, what they're having difficulty with on the exams, to provide them support for those areas and to get their scores up to a passing score on each of those exams so that they can move through. And that's really our goal here. We want to prepare the best teachers that we can to be culturally relevant, culturally sustaining language, relevant language, sustaining bilingual, knowing the communities, knowing the families working in schools that they come from."

-- Christian Faltis, Ph.D., College of Education, TAMIU



GO BEYOND >

# Partners in Preparing Educator Candidates for Success

Laredo ISD Curriculum and Instruction Department  
& TAMIU College of Education





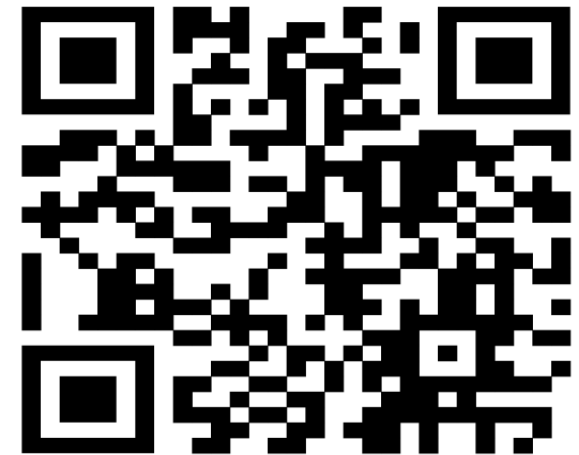
THE INTERNATIONAL

TEXAS A&M  
INTERNATIONAL  
UNIVERSITY

## EPP & District Collaborate to Implement Quality Teacher Preparation and Induction

**TAMIU COE and Laredo ISD collaborated to ensure that protocols/procedures for ensuring EPP and Laredo ISD implemented initiatives related to teacher induction and instructional quality.**

1. TAMIU EPP faculty have collaborated with Laredo ISD Academic Deans to review course syllabi ([We have a shared Drive for Curriculum Review](#)) and TAMIU EPP representatives have been invited to the Laredo ISD New Teacher Orientation Sessions ([Teacher Pathway Video](#))



GO BEYOND>



TEXAS A&M  
INTERNATIONAL  
UNIVERSITY

2. TAMIU EPP and Laredo ISD created a shared-decision making process to establish an understanding for the successful competencies among preparation administration, teacher educators, and teacher candidates.

[Partner Testimony](#)



GO BEYOND>



# Shared Understanding: Where do you Start?

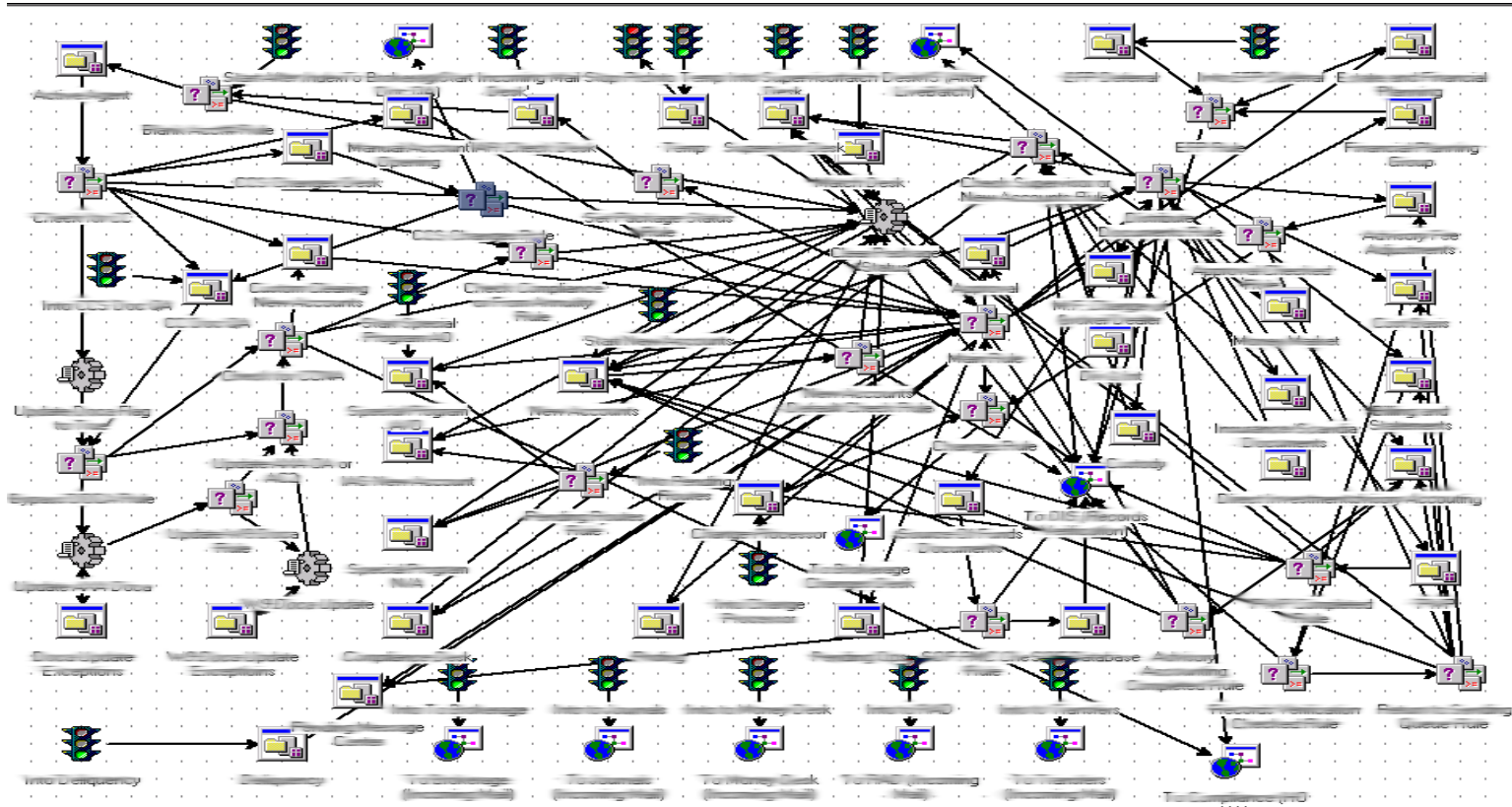
AAMU's Bright Spot

Building Our Understanding of "Shared Understanding"

Dr. Lena Walton & Dr. Samantha L. Strachan



- Sensemaking is a convoluted process







# Where did we start?

- After first meeting about the ITP, we did a reality check amongst ourselves – core TEaL Leadership team.
- Questioned our understanding about what external stakeholders understood about our programs VS what we understood.
- Questioned our common understandings of what shared understanding meant – was it involving stakeholders or partnering to build understandings together – pooling our experiences, expertise, knowledge and resources.
- Importantly, we wanted our work to be meaningful and not done simply to check a box.



# Impact

- Clarity about partnership vs involvement – we no longer use these words synonymously
- Levels of strength of different aspects of programs became more apparent – increased awareness of data to determine and discuss opportunities – came from a strength-based perspective.
- Healthier discussions – Non-judgmental among faculty and with stakeholders and school partners.
- Depth of thinking and faculty reflection among faculty in affiliate programs - resulted in UTEACH Partnership grant.



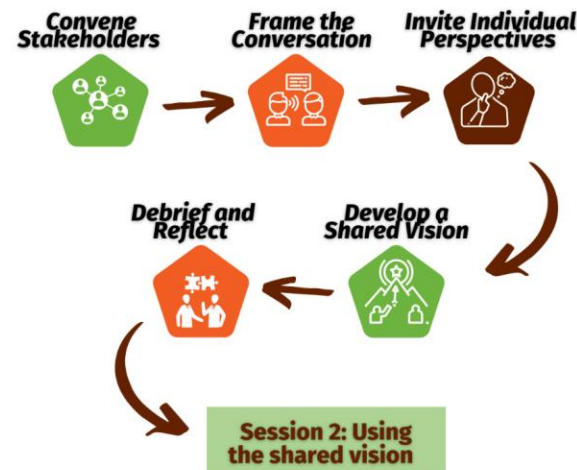
# Impact

- Leveraging our shared understanding work to achieve buy in with faculty and external stakeholder partnerships on grant applications, curriculum discussion and special projects to support student growth.
- CAEP Readiness
- Summer Reading Partnership to improve praxis pass-rate- resulted from data discussion meeting
- Development of teaching as a career tech option in partner school



# What practices or strategies have led to successful implementation and results?

- Previous assumption: Meetings with Stakeholders = Shared Understanding. It is important to address this misconception with both faculty and stakeholders.
- Having consistent conversations with key stakeholders and specifically with district partners using BranchED resources, including [A Guide to Building Shared Vision](#). Key in shifting how meetings are conducted.





- Ensuring consistency in follow-up conversations to ensure shared vision is enacted. Consistency in convening, framing the conversation, debriefing, and reflecting. Difficult at times – lack of time, other demands on EPP (eg. accreditation) and school partners.
- Plan actions and work to implement aspects of the shared vision. Identify challenges and barriers to implementation.
- Reflect on those actions (or lack thereof). Step back and evaluate. Identify what is working and what is not working.



# What are some insights you can share?

- Set manageable goals/outcomes – simplify often – review your understanding of the goal often and determine when you are off track –
- Always ask yourself what about this activity or outcome or milestone is specific to shared understanding – what is the school partner's role in it?
- Keep the conversation alive even informally
- Include your BranchED coach as part of your think tank.



# Building a Transformation Toolbox

MSMU Teacher Preparation Programs



# Inventory what is in your “box”

Opportunities to reflect on personal thoughts and efforts that:

- support antiracism
- are currently lived in courses and assignments
- provide teacher candidates with models and opportunities to grow.

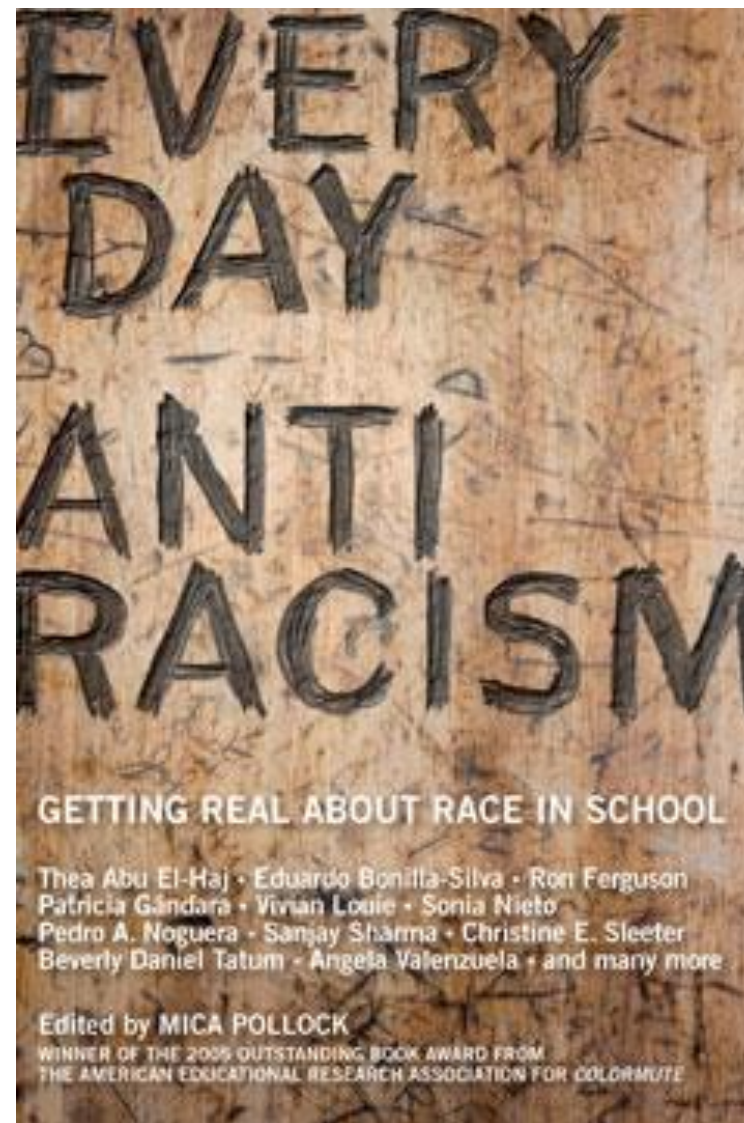


# Sharpen the tools

What are the current faculty/team understandings of what it means to be anti-racist?

Where are these team members in their personal journeys?

Group read and weekly discussions Everyday Antiracism: Getting real about race in school, edited by Mica Pollock.



# Develop Written Plans



- Teacher Educator Competencies that include anti-racism
- Included adjunct faculty in the revision process of these competencies.
- The revision was iterative, and we worked to get all perspectives.
- Common language and models for teacher candidates.



---

## Gather/develop new tools

- Disorienting dilemma aka *Complexities in the Classroom*
- Faculty support (time & \$) to develop new course activities and assignments to provide teacher candidates rich opportunities to reflect and join the journey.
- Reflective Practice Tool for Teacher Educators



# Gather “raw materials”

---

Recruiting new teacher candidates: Bessie Bruington Bruke Award & Scholarship

---

Strong partnership with district/schools that share our vision for future teachers.

---

Seeking additional new partnerships.



# Use the Plans

We had three searches last spring!

Teacher Educator Competencies informed interview and selection of new team members that are ready to journey with us.





# West Texas A&M University

Pipelines and Pathways to Teacher Education

Partnerships for Recruitment

# National Teacher Shortage

---

- WTAMU looked for untapped pipelines of candidates into the Educator Preparation Program, and based on the research, this included high school students and paraprofessional staff



# Partners Involved







# One2Teach

## Innovative Program for High School Students

- Reduces time and cost from high school degree to college degree and certification
- Supports rural districts in growing their own Educators

# Easy as 1-2-Teach

- Complete 30 semester credit hours of dual-credit coursework during junior and senior years in high school
- Complete courses in one year at Amarillo College (30 SCH)
- Complete WT's education preparation program in two years
- 3 Years post high school graduation:
  - Bachelor's Degree
  - Standard Texas Teaching Certification
  - Eligible for fully paid career and benefits
  - Salaries starting: \$40,000-\$48,000 + benefits



PARA *path*



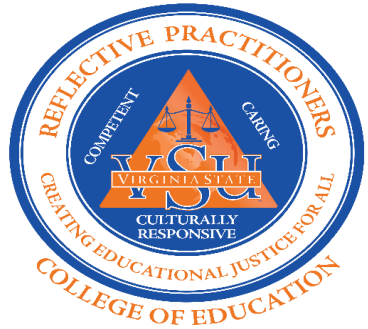
# ParaPath Panel

Buff Ready Set  
Teach: ParaPath

April 7, 2023  
Hereford ISD



# Branch Alliance for Educator Diversity Transformation Center Convening



Virginia State University  
College of Education

Department of Teaching and Learning  
September 2023

Dr. Willis Walter, Dean, College of Education  
Dr. Trina Spencer, Department Chair,  
Teaching and Learning



# School Division Partnerships



Petersburg City  
Public Schools



Alexandria City Public Schools



# Other External Collaborators

## Internal Stakeholders

- Undergraduate and Graduate Students
- Secondary Liaisons

## Student Outreach

- 3 M Society (Male Teachers Molding Minds)
- 3 L Society (Leading Ladies to Leadership)
- Inscribe
- GroupMe/Remind



VSU TEACH



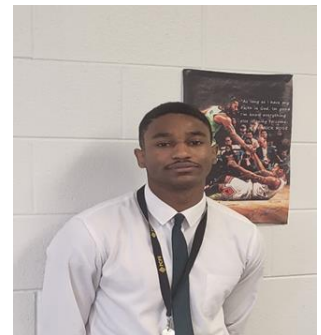
# Outcomes

## Growing Pathways for School Divisions

- I Too Teach- Teacher Residency Program
- Apprenticeship
- HERO-Hybrid Education Residency Opportunity

## Other Accomplishments

- Developing Outstanding Virginia Educators (DOVE-Dual Enrollment)
- Living Learning Community (Ed. Justice LLC)
- 4 to 66 VSUTEACH (11 Spr. & 13 Fall)
- FAST TRACK - Comm. College
- Better Faculty Realignment

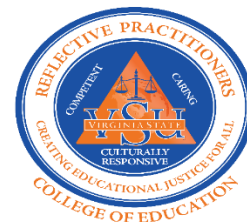




# Thank You

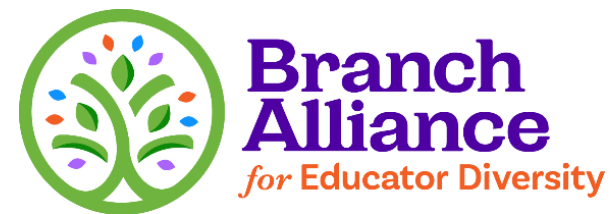
**Dr. Willis Walter**  
[wwalter@vsu.edu](mailto:wwalter@vsu.edu)  
**(804) 524-6869- office**

**Dr. Trina Spencer**  
[tspencer@vsu.edu](mailto:tspencer@vsu.edu)  
**(804) 524-6165- office**





# Break (15 min)





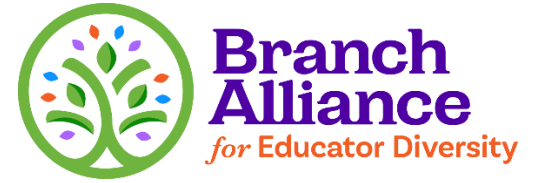
**Branch  
Alliance**  
*for Educator Diversity*



# Data Talk: Scope Your Own Opportunities



# What We will Cover



Data Empowerment

Transformation Domain Areas

The Work

The Impact

Brights Spots

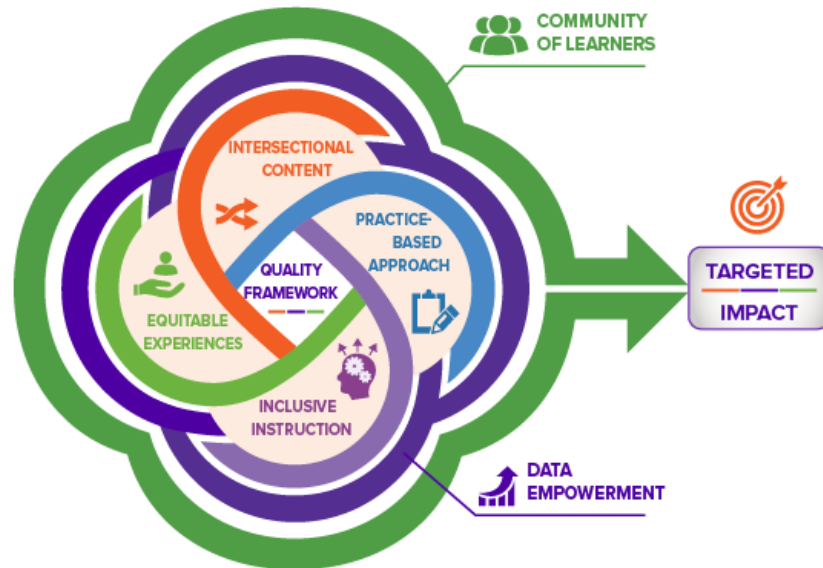
Opportunities





# BranchED Framework

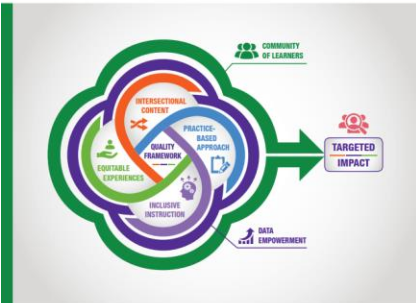
*Quality Preparation of Educators*



- Outlines a roadmap to create teacher preparation programs that meet the needs of our increasingly diverse student body.
- Seeks to build equity-oriented educator preparation programs that prepare educators to reflect, respect, and reify the value of the diversity of America's PK12 school children.



**BRIEF:**  
Community of Learners 



*A Higher Standard*



**BRIEF:**  
Data Empowerment 



*A Higher Standard*



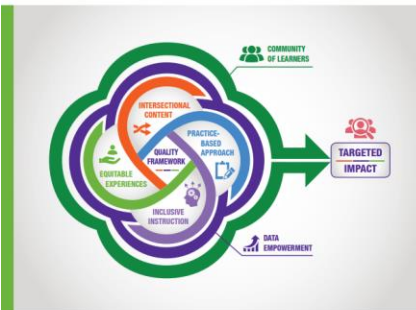
**Brief:**  
Inclusive Instruction 



*A Higher Standard*



**BRIEF:**  
Equitable Experiences 



*A Higher Standard*



**BRIEF:**  
Practice-Based Approach 



*A Higher Standard*



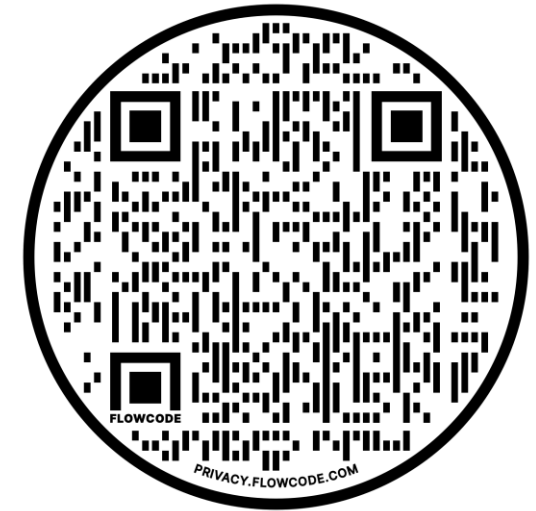
**BRIEF:**  
Intersectional Content 



*A Higher Standard*



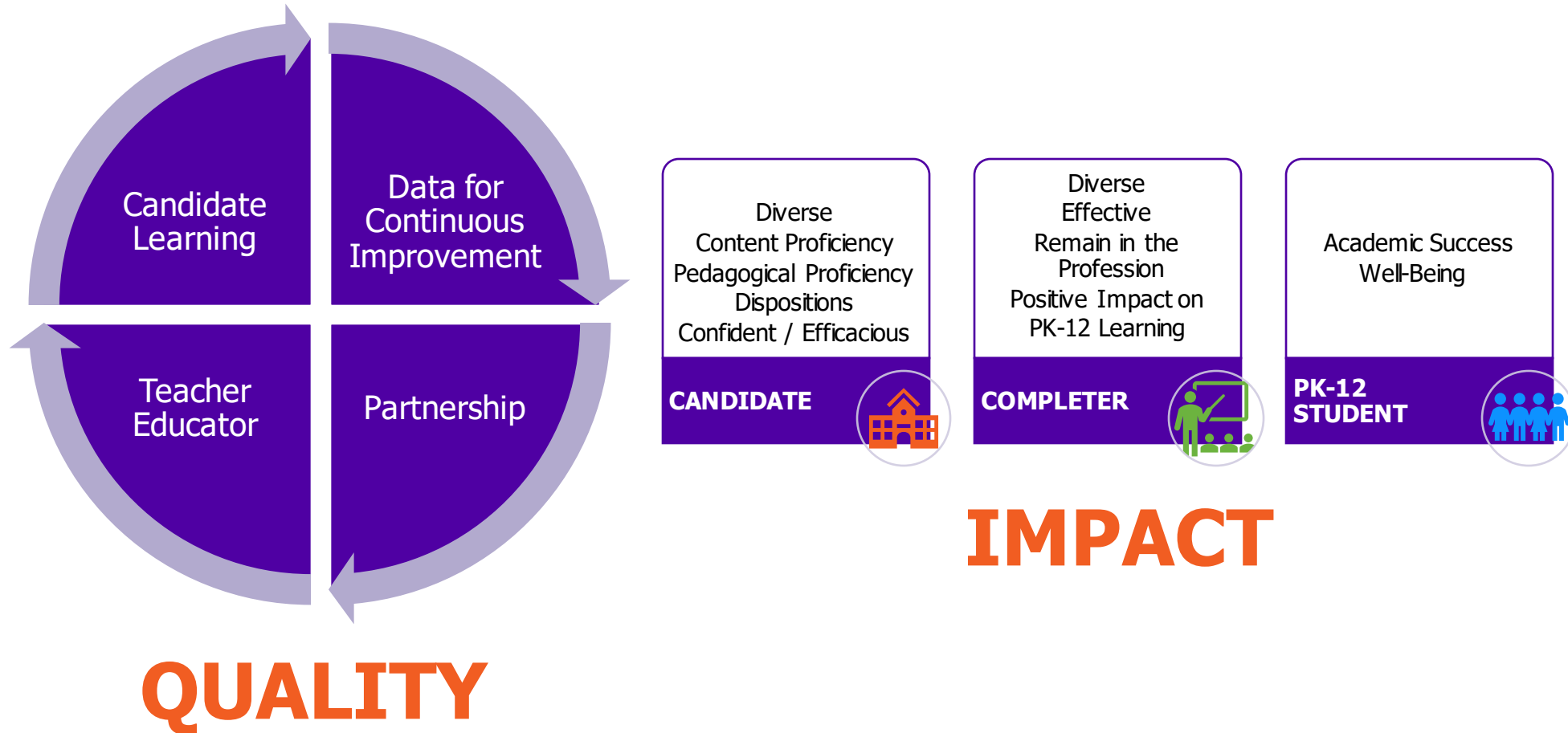
# Toolkits





# The Transformation Journey

*Aligns with the BranchED Framework*





# Path to Transformation



Focus Area	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Fostering deeper learning and supports for teacher candidates	100%	84%	59%	45%
Using data for continuous improvement	100%	80%	54%	51%
Advancing teacher educator effectiveness	100%	77%	43%	38%
Developing and sustaining strong EPP and district partnership	100%	77%	56%	34%





# BRIGHT SPOTS

*Diversifying the Teacher Workforce*

## # of Enrolled Candidates

6,073 Candidates

3,484 Candidates of Color (61%)



# Think about it this way:



For every 5 enrolled teacher candidates, 3 are candidates of color.

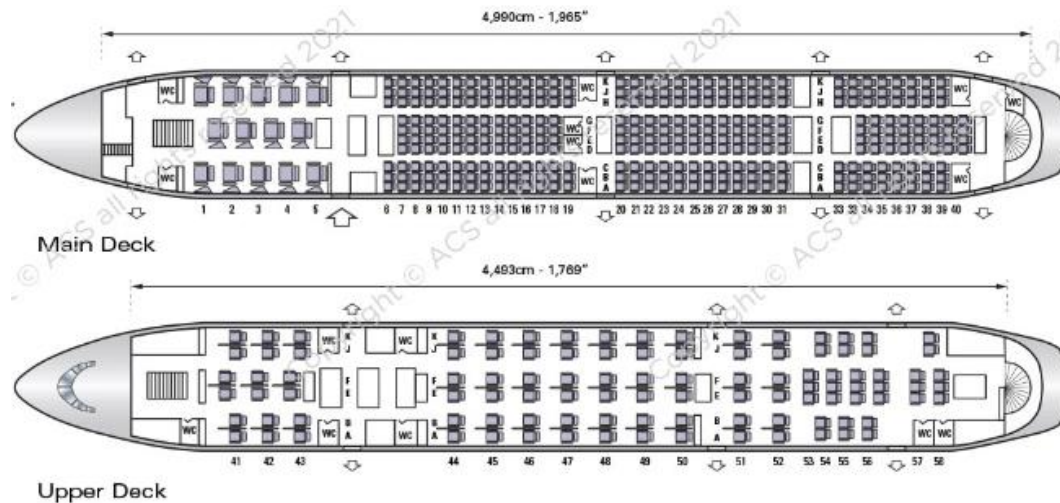


# Or this way:



The number of candidates of color enrolled in cohort EPPs would be enough to fill 4 Airbus A380 planes, with 72 candidates remaining.

Airbus A380-800





# BRIGHT SPOTS

*Diversifying the Teacher Workforce*



## # of Completers

1,045 Completers

558 People of Color (54%)



# Translating 1,045 Completers

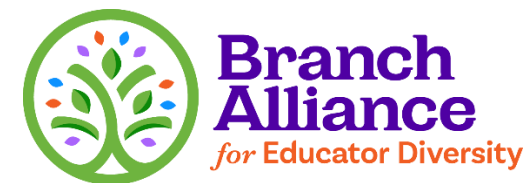


If we assume that each of the 1,045 graduates becomes a teacher and follows the average of affecting over 3,000 students during their career, then these graduates collectively have the potential to touch the lives of approximately **3,135,000** children.



# OPPORTUNITIES

*Completer Diversity*



The Washington Post  
*Democracy Dies in Darkness*

Education

America's schools are more diverse than ever. But the teachers are still mostly white.





# BRIGHT SPOTS & OPPORTUNITIES

## *Cohort Impact*

Content Knowledge  
(72%)

Candidate



Pedagogical Knowledge  
(82%)

Candidate



Dispositions  
(96%)

Candidate



Confidence  
Self-Efficacy  
(85%)

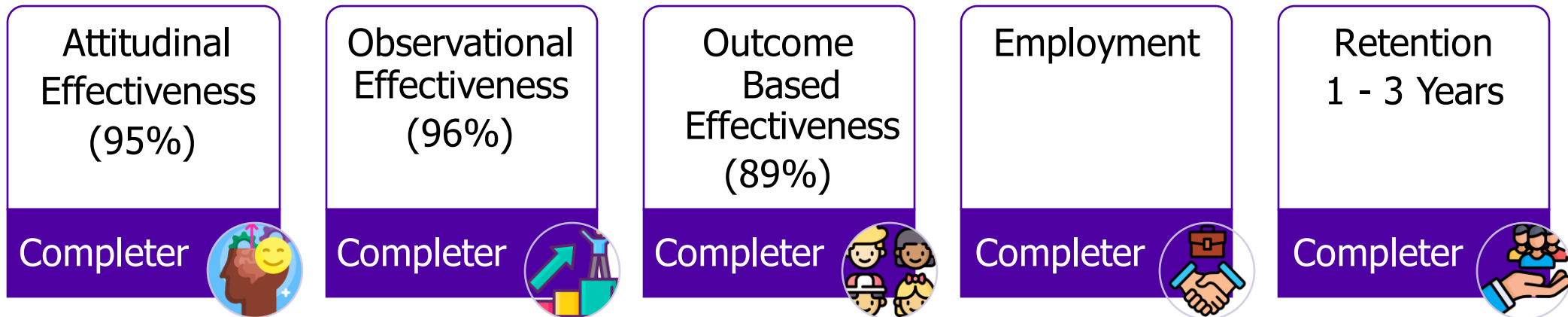
Candidate





# BRIGHT SPOTS & OPPORTUNITIES

## *Cohort Impact*







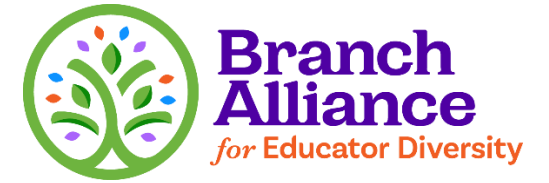
# Outcome

*Academic Success and Social And Emotional Well Being*



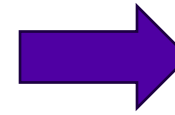


# Scope Your Opportunities



## *Team Activity*

Identify an opportunity area(s) where the EPP and district partners can collaboratively create a positive impact and address these questions:



- What is within reach for you to make a difference?
- What small things have you done and can continue to do?
- How could you stretch just a few inches more?
- What will be your next step upon return from convening?
- How can you address your opportunities to transform the cover story you crafted earlier today into a tangible achievement?

Candidate Diversity  
Content Proficiency  
Pedagogical Proficiency  
Dispositions  
Confidence  
Completer Effectiveness  
Completer Employment  
Completer Retention



Fall 2023 Transformation Center Convening Reflection and Action

**Day 1: Quick Write**

What did you learn today?

What more do you want to know?

Who do you want to connect with to learn more?

Where might you look for additional information?

**Day 2: Quick Write**

What did you learn today?

What more do you want to know?

Who do you want to connect with to learn more?

Where might you look for additional information?

**Day 3: Action**

Discuss with your team how you might incorporate what you learned at this convening into your work.

Which tools/ideas you might explore more? or act upon?

What is the outcome you anticipate?

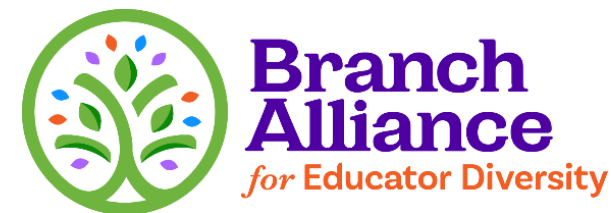
What are your possible next steps?

How can BranchED support you in taking your desired action?

# Reflection and Action



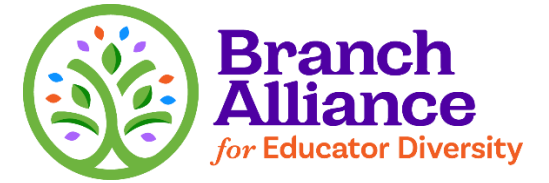
# Pulse Check



<https://www.menti.com/al9kdm496if3>



# Tonight



6:00-7:00 PM Reception

7:00-9:00 PM Dinner

Regency VI Ballroom



# Preview of Day 2



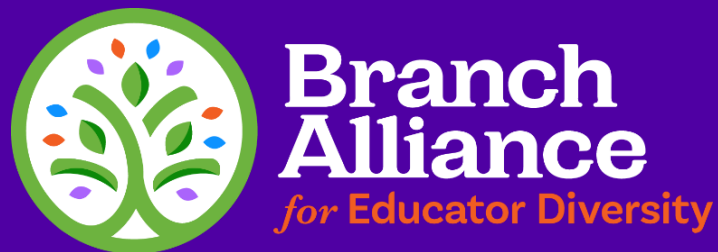
7:00 – 8:30  
Breakfast



9:00 – 5:00  
Meeting Time



Dinner on your own



*A Higher Standard*

**Thank you for your time**



 [info@educatordiversity.org](mailto:info@educatordiversity.org)

 (800) 519-0249

 [www.educatordiversity.org](http://www.educatordiversity.org)