



**Branch
Alliance**
for Educator Diversity



Building Your Transformation Toolbox

Fall 2023 Transformation Center Convening

September 27, 2023



Pulse Check Results from Day 1





A book is a wonderful tool which...takes you through so many experiences that you would be incapable of going through by yourself.

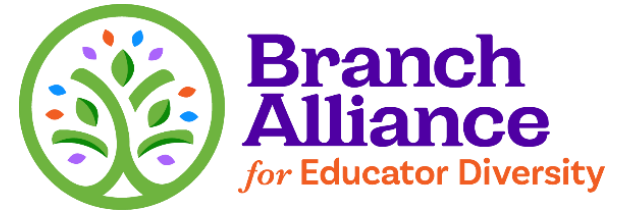
~Sadhguru

Speed Dating Book Club

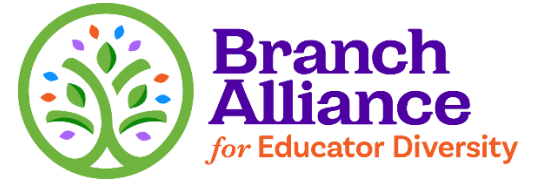
- Conversation Starter
 - Take an index card – make a list of books that impacted you
- 4-minute Partner Rounds
 - Recommend your titles – why should your partner choose one of your books
 - Add potential titles to your list

Crowdsourcing Activity

Part I



What is a challenge facing your school community?

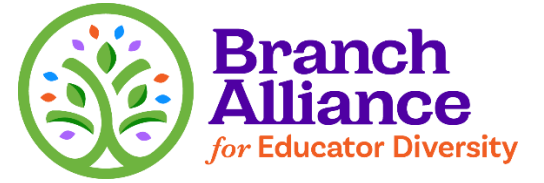


What is a challenge facing your school community?

- Student Achievement
- Community Involvement
- Inequities
- Recruitment
- Retention
- Data Access and Use



Crowdsourcing Challenges



- NO CHALLENGE HERE = 1

We do not have this challenge in our school community.

- CHALLENGE ACCEPTED = 2

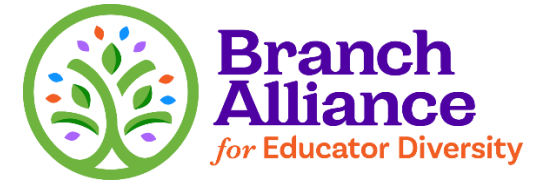
We have this challenge, but we are implementing a solution.

- CHALLENGE PERSISTS = 3

We have this challenge, have implemented solutions, but nothing is working.

- CHALLENGE OVERLOAD = 4

We have this challenge, and we don't know where to start.



Crowdsourcing Challenges

- Exchange paper with someone else in the room
- Read the challenge and think if you share this challenge
- Provide a rating for the challenge in the boxes

Write a score for the challenge in one of the boxes below.

--	--	--	--	--	--	--	--	--	--

Total Score:

- Repeat every 60 seconds (wait for signal) until you have a challenge with 10 ratings and then return to your seat



**BREAK
TIME!**



**Branch
Alliance**
for Educator Diversity



Approaching Pipelines and Teacher Shortages Through an Inquiry Lens



BranchED Vacancy Data Tool

A Collective Approach to Meeting District Hiring Needs:

VACANCY DATA TOOL for EPPs and Partner Districts



53%

of public schools reported
feeling understaffed



44%

of public schools
reported having one or
more teacher vacancies



314,134

positions vacant or filled
by teachers who are not
fully certified for their
teaching assignment



Overview

What are we going to cover?

Introduce the BranchED Vacancy Data Tool and Toolkit

Practice Using the Tool Via a Case Study

Teams Implement the Tool Using Their Own Data





Teacher Vacancies



The Why

- The teacher shortage is *real*.
- 44% of U.S. public schools report having one or more teacher vacancies (Institute of Education Sciences, 2023)
- “The biggest issue districts face in staffing schools with qualified teachers is **not the lack of certified teachers overall**, but a **chronic and perpetual misalignment of teacher supply and demand**.” (McVey & Trinidad, 2019)
- Schools in high-poverty neighborhoods and serving a larger percentage of diverse students have greater teacher shortages

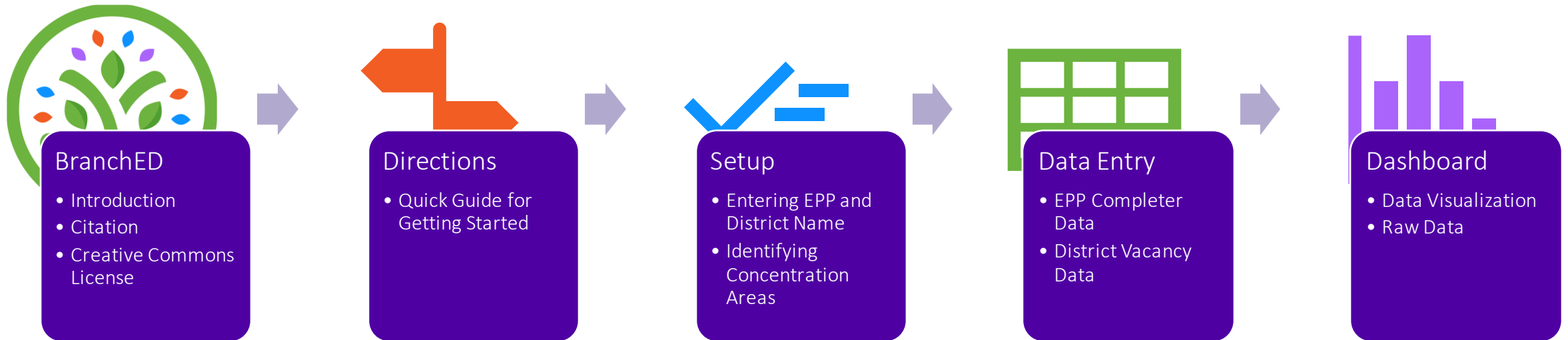
16-percentage points difference!

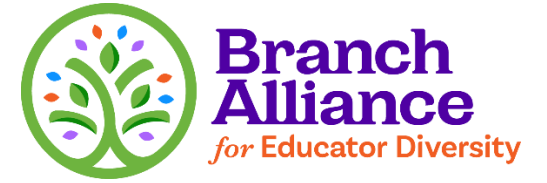


Addressing Teacher Vacancies

The How

Workbook Set-Up



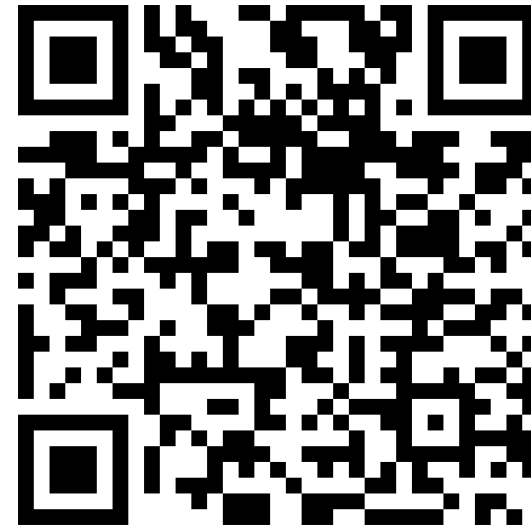


Addressing Teacher Vacancies

Shared Understanding

For the purposes of this toolkit, a vacancy is defined as any position that:

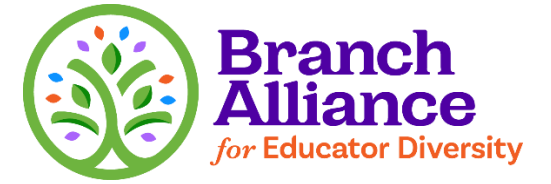
- (1) is not currently staffed,
- (2) is staffed with an individual not credentialed in the content being taught,
- (3) is staffed with an individual teaching on an emergency/temporary credential (including long-term substitutes), and/or
- (4) is staffed with an individual completing preparation while teaching (including intern or lateral entry credentials).



<https://resources.educatordiversity.org/>
Enter Vacancy Data Tool in Search Bar



List the name of your institution and your District partner, then select the areas of concentrations you offer, and enter the beginning of the time period you would like to analyze.



Teacher Vacancy Tool: 1. Setup



scroll for more options ↓

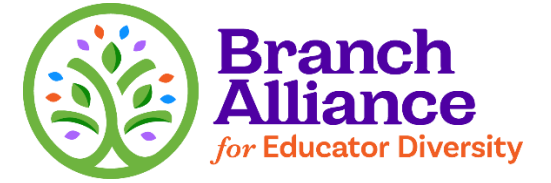
Table 1.3: Areas of Concentration	
Areas of Concentration	Areas to Include (x)
Early Childhood/Pre-K	
Elementary	
Bilingual	
English as a Second Language	
Special Education	
Gifted	
Middle School Math	
Middle School Science	
Middle School Language Arts	
Middle School Social Studies	
Middle School Art	
Middle School Music	
Middle School Physical Education/Health	
Middle School World Language	
Middle School Career and Tech	

3 → 4 →

Table 1.4: Years	
Enter your Start Year*	
<input type="text"/>	
*Given your Start Year, you will enter information for the three consecutive academic school years, as shown below.	
Year #	Academic School Year
1	Enter a Start Year
2	Enter a Start Year
3	Enter a Start Year

Addressing Teacher Vacancies

Setup Worksheet



Addressing Teacher Vacancies

Data Entry Worksheet

TeacherVacancy Tool:2 .Data Entry



Status No years entered. Enter a Start Year in 1. Setup before proceeding.

EPP	
District	

Table 2.1: Data Entry for Areas of Concentration							
Enter data in Column F through Column K for each Area of Concentration selected across the three years selected.		Year1		Year2		Year3	
		Enter a Start Year		Enter a Start Year		Enter a Start Year	
#	Areas of Concentration	# of Completers	# of District Vacancies	# of Completers	# of District Vacancies	# of Completers	# of District Vacancies
1	Uh, oh! Please complete the Setup!						





Select an Area of Concentration from the dropdown:

EPP	
District	

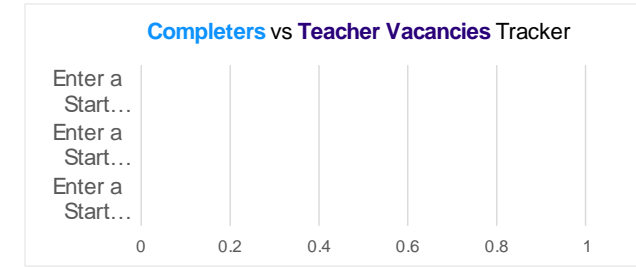


Figure 3.1 # of Completers vs District Vacancies in

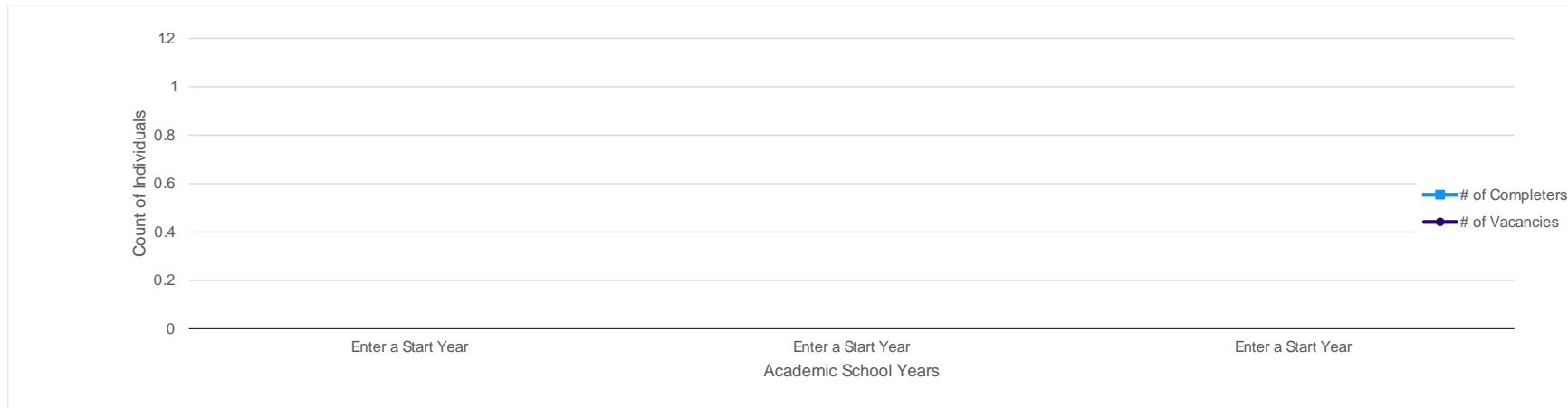


Figure 3.1 displays the number of completers from the EPP over three academic school years compared to the District partner's vacancies over the same time period.

Table 3: Area of Concentration Data for				
Year	# of Completers	# of Vacancies	Gap	Surplus
Enter a Start Year	#N/A	#N/A	#N/A	#N/A
Enter a Start Year	#N/A	#N/A	#N/A	#N/A
Enter a Start Year	#N/A	#N/A	#N/A	#N/A
Average	#N/A	#N/A	#N/A	#N/A

Addressing Teacher Vacancies

Dashboard Worksheet



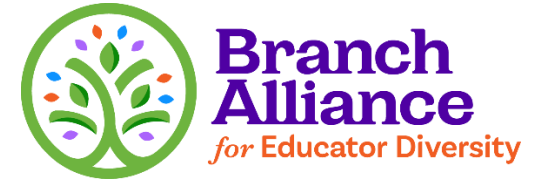
Memorializing Your Dashboard

Within the Workbook

To save the **Dashboard** worksheet of the selected concentration area within the Vacancy Data Tool Workbook do the following.

1. Right click on the dashboard worksheet and select **Move or Copy**.
2. Select the **Create a copy** checkbox.
3. Click **(move to end)** and then **OK**.

You will see a new tab titled **Dashboard (2)**. Right click on this tab and select **Rename**. Type in the name of the concentration area. You now have the visuals for your concentration area memorialized as a worksheet within the Vacancy Data Tool Workbook.



Memorializing Your Dashboard

Separate File

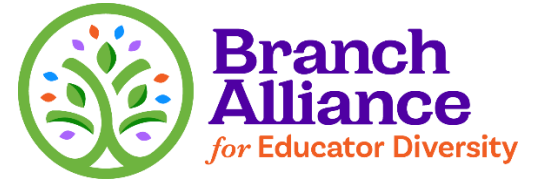
To save the **Dashboard** of the selected concentration area in a new Excel workbook do the following:

1. Open a new Excel workbook and save it using the name of the concentration area or other naming convention of your choice.
2. In the **Vacancy Data Tool Workbook**, right click on the **Dashboard** worksheet tab and select **Move or Copy**.
3. In the dropdown menu select the name of your new workbook.
4. Select **Dashboard**.
5. Select the **Create a copy** checkbox.
6. Click **OK**.

You will see the concentration area **Dashboard** worksheet in your new workbook.



Guiding Questions

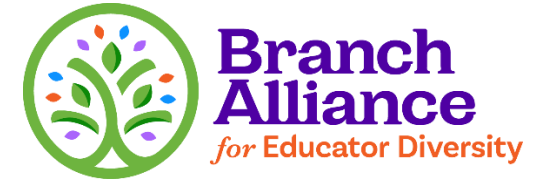


Interrogating the Data

- What do the data show?
 - What trends do you observe in completers?
 - What trends do you observe in vacancies?
- What other patterns do you observe?
 - How does the number of completers compare to the number of vacancies?
 - Are there differences between completers vs. vacancies? If so, are there more completers or vacancies?
- Where do we see these differences happening?
 - Does a trend exist or are differences isolated to a particular year?
- When are the trends most similar between these two variables?
- What additional data is needed to contextualize why there are these differences?
- Compare completers to vacancies.
 - How can these data inform your strategies and action steps for recruiting and retaining teachers in selected areas of concentration?

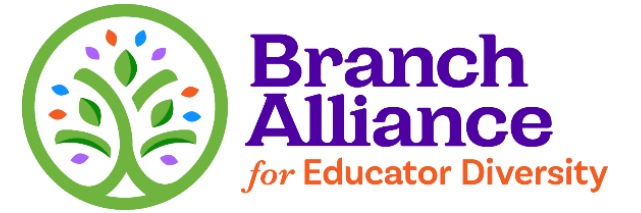


Taking Action



5-Whys Worksheet
Describe the opportunity/challenge:
Why is this happening?
Because:
Why is this happening?
Because:
Why is this happening?
Because:
Why is this happening?
Because:
Why is this happening?
Because:
Why is this happening?
Because:

5-How Worksheet
Describe the proposed solution:
How will you accomplish this?
How will you accomplish this?
How will you accomplish this?
How will you accomplish this?
How will you accomplish this?
How will you accomplish this?



Goal (i.e., proposed solution):				
Specific: What is the goal trying to accomplish?				
Measurable: What evidence is necessary to demonstrate progress?				
Attainable: Can you reasonably accomplish this goal in the timeframe given?				<input type="checkbox"/> Yes <input type="checkbox"/> No
Relevant: Does the goal align with the EPP and district's values and long-term objectives?				<input type="checkbox"/> Yes <input type="checkbox"/> No
Timely: What is the end date for the goal?				
Tasks <i>(What you need to do to achieve your goal)</i>	Person Responsible <i>(The lead person for each task)</i>	Success Criteria <i>(How you can identify your success)</i>	Time Frame <i>(By when you need to achieve the task)</i>	Resources <i>(What resources you need for each task)</i>

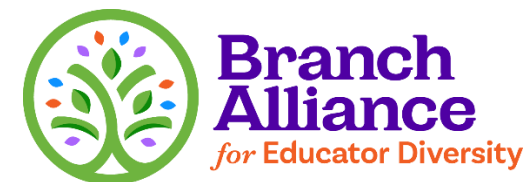
Action Plan

Progress Monitoring Schedule

Team Members:
Meeting Schedule:

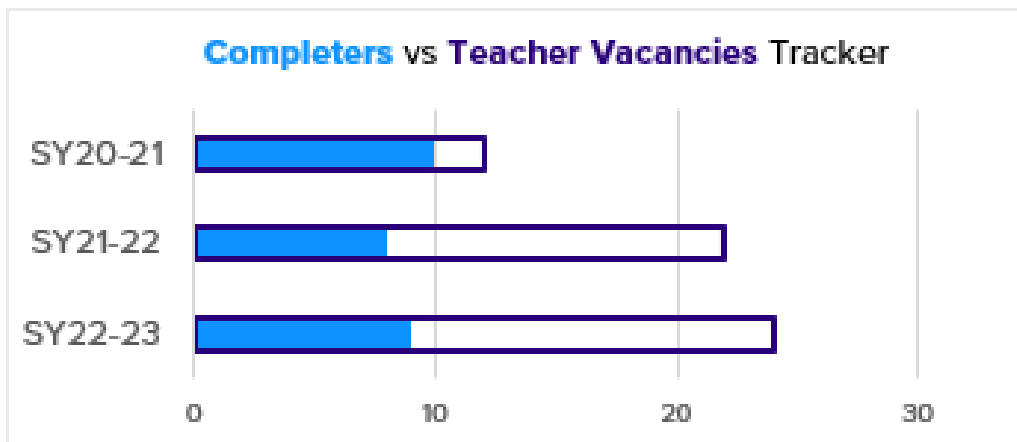


Case Study



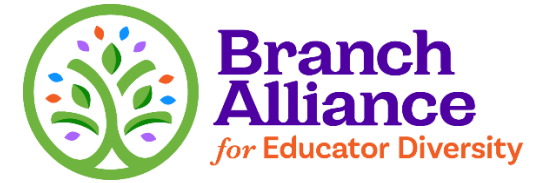
Data Informed Problem Solving

Peach ISD has been experiencing continued teacher shortages for some time with large differences across concentration areas. They have a strong partnership with their Educator Preparation Provider (EPP) and are anxious to work together to address this issue. While both institutions have a general idea on where there may be shortages, less is known about areas with surpluses. There is a need to surface these differences from a data informed lens, identify root causes, and determine strategic and targeted action. Luckily, BranchED recently developed a Vacancy Data Toolkit that provides Districts and their EPP partners an opportunity to do so using trend data. After a preliminary discussion, they determined they wanted to explore completer and vacancy data in the following two areas of concentration: *Elementary* and *Special Education*.





List the name of your institution and your District partner, then select the areas of concentrations you offer, and enter the beginning of the time period you would like to analyze.



Teacher Vacancy Tool: 1. Setup



1 →

Table 1.1 Institution / EPP Label
Enter the name of your institution / EPP
Branch EPP

2 →

Table 1.2 District Partner Label
Enter the name of your District Partner
Peach ISD

3 →

Table 1.3: Areas of Concentration	
Areas of Concentration	Areas to Include (x)
Early Childhood/Pre-K	
Elementary	X
Bilingual	
English as a Second Language	
Special Education	X
Gifted	
Middle School Math	
Middle School Science	
Middle School Language Arts	
Middle School Social Studies	
Middle School Art	
Middle School Music	
Middle School Physical Education/Health	
Middle School World Language	
Middle School Career and Tech	
High School English	
High School Math	
High School World Language	
High School Social Studies	
High School Physical Education/Health	
High School Science - Physics	
High School Science - Chemistry	
High School Science - Biology	
High School Music	
High School Art	

4 →

Table 1.4: Years	
Enter your Start Year*	
2020	
*Given your Start Year, you will enter information for the three consecutive academic school years, as shown below.	
Year #	Academic School Year
1	SY20-21
2	SY21-22
3	SY22-23

scroll for more options

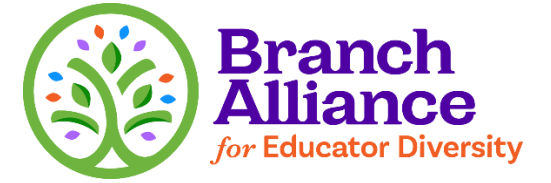
Addressing Teacher Vacancies

Setup Worksheet



Addressing Teacher Vacancies

Data Entry Worksheet



Teacher Vacancy Tool: 2. Data Entry

Status

Years selected have been confirmed. Please proceed with data entry in table below.

EPP	Branch EPP
District	Peach ISD



Table 2.1: Data Entry for Areas of Concentration

Enter data in Column F through Column K for each Area of Concentration selected across the three years selected.		Year 1		Year 2		Year 3	
#	Areas of Concentration	SY20-21		SY21-22		SY22-23	
		# of Completers	# of District Vacancies	# of Completers	# of District Vacancies	# of Completers	# of District Vacancies
1	Elementary	30	1	32	0	34	1
2	Special Education	10	12	8	22	9	24





Select an Area of Concentration from the dropdown:

Elementary

EPP	Branch EPP
District	Peach ISD

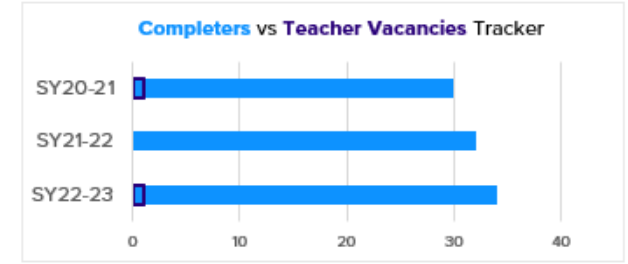


Figure 3.1 # of Completers vs District Vacancies in Elementary

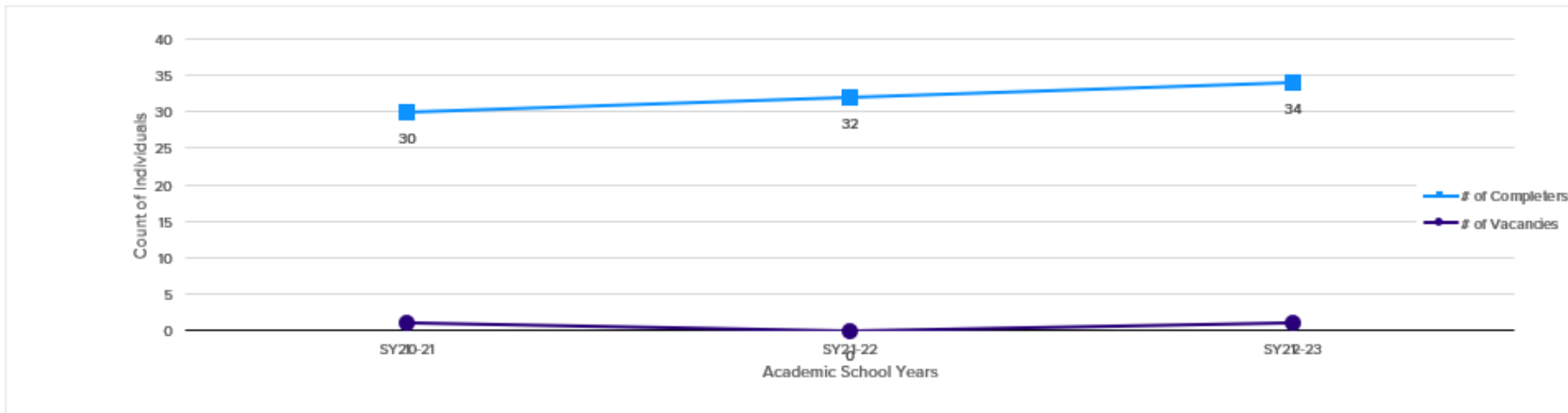


Figure 3.1 displays the number of completers from the EPP over three academic school years compared to the District partner's vacancies over the same time period.

Table 3: Area of Concentration Data for Elementary

Year	# of Completers	# of Vacancies	Gap	Surplus
SY20-21	30	1	--	29
SY21-22	32	0	--	32
SY22-23	34	1	--	33
Average	32	1	#DIV/0!	32

Addressing Teacher Vacancies

Dashboard Worksheet



Select an Area of Concentration from the dropdown:

Special Education

EPP	Branch EPP
District	Peach ISD

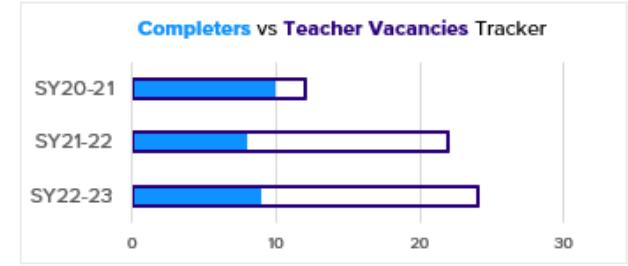


Figure 3.1 # of Completers vs District Vacancies in Special Education

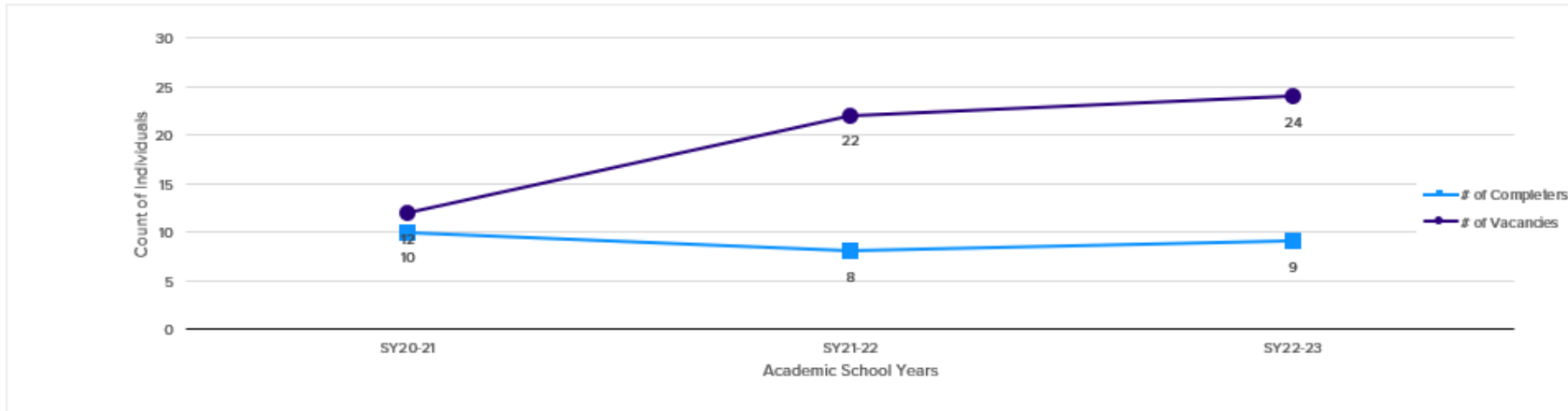


Figure 3.1 displays the number of completers from the EPP over three academic school years compared to the District partner's vacancies over the same time period.

Table 3: Area of Concentration Data for Special Education

Year	# of Completers	# of Vacancies	Gap	Surplus
SY20-21	10	12	-2	--
SY21-22	8	22	-14	--
SY22-23	9	24	-15	--
Average	9	20	-11	#DIV/0!

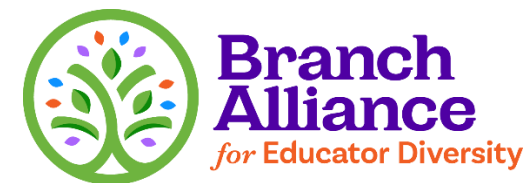
Addressing Teacher Vacancies

Dashboard Worksheet



Share Out

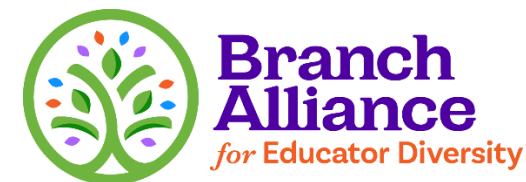
Debrief





Team Time

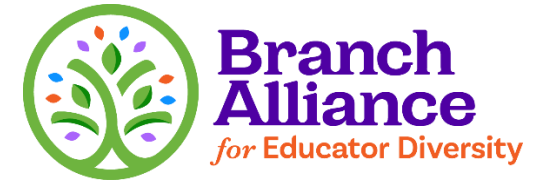
Entering and Interrogating Your Own Data



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)



Share Out



How was the process of inputting data?

Were there any surprises?

What root cause did you surface?

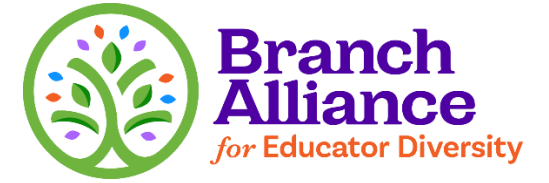
What solution(s) did you settle on?

What are your next steps in collectively addressing teacher vacancies?

What questions do you still have?



Additional Resources



Explore our Resource Portal

Data Toolkit: Data Empowerment for Continuous Improvement

Data Toolkit: Data Visualization Guide

Data Inventory Guide

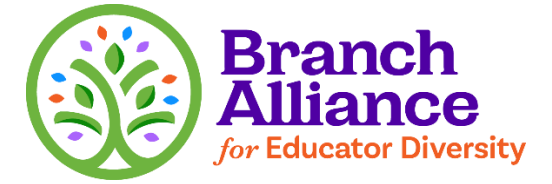
Template for Capturing Data Conversation

And there's more!



Breakout Sessions

Divide and Conquer



Assessing Candidate Confidence in Meeting the Needs of Diverse Learners

Main Room – Stay here!



Novice Teachers' Learning of District-Specific Practices: Tools to Develop Situated Knowing

Go to Greenbrier, Level 3



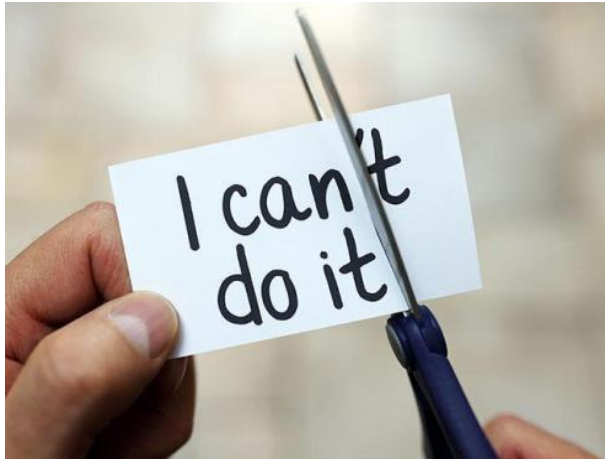
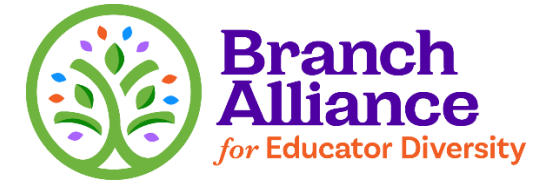
Who wants to be a Teacher?: Generating Enthusiasm for Youth to Enter the Profession

Go to Fairlie, Level 3



Breakout Sessions

Divide and Conquer



Assessing Candidate Confidence in Meeting the Needs of Diverse Learners

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Novice Teachers' Learning of District-Specific Practices: Tools to Develop Situated Knowing

Go to Greenbrier, Level 3



Who wants to be a Teacher?: Generating Enthusiasm for Youth to Enter the Profession

Go to Fairlie, Level 3

Breakout Session 1

Assessing Candidate Confidence in Meeting the Needs of Diverse Learners

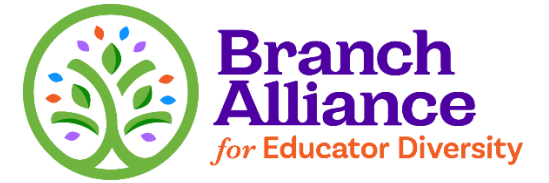


Candidate Self-Efficacy Instrument



The Need

Demographic Disparity

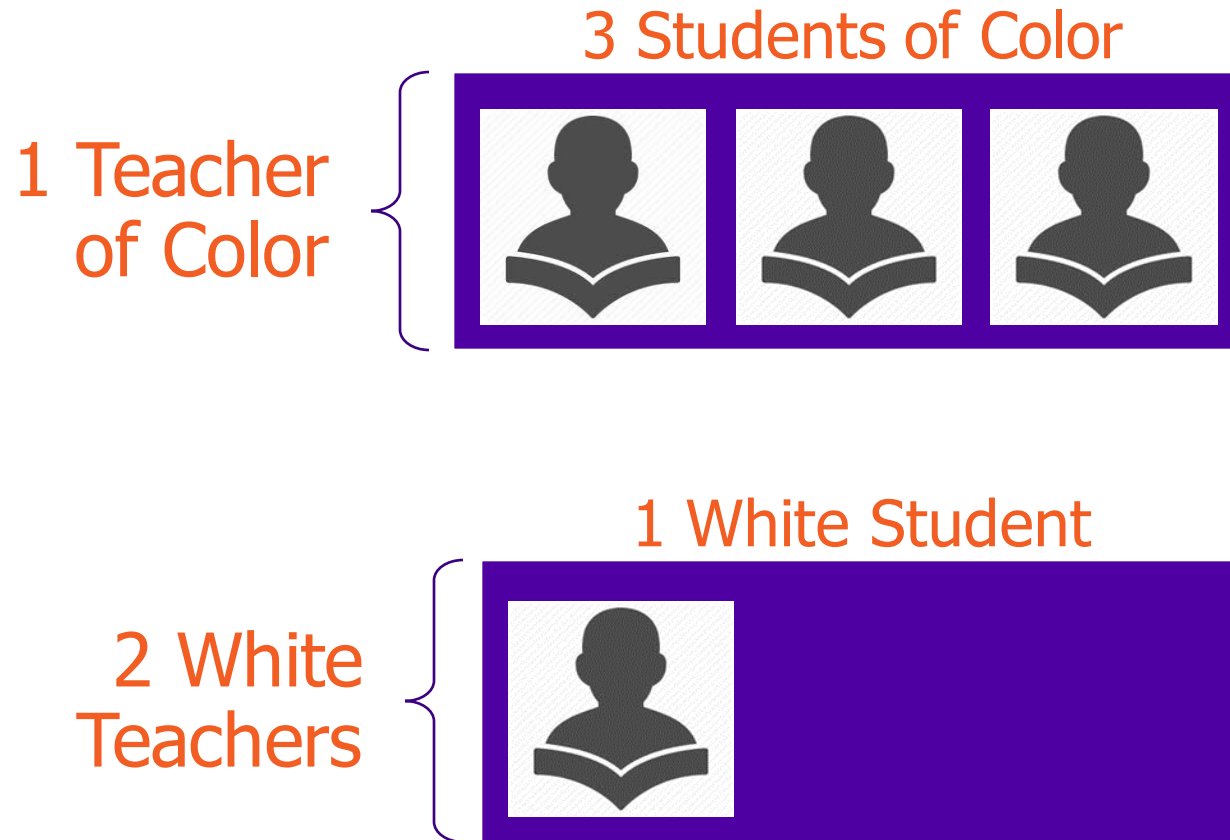


- The student and educator demographics indicate the existing educator diversity gap continues to grow each decade as the population changes.
- This trend is expected to continue the next decade, so preparing quality educators to effectively serve a diverse student population is critically important.

National Center for Education Statistics. (2023). Characteristics of Public School Teachers. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences.



The Disparity in Public Schools

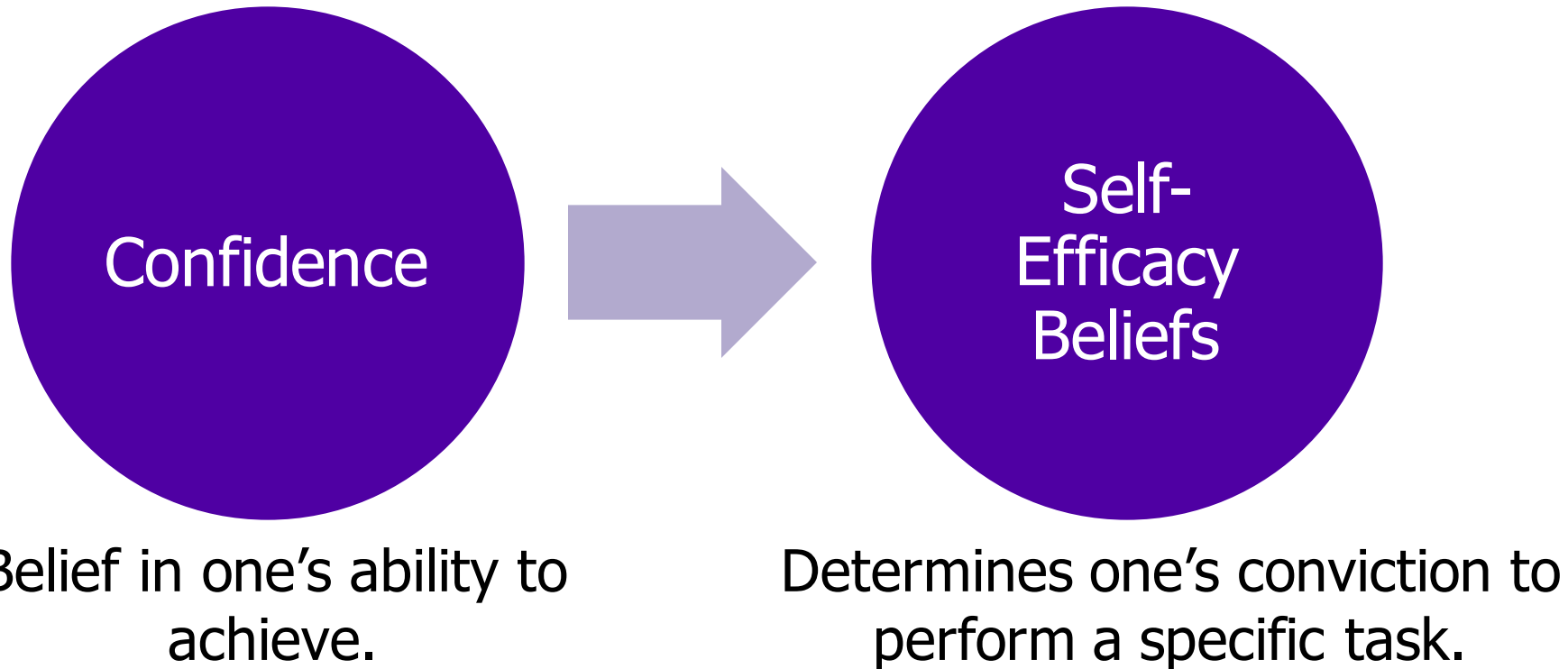


Students of color face a limited likelihood of having teachers who look like them and share similar educational experiences—factors that can influence their sense of safety, confidence, and the sense of being cared for.



Shared Understanding

Confidence and Self-Efficacy



Bandura A. (1995). *Self-Efficacy in Changing Societies*. Cambridge University Press.



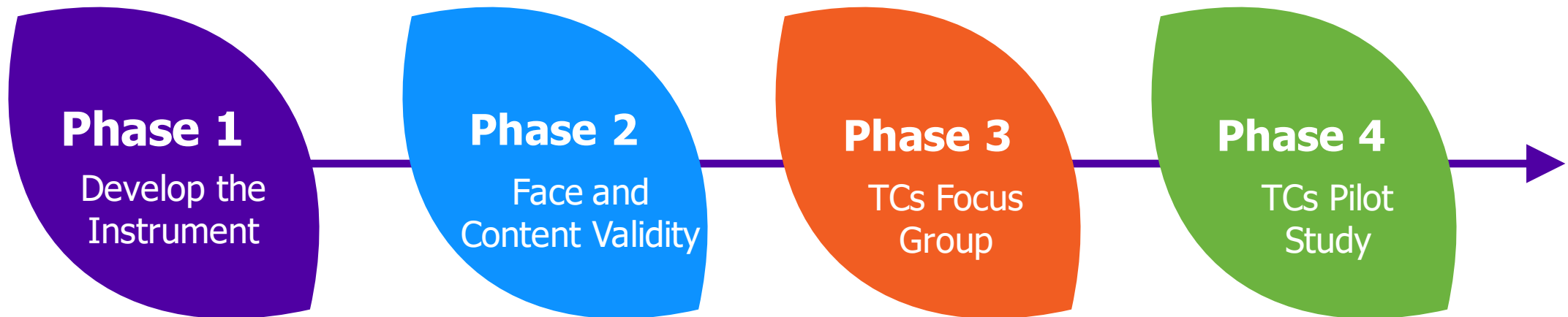
BranchED Response

Convene a group of Subject Matter Experts (SMEs) from Teacher Preparation, PK-12 partners, and teacher candidates to develop a valid and reliable survey.



Process and Participation

The survey validation process involved four phases and multiple steps that involved participation and feedback from SMEs and teacher candidates (TCs).





Pilot Survey Results

Overall Reliability and Domain Areas

Reliability
96%

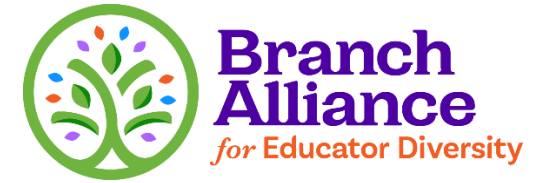
Curriculum
and
Instruction

Classroom
Communities
of Practice

Student
Assessment



Coming Soon!



BranchED Toolkit

- Intended Users
 - EPPs and Districts
- Overview of the Toolkit
 - The Self-Efficacy Survey
 - Development process
 - Implementation suggestions.
 - Supporting materials to foster critical reflection, and other resources for individual development.

TEACHER CANDIDATE SENSE OF EFFICACY

*in Teaching Diverse
Learners Toolkit*





Team Review and Discussion

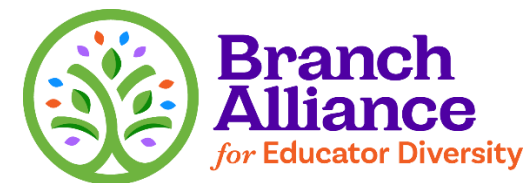
Review the survey and discuss how you may use it.

- 16 minutes
- Assign a note-taker and reporter
- Identify your “Top 3” ideas





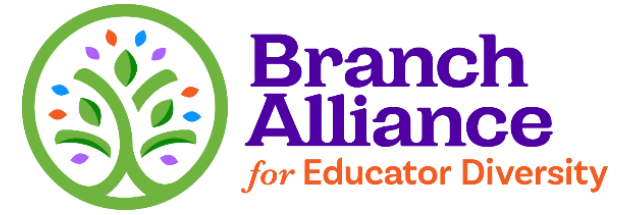
Share Out



Reporter:
Share one of your Top 3 ideas
not already mentioned.



Recommendations for Use



- Track individual and group progress across time.
- Pre- and post-assessments.
- Induction for in-service teachers.
- Inform additional professional development.





Enhance Self-Efficacy

Learn more in a
session this
afternoon!

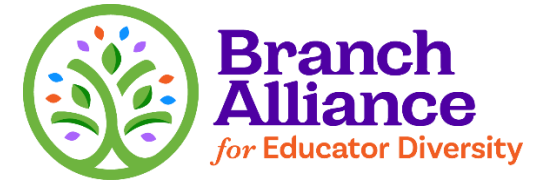


**COMPLEXITIES
IN THE CLASSROOM**

VIGNETTES
FOR TEACHER
CANDIDATES



Silent Walk Activity



As we transition...

- Silently walk and reflect
- Go to the Main Room (*Regency Ballroom, Level 1*) by 1:55 pm
- Prompt: What are the most important things I took away from this session and want to share with my team?



Breakout Session 2

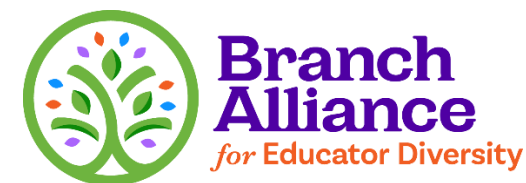
Novice Teachers' Learning of District Specific Practices



Tools to Develop Situated Knowing



Decode the Message



GUNAX N GRNPURE



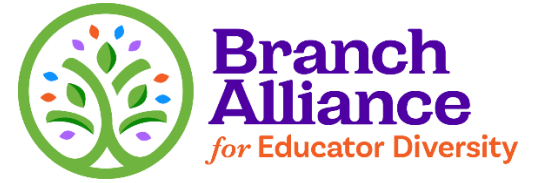
Decode the Message

A	B	C	D	E	F	G	H	I	J	K	L	M
↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

GUNAX N GRNPURE
THANK A TEACHER



The Need

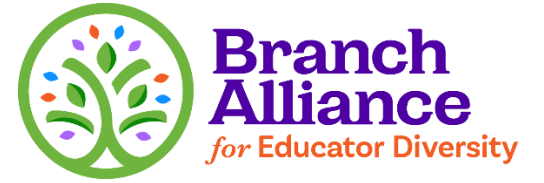


- Novice teachers enter the profession with knowledge gaps that are expected to be filled during the first year: **Survival Stage**
- EPPs and PK-12 district partners need to work together to attend to intersections of teacher education practice and PK-12 practice





Emergent Themes



- Using District selected curriculum
- Adhering to and applying District general policies and procedures
- Utilizing District preferred technology platforms
- Supporting and fulfilling needs for special education services



Situated Knowing



Learner + Learning Context

- Knowledge is “knowing about”
- “knowing the context, knowing what is appropriate in the given setting and being able to draw deeply from a well of good information to shape the appropriate action” (Rust & Clift, 2015, p. 51).



PK-12 Toolkits



PK-12 Learning Toolkit

Curriculum
Literacy



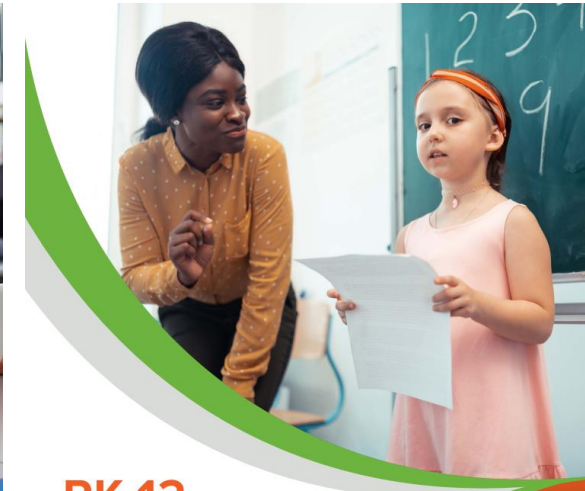
PK-12 Learning Toolkit

General
Policies and
Procedures



PK-12 Learning Toolkit

Technology
Platforms



PK-12 Learning Toolkit

Special
Education





PK-12 Learning Toolkit

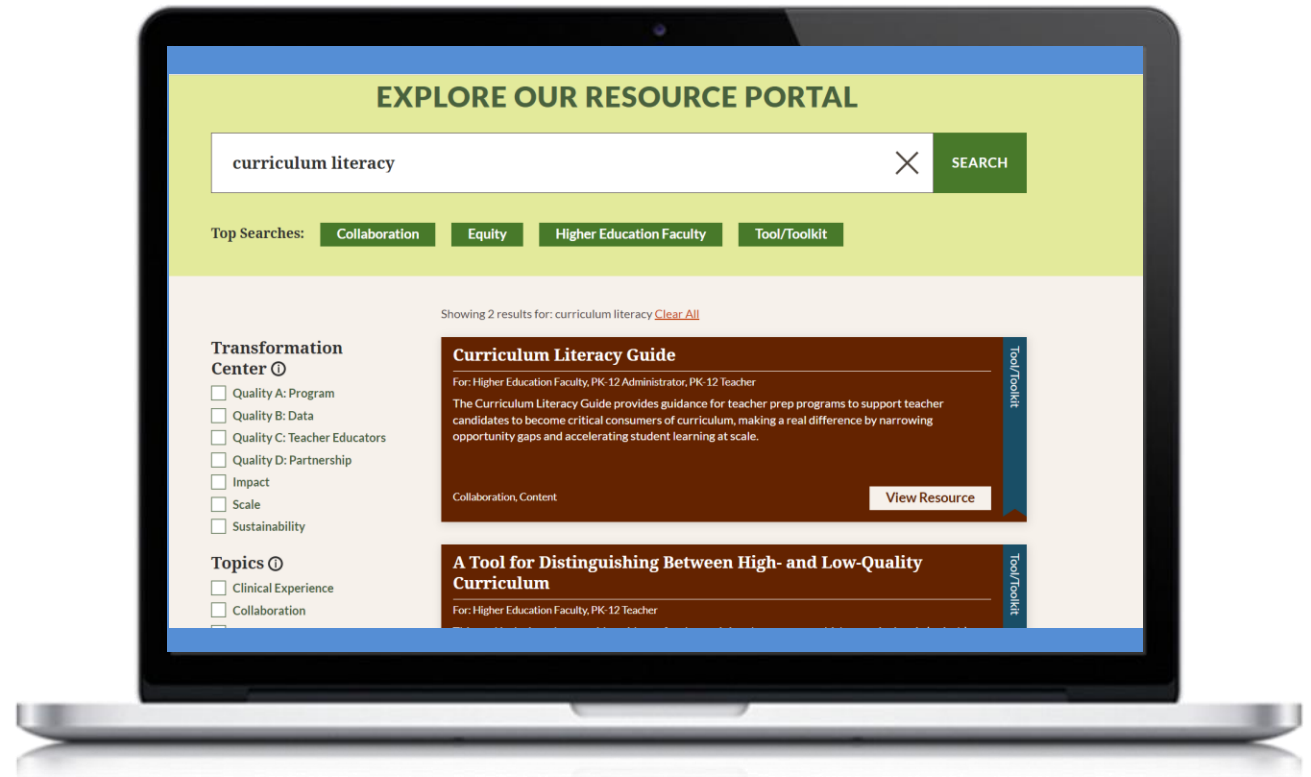
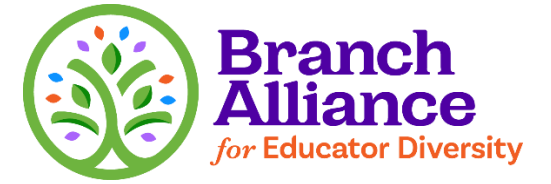
Curriculum
Literacy



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for Educator Diversity



BranchED Resource Portal





PK-12 Toolkits



PK-12 Learning Toolkit

Curriculum
Literacy



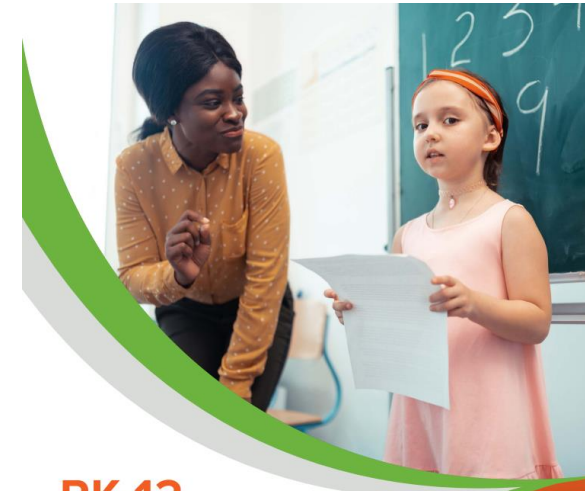
PK-12 Learning Toolkit

General
Policies and
Procedures



PK-12 Learning Toolkit

Technology
Platforms



PK-12 Learning Toolkit

Special
Education



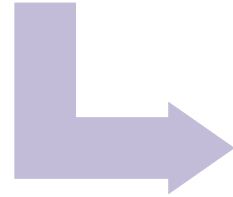


Quick Jigsaw



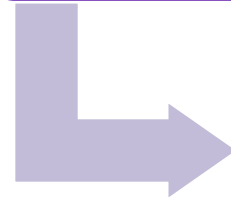
Breakout

- Choose toolkit that interests you most



Report

- Summarize and teach others the toolkit you explored

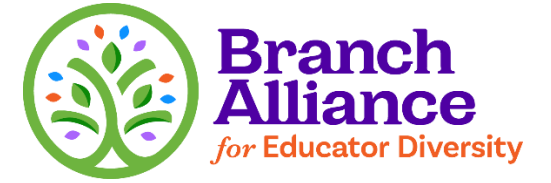


Discuss

- Final thoughts



The Challenge



Accessing District Curricula and Materials

What are some ways your partnership can address this challenge?

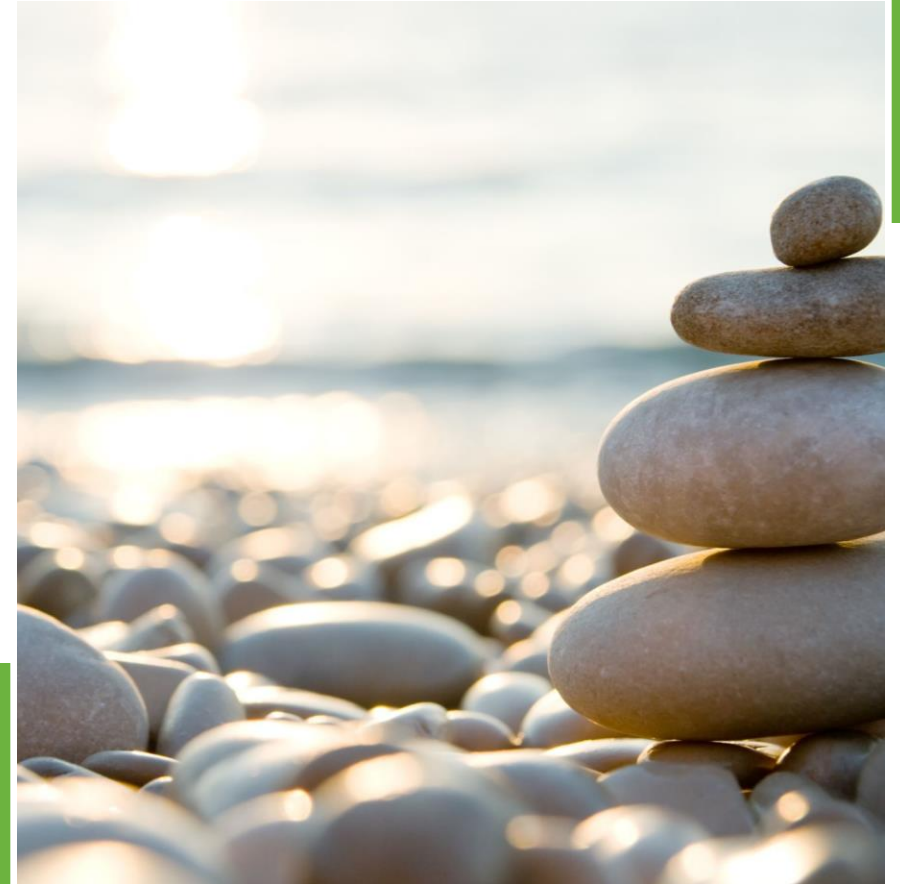




Silent Walk Activity

As we transition...

- Silently walk and reflect
- Go to the Main Room (*Regency Ballroom, Level 1*) by 1:55 pm
- Prompt: What are the most important things I took away from this session and want to share with my team?



Breakout Session 3

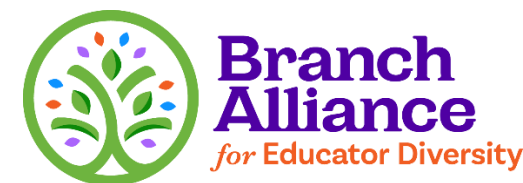
Who wants to be a teacher?

Generating enthusiasm among youth to enter the profession





The Need



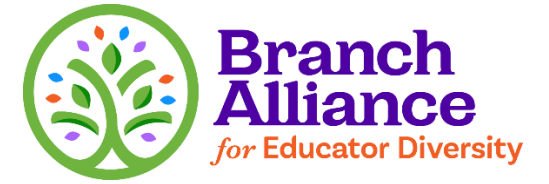
- 53% percent of all public schools were understaffed entering the 2022–23 school year. (Education First, 2023)
- Teacher turnover rose from 6 to 10 percent by the end of the 2021-2022 school year. (Education First, 2023)
- Turnover is higher in urban districts (14 percent) and high-poverty districts (12 percent). (Education First, 2023)
- 44% of U.S. public schools report having one or more teacher vacancies (Institute of Education Sciences, 2023)
- “The biggest issue districts face in staffing schools with qualified teachers is **not the lack of certified teachers overall**, but a **chronic and perpetual misalignment of teacher supply and demand.**” (McVey & Trinidad, 2019)



Strategies from the Field



- Grow Your Own Programs
- Residencies and Apprenticeships
- IHE/District Partnerships that Recruit and Build Excitement



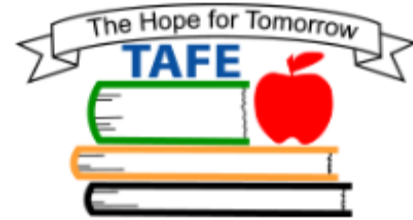
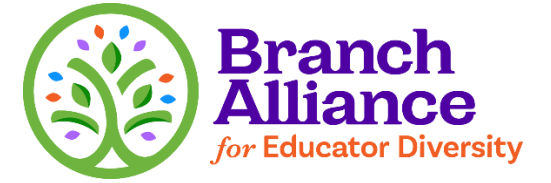
Share out: How are you supporting early pathways to the teaching profession in your community?





Models and Resources

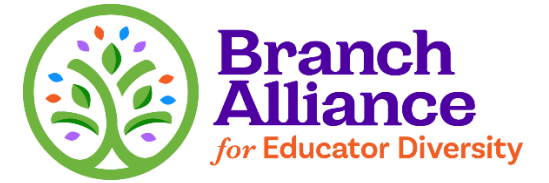

Some Examples





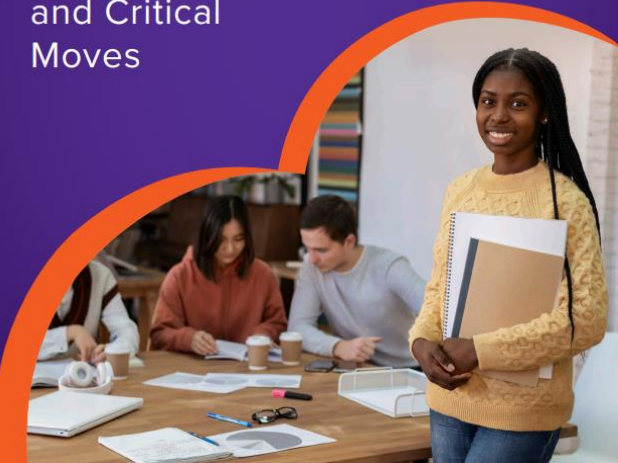
Models and Resources

BranchED Resources

**BUILDING
A TEACHER RESIDENCY**

Stages of Work
and Critical
Moves




TAPPING FUTURE TEACHERS A toolkit

Introduction

Creating a teacher pipeline requires building excitement around the profession of teaching and developing recruitment efforts in PK-12 schools that directly connect students to Educator Preparation Providers (EPPs). While schools are quick to provide colleges and universities with future engineers, computer scientists, or respond to other demands from the workforce, becoming a teacher is not always promoted with similar vigor. As EPPs and district partners seek to create a more robust teacher pipeline, collaboratively planning recruitment initiatives can play an important role in guiding PK-12 students to the field of education.

This toolkit is intended to serve as a resource to be utilized within an EPP and PK-12 district partnership. The toolkit highlights two activities that can be implemented individually or in conjunction with each other. The ideas presented can serve as a basis for EPP and PK-12 district partnership to plan their own activities for their context. Both the activities and the resources provided in the appendix can be implemented as is or can be personalized for your partnership.



QUALITY PARTNERSHIP A Self-assessment for Educator Preparation Program and PK-12 Partnerships

Introduction

Quality partnerships between Educator Preparation Programs (EPPs) and PK-12 school districts are an important part of the education ecosystem in a community. These partnerships work together to provide quality teachers and educational experiences for the children in their communities. This tool is designed as a self-assessment for an existing partnership. It offers a set of characteristics of a quality partnership with aligned actions. EPPs and school districts can utilize this tool to surface their current reality, determine next steps, and ultimately strengthen the work of their partnership.

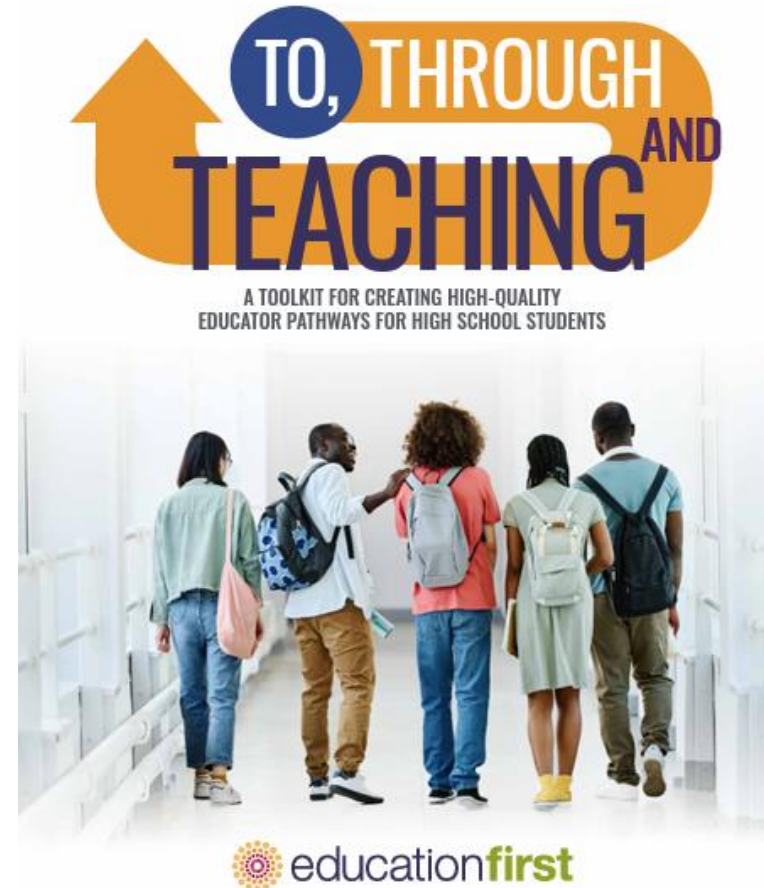


A Self-assessment for Educator Preparation Program and PK-12 Partnerships – May 2023
Published by Branch Alliance for Educator Diversity, an imprint of M.E.B. Alliance for Educator Diversity, Inc., 100 World Drive, Suite 101, Peachtree City, GA 30269.

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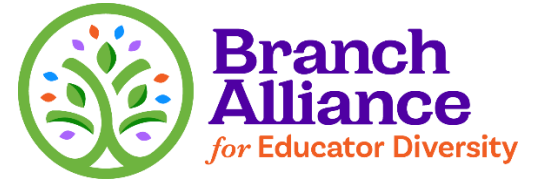


Resources and Models





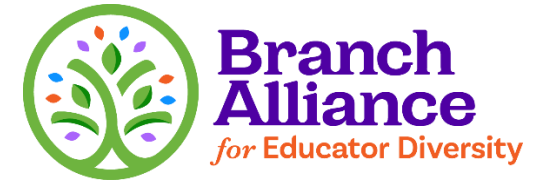
Discussion:



- What programs, models, or activities seem aligned with your context?
- Are there certain models you want to learn more about?
- Teacher Candidates: What strategies align with your experience or have the potential to attract more people into the profession?
- How can we support each other?



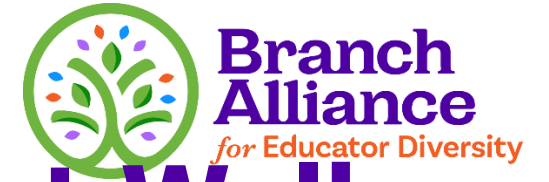
Silent Walk Activity



As we transition...

- Silently walk and reflect
- Go to the Main Room (*Regency Ballroom, Level 1*) by 1:55 pm
- Prompt: What are the most important things I took away from this session and want to share with my team?





Upon Your Return from The Silent Walk

Popcorn Share: Rapid-Fire Ideas

**Assessing Candidate
Confidence in Meeting
the Needs of Diverse
Learners**

**Novice Teachers' Learning of
District-Specific Practices:
Tools to Develop Situated
Knowing**

**Who wants to be a
Teacher?: Generating
Enthusiasm for Youth to
Enter the Profession**

Feel free to share any discoveries, aha moments, or insights gained with the whole group within 10-20 seconds.

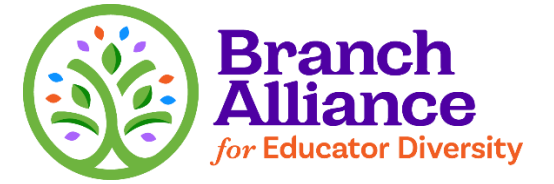
Shout out your answer as we go in rapid succession.



**BREAK
TIME!**



Team Time



Please be back in this room at 2:40



WELLNESS



**Branch
Alliance**
for Educator Diversity

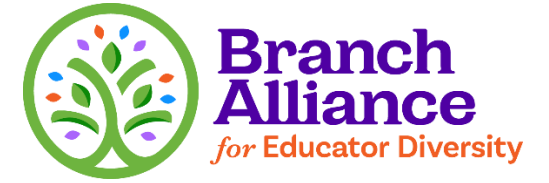


Vignettes and Mixed Reality Simulation

Stepping into Learning's Next Dimension



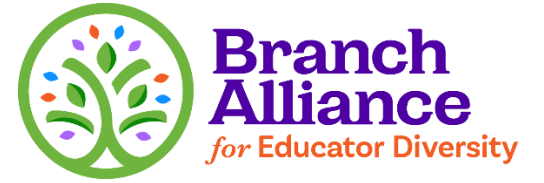
Sensitive Content Ahead



If the topics might be distressing for you, please feel free to step away or participate in a way that feels right for you. Your well-being is our priority and we are here to provide a safe space for everyone.



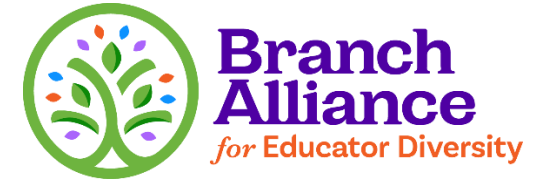
Immersion for Insight



- Read the vignette that has been given to you in silence.
- Assume the role of the first persona provided.
 - What do you see through the eyes of your persona? What do you feel?



Immersion for Insight



- Now transition to the second persona provided.
- Tune into the emotions of this second persona. Imagine what they might be experiencing within the context of this situation.



Navigating the Complexities in the Classroom and Beyond

- How can we bring this knowledge to the fore?
- How do we do it in a way that is memorable and meaningful?





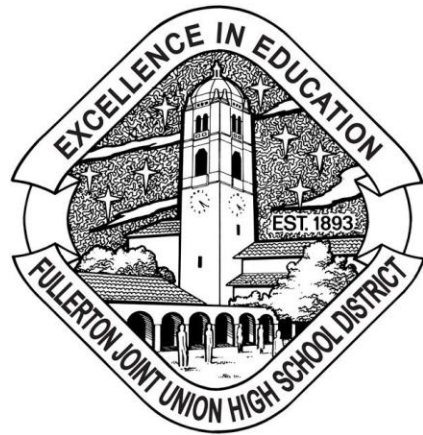
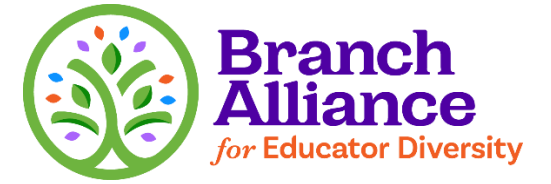
This session involves:

- Delving into approaches that level up and elevate the learning experience
- It also builds upon a previous conversation about assessing confidence in teaching diverse students. However, now the emphasis shifts to nurturing this confidence.



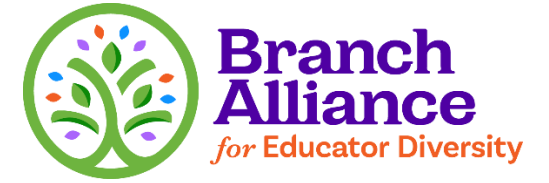


What we did





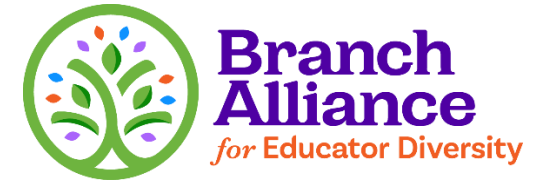
Vignettes across disciplines



- Promote critical thinking, reflection, and problem- solving
- Invite brave conversations and discuss difficult-to-explore or sensitive topics
- Assess knowledge



What is a vignette?



A vignette is a short story without an ending that presents an issue

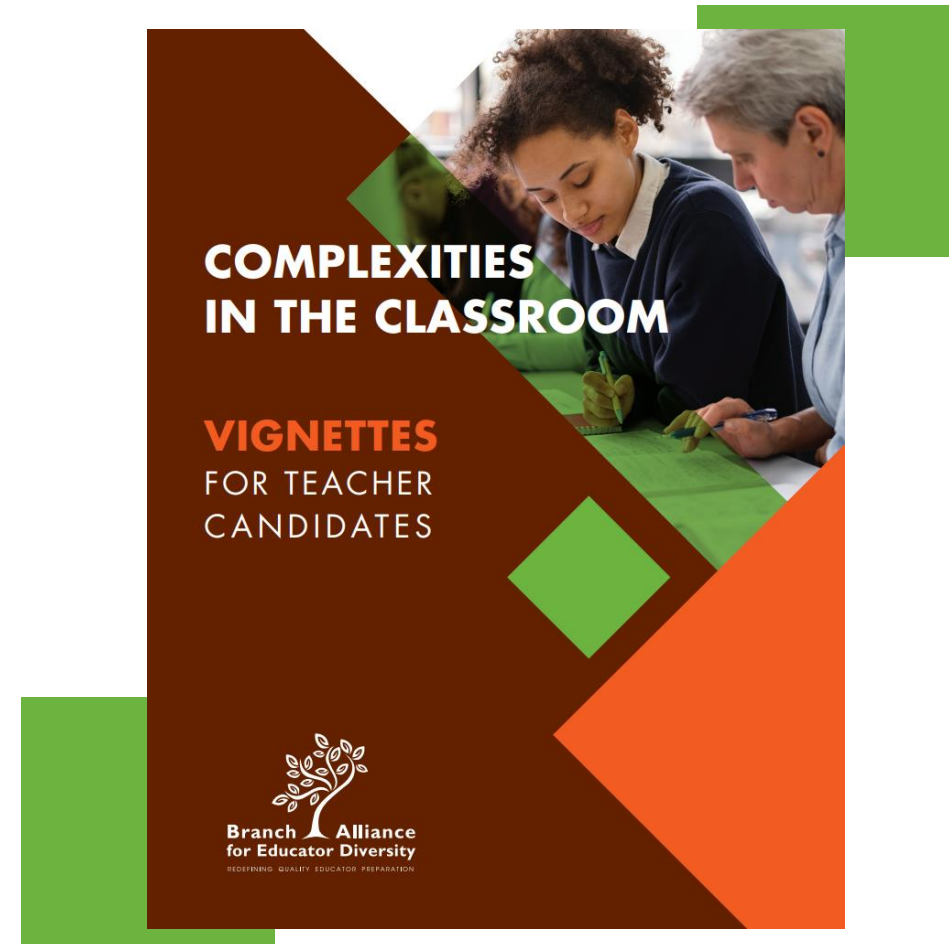
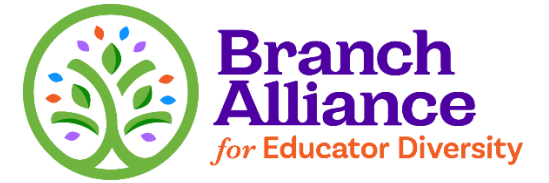
A good vignette:

- sets up a situation in which there is no one “right” answer
- is short, but not too short
- is detailed, but not so detailed that the underlying issue gets lost
- is flexible enough that individuals from different groups can identify



The Handbook includes ...

- 28 vignettes
- Appropriate responses to each vignette
- 3 different protocols
 - Diagnostic
 - Instructional
 - Assessment

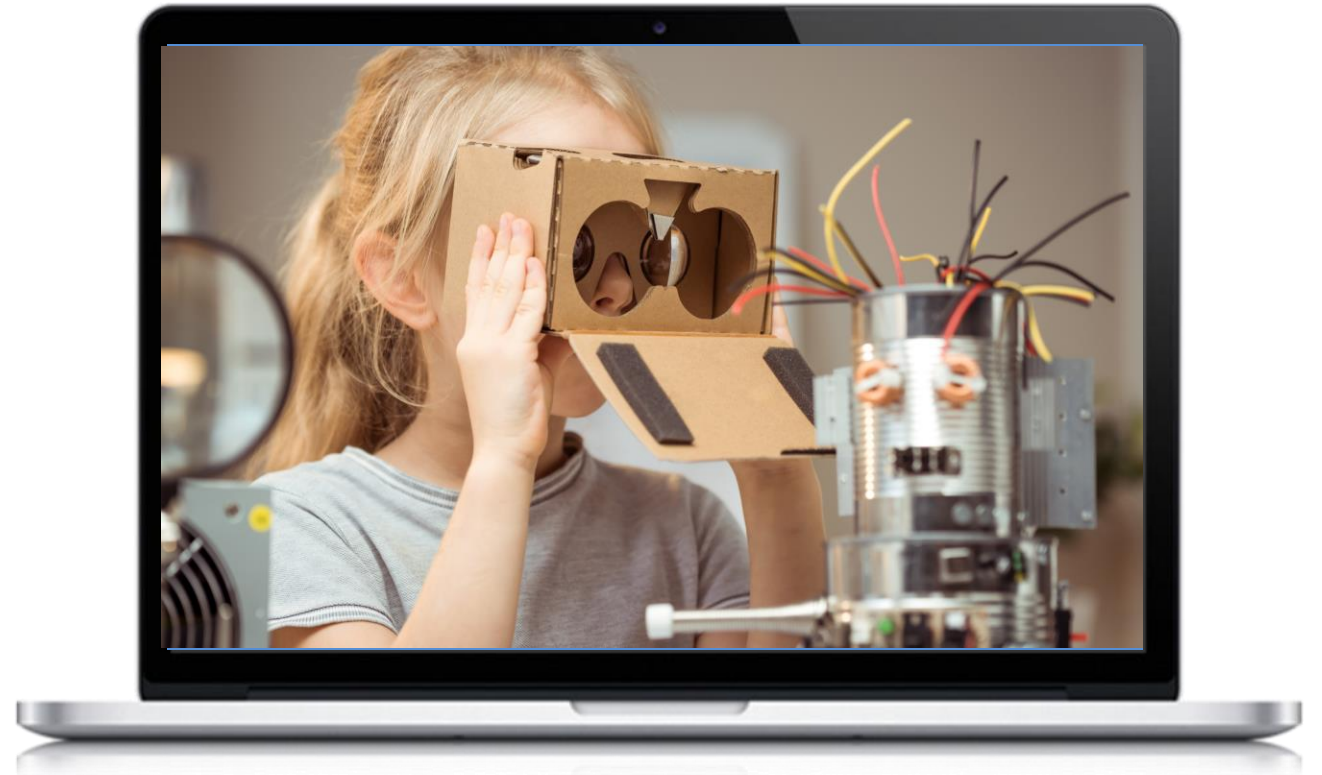




Learning's Next Dimension



- How can we level up the use of vignettes to elevate learning experiences?





MRS: Mixed Reality Simulation



- Creates space to practice skills in a controlled environment
- Provides opportunities for immediate feedback
- Utilizes "human in the loop" paradigm



Scenario:

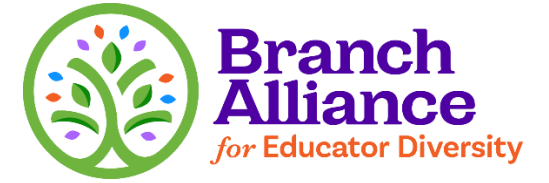
A transgender student in your 11th grade classroom is undergoing a social transition— one in which the pronouns “they/them” will be used as well as the name “Jordan.” Students are waiting for the bell to ring and idle chitchat is happening between Jordan, James, and Stephanie.

James, a male identifying peer in the class accidentally uses their old pronouns (he/him) and apologizes. Jordan responds, “It’s okay. Mistakes happen. Don’t worry.” Stephanie who identifies as female, however, says, “You’re weird. You’re not normal. Boys are born boys, and girls are born girls. It’s not right. You have a problem, and your parents need to take you to a doctor to fix your head.” Jordan freezes in shock. Their male peer tries to stand up for them, but the female peer interjects and says, “Shut up, you f*****t-lover”





MRS 101



This Photo by Unknown Author is licensed under

Things to Know

- Start Simulation/Pause Simulation
- Refer to the avatars by their names when possible
- You can ask for help!



Debriefings and the Reflective Process



[This PhotoImage from: Debrief on Apple Podcasts](#)

- Debriefing the simulation is an important component of the MRS learning experience.
- Sample debriefing questions:
 - How do you feel?
 - What went well?
 - What would you do differently?



Debrief

- What comes to your mind when thinking about an activity of this nature in relation to candidate learning and teacher development?





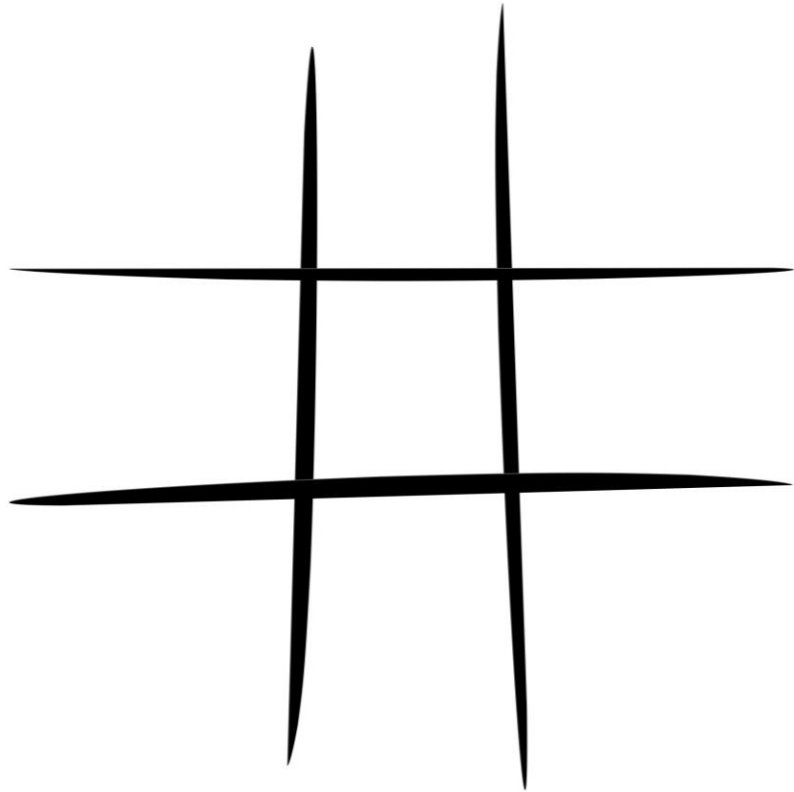
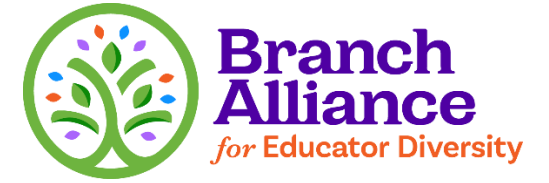
Debrief

- The intensity level heightened during the second simulation. What thoughts are surfacing for you about this as you think about candidate learning and teacher development?





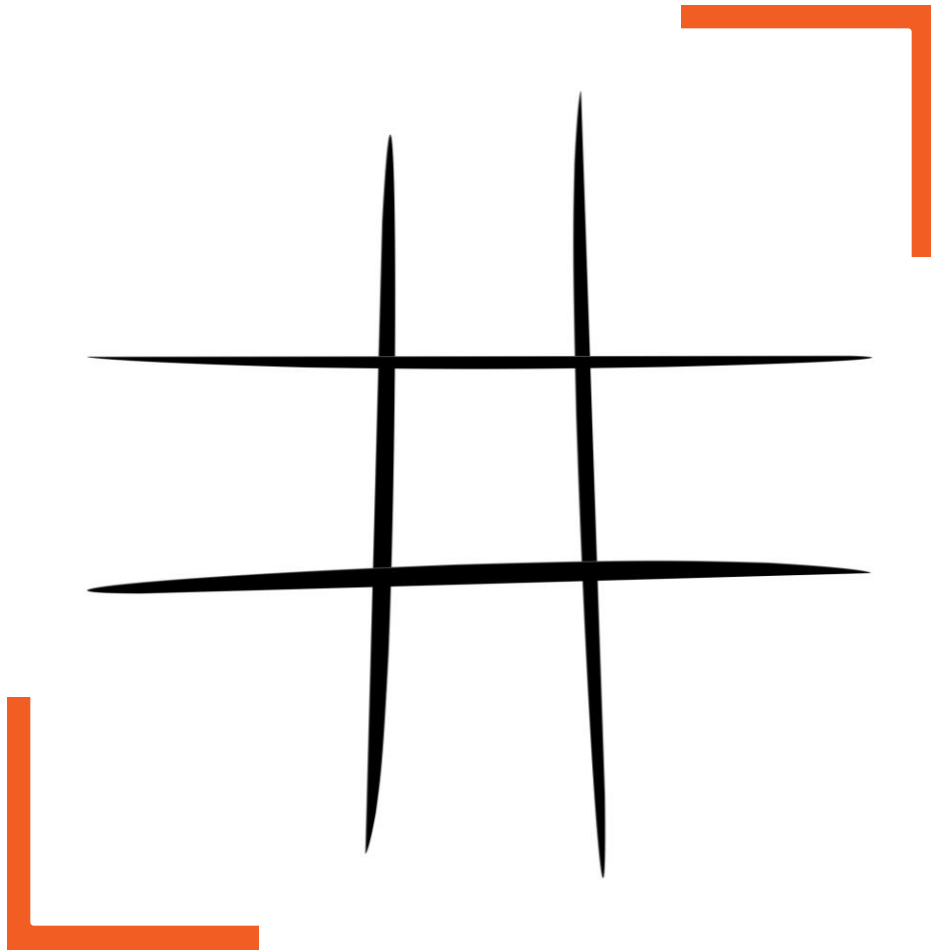
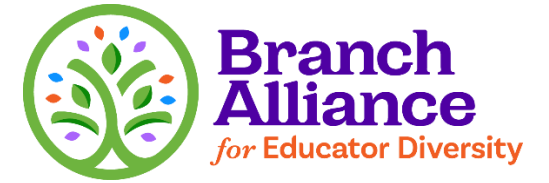
Applications Tic-Tac-Toe



- You'll notice tic-tac-toe boards on the walls of the room.
- Please relocate to one of these boards with your tablemates.
- Grab a marker with you



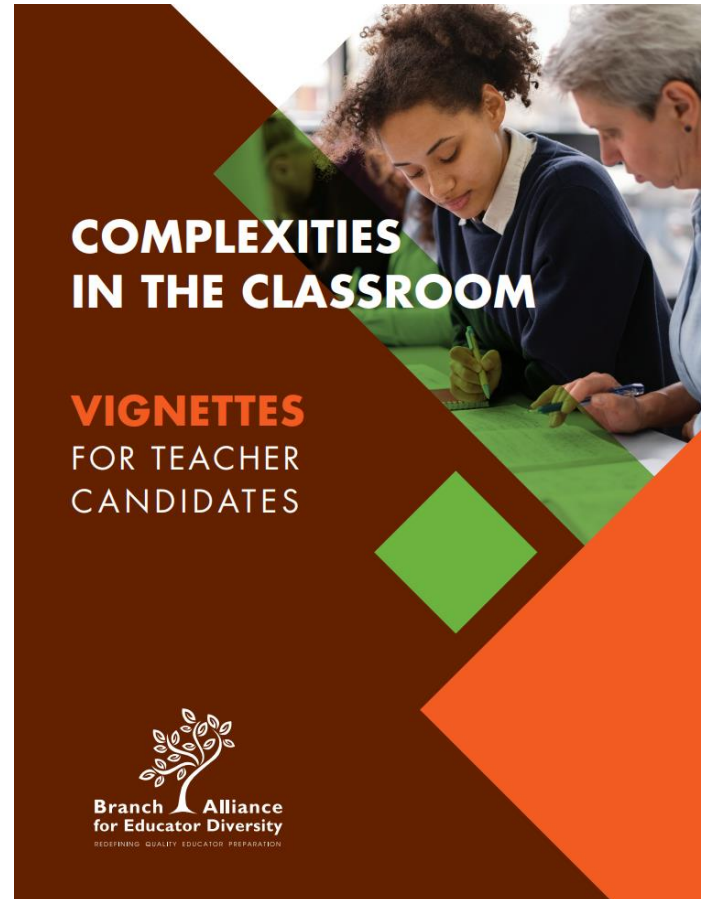
Applications Tic-Tac-Toe



- There are 9 provocations on the tic-tac-toe boards. Use them to explore ideas from different angles.
- The goal is NOT to choose three in a row, three in a column, or three diagonally. The goal is full coverage across the board.
- Put your ideas wherever they fit on the board.
- Pay attention to squares that don't have much activity. Stretch your thinking on those.
- At the end of the activity, we will do a group share-out



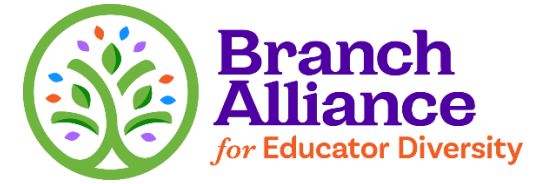
Closing



- Explore the handbook
- Take your takeaways to team time



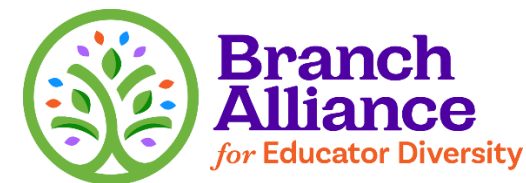
Team Time



Please be back in this room at 4:50



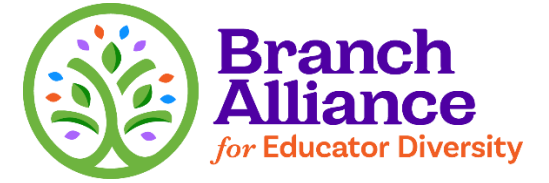
Pulse Check



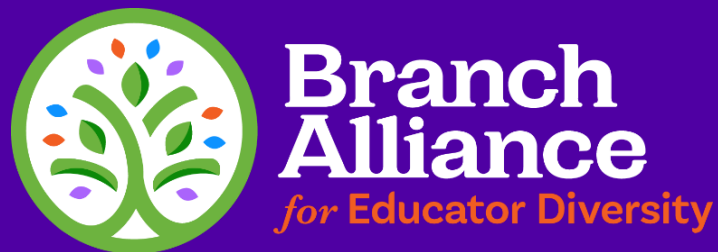
<https://www.menti.com/ald2hzhrrhr>



Closing



- Dinner on your own tonight (keep the receipt)
- Breakfast from 7:00-8:30 tomorrow (Baker, Level 3)
- Wear your institutional t-shirt for the group picture we will take at 8:30 AM



A Higher Standard

Thank you for your time



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