

Teacher Residency Technical Advisory Workgroup

10:00 am
February 9, 2022
Virtual

Agenda Items

- Welcome (10:00-10:05)
 - Nick Gillon welcomed the workgroup, thanked them for joining, went over the overall goal of the workgroup, and gave a quick overview of the challenges we will be discussing today.
 - Nick Gillon invited everyone to share their Land Acknowledgements in the chat.
 - Nick Gillon went over the shared values for the group and invited anyone to speak up if there is something they wanted to discuss.
 - Nick Gillon reviewed the overview of our work and reviewed the Challenge Cycle that we will be using today.
- Review of last meeting (10:05-10:10)
 - Nick Gillon gave a review of what the speakers shared during the January 13th meeting.
- Challenge 1: Residency *Must-Haves* and *May-Haves* (10:15-11:25)
 - Nick Gillon invited the workgroup to review the challenge 1 question for 3 minutes and encouraged the group to write down their thoughts.
 - Nick Gillon shared out:
 - Initial reports and recommendations to what Teacher Residencies do.
 - Initial reports and recommendations on what Teacher Residencies include.
 - Listed the *Must-Haves* and *May-Haves* that come from the literature.
 - Introduces the next speaker, Nicole Bono.
 - Nicole Bono shared about the state of Louisiana:

- The current protocols in Louisiana and the needs that were revealed in the survey results in 2014, and how that created the new protocols and policies they have implemented today.
 - Went through the processes that was implemented for teacher effectiveness in mentoring.
 - Establishing and expanding a leadership pipeline.
 - The training is now offered through 29 different programs.
 - All mentor teacher resources are posted on their mentor teacher website and are openly licensed.
- Nick Gillion introduced the next speaker, Colleen McDonald.
 - Colleen McDonald shared about the current process in for New York State:
 - Brought together Stakeholders across their region to look at the current model used and identified the multiple problems that were present.
 - The program increased the yearly living stipend.
 - The program does an interview process that teams up the resident with the mentor.
 - The program is now a registered apprenticeship and can now offer support with though grants.
 - They use a 2-year model, first year is in the classroom the same amount of time as the teacher, residents can sub for their mentor during the first year when that mentor is absent; but only that mentor. Second year they will move the resident to another school for a short time, they can sub 2 days a week in their certification area for any teacher that requires it.
 - Reviewed the status and return on investment using this program for the last 6 years.
- Break (11:25-11:45)
 - Challenge 2: *Which Candidates, Which Providers, Which Districts* (11:45-12:55)
 - Nick Gillion invited the workgroup to review the challenge 1 question for 3 minutes and encouraged the group to write down their thoughts.
 - Nick Gillion introduced the next speakers, Melissa Matczak and Dr. Keith Reyes

- Melissa Matczak and Keith Reyes shared about the current process for the Yakima school district.
 - They developed a partnership specifically designed to each district's needs.
 - They discussed encountering hardships that the districts were having, and how their program learned and grew from it.
 - They spoke to the dynamics that they are mediating while working with each partnership of the districts.
- Nick Gillion introduced the next speaker, Shandy Abrahamson.
- Shandy Abrahamson shared about her work in the Office of Native Education with OSPI and building relationships with tribal communities.
 - Reviewed student and educator data and how it is not a true representation of the American Indian/Alaskan Native population in schools.
 - Spoke to State Tribal Education Compact (STEC) schools.
 - Spoke to Every Student Succeeds Act (ESSA) schools.
- Nick Gillion introduced the next speaker, Teresa Grayson.
- Teresa Grayson shared about education research data in Washington State Office of Financial Management.
 - A repository that tracks the start of the education all the way to employment.
 - Collects data from a lot of entities and reviews it to see patterns, it is also available for other state agencies to review.
 - Due to connection issues Nick Gillion summarizes there is data available that can help us track educators across their whole continuum in multiple categories.
- Closing and Next Steps (12:55-1:00)