

MINUTES for WACTE Field Director Meeting

January 29, 2020, 1:00 – 4:00pm

Pacific Lutheran University

Anderson University Center, Room 203-Regency

34 total attending: 32 members from 23 institutions + 2 guests.

Caryn Park (Antioch), Julia Daniels (Antioch), Beth Romano (Central), Ann Grande (Centralia), Tim Sedor (Eastern), Carissa Gran (Eastern), Patrick Womac (Grays Harbor), Yusef Incetas (Heritage), Livia Castelleja (Heritage), John Pizarro (Highline), Patricia McDonald (Highline), Ann Williamson (Lower Columbia College), Megan Anderson (PLU), Amber Rose Houck (Pierce), Candis Eckert (Pierce), Rebecca Campeau (St. Martins), Mike Winkler (St. Martins), Cassandra Gianakis (Seattle U), Emily Huff (SPU), Daelyn Bailey (Evergreen), Fred Hamel (Puget Sound), Karen Brusseau (UW Bothell), Morena Newton (UW Seattle), Liz Donat (UW Seattle), Maggie Allen (Seattle Field Residency), Carey Kirkwood (UW Tacoma), Emily Appel (Walla Walla), Matt Coulter (WSU), Hillary Martinez (Wenatchee Valley), Marie Rose-McCully (Wenatchee Valley), Tami Tucker (Western Governors), Yifan Sun (Bates Technical College).

Guests: Terese Emry (OSPI), Sue Anderson (OSPI).

AGENDA

Welcome & Introductions

Introductions around the room (Field Directors and guests)

Informal discussion in 3s: Share one experience, project, question or concern that is relevant to your field director role now....

BEST Mentor Training Academy for Preservice Mentors - update on January Pilot

Terese Emery (OSPI), Sue Anderson (OSPI) – guest presenters

Background: building from October WACTE presentation, preservice mentor training was jointly created by BEST staff and teacher education faculty (Dr. Megan Anderson & Dr. Matthew Miller). Pilot trainings offered January 6-7 in Federal Way, and January 13-14 in Spokane

Invitation to those who attended to share:

- Carey Kirkwood, UWT, Instructional coach – thought I had a good grasp on mentoring but had several “aha” moments; strategies and protocols helped – took this back to my reflective seminar; showed supervisors – strategies of paraphrasing & validating has been so helpful. Impact has been felt by candidates. We shared with PEAB. Momentum is high...
- Carissa Gran (EWU) – attended with 8 field supervisors; have had some BEST training, but a good reminder for me –seeing some of the supervisors “aha” moments, “oh there is research behind this?” One supervisor had a candidate meeting the next day, took some of the sentence stems –

wrote them down and gave them to mentor. This led to a good conversation where candidate did all of the hard thinking.

- Cassandra Gianakis (SU): met with supervisors after the training; used this as framing to move conversations forward....
- Liz Donat (UWT) – for Route 4 candidates – raised good questions: how is the BEST mentor supporting our candidate? How are we the same/different from the usual model? Very helpful.
- Carissa Gran (EWU): ladder visual was helpful; helpful to see developmental places of candidates, mentors...
- Emily Huff (SPU): in thinking around cultural competency, really helpful – to hone in on where we see these things; refreshing to be in the group wondering: how do we ask better questions? Helped us to narrow our usual questions. Coaching vs. Consulting....

Terese Emry: Legislation intends for all mentors to have training... Pilot trainings helped us see difference with preservice teacher vs. inservice teacher... esp. power differential exists differently for preservice teacher... Use of video was valued in feedback, as well as the racial equity focus. Focus on the power of joint work – rather than train the trainers...

Megan Anderson: team is working on planning Day 3. Still a pilot, and very open to input. Questions we have:

- How do we take learning back to institutions? - what are nuts and bolts of what this means for us?
- What will actual financial support look like? What funds will be available? How pay for subs? Are there clock hours? Can we leverage existing funding from districts?
- How can we keep in this together to keep connecting the existing dots?

Small group talk / input:

- concern for rural areas – hard to get subs for people to attend training; what if a 2 hour drive and someone needs to stay over - where does \$ come from? (BEST grants possible; district sponsors this... -- not all details worked out, but committed to trying to figure this out.... Also role of ESDs)
- what about electronic or distance learning options – using Zoom?
- how could people who attend, like field directors / supervisors, meet after a session to discuss what was learned – there is a lot to unpack and process.
- are we doing something to district or with district? - esp. if we are using their funding? How do we get district input and buy in?

Feedback forms collected.

Field Placement Plans

We reviewed the Field Placement Plan letter from Beth Geiger, PESB, October 2019. Questions to group: *What steps have you taken with this? What questions or concerns do you have?*

Some district people have heard about this (Walla Walla) – and did not think there was too much to worry about. However, districts in Oregon & some private schools – don't use TPEP... Does appear that HR people have some awareness of this.

What is role of compliance office? How do I know that mentors are really meeting expectations, when we cannot actually know TPEP scores? How much involvement should we have in making sure this is taking place? If you leave it to district HR, how do we know?

What is expectation? What does “give consideration to” mean? We are working with vague policy, which is hard to manage.

How will this filter into our program reviews with PESB?

Should the form have different expectations or SECTIONS for different programs, based on location, size, and mission?

Several equity issues:

- Concern for rural areas – how difficult it is to find teachers / mentors, esp. in high needs areas. How do we serve both masters (meeting high needs placements – and being selective with mentors) – when these two things are in tension? Policy may handcuff us from getting the placements we need. Policy seems designed for and favoring high density areas.... against rural areas. Much harder for rural areas to meet these criteria... (esp. selective mentor)
- Bullet points work against each other. Teachers in high needs buildings may have fewer qualified mentors... which may drive more placements away from such schools.
- Alternatively, if this piece of policy is written so we are meant to be placing students in high needs settings, does this mean we are training our students for only these settings – and if so, who is preparing candidates to be teaching in the more affluent settings? -- need to think of our whole system....

Two main concerns:

- 1) Policy clarity – what does consideration mean?
- 2) Advocacy – does this lead to ongoing discrimination?

Other Comments/Questions:

We have difficulty in recruiting mentors – if more funding were available to incentivize mentors, we could do better with this....

Is this tied to a Federal Requirement – and what is the language of the federal law?

Do we have a clear definition of “rural” – (one was offered – size of population & distance from an urban setting)

Expectations do not helps us take this deeper – but leads to a jump through the hoop situation.

“What are they really looking for – for this to go away?” Do they need something in writing to say we are trying our best?

How does this align with PESB's interest in the para pipeline?

What is the time expectation? -- when we write the plan, for what time period are we writing this?

Inclusive Teacher Education / Placements

Increasing numbers of candidates speak to high anxiety in completing our programs... Some are first generation college students, others are care-taking for families, some are unstable financially. Programs report more neuro-diverse candidates. Many programs are learning about how to meet a range of student needs.

We have invited these students in – and they have come; how are we helping them manage and care for themselves? How are we supporting such students?

We don't talk enough about teacher self-care; as with all helping professions, teachers are always taking care of other people... How are we nurturing self-care, and how can we be more purposeful?

Emily Huff, SPU – pilot program – students write a wellness plan... review articles about teacher wellness – and supervisors then ask candidate about their wellness plan. This keeps wellness in the conversation through the year.

Several stories/examples offered of teacher education tensions around neuro-diversity. E.G. Failed placements; no official diagnosis—we placed them successfully – mentors said they will not release full responsibility of the class to these students. It's been hard to know what to do. Districts sometimes decline candidates, when they don't believe that candidates will be able to command a classroom.. They are challenged by social interactions... May be especially good in small groups – but struggle with whole group

Speed at which the program moves – may not work for such students.

If you admitted a candidate, ADA requires that you make accommodations to them. Removing them from program because mentor says so – is a violation of ADA.

We realigned our course offerings – to emphasize in social emotional learning – place it in winter, which is a stressful time; self care built into the course.

We will move mountains for candidates, but what if district says we will never hire this person? What is our moral obligation? This person may get through our program, but what if things end there ?

At what point are we allowing discrimination to happen – in playing in to fears and concerns around difference?

We have neuro-diverse young adults who want to be teachers – in schools with children who are neuro-diverse and need to be understood, who are usually marginalized. This is a key advocacy moment. We are in a gatekeeper position... Are we taking an educational/advocacy stance? How can we not treat anxiety as a distraction – or difference as a deficit? But see it as a response to something real... It is not just “how do we contain this?”

Some students fear making their own neuro-diversity public. They may want to identify openly as neuro-diverse – but our system clearly discriminates against neuro-diversity, so that needs to be kept under wraps... they could be targeted. We need educators who represent the neurodiversity of our student population – to work at normalization..... Candidates who can be open about their own

identities & abilities would be very good in schools – but what if they do not find such openness to be safe?

Suggestions (Daelyn Bailey, Evergreen): Help candidates with reading social cues AND affect regulation, how can we support this? cognitive behavioral therapy.... getting educated ourselves about neurodiversity; there is more stuff coming out all of the time. Research is biased toward boys/men.... Identity formation is huge and this doesn't happen in the same way.

edTPA Update

Brief conversation – noting the end of Student Voice this year. A bill has been sponsored in the legislature asking to get rid of the edTPA. Some programs have commented on this through PESB. Some are taking a wait and see approach.

Some ongoing concerns about the fairness and reliability of edTPA scores were expressed. Marginalized groups are affected negatively by the writing requirement.

Alternative Routes & Field Placements

Brief discussion of ongoing issues.

- often the goals of university and the goals of district do not align: districts are looking for someone to fill gaps and “do their bidding” – rather than a meaningful apprenticeship focused on teacher learning.
- many alt route candidates have their emergency sub certification, and the school/district counts on using this any time they want. We only allow subbing after midterm based on certain criteria, but still get questions after 2-3 weeks - can they sub for me?
- how do we define what a full time internship looks like? this is not clear.
- it is unclear how candidates should fulfill the role of student teacher in light of their usual role in the school... some are having difficulty defining that.

Next WACTE Meeting: April 22-23, Spokane, Centennial Hotel