Teddi’s Presentation resource link:

<https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/NCTM_Iris%20Carl%20Address_Gutierrez.pptx>

<https://invintus-client-media.s3.amazonaws.com/9375922947/38f85ae53ef4194e72bb607206ff8d1301e19794.mp4>

Chat from Teddi’s presentation:

From Davida Sharpe-Haygood to Everyone 09:05 AM

It's genuine.

From Vicki Butler to Everyone 09:09 AM

Giggling inside - even with only one cup of coffee!

From Davida Sharpe-Haygood to Everyone 09:09 AM

I have this vinyl

From Rachel Oppenheim (she/ her) to Everyone 09:10 AM

Stevie always makes things better

From Davida Sharpe-Haygood to Everyone 09:12 AM

I have to wait to it come on hulu.

From Bryan Carter - CityU (he/him) to Everyone 09:37 AM

Least restrictive learning environment!

From Molly Quick (she/her) to Everyone 09:38 AM

^yes!

From John Pizarro to Everyone 09:49 AM

Such a great presentation! Gave me goosebumps!

From Rachel Oppenheim (she/ her) to Everyone 09:49 AM

Thanks so much, Teddi. What an illuminating and inspiring presentation.

From Julia M. Aguirre to Everyone 09:49 AM

Perhaps we can get into small groups and process this wonderful presentation?

From Jan Weiss/PLU to Everyone 09:50 AM

The presentation provided me with new ways of thinking. I took screenshots of your slides. I am glad you will share your slides!

From Vicki Butler to Everyone 09:50 AM

I went straight to the provost with these thoughts --- and took screen shots. This resonates with what our school has been striving to do over the past years. Thank you for sharing!!!!

From Erica Hernandez-Scott (she/her) - PESB to Everyone 09:51 AM

#unassimilatedandproud 💪🏽

From Tara Haskins EWU to Everyone 09:51 AM

Teddi, thank you for sharing, this is great stuff!

From Erica Hernandez-Scott (she/her) - PESB to Everyone 09:54 AM

High expectations require high levels of support.

From Bryan Carter - CityU (he/him) to Everyone 09:54 AM

👍🏻

From Erica Hernandez-Scott (she/her) - PESB to Everyone 09:55 AM

Support isn't always financial.

#tirednotweary

From Davida Sharpe-Haygood to Everyone 09:56 AM

That is exactly my thoughts. Resources include things like time, space, and trust

From Sharon Straub to Everyone 09:57 AM

You spoke of trauma and the challenges of anger, etc. What social/emotional strategies did you incorporate to mitigate these issues? Sharon

From Julia M. Aguirre to Everyone 09:59 AM

Creative Insubordination strategies (Rochelle Gutierrez)

From Bryan Carter - CityU (he/him) to Everyone 10:00 AM

It’s called “Good Trouble”

From Molly Quick (she/her) to Everyone 10:01 AM

https://www.nctm.org/uploadedFiles/Conferences\_and\_Professional\_Development/Webinars\_and\_Webcasts/NCTM\_Iris%20Carl%20Address\_Gutierrez.pptx

From Teddi Beam-Conroy UW Seattle (she, her, ella) to Me (Direct Message) 10:16 AM

Hi Joyce - here's the link to the power point: https://docs.google.com/presentation/d/1xN-2U6K33qegiXbzUIbJAvhaXSL7Wp7sfFOZos1zsVc/edit?usp=sharing

From Me to Everyone 10:17 AM

Teddi,

Teddi, thank you so much for the presentation and the work you've been doing. So much to think about!

From John Pizarro- Highline College to Everyone 10:18 AM

I loved Teddi’s presentation! Thank you, Teddi, for leading much needed change in education.

**Chat comments/questions re Residency Model (Nick)**

From Nick Gillon to Everyone 10:23 AM

https://invintus-client-media.s3.amazonaws.com/9375922947/38f85ae53ef4194e72bb607206ff8d1301e19794.mp4

From Julia M. Aguirre, UW Tacoma to Everyone 10:37 AM

How do you handle the question: What is the difference between a teacher residency model and Teach for America?

From Bryan Carter - CityU (he/him) to Everyone 10:39 AM

Who gets “first dibs,” so to speak, for an initial model?

Sorry, re: candidates

From Koray Lynx to Everyone 10:43 AM

Is there a "unique" model for teacher residency or do institutions have their own "interpretations" while implementing the program?

The residency model requires support systems such as mentor qualifications. Does the model take it into consideration the financial needs in the area?

From Bryan Carter - CityU (he/him) to Everyone 10:44 AM

Great opportunity to consider a “master teacher” credentialing that would involved mentor training, proficiency, and increased pay.

From Erica Hernandez-Scott (she/her) - PESB to Everyone 10:45 AM

PESB is exploring the training for mentor teachers and credentialing, beginning with an RFP for a statewide study.

From Molly Quick (she/her) to Everyone 10:45 AM

Interesting thought, Bryan

From Julia M. Aguirre, UW Tacoma to Everyone 10:45 AM

Given the previous presentation, I think it would be really important to think about anti-racist & decolonizing supports for a program that aims to support TOC and multilingual teachers. Who is mentoring? Who is cooperating teachers?

From Bryan Carter - CityU (he/him) to Everyone 10:46 AM

+1; this should be a standard as part of that elevated credentialing.

From Erica Hernandez-Scott (she/her) - PESB to Everyone 10:46 AM

@Julia - Our study is exploring mentor teaching practices for multicultural and multilingual candidates.

From Molly Quick (she/her) to Everyone 10:46 AM

yes, Julia, I agree. I wonder if this can be built in to the model "guardrails" as Nick called them?

From Nick Gillon to Everyone 10:48 AM

ngillon1@jhu

From Rachel Oppenheim (she/ her) to Everyone 10:49 AM

Nick, can you share your slide deck before we break into groups?

From Davida Sharpe-Haygood to Everyone 11:06 AM

How to get the district to pitch in with the responsibility?

From Danielle Tushkov to Everyone 11:06 AM

Is the model dependent on grad or undergrad programs

From Bethany Moffatt (she/her) - CityU to Everyone 11:06 AM

What is the difference between the residency model for BAED vs. alt routes?

From Davida Sharpe-Haygood to Everyone 11:06 AM

How to get teacher buy-in for authentic co-teaching?

From Megan Kelley-Petersen (UW Seattle, she/her) to Everyone 11:07 AM

This kind of program sounds like it might work best with an MiT. What about undergrad certification programs? How would/could that work?

If most programs are designed with a year-long placement already, and then gradually spend more time in the placement as the school year progresses, would that meet the 75% (or whatever amount it is) threshold of time in the field?

How can we coordinate the 2 presentations this morning? What about programs that are close to state borders and maybe have placements in another state due to small cohorts/placements?What does it look like to “train” a mentor? It’s so vague now, does it always happen? Would more guidelines make that even harder for rural districts?

From Danielle Tushkov to Everyone 11:07 AM

if "Omak" wants to support residencies, who is going to help pay for housing for candidates

From Megan Kelley-Petersen (UW Seattle, she/her) to Everyone 11:07 AM

How about the “apprenticeship” conversation that happened in the LAG yesterday? Are the residency and apprenticeship conversations in competition with one another? Or in partnership? Is there the starting of a movement to move away from the “traditional” teacher education program model in a baccalaureate setting? How do we ensure that these new possible models “invigorate” our programs and not diminish them?

From Davida Sharpe-Haygood to Everyone 11:07 AM

How to support mentor teacher and not add to their plate?

From Bryan Carter - CityU (he/him) to Everyone 11:07 AM

How might this be implemented considering political factors (i.e. west side v. east side, emphasizing CCDEI/STI/SEL as part of mentor training v. Conservative communities)?

From Teddi Beam-Conroy UW Seattle (she, her, ella) to Everyone 11:07 AM

How can we make sure that the district is attractive? What if the candidate doesn't have a good experience and then is committed to the district for a period of years?

From Bryan Carter - CityU (he/him) to Everyone 11:07 AM

How to we maintain equity for mentors (residency model v. Traditional)?

From Amy Ryken Puget Sound to Everyone 11:07 AM

How do we assure it is a co-teaching model? How can we support mentors and not add more to their work?

From Rachel Oppenheim (she/ her) to Everyone 11:08 AM

How is the work group insuring that multiple voices and perspectives (particularly those communities farthest from educational justice) are a fundamental part of your conversations and recommemndations?

From Vicki Butler to Everyone 11:08 AM

And how do we address the continuing fatigue.

From Davida Sharpe-Haygood to Everyone 11:09 AM

In residency models and co-teaching, is there reflection and consideration for candidates of color and LGBTQ+? Co-teaching can open up to more microaggressions and bias.

From Erica Hernandez-Scott (she/her) - PESB to Everyone 11:09 AM

Apprenticeship could feed into a residency program

From Teddi Beam-Conroy UW Seattle (she, her, ella) to Everyone 11:09 AM

@Davida ^^

From Koray Lynx to Everyone 11:10 AM

🌈🌈🌈🌈

😍Davida😍

From Davida Sharpe-Haygood to Everyone 11:10 AM

Love ya Koray!

From Sharon Straub to Everyone 11:10 AM

How are we able to work in districts who at this point in time assign the mentors? How do handle negotiations between districts and the Education Associations in requiring training for serving as a mentor teacher. Sharon

From Erica Hernandez-Scott (she/her) - PESB to Everyone 11:11 AM

University of St. Cloud has the data on co-teaching

From Bryan Carter - CityU (he/him) to Everyone 11:14 AM

Or institutions could artificially inflate in order to cover cost.

From Teddi Beam-Conroy UW Seattle (she, her, ella) to Everyone 11:16 AM

Seems that the unions also need to be involved in these negotiations with districts

Chats and Resources re Bryan Carter Presentation:

Great song

Me to Bryan Carter - CityU (he/him) (Direct Message) 11:25 AM

I can't seem to open the file. Can you send a link?

From Bryan Carter - CityU (he/him) to Me (Direct Message) 11:25 AM

I will email it to you

Me to Bryan Carter - CityU (he/him) (Direct Message) 11:28 AM

Got it. Thanks.

From Shari Foster to Everyone 11:33 AM

Cannot hear it.

From Bob Cooper to Everyone 11:34 AM

Keep in mind that the story comes from a known fear-mongering station owned by Sinclair Broadcasting.

From Nick Gillon to Everyone 11:44 AM

I believe OSPI has at various times used this NCES district size list: Number and percentage distribution of regular public school districts and students, by enrollment size of district: Selected years, 1979-80 through 2016-17 This would be a useful one to use for comparing to national data or from other states. I believe Title II Part A also uses a Small, Medium, and Large categorization of districts for the comprehensive program review.

https://nces.ed.gov/programs/digest/d18/tables/dt18\_214.20.asp?current=yes

From Tara Haskins EWU to Everyone 11:45 AM

do these data include the folks who come in from out of state?

From Tariq Akmal to Everyone 11:46 AM

Truth in politics, right?

From Fred Hamel to Everyone 11:54 AM

Hard to Fill for the 22-23 School Year: Special Education Success/Access (was previously, Aut/Dev) Teacher Special Education Rise (was previously TLC) Teacher School Psychologist (ESA) Speech Language Pathologist (ESA) Nurses (ESA) Audiologist

sorry for the obscure info- I didn't mean to send that...

From Bryan Carter - CityU (he/him) to Everyone 12:03 PM

Tara, it does not directly, but it would be included with “classroom teachers” as a whole. Not new hires (did not include reciprocity).

From Susan Gray (she/her)-CityU to Everyone 12:04 PM

Are districts mentioning Reading Specialists as a high need area with the new Dyslexia law happening?

From Nick Gillon to Everyone 12:04 PM

Let’s link the Keeping Exceptional Special Educator grant initiative up with these efforts - nicholas.gillon@k12.wa.us

From Tara Haskins EWU to Everyone 12:13 PM

How can we as existing programs work to help with this narrative?

precisely!!

From Bethany Moffatt (she/her) - CityU to Everyone 12:14 PM

@Susan, really good question. If they aren’t yet, they will be soon. PESB is presenting on that topic this evening.

From Bryan Carter - CityU (he/him) to Everyone 12:15 PM

That’s the bridge that needs to happen

From Erica Hernandez-Scott (she/her) - PESB to Everyone 12:16 PM

👍🏽

From Tara Haskins EWU to Me (Direct Message) 12:18 PM

we have two follow ups from the LAG group -- survey for capacity and heat map and info sheet for the data law (maybe Bob can help with this)

From Bethany Moffatt (she/her) - CityU to Everyone 12:19 PM

@Susan, my apologies, that’s my opinion. If the dyslexia legislation is followed with fidelity, many teachers need to be considered “highly qualified”. Which will take work.

From Susan Gray (she/her)-CityU to Everyone 12:20 PM

@Bethany Thank you! This is helpful background.

From Bethany Moffatt (she/her) - CityU to Everyone 12:20 PM

And PESB is NOT presenting. I meant OSPI.

Thanks, Bryan! Great presentation!

From John Pizarro- Highline College to Everyone 12:23 PM

That was great presentation Bryan! That’s the information that needs to be shared with the public.

From Jon Howeiler-UWB-he/him to Everyone 12:24 PM

Thank you, Bryan, Teddi and Nick- lots of great info and questions!

From Teddi Beam-Conroy UW Seattle (she, her, ella) to Everyone 01:20 PM

I knew I got that from somewhere!

**Panel questions:**

From Bryan Carter - CityU (he/him) to Everyone 01:36 PM

1. To what extent do districts see teacher shortage? Is it an issue of production or recruitment?

From Bryan Carter - CityU (he/him) to Everyone 01:44 PM

2. How are districts incentivizing recruitment and retention of BIPOC teachers?

From Bryan Carter - CityU (he/him) to Everyone 01:53 PM

3. What types of supports, professional development, coaching, and mentoring are having success in retaining new teachers, particularly BIPOC teachers?

From Bryan Carter - CityU (he/him) to Everyone 01:59 PM

5. How are districts addressing issues around mental health and burnout, particularly in areas like Special Education?

From Me to Everyone 02:01 PM

4. What types of partnerships and recruitment strategies are districts using to promote teaching as a profession?

From Bryan Carter - CityU (he/him) to Everyone 02:03 PM

Thank you, Joyce!

5. How are districts addressing issues around mental health and burnout, particularly in areas like Special Education?

From Bryan Carter - CityU (he/him) to Everyone 02:16 PM

6. What types of data are districts using to forecast their needs, and how are they partnering with programs to address those anticipated needs?

From Tara Haskins EWU to Everyone 02:31 PM

thank you so much -- this was great!

From Nasue Nishida - WEA to Everyone 02:31 PM

Thank you, WACTE!

From Kristin Percy Calaff, OSPI to Everyone 02:31 PM

Thank you all!

From Bethany Moffatt to Everyone 02:31 PM

Thank you!

From Me to Everyone 02:31 PM

Thank you Panel - great conversations!

From Lisa Hoxie to Everyone 02:32 PM

Thank you all!!

From Tara Haskins EWU to Everyone 02:32 PM

sounds like public radio at the end of their fund drive

we are down to the last ...

From Bryan Carter - CityU (he/him) to Everyone 02:32 PM

There is clearly a considerable gap in perspective…

From Davida Sharpe-Haygood to Everyone 02:33 PM

Yes

From Molly Quick (she/her) to Everyone 02:33 PM

<https://forms.office.com/r/JXPGWStVSh>

WACTE feedback form

From Bob Cooper to Me (Direct Message) 02:33 PM

I tuned in about 1:25, so if there was an announcement of election results I did not hear.

From Bob Cooper to Me (Direct Message) 02:33 PM

I tuned in about 1:25, so if there was an announcement of election results I did not hear.

From Lori Jass/ESD-U to Everyone 02:37 PM

Big group!

From Tara Haskins EWU to Everyone 02:38 PM

As always - I am rejuvenated and invigorated. It was great seeing you all!

From Vicki Butler to Everyone 02:45 PM

The conversation needs to be more frequent. Can we get them to come to our campus and 'see' and 'hear' what we do. We can tag team.

From Megan Kelley-Petersen (she/her) to Everyone 02:45 PM

I hope that we can share our own stories, but I think that we also need to listen and hear the stories that they have to share back with us.

From Molly Quick (she/her) to Everyone 02:47 PM

Vicki and Megan, those are great ideas-- kind of structured listening tours?

From Vicki Butler to Everyone 02:48 PM

Yes - and I love the idea of coming together with our alumni --