

## Chat During CEEDAR Presentation

Access to expertise

From Elizabeth Kozleski WA CEEDAR to Everyone: 09:57 AM

Thanks, Julie!

From Carissa Gran, EWU (she/her) to Everyone: 09:58 AM

Access to big conversations, resources, and experts.

From Vicki Butler CityU (she/her) to Everyone: 09:58 AM

Support for our future teachers in K-12, best practices, alignment

From Maren Johnson, PESB to Me: (Direct Message) 10:02 AM

Hi Joyce, here are documents from our presentation for the Dropbox

Guidance for programs on case by case exceptions for content knowledge assessments

<https://docs.google.com/document/d/1JRUi4xILGP0OBxXRKByLRfSFk4A3D5RpUBVS-u63KS8/edit?usp=sharing>

PESB FAQ on emergency certificates

<https://docs.google.com/document/d/1mvljA4WPmCXy0paBTs4RYHxmMxcMwibWxYzaAu2RsHM/edit?usp=sharing>

From Sue Feldman Evergreen to Everyone: 10:09 AM

This sounds like Ken Ziechner's work, is that true?

Goal two seems to immediately conflict with goal one. How do you address that?

From Me to Maren Johnson, PESB: (Direct Message) 10:12 AM

Thanks. I just uploaded them to the Dropbox folder.

From Elizabeth Kozleski WA CEEDAR to Everyone: 10:15 AM

Standards do not necessarily need to constrain our capacity to design locally. There are inherent tensions but the guardrails that exist with standards do not preclude our capacity to be responsive to the needs of local communities in terms of knowledge building and designing responsive practices.

Sue, we're building from Ken's work but re-examining the processes to make sure that they are doable given the constraints of personnel, time, and the capacity to fold new approaches into our curriculum design and pedagogies.

From Julia Aguirre, UW Tacoma to Everyone: 10:21 AM

Just to be clear University of Washington, is actually University of Washington Seattle

From Tara Haskins, EWU (She/Her) to Everyone: 10:28 AM

This will change P-12 students access to effective teaching/learning in the future.

OSPI has aligned HLP with TPEP

Tariq Akmal is the WACTE liaison

From Bethany Moffatt - CityU (she/her) to Everyone: 10:29 AM

The belief behind the behavior...

From Julia Aguirre, UW Tacoma to Everyone: 10:30 AM

And systemic racism

They are leaving because of systemic racism and isolation.

From Jen LeBret to Everyone: 10:30 AM

Or not being hired in the first place

From Julia Aguirre, UW Tacoma to Everyone: 10:31 AM

Yes. Not being hired. That happened with 5 candidates of color last year. Frustrating.

From Bryan Carter - CityU (he/him) to Everyone: 10:32 AM

To what extent is CEEDAR exploring or developing greater recognition of mental health (particularly in light of systemic racism and white supremacy) and looking to develop greater training and partnerships with the mental health field/social services? There is a clear gap in teacher knowledge and preparation around trauma informed practices in addition to recognition equity and diversity needs/cultural competence.

From John Pizarro to Everyone: 10:33 AM

What a heart-warming story!

From Sue Feldman Evergreen to Everyone: 10:33 AM

In Washington state we have large number of SpEd teachers who will not do the job because the school districts structure the position in ways that are highly unappealing. Would CEEDAR support a statewide effort to redesign the expectations for the position? OR is the work only focused on preparation programs.

From Vicki Butler CityU (she/her) to Everyone: 10:33 AM

Amen!!

From Tami Tucker to Everyone: 10:34 AM

Thanks for sharing that wonderful story!

From Debbie Muthersbaugh\_Walla Walla University to Everyone: 10:34 AM

The kindergarten teacher is more important than the dean!

From John Pizarro to Everyone: 10:34 AM

So true!!!

From Elizabeth Kozleski WA CEEDAR to Everyone: 10:35 AM

Sue, we would be very glad to be involved in that effort.

From Sharon Straub GU to Everyone: 10:36 AM

Is there going to be connections with Pre-K since so many of our children struggle prior to entering Kindergarten?

From Sue Feldman Evergreen to Everyone: 10:36 AM

What resources (money) would CEEDAR bring that work?

From Elizabeth Kozleski WA CEEDAR to Everyone: 10:37 AM

Bryan, CEEDAR resources that are directed specifically to the mental health harm experienced by students in school are supported through its connections with SEL knowledge and skills as well as the work with principal leadership programs around the same issue.

From Julia Aguirre, UW Tacoma to Everyone: 10:40 AM

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From Elizabeth Kozleski WA CEEDAR to Everyone: 10:40 AM

Sue, we can definitely convene around the effort

From Rod Lucero-CEEDAR to Everyone: 10:47 AM

We will share the outcome of the OSEP Retention Grant project with the WACTE membership through Tariq.

Julia,

Julia, We are planning as one of our subgoals to provide resources/speakers/activities/strategies around anti-racist instruction and de-colonizing pedagogies. We are looking at some of the work done by Bettina Love, Pedro Negora. This is yet to take shape.

From Julia Aguirre, UW Tacoma to Everyone: 10:48 AM

In addition to talking about trauma informed practices, I hope folks are also identifying and affirming resilience.

From Dr. Sarah Shear, UW-Bothell to Everyone: 10:48 AM

I recommend looking at Dr. Leilani Sabzalian's work for anti colonial pedagogies

From Vicki Butler CityU (she/her) to Everyone: 10:48 AM

Bryan referred to Harmony - <https://www.harmonysel.org/>

From Bryan Carter - CityU (he/him) to Everyone: 10:48 AM

Ironically, Vicki, different Harmony!

From John Pizarro to Everyone: 10:49 AM

Great presentation! Thank you!

From Vicki Butler CityU (she/her) to Everyone: 10:49 AM

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From Bethany Moffatt - CityU (she/her) to Everyone: 10:49 AM

Thank you very much!

From Ann O'Doherty, UW Seattle, (she/her) to Everyone: 10:49 AM

@Julia Aguirre, Selma Powell can give you more details, but the UW S co-designed common course focused on planned connections between racism and ableism and how systems continue to reinforce - and how to disrupt this with person centered planning and ethnography to center students, student voice, family hopes and dreams. Course co-taught in SPED, ELTEP and undergoing additional refinement.