

WACTE

April 25, 2018

Small Group Feedback re Alternative Route Discussion

Contact Group names	Dangers/Needs/Challenges	Strengths	Wish List / Questions / Comments / Feedback to PESB
<p>Ed Buendia</p> <p>Group: Ed Buendia, Amanda West, Bob Cooper, Amy Ryken, Terry Bergeson, Jill Heiney-Smith</p>	<ul style="list-style-type: none"> Once state/block \$\$ goes away, collaboration drifts 	<ul style="list-style-type: none"> Relationships between Univ and districts, particularly with route 4 Employment quickly follows for paras who complete Critical mass build a stream, kinda Without the block money, access for working class folks would not have materialized 	<ul style="list-style-type: none"> A 2nd year of support would be helpful as a targeted approach for paras who complete. Expand the continuum – partnership might have a longer time line and different parameters of engagement
<p>Frank Kline</p> <p>Group: Randy Michaelis (Whitworth University) Frank Kline (Highline College) Brad Porfilo (Seattle University) Vicki Butler (City U of Seattle) Leiani Sherwin (Pierce College)</p>	<ul style="list-style-type: none"> Finding opportunities for adequate support of candidates Dual language learners with the WEST-B (writing!) and WEST-E/NES <ul style="list-style-type: none"> Students take over and over Sometimes can be successful with ACT instead of WEST-B Conditional admits for those who can't pass Support in the writing center WEST-B writing prep session Branding Issues <ul style="list-style-type: none"> “Alternative to what?” 	<ul style="list-style-type: none"> Popular program! City U is running out of space <ul style="list-style-type: none"> Move Saturday classes to mid-week? Use Zoom connection? Year-Long residency Partnership with District (working on district calendar) Potential for funding (we hope!) Can be run through Prof/Continuing education Can remove barriers for some who can't attend traditional programs <ul style="list-style-type: none"> Local availability Some financial support Candidate self-image Has produced many strong teachers 	<p>If we ruled the world:</p> <ul style="list-style-type: none"> Maintain the year-long residency. Practice is very helpful, but candidates need support for tuition and for lost income. Stabilize a connection with district <ul style="list-style-type: none"> Fund a connection with the district Single point of contact with district Stabilize funding support Ways to encourage and institutionalize innovative practices Integration with induction programs <ul style="list-style-type: none"> Free teacher workshops? Self-care options? Ed Camp or Ed Tech campus?

	<ul style="list-style-type: none"> ○ One of many pathways to certification ● Initial struggles with implementation (circa 2003) left a very persistent bad taste with faculty ● Lack of consistent support from the state ● Recruiting diverse candidates ● Maintaining district partnerships with changing leadership and their budget constraints ● Replacing lost income for the year-long internship 		
<p>Kari Terjeson</p> <p>Group: Jan Weiss Merrilou Harrison Livia Castijia Denny Brown Kari Terjeson Doug Berndt</p>	<ul style="list-style-type: none"> ● Mismatch with district and candidates ● FERPA concerns ● Balance between work and school demands ● Pull of teachers of color to move to other places in the state or across states ● Truncated time and reduced mentorship opportunities 	<ul style="list-style-type: none"> ● Partnerships- responsiveness to district needs. ● Helps with overall program development ● Ability to hire full time mentors to supervise a mentor pool for professional development opportunities ● Cohort model allows for peer support that is a powerful support system ● Better diversity in the program- higher rate of men in elementary education program ● Quality of students ● Better for career-changers... specifically in service industry ● Attracts Type A students (this may actually be a challenge) 	<ul style="list-style-type: none"> ● Strategies to increase diversity in the teacher workforce vary across the state dependent on the communities to which we serve. ● Measuring teacher quality is a challenge. This may come down to a tool to measure competencies across programs. ● We like the idea of a collaborative group
<p>Krissy Kim</p> <p>team: Melissa Matczak, Bree Van Horn,</p>	<ul style="list-style-type: none"> ● Some funding opportunity but also... inconsistency of allocations for student scholarships and school district partnerships 	<ul style="list-style-type: none"> ● Ability to stay employed in the SD ● Some opportunities for scholarships ● mentoring support ● school district and teacher prep collaborations 	<p>Question:</p> <ul style="list-style-type: none"> ● what's the data on retention in the teaching workforce of each route? <p>Alt Route Dreaming:</p>

<p>Megan Bentley-Moon, Ed Armijo, Krissy Kim</p>	<ul style="list-style-type: none"> • NES passing requirement before enrollment- in Routes 2, 3, 4- major barrier • Securing funding for mentor teachers in school districts • Balancing work, live, and alt route • Two year funding cycle is too short and especially challenging for Route 1 • continuous employment for paraeducators throughout program 	<ul style="list-style-type: none"> • opens idea of being a teacher to those who might not have considered it • access for working students • year long residency 	<ul style="list-style-type: none"> • finding ways to include those who are in instructional roles outside of paraeducation such as those working in Head Start, ECEAP, child care • alignment of paraeducator PD with teacher licensure requirements for substitutions, waivers, prior learning assessment • requirement for districts to continue employment of paras throughout residency • funding: Scholarships and support for residency • funding: support for school district - prep program partnerships • funding: mentor support and training • flexibility for working student schedules
<p>Carolanne Watness</p> <p>Group: Mary Beth, Ariane, Melody, Caryn, Rachel and Carolanne with Patrick</p>	<ul style="list-style-type: none"> • Hard to keep students in the program because they are working full time • Entry requirements are difficult. • Are we creating two tracks for preparation with one being better (white program on campus and teachers of color in the alt route.)? 	<ul style="list-style-type: none"> • A larger % of teachers of color are choosing the alt route • People more likely to stay in the district where they are trained • Messaging that we are responsive to needs in the community • Should promote retention in the geographical area • Empowered programs to move to some on-line instruction • Partnership with district preparation is richer for the University and the candidate 	<p>Questions:</p> <ul style="list-style-type: none"> • Will the number of potential candidates peter out? • What does it look like to recruit paras away from their positions? • How do you build a recruitment plan for the district that will replace the paras moving to the teacher role <p>System we would build:</p> <ul style="list-style-type: none"> • Money is the key. Urging the legislature to provide some funding. • A barrier is that underserved candidates need more/different support. • Providing on site support is a plus like the Kent partnership with Antioch. Faculty has the opportunity to know the context of their students' teaching. • Each route builds commonalities (the same boat) which makes it easier for the candidates.
<p>Tariq Akmal</p>	<ul style="list-style-type: none"> • Encouraged to do things differently and do things 	<ul style="list-style-type: none"> • Allows us to target a very specific population of need to the area/state. 	<p>Questions:</p> <ul style="list-style-type: none"> • A question that came up was: what are we

<p>Group names not listed</p>	<p>outside the box, but still have to do things that conflict with these approaches. So, the idea that it can be innovative, creative, and different, conflicts with “meet all the same standards.”</p> <ul style="list-style-type: none"> • Testing barriers are a real problem for alternative routes. Need to take tests up front so they don’t invest 2 years and then can’t pass the test. • -Hard to sustain without new resources. It’s fun while it lasts! • -The number of students enrolled must be high enough to cover the costs of the program. 	<ul style="list-style-type: none"> • There is some flexibility in the requirements (which is both a strength and a weakness). • Diversifies the field by allowing us to target specific populations who meet qualifications. • Creates a pathway for people who cannot access a teacher education program otherwise (e.g., paraprofessionals). 	<p>missing here? Is there some other route we should see? Having more flexibility to waive requirements for certain candidates would be helpful.</p> <ul style="list-style-type: none"> • These pathways don’t seem to be affecting/attracting the millennials—or are they? At our table, we had mostly older candidates who had jobs or careers or other degrees and are experienced. <p>Dream/Feedback to PESB</p> <ul style="list-style-type: none"> • More funding in general for higher education to implement “multiple pathway” approaches. • To rewrite the standards for teacher preparation so that are less grounded in the Western educational tradition (perhaps less positivist?). • Essential piece of all this is the partnerships. Partnerships are great but they sometimes are counter to what is valued at the institution. Tenure-track faculty may or may not have a strong incentive to work with schools (unless their research neatly fits the school setting—and not all of them do).
<p>Amy Hedlund Group names not given</p>	<ul style="list-style-type: none"> • Challenges: The danger of any teacher preparation program is low quality. However, there are high and low quality traditional programs just as there are high and low quality alt route programs. Changes in state funding amounts from year to year directly affects programs and candidates. Differences between districts is also a challenge. For example, paras in Route 1 may or 	<ul style="list-style-type: none"> • Strengths: The routes call attention to different types of candidates we want to strategically recruit to teacher preparation programs. However, we want to encourage these candidates to enter the profession regardless of whether they choose alt route or traditional programs. Alt routes <i>may</i> have the potential to be more nimble in addressing local needs, but this is based on an assumption about traditional brick and mortar programs that may not be fair across the board. 	<ul style="list-style-type: none"> • The rhetoric around Alt Routes as “innovative,” “quicker,” and “less expensive” than traditional programs is misleading, if not totally inaccurate. For example, Highline College offers traditional route and Route 1. However, the program is IDENTICAL. The program design, courses, residency expectations, outcomes, etc. are IDENTICAL. The only difference is the characteristic of the candidate. If the candidate is a paraeducator, they are coded in our data system as Route 1. If the candidate is not a paraeducator, they are coded in our data system as traditional route. There is no further distinction among candidates across the program. Additionally, as stated above, there are

	<p>may not be supported by their school or district to continue their employment into the residency teaching experience. This is determined on a district-by-district and case-by-case basis. The full-year residency model also requires a significant commitment from mentor teachers and programs struggle to pay mentor teachers consistently and adequately.</p>		<p>innovate and nimble traditional programs just as there are innovative and nimble alt route programs. Traditional programs have adapted to the changing needs of students and are beginning to offer more online, hybrid, weekend, and remote courses and programs.</p> <ul style="list-style-type: none"> • Expectations and outcomes for traditional and alt route programs should be the same, especially considering the move to IBPR. ALL programs are expected to increase access and educator diversity. This is not specific to Alt Routes...
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