

Teacher Residency Technical Advisory Workgroup

10:00-1:00
January 12, 2022
Zoom

Agenda Items and Minutes

- Welcome and Introductions (10:00 – 10:15)
 - Nick G. welcomed and spoke briefly about the combined areas of experience for the whole workgroup.
 - Nick G. reviewed the agenda and the strategy that is being used during this meeting with the workgroup.
 - Shandy provided the workgroup with the land acknowledgement that she was taught from her Elders.
 - Shandy introduced and welcomed Joseph Martin and gave a brief intro of his bio.
 - Joseph Martin introduced himself.
 - The entire workgroup introduced themselves guided by the questions on screen.
- Overview of Work (10:15 – 10:25)
 - Nick G. stated the focus of the workgroup and the timeline we will be following moving forward.
 - Nick G. gave an overview of the Challenge Cycle and how the process works.
 - Nick G. shared a video of Chris Reykdal's press conference on 1/7/22.
- Challenge 1: Residency Programming (10:25 – 11:25)
 - 3 minutes were given to write down initial thoughts on the challenge question on the screen.
 - Nick introduced the first guest speaker Patrick Sexton (PS).
- PS gave brief self-introduction.
 - PS spoke to his initial thoughts to challenge question 1.
 - Novices are positioned as both highly skilled & as learners.
 - Fully embedded in K-12 classroom community.
 - Partnership – shared ownership & responsibility between district and epp.
 - PS spoke to what a residency program may also be.
 - PS spoke to his programs he currently what they do and how two are titled as residencies but how neither of them are true residencies and the one that is closest to a residency is not titled so.

- PS stated the word residency can mean a lot of different things to different people and he encourages that defining that word is important before drawing up an outline on what you want the residency to do.
- Nick G. introduced the second guess speaker Muzdah Malik (MM).
 - MM spoke to alternative routes and how they connect to this idea of residency and spoke to the rules and laws of the alternative routes.
 - MM Spoke to why WA offers alternative route.
 - MM posed the question are alternative routes residency programs?
 - MM spoke to the program components or rules of the those using the alternative route approach.
 - MM gave the definitions that are outline in rules that PSBE adheres to.
 - Residency
 - Field experience
 - Student teacher
 - Clinical practice
 - MM provided a brief overview of the program / domain standards.
- Large Group Discussion
 - Multiple people spoke to concerns around the district level and what that role looks like.
 - How do you define the role, fund, and purpose in the school that will serve the needs if the teacher and the students?
 - More definition is needed around what a mentor is and training them.
 - Changing the culture around residency could help define what a residency is and help it succeed.
 - Compensation / financial is a huge barrier.
 - The importance of encouraging the up-and-coming educators and teachers to envision themselves to be successful in this area.
- Break (11:50 – 12:05)
- Challenge 2: Candidates and Districts (11:55 – 12:55)
 - 3 minutes were given for initial thoughts around the challenge question on screen.
- Nick G. introduced the third guess speaker Dan Goldhaber (DG).
 - DG spoke to national supply and demand for teachers.
 - DG spoke the Reporting Staffing Difficulties graph on screen.
 - DG stated data shows that it is harder to staff in areas of high poverty.
 - DG stated that data shows that the teacher labor markets are quite localized.

- DG shared graphs that compared data between leaving low poverty or high poverty vs where they did their teacher learning.
- DG spoke to a graph that compared the mentor data and how effective they are. We could use this data as a starting point to compensate more effective mentors at a higher rate.
- Nick G. introduced the fourth guess speaker Erich Schultz (ES).
 - ES spoke to how they have transitioned their data collection.
 - ES spoke to the new data collection allowing schools to share trends for the TPP.
 - ES data collection focuses are policy, research, and funding.
 - ES with the data collection change it has become easier to track when a person starts and completes a TPP.
- Large Group Discussion
 - Does that data show if that FTE appropriate to the need in the district?
 - Can we create certs for the teachers that are moving through this process, and if they receive the “mentor cert” receive a pay increase?
 - How would this program work in a rural area?
 - Seeking the why behind the data.
- Closing and Next Steps (12:55 – 1:00)
 - Due to time next steps will be sent out in an email from Nick G.