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EdPrepLab Virtual Fall Forum
Educator Preparation in Our Current Context
November 18, 2020
1:00 – 5:00 pm
Eastern Standard Time

Agenda

Opening Plenary, 1:00 PM - 1:50 PM ET

Concurrent Sessions, Block A, 2:00 PM – 2:50 PM ET:

- Restarting and Reinventing School: Learning in the time of COVID and beyond
- Education Policy and Educator Preparation: A practitioner's overview
- Our Journey towards Disrupting the Impact of Colonization on the "Curriculum" with Students and Faculty
- Social Emotional Learning in a Virtual Environment
- Preparing School Leaders to Respond to Violence and Enact Care
- Deans' Meeting
- Early Childhood Policy and Practice in the Time of COVID-19
- Educational Leadership, Antiracist Practice, and What's Next
- Emotional Wellbeing in Teacher Education
- Using Cross-institutional Inquiry to Support Teacher Preparation for Deeper Learning

Concurrent Sessions, Block B, 3:00 PM – 3:50 PM ET:

- Restarting and Reinventing School: Learning in the time of COVID and beyond
- Education Policy and Educator Preparation: A practitioner's overview
- How New Visions for Partnership Can Help Fund Teacher Residencies
- How Can We Incorporate Authentic Performance Tasks into Preservice Administrator Preparation Programs?
- From PACE to PACE ADDRESSING Diversity: Deeper learning within a teacher residency model
- Simulations for Deeper Learning in Teacher Education
- What's Whiteness Got To Do With It? Racial identity development in the lives of deeper learning teacher-educators
- Developing an Antiracist Lens in Student Teacher Supervision
- State Policy as Underused Leverage for Improving Principal Preparation

Home Institution Meeting Time, 4:00 PM - 4:30 PM ET

Closing Plenary, 4:30 PM - 5:00 PM ET



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Sessions Descriptions:

#1. Title: Restarting and Reinventing School: Learning in the time of COVID and beyond

Session Type: Presentation

Facilitators: Adam Edgerton, and Monica Martinez, Learning Policy Institute

Brief description: The COVID-19 pandemic has greatly expanded awareness of the deep and long-standing inequities in the U.S. education system—from access to technology, to school funding, to access to quality instruction and supportive learning environments. As we consider how to restart education for the country's students during a global pandemic, this moment also holds the possibility of reinventing a deeply flawed system so that, as we return to “normal,” we will not also return to the inequitable status quo. This session provides PK-12 districts and educator preparation programs an overarching framework on how policymakers and educators can support equitable, effective teaching and learning regardless of the medium through which that takes place. This framework provides research, state and local examples, and policy recommendations in 10 key areas that speak both to transforming learning and to closing opportunity and achievement gaps—including ensuring supports for social and emotional learning and preparing educators to reinvent school.

#2. Title: Education Policy and Educator Preparation: A practitioner's overview

Session Type: Presentation

Facilitators: Ryan Saunders, Steve Wojcikiewicz, and Cathy Yun, Learning Policy Institute

Brief description: Education policy plays a major role in shaping the structures and practices of educator preparation programs. Indeed, the work of educator preparation is affected by federal, state, and local policy, and intersects with issues in the higher education and pk-12 sectors. Join LPI staff for an *introductory* overview of the educator preparation policy space and its many moving parts, a basic primer on strategies for policy engagement, and a look at EdPrepLab's upcoming policy activities. Participants will have the opportunity to ask questions, consider how policy affects their own work, plug in to emerging EdPrepLab policy conversations, and build their capacity for future policy-related engagement.

#3. Title: How New Visions for Partnership Can Help Fund Teacher Residencies

Session Type: Presentation

Facilitator: Karen DeMoss, Prepared To Teach and Matthew Miller, Western Washington University

Brief description: Committed to developing sustainable public funding for high quality teacher preparation, Prepared To Teach works with P-12/teacher preparation partnerships nationwide to redesign programs to leverage local strengths, braid resources, meet instructional needs in schools, and maximize learning for teacher candidates. The project is in the process of launching a network of four Communities of Practice that will bring together leaders from classrooms, programs, schools, and districts to work toward envisioning and implementing sustainably-funded, high-quality residencies. In this session, you will learn about the structures and processes the network is using to encourage participation, dialogue, and collaborative activity around key issues, including funding teacher candidates. EdPrepLab participants will



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have the opportunity to pick up ideas and lessons for strategic planning and partnership-building in their local contexts.

#4. Title: How Can We Incorporate Authentic Performance Tasks into Preservice Administrator Preparation Programs?

Session type: Workshop

Facilitators: Scott McLeod & Rod Blunck, University of Colorado Denver

Brief description: We invite you to join the Leadership for Educational Organizations (LEO) faculty at the University of Colorado Denver for a workshop on how to incorporate authentic performance tasks into principal licensure programs. We will share some performance tasks, student artifacts, and progress monitoring documents from our own program. Please bring your own to share too. Let's roll up our sleeves, learn from each other, and tackle the challenge of aligning our programs to the real-world work that principals do on a daily basis!

#5. Title: Our Journey towards Disrupting the Impact of Colonization on the "Curriculum" with Students and Faculty

Session type: Workshop

Facilitators: Diana Cornejo-Sanchez, Kelly Wilson, and Sarah Barnes, High Tech High

Brief Description of your session: Participants will explore the impact of colonization on education and reflect on how it impacts their practice as teacher and leader educators. In this interactive workshop, participants will first unpack a case study from the High Tech High Teacher Center where the course instructor for "Brain Health & Social Emotional Development" engaged in critical dialogue with students and faculty to dismantle the ways power, privilege, and authority might show up in the design of the syllabus. The process the HTH Teacher Center went through to further examine the syllabus to aim for an antiracist/anti-biased course will also be shared. Participants will consider implications for their own practice, and in particular, how they might support faculty in taking critical action towards decolonizing the design of student learning.

#6. Title: From PACE to PACE ADDRESSING Diversity: Deeper learning within a teacher residency model

Session type: Workshop

Facilitators: Kristin Papoi, Jocelyn Glazier, Esther Ohito, and Diana Lys, University of North Carolina, Chapel Hill and Jennifer Petty and Christine Joyce, Durham Public Schools full-release mentors

Brief description: This workshop will examine a design challenge being accelerated by a recent TQP award, in which we are seeking to further align an existing program to enhanced grant activities around the the Deeper Learning Principles of: (1) Learning that occurs in productive communities of practice; and (2) Learning that is equitable and oriented to social justice. Partnership for Authentic Communities of Educators, or PACE, provides supports for pre-service teachers and early-career teachers in Durham by building networks that connect them with each other and with experienced teacher-mentors with the objective of easing the transition into teaching careers. The PACE model evolved as part of the grant to establish



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“affinity caucuses” in which teacher residents will share and learn from others’ experiences, providing a network of ongoing support through the teachers’ initial years of work. The format of the workshop will first present the context of the PACE model, then utilize a critical friends protocol to identify and align activities identified within the PACE ADDRESSING model, where ADDRESSING is an acronym for affinity caucuses based on: **A**ge, **D**isability, **R**eligion, **E**thnicity/Race, **S**ocial Class Structure, **S**exual Orientation, **I**ndigenous Heritage, **N**ational Origin, **G**ender

#7. Title: Responsive Program Design in a University-District Partnership for Educational Leadership

Session Type: Workshop

Facilitators: Rachel Garver, Reva Jaffe-Walter, Katy Bulkley, and Emily Hodge, Montclair State University

Brief Description: This workshop session will describe the emerging partnership between the Newark Board of Education and Montclair State University’s educational leadership program. Program faculty and district administrators work together to co-design the program, co-teach courses, and conduct research on the program’s implementation and impact of the program. The workshop will conclude with brainstorming about shared challenges, such as how to make the curriculum more place-based and responsive to the local context.

#8. Title: Simulations for Deeper Learning in Teacher Education

Session type: Workshop

Facilitator: Liz Self, Vanderbilt University

Brief description: Simulated encounters in teacher education offer an opportunity for deeper learning but require careful consideration of what is being simulated, how, and what else is done to leverage the encounter itself. In this session, we will talk about the most common forms of simulation in teacher education (i.e., structured role play, live-actor, avatar-based) and explore the kinds of considerations that support deeper learning. We will examine 3 forms of simulation available in the literature to serve as case examples and end the session with some specific questions we can ask of ourselves as we plan to use encounters for deeper learning.

#9. Title: Social Emotional Learning in a Virtual Environment

Session Type: Workshop

Facilitators: Randa Suleiman and Desiree Pointer-Mace, Alverno College

Brief Description: The impact of COVID-19 pandemic goes beyond the health risk into our day to day life by slowing down the economy and cutting down social interactions. Education is in the front of this impact as teaching in many institutions shifted to online learning. Educators are faced with new challenges and opportunities to enrich their skills in creating a conducive learning environment to all students. This workshop will focus on introducing strategies to support educators in integrating social emotional learning in their teaching. Students are feeling the impact of the pandemic in forms of stress, loneliness, fear, and boredom which make an appeal to interactions with peers in a safe environment. Social emotional learning could support students to practice their social and emotional skills, attitudes, relationships with others,



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academic performance, and perceptions of the virtual learning environment. By incorporating social emotional learning into teacher education courses and learning experiences, we will connect to the formation of and assessment of dispositions for teaching. The facilitators are both faculty at Alverno College, a pioneer in higher education and authentic assessment.

#10. Title: What's Whiteness Got To Do With It? Racial identity development in the lives of deeper learning teacher educators

Session type: Workshop

Facilitators: Sarah Fine and Katie Weisberg, High Tech High

Brief Description: In this interactive workshop, participants will think about their own racial identity development and explore how this influences their work as teacher-educators. In particular, we will focus on Robin DiAngelo's notion of "white fragility" -- the silence, discomfort, and/or defensiveness that many white folks feel when talking about issues of race and racism. How might our racial identities help or hinder our ability to form meaningful relationships with colleagues and students? What structures might allow us to engage with each other and with our students productively about race? We will explore these and other questions and, in the process, experience some tools and texts which can be used to bring this work to a range of contexts.

Obviously, talking about racial identity development in relation to teaching is a HUGE endeavor. We would like participants to think of this workshop as a "toe-dip" into these topics. Our goal is that they will emerge with enlarged curiosity along with a desire-- and a few tools--to continue this work.

#11. Title: Preparing School Leaders to Respond to Violence and Enact Care

Session Type: Discussion

Facilitators: Anthony Conelli and Nicole Limperopulos, Bank Street Graduate School of Education

Brief description: We want to engage in a conversation on understanding gun violence in our society, how we can prepare leaders to create safe and caring communities, and strategies to manage our feelings and actions. How does a school community care for its students and staff when managing gun violence? How do we build a caring community, creating a safe and caring space to address feelings in response to violent situations? How do we provide tools and avenues for expression? How do we manage our feelings of frustration and pain? What are alternatives to responding with violence?

#12. Title: Early Childhood Policy and Practice in the Time of COVID-19

Session Type: Discussion

Facilitators: Mark Nagasawa, Straus Center for Young Children and Families and Emily Sharrock, Bank Street Education Center

Brief Description: This session will begin with a short presentation about the facilitators' policy engagement to strengthen the birth-3 workforce and to establish an ECE research network to inform policy partners and practitioners about the state of the field. Participants will then be



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invited to discuss how the pandemic has affected ECE in their context - particularly with regard to ECE teacher preparation and/or research/policy/practice relationships.

#13. Title: Educational Leadership, Antiracist Practice, and What's Next

Session Type: Discussion

Facilitators: Soraya Sablo Sutton and Nives Wetzel de Cediél, University of California, Berkeley

Brief Description: In response to the crises of leader and teacher burnout which has been exacerbated by the overlapping pandemics of a global health crises and systemic racism, we will explore ways to sustain, support and compel ongoing reflection and dialogue about antiracist practice. But we can't stop there. How do we move dialogue among leaders and teachers to action that alleviates the suffering caused by systemic racism? This session is an invitation to engage in a conversation about building sustainable antiracist practices that mitigate against leader and teacher burnout.

#14. Title: Deans' Meeting (Invitation Only)

Session Type: Discussion

Facilitators: Tamara Lucas, Montclair State University; Kathy Schultz, University of Colorado, Boulder; and Cecelia Traugh, Bank Street Graduate School of Education

Brief description: Three EdPrepLab institution deans, Tamara Lucas (Montclair State University), Kathy Schultz (University of Colorado, Boulder), and Cecelia Traugh (Bank Street Graduate School of Education) will host a discussion about current issues facing colleges, schools, and programs of educator preparation. All deans representing member institutions are encouraged to attend. Topics will include leading for deeper learning and equity, the policies and practices that support that work, and the challenges we face. The facilitators will begin with a short presentation and then lead the group in conversation.

#15. Title: Developing an Antiracist Lens in Student Teacher Supervision

Session Type: Discussion

Facilitators: Ruth Ann Costanzo, Nikole Richardson, Peter Williamson, and University Supervisors, Stanford University

Brief Description: This session will begin with a brief description of the Stanford Teacher Education Program (STEP) Secondary program's professional learning curriculum around antiracist teaching for University Supervisors; it will also explore its alignment with student coursework. Participants will then be invited to discuss strategies, tools and approaches for developing supervision practices that support antiracist teaching in student teaching placements and with school partners.

#16. Title: Emotional Wellbeing in Teacher Education

Session type: Discussion

Facilitators: Laura Allen, Courtney Crim, and Ellen Barnett, Trinity University

Brief Description: Preservice teachers face a unique trifecta; they must learn to recognize indicators and impacts of mental health disorders, respond to P-12 students' mental health



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needs, and simultaneously support their own mental health during a critical period of adolescent development and transition. Instead of viewing this as “the perfect storm,” we frame this as an opportunity to go beyond providing basic knowledge of mental health issues and find an innovative approach that teaches novice teachers how to manage their own needs as well as those of their students. We sought an inexpensive and accessible intervention that might allow preservice teachers to experience the recovery potential for themselves. We found this in nature. In this discussion session, faculty from Trinity University will explore findings from a study of changes in emotional well-being for preservice teachers and the tools used for the study: The Reflection Rumination Questionnaire and the Profile of Mood States.

#17. Title: State Policy as Underused Leverage for Improving Principal Preparation

Session Type: Discussion

Facilitator: Steve Tozer, Learning Policy Institute

Brief description: This session will engage participants in discussing how state policy can be used more effectively in improving principal preparation. Questions to be addressed include: What does current literature report as the state of state policies in principal preparation? How can state policy provide high leverage for improving principal preparation programs, and what state exemplars might be most instructive? What are the barriers to improving state policy, and how might they be overcome?

#18. Title: Undeterred: Advancing antiracist educational preparation despite the pandemic

Session type: Discussion

Facilitators: Emily Hodge, Montclair State University and Lihi Rosenthal, University of California, Berkeley

Brief description: When the pandemic hit, it disrupted three institutes of higher learning’s plans to participate in, iterate upon, and envision opportunities for inter-institutional consultancy to advance antiracist educational preparation for emerging teachers, principals and school system leaders. Undeterred, the team from Montclair State University, UCLA and UC Berkeley adapted their plans for the virtual setting. In the process, lessons were learned about the potential for community building and collaboration over the virtual space. In this session, we hope to engage participants in a discussion about how to further praxis in equity-conscious teacher and leader preparation precisely when the obstacles to doing so are the highest.

#19. Title: Using Cross-institutional Inquiry to Support Teacher Preparation for Deeper Learning

Session type: Discussion

Facilitators: Cheryl Bolick, Jocelyn Glazier, and Kristin Papoi, UNC-Chapel Hill; Cindy Gutierrez, UC Denver; and Heather Haynes Smith, Trinity University

Brief description: In this session, facilitators representing the three university teaching education programs will share and lead discussion on their cross-university inquiry focused on practices and deeper learning. The facilitators will model the use of a protocol similar to one that has been useful in their group. The focus question for this session is: "How does a collaborative inquiry group across institutions support teacher preparation programs to design and engage teacher candidates in deeper learning?"



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