

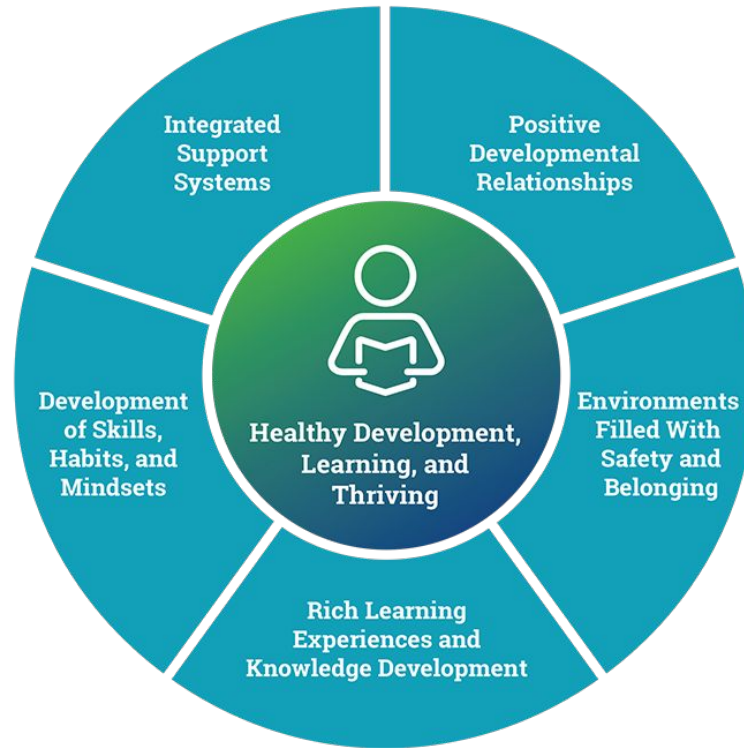


# Supporting Positive Relationships in Communities of Practice

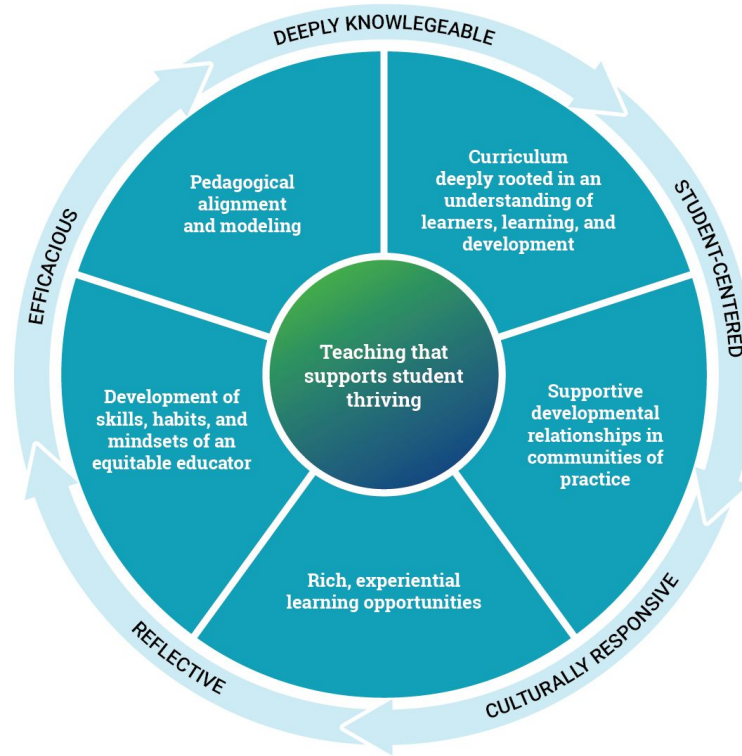
Learning Cafe

November 30, 2022

# Whole School SoLD Design Principles



# Teacher Preparation SoLD Design Principles



# Today's Presenters



Travis J. Bristol, Associate professor of teacher education and education policy at the UC Berkeley School of Education



Jacquelyn Ollison, Ed.D.  
Co-Director CA Teacher Residency Lab



Karin Compise, Ed.D.  
Coordinator Residency at Teachers College San Joaquin



CALIFORNIA TEACHER  
RESIDENCY LAB

EQUITY DEEP DIVE  
COMMUNITY OF PRACTICE:  
SUPPORTING AND RETAINING TEACHER  
RESIDENTS OF COLOR

NOVEMBER 30, 2022

**PRESENTERS: TRAVIS BRISTOL, PH.D. , JACQUELYN OLLISON, ED.D., & KARIN COMPISE, ED.D.**

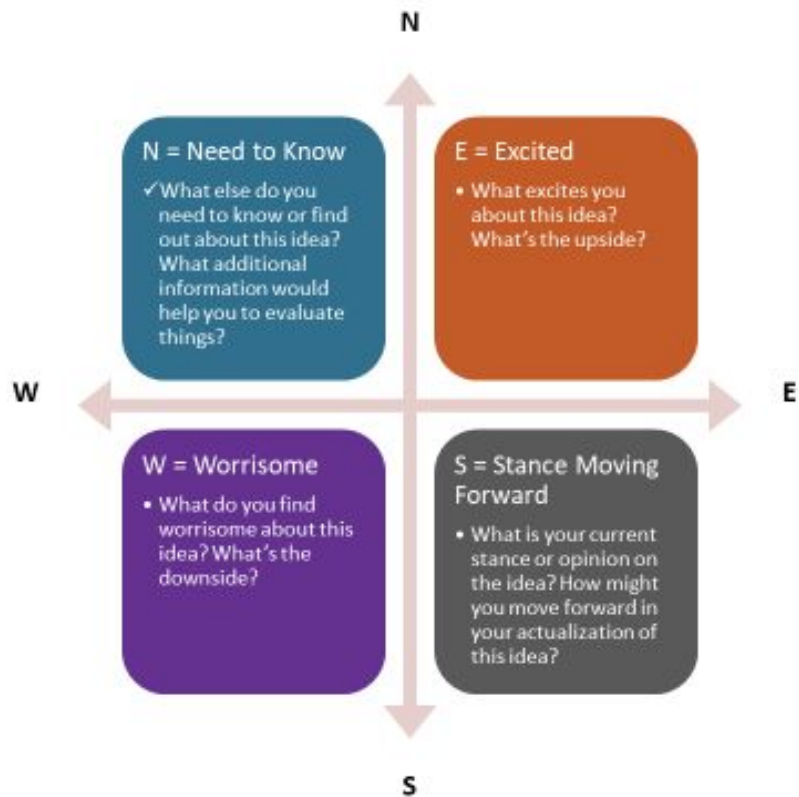
# Today's Journey



- Supporting Preservice Teachers of Color Key Learnings with Dr. Travis Bristol
- Equity Deep Dive Communities of Practice within The CA Teacher Residency Lab with Dr. Jacquelyn Ollison
- Cultivating a Sense of Belonging at Residency at Teachers College of San Joaquin with Dr. Karin Compise
- Small Group Discussion followed by Lifting Up Key Thoughts
- Question & Answer Period

# Jot Down Notes According to Compass Points:

Equity Deep Dive  
Community of Practice -  
Supporting and Retaining  
Teacher Residents of Color  
with the California Teacher  
Residency Lab and Dr.  
Travis Bristol.



# Lessons Learned from Designing Professional Learning Communities for Educators of Color



**Travis J. Bristol, Ph.D.**

Associate Professor,

UC Berkeley's School of Education



**@TravisJBristol**





# A Tale of Two Types of Schools: An Exploration of How School Working Conditions Influence Black Male Teacher Turnover

TRAVIS J. BRISTOL

*University of California, Berkeley*

Bristol, T. J. (2020). A tale of two types of schools: An exploration of how school working conditions influence Black male teacher turnover. *Teachers College Record*, 122 (3), 1 – 41.



# Male teachers of color take a lesson from each other

“I mean it makes you feel inadequate. Like am I saying something that’s crazy? I’ve been educated. I have a master’s. I passed all of the Massachusetts teacher exams just like everybody else. It’s frustrating you know?”

— Dennis Sangister

“I and another African-American man had outdoor duty, to just kind of monitor and police the front of the building at dismissal times just to usher students away from



R&D

**By Travis J. Bristol**

Bristol, T. J. (2015). Male teachers of color take a lesson from each other. *Phi Delta Kappan*, 92(2), 36-41



**FIGURE 1.**  
**Monthly topics for Male Teachers of Color Network**


<b>MONTH</b>	<b>SOCIAL-EMOTIONAL COMPONENT</b>	<b>DILEMMA OF PRACTICE</b>
<b>January</b>	What are the opportunities for leadership in Boston Public Schools?	How do you create student buy-in? How do you get all students to do high-cognitive demand thinking?
<b>February</b>	What is the role of male teachers of color in educating boys of color?	What practical strategies will help engage boys of color?
<b>March</b>	How do I navigate the various roles I am asked to play in my school?	How do we make our curriculum culturally relevant to our students?
<b>April</b>	How do we increase the number of male teachers of color in our district?	What does it mean that black male teachers receive a disproportionate number of unsatisfactory ratings on the district's new evaluation system?
<b>May</b>	How do we increase the number of males of color in teaching?	Conducted an after-school workshop that included 25 male high school students of color to provide them with information that would influence their decision to become educators. Workshop sessions focused on four areas: teaching and your community; how can I become a teacher; cash and benefits; and educating beyond the classroom.

# Pre-service Teachers of Color say...

- Black and Latinx pre-service teachers describe little attention to incorporating their ethnoracial and linguistic identities during coursework (Haddix, 2010).
- White faculty do not push White students to develop a critical perspective on the “achievement gap” (Brown, 2014).
- White faculty rarely challenged White students’ racist ideas during class discussions (Kornfeld, 1999).



## Supporting Black Male Preservice Teachers: Evidence from an Alternative Teacher Certification Program

Travis J. Bristol <sup>a</sup>, David J. Wallace<sup>b</sup>, Sara Manchanda<sup>a</sup>, and Anthony Rodriguez<sup>a</sup>

<sup>a</sup>University of California, Berkeley, Berkeley, California; <sup>b</sup>Relay Graduate School of Education, New York, New York

### ABSTRACT

Drawing on semistructured interviews with 20 Black male preservice teachers, this article examines one alternative teacher certification program's attempt to support these aspiring educators through an affinity group. Although a growing body of research highlights the challenges preservice Black teachers experience in their preparation programs, there is less research about how preparation programs create supportive environments for aspiring Black teachers and specifically Black male teachers. To fill this empirical gap, we explored the following research question: How do Black male preservice teachers describe the role of an affinity group in shaping their experience in their preparation program and in their clinical site? Findings from this study pointed to positive effects of participation in the affinity group for Black male preservice teachers. Specifically, affinity group participants communicated their needs openly with one another and facilitators, felt solidarity with one another—which allowed for collaborative problem solving—and cultivated tools for self-advocacy to meet both professional and personal goals. Implications for research, policy, and practice are discussed.

# Phases One and Two



- **Fall 2017** – Worked with two clinical teacher educators to co-design the pre-service male teachers of color affinity group.
- **Fall 2017** – Clinical teacher educators trained three alumni, who were current classroom teachers, to facilitate affinity group sessions.

**Table 1** Monthly topics for the Innovative Teacher Preparation Program preservice male teachers of color affinity group.

	Guiding Questions	Social and Emotional Focus	Content Focus
February 10	Why have a group targeted at supporting male teachers of color? How can I use formative assessment to inform what and how I teach?	Faculty and facilitators share their experiences as male teachers of color	Using formative assessment to inform instructional decisions
March 10	How do I advocate for what I need to be successful in my building as a male teacher of color? What is culturally sustaining pedagogy? How do I begin to develop content-specific culturally sustaining practices?	Advocating for your development as a male instructional leader of color	Developing content-specific culturally sustaining practices
April 14	How do I ensure fiscal stability as a teacher? How do I enact culturally sustaining pedagogy across difference? How does my identity influence my enactment of culturally sustaining pedagogy?	Building for your financial future as a male teacher of color	Executing culturally sustaining practices for students across difference
May 12	How do I practice self-care as a male teacher of color? As I prepare for Year 2, what more do I need to learn to be an effective teacher?	Taking care of mind, body, and spirit as a male teacher of color	Reflecting on my educational philosophy in preparation for Year 2 and beyond

# Phase Three



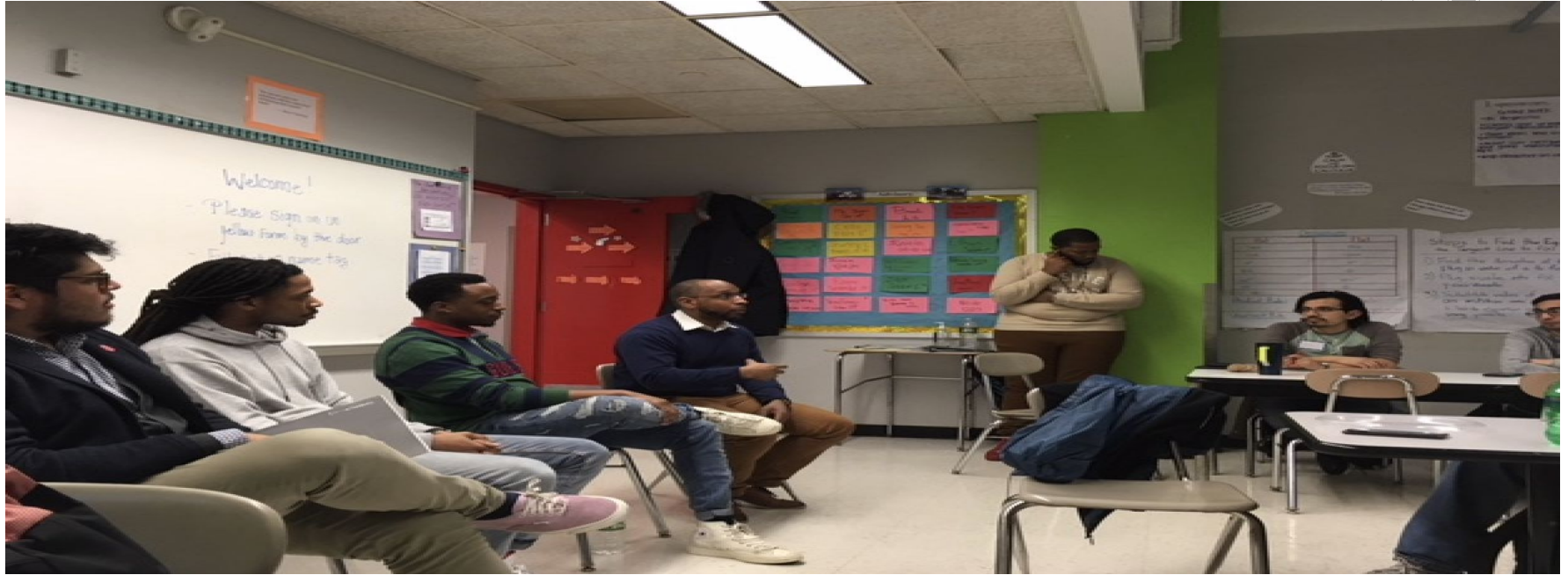
- **Fall 2017** – Designed a research project that explored the program- and school-based experiences of pre-service male teachers of color.



# Professional Learning Community for (Male) Pre-service Teachers of Color

- **Finding #1:** Making Practice – and Pain – Public
- **Finding #2:** Content sessions created an opportunity for pre-service teachers to *deepen* their content knowledge
- **Finding #3:** Self-care as a Saving Grace

# Finding #1: Making Practice - and Pain - Public



# February (Session 1)

- **Observation: One alumni facilitator said:** “I’m in a diverse environment...our staff is generally White. When I was struggling with classroom management, I had no one I could confide in. I couldn’t accept that my students weren’t listening to me.”
- **Another facilitator** described how “I could not be vulnerable in my school. I was the only man of color in the building.... I didn’t have anyone to turn to...I didn’t have the space to be vulnerable. I feared if I shared my struggles, they [my colleagues] would add to my oppression.”
- **The third alumni facilitator** put it simply: “I didn’t feel safe talking to my colleagues.”

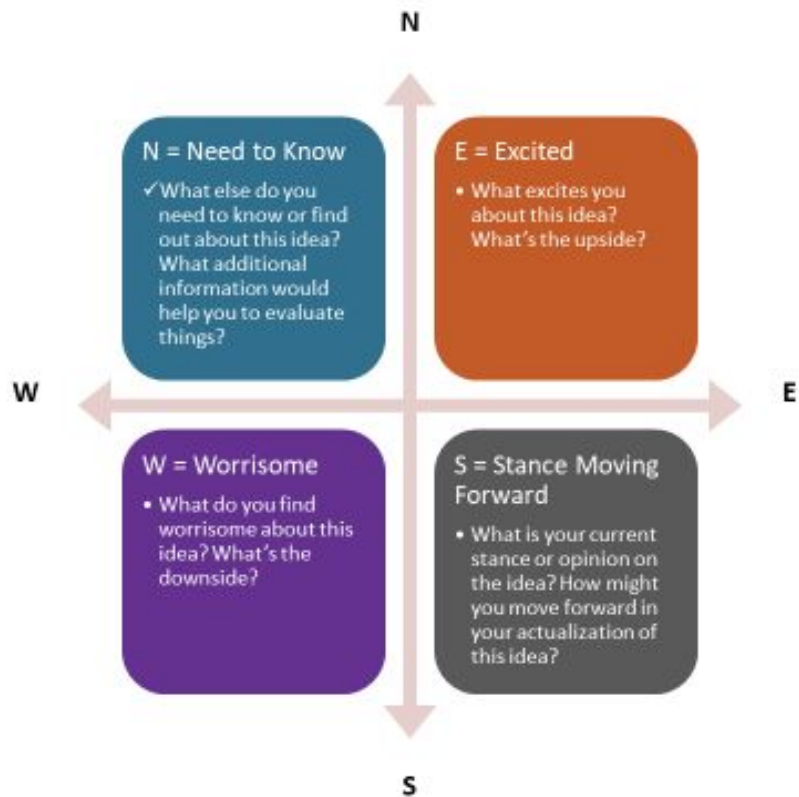
# Growing the People & the Organization



- We improve organizations when we grow both the people and the organization (Bryk, 2010).
- Unintended consequences of affinity groups for pre-service teachers of color
  - Focus exclusively on teacher candidates of color
  - Less attention to the conditions in teacher prep programs needed to support and retain pre-service teachers of color

# Jot Down Notes According to Compass Points:

Equity Deep Dive  
Community of Practice -  
Supporting and Retaining  
Teacher Residents of Color  
with the California Teacher  
Residency Lab and Dr.  
Travis Bristol.





CDE FOUNDATION



CALIFORNIA TEACHER  
RESIDENCY **LAB**

# The CA Teacher Residency Lab

## Our Vision

- California's powerfully prepared, diverse, and thriving teacher workforce advances educational equity and justice, providing the learning supports that ensure every student reaches their full potential.

## Our Mission

- The California Teacher Residency Lab (Lab) will build a system of teacher residencies in California that transforms the teacher workforce.

## We Serve

- As a conduit for California teacher residency partnerships to easily access a constellation of support that builds their capacity to design effective and sustainable teacher residency programs.



## We Emphasize

- Residency to residency support. We are developing the capacity of California teacher residencies to provide context-specific professional support to one another, building a system that over time evolves to support and sustain itself.

# Characteristics and Evidence of an Effective Teacher Residency Program

## The CA Teacher Residency Characteristics:

- Developed by The Lab
- Serve as a **common framework** for all CA Teacher Residency Programs at various levels of implementation
- Exemplify the **scope and complexity of development** for teacher residency programs
- Center **equity and justice** in all aspects of **program implementation**
- Form the basis of all support and assistance for CA teacher residency programs
- Appear as an **Appendix of all CTC Request for Applications**
- *Today's Focus: 1, 2, 5, 8, 9*

---

**Characteristics and Evidence of an Effective California Teacher Residency Program**

The Characteristics and Evidence of an Effective California Teacher Residency Program (the Characteristics) serve as a common framework for teacher residencies in the state. They exemplify the scope and complexity of the development of teacher residency programs by which all partnerships can define and develop their program implementation.

	Mission, vision, and theory of change make explicit commitments to equity and justice
	Short- and long-term residency goals include evidence of equity and justice
<b>1. Equity and justice are defined and advanced at all levels of residency work.</b>	Recruitment and retention targets include specific numbers of mentors and teachers reflecting the LEAs and community's unique diversity
	Formal, consistent, and institutionalized spaces to discuss equity and justice work
	Institutionalized affinity spaces created and led by and for residency community members
	Action research centered on addressing equity focused opportunities of practice
<b>2. Authentic partnerships between local educational agencies (LEAs), accredited credentialing institutions, Institutes of Higher Education (IHEs) such as CSUs, and other organizations exist.</b>	Residency teams include leaders and decision-makers from IHEs, LEAs, schools, collective bargaining entities, and local communities
	MOU or Partnership agreements between or among all residency partners
	Shared mission, vision and theory of change for the residency
	Entire residency team— especially decision-makers— reflect the LEAs and community's unique diversity
<b>3. The residency system is financially sustainable.</b>	IHEs have the capacity (or a clear plan to develop the capacity) to meet LEA hiring needs
	Staffing, roles, and responsibilities are delineated across the residency
	Established norms for collaboration and decision-making
	Collaboratively defined and data-based residency goals and milestones that are revisited over time
	Program costs include resources and personnel necessary for effective implementation
	Incentives (i.e. resident, mentor stipends) are defined and tied to the value of the residency program to the LEA
<b>3. The residency system is financially sustainable.</b>	3-5 year strategic plan exists, tied to mission, vision, theory of change, and long-term budget
	Long-term budget projection is defined, including increasing cost savings to the LEA
	Long-term commitment by all partners to contribute the necessary resources to operationalize the program
	All available funding sources are examined and accessed
	Revenue sources are diverse

© CDE Foundation and the California Teacher Residency Lab

Rev. September 2021 with support from Trellis Education; Adapted from the 2019 California Teacher Residency Lab's Research-Based Characteristics and Look Fors of the Teacher Residency Model in California, informed by research conducted by the Learning Policy Institute and the National Center for Teacher Residencies.



# Equity Deep Dives



## EQUITY DEEP DIVE

*Supporting and Retaining Teacher Residents of Color*

We are looking for 5 to 10 residency programs. The goal of the opportunity is to create and nurture a "nested community of practice of teacher residency partnerships" within the larger Lab Community that builds the capacity of teacher educators and district personnel to support and retain preservice educators of color to navigate their preparation programs and clinical practice - especially in light of today's challenging times.

- Residency at Teachers College of San Joaquin
- Los Angeles Unified Teacher Residency – Pasadena
- Los Angeles Unified Teacher Residency - UCLA
- Rural Teacher Residency Fresno
- San Diego Teacher Residency
- Marshall Teacher Residency
- San Francisco Teacher Residency
- Oakland Teacher Residency
- Partnership to Uplift Communities (PUC) Urban Teacher Residency

# Equity Deep Dive Goal

To build capacity in residency programs to support and retain preservice educators of color to navigate their preparation programs and clinical practice.

# Equity Deep Dive Cohort Learning Trajectory

## 1st Year: 2020-21

- Nested community of practice within the larger CA Teacher Residency Lab Learning Community
- Support Includes
  - group learning
  - Work in between

## 2<sup>nd</sup> Year: 2021-22

- Cohort 1 – New to Equity Deep Dive in Fall 2021
- Cohort 2 – Continuing Equity deep Dive since Fall 2020
- Support Includes
  - group learning
  - 1x1 Coaching Sessions
  - Work in between

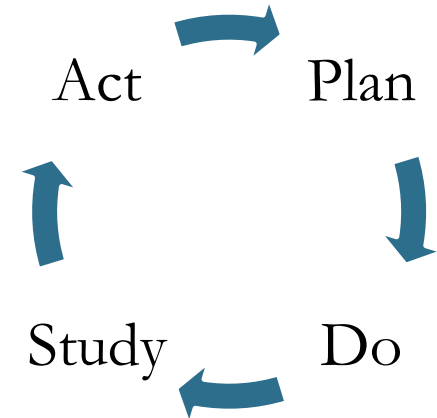
# Scope of our work

- Session 1: Program-based experiences of aspiring Teachers of Color
- Session 2: Designing an affinity-group for in-service (men) Teachers of Color
- Session 3: Developing mentors/cooperating teachers working with aspiring Teachers of Color
- Session 4: Designing an affinity-group for pre-service (men) Teachers of Color

# Action Research: Addressing an Opportunity of Practice in Your Teacher Residency Program

## TO SUPPORT CONTINUOUS IMPROVEMENT

- Identify an Opportunity of Practice related to Teacher Residents of Color.
- Develop a research question that could help you understand your Opportunity of Practice.
- Identify the data source(s) you will need to address your research question.
- Develop one “preliminary finding” based on your analysis of collected data.
- What is one policy or practice you might change in your residency program based on your preliminary finding?
- What barriers may prevent you from implementing this policy or practice?



# Overall Objective

To utilize the relationships built within the Lab and community of practice to support residency programs to cultivate and strengthen supportive climates and conditions for residency candidates to thrive



**TEACHERS COLLEGE**  
of SAN JOAQUIN

# Residency @ TCSJ

Dr. Karin Compise

# Equity Deep Dive Team:

Equity Deep Dive team members consisted of representatives from these departments:

- Recruitment/Marketing
- Residency
- Research and Evaluation
- Administrative Services
- Graduate Studies



# Opportunity of Practice:

What are the actual experiences of BIPOC teachers/ administrators/ students at Teachers College of San Joaquin (TCSJ)?

# Method

Residency Program: Residency@TCSJ

Member Names: Dr. Karin Compise and  
Dr. Crescentia Thomas

1. Administer the Higher Education Data Sharing (HEDS) survey to entire TCSJ community: students, faculty and staff.

n=183 of which 74 were self-identified BIPOC

2. Conduct 1:1 interviews with current residents. Focus in on residents' sense of belonging within their cohort and within the college community.

n=9 of which 7 were self-identified BIPOC

# HEDS Data Summary – Open Ended Questions

## Spring, 2022

Self-Reported Level of Satisfaction with TCSJ Campus Climate	# of Responses	# of BIPOC Responses	What one word or sentence would you use to describe the sense of community you feel at TCSJ?	What one change would you make in order to enhance the sense of community at TCSJ?
Very Satisfied	101	36	Family Welcoming Supportive Inclusive Comfortable Safe	Meet and greet (social) at the beginning of the program More diverse faculty and staff (gender, ethnicity, culture) Train faculty on age equity Provide more opportunities to engage in activities connected to race, ethnicity, gender, religion, disabilities, SES status Offer support groups for working moms and other groups that might need extra help
Generally Satisfied	50	21	Family Community Supportive Welcoming Included	Have social events outside of class Share upcoming events in the community Go beyond the talking about diversity- TCSJ is mostly run by a white group of people Provide opportunities for the cohorts to collaborate or have share events

# HEDS Data Summary – Open Ended Questions

## Spring, 2022

Self-Reported Level of Satisfaction with TCSJ Campus Climate	# of Responses	# of BIPOC Responses	What one word or sentence would you use to describe the sense of community you feel at TCSJ?	What one change would you make in order to enhance the sense of community at TCSJ?
Neither Satisfied nor Dissatisfied	24	14	Missing Lacking Disconnect between admin/instructors/students Gender bias Adequate Want online courses	Value everyone's thoughts Present both sides of academic research Leadership could be more visible in class even for the first few minutes Hire instructors of color (that look like students in our schools) Prepare instructors to know more about TPA Staff is awesome- students are the issue Recruit more diverse students
Generally Dissatisfied	8	3	Broken Lacking Indifferent Homogeneously liberal Words not practiced	Hire diverse staff/instructors (ethnicity and viewpoints) Stop side-stepping the issue Better communication between admin and students Genuinely listen to student concerns
Very Dissatisfied	0	0	-----	-----

# Resident 1:1 Interviews Spring, 2022

**Question:** To what extent do you feel a sense of belonging at TCSJ, among your cohort, among the staff and among your instructors?

## Responses from self-identified residents of color:

*I do feel like I belong in the classroom. My professors are always willing to hear me out; My cohort... I feel like my peers are very nice and they include me in a lot of the discussions, and activities, like outside fun. I really appreciate that. I feel like I belong in the classroom.*

*One of the residents today said, "I noticed you're speaking out more. I really like that and I'm proud of you." So you know, everybody makes me feel like I belong.*

*I totally feel a sense of belonging, acceptance, and respect from everybody. Any teachers or professors that we have all been extremely supportive and respectful and helpful. I do feel very well supported by everybody.*

*I don't know if I would say that I feel I belong, but I do feel welcomed, like I don't know how to say this without stereotyping myself. I mean, I am Hispanic, and there are some Hispanic people in my cohort, but even between them and I, I feel like there are a lot of differences, but overall, I do feel like everyone tries their best to make everyone feel welcome. I care about that more than fitting in.*

# Additional Findings from Resident 1:1 Interviews:

- Cohort was a strength for residents
  - It was mentioned nine times by residents of color as a source of support
- Program was flexible and responsive to needs
  - Three Residents mentioned that instructors were supportive
  - Coordinator was mentioned ten times in reference to “support”
- When asked what could be done to improve the program:
  - Two residents mentioned the need for more support for assessments and that Teacher Performance Assessments were a potential barrier
  - Classes in the evenings to allow for opportunities to work or substitute
  - Place residents with mentors who fit their personality
  - Four residents could not come up with suggestions for improvement

# Continuing Work and Next Steps

## *Residency@TCSJ:*

- We have changed all coursework to be in the evening rather than have one day per week as a seminar. This has allowed residents to substitute, work, or have a free day when needed.
- We continue to improve our assessment support offerings, and we have increased the alignment of assessment preparation with coursework assignments.
- We will continue with relationship-building practices that break down barriers and provide support to the cohort: weekly reflections, team-building exercises, opportunities for sharing in small groups, group texts, and responsive communication from residency faculty and coordinator.
- We will continue to seek feedback from residents, especially residents of color, to look for ways to improve residents' experiences and sense of belonging.

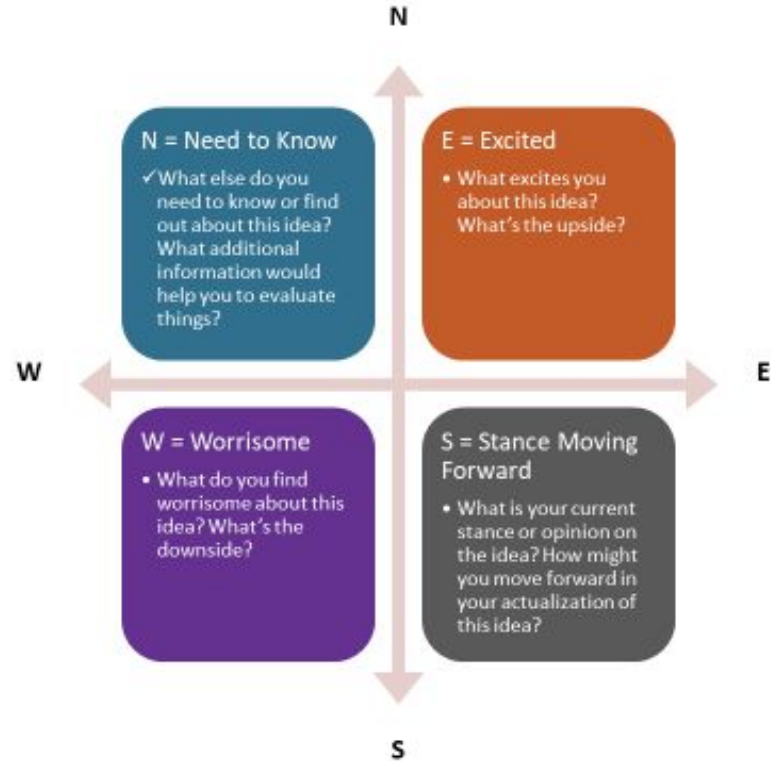
# Continuing Work and Next Steps

## TCSJ Community:

- Our Equity Team is close to publishing a report summarizing findings from the HEDS survey which will be shared with all of our stakeholders.
- Hiring faculty that is more representative of our student population is called out in our strategic plan which is reviewed regularly by TCSJ's Leadership Team and the TCSJ Board. Our Equity Team will review current hiring practices and offer suggestions for improvement to our Leadership Team.
- Our Equity Team and Leadership Team is committed to ensure that our faculty is engaged in ongoing professional development regarding equity.
- The Equity Team will send a survey annually to students and faculty to evaluate our progress.
- We are now using our current and former students as “ambassadors” to recruit potential candidates from their communities.



# Compass Points Discussion in Small Groups



# Q+A

What questions might you have?



# Next Learning Cafes

## Friday, December 2nd

- Jacquelyn Ollison, Ed.D., Program Director, California Teacher Residency Lab
- Jacob Guthrie, Los Angeles Unified Teacher Residency Program with UCLA
- Dr. Heather Horsley, Brooke Berrios, Fresno Rural Teacher Residency Program

## Wednesday, February 1st & Friday February 3rd

- **Pre-K-12 Whole Child:** Environments Full of Safety and Belonging
- **Teacher Preparation:** Development of skills, habits, and mindsets of an equitable educator

# 3rd Annual EdPrepLab Policy Summit

January 24, 2023

**Building the Teacher Pipeline:  
Emerging Models of Powerful Educator Preparation**

**Thank you!**  
**For more information visit:**  
**[Edpreplab.org](https://edpreplab.org)**