

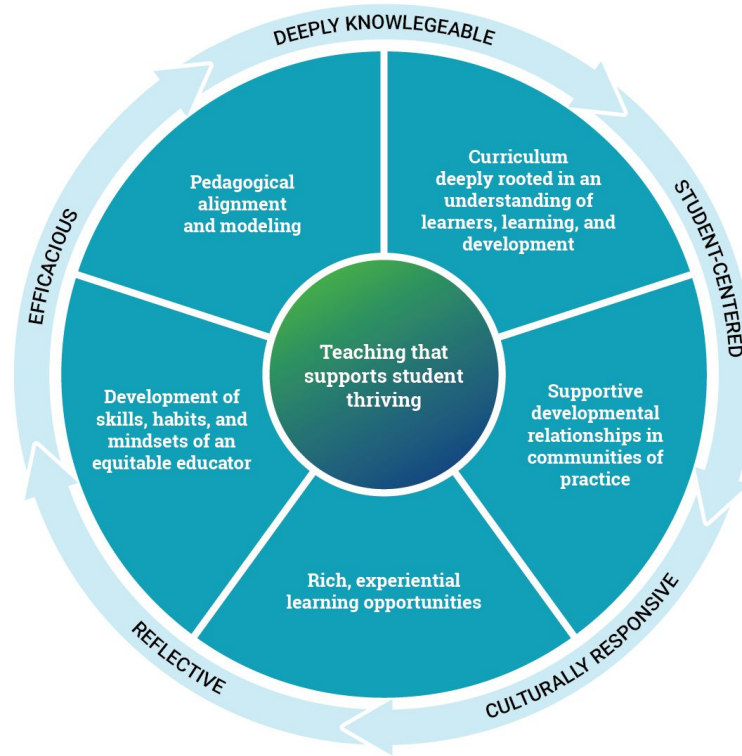


# Supporting Positive Relationships in Communities of Practice

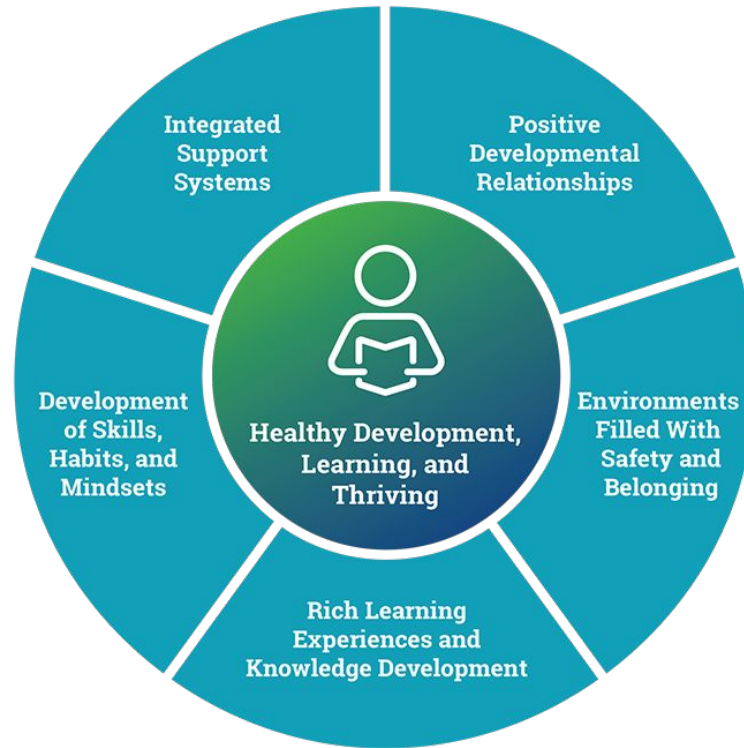
Learning Cafe

December 2, 2022

# Whole School SoLD Design Principles



# Teacher Preparation SoLD Design Principles



# Supportive Developmental Relationships in Communities of Practice

- Give time and space to the development of professional communities of practice that promote active, interactive, constructive, and iterative learning
- Develop strong, reciprocal relationships with PK-12 schools
- Model how to create authentic, trusting learning communities that are expansive and inclusive
- Create opportunities where educators observe one another, share practices, develop plans together, and solve problems collectively
  - Ex: teacher residencies, cohorts, and clinical teaching teams

# Today's Presenters



CALIFORNIA TEACHER  
RESIDENCY LAB



**FRESNO STATE**

Discovery. Diversity. Distinction.



**UCLA** Teacher Education Program



**LAUSD-UCLA Residency**

**Fresno Rural Teacher Residency Partnership**

Districts:

Kerman Unified School District,  
Firebaugh-Las Deltas Unified School District,  
Golden Plains Unified School District,  
Mendota Unified School District



CALIFORNIA TEACHER  
RESIDENCY LAB

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

DECEMBER 2, 2022

**PRESENTERS:** Jacquelyn Ollison, Ed.D., Jacob Guthrie, Bryan Johnson, Brooke Berrios, and Heather Horsley, Ph.D.

# Today's Journey



- Equity Deep Dive Communities of Practice within The CA Teacher Residency Lab with Dr. Jacquelyn Ollison
- Exploring how to sustain teachers of color via Affinity Groups with Jacob Guthrie and Dr. Bryan Johnson
- Creating justice-oriented and humanizing residency sites for culturally, racially, linguistically, and geospatially diverse interest-holders with Brooke Berrios and Dr. Heather Horsley
- Small Group Discussion followed by Lifting Up Key Thoughts
- Question & Answer Period



# As We Share...

## CONNECT, EXTEND, CHALLENGE, SUGGEST

- How are the ideas and information connected to what you already knew?
- What new ideas did you get that broadened your thinking or extended it in a different direction?
- What challenges or puzzles emerge for you?
- What suggestions do you have for us as we continue our work in this area?



# 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**



**CALIFORNIA TEACHER  
RESIDENCY LAB**

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### 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
	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

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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

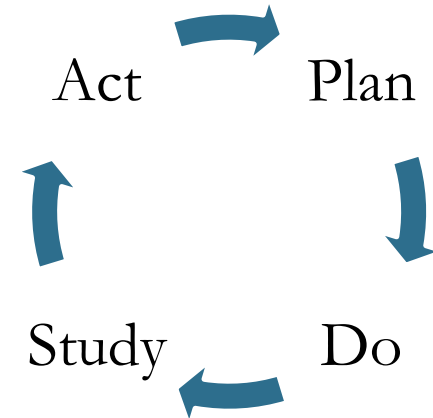
# Scope of our work

- 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

# LAUSD-UCLA Residency Bilingual, STEM, and Diversity

Jacob Guthrie & Dr. Bryan Johnson



UCLA Teacher Education Program



# Questions

What might we learn from participants in the Black Male Educator Affinity Space about what sustains Teachers of Color in LAUSD?

What conditions and climate must be in place for Black Male educators/residents and residents/educators of color to feel supported, sustained, and willing to remain in LAUSD? How can we better support our leaders in creating the conditions for success?

# What we learned

## Open-Ended Questions on Survey

Question	Responses
What drew you to the affinity space?	<ul style="list-style-type: none"><li>• like-minded people/inclusive space</li><li>• collaboration</li><li>• to be mentored and mentor others</li><li>• "I'm a Black"</li></ul>
What conditions must be in place for Black male educators and educators of color to feel supported, sustained, and willing to remain in LAUSD?	<ul style="list-style-type: none"><li>• support—from administrators and other educators</li><li>• opportunities for professional growth,</li><li>• more representation.</li></ul> <p>There is also a strong theme that references not being understood and fear of retaliation and bias.</p>
As we think about how to support Black male educators, what is one recommendation you would give your principal (or supervisor if you don't work at a school site)?	<ul style="list-style-type: none"><li>• greater support by listening</li><li>• Black representation</li><li>• cultivating Black teacher voice</li><li>• development of cultural competence around the Black lived experience</li></ul>

# What we learned

## Quotes

“In my entire academic life I've only had one black male teacher and he was one of the most influential people in my life. It's my desire to give to someone what he gave me...a chance.”

“More autonomy & more anti-bias training for other adults, especially in supervisory categories. I feel that we (Black men) are often the "scariest" teachers to do with for some administrators, especially if we are competent & have more education/ skills, etc., than they do.”

# Next Steps:

1. Successful in securing Black Educators Initiative funding to help offset the cost of attendance for Black Teacher Residents at UCLA and USC. As a part of this proposal, will have specific affinity space to support these Residents' expert facilitator.
2. Expanded Career Ladder Educators of Tomorrow Program to include 2 high schools with significant Black student population to provide more equity and access.



**FRESNO STATE**

Discovery. Diversity. Distinction.

# Fresno Rural Teacher Residency Program

Dr. Heather Horsley, Brooke Berrios, & Christina Macias



Partnership: FCSS, Fresno State, Expanded Learning, & 4 Rural Districts

District Students Demographics: Predominantly Latino (93%)

District Teacher Demographics: Predominantly Latino (46%) and white (40%)

Resident Demographics: Predominantly Latino/Chicana (80%)

Credential Emphasis: Elementary Ed with option of Bilingual Authorization-Spanish;  
Trauma-Informed and Healing Centered Practices



# Opportunity of Practice

Residency Program: Fresno RTRP

Member Names: Dr. Heather Horsley &  
Brooke Berrios

Grappling: What conditions are needed to create/sustain residency sites that are justice-oriented and humanizing for culturally, racially, linguistically, geospatially diverse interest-holders?

Goal: Establish residency partnership/site readiness indicators that help us grow responsibly.

Focal Interview Question: How do rural residency principals, mentor teachers, and residents understand belonging within the residency and at their school sites?

# Preliminary Findings & Evidence - Theme 1

## Collective Responsibility for Rural Communities

Residency Program: Fresno RTRP

Member Names: Dr. Heather Horsley & Brooke Berrios

Residents  
Cohort 1

*Our communities need teachers that look like them. Diverse, rural programs can be impactful by increasing quality school experiences. I want to serve and give back to my community on a larger scale.*

*Becoming a teacher is such a perfect opportunity to give back to my community. To me it is more than just teaching, it gives me the opportunity to be a role model.*

*This [program] is SO important because we want to see my hometown grow and progress. I want to stay here and serve the Spanish-speaking community. Teachers that understand and can connect with parents will change the lives of rural students. I want to keep my connection to my community.*

Mentor Teacher  
Cohort 1

*Not many teachers are willing to come out to rural areas and commute all the way out out here. To me it's very important for those that are, you know, part of our community to come back and give back to our community. You know, we're going to be determined and committed to to being here in our rural communities.*

# Preliminary Findings & Evidence - Theme 2

## Wraparound Support & Belonging

Residency Program: Fresno RTRP

Member Names: Dr. Heather Horsley & Brooke Berrios

Residents  
Cohort 1

*I don't feel alone. / I had lots of anxiety...but I feel the wraparound supports are really working for me. Being recognized in the newsletter made me feel proud of my work. It made me feel like I was seen and included in the program.*

Mentor Teachers  
Cohort 1

*The initial mentor/resident meeting is a perfect start to get to know each other. She was able to get to know me, and I feel like we were able to connect.*

*At our school site we start off our meetings with celebrations, and that's one of the things that my Admin is really big about. So we always, you know, do celebrations, and it's not only professional celebrations... Not only are we professionals, but we also have a personal life, and we're able to share, and you know it's just a safe space where we can all share. And that's where I have that sense of belonging.*

*The weekly residency newsletter also makes me feel like I am part of the residency. I see the resident shout outs, I was highlighted once, I am reminded about expectations. It helps me feel like I am something bigger than what happens in my classroom.*

*I do sometimes feel like I am not sure how to support my resident with her coursework. We look at her assignments but I would like to know more about the goals in the course and how I can better support my resident's success. This is an area where I lack confidence and that doesn't make me feel like I belong.*

# Next Steps Based on Preliminary Findings

- ★ Honor the strengths of rural communities; asset-based mindsets
- ★ Celebrate, Celebrate, Celebrate; Professional and Personal
- ★ Sustain the weekly newsletter; Ensure each resident and mentor teacher gets a shout out during the year
- ★ Strengthen relationships with Mentor Teachers
  - Provide more opportunities for the Mentor Teachers to understand the university side of the program.
    - Added language in district contracts to ensure necessary release time and substitute coverage for MT PD / program interviews for data collection
  - Schedule more informal Mentor teacher check-ins and 3 formal check-ins that focus on university/course requirements.
  - Sustain the Mentor Teacher and Resident Meet and Greet
  - MT Intake Interview: Collect data around their pre-service experiences in TPP
  - More opportunities for Mentor and Resident PD on relational coaching and co-teaching practices

# Small Group Discussion

## CONNECT, EXTEND, CHALLENGE, SUGGEST

- How are the ideas and information connected to what you already knew?
- What new ideas did you get that broadened your thinking or extended it in a different direction?
- What challenges or puzzles emerge for you?
- What suggestions do you have for us as we continue our work in this area?

# Q+A

What questions might you have?



# Next EdPrepLab Events

**Tuesday, January 24th Policy Summit**

**Building the Teacher Pipeline:**

**Emerging Models of Powerful Educator Preparation**

**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



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