



Teacher Vacancy Task Force Training and Support Feedback

December 1st, 2022



Feedback Protocol



Time	Focus
1 minute	Transition to Breakout Room
4 minutes	Framing of Theme and Recommendations
15 minutes	Silent Solo Review of Stakeholder Input and Recommendations
35 minutes	Theme Discussions using Guiding Questions
5 minutes	Closing and Reflection



Key Discussion Questions



- 1.) How do these set of recommendations align with the priorities and discussions of your working group?
- 2.) What resonates with you from the input shared by stakeholders? How does this input align to the research and evidence?
- 3.) Based on feedback and data and research, what changes might the Task Force make to these recommendations?

Capture
your thoughts in
the Jamboard before,
during, and after the
session

Theme 4: Talent Pipeline (Residencies and Teacher Preparation) K-2	Theme 5: Teacher Leadership and Mentorship	Theme 6: High-Quality Instructional Materials and Quality Instructional Materials
<ul style="list-style-type: none"> A. Increase funding for Grow Your Own programs from high school Education and Training CTE courses to and through teacher certification B. Establish and fund Teacher Residency Program preparation route and allotment C. Expand EPP capacity to produce teacher residents through funding EPP technical assistance support 	<ul style="list-style-type: none"> A. Develop cooperating teacher and mentor teacher trainings B. Increase funding for the Mentor Program Allotment C. Provide funding for expansion of Teacher Leadership grants D. Increase opportunities for teacher voice through establishing a state Teacher Leadership Fellowship 	<ul style="list-style-type: none"> A. Expand access to High Quality Instructional Materials and ensures support for implementation B. Embed instruction on utilization of HQIM in Educator Preparation Program design and delivery.



Silent Solo Review

Challenges Task Force
Shared



Theme 4: Talent Pipeline (Residencies and GYO)

- A. Increase funding for Grow Your Own programs from high school Education and Training CTE courses to and through teacher certification
- B. Establish and fund Teacher Residency Program preparation route and allotment
- C. Expand EPP capacity to produce teacher residents through funding technical assistance support

Areas of Support	Additional Considerations
<p>Recommendation A</p> <ul style="list-style-type: none"> GYO programs that include educational aides should help fill vacancies with teachers who have field experience (Teacher Groups) <p>Recommendation B</p> <ul style="list-style-type: none"> Paid residencies would attract quality candidates into the profession (All groups) Support for scaling programs that work (All groups) 	<p>Recommendation A</p> <ul style="list-style-type: none"> Align Recommendation A to transferable Association of Teachers in Teaching (Policy and Advocacy groups) Supports the expansion of GYO programs but this recommendation should be phrased to explicitly include educational aides (Teacher groups) <p>Recommendation B</p> <ul style="list-style-type: none"> What rubric or requirement would be used to accept apprentices/residency programs as part of the allotment? (Policy and Advocacy groups) Need to focus particularly on shoring up service practice based experiences for interns as well as support for this group of candidates. (Teacher Groups) The Task Force should call for expanded service practice based experiences for all routes, including those entering the profession on an intern certificate. (Teacher Groups) Would recommend a strengthened support structure for those serving as teacher of record on an intern certificate, including enabling sufficient time within the school day for support activities. (Teacher Groups)

Challenges Task Force Shared

Teachers are interested in teacher leadership, but do not have time within the school day to take on the tasks and are often not compensated for these tasks

Effective teachers are often asked to take on additional duties but are not compensated for these leadership roles

Teachers want to have a voice in the decision-making process both the state and local level

Task Force Solution Generation

Provide foundational supports to enable teacher leadership development

Ensure sustainable funding support for mentorship and teacher leadership initiatives

Consider state-level leadership opportunities, like the Task Force, for teacher input

Theme 5: Teacher Leadership and Mentorship

- A. Develop cooperating teacher and mentor teacher trainings
- B. Increase funding for the Mentor Program
- C. Provide funding for expansion of Teacher

Areas of Support	Additional Considerations
<p>Recommendation B</p> <ul style="list-style-type: none"> Quality mentorship and induction programs are important to teachers and is constantly mentioned as an area to invest in (All groups) While MPA may be expensive, driving down over time results in savings over time. There is no good way to expand the pipeline without expanding mentorship or support for new teachers (Teacher groups) 	<p>Recommendation A</p> <ul style="list-style-type: none"> Could mentor training result in micro credentialing (Teacher groups) Principals need to be a part of this process and informed about the roles and responsibilities for the mentor and mentee as they oversee the Mentorship program (Admin groups) Need to fine tune processes using lessons learned from the implementation of Reading Academies for any new training and support (Teacher groups) <p>Recommendation B</p> <ul style="list-style-type: none"> A large scale mentoring program will need significant financial investments and technical support (All groups) <p>Recommendation D</p> <ul style="list-style-type: none"> Teacher voice

Challenges Task Force Shared

Teachers spend significant amounts of timing searching for instructional materials.

There is a significant amount of novice teachers across the state and often experienced teachers are overburdened with supporting a high number of novice teachers.

Teachers do not always have time for collaborative planning with peers teaching the same grade level and content

Task Force Solution Generation

Expand statewide access to High quality instructional materials

Strengthen partnerships between LEAs and EPPs, specifically with alignment of instructional material and internalization support

Ensure master schedules are aligned to allow for lesson internalization and collaborative planning

Theme 6: High-Quality Instructional Materials

- A. Expand access to High-Quality Instructional materials and ensure support for implementation
- B. Embed instruction on utilization of HQIM in Educator Preparation Program design and delivery.

