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

Summarized Recommendations

Theme 4: Talent Pipeline (Residencies and GYO)	Theme 5: Teacher Leadership and Mentorship	Theme 6: High-Quality Instructional Materials
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 a Teacher Residency Program preparation route and allotment C. Expand EPP capacity to produce teacher residents through funding EPP technical assistance support	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	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.

Silent Solo Review

Theme 4 Task Force Input
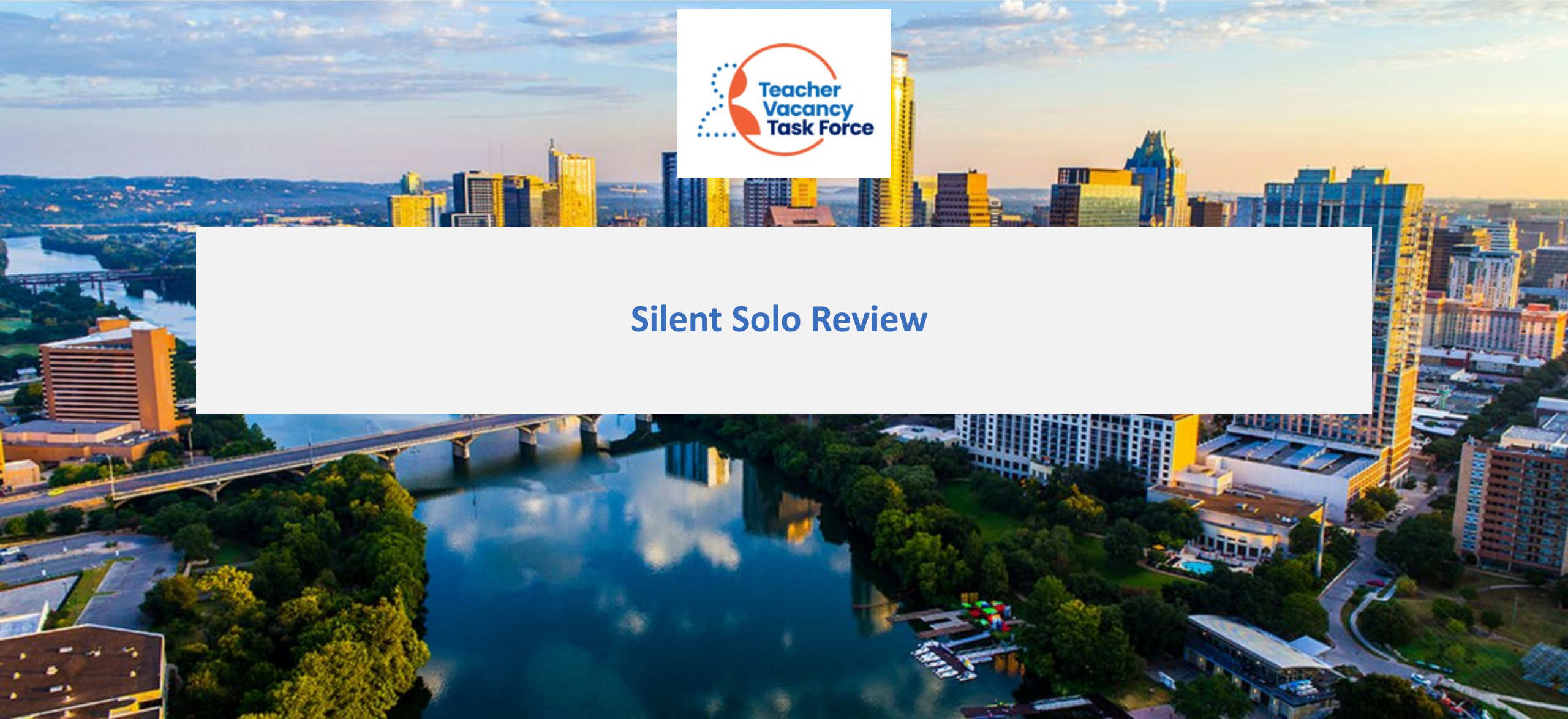
Challenges Task Force Shared

Experienced teachers pick up the slack for ill-prepared teachers, contributing to their own burnout and attrition

There is a largely untapped pipeline of new teachers who have served for many years as paraprofessionals and just need barriers removed to transition into teaching roles

Access to high school Education and Training CTE courses that promote teaching as a profession are not equitably available across the state.

EPPs would like to offer teacher residency models, but need support to navigate both the technical components of program design and strategies to identify and develop strong LEA partners.

Task Force Solution Generation

Establish Teacher Residency programs

Increase supports for Grow your Own programs

Strengthen EPP and LEA partnerships

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 a **Teacher Residency Program preparation route and allotment**

C. Expand EPP capacity to produce teacher residents through funding **EPP technical assistance support**

Areas of Support	Additional Considerations
Recommendation A • GYO programs that include educational aides could help fill vacancies with teachers who have field experience (Teacher Groups) **Recommendation B** • Paid residencies would attract quality candidates into the profession (All groups) • Support for scaling programs that work (All groups)	**Recommendation A** • Align Recommendation A to transferable Associate of Arts in Teaching (Policy and Advocacy groups) • Supports the expansion of GYO programs but feels this recommendation should be phrased to explicitly include educational aides (Teacher groups) **Recommendation B** • 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 pre-service practice-based experiences for interns as well as support for this group of candidates. (Teacher Groups) • The Task Force should call for expanded pre-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)

Theme 5 Task Force Input

Challenges Task Force Shared

Task Force Solution Generation

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 at 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 Allotment**
C. Provide **funding for expansion of Teacher Leadership grants**
D. Increase opportunities for teacher voice through establishing a **state Teacher Leadership Fellowship**

Areas of Support	Additional Considerations
Recommendation B • 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 turnover 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)	**Recommendation A** • 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) **Recommendation B** • A large scale mentoring program will need significant financial investments and technical support (All groups) **Recommendation D** • Teacher voice- current recommendation does not address the concerns about the need for representation at the school and district level (Teacher groups)

Theme 6 Task Force Input

Challenges Task Force Shared

Task Force Solution Generation

Challenges Task Force Shared	Task Force Solution Generation
Teachers spend significant amounts of timing searching for instructional materials.	Expand statewide access to High-Quality 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.	Strengthen partnerships between LEAs and EPPs, specifically with alignment of instructional material and internalization support
Teachers do not always have time for collaborative planning with peers teaching the same grade-level and content	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.

Areas of Support	Additional Considerations
Recommendation A • High-Quality Instructional Materials strengthen the quality of direct instruction and would help improve student achievement (Policy and Advocacy Groups) • Technical assistance and support for LEA's is needed to be able to properly support teachers in the use of HQIM	**Recommendation A** • The framing of this is important so that LEA's do not view this as a mandate but rather guidance (Admin groups) • District and teacher buy in is critical as a component of change management (Teacher groups) • Cultural and linguistic relevance for students should be a part of HQIM (Policy and Advocacy groups) • Materials should provide flexibility and teacher autonomy (Teacher groups)