



UWT School of Education Equity Action Plan: Developing and Retaining Diverse Educators

PROPOSED THREE YEAR PLAN – 2017-2020

IN ACCORDANCE WITH PESB SPECIAL PROJECT FUND, 2016-17

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Background

The purpose of this PESB Special Projects Fund Grant was to design and implement an Equity Action Plan (EAP) for the new School of Education at the University of Washington Tacoma. This plan was originally thought to be particularly timely as UWT's Education Program was beginning our transition to a School of Education (SOE) at the start of this grant cycle. Thus, internal and external alignments suggested that this plan would directly extend current strategic planning efforts to guide UW Tacoma as an urban-serving institution. This PESB-supported process thus initially laid the foundation for the creation and implementation of an EAP that could build and sustain a School of Education dedicated to the professional preparation and development of diverse educators committed to excellence, equity, and social justice.

We have started this process by creating signature programs across undergraduate, graduate, and professional certification levels that reflect an emphasis on equity pedagogy and high need areas in education. Our teacher certification programs include dual certification in K-8/Teaching English Language Learners; K-8/Special Education; and Secondary Science and Mathematics. In addition, our education leadership certification and advance degree programs include course offerings that attend to equity and diversity as part of required coursework (e.g. education administration, superintendent preparation; masters and education doctorate – Ed.D.). At the undergraduate level, UWT currently offers education minors in collaboration with the School of Interdisciplinary Arts & Sciences (SIAS), one of which was developed during this 2016-17 school year. Additional equity-driven plans include a to-be-developed undergraduate education major to specifically align resources to support diverse educator development.

Underneath these alignment efforts lay two key presumptions that are reflected in the mission and vision of the SOE:

- 1) That the region requires transforming educator preparation processes to significantly increase the recruitment and retention of diverse educators; and
- 2) That such efforts must commit to modeling equity pedagogy to foster cultural competence and inclusive teaching and leadership across school roles.

As a new School of Education, we see the Equity Action Planning process as a vital accountability lever to help guide future decision-making and program development that ensures a vibrant diverse workforce and collaborative partnerships with surrounding communities.

This grant was thus intended to develop two efforts: An Internal Equity Action Planning Team, and an External Equity Partner Advisory Committee.

Context

In alignment with the transition to a School, we began a search for an inaugural Dean that paralleled the Equity Action Plan development timeline. While initially thought to be an opportune timeline, we soon realized that strategic planning processes would need to be revised to reflect the timeline of the incoming Dean (Dr. Rachel Endo, who would begin July 1, 2017). Thus, the initial timeline and set of activities were shifted (with PESB permission) to focus on building an External Equity Partner Advisory Committee to in turn identify key barriers, opportunities, and potential strategies to diversify the teacher and educator workforce. The 2017-18 year will see development of a school-wide EAP in conjunction with unit strategic planning efforts and the welcoming in of Dean Endo. This report thus clarifies the in-progress development of the EAP, with the conclusion of grant activities simply reflecting a PESB funding cycle and not the intentionality of the SOE to conclude the work.

In addition to these revised timelines for the creation and implementation, which reinforce the scope and impact of the EAP, the SOE is also in the process of creating an undergraduate major in education (Bachelors of Arts). This degree program is specifically intended to diversify the teacher workforce, foster critical social justice orientations and professional skill sets, and lead to pathways to teaching in local districts. Building on the initial education minor that leads directly into UW Tacoma graduate teaching certification program, the next step in developing this undergraduate degree program has been the creation of a second minor focused on social justice. This new minor in Education and Community Engagement, approved to be implemented in Winter 2018, fulfills an increased demand for undergraduate education courses, particularly for students who are seeking other opportunities to engage in schools beyond serving as certified teachers. This minor also addresses the over-enrollment in the current minor, which is tied directly to teacher certification; the creation of the second minor is thus intended to ease curricular congestion of core courses, while further encouraging diverse students to enter education professions writ large. This minor led to increased course offerings that have specific equity, urban serving, and racial justice lenses, and these courses gradually increase the capacity and demand for education courses, which in turn, increases demand for faculty hiring. With the added capacity for faculty to teach, the bachelor's degree program remains the next step in the SOE's development (UWT is currently the only UW campus without an undergraduate degree in education, despite significant student demand).

The importance of creating a bachelor's degree in education cannot be understated. UWT has a diverse undergraduate student population (as of 2015-16, students of color represented 49% of the overall undergraduate population, and first generation students represented 64%), yet few students of color currently transfer into graduate programs for a variety of reasons that reflect systemic barriers to entering the teaching profession (see particularly Ard, Knaus, Epstein, & Lynch, 2012; and Knaus & Ard, 2014). This year's process has helped to develop the equity-focused foundation from which to create, and then implement, a bachelor's degree program that directly aligns with PESB's focus on diversifying the teacher workforce within an equity-based culturally responsive teaching framework.

Core Components of the Initial Equity Action Plan

In keeping with UWT's urban serving mission, and in alignment with the SOE's mission and vision, the core components of the initial Equity Action Plan efforts centered on two themes:

- 1) **Diversify the Educator Workforce.** This includes the development of an assessment and accountability system that identifies key activities and monitors new program development and recruitment and retention efforts of the SOE. Specific efforts target student, faculty, and staff recruitment and retention activities across all programs. The Equity Action Plan will describe concrete steps that require each program within the SOE to identify multiple strategies for increasing enrollment and retention of diverse educator candidates. These program-specific plans are intended to fit within a larger SOE-wide plan that focuses on diversifying the faculty and staff of the School, while also increasing support and commitment to modeling equity pedagogy across programs.
- 2) **Deepen Cultural Competencies** of all SOE members including students, staff, faculty, volunteers, and community partners. The Equity Action Plan will describe annual activities that enhance opportunities to deepen cultural competencies related to historically marginalized and minoritized communities in the south sound region.

It is important to note that these two themes remain central to the development of the EAP moving forward, and are intended to guide initial SOE-wide strategic planning discussions at the start of Autumn 2017-18.

Program Activities

Given the need to respond to the timing of strategic growth processes that were impacted by external influences, the initial proposed activities focused on formalizing an Internal Equity Action Planning Team. This team was responsible for implementing the yearlong development process. The second proposed set of activities focused on developing the External Committee specifically charged with guiding development of SOE Equity Action Plan. This entailed detailed conversation about current barriers, opportunities, and strategies to move forward as a region and specifically, for the SOE. The third set included developing and implementing the actual Equity Action Plan, and this has been postponed to 2017-18.

In order to lead both a School-wide and program-specific alignment effort, the core team (Drs. Aguirre and Knaus) facilitated a yearlong process that culminated in an External Equity Partner Advisory Committee convening. This convening built upon the foundation laid forth by the Recruitment and Retention Committee, which ultimately identified critical friends who represent a range of perspectives, insights, and professional relevance towards diversifying the teacher workforce. Initial thought partners included Dr. Wayne Au (UW Bothell), Dr. Tyson Marsh (Seattle University), and Patricia McDonald (Highline College), each of whom represented links to relevant programs (of similar size, scope, and two have recently been part of the development of bachelor's programs). The committee was then extended to reflect regional expertise, national level insight, and a range of district experiences to include a wide range of educator preparation and equity-oriented experts, practitioners, and scholars. This well-attended convening, held April 29, 2017, provided the core intellectual foundation for the Equity Action Plan moving forward.

Results from Critical Discussion

The UW Tacoma School of Education convened a group of 14 experts who work in the fields of K-12 education, educator preparation, community organizing, and social justice (additional participants were unable to attend, but remain committed to serving in a formal role to support the development of the Equity Action Plan; the full list of participants can be found under Appendix A). The group was tasked with developing the foundation for a UWT School of Education Equity Action Plan, centered on diversifying the teacher/educator workforce. This discussion was supported by the Professional Educator Standards Board (PESB) special project fund, which invested in teacher education programs to, in turn, convene critical scholars, educators, practitioners, and community members with knowledge of and experience in diversifying the educator workforce. This initial discussion (held on April 29, 2017) identified structural barriers to diversifying the educator workforce (primarily teachers, but also administrators), and identified both general, and UWT specific solutions. Full summary notes can be found under Appendix B.

Key Themes

1) Barriers to a diversified teacher/educator pathway

This initial conversation identified structural barriers that shape the profession's predominantly white teacher workforce, including racism and related intersectionalities that limits who pursues teaching careers. The ensuing discussion reframed barriers to analyzing structural issues that keep community-centered people of color from becoming certified classroom teachers and educational leaders. The summative point of the discussion was that educational systems are fundamentally alienating for students, employees, and families of color, and that efforts to help students navigate are insufficient to transform the pervasiveness of racialized structures in K-12 and higher education, as well as in the surrounding local, regional, state, and national context. This leads to further racialized exclusion along traditional education pathways.

Themes included:

- a) A local, regional, and national context of alienating, racist, and inequitable K-12 and higher education systems;
- b) Exclusionary higher education and teacher education programs (including financial, economic, cultural, and racialized barriers that dissuade before the application process and during programs);
- c) Limited structural mechanisms for creative navigation of known barriers, including the new Washington State Alternative pathways that ultimately keeps structural barriers intact;
- d) Ineffective recruitment into the field and into teacher education programs based on outdated models;
- e) Lack of professionalism within the field of education, including higher education;
- f) Higher education/teacher education curriculum that reflects racist and deficit views and that is fundamentally inadequate for today's students, communities, and schools;

- g) Lack of supports for teachers once they are placed into classrooms and schools, and no supports for the employment discrimination teachers of color face once placed.

2) Identification of best practices to address racial barriers

This discussion centered on identifying strategies that, in theory, help students navigate barriers, while also encouraging programs to address and/or eliminate the existence of the barriers themselves. While obstacles to implementing such approaches remain, the purpose was to identify general approaches that work to both support individual students and transform higher education programs. While a number of theoretical best practice approaches were identified, these were largely seen as operating outside the norm, and not efforts to transform racist, sexist, and classist education systems. There was general agreement that the state is not making inroads to addressing – or even recognizing – the larger racialized inequities that shape education, schooling, and teacher preparation.

- a) Aligned approaches that target specific populations (and communities), including specific marketing and branding for programs and regions
- b) Aligned pathways (from community college to four-year to district supports) – also known as Grow Your Own programs
- c) Stepped mentorship model (from student teaching to first years teaching to learning to be mentor teacher)
- d) Racial equity policies (at the district and college levels)
- e) Higher education curriculum transformation, including site- and competency-based programs, decentering whiteness from the curricular core
- f) Centering affirming support structures for students and communities of color at both K-12 and higher education levels
- g) Localized assessments of teaching effectiveness that reflect local languages, cultural communities, racial heritages, and other geographic communities

3) Identification of concrete strategies for UWT to lead and implement

This culminating discussion identified both short term and long term practical ideas for UWT's School of Education to consider implementing. There was recognition that participants in this discussion had expertise in helping facilitate aspects of these ideas, and that implementation should not fall upon the shoulders of only the SOE, which was recognized as being underfunded and understaffed, particularly for implementing transformative ideas around addressing racial injustices.

- a) Develop SOE racial equity taskforce (which could include expansion and formalization of this workgroup). Focus was on ensuring experts of color were the predominant make up of any group.
- b) Transform UWT's Approach to Educator Preparation, including the following:
 - a. Use of transformative pedagogies so that UWT SOE models how to do culturally responsive, age-appropriate, teaching that can actually be readily applied to schools
 - b. Transformative, justice-oriented curriculum that helps K-12 graduates leave school with justice lenses

- c. Develop multiple, flexible pathways through to certification, including Grow Your Own programs that extend well beyond PESB's limited framework
 - d. Increase supports for students and educators of color, including financial, mentoring, test preparation supports, and models of successful teachers, administrators, and faculty of color
 - e. Hiring and supporting faculty of color who are familiar with and can teach about racism in schools
- c) Strengthen district partnerships, particularly around mentoring, identification of content experts, and leadership pathways.

There was agreement that these concrete steps could be clarified and further developed (and then implemented) in concert with local key district leaders, teachers, community leaders, and this group. There was also agreement that all of these efforts must take place simultaneously, and that local districts, outside experts, and dedicated professionals would need to support the SOE in this process, as education programs simply do not have capacity to offer what is needed in practice.

Overarching Equity Vision

The critical discussion identified a range of previously documented barriers, suggested theoretical orientation to addressing such barriers, and offered concrete strategies to move forward. The intent of this discussion was to provide the types of activities that should guide an equity action plan. Towards that end, the discussion was guided by three assumptions that were reflected by the participants' orientation to their social justice work, and by the SOE's mission, vision, and programs. These assumptions coincided with PESB's support for this Equity Action Plan and included:

- 1) Addressing systemic bias at the School of Education and UWT levels, including:
 - a. Defining systemic bias, increasing School-wide focus on racism, sexism, classism, islamophobia, and transphobia in all practices;
 - b. Centering both personal and systemic understandings of all of these biases, in SOE employees, district partners, and students;
 - c. Infusing these understandings across the curriculum and in courses designed to foster personal and systemic understanding;
- 2) Diversification of faculty and students, including an immediate focus on hiring employees of color to reflect the populations UWT's graduates serve; and
- 3) Development of routes that minimize impact of structural barriers to communities of color and low income communities becoming teachers.

Strategic Goals

The 2016-17 planning year culminated in this summary document. The 2017-18 year will begin with a strategic planning conversation about how best to expand and then implement an Equity Action Plan. The following goals reflect previous activities and are designed to be revised dramatically when the full SOE community engages in reflection and implementation analysis.

1. Goal 1: Develop and Implement Equity Action Plan (2017-2020)
2. Goal 2: Implement Steps to Diversify Current Teacher Certification Student Population
3. Goal 3: Institutionalize External Partnerships with Key Racial Justice Experts
4. Goal 4: Develop Pathway Programs

This Equity Action Plan concludes with the promise of further development of goals moving forward. The first goal, to develop and implement this plan, entails first thinking through, collaborative revising and then mapping out concrete implementation timelines for 2017-2020. These planning activities will be conducted through 2017-18, with a planned beginning implementation phase of Goals 2-4 mid-2017.

Appendix A

External Equity Partner Advisory Committee

Participants	Role	Email
Chris Alejano	Director of Education, Tech Access Foundation (TAF)	chrisa@techaccess.org
Wayne Au*	Faculty, University of Washington, Bothell	wayneau@uw.edu
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*Unable to participate in first convening

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Appendix B

External Equity Partner Advisory Committee Meeting Summary Notes

External Equity Partner Advisory Committee

The UW Tacoma School of Education convened a group of 14 experts who work in the fields of K-12 education, educator preparation, community organizing, and social justice (an additional six were unable, but remain willing, to participate in future discussions). The group was tasked with developing the foundation for a UWT School of Education Equity Action Plan, centered on diversifying the teacher/educator workforce. This discussion was supported by a Professional Educator Standards Board (PESB) special project fund, which has invested in teacher education programs to, in turn, convene critical scholars, educators, practitioners, and community members with knowledge of and experience in diversifying the educator workforce. This initial discussion (held on April 29, 2017) identified structural barriers to diversifying the educator workforce (primarily teachers, but also administrators), and identified both general, and UWT specific solutions. These notes clarify the findings of this discussion.

Identifying barriers to a diversified teacher/educator pathway

What stops community-centered people of color from becoming teachers/educators?

This initial conversation identified structural barriers that shape the profession’s predominantly white teacher workforce, including racism and related intersectionalities that limits who pursues teaching careers. The summative point of the discussion was that educational systems are fundamentally alienating for students of color, and that efforts to help students navigate are insufficient to transform the pervasiveness of racialized structures in P-12 and higher education, as well as in the surrounding local, regional, state, and national context.

Type of Barrier	Examples	Clarification
Alienating, Racist, and Inequitable K-12 Context	<ul style="list-style-type: none"> -K-12 curriculum is racially exclusive -Queer youth and youth of color have limited opportunities for K-12 success -Students of color don’t see themselves in teachers/ educators/administrators -Teachers don’t reflect cultural/linguistic 	<ul style="list-style-type: none"> -Higher dropout rates, lower college going rates based on youth of color and queer students experience bullying at school, rejection at home, and irrelevant and demeaning K-12 curriculum -Very low graduation rates for low-income students of color (and many graduates are eligible for 4-year enrollment) -The students who do graduate are often not the most

	background of students -Limited mentors of color	community-rooted and oriented -Teachers are not seen as the most warm, welcoming or socially just
Financial / Economic Barriers	-Unpaid student teaching experience -Cost of testing and certification burdens -Low starting wages impacts impoverished students more -New teachers spend personal fund on classroom	-Student must give up full-time employment; requires independent or family wealth -Cost burdens; limited (or expensive) test preparation -No childcare support -Undocumented students have very limited ways to access funds (including employment)
Cultural/Racialized Barriers	-Testing -Focus on whiteness -Focus on English only	-Testing biases built into required state assessments (pre and post-certification program) -Prep programs are English-only -Very few teacher ed faculty of color -Many faculty live white segregated realities -Many students of color balance being a student/teacher with raising families/siblings
Ineffective Recruitment	-Limited community-based marketing by those who reflect various communities of color	-Students of color choose closely affiliated careers (counseling and social work) -Students often pushed into teaching early (esp. with high school teaching academies)

<p>Lack of professionalism within the field</p>	<ul style="list-style-type: none"> -Teaching not seen as viable career -No equivalencies for testing -Increasing EdTPA score requirements 	<ul style="list-style-type: none"> -High achieving students pushed towards high status careers (doctors, lawyers, engineers) -1 year of student teaching is not enough (even though it is a huge barrier - or need more supports once in classroom)
<p>Racism in Higher Education</p>	<ul style="list-style-type: none"> -Teacher preparation curriculum is racially exclusive -Campus climates (at both levels) are racially exclusive -Predominantly white faculty -Predominantly white mentor teachers/supervisors/recruiters -Limited access for undocumented students 	<ul style="list-style-type: none"> -People don't want to teach a racist curriculum and take on additional burden to transform the curriculum to be anti-racist curriculum -Why would students of color want to come into a preparation program that continues with white-framed status quo? -Need racism awareness courses (not just multicultural education) in ed prep -Disconnect between higher education/schools and communities of color -Devaluation of multilingual, multicultural students
<p>Inadequate Higher Ed curriculum</p>	<ul style="list-style-type: none"> -No clear pathways for students -Colleges are course-based -Faculty are outdated -Faculty are not diverse and not multilingual -Limited Social justice courses -Ethnic studies courses don't count 	<ul style="list-style-type: none"> -Lack of specific teaching of the hidden curriculum within teacher education programs. -How do professors teach about the hidden curriculum associated with becoming a teacher? -Limited capacity to consider alternative learning or previous experiences, alternative demonstration of competencies -Students of color are tapped to do "racial equity" work (but not paid for teaching their peers (and sometimes faculty), and this takes a toll)

	<ul style="list-style-type: none"> -Students of color are tokenized -Programs are not place-based within districts or communities -Evening courses limit people with jobs/families 	<ul style="list-style-type: none"> -Lack of district/college alignments -Preparation does not reflect experience in schools -Prep programs do not focus on transforming the profession or challenging school practice -Prioritization of test score performance, not survival or community values -Students have to travel from their jobs to campuses
<p>Limited Washington State Alternative pathways</p>	<ul style="list-style-type: none"> -Second career pathways are too difficult to transition from -Previous experience and coursework often does not count -Grow Your Own in WA is high school academies 	<ul style="list-style-type: none"> -Too many hoops (assessments and student teaching requirements) -State-defined pathways are extremely limited, do not allow for prior knowledge -Limited reciprocity with other states' endorsements -Immigrants for international degrees and credentials are not counted -Courses and experiential knowledge do not count as equivalence for tests (not competency based) -High school academies have roughly 3-8% success rates -Very low transfer rates from community college -Limited understanding of GYO movement and programs -Exclusion of communities of color from educator preparation programs

<p>Employment discrimination (once placed as classroom teachers)</p>	<ul style="list-style-type: none"> -Hiring and promotion barriers for people of color -Clear preference for white women and men for teachers -Administrative pathways prefer white men and women -Human Resources is often all white 	<ul style="list-style-type: none"> -Many students of color already experienced racism as students -Disincentive to go back to schools that previously treated people of color negatively (some of same teachers/principals are still there) -Status quo teachers become administrators
<p>Lack of Supports after program</p>	<ul style="list-style-type: none"> -Mentors are only during teacher ed program -Districts do not provide onboarding -District provided PD is inadequate 	<ul style="list-style-type: none"> -Colleges don't track graduates (esp. not in regard to measuring teaching)

Brainstorm best practice. What have you/we/they done to overcome/address these barriers?

This discussion centered on identifying strategies that, in theory, help students navigate barriers, while also encouraging programs to address and/or eliminate the barriers themselves. While obstacles to implementing such approaches remain, the purpose was to identify general approaches that work to both support individual students and transform higher education programs.

<p>What works (ish)?</p>	<p>Clarification</p>
<p>Targeted Approaches</p>	<ul style="list-style-type: none"> -Identifying instructional assistants and fostering into role (but also need to increase instructional assistants of color) -Focus on those who already have demonstrated cultural competency in schools and/or communities -Incentivize students of color (through funding, mentoring, or cohort models)

<p>Aligned Pathways</p>	<ul style="list-style-type: none"> -Align district efforts and collaborate college recruitment efforts -Offer site-based programs/courses/mentors -Increasing summer opportunities -Allow students an opportunity to try out a new field during afterschool or summer programs
<p>Community College Programs</p>	<ul style="list-style-type: none"> -Undergraduate student demand is growing, but few transfer from community college -Universities can partner with community colleges to support site-based bachelor's certification programs -Offers more place-based programs/courses -Credit for prior learning and previous professional experience
<p>Market Analysis</p>	<ul style="list-style-type: none"> -PESB/Seattle Public Schools doing analysis of para professionals -Assess regional job opportunities and job readiness (within districts, but also within communities) -Link to workforce readiness and supports
<p>Targeted Marketing and Branding</p>	<ul style="list-style-type: none"> -Alignment of student scholarships: McNair scholarship, King Chavez scholars, Rainier scholars -Design, development of pipeline into teaching (district-framed recruitment) -Engagement of high schools -Non-traditional programs (including faith-based, community organizations) holding recruitment fairs with education and social work -Statewide branding campaign around the teacher professioning

	-Educate legislature about barriers and invest dollars accordingly
Affirm and Support Students and Communities	<ul style="list-style-type: none"> -Culturally responsive approaches throughout courses and recruitment -Family-inclusive events and courses (offering childcare) -Create supports for undocumented students (some campuses pay undocumented students - UW does not) - not requiring social security numbers is a start -Provide critical reflective spaces that are connected to school but not part of school to work through ideas that allow students to deconstruct what is going on in their program -Provide community-based supports and trainings on navigating within contexts of racism as students -Provide supports for educators learning to balance secondary traumas, especially for teachers of color
Racial Equity Policy	<ul style="list-style-type: none"> -UWT to create (potentially foster workgroup for district leaders to create and implement their own) -Train school boards and administrators -Create local district action plans that align with colleges -Link accountability to college-level equity policies
Stepped Mentorship Model	-Three-tiered mentorship model (faculty mentor school leaders who mentor new teachers; faculty mentor mentor teachers who mentor new teachers, etc.).
Curriculum Transformation	<ul style="list-style-type: none"> -Shift from courses to competencies -Site-based instructors

	<ul style="list-style-type: none"> -Co-teaching between district mentors/leads and college faculty -Ethnic Studies-ize the curriculum -Focused supports for student teachers of color who may be experiencing isolation and racism from peers and faculty, including additional mentors -Moving beyond classroom management, behavior modification, and PBIS to culturally responsive approaches -Recognize that children of color are actually different than white students (all children’s behavior should not be the same) -Validate multiple instructional approaches (one sized educator does not fit all); model these differences in faculty/district examples -Evaluation built into teacher education program that assesses social-emotional teacher performance centered around inclusion, cultural fluency, and awareness -Organic strategies from the (teaching) student's lens; allow students to determine the culture and norms; create autonomy
Offer localized assessment of teaching effectiveness	<ul style="list-style-type: none"> -Eliminate testing barriers -Collaborative definitions and measurements of local effective teaching
Grow Your Own Programs	<ul style="list-style-type: none"> -Recognize institutional limitations and account for these limitations through reliance on community partners -Focus specifically on strategies that work for folks of color, not just generally good practice to recruit all students -Being in community, partnering with locally rooted community partnerships

	<ul style="list-style-type: none"> -Community governance; leveraging community voice - those that are being impacted -Promote more CBOs as teacher prep organization; pathway from CBOs into more formal teaching programs -Create sustained partnerships between, programs, school districts, communities - create systems of accountability (find ways to fund the work; make the work sustainable) -Eliminate pre-acceptance prerequisites -Prioritize cultural awareness and social justice orientation as strengths in application processes -Partnerships between higher ed orgs and high school for smooth transition; hired as paraeducator after the first two years
<p>Increase cultural awareness of local schools</p>	<ul style="list-style-type: none"> -Increase the cultural awareness/social justice orientation and accountability for current teaching staff

Identify concrete strategies UWT could use to move forward.

What could we be doing, as a region/SOE to help individuals overcome and to address the existence of these barriers?

This culminating discussion identified both short term and long term practical ideas for UWT’s School of Education to consider implementing. There was recognition that participants in this discussion had expertise in helping facilitate aspects of these ideas, and that implementation should not fall upon the shoulders of only the SOE, which was recognized as being underfunded and understaffed, particularly for implementing transformative ideas.

UWT-Specific Recommendation	Details and Clarifications
Develop Multiple, Flexible Pathways	<ul style="list-style-type: none"> -Include a range of options for students/educators to join programs -High school pathways to promise (acceptance into ed programs, not just undergrad) -Community college transfer -AA degree holding adults -BA degree holding adults -Intern placement (teachers of record while earning credential instead of student teaching) -Shift from considering how many students we have to how many students are in pipelines we’re not reaching
Develop Racial Equity Taskforce	<ul style="list-style-type: none"> -Reports to Dean -Annual retreat on what Critical Race Theory and equity looks like across programs -Deeper than PEAB, but perhaps have PEAB representatives -Must be predominantly of color, representation from experts in justice work (not just self-appointed)

	experts)
Increase Supports for Students of Color	<ul style="list-style-type: none"> -Incentivize acceptance to students of color (grants, scholarship, district promised interviews) -Preparing/supporting new teachers/graduates for working within racist educational systems -Partner with programs that specifically target and support students of color, including TRIO, ANNAPISI, and other regional networks -Self care, navigational strategies -Ongoing equity-oriented support for graduates/within their classrooms
Increase Supports for Educators of Color	<ul style="list-style-type: none"> -SOE could be providing regular justice-oriented professional development specific to educators of color -Partner with others who do race-informed trainings and offer them in tandem -Support isolated leaders of color (many of whom are excluded from consideration in ed admin programs) -Develop support networks for educators of color where the real work gets done (these are not happy hours, but instead spaces led by CRT-conscious folks who foster “Keepin’ it real” spaces)
Strengthen District Partnerships	<ul style="list-style-type: none"> -Prioritize districts that have support networks in place for new teachers of color and for student teachers of color -Partner with districts/others to extend post-graduate supports (WEA may be logical partner here) -Intentional mentorship (mentor teachers being of color) -Build in language in MOUs with districts RE what we expect our candidates to experience in the classroom (including building justice language into articulation agreements)

	<ul style="list-style-type: none"> -Keep students in district or afterschool roles so they can keep salaries and keep practical placements
<p>Transform UWT's Approach to Educator Preparation</p>	<ul style="list-style-type: none"> -Center Critical Race Theory across curriculum, promotional materials, faculty and staff orientation -Our purpose should be to educate woke teachers (anti-oppressivize the curriculum/all courses) -All college faculty and staff should model inclusiveness (recognize that most faculty are not equipped to lead this) -Eliminate classes and programs that do not center equity -Conversation about what good teaching is and how we assess it (this has to be way bigger than any one institution; maybe lead statewide or regional effort here?) -Politicize and resist standardized assessments (including WEST-B and EdTPA) -Component of competencies has to be being able to teach equity, deeper than social justice -Evaluate faculty in terms of how well we do this, provide supports for faculty who do not teach equity well, and if teaching is lacking, must be willing to not have some faculty teach -Need to reorganize PEABs to more adequately reflect communities and isolated educators of color (same players are on most PEABs, and many of them are not transformative, nor empowered to transform) -Create regular, recurring spaces for educators of color to collaborate and to identify what supports they need (and do not try to address those supports without working collaboratively with educators of color) -Use change management theories (such as Kotter) and be transparent that the SOE is trying to transform -Need advisors who reflect multiple communities of color, speak multiple languages, and hold open office hours at school sites (these do not have to only be staff; faculty could do this too)
<p>Hire and Support Faculty of Color</p>	<ul style="list-style-type: none"> -Recognize that UWT SOE does not reflect our service area nor local communities (this is a huge step that external communities have not seen us do)

	<ul style="list-style-type: none"> -If UWT SOE does not have full-time faculty of color, immediate solution is to hire adjuncts and other faculty on campus to teach courses -Treat every hire opportunity as a chance to hire/support/nurture woke faculty of color -Find five organizations that are already working with groups of color and learn from them -Professional development for faculty to learn about how our strategies might foster pipelines or exclude candidates -Connect with national organizations that support higher education diversification of the faculty -Identify and support post-docs or other teaching opportunities to bring in recent PhD graduates of color
Flexible, Justice-Oriented Curriculum	<ul style="list-style-type: none"> -Innovative course offerings (evening, off campus, community-centers, district-held, in schools) -Revisit core competencies (need to be social justice minded) -Shift from courses to competencies -Collaborative teaching across departments and content areas -Co-teaching with ethnic studies, humanities, engineering, math, English, other content-based departments -Curriculum must help teachers resist imperialist white supremacist capitalist patriarchy (as an example, educator preparation students must learn to support undocumented students, trans students, and students of color while also teaching them to navigate racist systems) -Must incorporate challenges to the status quo in every course
Test Preparation Supports	<ul style="list-style-type: none"> -Offer West-B and West-D tests on campus and in districts -Offer culturally responses test prep modules -Make clear statements that challenge these tests, but help students navigate them anyway

	<p>-Advocate, with PESB, PEAB, and others, to overthrow testing regime (and instead, develop regional competencies and measurement systems)</p>
<p>Transformative Pedagogies</p>	<ul style="list-style-type: none"> -Faculty to model multiple teaching approaches (including culturally responsive, linguistically inclusive, but also direct instruction and other district-oriented approaches) -Faculty must be able to differentiate and must model such in classes -Faculty need to model how White teachers can disrupt racist expectations and practices in the classroom -Faculty to adopt place-based and land-based educational approaches, working with local tribal communities and other communities of color to identify barriers and approaches -Youth of color should conduct regular teach-ins with SOE community to inform practice and model youth voice