

Please Rename Yourself

*Prepare before the
session starts*

1. Click the three dots in the top-right of your image.
2. Rename yourself using the following convention:

Firstname Lastname, Organization (Grant Type)

EXAMPLE:

Sam Smith, Cheerful University (TSL)





Professional Learning of Resident Mentors

TQP Program Meeting – May 10, 2022



Reflection Question

Type your
response in the
chat box.

How much of a focus is
professional learning of resident
mentors (or equivalent role) in
your grant?

- Beginning to think about it
- Somewhat of a focus
- Large focus

Preparing for Engagement



Webcams
on!



Unmute
your line to
speak.



Use the **chat**
box for
questions
and
comments.



Use chat
box for
technical
issues.

Session Overview and Objectives






1

Learn from TQP grantees engaging in resident mentor professional learning

2

Consider how practices that support resident mentor professional learning apply to your own TQP grant

Invitation

-  Be fully prepared and present.
-  Take space and make space.
-  Support authentic conversations and dialogue.
-  Keep the conversation here but share the learning.
-  Acknowledge the empty chair.



EED TA Center Facilitators



Sara Kraemer
Technical Assistance
Lead

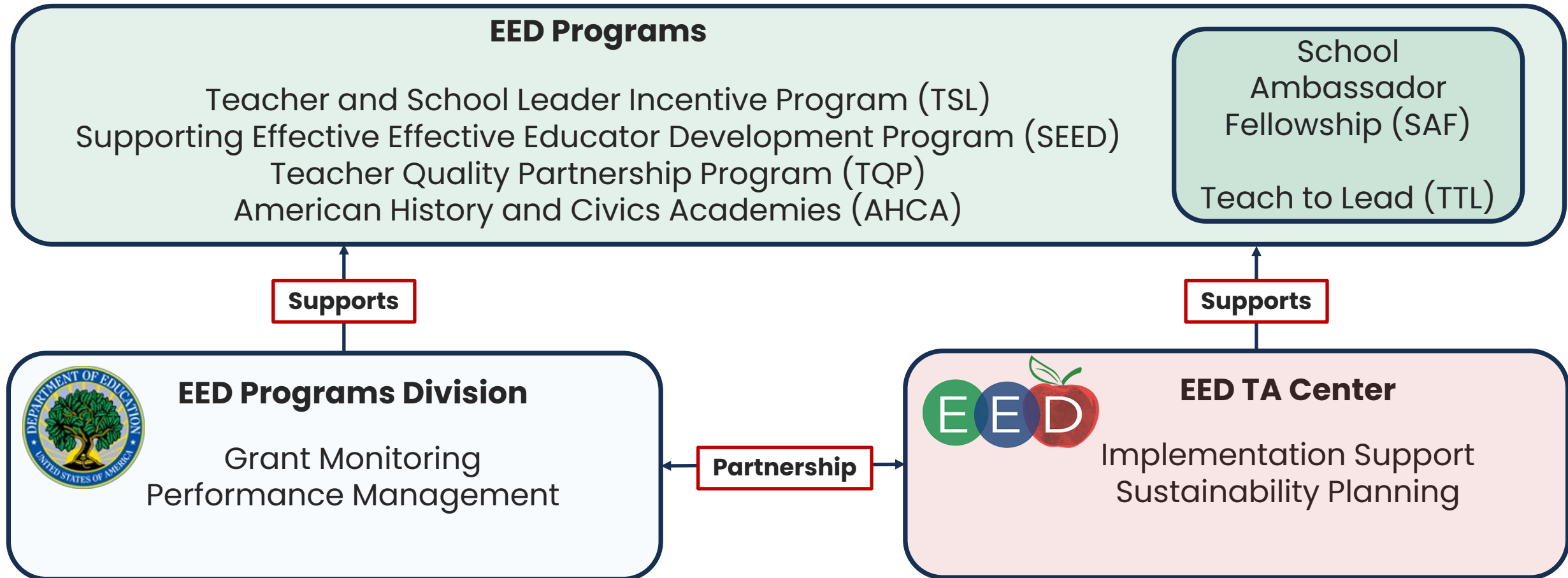


Amy Lamitie
Technical Assistance
Expert



Lynette Cameron
Project Manager

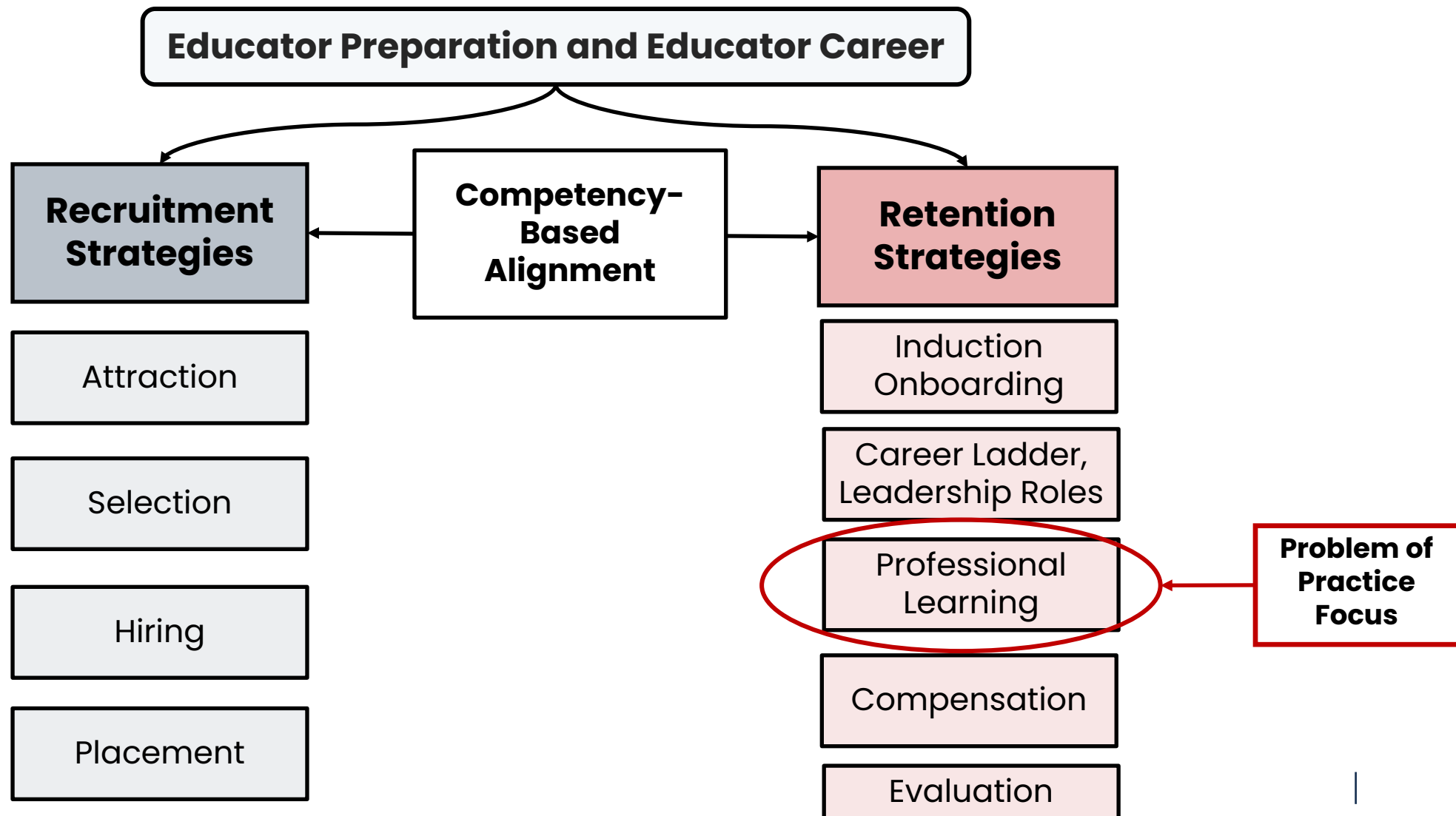
EED Programs Division and EED Technical Assistance (TA) Center



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Recruitment and Retention Framework

Strategic Recruitment and Retention



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Professional Learning of Resident Mentors Consultancy

Consultants



Dr. Shelley Neilsen Gatti

*Director, Minneapolis Special Education
Residency Program*

Associate Professor, University of St. Thomas

TQP 2020



Channing Jones

*Administrator, Minneapolis Special Education
Residency Program*

Minneapolis Public Schools

TQP 2020

University of St Thomas Teacher Quality Partnership (TQP) Grant

Project Staff: Shelley Neilsen Gatti, Channing Jones, Gina Marie Foreman
Lynn Stansberry Brusnahan, Laura Medwetz
School of Education



Facts on our Grant Project Lynn

- October 1, 2020
- **Goal:** Create sustainable **teacher residency** programs that prepare high-quality licensed educators, including teachers from underrepresented communities, in high needs areas to increase student achievement.
- **Partners:** Charter School Consortium and Minneapolis Public Schools
 - 20 residents/year for Charter schools
 - 15 residents/year for MPS
 - License Area: Academic Behavior Strategies and/or Elementary Education based on local needs assessment
- **Professional Development Activities:** Mentors and Graduates
 - Induction Support & Affinity Groups
 - Annual Teacher Pathways Summit
 - Leadership Academy
 - Ongoing professional development through ASD/EBD Summer Institute and Micro-credential digital badges



We didn't start from scratch

- To date, prepared 261 residents, currently interviewing for an additional 50 residents to begin June 2022;
- Over the 12 cohorts 60% identify as BIPOC
- First residency cohort, June 2016 with SPPS and have continued each year since (starting 7th cohort);
- MPS started June 2017 and continued each year (starting 6th cohort)
- Charter started June 2021; starting second cohort
- Ongoing member of NCTR network

Kansas State University



Dr. Todd Goodson

Director, K-STEP UP

Professor

Kansas State University

TQP 2018



LouAnn Getz

Program Manager, K-STEP UP

Kansas State University

TQP 2018



Julia Linkous

Clinical Instructor, K-STEP UP

Kansas City, Kansas Public Schools

TQP 2018

Consultancy Protocol

1. Kansas State University Problem of Practice (5 min)
2. Questions from University from St. Thomas (10 min)
3. University of St. Thomas Discussion (10 min)
4. Kansas State University Discussion (10 min)
5. TQP Participant Reflections (5 min)

Kansas State University Problem of Practice

How do we leverage communication and instructional technologies to develop and support professional development of resident mentors?

Reflection Question

Small Group
Breakouts

How will you apply the insights about professional learning for resident mentors in your grant?

Reflection Question


What insights do you have for Kansas State University based on what you heard in the consultancy?

What help or support do you have to offer Kansas State University?

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Recruitment and Retention Resources and Next Steps

Recruitment and Retention Playlist and Meeting



SUSTAINING YOUR EED GRANT

What this playlist is:
A primary goal of the U.S. Department of Education's Effective Educator Development (EED) Program is to ensure that effective grant strategies are sustained after grant funding ends. That said, planning for sustainability is complex and requires systems change given the complexity of EED grants. All grantees develop logic models and project plans shortly after receiving their grant. These performance management tools are foundational to sustainability planning.

This playlist provides EED grantees a prioritized, sequenced list of resources to support their sustainability planning. All EED grantees can find value in the resources in this playlist.

TQP Thought Lab:
May 17, 12:00 – 1:00 pm EST

We Value Your Feedback!

Please fill out the survey using the QR code or click the link in the chat.



Thank you!

How to Contact Us

U.S. Dept. of Education

Program Officers and Group Leaders

- Policy questions
- Project changes
- Data updates and amendments
- Performance and financial management questions

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EED TA Center

- Technical assistance needs and questions
- Peer connections
- Communities360 questions

EED-TA@aemcorp.com

support@grads360.org

On Communities360

EED Grantee Community

- FAQs, User Guide, and training material access
- Post discussion questions to engage with peers

EED-TA@aemcorp.com