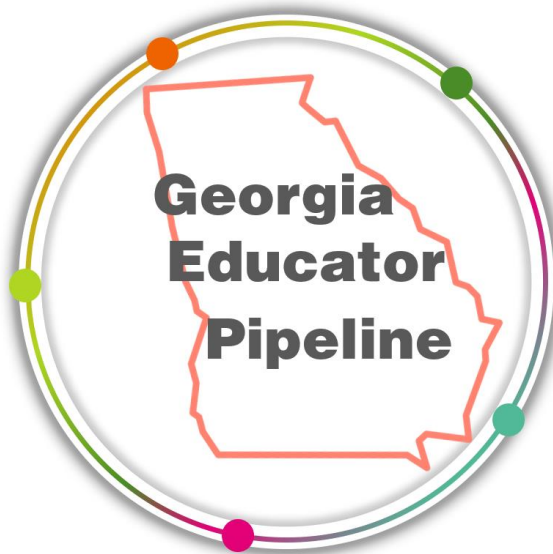


RESA Educator Pipeline Work Session

Supporting and Building Educator Talent Development Opportunities



Participant's Guide



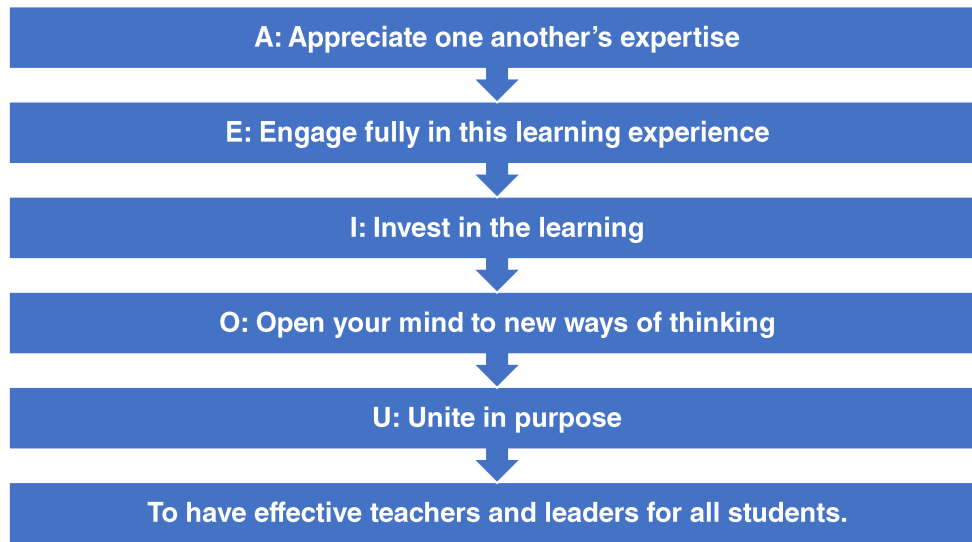
Work Session Purpose

The purpose of this work session is to provide your RESA with information that will help determine the most effective ways to support LEAs in building educator talent development opportunities.

Objectives

- Collaborate as a RESA team to explore Georgia RESA Educator Pipeline data to discover root causes that will determine next steps.
- Discuss new ideas and innovative practices to inspire positive actions.
- Establishing next steps and creating a RESA action plan that focuses on strategies to attract, prepare, and retain effective educators.

Norms



Talent Development Areas

- **Attract** the right talent into the profession to meet our students' needs.
- **Prepare** future teachers and school leaders to meet our students' needs.
- **Develop, support, and retain** educators in the field to ensure that they can continue to meet our students' needs.

State Educator Pipeline Data Notes:

Questions for the TLSD Team:

Stage II: Analyze Data

Data Driven Dialogue Protocol: Derived from the National School Reform Faculty <https://nsrfharmony.org/>

Phase I: Predictions

Before beginning your Phase I Predictions dialogue, please reflect privately and record several of your preliminary thoughts about the data. One or more of the following thought-starters may be helpful.

- I assume...
- I predict...
- I wonder...
- My questions/expectations are influenced by...
- Some possibilities for learning that this data may present...

Notes:

Phase II: Observations

Before beginning Phase II Observations dialogue, please study the data privately and record several of your observations.

- Remember: Just the facts! If you catch yourself using..., then stop.
~~Because... Therefore... It seems... However...~~
- I observe that...
- Some patterns/trends that I notice...
- I can count...
- I'm surprised that I see...

Notes:

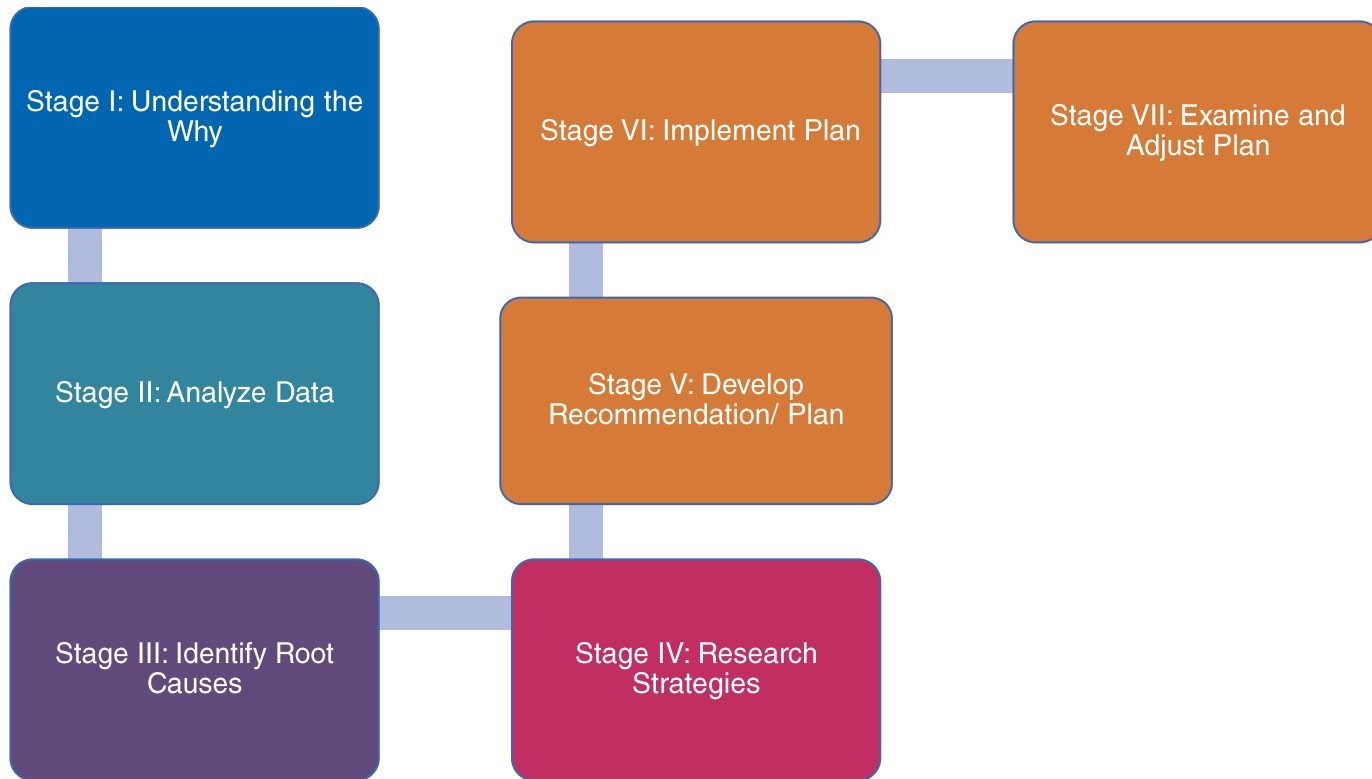
Phase III: Inference

Before beginning Phase III Inferences dialogue with your colleagues, please reflect privately, using one or more of the following thought starters to prompt your thinking:

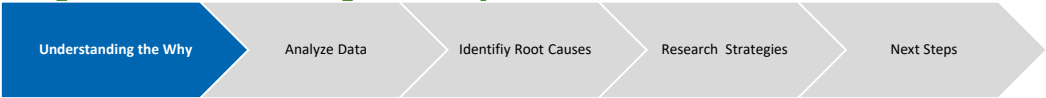
- I believe the data suggests... because...
- Additional data that would help me verify/confirm my explanations is...
- I think the following are appropriate solutions/responses that address the needs implied in the data...
- Additional data that would help guide implementation of the solutions/responses and determine if they are working...

Notes:

RESA Data Reviewing and Action Planning:



Stage I: Understanding the Why



Stage 1: Understanding the Why

- Knowing the way**
- Why does addressing educator pipeline leakages matter to our state, RESA, and local communities?
 - Why is action needed now?

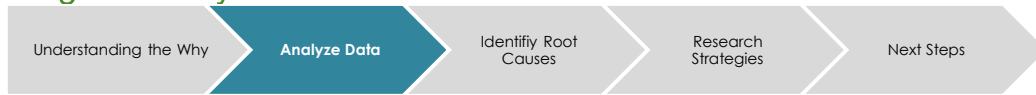
Notes:

Note ways educator pipeline leakages could reflect issues of quality access to educators in your RESA.

Notes:

Commented [LR1]: Quality access to what?

Stage II: Analyze Data



Stage 2: Analyze Data

Review the RESA Educator Pipeline Report. Discuss key points along the career continuum where there are pipeline concerns in attracting, preparing, supporting, and retaining educators.

- What do the data show?
- Are there data trends?
- What content and services are most affected by teacher pipeline leakage?
- At what stages along the career continuum are teacher pipeline leakage developing or expanding?
- Which partners (state, district, RESA, EPPs) are involved at the points where the shortages are developing or expanding?

Notes:

Commented [LR2]: There should be some type of break here...is this a new sentence

Stage III: Identify Root Causes



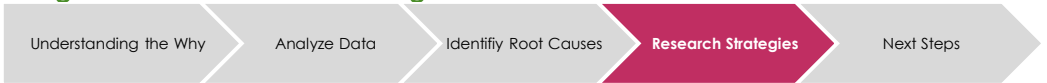
Stage 3: Identify Root Causes

Dig deeper into the “why” behind trends observed in data to identify root causes of educator pipeline issue.

- What can be inferred based on the data observed for the RESA performance to attract, prepare, develop, support or retain teachers and leaders?
- What systemic challenges in the RESA could be creating each cause?

Notes:

Stage IV: Research Strategies



Research Strategies – Interest in teaching

- Common Barriers**
- Identify barriers to root causes.
 - Note transferrable strategies from other sectors and organizations

Notes:

Stage V: Develop Recommendations



Next Steps
<ul style="list-style-type: none">• Schedule times for the RESA team to meet to complete the following stages:• Develop Recommendations/ Talent Development Action Plan• Implement the Action Plan• Examine and Adjust the Action Plan

Notes:

Promising Practices Repository

- What are some Promising Practices that are happening around the state?
- Form: Please use the link or QR Code below to help us capture Promising Practices occurring around the state.



<https://forms.office.com/r/kWGAibk5XG>

- The form will ask the following Questions:
 - **Which Pipeline will the information address?** Teacher or Leader
 - **What stage of the pipeline does this information address?** Attract, Prepare, Develop, Support, Retain
 - **Title of Promising Practice:**
 - **Explain the Promising Practice:**
 - **Who is the Leading Stake holder Agency? (LEA, RESA, EPP, DOE, Etc.):**
 - **Evidence of Success:**
 - **Contact information:** Name, Phone number, email where an interested district implementing something similar can get more information.

• Due: **March 31, 2022**

- Example 1:
 - **Which Pipeline will the information address?** Teacher
 - **What stage of the pipeline does this information address?** Develop
 - **Title of Promising Practice:** Developing STEM Professionals as Educators
 - **Explain the Promising Practice:** Developing STEM Professionals as Educators and Teacher Leaders Project Georgia State University
 - **Who is the Leading Stake holder Agency? (LEA, RESA, EPP, DOE, Etc.):** Georgia State Univ., Fulton County Schools, Rockdale County Public Schools
 - **Evidence of Success:** Increase of STEM teachers in the districts.
 - **Contact information:** Jane Doe (555) 555-5555
- Example 2: **Which Pipeline will the information address?** Teacher
 - **What stage of the pipeline does this information address?** Support
 - **Title of Promising Practice:** Teacher Induction Simulation Support
 - **Explain the Promising Practice:** New Teacher Induction Avatar Pilot. The RESA Induction programs are working with UWGLive Simulations to utilize student avatars to simulate situations that could occur in the school setting.
 - **Who is the Leading Stake holder Agency? (LEA, RESA, EPP, DOE, Etc.):** GaDOE, Pilot RESAs
 - **Evidence of Success:**
 - **Contact information:** Jane Doe (555) 555-5555

Commented [LR3]: I LOVE this!!!

Educator Pipeline Support Form

- What are some educator pipeline areas of need that the TLSD Division may assist with?
- Form: Please use the link or QR Code below to help us capture your request.



<https://forms.office.com/r/HK15vhWArh>

- The form will ask the following Questions:
 - **Which Pipeline will the information address?** Teacher or Leader
 - **What stage of the pipeline does this information address?** Attract, Prepare, Develop, Support, Retain
 - **Explain the Barrier being faced:**
 - **Possible Support Requested:**
- Example 1:
 - **Which Pipeline will the information address?** Teacher
 - **What stage of the pipeline does this information address?** Attract
 - **Explain the Barrier being faced:** Society's and the media's negative perception of teaching decreases the profession's attractiveness.
 - **Possible Support Requested:**
- Example 2:
 - **Which Pipeline will the information address?** Teacher
 - **What stage of the pipeline does this information address?** Develop/Support
 - **Explain the Barrier being faced:** Lack of a systematic plan to address teacher support and development needs
 - **Possible Support Requested:**
- Example 3:
 - **Which Pipeline will the information address?** Teacher
 - **What stage of the pipeline does this information address?** Prepare
 - **Explain the Barrier being faced:** More information is needed on the effort and money being invested into closing the EPP graduation gap.
 - **Possible Support Requested:**
- Example 4:
 - **Which Pipeline will the information address?** Teacher
 - **What stage of the pipeline does this information address?** Attract
 - **Explain the Barrier being faced:** Outdated marketing and recruitment practices
 - **Possible Support Requested:**

Survey

Please use the link or QR Code below to let us know if today's training was helpful.



<https://forms.office.com/r/DUmknr6zNS>

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