CAN Community of Practice
“Equitable Change Through Collaboration”

California Teaching Fellows Foundation
Malia Villarreal, Public/Strategic Partnerships
Mike Snell, CEO

Fresno County Superintendent of Schools
Dr. Hank Gutierrez, Deputy Superintendent
Brooke Berrios, Residency Program Coordinator

California State University, Fresno
Dr. Heather Horsley, Multiple Subject Credential & Residency Partnership Coordinator
We Recruit College Students

CTFF employs 2,000 driven, diverse, dynamic college students through strategic relationships with community colleges, CSUs, and private colleges to work in afterschool and expanded learning programs.

THIS IS OUR PIPELINE STRATEGY
We Train Them

Investing in our workforce

CLASSROOM MANAGEMENT * SAFETY * 21ST CENTURY SKILLS * PROFESSIONALISM * TRAUMA INFORMED CARE * SOCIAL AND EMOTIONAL LEARNING * MANDATED REPORTING * STEM * CULTURAL RELEVANCE * WORKING WITH SPECIAL NEEDS STUDENTS * LANGUAGE STRATEGIES * MATH STRATEGIES
We Build Leaders

Supporting Teaching Fellows in their personal growth & development

LIFE COACHING * FUTURE EDUCATOR SUPPORT * FINANCIAL LITERACY * LEADERSHIP & SOFT SKILLS DEVELOPMENT

HEALTH & FITNESS MEET-UPS * BADGE DISCOUNT PROGRAM

EXTRA INCOME OPPORTUNITIES
They gain the **Experiences** needed to **THRIVE.**

Teaching Fellows work an average of **725 HOURS annually**

180 school days per year with the average shift of 2pm to 6pm

20:1 RATIO of students to staff

TEACHING FELLOWS earn $15 Per Hour

Experiences needed to THRIVE.
Pathway for Expanded Learning Educators Into Teaching

Why Partnerships are Essential

Rural Teacher Residency Program (RTRP)
Purpose: To support the full experience of the resident through providing the following resources:
- Provide Teaching "fellows" are recruited into the RTRP, supported through & into credential enrollment, provided residency placement, the credential curriculum provided on-site, Mentor Teacher provided, specified professional development provided, preferential hiring upon successful completion provided resulting in fostering strong, informed, equipped and empowered educators from the community.

1. High School CTE Programs
2. Community College
3. Dual Enrollment with Community Colleges
4. Enroll in Credential Program
5. Become a Resident
6. Become a Teacher of Record
7. Connect students to important networks and help them secure a career in education
8. Empowered community members have become Leaders in their community

CTFF’s Systems of support
RTRP’s Systems of support
CSU Fresno’s role
FCSS & District role
Rising to the Opportunity

Teacher Development + Economic Development + Human Capital = Educational Effectiveness
Rural Teacher Residency Partnership
Rural Residency District Partner Demographics (N 4)
Rural Residency District Resident Demographics (N 20)

Cohort 1: 20% Former TF

Goal Cohort 2: 50% Former TF

Self Identified Ethnicity

- Hispanic/LatinX
- Caucasian
- Mixed
- Native American
- Asian
- Prefer Not To Answer
Mentor Teacher Living Proximity to Partnering Districts

Rural Residency District
Mentor Teacher Demographics (N 20)

62% of the mentor teachers reported that 1 of the 4 partnering districts was where they attended for their K12 education.

56% of the mentors are teaching in the district in which they attend for their K12 education.

One of the partnering districts has 100% of their mentors as former K12 students teaching in their district.
Rural Residency Partnership Values

Meeting the specific needs of our rural community & district partners

Diversify Teaching Workforce
Equitable Hiring Opportunities

Grow Your Own Philosophy
Asset-Based Mindset
Continuous Improvement

Source: NCTR CAN CoP
Opportunity of Practice

Open up the System
Crosswalk Competencies
Recognize Strengths
Understand Structures
Remove Constraints
Test Out a Change Idea

AIM
What are we trying to accomplish?

MEASURE
How will we know if a change is an improvement?

CHANGE
What changes can we make that will result in improvement?
| **What** | Paid mentoring program based on mutually beneficial relationships that support growth, learning, & career development |
| **Who** | Rural Resident: Teaching Fellow Undergraduate Student |
| **Where** | Virtually & In-person after school programs in partner districts |
| **When** | Virtual = Weekly & In-person = Monthly After School September - November & February - April |
| **How** | Rural Residents provided professional learning on mentoring Weekly Support of Mentee Monthly Observation of Mentee Monthly Reflection on Developing as a Professional Educator |
| **Why** | Lift up others into the teaching profession Develop Teacher Leadership Skills Paid Clinical Experience Hours |
Contact

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