



**Educator Safety Task Force (ESTF)**  
**Educator Perspectives Subcommittee Meeting**  
**January 14, 2025**  
**Remote, Via Zoom**

**Meeting Minutes**

<b>Members Present</b>	Ai Decaro, Amy Minglas, Brent Reckman, Kelly Jacobsen, Kevin Childs, Lisa Humberd, Lisa Larsen, Liz Schhwemlein, Lodia Lyle, Marsia Ronyak, Melisa Cellan, Mike Gentry, Natalia Woods, Natalya Walsworth and Brandon Smith
<b>Guest Presenters</b>	Dr. Liz Qualman, Director of Teacher Education at Colorado Mountain College and Dr. Elizabeth Hinde Dean of Education at Metropolitan State University.
<b>State Employees</b>	Chris Harms, Director, Office of School Safety
<b>Facilitators</b>	Berrick Abramson and Carrie Steele, Confluence PSG

**Meeting Agenda, Purpose & Outcomes**

<b>Welcome &amp; Introductions</b>	Confluence PSG President, Berrick Abramson and the Director of the Office of School Safety, Chris Harms gave welcoming remarks.
<b>Agenda &amp; Overview of Meeting by Confluence PSG</b>	<p>Confluence PSG President, Berrick Abramson, gave an overview of the purpose of today’s meeting, which includes:</p> <p><b>Group Discussion: Trainings and Supports Educators Receive in College Prep Courses</b></p> <p><b>Guest Speakers:</b></p> <ul style="list-style-type: none"> <li>• Dr. Liz Qualman, Director of Teacher Education at Colorado Mountain College</li> <li>• Dr. Elizabeth Hinde, Dean of Education at Metropolitan State University</li> </ul>
<b>Key Themes &amp; Takeaways</b>	<p><b>Key Takeaways</b></p> <ul style="list-style-type: none"> <li>• Teacher prep programs are evolving to include more hands-on experience, trauma-informed practices, and technology integration</li> <li>• New teachers show increased flexibility and resilience, but need more support in their early years</li> <li>• Creating a positive school culture with less shame and more joy is crucial for teacher retention and student safety</li> </ul> <p><b>Current Teacher Prep Practices</b> Members discussed:</p> <ul style="list-style-type: none"> <li>• Programs that provide early and frequent classroom experiences, not just theory</li> </ul>

- Trauma-informed practices being threaded throughout curriculum
- Focusing on classroom management, de-escalation techniques, and social-emotional learning
- Special education training which includes more in-depth preparation for handling aggressive behaviors

### **Challenges in Educator Safety**

Members discussed:

- New teachers being potentially unprepared for severe behaviors they may encounter
- A need for better aftercare and support for teachers who experience violence
- The importance of not placing new teachers in the most challenging environments

### **The Evolving Teacher Workforce**

Members discussed:

- A new generation of teachers (post-COVID) that show increased resilience and adaptability
- New generations is more willing to embrace diversity and differentiate instruction
- Newer teachers demonstrating "resistance capital" - more likely to advocate for themselves and question inequitable practices

### **Supporting Veteran Teachers**

Members discussed:

- A need for more professional development opportunities in new technologies and teaching modalities (e.g., hybrid classrooms, AI integration)
- The importance of providing broader perspectives beyond their current school/district
- Addressing the burnout and the "loss of what teaching used to be"

### **Improving Teacher Well-being and Retention**

Members discussed:

- Reducing shame-based approaches for both staff and students (e.g., over-emphasis on test scores)
- Creating time and space for teacher passion projects and creativity
- Fostering joy in teaching and learning
- Encouraging teacher-to-teacher relationships and collaboration
- Providing more flexible and supportive work environments

	<p><b>Partnerships between K-12 and Teacher Prep Programs</b></p> <p>Members discussed</p> <ul style="list-style-type: none"> <li>• Increasing collaboration which could provide more support for new and struggling teachers</li> <li>• Teacher prep faculty often having recent classroom experience and the ability to offer valuable insights</li> <li>• The potential for joint professional development initiatives between schools and higher ed.</li> </ul>
<p><b>Next Steps</b></p>	<p><b>Upcoming Meeting Dates:</b></p> <ul style="list-style-type: none"> <li>• Tuesday, February 11, 3:30pm-5:00pm</li> <li>• Tuesday March 11, 3:30pm-5:00pm</li> </ul> <p>Please check the <a href="#">Educator Safety Task Force Website</a> for meeting details.</p> <p><b><i>We welcome all perspectives critical to shaping the work of the Educator Safety Task Force. Please reach out to Chris Harms with questions and/or recommendations.</i></b></p>

*These minutes are intended to provide an overview of the discussions at the meeting and, where possible, the high-level themes or areas of consensus. The summaries of any topics are not presented as comprehensive notes of the full discussion. Neither the inclusion or omission of any comment or segment of a discussion should be interpreted as a judgment of the value or importance of such items.*

**If you have questions about this meeting or upcoming meetings, please contact:**

**Task Force Facilitators**

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