



Santa Cruz/Silicon Valley New Teacher Project
Combined Mentor Forum Highlights
Santa Cruz County Office of Education
January 17, 2020

Opening and Welcome (Melissa)

Purpose: *To welcome our participants and begin our learning*

- Mike Gallagher welcomed us and the importance of our work and how critical it is to support students AND teachers. Reminder to take care of ourselves in order to take care of teachers and students.
- Melissa shared a brief story about a conversation with a teacher, and when the teacher asked, “As a parent, what do you want from a teacher?” We want our students/kids to be seen, appreciated, and heard. This is connected to our program goal: Achieving educational equity by focusing on student outcomes

Overview: Agenda, Outcomes, Norms and Core Values (Candace)

Purpose: *Set the purpose for the day and preview our learning*

- Review of the Outcomes for the day and Agenda
- Since we are gifted three times to come together collectively in our combined forums, it’s an important reminder to reconnect with our norms.

Announcements

- Mentor Guided Observations: All teachers will engage in some form of a MGO as part of the End of the Year AoP. In order to prepare for this, there are resources on the webpage. Please review these and indicate on the PT/PD spreadsheet (access on weekly message). If you know that it will be a full day/half day sub, please include this information.
- Superintendent of SCCOE will be sharing the Strategic Plan for the community. There will be two different dates for this and everyone is welcome to attend. See more in the weekly message.

Connector: Trauma Informed Strategies (Jamie & Melissa)

Purpose: *To deepen our mentoring skills in working with teachers to foster a safe learning environment for students*

- There are three purposes to our connector: raise awareness, an opportunity to connect with colleagues, and to bring awareness and reflect on who we are, how we are perceived, and how we navigate through the world. This sanctioned time allows us to reflect.
- The use of language is something to be mindful of. Language matters. How/What we say about students/teachers/family/friends/colleagues/etc matters.
- Structure of our sharing for connector is: Individual-Affinity Partners-Affinity Group-Individual-Feedback

Deepening Understanding of Culturally Responsive Pedagogy Part 1 (Candace)

Purpose: *To continue to deepen understanding of culturally responsive pedagogy and the connections with SEL and Trauma Informed Practices in order to create entry points and develop a plan of action*

- When thinking about the SEL competencies and CRP, we need to be aware of the students in front of us. A true community of learners and learning partnerships is connected to relationship skills and the interactions that we have. Teachers are modeling what this looks/sounds like. We model this with our teachers in our meetings.
- “The brain is a social organ. It works best when it connects and interacts with others.” Hammond
- Read Chapter 3 of CRP (pg 46-51) and discussed what rule we might want to share with our Case Study Teacher(s)

Break

Bridging Culturally Responsive Pedagogy, SEL, and Trauma Informed Practices Part 2 (Marvilyn)

Purpose: *To continue to deepen understanding of culturally responsive pedagogy and the connections with SEL and Trauma Informed Practices in order to create entry points and develop a plan of action*

- The focus on teacher development and student impact in our ILP is designed intentionally in order to keep students at the center of our work.
- In thinking about a specific teacher, where do you see entry points for making this teacher’s ILP more culturally responsive? How might CR brain rules and/or trauma informed practices lead to doable actions/next steps?
- As we are working on Mid Year ILP, in what ways/actions can we push thinking around what doable actions/measurable evidence- specifically the measurable evidence what does that look like? how will you know the impact on students?

Planning with Case Study/Students in Mind (Melissa & Jamie)

Purpose: *To leverage the strengths of a case study teacher’s ILP evidence to further develop a proactive and responsive learning environment for case study/students*

- Now we will think about planning a doable action, with students in mind.
- CRP is planning based on students
- Role Play with three scenarios
- What evidence clearly highlights intentional instructional moves for case study/students strengths? Evidence could be: TORCH annotations/reflections, Learning About a CSS, Pre/Post Observation Conversation
- Opportunity to review Case Study Teacher’s Mid Year Evidence and find evidence of strength and then share with our partner to determine next steps together

Lunch

Preparing to Coach (Marvilyn)

Purpose: *To use our understanding of CRP practices and connections between SEL competencies and the Ready for Rigor Framework to prepare for a coaching conversation*

- Intentional Pre-planning and Practice
- Scenario
 - What is your wish for this teacher?
 - What is your hope for the students?
 - What mentor stems might you try?
 - Feedback: What do you want the meta-coach to focus on?
 - Student focused language

- How is the ILP embedded in the conversation?
- Resources
 - Ready for Rigor
 - Trauma Informed Instruction Article
 - Teacher work (evidence)
- Based on Mentor feedback we are providing more time to problem solve:
 - 7 minutes each to share context of case study teacher
 - resources, stems, how teacher should be played
 - Time now allows for general feedback, consultancy

Break

Coaching Practice (Candace)

Purpose: *To role play our coaching conversation to advance culturally responsive and SEL practices to impact student outcomes*

- Review of process and procedures around triad coaching practice

Whole group Debrief: How did this support you in developing mentoring?

- Time to plan throughout the day starting with looking at ILP helped in preparation for the role play. Able to link the role play to teacher's evidence more naturally.
- Also time to plan and talk through for seven minutes before role play
- Want to "absorb language and moves" of other two mentors in triad
 - learning from each other
- When you visualize something you will do in the future, it lowers our affective filter so it will be easier to have that conversation with the teacher
- Like hearing different perspectives of how to approach the same situation
- When playing part of the teacher, I became more empathetic and understanding of the teacher's perspective
- As the mentor, it was the first time I was able to stop and have a time out. It was a chance to get some good feedback.

Closing and Feedback (Marvilyn)

Purpose: *To bring closure to our time together, provide feedback, and consider next steps*

Pluses:

- Different groups of people I got to work with
- Careful planning of day fit together and flowed into the final learning
- Case Study Teacher ILP graphic organizer is helpful, and having the electronic version is something I can use with my teachers
- Preparing to coach graphic organizer
- Concrete examples of what I could be looking for us helpful
- "What are your wishes for your teachers and their students" on Planning to Coach
- Trauma informed article: getting it in advance, and then having time beforehand to review and refresh with it

Deltas:

- Might be nice to have follow up with triads around how those conversations went (see the impact)
- Having more time to get to learn about the teachers

- Would like it to be 7 minutes of sharing, then the role play and so on
- More movement breaks built in
- Bring video of conversations we've had to get follow up on impacts of conversation