



Santa Cruz/Silicon Valley New Teacher Project  
**Santa Cruz Mentor Forum Highlights**  
Santa Cruz County Office of Education  
October 11, 2019

➤ **Overview: Agenda, Outcomes, Norms and Core Values (Katie)**

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

➤ **Connector: Rings of Culture (Marvilyn)**

**Purpose:** *To continue to build self awareness around our own cultural identity; To connect with one another within a safe, inclusive learning community.*

- Self awareness helps us to engage in reflection and understand the impact of our cultural identity.
- Rings of culture are a part of who we are.
- Share out of how culture ring has impacted us. Various generations, class, nationality and others and how identifying with these has shaped our growth, outlook, perspective and how to bridge to shared experience.
- What was it like to explore cultural identity?

➤ **Goal Setting for Continuous Growth (Melissa, Candace, & Jamie)**

**Purpose:** *To continue to develop a plan of action that supports the growth of students, teachers, and mentors.*

- Connect our work to our program goal of achieving equity. Who we are and how we create space for people to share who they are. There are no Safe Spaces but there are Brave Spaces. Our sharing may not always feel safe but we can be brave. We can then focus on student outcomes. Places for students to take risks and what happens later after they have taken the risk to share? We need to stay vigilant on student outcomes.
- Program Standard focus for the year. 10. Mentoring for Diversity, Equity and Inclusion. Leadership uses continuum to help identify next steps.
- Individual Reflection Time around Mentor Learning PLAN
- Begin practice of opening MLP when coming to forum.
- As we look at MLP goals we can help each other look at goals.
- How will MLP discussion inform next steps in mentoring?
- Share out whole group.
- Next steps to try in the next few weeks in the field.
- Bring this forward in chunks, start with two teachers, or start with one or two stems at a time. Name it for the teachers when we see it, add it to evidence of strengths when seeing it in observations.
- How can leadership support us in the MLP?

**Break**

➤ **IAP/ASW as a Formative Assessment (Jamie & Candace)**

**Purpose:** *To intentionally use the IAP/ASW as a formative assessment of a teacher's ability to analyze student data and deepen knowledge of their students.*

- Finding our entry points for Inquiry
- How can we use IAP or ASW to analyze student data for strengths and needs?
- Role Play Using Analysis as a Formative Assessment. Is student work used to inform instruction? Are our teachers intentionally thinking about expectations for students?
- How can we utilize ASW to find out how a teacher knows their students?
- How can we help our teachers discover other resources they can use in school or district based on what we resources have, not what we don't have.
- Next steps: To develop teacher agency to find out what are site goals and district goals.

➤ **Moving Teachers Beyond Applying (Marvilyn & Roisin)**

**Purpose:** *To explore the mentor moves that increases teacher's cognitive load in developing a process for analysis.*

- Building Cognitive Power of Analysis can look different for each teacher. Entry points could be, What does it look like to "Meet Standard", or "Approach Standard?" Or how do you sort student work? Help teachers find patterns in student work.
- Moving in and out of various stances to direct interaction based on assessed need.
- Questions to ask teachers in their Formative Assessment. What is your process for collecting data? For analyzing student work? What curiosity do you have?
- What else do we need to know that suggests that teacher is ready to move out of the tools?
- Time to explore PT2 Conversation Guide.
- Teachers who have a solid criteria for what they are looking for.
- Look for, Listen for may come out during planning.

➤ **Announcements (Katie)**

- Thanks for sharing MLP. Set as many goals as you want but the requirement is to set one. Leadership will move in and out of your MLP. If we have a question about something, tag it for leadership.
- Assessment Day Folder Organization. Assessment Day tab is in development. Follow the same naming conventions as last year.
- Three folders, Talent Annotations go in Plan and Teach More information coming.
- PT/PD Spreadsheet. Name of PT evaluator needs to be in spreadsheet by 5:00 today.
- If PT is interested in ECO status direct them to the ECO section in the Participating Handbook on the teacher tab of our webstie and contact Melissa/Candace for application.
- Fall breakfast: mentors need to register also, bring a guest.
- CCM: still room, encourage teachers to come to part 2.
- Friday October 18, - Combined Forum in Tech Center.
- Video Annotation conversation guides are available in hard copy form.
- Let's honor birthdays from September and October.

➤ **Closing and Feedback (Beth)**

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

- Rings of Culture and what ring was meaningful to us
- Goals for continuous growth and having bravery in sharing
- Candace and Jamie role play IAP/ASW as Formative Assessment

- Moving from painting by numbers to creating own masterpiece.