New Teacher Project

Silicon Valley

ntp

Santa Cruz

Santa Cruz/Silicon Valley New Teacher Project
Santa Cruz Combined Forum Highlights
Santa Cruz County Office of Education
October 18, 2019

Opening and Welcome (Melissa) **Purpose:** *To welcome our participants and begin our learning* ● Play basket- attend to your needs ● Attending to your needs is not seen as a sign of disrespect or disengagement (taking care of yourself is a way of staying present and engaged)

Overview: Agenda, Outcomes, Norms and Core Values   (Jamie)
 	
Purpose: *Set the purpose for the day and preview our learning*
● Equity is always the focus
● Core Values:
   ○ Equity and Inquiry Stance
      ■ Today we will go in depth with our equity work, holding student outcomes at the center. We will use our Program and Mentor Learning Plans and standards to initiate an inquiry to grow our practice and develop our skills.
● Norms:
   ○ Safety and Confidentiality
      ■ As we delve into our Self Awareness and the equity stories in the classrooms we serve, we will be establishing a safe and confidential 19-20 mentor community. Think about ways you can contribute to the safety and confidentiality for yourself and others.

Announcements
Connector: Building our Knowledge of Social Emotional Learning and Culturally Responsive Pedagogy (Candace & Marvilyn) **Purpose:** *To connect with one another and build our self-awareness through considering the connection between CRP and SEL* ● Rings of culture ● Find an affinity partner (use constructivist listening structure) ● Affinity groups join with another affinity group and continue the discussion
SC/SVNTP 19-20 Program Learning Plan (Melissa) **Purpose:** *To share the Program Learning Plan and consider feedback around doable actions and evidence of growth in our goal* ● Review program goal (we as a project are in emerging) ● In groups, review and provide feedback for measurable observable practices

Break

Strengthening Our Understanding of Culturally Responsive Pedagogy (Candace and Jamie)

Purpose: *To strengthen our understanding of CRP practices by articulating the connections between SEL competencies and the Ready for Rigor Framework*
- Compare and CASEL wheel to the observation guide (color code)
- Work in trios to sort SEL competencies
- Whole group share out: there is an obvious overlap between all the SEL competencies
- Stand-up /pair-up with a partner (verbalize next steps)
- Process whole group:
  - SEL helps to highlight students' strengths as opposed to trying to "fix" them/deficit thinking
  - SEL easily connects to the CSTPs
  - SEL is beyond a buzz word-- our process breaks it down nicely and makes it concrete
  - Thank you for the color-coded copy and in a sleeve
  - Competencies helps to narrow down one behavior they want to see change (connect to SEL competencies)
- Closing note: SEL competencies can be included in the ILP (areas of strength and areas of growth)

Lunch

Staying Focused on Students (Melissa & Marvilyn)

Purpose: *To validate and affirm students using the SEL competencies to highlight their strengths*

- 8th grade math lesson
  - Teacher's Perspective/Mentor Perspective
  - Leverage strengths to support teacher growth
  - ILP plan, Roadmap, and Observation Data that centers on students
  - "To be responsive educators must be willing to validate and affirm students . . ."
  - SEL gives the teacher and the mentor a common language
  - It helps to push through bias and implicit stereotypes:
    - What are student strengths?
    - What are they bringing?
    - Focus on student outcomes

- To achieve educational equity by focusing on student outcomes
  - We will Role Play to focus on student strengths
  - Consider ILP entry point to culturally responsive pedagogy
  - Gather observational Data
    - Asking teacher what she knows about students
      - How is she talking about her kids?
      - What is she seeing, hearing, or feeling that makes her think/feel like the student isn't motivated?
      - What is the data the teacher has and the data the mentor has?

- Role Play

- - Practice using the competencies to help the teacher build language and vocabulary around student strengths.
    - Connection between SEL and CRP is very strong
      - recognize students' cultural displays of learning
      - respond positively
      - connect with what student knows
      - social emotional-connection to the student
    - SEL for all students is a hefty task and it's what we're tasked to do
      - behavior, social interactions, and content
      - help our teachers talk about students' in a positive way to create high expectations

- Shared scenarios
  - short, shared
  - each round the teacher says something different
  - mentor says script/provides the SEL competency
  - meta-coach: What mentor move does the mentor make?

- Share out: How might engaging these conversations help disrupt implicit bias
  - How do you get to know your students?
  - SEL competency tool provides vocabulary
  - Shift from seeing a students as a problem to solve to big picture strengths.
  - How are the doable actions supporting the strengths/needs
  - Helps us refrain from jumping to conclusions.
  - What is going well as a point of entry, rather than what do they need to work on? How do we build to the strength?l

Preparing to Coach (Jamie)

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*

- Problem solving a real issues with a huddle to prepare for a coaching conversation.
  - Intentional Pre-Planning and Practice to prepare to coach
  - What's your wish for this teacher?
  - What's our hope for the student?
  - What resources might we use with this teacher?
    - National Equity Project Frames
    - RFR Framework
    - SEL Competency Visual
    - Program Goal
    - Reconnect with MLP
    - Observable practices language
    - Enid Lee's 4As and Nep Stems
  - Feedback:
    - mentor move in relation to MLP
    - student focused language
    - How is the ILP embedded in the conversation?

Break

Coaching Practice (Marvilyn)
- ● Describe the context and style of the teacher
- ● Communicate what you would like feedback on
- ● Chunks of the ILP on notecards to highlight goals and doable actions
- ● Pull out and refer to the SEL Competency tool
- ● Ready for Rigor Framework (care and push)

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

Closing and Feedback   (Candace)
Purpose: *To bring closure to our time together, provide feedback, and consider next steps*

- ● **What worked well**
  - ○ The SEL handout came at an opportune time
  - ○ The coaching practice with the scenarios and the case study practice around the case study student
  - ○ The shorter role plays got us warmed up for the longer role play
  - ○ The script helped scaffold mentor language around CRP and SEL
  - ○ I appreciate the "happy" boxes. Thank you for the framing around that.
  - ○ The observation guide for CRP helps to illustrate making sense of the RFR framework.
  - ○ Choices in dialogic talk structures for Rings of Culture
  - ○ Intentional Seating
- ● **Celtas**
  - ○ Wanting to play your teacher
  - ○ A prompt to meet the table group (Introductions at the beginning of the day)
  - ○ Suggestions around the coaching plan rather than role playing

Upcoming Events
1. **SC Fall Breakfast**: 10/24 7:45am-10:00am, Watsonville Elks Lodge, 121 Martinelli St, Watsonville
2. **SV Mentor Forum:** 11/1, Online Learning
3. **SC Mentor Forum:** 11/8, 9:00am-12:15pm, Santa Cruz COE
4. **SV Mentor Forum:** 11/15, 9:00am-12:30pm, Sobrato Parkmoor
5. **SC Mentor Forum:** 11/15, 9:00am-12:15pm, Santa Cruz COE
6. **SV Fall Breakfast:** 11/22 8:30am-11:00am, East Side Union High School District Office Board Room

NOTES