

➤ **Munch and Mingle**

➤ **Overview (Melanie)**

**Purposes:** *To review the agenda and last forum's highlights; to connect to prior learning and solicit announcements*

- Highlights from last combined forum were reviewed
- All were asked to have agenda items up and ready for today's activities
- Outcomes were popcorned out and reviewed
- Agenda was reviewed
- Announcements were asked for, at the end of the forum (Tanya, Melissa, Marvilyn)
- Norms were popcorned out and reviewed
- All pre-self assessed on the green feedback form

➤ **Problem Pose/Problem Solve(Katie)**

**Purpose:** *To reflect on successes, share challenges, and develop strategic plans for improving our mentoring; To practice mentoring stances and hone our skills*

- Safe and trusting environment, building resiliency
- Mentoring stances reviewed (instructive, facilitative and collaborative), partners reviewed
- CAL was completed with partners and discussions took place
- Whole group debrief

➤ **Video Annotations(Heather)**

**Purposes:** *To practice using ILP goals to drive video annotations; To use video evidence of teacher practice to inform revisions through the lens of our own Mentor Learning Plans (MLP)*

- Help of the CSTP and ILP to stay focused and grounded
- Videos can also help us stay focused on the CSTP/ILP (a second lens for feedback)
- Roadmap for year can show a continued lens for observation and feedback
- Pre/Post observation conversation is a scaffold for video annotations
- Annotations - reviewing teacher practice as it occurs in the moment
- Reminders given on videos:
  - no more than 10 minutes
  - both teacher and mentor annotate
  - predetermine a focus for the annotations
- Annotations should be connected to the ILP and reflect on student growth
- 3 main purposes:
  - celebrate something that is working
  - a feedback that would promote immediate action

- o provocative question
- All were able to practice with their annotations by watching a talent video, etc.
- Thought partnerships - turn and talk about our annotations
- Talked about relationship to our MLP to strengthen the annotations and/or using the annotations to strengthen our MLP
- Another turn and talk to discuss how we connected the video/annotations to our MLP
- All had an opportunity to share out
- Post observation conversations can reflect on these findings
- Reminders: (conversation guides, talent resources, leadership, etc.)

### ➤ **Planning Instruction(Marvilyn)**

**Purpose:** *To explore planning instruction and consider how to leverage the planning process and the ILP to support teachers in building student intellectual capacity*

- Discussion on different ways we can plan and teach with our PTs and draw connection to their ILP
- Planning provides the opportunity for us to encourage CRP by asking teachers to reflect: How do we ignite student brains? How do we chunk information for them? How can we help them chew that information and review?
- Collaborative planning helps teachers move from dependent to independent thinkers/planners
- Our goal is to help them build their students' intellectual capacity
- How can teachers move forward in their ILP goal through planning?
- All had the opportunity to delve into one PTs ILP and reflect, on a CAL, as to how we can help them, through planning, to become more culturally/community responsive, to increase students' intellectual capacity
- We broke into our CSTP groups for discussions/conversations
- Whole group share followed

### ➤ **Maintaining our Collaborations with Site Administrators(Melissa)**

**Purpose:** *To consider/brainstorm/ plan for . . . how our collaborations are supporting student outcomes?*

- Melissa shared importance of our role to lift our teachers up
- We share a focus for positive student outcomes with our teachers, administrators, site leaders, etc. Important to lift administrators as well
- Engage in conversations about "hope" for next semester/next year
- Shared responses (trends we are hearing) from site administrators
- We broke into groups to discuss possible responses:
  - o If an administrator shares, "I wish more of my teachers were focused on culturally responsive practices."
    - Possible Responses/Questions:
      - What particular area of CRP you are interested in?
      - What is your vision of CRP at your site? This is how we do it with NTP....
      - Ask for more information about what their teachers know about CRP
      - How can we connect CRP and PD?
  - o If an administrator shares, "I wish my interns were receiving this type of

support.”

- Possible Responses/Questions:
  - There is a pilot we are doing for interns - your site might like to try that...
  - How will this type of teacher support impact student outcomes? What might that look like for your site?
- o If an administrator shares, “Honestly, I think this teacher may need more time to develop. What support is available after Induction?”
  - What strengths does your teacher have now that further support could build on?
  - This is how we support teacher currently, in what ways could we align this support with what you have on your site?
  - There is a pilot we are doing for interns - your site might like to try something for teachers who need support beyond induction.

➤ **Announcements: (Melanie)**

- Sunshine: Please pay dues to Nori. We are working on a holiday party after our second assessment day - any input? North County or South County?
- Contract mentors need to use the Google Form from the Weekly Message to indicate which day(s) they will be attending assessment day reading
- All mentors need to read double their caseload.
- Our next forum will be in the Annex.
- Our first assessment day will be at the Annex.
- Please give us input on the list of teachers on the MGO list
- Please submit evidence for at least half your caseload on the first assessment day
- Talent: use Talent in the Chrome browser
- Please give keep thoughts for Angelica and her family.

➤ **Closure (Tanja)**

*Purpose: To support continual improvement of our learning community*

- “Thousands of candles can be lit from a single candle.....”
- There is power to our presence.