



Santa Cruz/Silicon Valley New Teacher Project
Santa Cruz Mentor Forum Highlights
Santa Cruz County Office of Education
November 9, 2018

➤ **Munch and Mingle**

➤ **Overview (Emma)**

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

- We have two forum highlights to review (10/12/18 and Combined Forum 10/19/18) and we invite you to pay attention to the **verbs** in our outcomes for the day.

➤ **Assessment of Progress(AoP) Melissa**

Purposes: *To deepen our understanding of the language in the AoP; To consider our wonderings and seek clarity on areas of curiosity*

- The sequence is a little different today because we wanted to share some content (AoP) to provide some group process time formally and then go into PP/PS for some individual process time
- We are held accountable for Induction Standards. Standard 2 calls out “just in time” and “responsive” mentoring to develop reflective habits of mind
- This is also seen in our Mission Statement and is evident in the ILP. This is why we saw a shift in our road map this year. We are responsive in addressing teachers needs while aligning our tools and processes to show progress and growth on CSTP
- Going through the AoP by row, as the processes align with the Roadmap
 - ILPs
 - are goals present?
 - CSTP Summary and ILP
 - Is there a plan of action? Is there evidence of conversation around growth, next steps, goals?
- Learning about Students, School, and Community
- Focused cycles of inquiry (Analyze Reflect, Teach Reflect, Plan Reflect);
 - Induction Standard 3 is very specific that teachers engage in a focused cycle of inquiry.
 - PT1s can submit and ASW or IAP
- The focus on a case study student remains the same. The evidence of the focus on case study student(s) are evident in all tools/processes as a story in the teachers journey
- Once we have the evidence in front of us, it becomes clear. e trust the process and accept non closure. The evidence speaks for itself in the tools and reflection and if not, that is okay.

➤ **Problem Pose, Problem Solve (Nori)**

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

Offering: Thinking about Assessment Day

- Appreciate the flexibility

- Reminder you have two readers and we collaborate in this process.
- Reading through folders and when a CSS was highlighted it was helpful
- If they are not yet met, and that is okay

➤ **Analysis of Participating Teacher Practice (Heather)**

Purpose: *To analyze PT ILP trends and articulate next steps*

- Parallel process of analyzing student work with analyzing PT practice
 - Analogy: Coach for the Warriors, recognizing all of his players as individuals, seeing his players on a continuum. He intentionally shared coaching leadership based on what he knew about his players-where they are and where to push them.
 - Connection-for our teachers, where are they at today? where are they long term?
- Introduction of Analysis of Participating Teacher Practice graphic organizer and choices:
 - analysis of whole caseload, subgroups, or 1 case study teacher
- Independent time to notice trends with our teachers.
 - Data points inform our next steps so we can be strategic and intentional, especially when thinking about the AoP process.
- Partner discussion: If you are feeling stuck, ask what they would do?
- Closure:
 - This is a living breathing document,
 - Connect it your goals.
 - Creates inquiry, curiosity
 - Continue to engage and set next steps.

➤ **Break**

➤ **Inquiry Questions (Jamie)**

Purpose: *To brainstorm ways to strengthen the inquiry action plan process in relation to teacher CSTP goals*

- We want to continue to strengthen our inquiry question and how our goals are connected to the inquiry question.
- Inquiry questions are flexible. They can/should be returned to and refined.
- Inquiry Question Structure:
 - There is no specific sentence structure
 - Less is more-no more than two strategies to determine impact
 - Make sure that it includes:
 - target student population
 - learning outcome
 - teaching strategy
 - assessment data
- How does the inquiry question connect to the ILP goal?
 - Without looking at a sentence frame, have teacher articulate what they hope for and use that as a bridge in creating the inquiry
- Activity: How might we be intentional in our conversations with teachers to... further deepen their understanding and implementation of CRP in their inquiry action plans?
 - Grade span and content alike triads
 - Use table mat that highlights CRP strategies connected to CSTP

- Whole group share: How did this process support you in being intentional in deepening teacher understanding around CRP? Each teacher is unique in the supports that they need **“Honor the swirl!”**
- Sometimes we don’t recognize what it is until we go through the steps
- It takes the pressure off the teacher when we keep in mind that it is flexible and that we can come back to it.

➤ **Planning Instruction (Candace & Melissa)**

Purpose: *To explore various planning templates and make connections to ILP goals*

- How do the lesson planning templates apply to the AoP?
- *Planning Instruction* tool includes three parts: Planning Habits of Mind, Instructional Sequence, Reflection
 - Planning with Students in Mind: we need to know our learning objectives/standards, who our students are, and what the assessment(s) will be/how is that measured.
 - Instructional Sequence/Templates: this depends on where each teacher is at in their planning process and why there is also “other.” Other template is very flexible and allows teacher to use template from site, curriculum, or choice
 - Reflection- how did this process support the teacher in connection to their goals, Case Study Student, and alignment to CSTP
- Planning and CRP
 - builds students brain power by improving information processing skills using cultural learning tools.
 - Ultimate goal is to make/develop dependent learners into independent learners.
 - Instructional changes are made to accommodate differences
 - The learning objective, as is engaging our students- how do we **ignite, chunk, chew, review**
- How to Select the right Instructional Template for your Teacher:
 - Some teachers are building the day to day, hour to hour, class to class- GRR tool might support them
 - Some teachers are at an inquiry stance and planning long term- UDL, Backwards Design, Inquiry tools might support them
- Whole Group Share:
 - lesson plan templates are the graphic organizer to capture conversations
 - use of video to address the holes in lesson planning
 - consider what is developmentally appropriate for where the teacher is at
 - planning is living and it’s okay to come back to it and add
 - during observation- open up lesson plan tool and add to it in a different color

➤ **Announcements: (Emma)**

- Candace- we want to thank Medhi and also let you know that his wife unexpectedly passed away and is grieving.
- Marvilyn- reminder of Assessment Day folders and resources will be available soon
- We have 112 PT1s and 94 PT2s and 21 ECOs. On Friday, December 7th: Submit half of your caseload and on Friday, December 14th: Submit the other half of your caseload
- It is up to you to determine how you’d like to submit your evidence
- We will have a structure as to how we will read folders and differentiate the reading

- Given the attentiveness and responsiveness in our reading of folders and providing feedback, we ask that each mentor sign up for 2 days after assessment days. Link is in weekly message
- Melissa- On the website there is an assessment day tab and it is locked until we have all resources together. ECO emails were sent out to each of you, please respond. Respond to Injin.
- Nori- reminder to bring money to sunshine, we still need a house to host the winter party
- Explanation of the process of releasing shared responsibility of forum planning/facilitation→ open to everyone.

➤ **Closure (Tanja)**

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

- What worked:
 - Using the word story instead of evidence.
 - If we get stuck we can look at their story.
 - We can choose which folders we can turn in each week.
 - The planning and just in time learning- many questions and concerns were answered today
 - Coaching analogy with teachers and their student (student driven learning that can happen in the learning)
 - Clarification as to how to write the inquiry question
 - blue sheet of CRP and CSTP practices
 -
- Deltas/Next Step:
 - Aha of not having to fill in all the boxes