

➤ **Munch and Mingle**

➤ **Overview (Laura)**

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

- Plan supports for teachers' ongoing reflection on students, school and community
- Brainstorm mentoring moves that build independent learners in our teachers throughout the Inquiry cycle
- Clarify how we support teachers in times of uncertainty
- Review of Forum Highlights (1/11, 1/18)
  - Scaffolding for students is like scaffolding for our PTs
  - Culturally Responsive Pedagogy is a way to move dependent learners into independent learners
  - Ignite, Chunk, Chew, Review
  - Rings of Cultural activity - share activity with teachers; valuable
  - Brainstorming around Ignite, Chunk, Chew, Review - questions generated by groups
- Announcements (Melissa, Nori, Marvilyn, Katie)

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

**Purpose:** *To support our teachers with ongoing reflection on learning about students, school, and or/community and continue to reflect on their practice within the CSTP*

- Offering for today - In what ways have you checked in with your teachers to get feedback on their Induction experience?
- Tanja's excerpt from Winnie the Pooh!! True friends checking on Eeyore.
- Being *authentic* in meetings - doing what is needed in the moment to truly engage in the process
- Teachers seeing connection to tools and process - thinking about a CSS and planning
- Culturally Responsive Pedagogy tool (for measurable. doable actions)

➤ **Learning about Students, Schools, and Community(Phil)**

**Purpose:** *To support our teachers with ongoing reflection on learning about students, school, and or/community and continue to reflect on their practice within the CSTP*

- Continued reflection on students, school, or community can be grounding for our teachers' Individual Learning Plans, deepen focus on district priority subgroup and can even help us launch a Spring Inquiry
- One criteria in our End of Year AoP indicates that the teacher provides evidence of *Continued* Learning about Students School and Community and that through this process teachers

- By re-engaging in this process we can...
  - Re-ignite a teacher's thinking to deepen their understanding of their students, school, and/or community
  - Create entry points to further develop culturally responsive practices
- One way to foster ongoing reflection is to create an ongoing CAL
- Look at a sample ongoing CAL - How does the CAL demonstrate ongoing reflection about SSC and teacher practice?
- Whole group
  - Using a CAL as a way to review previous discussions
  - Color code dates to help follow ongoing process
  - Reflection on progress over time (running record)
  - Can a PT use the CAL as their own running record? Yes, can make them their own that illustrates reflection, growth and understanding
  - Mid Year folder needs to remain its own stand alone document, do not delete information. Can copy and/or transfer to EOY folder

### ➤ Inquiry (Melissa)

**Purpose:** *To brainstorm mentoring moves that build independent learners in our teachers within the inquiry cycle*

- Ready for Rigor Quadrants - How do our teachers support students to go from dependent to independent learners?
- For a dependent learner the teacher carries most of the cognitive load
- For an independent learner the teacher carries some of the cognitive load, temporarily
- Student/PT parallels
- “We are building independent learners. we aren't striving for teachers to engage in the processes independently”
  - when teachers are dependent the mentor scaffolds at the beginning of process to develop the mindset of teaching practice
  - the scaffolds are meant to help teachers in becoming independent thinkers
  - conversations help teachers unpack their intentionality about decisions that are being made
  - many teachers are independent learners and all teachers need to progress and continue their growth
  - Teachers show they're becoming more independent in their skills when our work becomes a collaborative process VS instructive process
  - building independent learners is learning how to become “unstuck” on their own
  - It is a continuum - dependence to independence (emerging to innovating; PT1 to ECO)
  - Concrete examples - ASW process, and 2 video examples - a teacher who was more data centered, then a teacher who was more Culturally Responsive to student learning needs
  - Role plays - partners - (Popcorn out some stems-what if your teacher says...)
    - #1 I just want to get it right.”
      - It's right if it works for you
      - There's no right or wrong answer
    - #2 When is this due?
      - This is an ongoing process . . .
      - refer to roadmap, constantly spiraling

- #3 “What do we need to get done?”
  - ◆ It sounds like you have something on your mind today . . .
  - ◆ It sounds like what we need to do is what you want to do
- 4 “What do we have to do today?”
  - ◆ what are you working on today right now?
  - ◆ where are you?
  - ◆ tell me about your stress (?) and that might guide us
- # 5 “I can complete this on my own”
  - ◆ if you are going to work on a tool text me and we can work
  - ◆ collab processes
  - ◆ it is not about finishing. . .
  - ◆ we can start it together but if you feel you need further reflection . . .

### ➤ **Supporting Teachers in Uncertainty**

**Purpose:** *To clarify our role as mentors and consider how to support teachers in times of uncertainty*

- Our mantra - I don't know
- March 15 - a courtesy date, districts may have different dates but really, we don't know
- Contracts - Temporary, Prob 1, Prob 2. Do they know? They should have the information. We don't know
- A stem: “I am not a lawyer, I do not know intimately your contract”
- Supporting teachers in Uncertainty
  - Be your professional self
  - Stay focused on students
  - They are still your students, and you are their Teacher!
  - Mentors support teachers in their self care so that they can then be focused on their students

### **Letter of Reference Vs. Letter of Recommendation**

- Template
- Name the data - name the facts
- describe work done together
- Patti - she will proof letters and print on letterhead
- Please allow a two week turn around for letter of reference requests

### ➤ **Announcements: (Laura)**

- Beth - UCSC Civic/History Project K-12, Spring Workshop coming
- Nori - celebrating Dec/Jan/Feb birthdays after Forum
- Katie - ticket to Madeline Albright?
- Marvilyn - Mid Year survey in mid February (Survey Monkey link)
- Melissa -
  - Turn in responses to role play on feedback form
  - Video - can submit video with teacher ASW / annotations. NO student videos.
  - Accreditation - tell your story, be honest, no wrong answers

➤ **Closure (Lyn)**

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

- Plusses:
  - Ongoing CAL
  - Power of returning to ILP, revisit goals,
  - Analogy of Winnie the Pooh and Eeyore
  - Dependent and Independent learners - bringing forward the Continuum and the language
- Deltas:
  - MGO lists - is there a way to get it out sooner? right time?
- Next Step:
  - Information on part of Winnie the Pooh shared today