

➤ **Munch and Mingle**

➤ **Overview (Tanja)**

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

- By the end of forum we will:
 - Explore mentor Moves to create independence using the ILP through a Mentoring in the Moment Role Play
 - Reflect on PT Analysis & Skills and consider Analysis through reading the article by Jennifer Gonzalez
 - Reignite our understanding of ongoing reflection around Learning about Students, School, and Community

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

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*

➤ **ILP: Mentor Moves to Support Independent Learners (Marvilyn)**

Purpose: *To explore leveraging the ILP as a way to foster inquiry*

- From our last forum we brought forward the idea that teachers, like students, engage in their learning to varying degrees of independence
- We began this idea last year when we used the driving analogy to capture our role in our teacher's development. The teacher is the driver and depending on their level of independence we might tap the wheel or co-pilot with them
- For our advanced teacher's we push their practice further so that they continue to develop and grow
- Mentor moves that create independent learners:
 - Stems for Letting the PT Drive using the ILP Roadmap
 - *Based on your ILP goals and the doable actions we brainstormed, where might we start in this cycle of inquiry? **Why?***
 - *Reflecting on these steps in the inquiry cycle process (plan, teach, analyze, reflect), where do you feel strong and where would you like to focus our collaboration on?*
 - *When thinking about your students and your practice, what are you curious about?*

- Stems for Using the ILP
 - *What are you curious to try in order to realize your goal?*
 - *How might we use your goals and doable actions to create an inquiry question?*
 - *If we turned your goal into a question, what would it sound like?*
- MR and MQ Roleplay:
 - Teacher says, "I got this, I can do it on my own, what do I have to do?"
 - Mentor uses the ILP to enroll teacher in engaging in an inquiry
- Mentoring in the Moment Role Play
 - Your partner will play the role of the teacher
 - Create a scenario based on a case study teacher or teacher you will see Monday using your teacher's ILP
 - Which mentor move might best support your teacher's growth through their Inquiry?
 - ◆ Turn goal into Inquiry Question: What skills do they need to develop in the CSTP?
 - ◆ Connect doable actions to Inquiry process step: What doable actions connect to an Inquiry/area of curiosity?
 - ◆ Use measurable/observable to Backwards planning to an Inquiry: What measurable observable evidence connects to an Inquiry/area of curiosity?

➤ **Analysis: Mentor Moves to Support Independent Learners (Melissa)**

Purpose: *To plan mentoring moves that develop teachers' intellectual capacity around analysis*

- **How do we create independent learners around analyzing student work?**
- Independent Reflection: What do you know about how your teacher(case study) analyzes student work?
 - Bring forward an ASW or IAP from a teacher(case study, Monday morning) and reflect - plus delta, in thinking about the different thinking processes within the tool, where did the teacher carry the bulk of the cognitive load, where did you, where was it equal?
 - What are their area of strengths(independently carrying the cognitive load when it comes to analysis?)
 - Where were you simply recording ideas/thinking? What might this indicate about their independence?
- Other indicators to look for when thinking about your teacher's level of independence could be considering where the conversation stalls and you have to take the lead.
- Skim read dog-fooding article
 - Single most important strategy a teacher can do for their students.
- Further questions to consider a teacher's level of independence in analysis:
 - What are some questions you might ask to guide the thinking process around analyzing student work?
 - Consider PT 2 Option: If we remove the scaffold of the IAP tool what mentoring language can we use to support the PT 2 in analyzing student work and developing an inquiry?
 - Use the AoP criteria to guide you (Hint: Turn the criteria into a question!)

➤ **Learning about Students, School, and Community (Chrissy & Marvilyn)**

➤ **Purpose:** *To reignite our learning around how to foster ongoing student-centered reflection*

- Review!: Reflecting on our learning experience from last forum we saw that mentors came with an aha on using an CAL to foster ongoing reflection. How might we proceed with another process of LASSC?
- Ongoing Reflection: We should be going back to all the tools all the time
 - takes pressure off and allows us to sit with this reflection longer
 - giving ourselves permission to go deeper
 - reinforces that this is ongoing, not one and done
- Hammond asserts, "Relationships are the On-Ramp to Learning." which highlights the importance of keeping students at the center by knowing them deeply and maintaining relationships
- *"Relationships become a critical component to get the brain in the right condition for learning. Relationships are not a "touchy-feely" add-on, nor are they the end point but an onramp to deeper learning. This is where the neuroscience helps us to see how socio-emotional development, a sense of belonging, and cognition are intertwined."* -Zaretta Hammond
- The trifecta for optimal learning:
 - Socio-emotional development
 - A sense of belonging
 - Cognition
- Our work with our teachers is like a piece of clay that we are constantly reworking and retooling
- We "retool" the tool to help our teachers CHUNK, CHEW, & REVIEW
- How might you use a Learning About Students, School, and Community process to foster ongoing reflection and learning?

➤ **Announcements: (Carla)**

- Combined Forum Reminder- 3/15, Sunnyvale, 9-3
 - Please bring a cold sack lunch
 - Please save the date. All mentors are expected to attend.
- Mileage: Please turn in monthly. We will be closing the books for the 18-19 year soon
- Non-re-elects: Please continue the message of "I don't know."
- Talent - can use both platforms
- Next year plans, reach out to MR before your district
- Spring Events-Please check our forum calendar on the main mentor forum page and make note of the dates
 - Colloquium: all mentors are expected to attend the colloquium dates that your teachers attend
- Mid-Year Survey: This optional survey closes today

➤ **Closure (Ingrid)**

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

- Plusses
 - Role play
 - Chunking of the 2nd module with that lens
 - Going back into all the processes and a way to authentically
 - Use of artifacts to dive deeply

- o Examples available-using ILP with teacher, and LSSC
- o Playing the role of a teacher
- o Going deeper with the LSSC
- o Appreciated partnering with various people
- o Choice of individual partner
- Deltas:
 - o Time for the role play
 - o How to go deeper into the next steps-where do we go now?
 - o Energy level-when do we need quiet, when do we need to be energized?
- Next Steps:
 - o Revisiting Learning About Students School and Community
 - o Lots of Next Steps Shared in the feedback forms