

➤ **Munch and Mingle**

**Thanks for all the yummy food that was brought to the forum this morning!**

➤ **Overview (Marvilyn)**

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

- Outcomes were shared: planning instruction, annotations, maintaining relationships
- Agenda was reviewed
- Announcements were called for
- Norms were reviewed
- Pre-assessment of feedback form

➤ **Problem Pose, Problem Solve (Laura W.)**

***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.*

- Quiet time given to review on collaborative assessment log
- Shared with partner-reviewed partnering stances
- Shared out some of the collaborative discussions: singing transitions, agency for change, March moods, communication with administrators, lack of collaboration with school colleagues

➤ **Planning Instruction (Marvilyn & Nichole)**

***Purposes:** To review the planning instruction criteria and practice providing feedback to teachers around planning instruction that focuses on case study/students.*

- Planning is actionable, connecting their story with their students, stories need to empower and humanize, there are many stories, tell story of students' strengths and needs, reflection on growth in AOP
- Reminders about lessons - AOP will guide us with the two lesson plans
- Discussion about what do the mentoring conversations sound like around planning
- Nicole reviewed analyzing our feedback- two sequences of planning were reviewed and discussed in triads
- Reviewed what was heard/discussed, reviewed different templates
- Discussion on how reflection on planning informs our next steps: who would be a good partner, what sections work best, being more mindful of not taking on too much in planning, what you know about the students, making connection between standard and what students are learning (how we want them to grow)
- Fostering equity in our teachers

➤ **Student Focused Video Annotations (Melissa)**

**Purpose:** *To practice crafting annotations that support teachers to reflect on how their instruction impacts case study/student growth.*

- Data on annotations reviewed:
  - 96 % of PTs responded that the videos influence their teaching
  - 95% said the videos advance student learning
  - Significant growth in ILP focused videos
- Reviewed Evidence vs Opinion based annotations
- AOP criteria can also give us guidance on how to craft annotations
- 3 criteria revisions: ILP specific, focused on CSS/students, grounded in evidence
- Partnered to share revisions
- Share out of Revised Annotations to improve student outcomes:
  - How do you decide when to use pair share to maximize student outcomes?
  - What data did you decide to use...?
  - What vocabulary needed to be defined and what evidence did you use to develop their multiple exposure to this vocabulary?
  - How does the time you put into this lesson increase student productivity?
  - What move are you making to help students access language?
  - How will you know if your students are ready for your next steps?
  - What impact does the tolerated phone use have on him plus the entire class?
  - What strategies have you implemented to get your student to have longer eye contact?

➤ **Preparing to Finish the Year Strong (Melissa)**

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

- What does it look like and sound like to finish the year strong?
- This is the time of year we need to boost up our teachers spirits/attitude
- Communication is important - shared a Dr Seuss book, You're Off to Great Places
- Communication with teachers in transition or uncertainty- completed a form to help us see what teachers/concerns need to come to focus- support of mentors/administrators
- How do we build relationships by reflecting on practice - self talk ( acceptance, non-closure, next steps)
- Turned and talked with partner regarding how we strengthen relationships with our PTs
- Letters of recommendation vs Letter of reference - we can not right a letter of recommendation, we are non-evaluative
- We have a form letter of reference that clearly states it is not a letter of recommendation to help us transition to our stance for next year which is we will not be providing letters at all.
- Preparing our teachers for site share or colloquium- sharing with principal
- How are we helping our teachers build relationships by sharing their practice-next steps....whole group discussion: who can you invite to your classroom to observe you ( for letter), nice idea for parent/student to write letter, continue to support for non-reelect

➤ **Announcements: (Marvilyn)**

- Please send names/school of potential veteran teachers
- Please invite Melissa and me to site shares
- Share what teachers will be back or not
- Leadership has enjoyed being out in the field with mentors, Marvilyn and Melissa will continue to reach out to you to schedule in-field coaching
- Contract mentors will be needed next year
- Mid year data shared

➤ **Closure (Katie)**

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

- Pluses:
  - Appreciated learning around planning
  - Positive opinions about how to revise video annotations
  - Appreciated looking at focus on strengths of students in ILP
  - Appreciate opportunities to explore planning tools
  - Closure format
- Deltas:
  - Would like more of exploring planning tools
  - Need clarity of met/not met on AOP
- Next steps:
  - Looking forward to having Candace and Jaime back
  - Excited about ways to boost teachers among uncertainties
  - Looking forward to CRP