New Teacher Project

ntp

Silicon Valley

Santa Cruz

Santa Cruz/Silicon Valley New Teacher Project
Santa Cruz Mentor Forum Highlights
Santa Cruz County Office of Education
August 15, 2019

➢ **Munch and Mingle**
- **Welcome Lyn Olsen and Melanie Coon, Linda Loyd**

➢ **Overview (Ingrid)**
Purposes: *To review the agenda and last forum's highlights; to connect to prior learning and solicit announcements*
- Overview/Outcomes/Agenda for the day: sets the intention for the day and gives us an overview of the day's learning
  ○ Review minutes from last forum
  ○ Announcements: Marvilyn, Melissa
  ○ Review Norms (choose one to focus on)
  ○ Feedback (Pre assess on the three modules)

➢ **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*

- Opportunity to connect with our colleagues
  ○ What impact would engaging in PP/PS have on your teachers?
  ○ Sometimes it feels that PT2s know more about the process than new mentors.
  ○ Feeling the ability to go slow and build connections at the beginning of the year.
  ○ Now is an appropriate time to plant a seed. Growth will happen at different paces.

➢ **Building Trust with Adult Learners (Candace and Jamie)**
Purpose: *To identify ways in which we build trust with our teachers using adult learning principles*
- Building trust takes time and it can ebb and flow
  ○ What is it like to work with an adult learner and build trust with adult learners?
  ○ Malcolm Knowles: Adults learn differently from children.
  ○ Experiences and histories have an effect on adult learner perspectives.
  ○ Adult learners need to feel safe to be able to learn.
  ○ Building community creates safety.
  ○ We want purpose and agency to frame our learning.
  ○ Newer induction standards are offering more differentiation (Indiviual Learning Plan-ILP).
  ○ How do I support my learning style, but not impose it on the person I'm

mentoring?
- Core Values (Equity, Collaboration, Positive Presuppositions, Reflective Dialogue, Responsiveness, Inquiry Stance)
    - 7 principles of supporting adult learners
    - Heat Mapping: A way to start with strengths, consider approximations, and what where we want to grow.
    - Finding patterns in the strengths and areas of growth of supporting adult learners.
    - NTP tools support these adult learning principles.

- Next Steps:
    - Using time to practice "dogfooding" with mentees. "Dog fooding" is a term from the tech industry where a product is tested before being rolled out to a user.
    - Ask teachers about their previous learning experiences as adults and children
    - These adult learning principles are offerings to help you reflect on challenges in mentoring and successes.
    - Program Revisions were designed to provide each candidate with a mentoring program that is tailored to his or her unique needs (Build Agency).

- How might we use the *Roadmap* and *Scope and Sequences* to support adult learners?
    - The goal of induction is to provide teachers with a sense of agency that they can feel empowered with throughout their career.
    - Check in with teachers about how were working together. "Let me know if this ever stops working for you."
    - At the beginning they might say "Yes, it's fine," but sometimes they are acquiescent because a relationship hasn't been formed yet.
    - The CSTP summary to discuss strengths and areas of growth as a teacher/learner.
    - Explain the purpose behind the scaffolds (*Roadmap/Sequence).*
    - Explain their feedback impacts changes in the induction process.

- Questions to ponder:
    - How do we raise our awareness about how we learn best vs. how our teachers learn best?
    - How might my learning style impact my teacher's learning?

➤ **PT2 Launch (Marvilyn and Melissa)**
Purpose: *To use the CSTP to develop a shared vision of what Culturally Responsive Teaching looks like in the classroom/in practice*

- Background and History
    - 8 years ago all teachers came together in early September (PT1s and PT2s).
    - PT2s provided feedback that the orientation wasn't differentiated for them
    - A video orientation was developed based on feedback.
    - Based on the feedback last year, teachers were vocal about the power of coming together as a community more often.
- PT 2 Orientation will happen early this year. Our goals are to:

- ○ Connect and build a safe community.
  - ○ Raise awareness about differences between year one and two.
  - ○ Preview Hammond's Ready for Rigor.
  - ○ Raise awareness about the CSTP standards.

- ● We will raise awareness and move teachers towards action by looking at culturally responsive mindset in the CSTP: 3.6b.
  - ○ Our data from 2018-2019, showed that the teachers saw that the language learner growth was the same as students from special populations.
  - ○ 90% identified subgroup as English Language, but only 60% from special populations.
  - ○ Curiosities around participating teachers understanding of special populations.

- ● What language in the CSTP continuum supports a culturally responsive mindset.
- ● What actions can a teacher take towards being Culturally Responsive?
  *Engages and reflects on own language and how it impacts student behavior
  *Mindset language comes in relation to the verbs
- ● Honoring all of the work that PT2s have done last year:
  - ○ We will make changes to the PT2 launch based on feedback.
  - ○ Please arrive at 3:30 and plan to leave at 7:00.
  - ○ Join a table of teachers to help facilitate the conversation.
  - ○ New Mentors will choose their groups first.
  - ○ WHS PT 2 Orientation: Matt, Nori, Roisin, Ingrid.
  - ○ Santa Cruz COE PT 2 Orientation: Beth, Candance, Heather Tanja
  - ○ Contract Mentors please attend one of the PT2 or PT1 orientations
    -email Marvilyn and Melissa to let them know which event you will be attending
  - ○ If a PT2 genuinely can't attend the orientation, have them reach out to Melissa.

➢ **Defining our Roles (Melissa and Marvilyn)**
Purposes: *To review the Mentor and Participating Teacher Agreements; To consider how the agreements support collaborations with a variety of stakeholders*

- ● Review the Mentor Agreements:
  - ○ Think about your own role and review the guidance for defining that role and how we engage with teachers.
  - ○ **Confidential** *is not* in the mentor agreements. Instead, we are emphasizing the term ***non evaluative.***

- ● Review the Teacher Agreements:
  - ○ How do the agreements help teachers develop their professionalism?
    - ■ Agreements help teachers have a clear vision for your collaboration.
    - ■ Helps teachers who have curiosities about the collaboration process.
  - ○ Let leadership know if there is a teacher or teachers that you have wonderings about.

➢ **Announcements: (Ingrid)**
- Orientation week is a great time for you to visit teachers' classrooms.
- Thank you for signing up for snacks. Please double check if you've signed up for 6.
- Mentor Duties are updated for mentors who will be facilitating forum in the Fall. New mentors will have this semester to observe and will be added to the schedule in the Spring.
- Full time position is open at Oasis (High School Alt. Ed. Cabrillo Watsonville Campus).
- Talent (Online Video Platform) Please review dates in the weekly message.
- County Wide Calendar linked in weekly message.
- Site Mentor list linked in weekly message.
- We are ambassadors right now for the program. There may be caseload shifts.
- Call me or email me if you think there may be a teacher at a site that is not being served and may need a mentor.
- Flier for Elena Aguilar. Cost is $70. It covers diner and the presentation. Send out a flier to any other interested teachers.

➢ **Closure (Tanja)**
Purpose: *To support continual improvement of our learning community*
- Overview (Ingrid)
- PP/PS (Nori) Successes/Challenges
- Building Trust with Adult Learners (Candance/Jamie)
- PT 2 Launch/Orientation (Melissa/Marvilyn)
- Defining our roles with Mentor/Teacher agreements
- What worked:
  - The adult learning module was interesting and provided good reminders on how to establish relationships with the participating teachers.
  - A lot of the principles are embedded in the tools. Tools deepen practice.
  - Appreciated the opportunity to engage with the California Standards for the Teaching Profession (CSTP) and look for culturally responsive language.
  - Starting the year off early with a conversation around Culturally Responsive Pedagogy (CRP) and its relation to CSTP.
  - Provided an opportunity to stretch our understandings around CRP and to pose questions around it.
  - Appreciated the explanation around why confidential wasn't in the agreements.
  - Heat map strategy
- Deltas:
  - Include "Launch" in PT agreement
  - What scaffolds could support the PTs with the continuum activity?
  - What struggle might come up with identifying CRP language in the continuum?
  - Next Step with Role Play/Sentence Frames
  - Using heat mapping with the ILP continuum could support teachers.

- Tanja 365 quotes based on the book, *Wonder*.
  - Power of a smile. Being Kind/Being Present

- "So here's the thing about glitter . . . ."
- "Spread your Glitter"