



Santa Cruz/Silicon Valley New Teacher Project  
**Santa Cruz Mentor Forum Highlights**  
Santa Cruz County Office of Education  
October 12, 2018

**Overview: Agenda, Outcomes, Norms and Core Values (Heather)**

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

- **Announcements (Melissa, Marvilyn, Nori, Katie)**

**Problem Pose/Problem Solve (Ingrid)**

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

We watched a Ted Talk video which was a story of resilience and transformation. The speaker let teachers know that they are heroes and that even the smallest gestures of caring can yield a lifelong impact.

Positives

- Able to give each other specific ideas to use with our PT's

**Culturally Responsive Pedagogy: Learning About Our Students, School, and Community (Jamie and Candace)**

**Purpose:** *To use the Ready for Rigor Framework to support our teachers in learning about students, school, and community*

- How can we help our teachers to move forward in continuing to be responsive to their students?
- Focus in on Student Outcomes--students always at the center
- Learning about Students, School, and Community is year long.
- Zaretta Hammond--we reviewed the Ready for Rigor Framework.
- We talked about Awareness, Learning Partnerships, Information Processing, and Community of Learners and Learning Environment.
- Reflect and Annotate--Using the Ready for Rigor framework, we highlighted the specific strengths and areas of growth for teacher/s in our caseload this year or last.
- We worked in small groups to focus in on culturally responsive practices that we would like to see in classrooms and discussed how to incorporate mentor moves that would encourage the use of these practices.
- Quiet write time to think about how the Four Corners activity and Ready for Rigor framework might support us in helping our teachers learn about students, school, and community.
- Whole group share/Next Steps
  1. Use of classroom rituals and routines to support a culture of learning
  2. Looking at pacing in the classroom--transitions and lessons
  3. We would like to bring an awareness to giving students the language to talk about their learning.

4. Looking at how to identify our own cultural lens. We still have wonderings about how to raise this with our teachers. We want to help our PT2's build this awareness into one of their goals.
  5. We noticed that many of our new teachers are just trying to make it to the end of the day. A next step to helping them provide appropriate challenge is to work on planning together.
- Learning about Students, School, and Community is year long. We do this both semesters. You can choose one or more of the activities.
  - Make sure that the reflections are on students.
  - On year 1 and 2, there is an **Other** option under Learning about Students, School, and Community. If your teacher is interested in this, bring your idea to leadership for approval and input.
  - If you use an Annotated IEP, you can use an IEP summary. Names should be blacked out. There is a conversation guide to scaffold this activity.
  - Preparing to Plan is a process to support getting ready to plan.
  - Classroom Observation data and reflection--focus on learning about a student or group of students. Teacher needs to reflect on that.
  - A Running CAL can be used to follow a particular student over time.

Through collaborative work, we are trying to move our teachers from being dependent learners to being independent learners .

### **Engaging Teachers in Sharing their Teaching Histories (Melissa)**

**Purposes:** *To consider how learning about a teacher's prior experiences can provide a focus for observation; To practice bridging histories to new learnings*

- Adults come to learning experience with histories and this influences the way they plan instruction for their students.
- It is important for us to surface their histories and bring them forward for new learnings.
- We are raising our teachers awareness around CRP and we model this for them in our work together. We learn about their prior experiences and use them to teach to their strengths.
- At Launch and Orientation, teachers filled out/will fill out a Knowing Teachers worksheet to help us to get to know them and their strengths.
- We can also use the CTSP Summaries to help us understand more about their histories.
- For PT1's, Ask about their Individual Development Plan. What would they like to highlight?
- What influenced your decision to pursue this field?
- What drew you to this district and to this school?
- What learnings from last year might we explore and build on this year?
- Keep the Ready for Rigor framework in the back of your mind. As your teacher tells their story, listen for mindsets. Where might I help them to develop their mindset on the Ready for Rigor framework?
- In a small group we discussed how you might invite our teachers to share their teaching histories.
- For PT's from other programs: "Tell me about your program last year."
- What values drive your decision making and your passion?

- We gather data to compare the teacher's history with what is actually happening in the class.
- We learned some history about a case-study teacher, then watched a video of her teaching, while holding onto the nuggets of what stood out in her description of her history.
- We thought about what we might ask the teacher to get her to explore something new in her perceived areas of strength.
  1. What rituals might you want to explore around transitions in the classroom?
  2. What are your expectations for how students enter and begin class?
  3. How might you address the different learning styles of your students?
  4. What rituals can you create with your students that empower them to be successful in bell work?
  5. Tell me about the bell work.
- We thought about how to get the teacher to connect a prior experience to new learning.
  1. In reflecting on last year's experience of not working with a resource specialist, how might you incorporate working with the resource specialist this year?
- We learn about our teachers to help with the welcoming, but then use what we learn about them to help with the learning.

### **Orientation (Nori)**

**Purpose:** *To prepare for PT1 Orientation*

- Teachers will love it and appreciate it--they just don't know it yet.
- The purpose is to help teachers build community, get an overview of support, and understand what it means to be in Induction.
- The purpose for mentors is to help us practice our facilitation skills and to build our leadership capacity.
- Dates--South County September 10. North County--September 16.
- What will be the same--Connector with Balls, Knowing Teachers (worksheet!) PP/PS, reflection on the CSTP standards.
- We want to ask teachers regularly for feedback.
- Job embedded support.
- They will be introduced to the roadmap and what it represents.
- Scope and Sequence will also be introduced.
- Mentor role (in weekly meetings) will be emphasized.
- Teachers will sort the CTSP strategies. There will be fewer strategy cards this year so that there will be more time for discussion.

Next steps:

- Remind PT1's to register. They should contact Leadership if there is a conflict.
- Teams were posted. We met to schedule additional planning time, determine who will do what part, and review FAC.
- We met in teams. Annotated guides are on the web. We received hard copies as well.
- The week of Orientation, consider not meeting with the PT but do a classroom observation instead.

### **Announcements (Heather)**

- Today we are celebrating Injun and Patti's birthday.

- Sunshine Money (\$30 for full time mentors, \$15 for contract mentors) to honor birthdays, fund a holiday party, and fund end of the year thank you's and acknowledgement.
- Nori and Ingrid are ready to hand over the reins of Sunshine.
- Katie is the choreographer for Mama Mia. Come and see it at the Mountain Theater from 9-20 through 10-20 on Fridays, Saturdays, and Sundays.
- Marvilyn and Melissa are excited to shadow us to do some co-mentoring. Returning mentors will have the chance to look at data and think about an area of focus.
- All full release mentors are now at capacity. You may get 1 or 2 more teachers just until more contract mentors are hired.
- Site Administrators--Check to see what other mentors are at your site. Coordinate with them to schedule the administrator meetings. Introduce yourself to the site administrator. Hi, I'm Melissa, I have the pleasure of working with\_\_\_\_\_. How do I best schedule time to work with you? The lead mentors will set up the meeting. We will have training on what these meetings might look like at our next forum.

### **Closing and Feedback (Melanie)**

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

- What worked?
  - The Ted Talk
  - The triads
  - Listening to Melissa's think aloud around the CSTP summary about how to engage the teachers to share their stories.
  - Watching the teacher video.
  - Acknowledging what our teachers are already doing on the Ready for Rigor framework.
  - 4 Corners activity
- 
- Next steps
  - More teacher videos followed by discussions.
  - More time for the 4 corners activity
  - Share positive practices that use CRP
  - Could the questions be recorded and we can expand on them?