

➤ **Munch and Mingle**

➤ **Overview (Beth)**

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

- All who had eaten breakfast read the agenda items
- Those who had not eaten read the last item
- Reading of last forum's highlights to connect prior learning that we'll have today
 - nice to be reminded of the TED talk useful way to bring us into our next learning
 - Announcements Melissa, Tanja, Marvilyn
 - Norms ~ "good thing about our norms is that we use them"

➤ **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*

- What's working:
 - Watsonville Orientation - teachers and how they shared that they appreciated the opportunity to engage in PP/PS and having their voices heard
 - Listening carefully - in a 5th grade class when a teacher had to problem solve a gender situation where a boy had said an inappropriate comment to a girl, PP/PS became an avenue for de-constuction and possible solution.
 - Leveraging tech ~ Zoom, Google Hang out
 - Elena Aguilar's talk encouraged discussion with admin.

➤ **19-20 SC/SVNTP Program Goal (Melissa and Candace)**

Purposes: *To become aware of our program goal and action plan for 19-20; to consider how the new NTC mentor standards ignite our curiosities around our mentor practice*

- Last year's goal (18 - 19): To focus on district subgroups through the lenses of equity, responsiveness and observation.
 - Equity ~ we always hold equity as a lense.
 - Observation ~ Makes a difference when mentors are in classrooms with teachers.
 - Responsiveness ~ meeting the teacher where they are. Using the tools as conversation guides, as a frame for dialogue for refining practice
 - District priority Subgroup ~ SC/SVNTP mentors are here for your students

- **19 - 20 SC/SVNTP Goal** ~ To achieve educational equity by focusing on student outcomes
 - Observation ~ collecting data on students
 - Culturally Responsive Pedagogy ~ how do mentors bring forward Ready for Rigor Framework?

- **New set of Mentor Standards** ~ have 5 Mentor Standards. SC/SVNTP chose 5
 - **Foundational** critical skill and knowledge for mentoring
 - 2.4 Deepens and maintains own knowledge of equity principles and culturally responsive ...
 - **Structural partnerships** that characterize and support quality mentoring
 - 3.2 Uses mentoring language and stances to engage ...
 - 3.5 Facilitates reflective conversations about race, culture and diversity of school
 - **Instructional** ~ strategic focus on optimal and equitable classroom practice and student learning
 - 5.4
 - 6.2

- **Activity**
 - Review the chosen standards and chose one to focus on for today in order to dive deep into the mentor standards.
 - Group Discussion
 - What are your strengths?
 - What is an area of growth?
 - How might focusing on this standard impact students?

➤ **Goal Setting (Marvilyn and Tanja)**

Purpose: *To preview the ILP and consider how observational data supports an authentic co-assessment process to become targeted, effective teachers.*

- Continue to learn about our teacher's histories ~ CSTP Summary is a way to do this Asking our PTs how they want to grow in these areas helps us refine ILP goals

- Explore CSTP 4.4 ~ Planning Instruction and Designing Learning Experiences for All Students
 - Individual Exploration
 - In Partners: How do you keep this a living document?
- Role Play Tanja and Marvilyn re: Co Assessment on 4.4
- Couching Triads What moves did you make or experience that could help shift the teacher's perspective? How could these moves be applied to all teachers?
- Whole Group Share Out: What moves did you make or experience that could help shift the teacher's perspective? How could these moves be applied to all teachers?
 - Having a teacher reflect on her experiences in relation to the continuum language.

- Keeping it positive “You really know your ...”
 - Taking your teacher’s questions and putting it into Areas of Growth.
- Closing quote: “Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it is the only thing that ever has.” ~ Margaret Mead

➤ **Collaboration with Site Administrators to Develop Strategic Teacher Support (Jamie)**

Purpose: *To leverage collaborations with Site Administrators in order to provide strategic support for teachers and their students*

- The ripple effect - how we impact Site Administrators has impacts to all the teachers and students they serve.
- Value of Regular Communication SA/MT
 - Quarterly
 - Induction ~ processes, values
 - School Goals ~ site goals
 - One Way Communication ~ Mentor listens, PT needs, strategic plans
- Site Admin. Survey Data: A noticing that some Site Administrators need to know about our program.
- How do we get in? They want and appreciate our persistence and regular communication.
- What is my role as mentor in the SA meeting?
 - Prior to meeting, share with PT that you will maintain their confidentiality
 - If SA asks for specifics, I ask the SA to ask the PT for those details in a triad
 - Opportunity to support PT advocating for her/himself
 - Reiterate that we are Non evaluative
 - Suggestion: Use the Rolling/Running CAL
 - Get updates from principal about teachers
 - **In the ILP ~ Mentors PTs must have at least one triad conversation to discuss induction goals. This is now also in the AOP.**
- Read the mentor handbook section on working with Site Administrators. Here you can find answers to the following questions:
 - How do I get in? How have you been successful?
 - If you have more than one mentor at one school site, how do you coordinate SA meetings?
 - What do we want SAs to know about our programs?
- Next steps:
 - Use website as a resource
 - Take a look at the Mentor Site List to identify who else shares your administrator(s).

➤ **Announcements: (Beth)**

- The New Sunshine Fab Five Committee
 - Ingrid Birthdays; Roisin End of Year; Beth Baking; Nori money; Tanja Mighty MC
- Site Administrators:

- Reach out to Leadership about any tricky situations
- Check PT/PD spreadsheet for accuracy of teacher info.
- Steering Committee

➤ **Closure (Lyn)**

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

- Pluses/Deltas