

Santa Cruz/Silicon Valley New Teacher Project (Silicon Valley) Guidelines for End-of-Year Site Shares

Purpose: *It is the expectation that teachers share their learning at their district's end-of-year Colloquium. If teachers are unable to fulfill this requirement, they should engage in a Site Share as a method of providing new teachers with a formal structure to share the Inquiry with colleagues, reflect on progress and receive feedback for future work.*

When:

- Spring, when second *Inquiry Action Plan (IAP)* is complete.

Who:

- It is suggested that each teacher select a small group colleagues to serve on the team.
 - Teacher and mentor collaboratively choose members of the panel
- The team must include the teacher's mentor and a site administrator. If a site administrator is not available, a designee (agreed upon by teacher and administrator) may attend. Other team members may include teachers and support staff at the site.

How:

- 30-45 minute meeting (see sample agenda below).
- Teacher facilitates the sharing of the inquiry as determined.
- Role of the mentor:
 - Use End-of-Year [Colloquium/Site Share Planning Guide](#) to plan presentation with teacher prior to the meeting:
 - Decide on mode of presentation and how to share documents: hard copies, document camera, PowerPoint, Google Drive, etc.
 - Determine discussion questions (see sample agenda below for examples)
 - Determine key documents of the inquiry to copy and share
 - Develop (1-2) discussion questions to support the teacher in deepening and extending the inquiry
 - Time keeper
 - Note keeper (records on CAL)
 - **CAL to be turned into SC/SVNTP Office Staff to verify completion of Site Share as soon as it is complete.**
 - Debrief afterwards with teacher

Sample Site Share Agenda

- Introductions (2-5 mins.)
 - Teacher introduces teaching context (goal, inquiry question, equity focus) and question for group to consider (2-3 mins.)
 - *Sample Questions:*
 - *What takeaways should I build on for next year?*
 - *How can I further support the learning needs of my sub-population students? (e.g. students with special needs, Latino, English Learner, LGBTQ, socio-economically disadvantaged)*
 - Teacher shares Inquiry (5-10 mins.)
 - Team members discuss the teacher's question to deepen and extend the inquiry. Mentor records on CAL (5-10 mins.).
 - Teacher reflects and summarizes new learnings in response to discussion (5 mins.)
 - Mentor facilitates each team member in sharing a positive comment regarding the inquiry (5 mins.).
- Questions to elicit positive feedback could be:
- *"What growth in teacher effectiveness and student learning did you note in this inquiry?"*
 - *"Which instructional practices might you want to try in your class?"*
 - *"How might a department/grade level team apply the learnings of this teacher's inquiry?"*

