



Santa Cruz/Silicon Valley New Teacher Project  
**Combined Forum Highlights**  
Santa Cruz County Office of Education  
January 18, 2019

➤ **Munch and Mingle**

➤ **Overview: Outcomes, Agenda, Norms (Melissa)**

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

- Acknowledging Zaretta Hammond, Sharroky Hollie, National Equity project, Santa Cruz County Office of Education, Sofia Sorenson.
- Build Self Awareness of our skills
- Connect with learning community from over the hill
- Use Hammond's info to support language learners processing
- Examine a Case Study teacher
- Role play
- Focus on responsiveness immediate and long term with regards to our teachers

➤ **Announcements:**

- Family leave: 4 weeks or more, teacher will exit induction and readmit the following semester
- New mileage forms for 2019
- Please submit mileage on monthly basis
- Mentor Guided Observations: Please indicate info on the PTPD sheet
- Talent: New app. Use frequently to give teachers comfort in its use

➤ **Connector: Rings of Culture (Candace & Jamie)**

**Purpose:** *To continue to build self awareness around our own cultural identity; to connect with one another within a safe, inclusive learning community*

- Rings of Culture: Honest look at our life without the attachment of right or wrong (self awareness) so we can offer support to our teachers and they to their students
- Sharroky Hollie: Responsiveness and Pedagogy comes from Culturally and Linguistically Responsive Teaching and Learning
- Paired up by rings and shared with a partner, encouraging how we might be able to use this with our teachers
- Debrief offered these ideas:
  - Do not make assumptions which can not be accurate.
  - Consider how students respond to the assumptions being made about them.

➤ **SC/SVNTP 18-19 Combined Forum Focus (Melissa)**

**Purpose:** *To consider Hammond's Ready for Rigor framework as a way to focus our equity work*

- Dependent/Independent learners
- Dependent learner needs scaffolds and cannot get away for them while independent learners begin with scaffolds but then move beyond on their own when they are able to get unstuck
- Develop a socio/cultural lense to help us mentor as we work with over 700 teachers

- Induction can be a way to help teachers get unstuck by moving through the 2 years from dependent to independent teaching.
- Looking for transitions, with our teachers, to make them more and more independent
  - How are we removing the scaffolds to build the teacher's toolkit in a way that is successful for them.
  - How are teachers growing the brain power for their students?
- Paired up and shared about our case study teachers.
- Looking for entry points for increasing brain power and build culturally responsive teachers

➤ **Information Processing Part I: Planning for Responsiveness (Candace & Melissa)**

**Purpose:** *To use my teacher's planning strengths and needs to create entry points for increasing brain power and build culturally responsive planning habits*

- Looking for entry points with our case study teachers for **increasing brain power** and building culturally responsive teachers
- Input, Elaboration, Application
- Lesson Planning data: Look at strengths and gaps in case study PT and find entry points to ignite, chunk, chew, review, by looking at a template of your case study PT.
- Triads completed graphic organizers to record mentoring stances, questions, and ideas to promote "Ignite, Chunk, Chew, and or Review"

➤ **Information Processing Part II: Thinking about Language Learners (Marvilyn & Jamie)**

**Purpose:** *To support information processing by unpacking language needs*

- With the case study teacher in mind consider making connections to Language Learners
- Language support applies to all students: How does this build awareness?
- California English Learner Roadmap: all teachers are responsible for integrating language into the curriculum. How can we help teachers unpack how to plan for language?
- Looking at ELPAC rubrics (speaking and writing) and tasks (in packet) What are the skills the teachers need to be successful? (use graphic organizer as a guide)
- Comparing the two rubrics (speaking and writing) you can unpack language needs by identifying needs in:
  - content
  - cohesion
  - grammar
  - word choice
- Practice looking at student samples with a partner (hand up, stand up, pair up discussion)
- ELPAC tasks and rubrics on our website

➤ **Preparing to Coach (Marvilyn)**

**Purpose:** *To use the 4 A's and our understanding of information processing to prepare for a coaching conversation*

- The goal is to create an entry point for moving teachers to be more Culturally Responsive
- Case study teacher: preparing to coach using the graphic organizer, posters with stems, and Enid Lee's 4A's

➤ **Coaching Practice (Jamie)**

**Purpose:** *To role play our coaching conversation to advance culturally responsive practices*

- Coaching practice in triads (mentor- teacher- meta coach)

- Whole group debrief (Noticings):
  - stems
  - asking the teacher for input
  - bringing up the teachers goals
  - using data
  - giving choice to teachers
  - having the plan in mind without being too instructive
  - the 4A's were helpful,

➤ **Closing and Feedback (Candace)**

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

- Pluses: templates, variety of activities, focus on PT's, Rings of culture, Reading in advance, Modeling, timely
- Deltas: CRP understanding, thinking, cognitive routines, dialogic conversations