



Santa Cruz/Silicon Valley New Teacher Project  
**Santa Cruz Mentor Forum Highlights**  
Santa Cruz County Office of Education  
January 10, 2020

## Welcome and Overview (Melissa and Matt)

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

- Reconnecting: Intention Setting
  - January is a time to reset
  - How are we reconnecting and doing some intention setting with our teachers?
    - Now we know our teachers in a way we didn't when we first began goal setting, as well as their context
    - How do we stay focused on the students?
- Adult Learning Principles (From Art of Coaching)
  - How can I lean on the principles to guide next steps and show compassion for our teachers and ourselves?
    - \*Request to post the quotation (on website or weekly newsletter)
- Outcomes
  - Reconnect with MLPs
  - Review process for refining ILPs
  - Explore ECO assessment of progress

## Problem Pose/Problem Solve (Marvilyn)

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

*Offering: Adult learning principles*

- PP/PS is a way to build trust (Building trust with adult learners)
- Think about a focus teacher and what adult learning principle might be helpful to set some intention around
- Next Steps that came forward
  - Insight/Wondering around teacher staying in applying on ILP (on-going learners)
  - Teacher who seems stuck in connecting with their students
    - Next Step: Reflecting on the past learning experiences and teachers she connected with in the past

## **MLP Mid Year Share (Melissa)**

**Purpose:** *To reconnect to our mentor learning plans and get input on next steps in our leadership for more equitable outcomes for all students*

- Focus on *Input on Next Steps*
- Work with two colleagues around these next steps to achieve educational equity
  - What inequity do I want to disrupt?
- Focus Questions:
  - How does my mentorship contribute to educational equity?
  - How might I proactively lead for more equitable outcomes?
- Consultancy Protocol: Process
  - Presenter shares
  - Listeners ask questions
  - Listeners share, presenter listening
  - Presenters reflects: key learnings, next steps
- Feedback:
  - Talking about specific teachers helped to develop next steps
  - Appreciate the enthusiasm we were able to generate for the teachers we were most curious about
  - Value in hearing other teachers share to improve our practice and determine next steps
  - Helped “cheer me on” around next steps and then go beyond those initial next steps
  - Great knowing I have other mentors to reach out to as I move forward

## **Break**

## **The Individual Learning Plan: Planning and Reflect at Mid Year (Marvilyn)**

**Purpose:** *To review a process for revising and refining a teacher's Individual Learning Plan to create more equitable outcomes for their students*

- ILP is centerpiece of how we get teachers to grow (our anchor, guide)
- Use ILP to guide our conversations
  - All of the tools work together to work toward progress on goals
  - Use the AoP to support conversations as we revise goals
- How can we use the ILP as our anchor to support them in creating equitable outcomes for students?
- Opportunity to dig deeper: How do we measure this? How do we know? Concrete evidence or examples for measurable evidence.
- Link back to their doable actions/measurable evidence at beginning of year to link into evidence of strength at mid-year
  - Keep focus on student impact at all points
- ILP Rubric:
  - Caseload sort of two or three teachers using the criteria from rubric

- Triad to discuss rubric may be improved to make this process more measurable
- ILP Reminders
  - co-assess twice with teachers (Mid-Year and End of Year)
  - Changing CSTP focus requires closing out fall goal by reassessing on the continuum and reflecting with teacher on Evidence of Strength and Area of Growth
  - Good time to try to get a triad
  - PT-2s: One or more goal should focus on district priority sub-groups

### **Moving Teachers Beyond Applying (Melissa)**

**Purpose:** *To explore the ECO AoP and think about artifacts of student learning that illustrate culturally responsive practices*

- 17 ECOs, 3 are 3 semester ECOs
- ECO AoP has been completed
  - Inquiry Question not required, but a space for this on the AoP
  - Submit evidence that demonstrates planning, teaching, analysis, and reflection (may or may not use NTP tools)
  - Evidence should reflect applying and beyond in practice
  - Submitted in three sub folders
    - ILP 1 and evidence, ILP 2 and evidence, Other evidence
    - Hyper Links on ILP to evidence
- Consider inviting leadership to shadow with an ECO candidate
- Reach out with questions or for support

### **Announcements**

- End of January, a mid-year survey will be pushed out
  - Survey is open for a couple of weeks and is optional
  - Way to see how we are doing as a project and where we might need more PD
  - We know the responses typically come from outliers
  - Pertinent data will be shared
- End of year AoP
  - PGR is optional this year
  - MGO evidence will be submitted in the spring
  - Use AoP throughout collaboration with teachers
- Combined Forum (Friday, January 17th)
  - Sunnyvale: District office boardroom
    - bring a lunch
  - Review Hammond's Chapter 3
  - Read article around Trauma Informed Practices
- Caseload changes
  - If you haven't seen an exit form for a teacher leaving, let leadership know
  - If a teacher is taking leave in the spring, inform leadership
    - If they are out for more than four weeks, that semester of induction does not count.
  - Inform leadership with struggles around site admin collaboration
- Fall folders

- Some folders that need to be read
  - Come by Wednesday when/if possible

### **Closing and Feedback (Roisin)**

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

#### Pluses

- Enjoyed triad for the consultancy protocol
  - Perfect timing to reignite focus
  - Listening to partners talk gave clarity around next steps
- Appreciated pink slip with adult learning practices
- Having sample ILP with mid-year evidence/guiding questions
- Being able to observe PP/PS and the amount of focus we have with one another
- Candace/Jamie/Marvilyn: recognition of their thinking around today's learning

#### Deltas/Next Steps:

- List of possible teachers to observe are available in hard copy form (see sign in table)
- Goal reflection piece on ILP: comes before end of year on ILP
  - can be done now, later, or throughout the semester