

➤ **Munch and Mingle**

➤ **Overview (Carla)**

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

- Outcomes popcorn out
- Agenda overview
- Connect to last forum's highlight's
 - No corrections
 - Announcements: Melissa and Marvilyn
 - Pre-assess on feedback form

➤ **Problem Pose, Problem Solve (Sherri)**

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 stance for PPPS? Instructive, Facilitative, or Collaborative?**
 - **Use MLP --Based on debriefs you've had with your teachers about your collaboration, what have you learned?--think of evidence of strength and areas for growth around your goal.**
 - ◆ **After 4 min, switch to CAL if you like. Phil suggests use your calendar to**
- **Share out--perfect pairings, like year mentor, shared experiences, CCM this last weekend, debriefs with teachers--set intention/outcomes, tabs open, come to Jesus moments.**
 - **use question stems w/ teachers: (Am I supporting you in the way you need..., how is this going,? listening more, tell me more about that...is there something you would like to change?**
- **Add your final thoughts to the MLP**

➤ **Culturally Relevant Pedagogy (Melissa)**

Purpose: *To further explore Culturally Relevant Pedagogy to better support learning for all students*

- **Jamie mentioned last time that SCSVNTP are aligning forums. Attending each other's forums. Abigail Soriano facilitated this CRP model for East Side. Equity? What it means and sounds like? Melissa will share this module. Jaime's using Talent to record Melissa and provide feedback.**
 - **Importance to get to know Teacher's and their thought processes. Planning is the focus. Planning templates--and the tension with moving in and out of the templates. Frustration with this process this time. Reflection: tension was there because it wasn't working for Melissa. Who is the session about? Being CR means we need to listen. Focus on their thinking--not the template. Be responsive to the way the teacher learns. How teacher's process their planning. Which visual thought process will support teacher's learning?**
- **Jeff Duncan-video**

- Not just about race
- Race is a component of culture, gender, class, zip code, youth
- CRT--attentive to all the elements--don't essentialize. More complicated. Community responsive. That is responsive teaching. How to modify to be relevant to the community you serve. Ethnographer to the community you serve.
- How to apply this to our teachers: get in classroom, know their community, be responsive to how they (the teacher) learns.
- What is CRT? What CRT is not? (graphic image):
- Article to read--read 4 min independently, 4 min for Trios to share out, and discuss next steps for our teachers
- Share the Hashtag with the group--around our reading CTR articles-
- Feedback and -add new learning to MLP if needed

➤ Analyzing Student Work (Ingrid & Marvilyn)

Purpose: To foster a culturally responsive mindset through the habit of analyzing student data

- Student learning and thinking--think about teacher's perception. Teacher's can test that perception with data.
 - Analyze student work (anchored by goals). We can be strategic.
 - Role Play--How do I listen to my teacher--and pick up on entry points.
 - ELD students in classroom: T says admin wants more student talk in class-
 - Mentor: How does that align with your goal? Using sentence frames, etc..
 - Mentor: In thinking about that?
 - Mentor: In thinking about your students now...how does...? I want to see if this stuff is working, so I'm ready to analyze...
 - Turn and talk around role play?
- Ingrid: How to connect this to our own practice? Can move us to ASW. We can move to action when we feel overwhelmed.
 - Ways to leverage ASW year 1 to move us into action. or IAP with year 2s.
 - Both ASW and IAP are anchored with goals.
 - You can move ASW into a IAP for year 1. Pre-assessment can trip up teachers.
 - Eco's need to do IAP and PT2s.
 - All Teachers focus on case study students
 - PT2-from district subgroups
 - Jaime---the ASW and IAP first parts are identical--so you can move into IAP if needed
 - Phil asks about pre-assessment--Marvilyn asks how we can be responsive to our teachers with this to build on excitement and teacher strengths.
 - Break-out session after break- Which group will we attend? Hands up to show interest.
 - Questions for break out groups:
 - Trends for goal setting?
 - Bridging ILPs with joy and passion?
 - What might be some next steps?

- Reminders: Bring MLP and/or binder. Mentor moves? Next steps? timer---
- Feedback and Record on MLP if you like

➤ **Video Observation (Candace & Jamie)**

Purpose: To practice crafting annotations in order to foster a mindset around culturally responsive teaching

- RoadMap--teach and reflect. How we use ILP goals at the forefront of our work? Live in the CSTPs. Responsive w/ our teachers--throughout the roadmap. We can ebb and flow with our teachers' needs by listening (just in time mentoring) and relate back to the ILP.
- ILP(s) are the anchor. Be flexible with each process--you have permission to be authentic. The video must connect to the ILP--we have flexibility with this. Looking at the whole picture.
- **Clarification: You do not to take pictures of student work this year.**
- A video could be.... a video to show student growth on one of your ILPs. Reflection should include teacher's reflections on their own actions and students' growth/actions.
- **Pre-Observation Tool:**
 - Use a conversation guide--it's not about filling the boxes or a checklist.
 - With a partner....Locate the tool w/ partner (use conversation guide or electronic tool). Review the tool w/partner
 - How can we begin to foster a mindset around culturally responsive teaching through our observation and feedback?
 - Lilac "Preparing and Planning Feedback"
 - Talent Annotations Practice--individual time. 5 min.
 - How do I provide actionable feedback that leads to next steps/planning with students in mind?
 - Resources: Hammond's article from last week; Video Annotation Conversation Guide; Mentoring Language NTC, National Equity Project Coaching guide
 - 2 min. write --Craft an annotation that you would like to get feedback on.
 - Content-alike Partner share (5 min each)
 - Whole group debrief could be a Padlet
- **Post-Observation Tool:**
 - Use Part II: Strengths/areas to focus on.
 - Reminder: annotations **for evidence** need to include both mentor and teacher
 - Feedback form on the module and add to MLP in you like

➤ **Announcements: (Carla)**



- Marvilyn:--CCM training this weekend. Tomorrow is full
- Fall Breakfast--mentor's need to register
- PT Spreadsheet--thank you and be mindful. Double check triple check don't guess
- Combined forum in Sunnyvale--practice self-care. Be well rested.

- **Melissa:**
 - **Shadowing may be different this year---blocks of time**
 - **ECOs application states must engage in an Inquiry Action Plan**
 - **Unique situations--keep Melissa in the loop.**
 - **AOP--rubric for assessment day in the upcoming weekly message. (Also use the grey box on the Roadmap**

➤ **Closure (Phil)**

Purpose: To support continual improvement of our learning community

- **Reviews agenda:**
 - **Pluses:**
 - **CRT (Culturally Relevant Teaching (Pedagogy) or CRP**
 - **Video from Jeff Andrade--on CRT!**
 - **Breakouts--pairing**
 - **Responsiveness of the leadership team (text, emails, etc...are returned in a timely way and supportive)---good modeling for mentors**
- **Deltas:**
 - **Areas of focus (moving from MLP to Feedback form)**
 - **Place to capture our forum learnings--like the PPT presenters have**
 - **Video Post-conversation--around ILP**
 - **Focus: Ellen Moir's retirement party....listen, power of the CAL, our work is recognized and honored. New county superintendent spoke about our work in the community. Our interactions have had a tremendous amount of impact local and state**