

➤ **Munch and Mingle**

➤ **Opening and Welcome (Melissa)**

➤ **Overview (Phil)**

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

- No set partners- choose your friend

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

***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*

- Connector- hug, high five, or honey (3 compliments)

➤ **Assessment Day Review (Emma & Marvilyn)**

***Purpose:** To be familiar with the processes for reading and recording AoP Results*

- Our Assessment Day Norms:
 - Evidence should speak for itself
 - We assess teachers- not mentors
 - Let the evidence tell a story around the teacher's ILP goal
 - There are mets and not met yet
 - We are working as a team: There are two readers and three if needed
- Reading process:
 - this is a snapshot of their work- not a transcript
 - we are balancing efficiency of reading and time
 - be mindful of how your body is feeling, move, give your eyes a rest
 - The what if questions: look closely at the AOP, refer to common questions, or AOP guide
- Review of how to complete the AOP:
 - put one slash as a reader
 - the second reader puts another slash to complete the X
 - If something is missing- circle it
 - If you are the final reader you type in met or not met yet in column J

- Feedback: Acknowledge their effort, reinforce their decisions and actions, and could provide a third entry point
- We are a credentialing agency-Accuracy is Key
 - There are multiple places to put your initials
- Filing the Required Evidence:
 - Print name legibly and initial,
 - fill in today's date.
 - Reader 1 will put the AOP in Met or Not Met for a second read.
 - Reader 2 will start with the Not Mets.
 - Reader 2 will file the yellow copy into Met tray.
 - IF the AOP is NOT MET do not separate the AOP- put both copies in the Not Met tray
- Check the resources that are at your table

➤ Reading Part I

Purpose: *To read and assess PT Evidence; to read and discuss how assessing Required Evidence contributes to our mentoring*

- What do we want to celebrate?
 - Really ambitious, impressive goals for year 1
 - volume of work they've done in 12 weeks!
 - thoughtful reflection on struggles and successes
 - ability to build the plane while they're flying it
 - depth of conversation in the annotations, targeted questions and dialogue
 - MT questions in using Talent
 - strategies MTs are suggesting
- Learnings?
 - our PT1s are just beginning teachers-MTs are putting guiding questions to support their reflection, framed in a positive way
 - Digging deeper when something isn't obvious-just because they didn't name it in one process it's usually there
 - Flexibility in reading, reflection on other students is still reflection on student strengths and needs

➤ Reading Part II

Purpose: *To read and assess PT Evidence; to read and discuss how assessing Required Evidence contributes to our mentoring*

- Reading PT2's

Learnings:

- Needing to look for the whole picture to find district priority subgroup
- As a reader you need to be more attentive for find district priority subgroup
- Working harder to find the evidence in the tools (more cognizant of perspective)

Housekeeping:

- Take copy of Not Met to PT in order to start resubmit protocol
- Resubmit Protocol will be on the website by the end of today

- Trays will be in Patti's area for reading next week

➤ **Announcements: (Phil)**

- (Nori)-No host bar- Party will be at the Elk's lodge at 4:00
- Thank you for signing up using the Assessment Reading Sign Up Sheet in our Forum Materials tab on our website

➤ **Closure (Nori)**

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

Pluses:

- Toolkits were complete- mentors are being complete
- Google is awesome
- Blank boxes! Mentors and teachers are understanding the intention of the tools
- The process is smooth this year- more streamlined
- Referring to lesson plans/ other tools in ILP (links...)
- Shout out to Patti, Laurie, and Injun for their support and help even though they were not here.

Deltas:

- Non-uniform formatting
- Figuring out the tools/ requirements
- Criteria for measurable evidence is confusing