

➤ **Munch and Mingle**

➤ **Overview (Sherri)**

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

- Review of agenda
- Have highlights and MLP up
- Order is a bit different today
- We are strategically seated to facilitate learning
- Beth Dyer introduction, back to the Project
- Announcements
 - Nori
 - Marvilyn
- Review of norms
- Feedback

➤ **Culturally Responsive Pedagogy (Jamie)**

Purpose: *To define and brainstorm best practices that are culturally responsive*

- Feedback led to more focus on CRP
- What are some more practices that help with this?
- There are many complex phrases
 - often this can be new for teachers
 - Chance to learn how to support teachers
 - Definition in Continuum of Teaching Practice
 - "What is my understanding of CRP?"
 - How do we help our teachers and ourselves and our teachers understand the concept?
 - Review of book study from last year.
 - Culturally Responsive Teaching and the Brain
 - As educators, it is our responsibility to find out how students learn
 - Ready for Rigor framework
 - awareness
 - learning partnerships
 - Information processing
 - community of learners and learning environment
 - Time to read and annotate excerpt
 - Triad Discussions
 - How have you defined culturally responsive pedagogy?
 - What isn't culturally responsive pedagogy?

- How do your examples of culturally responsive pedagogy fit into the framework?

- What are some “a-ha’s” or Takeaways:

- All of us are impacted by cultural responsiveness
 - teacher to student, mentor to teacher, etc
- It’s a constant process to revisit and adjust
 - It’s never “done”
- Looking at quadrants
 - using the language and connecting to the CSTP’s
 - not just a single strategy, it’s multi-layered
 - Where do we go next?
- Culture tree visual model to connect prior knowledge
- Modeling the reading
 - differentiating ways to read the article
- Applying the learning over our years of experience

➤ **PP/PS (Tanja)**

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

- *Jamie and Candace joining our Forums*
 - *Cross pollinating with Silicon Valley*
- *Tanya’s experience of adjusting in the moment.*
 - *meeting the need of her teacher*
 - *be patient, take the time to listen*
 - *opportunity to solve our problems*
 - *What type of support would you like?*
 - *Offerings*
 - *How might you use your MLP?*
 - *How might you connect with your learnings from CRP ?*
 - *Navigating with teachers who need help on what they can impact or not....Prioritizing*
 - *using tools to address need*
 - *Great opportunities for problem solving*
 - *lesson planning to address*
 - *What we can do “right now”*
 - *Giving things another look*
 - *Fitting it all in*
 - *great to feel needed*
 - *using tech to help keep connections*
 - *connecting teachers with curriculum coaches*
 - *allowing teachers to have productive struggle*
- *What nugget from today’s learning might add to MLPs?*
 - *you can assign comments to others in your drive*

➤ **Break**

➤ **Planning for Instruction (Melissa and Tanja)**

Purpose: *To capitalize on entry points that will move a teacher to plan culturally responsive instruction for district priority sub groups*

- Thinking about feedback from teachers to address improvements
 - Looking at tools and reviewing what are some of the most effective pieces
 - Planning with students in mind
 - focus on standards
 - strengths and needs
 - learning objectives
 - Assessment for learning
 - Format is linear, however the approach can be non-linear
 - discuss with teachers needs and approach
 - Instructional sequence
 - looking at different ways to sequence
 - Reflection, reflection reflection
 - Effective environment
 - 21st Century skills
- Time to explore Planning templates
- Connection between planning and sequence
 - looking at student needs
 - using a template for planning to meeting those needs
 - It's a process
 - How do we use planning to address teacher goals?
 - ILP's
 - road map
- Using ILP to address District Priority Subgroups
- constantly revisiting the document
 - Role play
 - How does the mentor capitalize on entry points to move the PT into planning?
 - having the teacher read the goal
 - using prior experience and questioning to guide
 - referring back to road map
 - choosing small pieces to focus on
 - focus on the process, not necessarily the product
 - pre-planning
 - How might you enter planning with your teachers?
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➤ **Observation and Feedback (Marvilyn)**

➤ **Purpose:** *To use observation and feedback as an opportunity to create entry points around culturally responsive pedagogy*

- Many roads to travel to get “there” with our teachers
- Observing for Culturally Responsive Pedagogy

- observation data and reflection tool
 - How do you decide which groups to go to? What criteria supports you make that decision
 - How can you engage the students in the content? In the lesson?
 - How might you go deeper so the students might internalize the learning so that they understand what they are supposed to be learning or doing?
 - When popcorning and getting whole group responses, what is your goal? How are you determining the learning
 - How are you using what you know about you students to help inform the mentor text you select? The “Like Write” you created?
 - What kind of tool do you want to use in observations to support teachers?

➤ **Announcements: (Sherri)**

- **Marvilyn**
 - **business cards are available**
 - **let Patti know what your preference is**
 - **PT/PD spreadsheet**
 - **check evaluators email**
 - **need accuracy!!**
- **Melissa**
 - **thanks for ECO notices to teachers**
 - **reach out with any questions**
 - **communication with Talent**
 - **check out your passwords**
 - **have a short “snapshot” video of a teacher by 10/12**
 - **Hold Tuesday Feb 5th to participate in an interview with CTC**
 - **Caseloads are DONE!**
 - **Thanks for all your help**
 - **please let us know if there are any inaccuracies on spreadsheets**
 - **IF you are at fewer sites, we may ask for help with some program pieces**
- **MGO preliminary spreadsheet is available**
 - **look over and suggest to add or remove names**
- **Celebrating September birthdays**
- **Sunshine is collecting \$.**
 - **\$30 for full time**
 - **\$15 for contract**

➤ **Closure (Linda)**

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

- Review of agenda
- Pluses
 - appreciate time to talk about culturally responsive pedagogy
 - hand out with info
 - opportunity to watch video and debrief
 - able to think “live”
 - Suggestion to pop into classes for short times
 - Small groups for inviting equity of voice

- Planning instruction document
- Reminder for stances during PP/PS
- Deltas
 - How will teachers receive focus on process not product
 - language around “living” documents
 - What do admin appreciate about the planning templates we use?