

New Mentor Breakout

March 1st, 2019

8:30 - 8:55 AM

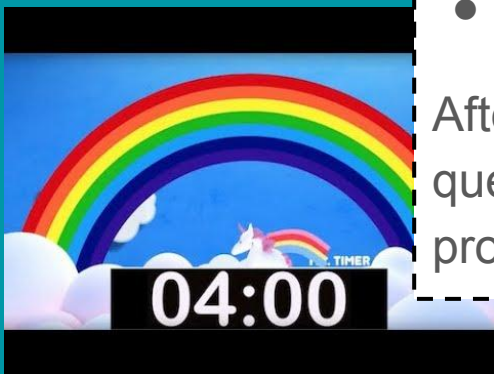
Let's Connect!

Form groups of 3-4

Quick whip around (5 minutes total):

- 1st round: share a current success in a sentence
- 2nd round: share a question/challenge

After timer: Together choose 1 question/challenge to share with group to problem solve



MGO= Mentor-Guided Observation

2:00

- Pre-planning: decide with your PT what you want to see/connect it to goals if applicable
- Contact administrator at site before moving forward
 - Reach out to teacher(s)
 - Tip: At times, I'll let the teacher know we are specifically looking for "classroom management", "lesson sequence" or "strategies to support ELs", etc.
- **Pre-Observation Conversation Tool** to help focus the observation
- Take notes/data during
- **Post-Observation Conversation Tool** for debrief
 - Spend $\frac{2}{3}$ of your conversation on NEXT STEPS.
 - What are you taking back to your class with you?

Part I: Pre-Observation Conversation	
Purpose: To determine with your mentor a specific area of focus for observation (may be connected to your ILP) data collection, and reflection in order to move teacher practice forward	
Area of Focus	General CPM Lesson (teamwork) EL strategies SpEd strategies
Data to Focus Observation	Teamwork EL/SpEd strategies Student engagement
Wanderings	Release of responsibility in 6th? CPM Specific: Am I giving release too early compared to these 6th grade classes? Reward systems in place? Team based + individual reward system?
Mentor Support	EL strategies GRRR notecrps

Part II: Collect Observation Data	
Purpose: To collect data by taking notes during the observation using the Observation Data tool OR any format best for learning	

Part III: Post-Observation Conversation	
Purpose: To engage in reflective dialogue with your mentor about what you saw and the implications on your practice	
Review Observational Data	Classroom management strategies strong/weak are apparent in Class 1 vs Class 2 Closure was intentional in both 6th grade CPM classes Great questioning strategies Class 3 Quick-paced, straight forward All had graph-paper notebooks Colors used in notebook Timer up 6th-grade/math times set No visuals posted, very plain classroom, aesthetically empty Lots of repetition "We're ok." "Everybody ok.?"
New Wanderings	Incorporating a noise-level chart that, testing lessons (being more explicit and purposeful with closing) Hanging letters on the ceiling for group markers Student in hall-- talked to teacher How often does he skip a lesson in CPM? (or was it just for us today?) Vocabulary up on wall (pocket chart) Keep them up? Anchor charts up on wall (keep key notes/charts up that support current unit of study) There more visually about what supports students in-- that is up on the wall Utilizing the space in all group table? Talk to team/mates re: standardizing a noise level chart

Enjoy the time with your PT!

The only doc you turn in as evidence is the Pre/Post Observation Tool

MGO: How is it going?

- Popcorn Share
 - How have MGO's been going for you?
- Reminder: Record on the PTPD Spreadsheet
 - Linked on Weekly Messages



Mentor Learning Plan-MLP

3. Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning

	Emerging	Exploring	Applying	Integrating	Innovating
3.1 Utilizes knowledge of the CSTP, common core standards/content standards, pedagogy, and academic language development to advance teaching practice and student learning.			B/M		
3.3. Uses knowledge of equity principles and culturally responsive pedagogy to address issues of equity, bias, and access to standards-based curriculum to advance teacher practice and student learning.		B	M		
Other:					

Reflection in preparation for goal setting

Focus on CRP - support teachers in learning about their students' individual strengths and needs to plan instruction to create access to content for all students with a focus on equity, bias in teaching practice, curriculum, etc.

SC/SVNTLP Mentor Learning Plan 2017-18; Revised 18-19

Sample Self Assessment

Continuum of Mentor Practice

3.3. Uses knowledge of equity principles and culturally responsive pedagogy to address issues of equity, bias, and access to standards-based curriculum to advance teacher practice and student learning.

Identifies issues of equity, bias, and access to standards-based curriculum for students in the classroom. Seeks opportunities to develop and use classroom data to raise teacher's awareness of issues and to refine teacher's knowledge of equity principles and culturally responsive pedagogy to meet needs.

Guides the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards-based curriculum. Supports the teacher to use equity principles and culturally responsive pedagogy as resources in planning lessons to address issues and meet needs.

Enhances the teacher's abilities to identify inequities, bias, stereotyping, and assumptions about cultures and members of cultures and apply principles of equity and culturally responsive pedagogy in instruction. Supports the teacher in ensuring equitable access to content for all students.

Sample Mentor Learning Plan-MLP Goal

		Self-Assessment Date: 9/2018	Level: exploring		
Area of Focus Equity, resp Relevant C 3. Utilizes k learning 1. Facilitate Relevant C 3.3. Uses kno access to sta 1.2. Uses a va learning nee	Beginning of Year	Evidence of Str <i>current practice)</i> <ul style="list-style-type: none"> - Identifi (boys/g doing th - Present questio issues - asks wh to evalu 	Evidence of Strength (<i>Provide specifics from current practice</i>): <ul style="list-style-type: none"> - Using questioning to support teachers in thinking about their students' strengths/needs - Sharing research-based articles and videos to support teacher practice based on needs of teacher practice and student needs - Identifying CRP teachers are currently doing to build upon strengths 	Areas for Growth (<i>Apply the language of the Continuum of Mentor Practice when possible</i>): <ul style="list-style-type: none"> - Boys vs girls language <ul style="list-style-type: none"> - How teacher language affects students - Supports the teacher to use equity principles and culturally responsive pedagogy as resources in planning lessons to address issues and meet needs. 	
		Goal (<i>Apply the Mentor Practice</i>) I will use questio goals) to focus c support teacher their students to responsive/rele	Mid-Year	Revised or New Goal (<i>When possible, apply language from Continuum of Mentor Practice</i>): Adjust goal...	Doable Actions to Meet Goal (<i>Include relevant professional learning, resources, research, etc. Please visit the Mentor Forum tab of our website for a link to supporting processes that may support your Doable Actions.</i>):
		Program Goal: <i>SC/SVNTP's 18-1</i> <i>district priority s</i> <i>equity, responsi</i> Describe relation		Description of Evidence Submitted and How it Addresses Growth on Goal (<i>link evidence here</i>):	How have you shared this goal with stakeholders? How might you share goal updates?

Mentor Learning Plan-MLP

- How is it going?
- What questions do you have?
- Where do you think you'll focus your time during this portion of forum today?



Reminders:

- Annotations should be made by both the Mentor and the Participating Teacher.
- To be able to print annotations, one needs the video shared with high permissions.

