Subject: FW: WILD Mentor Forum 2 Reflections

From: Kenna Latture <klatture@newteachercenter.org>
Sent: Tuesday, May 1, 2018 4:25 PM
To: Kristie Wiens <KristieWiens@clovisusd.k12.ca.us>; Laura Hernandez-Flores <lhflores@newteachercenter.org>
Cc: Kenna Latture <klatture@newteachercenter.org>
Subject: WILD Forum 2 Reflections

** This is an EXTERNAL EMAIL **

Hello Kristie and Laura,

Below are the responses collected during today's WILD closure. Another enjoyable experience with the Clovis Mentors!
I will leave the WILD papers at the front desk on my way out. Thanks again for having me!

What are you still wondering about?

- How to do all vital parts of observation cycle when not on same campus
- I'm still wondering what this will be like starting off next year. We came to this later, so I"m wondering how the next year will go.
- Will we use this process for a year 1 who will be year 2?
- Are we going to have a complete overview of the documentation we'll be completing?
- How all of this will be implemented? How will it look next year? How much mentoring time will this actually take?
- I am a bit uncomfortable scripting on the computer

What did you find interesting that you hadn't considered before?

- Love the observation cycle tools. They really help drive the cycle.
- I hadn't considered who hard it was to script content from another subject. If you don't know the concepts it can be disorienting.
- group conversations are hard to record
- Having a pre-observation conversation and narrow down the focus. Meanwhile, PT have ideas what are our expectations through the rubrics.
- Going into the post with several questions that may be used if necessary.

What did you learn from your interactions with colleagues?

- That there is so much subjectivity in observations.
- I learned that there is a drive to want to fill it out "right." People are really worried about putting things in the right box.
- There are lots of different views - not always one right direction as an outcome from and observation
- Sometimes we didn't understand questions so I didn't feel like I was the only one who didn't get something.

1

- Remembered that codes will help scripting a lot. Selecting an indicator really can focus your note-taking and conversation.
- Post-analysis - analyze of rubrics of the indicators.
- I like dissecting the levels of the POCA - very helpful!
- The challenges we have with our mentoring practices are similar
- We seemed to all agree at our table on the rubric and evidence. :)
- Talking adds more to my understanding.

What will you do differently next time? What will you keep the same?

- Try to do all parts of observation cycle for each observation
- Pre-conversation, make time for a
- I will do most things the same. However, I accidentally used the post-observation scripting tool. oops.
- Getting 1st x3 words typed for each time slot
- Focusing on one indicator when selective scripting is much easier.
- Figure out a more efficient way in scripting - felt I could've gotten more in
- pre-observation conversation (haven't had one yet as I'm helping a pre...?) I like the scripting - keep improving.
- Focus more on the standard/content being addressed and encourage PT to think about what will that look/sound like during the lesson.
- I love the pre and post. It seems like I could be very focused and really could make a difference in my mentoring.
- I am going to rely on the selective scripting and the post ob conference tool to drive our conversation.
- Script w/ focus! Keep indicator in mind throughout observation

Warm regards,
Kenna

Kenna Latture
Associate Program Consultant
(989) 971-3181 (c)

NTC Professional Learning Survey Results

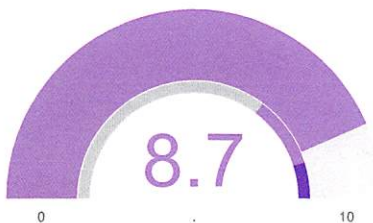Day 1/Post-it Feedback   Client Report   Online PL Survey Results   Forums   Presenter Feedback (in Development)

Filters   date: All Time   Client: Clovis Unified School District   District (NYC Only): All

On a scale of 0 to 10....

how would you rate this professional learning overall?

8.7

0   10

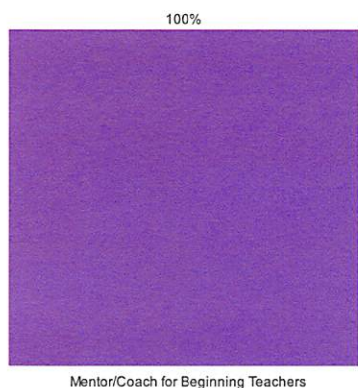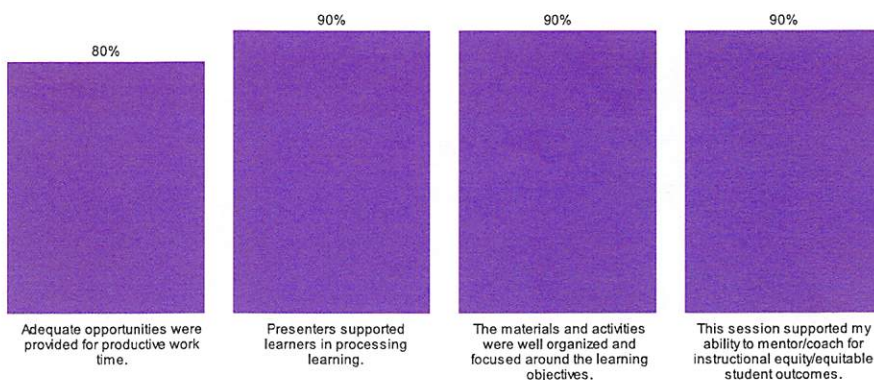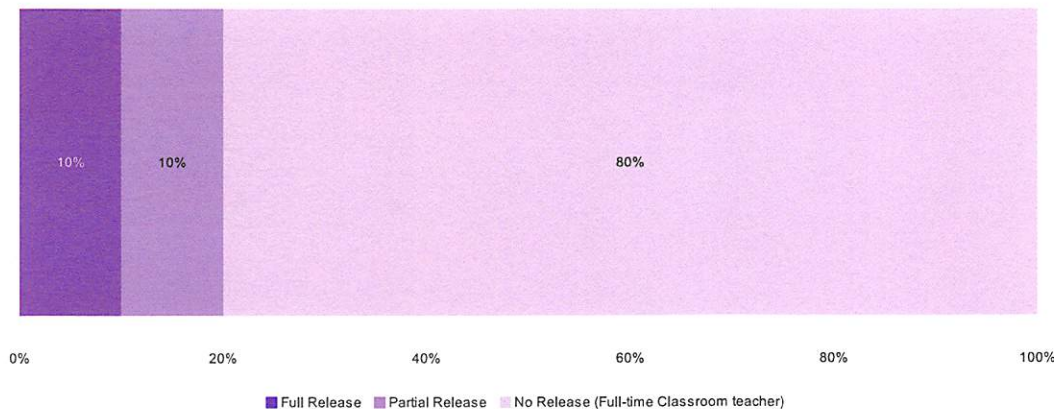how likely are you to apply what you learned to your practice?

8.7

0   10

Number of Responses

10

NEW TEACHER CENTER

Responses by Role - 10 Responses

100%

Mentor/Coach for Beginning Teachers

Percentage of respondents who agree/strongly agree that...

80%

Adequate opportunities were provided for productive work time.

90%

Presenters supported learners in processing learning.

90%

The materials and activities were well organized and focused around the learning objectives.

90%

This session supported my ability to mentor/coach for instructional equity/equitable student outcomes.

Mentor/Coach Release Model - 10 Responses

10%   10%   80%

0%   20%   40%   60%   80%   100%

■ Full Release   ■ Partial Release   ■ No Release (Full-time Classroom teacher)

Percentage of mentors/coaches who agree/strongly agree that this session enhanced their ability to better support beginning teachers' instructional practice and their students' learning.

90%

Please indicate what Content, Activities, and Conversations you found most valuable.

Valuable Content - 4 Responses ▼ 1

Content:

Playing with the website

Observation Cycle

Observation information

ILP

Page 1 of 1

Valuable Activities - 3 Responses ▼ 1

Activities:

all

Using the Observation tools

Teacher Tools

Page 1 of 1

Valuable Conversations - 1 Responses ▼ 1

Conversations:

clarifying with tablemates

Page 1 of 1

What was your biggest challenge with today's learning? 4 Responses

Biggest Challenge

it felt disjointed. And when told to go on website....spinning ball of death. Grrr

Finding the tools by their name. Once I get used to the program, I am sure it will be easy to navigate.

Getting through the groups repetitive questions

I just need to get in and use these tools...........hands on

What additional topics or supports would be helpful to include in future forums? 1 Responses

Additional Supports/Topics

continue working on the timeline

How might you suggest this professional learning session be revised or modified? 5 Responses

Modification Suggestions

smaller chunks. Better understanding.

lots of time using the tools!!!

We need a list of what the acronyms stand for.

I think it is best if we stick to just showing us the tool and how to use it. I have already been approved as a mentor, so I don;t need that piece.

None

We welcome any additional comments or suggestions. 2 Responses

Additional Comments

smaller chunks so my effective filter doesn't go up! :-)

Practice makes perfect

NTC Professional Learning Survey Results

Day 1/Post-it Feedback   Client Report   Online PL Survey Results   Forums   Presenter Feedback (in Development)

Filters   date: Today   Client: Clovis Unified School District   District (NYC Only): All   Cohort: All   Session: All

What is working?

D1.working

I believe that the tools provided are helpful in guiding conversations with my participating teacher on a weekly basis. The questions are very thorough and in a logical order that is easy to follow.

-Time frames for specific agenda items -Breaks/Lunch - Understanding and better use of Mediational Questioning

Collaborative discussions

Forms are very helpful, except Pacing Guide

Good presenters

Handouts

Have used the ASL with PT this year already and liked how it helped to drive the conversation to standards based learning and scaffolding for student learning.

I am starting to get used to using this new program and I like how it guides our conversations.

i appreciate being able to collaborate with other teachers from other schools

I appreciated the time to practice mentoring skills and watching the videos of the mentor working with the PT. Often these types of trainings can be abstract and the videos really helped me see mentoring in progress.

I love the detailed explanations of the tools.

I think the theory behind process is good, however it is too long of process and I would like to really get involved in the tools more.

Learning how to maneuver the web site.

logs- I understand and uploading information.

My muddle is being cleared up

Packets are helpful.

The collaboration with other teachers. The practice of using mentoring language with a partner and analyzing student work considering the standard addressed was useful.

The example video was great. I liked that we had to look at the student work and make sure that it coordinated with the standard. I also liked the fact that we sorted the student work and from there role played on how we would direct the conversation, so that when we do it for real, we will have some experience using the cues so that is sounds natural.

The examples they give us on the tools is helpful

The fact that we didn't have to move around the crowded

Questions?

D1.Questions

I would like the Admin who check the portfolios give a little more detailed feedback when there is something wrong, for us, we had all the info there but we used the wrong tool and getting feedback is difficult from the admin at CUSD. I feel like the communication is much more not reliable.

It would be appreciated if there are not any major changes for next year.

How do you effectively navigate the website?

See above...

Nothing at this moment.

No burning questions. But I am looking forward to analyzing the work samples that my PT gave me to bring here. I want to put them through the protocol.

When will we meet in January?

It will be good tomorrow to go through student work. No burning questions yet.

I'm good.

Why aren't our PTs here to hear about the strategies... They seem very relevant for them.

Still need to know when to use these documents.

Why aren't the PTs here to receive the training on "Using Data to Inform Instruction"? They are the ones who are new to this; they won't get the same presentation second hand. Many of us have been doing this for 20+ years.

None.

PLEASE, with our year planner/outline, align it with what forms are we expected to use with each part of our mentoring. Year 1 and Year 2 separately too if possible.

ILP writing.

Still figuring out how to best use ASL's for my PTs subject matter

Give us specific instructions on this NEW program and how to enter information.

noen

So much info without practical application to my subject area.

I need a specific check list for what has to be done.

None :-)

Suggestions?

D1.suggestions

It was really hard for me to follow along with much of what was done with the ASL tool. I just found the 2nd grade math example very difficult and explanation of how to move through certain parts of the tool with the "outside resources" that were either in the yellow packet or online.

Faster pace more specific information.

I think that the men-tees should be a part of the this process so they can see the why behind the what as I think SP's sometimes get pushback due to the fact that they think we are asking them to do more work than needed.

Direct instruction less fluff talking-more time to work through the computer program.

Please teach us how to use the website. Please stop talking to us like children.

None at this time

It's not really you guys, but we'd all like more clarification on timelines. Also, it seems like the mentor does all the paperwork.

Many of us would like two blatantly clear check lists: a separate one for Year 1 and a separate one for Year 2. Each should have a column with a check box for each item, a column with the absolute due date for each item, a column with the exact form we should use for said item, a column with an alternate form if there is one, a separate column with who should submit (PT or Mentor), a column with any additional relevant information (attach to what and save or submit or whatever, if that is different)... MORE CLARITY on this please!!!

Continue going over the resources we are using.

I continue to benefit from having practice with using the tools. Until I use one for the first time, it's sort of a mystery to me as to what it could be useful for--or when to implement. I know we have documents in the Google folder that describe the tools' usefulness, but using them in practice is nice.

We need more instruction on which forms we need to use for the inquiry process. Are we supposed to complete the ILP2 on our own or is there another session before March?

I still have problems knowing which tool to use when meeting with my PT. Sometimes I choose the one that I think will best meet the needs, but later find another tool that would have been better. The acronyms are hard to keep track of. I'm probably missing it, but is there a cheat sheet that tells you what tools to use for certain meetings?

The constant conversion of lessons with the tools is very draining. We just don't use a lot of things that are a part of this tool - visual aids, diagrams, paperwork, when we are performance based. There is a lot of discussion that happens here that won't happen with my pt, due to lessons in class (rehearsal). Making this a one day inservice, and having our PT with us would be better.

The fact that we didn't have to move around the crowded room so much. Big bonus.

The format is working. I like listening to presentation, talking with my table partners about the concepts, packets and videos. Lots of diversity. Don't like having to get up and find other partners.

The forms are Great!! Love the handouts & digital presentation to refer to as well!

The information given is seen to be accurate as it is

Number of Responses ▼1

36

NEW TEACHER CENTER

-Induction Director giving a clear-cut explanation of the non-negotiable items that should be used for assisting the Participating Teachers to finish their NTC documents. - Review the Specific Requirements that are needed by the end of this first semester.

Allow us to work with our elbow partners. Also less acronyms... super confusing when we have a bunch of similar ones that have different meanings.

Show how/when to use the documents to help streamline

NTC Professional Learning Survey Results

| Day 1/Post-it Feedback | Client Report | Online PL Survey Results | Forums | Presenter Feedback (in Development) |

| ▼ Filters | date: All Time | Client: Clovis Unified School District | Session: PLS2 | District (NYC Only): All | Cohort: All |

On a scale of 0 to 10....

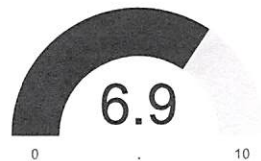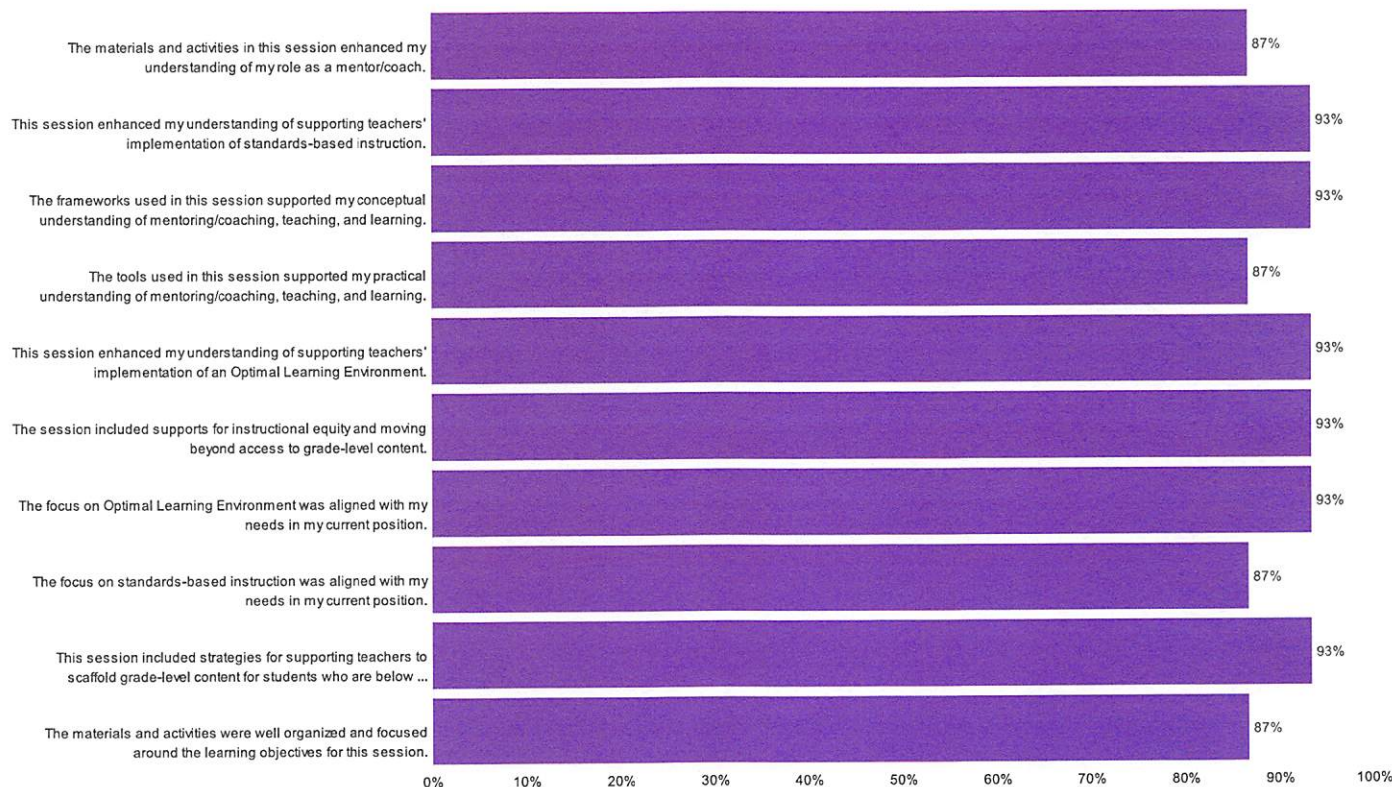| how would you rate this professional learning overall?	how likely are you to apply what you learned to your practice?	how likely are you to recommend this session to a colleague?	NEW TEACHER CENTER
7.8	8.0	6.9	Responses ▼1
0 10	0 10	0 10	16

Percentage of respondents who agree/strongly agree with the following statements about the Content of the session. 15 Responses

Statement	Percentage
The materials and activities in this session enhanced my understanding of my role as a mentor/coach.	87%
This session enhanced my understanding of supporting teachers' implementation of standards-based instruction.	93%
The frameworks used in this session supported my conceptual understanding of mentoring/coaching, teaching, and learning.	93%
The tools used in this session supported my practical understanding of mentoring/coaching, teaching, and learning.	87%
This session enhanced my understanding of supporting teachers' implementation of an Optimal Learning Environment.	93%
The session included supports for instructional equity and moving beyond access to grade-level content.	93%
The focus on Optimal Learning Environment was aligned with my needs in my current position.	93%
The focus on standards-based instruction was aligned with my needs in my current position.	87%
This session included strategies for supporting teachers to scaffold grade-level content for students who are below ...	93%
The materials and activities were well organized and focused around the learning objectives for this session.	87%

Percentage of respondents who agree/strongly agree with the following statements about the Presentation. 16 Responses

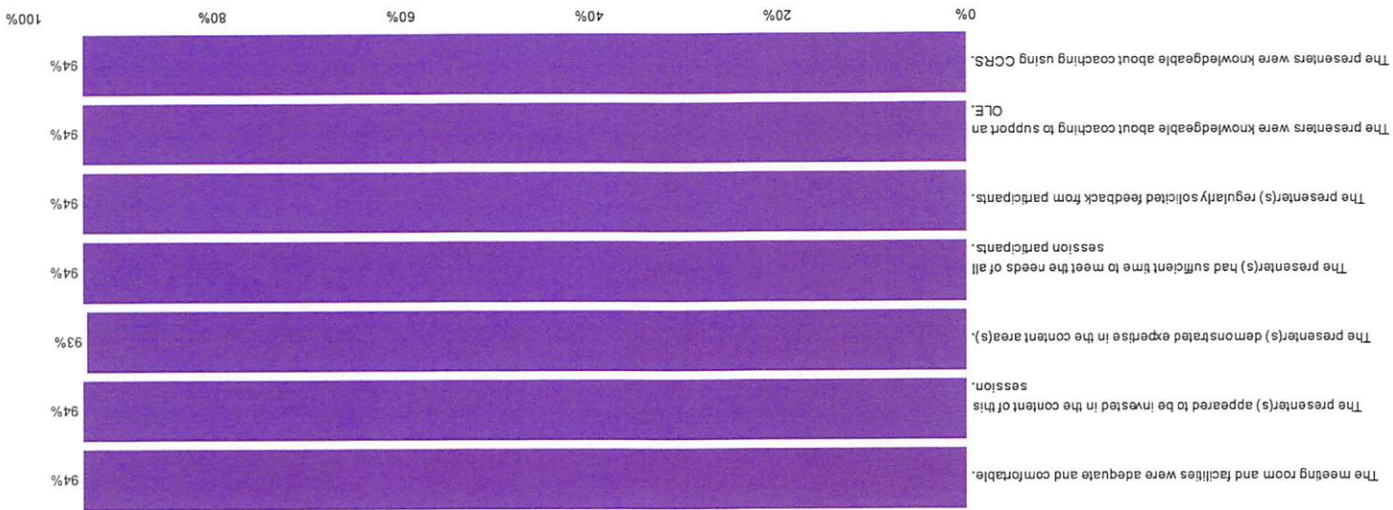| Statement	Percentage
The presenters were knowledgeable about coaching using CCRS.	94%
The presenters were knowledgeable about coaching to support an OLE.	94%
The presenter(s) regularly solicited feedback from participants.	94%
The presenter(s) had sufficient time to meet the needs of all session participants.	94%
The presenter(s) demonstrated expertise in the content area(s).	93%
The presenter(s) appeared to be invested in the content of this session.	94%
The meeting room and facilities were adequate and comfortable.	94%

Percentage of respondents who agree/strongly agree with the following statements about the Activities of the session. 16 Responses

Statement	Percentage
The online resource center in "My Learning" was useful.	88%
This session included opportunities for me to personalize my experience to meet my own learning needs and goals.	94%
Supplemental resources/activities were provided to help me apply my learning in future practice.	94%
Adequate opportunities were provided for me to apply what I learned.	94%
Adequate opportunities were provided for me to work collaboratively with other participants.	94%
This session included sufficient modeling and demonstrations.	93%

.

Breaking down the sequence of the program. Going over the forms and timeline.

Break out sessions for questions on specific tools and tasks

Day 2, Afternoon Session was the most important and valuable due to the clarification FINAL made with the use of the Observation Cycle Tool.

Enjoyed the analyzing student work samples and role playing possible conversations around that. Enjoyed the break out sessions in regards to the observation cycle

ASL, Teacher Bias

Analyzing Student Learning!

Small group breakouts

Morning session on bias was extremely valuable! Breakout seasons were very informative.

The breakout sessions for items we were confused on.

break out sessions

The content shared and the practice with teachers.

The district needs to decide what they want so that the presenters can present that to us correctly the first time.

Teach the forms and sequence step by step BEFORE you do all the other stuff! Will eliminate everyone's stress and will make the rest of the information much more useful.

Seems like some of the conversations were overlapping.

More focus on what part of the tools we need to use with PTs

I just feel like there are times we talk about the same thing more than we need to.

Early Childhood Special Education sometimes difficult to fit into all tools

District administrators and TSA in charge of the Induction Program need to more readily available, seen especially when discussing clarification needs, to communicate what is needed/expected from Mentors to better serve our Participating Teachers.

OPEN.COMMENTS: We welcome any additional comments or suggestions.

Andrew and Marc were great. Very personable and acknowledged all the different subject areas and that some of our needs are different.

Thanks for coming and helping us transition! We will get this. I like that this is more flexible than last years modification but we are all still learning.

NTC Tools used for Informal and Formal Observations need to be streamed lined. There are too many tools that are required to use. The Planning Conversation Guide, Collaborative Assessment Tool, and the Observation Cycle Tool are too similar and redundant. Time could need to be more effectively used if only one tool is used or give an option to use one or the other.

Thank you for your time and making sure that there was clarity based around the tools on the NTC website

Andrew and Marc are so patient and kind! You can truly tell they want to help us be great mentors and teachers. Thank you!!

Thoughtful and impactful sessions...feels so much more efficient than old system. Will allow me to be more responsive to my mentee.