

# Foundations Training

July 30, 2019



# Today We Will Explore

- 
- ▶ Induction & History
  - ▶ Your Role as a Mentor
  - ▶ “Why” we Coach
  - ▶ Induction Standards
  - ▶ ILP...the “Heart” of the Program
  - ▶ Nuts & Bolts
  - ▶ Mentoring Practice
  - ▶ Continuum of Teaching Practice



# Norms



Equity of Voice



Active Listening & Participation



Respect for Different Perspectives



Technology Use Outside, *Please*

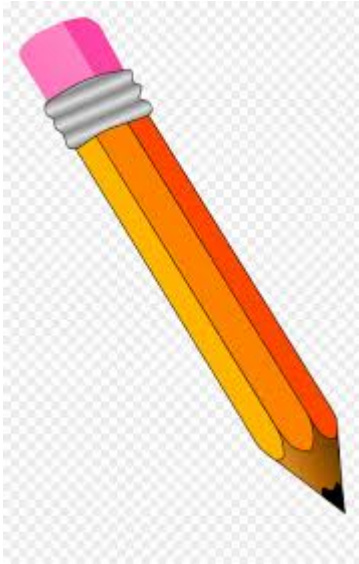


Safety and Confidentiality



Other Norms to add?

# Learning Partners





BREATHE

# California BTSA Induction Overview



BTSA-----Induction

Participating Teachers-----Candidates

CFASST----- FACT-----ILP

Support Providers-----Mentors



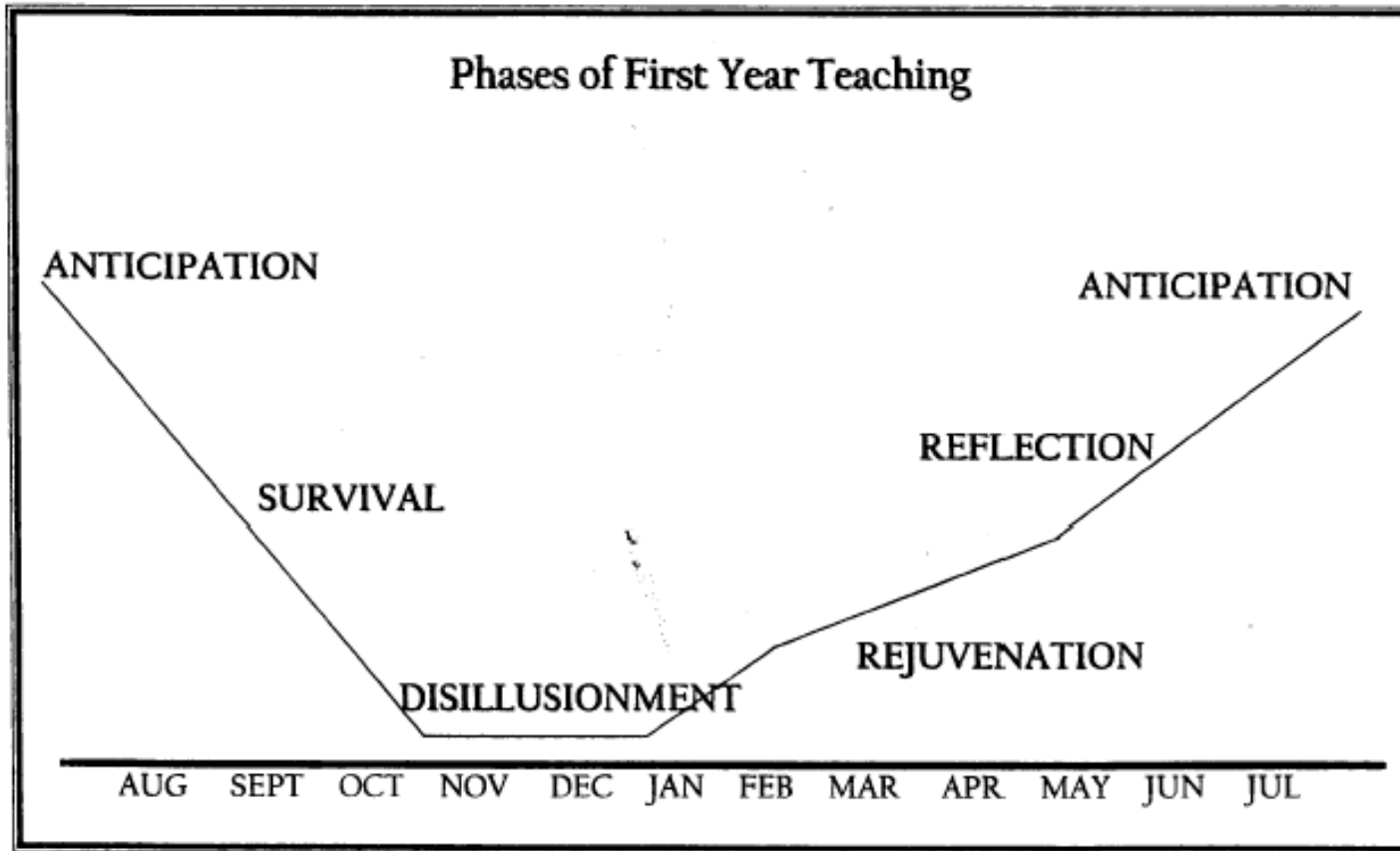
# Plan-Teach-Reflect-Apply Cycle



tion and  
addressing  
student needs?



# Attitudinal Phases of New Teachers



Adapted from Moir, E. (1999). *Mentoring Matters*, p. 5





# The Role of the Mentor

What it is...



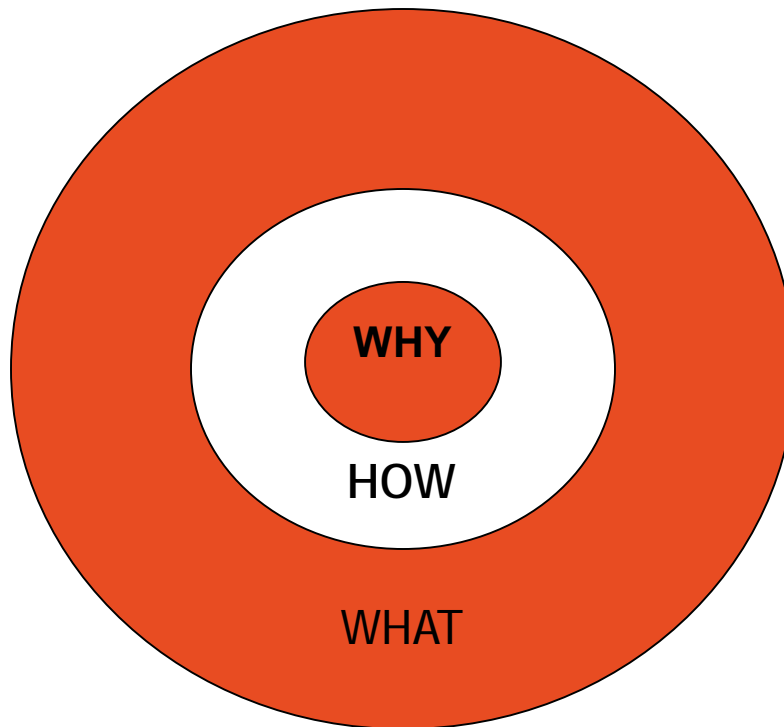
What it's not...



# Start with WHY-- How Great Leaders Inspire Action | Simon Sinek

[https://www.youtube.com/watch?v=u4ZoJKF\\_VuA&feature=player\\_detailpage#t=120](https://www.youtube.com/watch?v=u4ZoJKF_VuA&feature=player_detailpage#t=120)

STOP AT 11:02



# Pencil Partner & Table Talk



With your “Pencil Partner”  
Talk about WHY you should  
“teach them to fish” (coach)  
instead of “give them a  
fish” (tell)? Return to your  
seat.

At your table, discuss *WHY*  
we coach rather than tell?



# BREAK!

Please return in 15 minutes



# LINE- UP!



1. Please line up in alphabetical order according to a place you visited over the summer.
2. Pair off and have a 5 minute conversation about how you might build rapport and trust with your candidate.
3. Popcorn out whole group.



# Lovin' the Induction Standards

- ▶ Std. 2- Components of the Mentoring Design
- ▶ Std. 3- Designing and Implementing ILPs Within the Mentoring System
- ▶ Std. 4- Qualifications, Selection and Training of Mentors



# Focused Reading- Induction Standards

► Mark the text based on your reactions to the information using

! Wow, this is interesting/important

√ This I knew or thought I knew intuitively

? I am wondering about this or would like to know more about this information

*Stand and Share w/BOOKS*

*Learning Partner*



# *Why Did We Change?*

THE  
INDIVIDUALIZED  
LEARNING  
PLAN  
(ILP)



FORMATIVE  
ASSESSMENT  
FOR  
CALIFORNIA  
TEACHERS  
(FACT)





# Individualized Learning Plan (ILP)- Section by Section

1. Review the ILP and make notes and/or write questions next to something you'd like clarification about
2. As a table group, share your individual thoughts
3. Sample ILPs
4. Whole group discussion, questions, clarifications



# CSTP and the CTP

The California Standards for the Teaching Profession (CSTPs) are in “levels” in the Continuum of Teaching Practice (CTPs)

Induction Programs support candidate development and growth in the professional standards, leading to a demonstration of readiness for a clear credential as established through professional goal setting and refined within an Individualized Learning Plan (ILP) formerly IIP



# Marking the CTP



# LUNCH

Please Return in One Hour



Chipotle  
Jersey Mike's  
Subway  
El Pollo Loco  
Juan Pollo  
Baker's  
Del Taco  
Waba Grill  
McDonald's



# Nuts & Bolts

- ▶ Mentor Responsibilities/ MOU
- ▶ Candidate Journey & Completion Requirements
- ▶ Portfolios
- ▶ Arranging Meeting Times
- ▶ A “Typical” Meeting
- ▶ Communication Preferences
- ▶ Confidentiality



# Nuts & Bolts (continued)

- ▶ “Dual Credential” /ILP
  - ▶ ILP goal-setting within 60 days
  - ▶ Goal can be modified!
  - ▶ Continuum MUST be used
  - ▶ Induction/ILP is not EVALUATIVE
- 
- ▶ GOAL OF INDUCTION=  
GROWTH ON THE CSTPS



# Snowball Fight in July!



- ▶ On a blank piece of paper, write a question that you have so far...
- ▶ When Audry says, “Snowball Fight” throw your snowball as far as you can
- ▶ Retrieve a snowball that is not your own
- ▶ Have a standing conversation with your book partner regarding possible answers to the questions
- ▶ Share out whole group



# Mentoring Toolkit

- ▶ Attending Fully
- ▶ Pause & Paraphrase
- ▶ Questioning with Purpose
- ▶ Coaching Stances

Consult

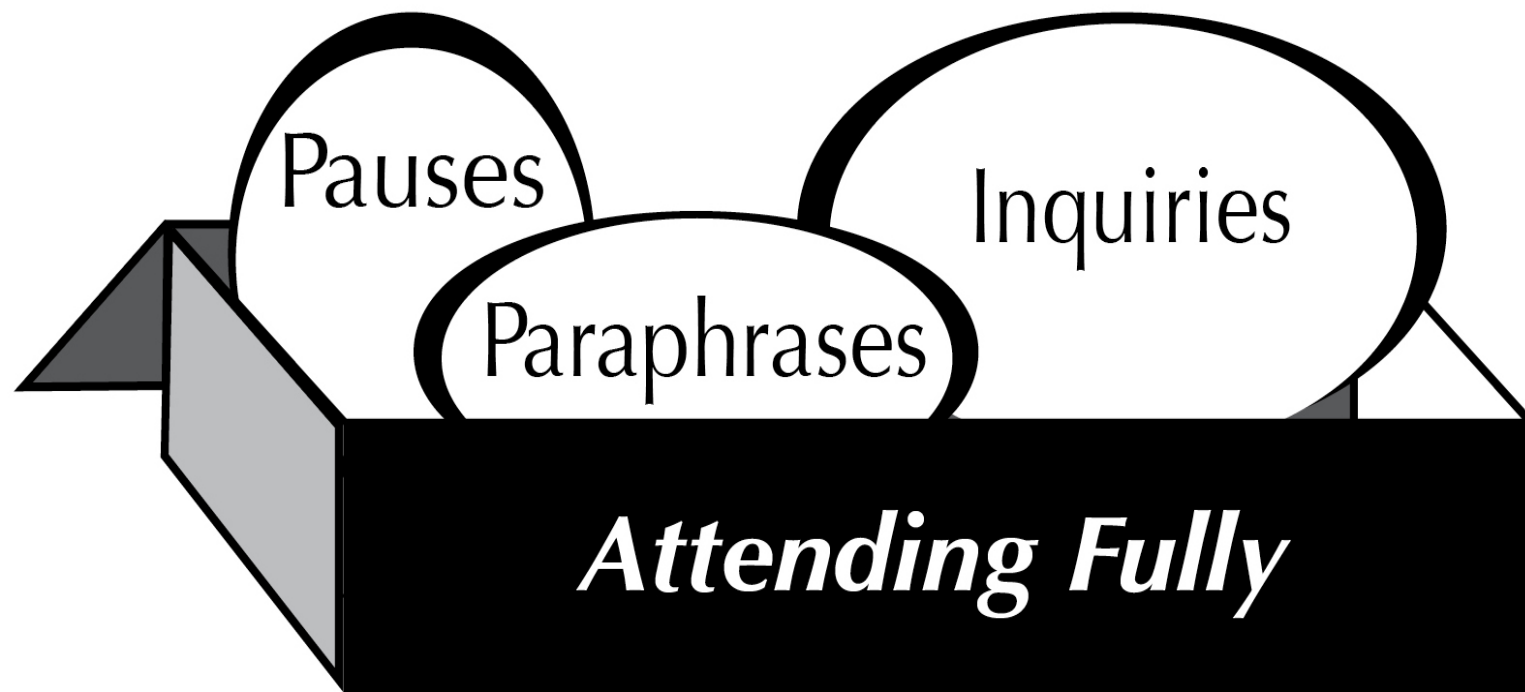
Collaborate

Coach





# Learning-Focused Conversations



# Four Do's of Paraphrase

- ▶ Avoid personal pronouns: “It seems to me...”  
“What I hear you saying...”
- ▶ Less is more: keep the response shorter than the initiating statement
- ▶ Wait until the speaker is finished:  
Listen without interruption before paraphrasing
- ▶ Use questions to communicate intention





# PRACTICE

## Scenario:

It is the first week of school and the Candidate is having a difficult time with classroom management. Students won't listen, they do not raise their hands, and they continue to get out of their seats...And...



With your "Pencil" Partner-  
Decide who will be Mentor & Candidate

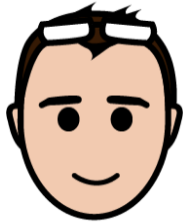
## Mentor should:

1. Listen
2. Pause
3. Paraphrase
4. Pause
5. Ask Question

*\*Repeat 1-5*

6. Close w/Next Steps

# Reflecting: From Head to Toe



An idea that intrigues me...



A feeling I have is...



A STEP or action I will take...



Share with your “Book” Learning Partner 27

[illegible]

- 

OR

28