

Foundations Training

July 30, 2019



Today We Will Explore

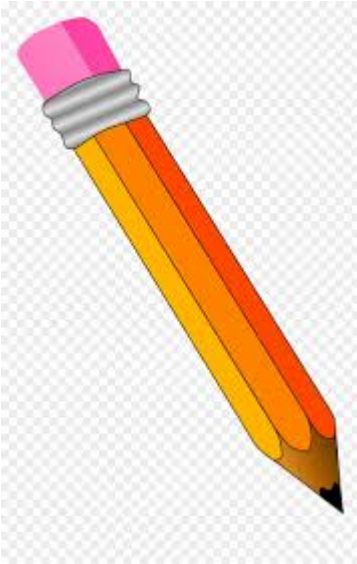
- 
- ▶ Induction History
 - ▶ “Why” we Coach
 - ▶ Your Role as a Mentor
 - ▶ Induction Standards
 - ▶ ILP...the “Heart” of Induction
 - ▶ Mentoring Practice
 - ▶ Continuum of Teaching Practice
 - ▶ Your Game Plan

Norms

- ▶ Equity of Voice
- ▶ Active Listening & Participation
- ▶ Respect for Different Perspectives
- ▶ Technology Use Outside, *Please*
- ▶ Safety and Confidentiality
- ▶ Other Norms to add?



Learning Partners

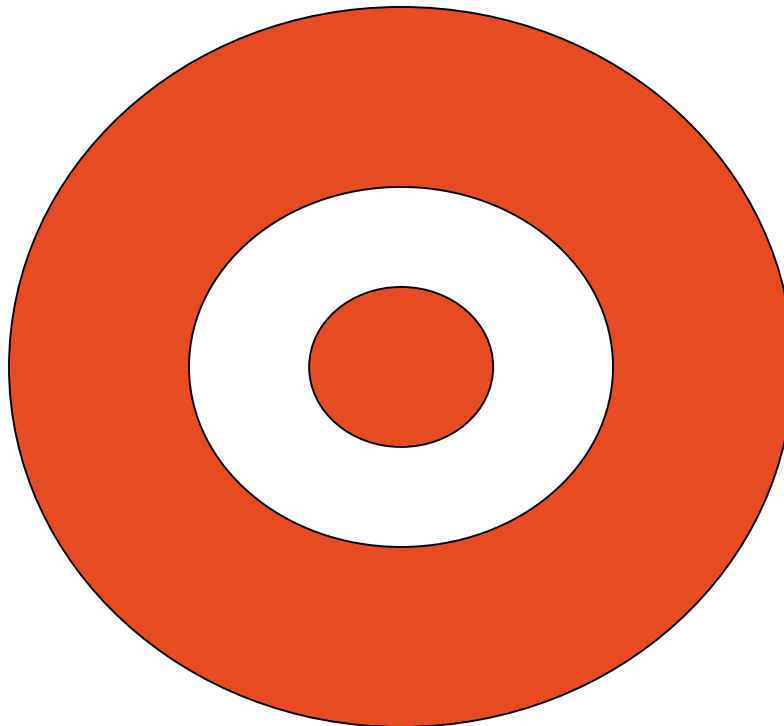


California BTSA Induction



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

https://www.youtube.com/watch?v=u4ZoJKF_VuA&feature=player_detailpage#t=120



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?



Induction- Why?

Generate, Sort, Synthesize

1. Generate: Individually, write one idea per index card regarding WHY we “coach” rather than “tell”.
2. Sort: As a table group, sort your index cards into like categories or piles.
3. Synthesize: Create a label for each category. Use the one word labels to write a synthesizing statement about coaching. **Share Whole Group**



The Role of the Mentor

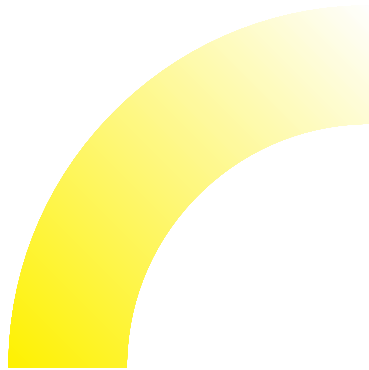
What it is...



What it's not...



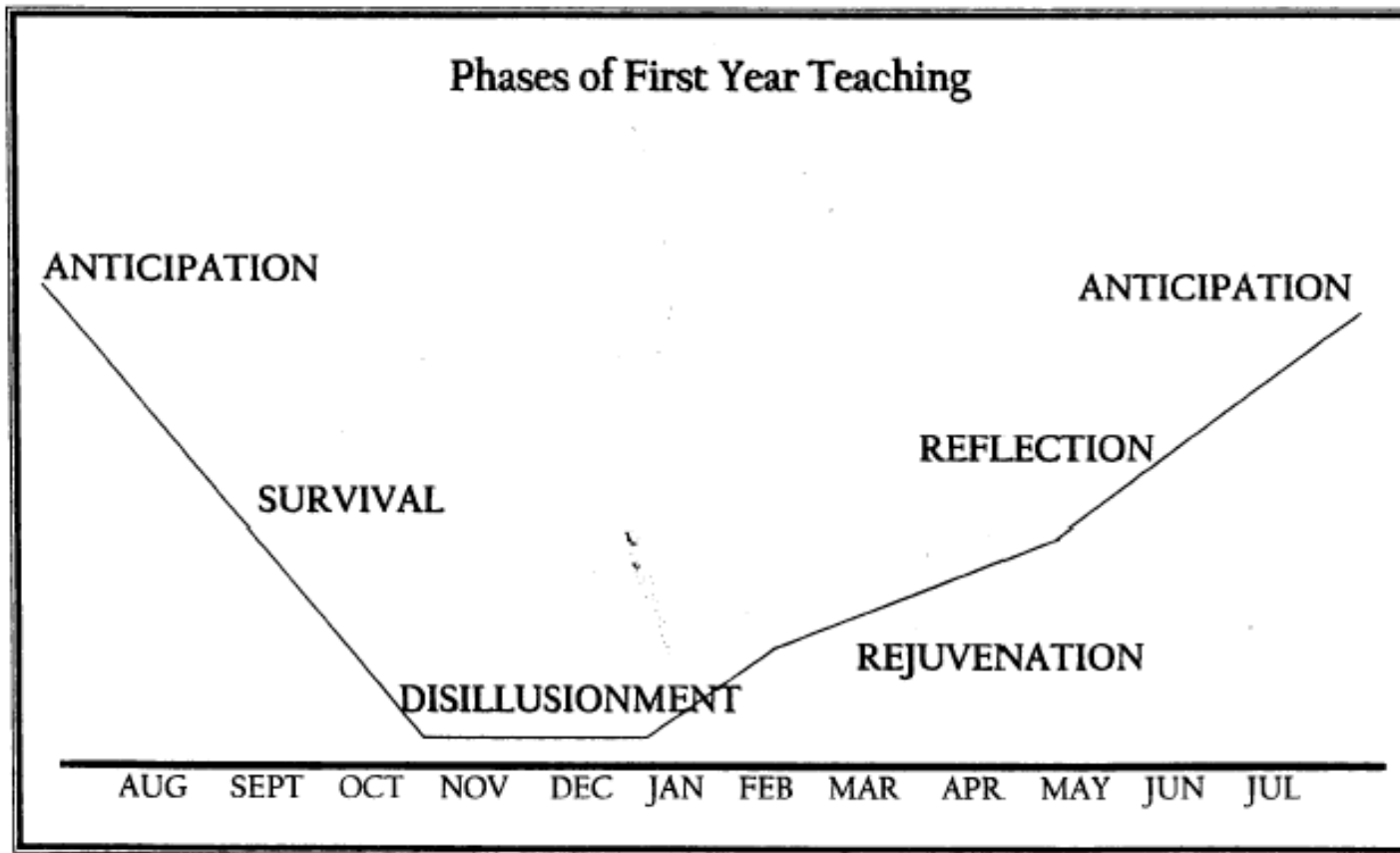
Plan-Teach-Reflect-Apply Cycle



tion and
addressing
student needs?



Attitudinal Phases of New Teachers



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



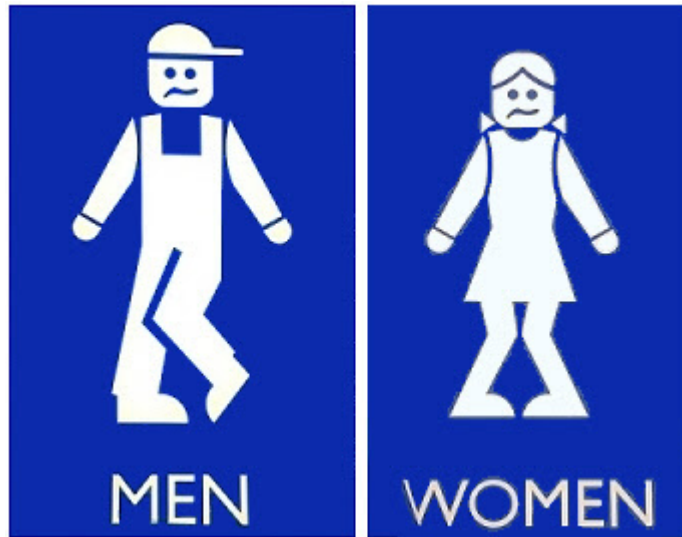
Nuts & Bolts

- ▶ Mentor Responsibilities/ MOU
- ▶ Organization
- ▶ Arranging Meeting Times
- ▶ A “Typical” Meeting
- ▶ Communication Preferences
- ▶ Confidentiality
- ▶ Experienced Mentor Tips



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 have built 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- 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/FLAG Learning Partner



Why Are We Changing?

THE
INDIVIDUALIZED
LEARNING
PLAN
(ILP)



FORMATIVE
ASSESSMENT
FOR
CALIFORNIA
TEACHERS
(FACT)



Individualized Learning Plan (ILP)- Section by Section

1. Individually, 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. 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



LUNCH

Please Return in One Hour



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



Letter to a Mentor... You!

Using your favorite inspirational quote, write a letter of encouragement to yourself about why you have a passion for teaching and mentoring. What do you say to yourself to renew motivation? What are some things you want yourself to remember later on?

These letters will be sent to you at a time when you might need a pick-me-up!



Mentoring Toolkit

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

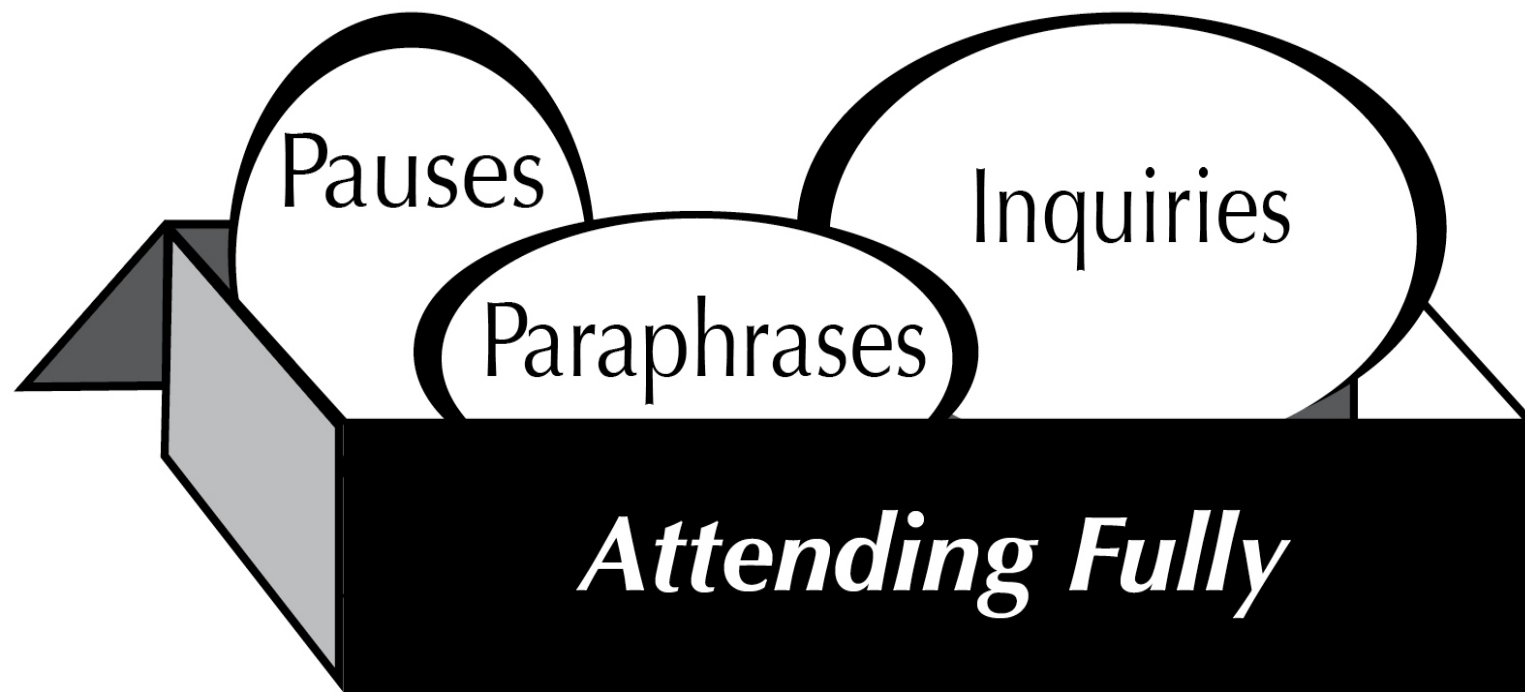
Consult

Collaborate

Coach



Learning-Focused Conversations



Purposeful Pausing

- ▶ Pause after asking a question
- ▶ Pause after teacher's initial response
- ▶ Pause before paraphrase
- ▶ Pause after paraphrase



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



Consulting, Collaborating, and Coaching- Handout



THE CONTINUUM



THE COACHING
APPROACH



COMMUNICATION
STRATEGIES



QUESTIONS THAT
PROMOTE
THINKING



REFLECTIVE
CONFERENCE
QUESTION MENU



PRACTICE

Scenario:

It is the first week of school and the PT 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 "Books" Partner-
Decide who will be SP & PT
SP should:

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

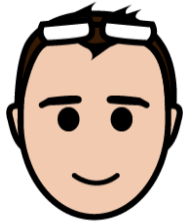
**Repeat 1-5*

6. Close w/Next Steps

Marking the CTP



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 28

[illegible]

- September 14th at the JDP with Bryan Harris
September 24th at C-202 Mentor Meeting

