March 19th Mentor Forum

At your table with your subject/grade level/special area colleagues, use the scenarios in the bag at your table to work through some key issues our Interns are experiencing.

Discuss these items at your table. Share out some insights.

4:00 What Would You Do If . . .
4:30 Mentor Biz
4:50 CRT “Synectics” Professional Dialogue
   re: Culturally Responsive Teaching & the Brain
5:10 Invitation to Inquiry Debrief re:
   Establishing Alliance in the Learning Partnership
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Mentor Paperwork
Struggling Interns
Peer Observation
Picnic June 1st
Professional Development
Summer Learning

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CIT Professional Development Proposal to Present

Name: ___________________________ Content Area: ____________________________
Course Name: ____________________________
Professional Learning Method: (Highlight one) Workshop, Lesson Study, Action Research, Collegial Circle
Total number of credit hours: __________
Course Description: ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Danielson Domain(s)/Component(s): Check or Highlight all that apply.

Planning & Preparation
- Demonstrating knowledge of Content and Pedagogy
- Demonstrating knowledge of Student Development
- Demonstrating knowledge of Students’ Interests and Cultural Racial
- Understanding the Construction and Assessment Aligned with goals and NYS Standards
- Designing Instruction suitable for Diverse Learners
- Designing Instruction based on Student Growth and Assessment Data

The Classroom Environment
- Creating an environment of respect and support
- Planning and implementing classroom procedures
- Routines that support student learning
- Creating responsible and responsive student behaviors

Instruction
- Communicating goals clearly and accurately
- Engaging students in Critical Thinking through effective questioning and discussion strategies
- Engaging students in learning by connecting instruction to students’ life experiences and connections
- Selection of instructional strategies to respond to students’ diverse needs
- Facilitating learning experiences that promote autonomy, interaction and choice
- Providing Quality and Timely Feedback
- Demonstrating Flexibility and Responsiveness

Professional Responsibilities
- Maintaining accurate records about student progress
- Reflecting on teaching practices and planning professional development goals
- Communicating/Engaging with families about the mathematics program and about mathematics
- Contributing to school and district through collaborative relationships with colleagues
- Participating in school and district projects
- Sustaining with colleagues to improve professional practice

1. Why is the professional development offered?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. How is this professional development connected to student, teacher, school, program, and/or district needs?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. How will this professional learning experience impact student performance and achievement?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
This Book and CRT: What it isn’t/What it is

<table>
<thead>
<tr>
<th>CRT is not . . .</th>
<th>CRT is . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>a “Bag of Tricks.”</td>
<td>a “mindset” to help students build “intellective capacity.”</td>
</tr>
<tr>
<td>A “how-to guide, prescriptive program.”</td>
<td>what “informs our practice.”</td>
</tr>
<tr>
<td>“simple engagement strategies.”</td>
<td>a way to focus on “cognitive development” to encourage “independent learners.”</td>
</tr>
<tr>
<td>an excuse for students who are trapped in a &quot;culture of poverty.&quot;</td>
<td>“one of our most powerful tools to help students find their way out of the gap.”</td>
</tr>
</tbody>
</table>
Where CRT meets Neuroscience

Many culturally and linguistically diverse students are “dependent learners” who don’t get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.

<table>
<thead>
<tr>
<th>The Dependent Learner</th>
<th>The Independent Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is dependent on the teacher to carry most of</td>
<td>Relies on the teacher to carry some of the cognitive load temporarily</td>
</tr>
<tr>
<td>the cognitive load of a task always</td>
<td>Utilizes strategies and processes for tackling a new task</td>
</tr>
<tr>
<td>Is unsure of how to tackle a new task</td>
<td>Regularly attempts new tasks without scaffolds</td>
</tr>
<tr>
<td>Cannot complete a task without scaffolds</td>
<td>Has cognitive strategies for getting unstuck</td>
</tr>
<tr>
<td>Will sit passively and wait if stuck until</td>
<td>Has learned how to retrieve information from long-term memory</td>
</tr>
<tr>
<td>teacher intervenes</td>
<td></td>
</tr>
<tr>
<td>Doesn't retain information well or “doesn't</td>
<td></td>
</tr>
</tbody>
</table>

Dependent Learner Characteristics vs. Independent Learner

How do you support struggling students to become independent learners?
Mentor Insights from November:
How do you support struggling students to become independent learners?

- Create opportunities for meaningful interactions and personal connections
- Use a Turn and Talk Strategy
- Establish a Buddy System
- Plan Project Based Learning
- Build confidence
- Praise to encourage student self-motivation
- Celebrate student growth
- Goal setting
- Model and include explicit teaching of strategies

- Provide sufficient opportunities to develop cognitive/metacognitive skills
- Use strategies to encourage a Growth Mindset
- Make connections for students
- Provide choices
- Make it safe to make mistakes
- Use wait time
- Scaffold and create challenge to move from dependent to independent
- Recognize collectivism vs individualism in cultures
- Establish routines
AWARENESS

Culturally-responsive teachers need:
• a socio-political consciousness,
• to understand their own cultural lens,
• to learn to manage their own social-emotional response to student diversity.
Professional Dialogue: Give One Get One

- Were your perspectives the same or different? How so?
- What surprised you?
- What insights did you gain?
- How might you apply this discussion to your work with an Intern?
- Insights Shared through Evaluation Survey
Awareness Self-assessment

• Insights Shared through Evaluation Survey
LEARNING PARTNERSHIPS

Culturally-responsive teachers need to:

• understand relationships are as important as curricula (caring, trust)

• affirm and validate (not about “self-esteem”)

• listen “with grace” (attend fully, suspend judgement) and use “trust generators”
LEARNING PARTNERSHIPS

Culturally-responsive teachers need to:

- build an “alliance” to build student independence
- restore hope (“critical hope,” not “false hope”)
- develop “The Pact”
- become a “Warm Demander”
- provide tools for independent learning
- provide “wise” feedback
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Establishing alliances in a learning partnership is like . . .
because . . .

- MOUNTAIN CLIMBING
- SCUBA DIVING
- DEEP SEA FISHING
- WHITE WATER RAFTING

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For the March Forum

Read Part Two, Chapters 5–7
“Building Learning Partnerships”

Your Task: Take an “Inquiry Stance” and Practice building rapport with “Trust Generators” (p. 79)

• Use Hammond’s process with your classroom, or Intern’s, or both!
• Identify a specific student, or small group of students that you would like to have a better learning partnership with.
• Track the interactions (take notes) with each individual student over the course of a 3 week period.
• Track interactions with your “focal student.”
• Tally the Ps (positive) Os (neutral) Ns (negative) as described on page 84
• Analyze the data and Identify one small change you can make to build trust. Then track the impact.
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Use your "Interaction Tally" sheets to …

• Discuss any “Aha” moments.
• Did your “one small change” have an impact?
• Refer to the “Trust Generators” on page 79. Would any of them apply?

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After discussing the interaction with your “focal student,” based on your discussion, answer the “Invitation to Inquiry” questions on page 106:

- In what ways are you being an ally to your students?
- What might you do differently in offering more “wise” feedback? (see pages 103-106)
- In what ways are your interns being allies to their students?
- What might your interns do differently in offering more “wise” feedback?
Culturally-responsive teachers need to:

- provide appropriate challenge
- connect content to culturally relevant examples, metaphors
- teach culturally relevant cognitive routines
- use formative assessment and feedback
For April 23rd Mentor Forum

Read Part Three, Chapter 8 “Building Intellelctive Capacity”

Your Task: Experiment with Culturally Responsive instructional techniques for active information processing.

Use the CRT Instructional Strategies chart to note your observations about how and why the strategies might be effective?
Please COMPLETE FORUM EVALUATION

For March

• Submit Intern Status Reports and Intern Reports on Mentor Professional Support Semester Reports (if you haven’t already)
• Transfer Process through end of the week
• Update your CIT Mentor Google Classroom Calendar (Monthly)
• Monthly Check-in with your Intern’s Administrative Supervisor
• Provide Written Feedback Forms to Interns, Residents
• Complete Peer Observation of another Mentor
• Follow up with CIT Director if Intern is struggling ("Statement of Concern")