



WEDNESDAY, 7/27	THURSDAY, 7/28	FRIDAY, 7/29
<p>Mentor teachers will be able to:</p> <ol style="list-style-type: none"> <li>1) Articulate how the Alumni Teach Project's Big Ideas support and uphold PUC's mission and three commitments in connection to the larger context of social justice.</li> <li>2) Unpack personal beliefs and ideologies about teaching and learning in order to create and reshape personal teacher identity.</li> <li>3) Articulate the key components of the Alumni Teach Project and describe how resident experiences will support PUC teacher readiness.</li> </ol>	<p>Mentors will be able to:</p> <ol style="list-style-type: none"> <li>1) Analyze the theory of culturally responsive pedagogy through the concept of "Funds of Knowledge."</li> <li>2) Articulate the key components of culturally responsive pedagogy as a PUC instructional framework.</li> <li>3) Articulate the ten steps to building trust with resident and create action plan to establish relationship with resident.</li> <li>4) Compare and contrast the six types of co-teaching models and articulate implications for ATP gradual release.</li> </ol>	<p>Mentors will be able to:</p> <ol style="list-style-type: none"> <li>1) Build rapport in mentor/resident pairs by sharing personal beliefs and ideologies represented in artifact</li> <li>2) Identify key components of a social justice classroom and create a shared definition of social justice.</li> <li>3) Articulate models of co-teaching/planning and strategize effective plan for gradual release model and instructional support of teacher resident</li> <li>4) Articulate how the Alumni Teach Project's Big Ideas support and uphold PUC's mission and three commitments in connection to the larger context of social justice</li> </ol>
<p><b>7:30-8:00</b> <b>Breakfast</b> Location: MPR <i>Find and greet resident</i></p> <p><b>8:15-8:30</b> <b>Overview of Orientation</b></p> <ol style="list-style-type: none"> <li>a) Review objectives and agenda</li> <li>b) Expectations for the week</li> <li>c) Logistics</li> </ol>	<p><b>7:30-8:00</b> <b>Breakfast</b> Location: MPR <i>Find and greet resident</i></p> <p><b>8:00-8:30</b> <b>New Teacher Learning Lab-Welcome</b> Location: MPR</p> <p><b>8:45-10:30</b></p>	<p><b>7:30-8:00</b> <b>Breakfast</b> Location: MPR <i>Find and greet resident</i></p> <p><b>8:00-8:15</b> <b>Review of Feedback</b></p> <p><b>8:15-9:15</b> <b>Getting to Know You: True Colors</b></p>



<p>d) Norms of Collaboration</p> <p><b>8:30-8:45</b> <b>Community Building: Mingle, Mingle, Mingle</b></p> <p>a) Ask questions to peer mentors</p> <p><b>8:45-9:00</b> <b>What is your story?</b></p> <p>a) Share ATP video. (10 min.) b) Independent write on personal story in relation to the PUC commitments (10 min.) c) Partner share (if time permits)</p> <p><b>9:00-10:00</b> <b>PUC Vision for Alumni Teach Project</b></p> <p>a) Overview of PUC Vision/Commitments b) Community circle: <i>What is your story and why did you want to be a part of the ATP vision?</i></p> <p><b>10:00-10:15</b> <b>BREAK</b></p> <p><b>10:15-11:30</b> <b>Big Ideas &amp; Tenets of the Alumni Teach Project</b> Location: TBD</p> <p>a) In small groups, create visual representation of key concepts of the Alumni Teach Project b) Share out and provide justification c) Compare visual to ATP graphic d) Discuss implications for how the program supports social justice</p>	<p><b>Funds of Knowledge/Culturally Responsive Pedagogy</b></p> <p>a) Do Now-What is your home culture? b) Read article on Funds of Knowledge c) Code for big ideas-relationships, power, and change d) Round Robin share out of statements/justifications that aligned to RPC e) Review case study on Jacobo f) Work in small groups to discuss &amp; analyze Jacobo's situation from different perspectives g) Bridge to "Relational Classroom"-Mentors reflect on Six Key elements-what do they do, then think about how they will make that transparent</p> <p><b>10:30-10:45 BREAK</b></p> <p><b>10:45-12:00</b> <b>Building Trust with your Resident</b> Location: TBD</p> <p>a) Read Ch. 5 in <i>Art of Coaching-Beginning a coaching relationship: How do I develop trust with my coachee?</i> b) Fill out graphic organizer c) Share out with a partner what steps you will take to build trust with your resident</p> <p><b>12:00-12:30</b> <b>ATP Program Q &amp; A</b></p> <p>a) Answer questions from mentors b) Review logistics and policies</p> <p><b>12:30-1:30 LUNCH w/ resident (provided)</b></p>	<p><i>What do you need?</i></p> <p>a) Mentors and residents take True Colors survey b) Review the description of which "color" you are c) Reflect on how this will impact your work together (answer guiding questions) d) Discuss implications in mentor/resident pairs</p> <p><b>9:15-9:45</b> <b>Community Building: Revealing your teacher identity</b></p> <p>a) Mentor and resident share artifact with each other</p> <p><b>9:45-10:15</b> <b>Alumni Teach Project and Beyond</b> Articulating the vision....</p> <p>e) Review vision of program and background of NCTR f) Provide updates on program development g) Advocacy/Social Justice h) Draft elevator statements</p> <p><b>10:15-10:30 BREAK</b></p> <p><b>Putting the vision into action.....</b></p> <p><b>10:30-11:30</b> <b>Teaching for Social Justice</b></p> <p>a) Review definitions of social justice b) Read article: <i>Introduction: Creating Classrooms for Equity and Social Justice</i> c) Fill out graphic organizer on key concepts d) Create shared definition</p>
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<p><b>11:30-12:15</b> <b>Teacher Beliefs and Ideologies: What ideologies do we demonstrate through our actions and words?</b> Location: TBD</p> <ul style="list-style-type: none"> <li>a) Do Now: Individual Beliefs</li> <li>b) Read Intro to Ideology: Bartolome</li> <li>c) Read each section from Opportunity Gap Framework (overview and Table 1.3)</li> </ul> <p><b>12:15-1:10 LUNCH PROVIDED</b> Location: MPR <i>Eat with resident, site leader, and new teachers from school site</i></p> <p><b>1:10-2:00</b> <b>Opportunity Gap: Gallery Walk-Chalk Talk</b> Location: TBD</p> <ul style="list-style-type: none"> <li>a) Write down first reaction, personal connection or implications for teaching and learning at each poster (silently)</li> <li>b) (Posters: Color Blindness, Cultural Conflict, Myth of Meritocracy, Content Neutral, Deficit Mindset)</li> <li>c) Discuss patterns/trends as whole group</li> <li>d) In small groups, read scenarios and apply the constructs from the Opportunity Gap Framework</li> <li>e) Reflect on implications for our work at ATP</li> </ul> <p><b>2:00-2:30</b></p>	<p><b>1:30-2:30</b> <b>Co-Teaching Models</b> Location: TBD</p> <p>What is the best model for gradual release?</p> <ul style="list-style-type: none"> <li>a) Review types of co-teaching</li> <li>b) Watch sample videos and discuss how to set up first month</li> <li>c) Review ideas for gradual release of planning</li> </ul> <p>Co-teaching is a marriage (3 min.) <a href="http://www.youtube.com/watch?v= pnxst7dkLk">http://www.youtube.com/watch?v= pnxst7dkLk</a></p> <p>Co-teaching Examples <a href="https://www.youtube.com/watch?v=1jlq_rXHx1o">https://www.youtube.com/watch?v=1jlq_rXHx1o</a></p> <p>What co-teaching is not.. (2 min.) <a href="http://www.youtube.com/watch?v=gY9GeuCWwC4">http://www.youtube.com/watch?v=gY9GeuCWwC4</a></p> <p><b>2:30-3:00</b> <b>Artifact: Gingerbread Man-Creating your teacher identity</b> Location: TBD Please consider:</p> <ul style="list-style-type: none"> <li>a) Culturally Responsive Pedagogy</li> <li>b) Building Trust</li> <li>c) Co-teaching</li> </ul> <p><b>3:00-3:15</b> <b>Closing</b> Location: TBD</p> <ul style="list-style-type: none"> <li>a) Review frames for collaborating with resident on Friday</li> <li>b) Plus/deltas</li> </ul>	<ul style="list-style-type: none"> <li>e) Discuss implications for ATP program</li> <li>f) Revise "elevator statement"</li> </ul> <p><b>11:30-12:20</b> <b>Planning for Co-Teaching</b> Location: TBD</p> <ul style="list-style-type: none"> <li>a) Watch co-teaching videos and review "One Teach, One Observe" and "One Teach, One Assist"</li> <li>b) Review teacher resident gradual release calendar</li> <li>c) Calendar out co-teaching/gradual release for first month of school (aligned to mentor teacher's scope and sequence)</li> </ul> <p><b>12:20-1:20 LUNCH w/ school site (MPR)</b></p> <p><b>1:20-2:20</b> <b>Mentor and Me Time</b> Location: TBD</p> <ul style="list-style-type: none"> <li>a) Free time to sit in mentor/resident pairs and discuss upcoming year</li> <li>b) Discuss possible guiding questions</li> </ul> <p><b>2:20-2:50</b> <b>Community Circle</b></p> <p><i>What IS the Alumni Teach Project?</i></p> <ul style="list-style-type: none"> <li>a) Residents and Mentors will read elevator statements</li> </ul> <p><b>2:50-3:00</b></p>
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<p><b>ATP Program Overview</b> Location: TBD</p> <p>Documents to be shared:</p> <ul style="list-style-type: none"><li>a) Mentor expectations</li><li>b) Gradual Release Calendar (Sarah will share personal experience)</li><li>c) LMU course sequence and syllabi</li><li>d) Intranet Folder and Google Classroom</li></ul> <p><b>2:30-3:00</b> <b>Artifact: Gingerbread Man-Creating your teacher identity</b> Location: TBD Please consider:</p> <ul style="list-style-type: none"><li>a) PUC Commitments</li><li>b) Big Ideas: relationships, change, power</li><li>c) Opportunity Gap Framework</li></ul> <p><b>3:00-3:15</b> <b>Closing</b> Location: TBD</p> <ul style="list-style-type: none"><li>a) Discuss mentor role as mediator of thinking</li><li>b) Review probing and mediative questions</li><li>c) Plus/deltas</li></ul>		<p><b>Closing</b></p> <ul style="list-style-type: none"><li>a) Discuss upcoming summer PD</li><li>b) Google Classroom</li><li>c) Seminars</li></ul>
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Partnerships to Uplift Communities



PUC Alumni Teach Project  
Mentor Orientation-July 2016  
Agenda-Facilitator Copy