Dane County New Teacher Project District Council Meeting Agenda
December 10, 2012
Monona Grove School District Office

Present

Andersen, Steve – Cambridge	Lewis, Fonda – Stoughton
Howe, Tom - DCNTP	Foley, Linda - Stoughton
Ohm, Melissa – DCNTP	Hernandez, Steve – Sun Prairie
Landers, Paula – Evansville	Nesbit, Shawdi – Sun Prairie
Lott, Heather - Madison	Murphy, Jen – Verona
Schaap, Ruthie – Marshall	Voss, Teresa – Verona
Thompson, Kelly – McFarland	Mommaerts, Tim – Waunakee
Heuer, Marc – McFarland	
Evans, Nancy – Monona Grove	
Gollup, Tim – Monona Grove	
Briddel, Andrew – Monona Grove	

Please note that these minutes and the links to all resources can be found on our new website at www.dcntp.org under For Members, For District Council. **Password:** *DCNTP1*

Connecting- Purpose: *to consider our induction program's Professional Development organization, central to all three areas of the Induction Program Standards.*

- Study the PD Matrix from Grant Wood Area Education Agency found here:
  http://dcntp.org/wp-content/uploads/2012/12/Grant-Wood-Release-Mentoring-and-Induct-Elements-Matrix.pdf
  At your tables, record three applications or adaptations for district induction programs.
- **Cross-table share.**
  - Discussed weekly interaction under induction coach on Grant Wood form. Consider using modeling. Take a piece of lesson and co-teaching, or observe a veteran teacher and take a clip back to Beginning Teacher as a model.
  - Discussed PD Development aspect. Diagram shows ongoing training for everyone except, principals but they are still involved. Provided consistent training for everyone.
  - Discussed how principals are involved. If we add that the principal observes the Beginning teacher in a Formative assessment way, this can be included. How do you give a comment that shapes practice rather than evaluates?
  - Saw value in this document as continuous improvement planning. Shows the program at a glance. Thought it was important to create and develop a program evaluation at the end of the year.

  How do we know what it is we are doing in the various areas? In our individual project, where do we need to place the most focus? Scope and sequence may point out your areas of need.

Learning I - *Purpose: To learn applicable induction ideas from our two representatives to the National Teacher Induction Network.*

- **Steve Hernandez, Sun Prairie** – *How to help teachers adapt to the educator effectiveness model*. Handout: http://dcntp.org/wp-content/uploads/2012/12/Hernandez-NTIN-Handout-12_10_12.pdf

  Chicago Public Schools is taking the mentoring model and making it consistent around the Danielson Framework. They are creating mentor modules for the whole school year tjat serve as a curriculum that mentors use as they mentor teachers throughout the school year. The 3rd page of his handout contains their scope and sequence. They choose specific components from Danielson's domains. The mentor focuses on those components for that quarter. They use the inquiry cycle of mentoring on the bottom of page 3 in a two week cycle. The rest of the packet is an example of how they can support their beginning teacher within the component. This is brand new and Chicago Public Schools has not yet rolled it out. They wanted to share this at NTIN for districts to review and figure out how we can use this to support our needs. Chicago Public School's standards are already tied to Danielson's domains. They developed the scope and sequence directly from Danielson and then chronologically developed the scope and sequence on their own.

- **Marc Heuer, McFarland – MMS Instructional Cycle**

  Handout: http://dcntp.org/wp-content/uploads/2012/12/Heuer-NTIN-Handout-12_10_12.pdf

  This handout uses these acronyms: MMS – Morris Middle School (in Pasadena, TX), TEKS – Texas Essential Knowledge and Skills, IFO – Immediate Feedback Opportunities
  MMS has created a list of elements of educational process that are non-negotiable listed on page 2 of Marc's handout. They will move toward differentiation and have clear expectations. Department teams meet on a weekly basis. They also have vertical meetings with departments. They use Analysis of Student Work to make this happen. They adapted the form to meet the needs of their district. You need to pay NTC a licensing fee if you wish to modify this form. They use this to review student work in teams. Looking at Educator Effectiveness, Student Learning Objectives and Common Core, and this provides them with a really great framework to review case studies of students over a three year roll out. All of the stakeholders are involved. When they decided they were going this route, there was a lot that they made the decision to stop doing so that they could place their focus on this new process. Through this example, Marc's "take away" is that if you want to make a change, start with an idea that is big, draft it out, use it, explain it and test it. Only implement once you have collaboration with all stakeholders. MMS is also creating common assessment using TEKS around the Common Core within teams. They wondered how we can manage all of this. They made it manageable by finding things that fit together, do it right the first time and decide what they are doing that does not fit anymore and stop doing it.

  The last two pages of Marc's handout show the Pasadena IDS Mentoring Program Development/Trajectory 2007 through 2012. When originally created, they called their program "mentoring lite". Over the years they continued to enhance by adding new things while keeping what was working. This is a nice representative of how you can build change in a large system.

Andrew Briddel, Monona Grove shared that they are piloting a Student Learning Objective at Cottage Grove School and it is also very tied to using the Analyzing Student Work tool.

<u>Follow up questions from the group:</u>
- What do you see as applications for the DCNTP?
- Can we work on creating these types of programs as a consortium?
- The term module is used – is this an electronically based module or paper based?

What do you see as applications for your district?
- Continue to utilize ASW, keep using with BT's
- Tie into SLO's – may be something you need for your evaluation so it may be a good thing to work on.
- Need to start using Danielson language, etc. ,so that we are ready for when we need to use it.

Shawdi Nesbit suggested that if you get the book: *Implementing the Framework for Teaching in Enhancing Professional Practice* by Charlotte Danielson *(February 2010),* Inside of the book, there is a web address and a unique key code to unlock files of tools to download.

Learning II: EE Readiness and Induction - *Purpose: To continue our understanding of WI's Educator Effectiveness model, and to apply our learning to our Induction Programs.*

Tom provided responses from his meeting with Kris Joannes, DPI from the questions you asked at October's meeting regarding Educator Effectiveness.   Her responses can be found here: http://dcntp.org/wp-content/uploads/2012/12/Questions-for-Kris-Joannes-10-26-12.pdf

At this point there are no definitive answers until the pilots can be completed. Everything is currently in development and will be modified based on the outcomes of the pilots.

Kris Joannes suggested that everyone review the Educator Effectiveness Readiness tool http://dcntp.org/wp-content/uploads/2012/12/WI_EE_ReadinessTool_1_.pdf

- What does your assessed readiness mean for your district's induction program? Consider especially the mentor's role and beginning teacher needs.

<u>Group Share:</u>
- We have a lot of tools to support the beginning teachers but now we are expected to use additional tools to support EE. We are interested in the cross walk between Danielson and PI-34. Colleagues see mentors as resources because we are not evaluators. We have become the go to people for PI-34.
- As induction program leaders, mentors need to be included in this process because we need to be able to support beginning teachers.
- Sphere of influence – I look at Educator Effectiveness from the program leader perspective that others in the district will develop this but I need a seat at the table to learn how to use this to support mentors/new teachers. As a mentor or program leader, what do I need to know?
- How do you connect all the goals together to look at big picture and sift it down to classroom practice?

- Find it difficult within a teachers first five years to process both the Professional Development Plan and Educator Effectiveness
- Might be helpful to try to create Student Learning Objectives under the PDP goal.
- As a beginning teacher there is a question of why there so much placed on new teacher when everyone else only has to focus on one thing.
- SLOs can be written as a team or individually. Team SLOs can get data from other people.
- Our Principal and Associate principal did a piece on Student Learning Objectives. The message was: "don't freak out". With a template and a guide, this is not impossible. C&I, Site Leaders and Principals will be critical to setting aside time to do that work.   Its lesson planning that involves a few additional pieces of info.
- This emphasizes how important it is for Program Leaders to understand what induction is. Structural stuff needs to be there.

Managing: Upcoming Opportunities	3:45 – 3:50

Managing: Upcoming Opportunities - Purpose: To make announcements and share information
- BT Seminar #3; *PDP Intro,* Jan. 10, 2013. Seminars are not intended for Pupil Services educators.
- January Mentor Refresher <u>postponed</u> and restructured: Created new Professional Development: *Exploring the Role of the Mentor in WI's Educator Effectiveness Model*, Feb. 13, 2013, 7:30- 8:00 a.m. (breakfast/networking). Program 8:00 -11:30 am. No charge for consortium members. Suggest districts attend in teams of up to four. Teams are encouraged to include C&I Director, Program Leader, Lead Mentor and/or Principals. See website for further details.
- *D&P*. Feb. 19, 20, 2013.   Sounded like about 12 were planning to participate from polling those in attendance.
- *Program Leaders Coffee: Fridays,* 8:00-9:30, Location TBD,
    - Upcoming Dates: Jan. 18; Feb. 8; Mar. 15; April 26; May 10
- Schedule your district consultation for 2012
- Website: password protected areas; newsletters; schedules; resources
- National Mentoring Month – Proclamation from School Board at McFarland. Mentors receive flowers. http://dcntp.org/wp-content/uploads/2012/12/McFarland-Mentor-Proclamation-12_10_12.pdf
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<u>**Closing**</u> *- Purpose: To allow for individual and shared reflection on today's learning*
Reflection:
- Verona has implemented a superintendent coffee – mentors need to be a stakeholder at the table around Educator Effectiveness.
- Like to hear about what other states are doing

Collected additional burning questions for Tom Howe's next meeting with Kris Joannes regarding Educator Effectiveness. http://dcntp.org/wp-content/uploads/2012/12/Questions-for-DPI-from-12_10_12-DC.doc