

DCNTP District Council Minutes

December 16, 2013, 2:00-4:00 pm

Waunakee Community School District Office

Nichols Elementary School, Room 29

Present

Howe, Tom—DCNTP	Briddell, Andrew—Monona Grove
Smith, Shirley—DCNTP	Evans, Nancy—Monona Grove
Feeney, Sally – Belleville	Kuzma, Peter—Monona Grove
Tretow, Jean—Belleville	Foley, Linda—Stoughton
Andersen, Steve – Cambridge	Hernandez, Steve – Sun Prairie
Lott, Heather – Madison	Pien, Aloy –Sun Prairie
Thiel, Melanie—Madison	Voss, Teresa—Verona
Landers, Laura—Marshall	Murphy, Jennifer –Verona
Schaap, Ruthie—Marshall	Mommaerts, Tim –Waunakee

These minutes and the links to all resources can be found on our website at

www.dcntp.org under [For Members, For District Council](#). **Password: DCNTP2** (case sensitive)

Connecting—To consider our induction program strengths and next steps.

- As a district, use the tool, [Analysis of a District Induction Program Success](#) and the Induction Program Standards to analyze a district induction success.
- Sharing: Find districts with like models, and share your induction success.
- Whole group: What you learned that you might apply in the coming weeks.

From Verona: We are stealing from Cambridge!

Steve Anderson of Cambridge explains: We delineate between year one and year two for BTs. First year BT picks book (offered a couple by Robert Marzano), but not entire book—just content that’s relevant to what they want to do—by looking over the table of contents. BTs and mentors are happy not to read an entire book.

Second year BTs and mentors attend training simultaneously.

Tom Howe: Can use induction standards as a tool to think about where to take the program.

- Make additions to [Induction Program Site visit](#) list.
- Each district complete table of [District Models for Induction](#).

Learning 1—Data Collection Goals and Plan

To share NTIN team goals and plan, and seek input from the group.

- Background (Tom): We looked at DCNTP 2010-2013 goals; we’ve made progress on most. We saw we are weakest across our districts with using data to inform and drive mentor/induction program improvement.

We used to have a big survey of all districts. It shared counting data (how many tools, people, etc.) and perception data (“when my mentor and I meet...”). We could compare what mentors and BTs said, but it was expensive, and trying to cover very different models and programs.

We can cover counting and implementation data, but the NTIN team said we're still going to figure out how to capture impact data: retention, practice, student learning.

- Sharing: Reflect on [DCNTP's goal and plan \(from the NTIN team\)](#) with your table group. What suggestions, additions, edits, questions do you have?

- Whole group:

Jen Murphy: Retention...there are so many external things that make people leave us. Is mentoring having an impact in the new district? Moving away doesn't impact how effective mentoring was. How can districts support the greater good beyond their own boundaries? Did change happen because a position ended? Superintendents want more understanding. Who moves to leadership?

Tom: How many districts conduct exit surveys?

Tim Mommaerts: Superintendents want to know...recruit other districts back in. How many BTs have growth in leadership?

Heather Lott: What about a mentor who becomes a principal? We're sinking time and effort into training great mentors.

Ruthie Schaap: Measure across the county? Would have to go across consortium, and more? Building capacity...openings are elsewhere.

Sally Feeney: I was a mentor, left Madison.

Tom: California research showing 50% of mentors don't return to the classroom, they go to leadership positions.

Nancy Evans: What about impact data on SLO, PDP if you are going to be specific (common to everyone because of law)? Items to consider:

- Classroom management
- Lesson planning
- Assessment—formative and summative
- Professional growth and participation
- Differentiation
- Engagement

Steve Hernandez: Regarding diverse learners...how to connect the efficacy of mentoring to SL.

Learning 2—National Teacher Induction Network

To learn from other induction programs through the eyes of DCNTP's NTIN representatives.

- Steve Hernandez: [Strategies for Cultivating Mentoring Skills to Promote Equity](#)

Illustration of equal versus equity. In Sun Prairie, the achievement gap is a focus. Not sure where other districts are in learning about diversity.

BTs want practical strategies...they “get it.” Mentors push BTs into the framework of understanding, then develop tools. Conversation examples (from handout): What went well? For whom? How did this student interpret this assignment?

You can integrate equity language in tools that are already there. Talk about what’s working. Are we getting teachers to think and reflect about equity?

- Andrew Briddell: [New Teacher Center and Literacy Design Collaborative](#)

This is a very useful tool that supports common core writing, and includes a resource contact at the New Teacher Center.

Complete availability online of templates for framing a writing prompt for all grades, including K-2. Includes specific examples.

Heather: Does the site break down common core? (yes)

Tom: this is a good resource to support BTs who may not be particularly strong in writing. Or everyone!

Nancy: Specific examples are wonderful for both of these, like “What went well,” “How did your student interpret...” not just “Be sure you are culturally responsive.”

Andrew: The writing template example shown has a sentence that helps diversity understanding: “Be sure to include competing views.”

Managing—Upcoming Opportunities

- It’s important to see good work in other districts; we know adults learn more from models (updated [Induction Program Site visit](#) list).
- Don’t forget to schedule your district consult.
- Calendar of events:
 - [Designing and Presenting, February 26-26](#). How adults build learning opportunities for other adults. No pre-req as in C&O/ASW; it’s adult learning theory. Appropriate for mentors, school leaders, principals—anyone who will present information.
 - Mentors Role in Educator Effectiveness—want it back? Yes—and it is scheduled for March 12, 8:00-3:00, place TBA.
 - Upcoming BT Seminar: [January 9, PDP-Part I](#); [February 6, Diverse Learners Needs](#)
- [NTC Symposium opportunity](#). Those who’ve gone say it is incredibly valuable. Heather: this will be my third year and am taking three others with me.

Closing—Carrying the Good Work Home

What will you share?

Tim: Templates for literacy

Steve: Educator roles in Education Effectiveness

Nancy: Equal vs. Equity picture

Evaluation

Lots of learning: NTIN and sharing successes from other programs.

A complete list of all of our DCNTP Professional Development Offerings can be found here:

http://dcntp.org/wp-content/uploads/2013/10/DCNTP-Calendar-13_14.pdf

Registration available on our website at: dcntp.org

Next District Council Meeting:

January 27, 2014 from 2:00 – 4:00 p.m., Nichols Elementary RM 29, Monona WI