

New Teacher Induction Network (NTIN)
Notes from November 2013 retreat
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Chose two *New Teacher Center (NTC) Induction Program Standards* to address:

1. Program Assessment, Evaluation and Accountability
2. Assessing Beginning Teacher Practice

1. Program Assessment, Evaluation and Accountability

GOAL

By May, 2014, DCNTP will design and implement a program evaluation survey that captures Implementation and Impact data within the Consortium.

DCNTP and member districts can use the data to inform program standards-based continuous improvement decisions.

PLAN

Design a survey with implementation data

- Counting
 - Number of BTs working with mentor in Y1... Y2
 - Number of Mentors w/ Y1... w/ Y2
 - Program Design (1:1, Retired, Full Release)

- Program Quality
 - Frequency of meetings BT/MT
 - BT perceptions of value
 - Types of beginning teacher interaction
 - Professional Development Opportunities

And impact data

- Retention
 - How many BT's who were mentored [within the past Y years] are still with their districts?
 - How many BT's who were mentored [within the past Y years] are now in leadership roles in their buildings/districts?

- Practice
 - My mentor used **[LIST the tool(s)]** to help me improve my practice in **[LIST the Wisconsin Teacher Standard(s) [or Danielson Framework for Teaching component]]** so that my students could improve their performance in _____ learning area.
 - My mentor helped me shape my [professional practice goal; SLO, PDP]

- Student Learning
 - My mentor helped me with _____ component of my SLO, which had _____ effect on my students' learning.
 - Other items that address the connection between mentoring and student learning

The survey should have value to both DCNTP and member districts.

SEWNTP feedback:

Using state test data in the context of connecting mentoring with student learning?

I liked how they asked "how did tool x impact my teaching... my students' learning?"

We asked which tool impacted practice...? then we change the question to "which tool impacted student achievement?" - Video reflections are very effective...

AB: Tools don't change student learning directly, teacher practice does affect student learning directly. Tools directly affect teacher practice.

2. Assessing Beginning Teacher Practice

GOAL

Support mentor formative assessment of BT's to enhance their understanding of BT needs and to align the Wisconsin Teacher Standards to Charlotte Danielson's *Framework for Teaching*.

Utilize a beginning teacher formative assessment system that involves ongoing cycles of inquiry through plan/prepare, teach/observe, and analyze/reflect.

Ensure that the formative assessment system supports beginning teachers in meeting standards and requirements for licensure and/or local [or state] evaluation.

PLAN

- Use District Consult as opportunity to "bridge" EE and WTS via mentoring (also District Council and Mentor Forums)
- Update Spring 2013 EE session
- Create data collection tool to measure impact of mentoring on Beginning Teacher Practice:
 - Interview or survey questions.
 - Professional Practice Questions:
 - My mentor used [LIST the tool(s)] to help me improve my practice in [LIST the] Wisconsin Teacher Standard(s) [or Danielson Framework for Teaching component] so that my students could improve their

performance in _____ learning area.

- My mentor helped me shape my [professional practice goal; SLO, PDP]
- Implement data collection process (survey/questionnaire)

Notes:

Could MGNTP design a standard two-year course of study for BTs based NTC resources (NT Zone, MOOC's for Lit and Math, other?)