

**DCNTP Board Agenda**  
**January 14, 2014, 4:00-6:00 pm**  
**McFarland School District Office**

**Present**

Howe, Tom—DCNTP  
Smith, Shirley—DCNTP  
Lott, Heather—Madison

Marc Heuer—McFarland  
Evans, Nancy—Monona Grove  
Tim Mommaerts—Waunakee

These minutes and the links to all resources can be found on our website at  
[www.dentp.org](http://www.dentp.org) under [For Members, For Board](#). **Password: Induction1.**

**Outcomes:** We will

1. **identify** leadership strengths and consider their implications for our work.
2. **update** recent developments in DCNTP.
3. **select** useful resources from NTIN materials.
4. **learn** about recent Educator Effectiveness resources and DPI Mentoring grants
5. **reflect** on our own development as a Board member and as a group.

**4:00-4:30 Connecting: Thinking about Leadership**

*Purpose: To consider our own thinking about leadership, and how we support its development through our induction programs. Induction programs do much to develop in educators—both beginners and veterans—the belief that they are change agents who can address problems creatively and with efficacy.*

--Consider your own experience as a leader or those who you have worked with. What do you see as three key characteristics of skilled leadership?

Some answers: responsive, collaborative, considers alternatives, effective communication, reliability, competence, and, according to Reggie White if you're going to lead the Packers, durability and accountability.

Mull over these questions as you look over [Jeff Appelquist's Leadership Lessons](#)

- How do we lead through profound change?
- How can we motivate our colleagues in chaotic circumstances?
- How do we make good decisions despite imperfect information?
- How can we communicate more effectively?
- How do we see things from another's point of view?
- How do we learn to think differently amidst rapidly changing circumstances?

**Debrief:** How do our experiences and Appelquist's lessons inform our work as a Board in carrying out the mission of the DCNTP?

**Mission:** Because research and practice indicate that good teaching is central to student learning, the DCNTP will provide educators the systemic, on-going training and support necessary to build induction and mentoring programs. This process ensures a profession strengthened by educators who continually refine their practice through collaboration and reflection.

We are leading through profound change in education; that goes with motivating through chaotic times. A unified vision will help remind people what matters.

The three lessons “Confirm the audience understands your message, hold information close at your peril, be honest about what you see” touch on our vision of leadership at the beginning of the meeting. We didn’t talk about honesty and compassion (care for your people) but they should be on our leadership list.

If the situation looks familiar on a changing playing field...unwise to automatically choose the familiar. Decide, using the right data. (Example: Disney’s attempt to create historical theme park in north Virginia modeled on Disney World in Florida. Failed because Virginians did not view their environment the same way as Floridians.)

We all have leadership roles in schools, not just the DCNTP Board.

Have two or three of these leadership lessons in your pocket when you talk with a group.

#### **4:30-4:40 Updates:**

*Purpose: To learn about DCNTP’s current standing and future opportunities.*

- Aloy Pien, SPASD Induction Program Coordinator, agreed to join DCNTP’s NTIN team. We will meet January 23 and complete a DCNTP survey, to be test-administered at District Council on January 27.

Aloy is taking over for Steve Hernandez because Steve has accepted a position as Director of Student Teaching at Concordia University.

Brings up the question: why train mentors but then they leave? Want that skill to stay in district. But some say it’s okay because it leads to better quality in the field. We have many examples of our mentors moving into leadership/administrative positions.

SPASD is hiring a new RM to replace Steve. Had 20 internal applicants. Perhaps some just wanted a change, but they must value the position.

- Met Michael Lancaster, Superintendent of Archdiocese of Madison on Dec. 17 about joining DCNTP in 2014-15.

Michael wants to do something about support and retention, which is a problem there.

- 29 participants from 7 districts attended *PDP-Part I*, our third Beginning Teacher Seminar, at Candlewood Suites on January 9. (Evansville, MMSD, Marshall, McFarland, MG, Stoughton, and Waunakee. A WELS mentor also attended). Deb Larson and Shawdi Nesbit facilitated.

Attendance still down from last year. Some MMSD dropped out for in-district session. Do we have fewer beginning teachers than last year?

- 7 attended the fifth Release Mentor Forum on Jan. 10 (from MG, Stoughton, and SPASD). Program Leaders or lead mentors are welcome to attend

- Jan. 13, Cambridge Consult: Reinvigorating the CNTP through the Induction Program Standards. Met with Induction Program Leaders and Administrative Council.

A feeling that the program is stagnant. Tom did an update on the history of their program; only three of 12 people there had a deep sense of what it is. There are many new staff; it was great to understand more about the project.

- SPASD consult tentatively scheduled: How do Instructional Coaching and/or Educator Effectiveness Coaching mesh with High Quality Induction and Mentoring?

Districts are thinking about going to coaches—identifying specific needs in the district, coaching that particular thing. Some administrators say it's all coaching; school board members are raising this issue.

There are elements of mentoring in coaching, but not exactly. Some mentors have been asked to do peer coaching and have said no, I'm a mentor. The conversations are very different; working with beginning teachers is complex. To what degree does induction and mentoring get watered down in an all-coaching environment?

Some reactions:

- There's only so much time in a day for a teacher to interact with coaches, mentors
- How do the FTEs shake out?
- Sounds like mission creep
- Goes back to having a unified vision

Sun Prairie has emphasis on teaching learning equity; instructional coaching instead of looking at whole practice.

How does NTC deal with this? The February symposium has sessions about it (educator effectiveness).

Tom to share back Sun Prairie discussion—do we move forward? Hybrid models can be useful, but not a Frankenstein.

Instructional coaching and mentoring are very different worlds; it's hard to picture one person going back and forth.

This might be an opportunity for us. Peer mentoring, peer reviewing will become important. Strategies of how to do it effectively are valuable—not everyone is equipped to do it. An example of being flexible under changing circumstances: this could be an opportunity for our group to become more needed.

We are responding to Educator Effectiveness. That's why peer review has to happen: one person (the principal) cannot do every single review.

We have to help mentors understand Educator Effectiveness—it all needs clarifying. People outside our group see coaching, peer review, mentoring as all one thing. (A good example of “If it looks familiar, beware!”)

An instructional coach looks different than an Educator Effectiveness coach—more about what you’re learning about your own practice.

There are different kinds of coaching theories, like whisper coaching, bug-in-ear coaching—these may be seen as controlling, all-knowing?

- Next Board meeting: February 18, McFarland
- Upcoming Opportunities:
  - February 6, 2014, BT Seminar #4, *Meeting the Needs of Diverse Learners*
  - February 25-26, 2014, *Designing and Presenting*, Waunakee
  - February 28, *Role of the Principal*, Waunakee, \$50?  
Look at district calendars; is this a staff development day? Charge \$60 to more closely match cost; \$50 for more than one attending.
  - March 12, *Role of the Mentor in Educator Effectiveness*, Waunakee, \$15?  
Charge enough to cover food, materials, venue, and planning time for Marc and Steve, who will facilitate. We want to keep in mind districts have already paid a fee to join.
  - March 19-20, *Coaching and Observation Strategies*, Milwaukee  
Some in our district were not able to attend C&O in October. SEWNTP has agreement with DCNTP to divide the money.

#### **4:40-5:20 Learning I: NTIN Discussion: Sharing of artifacts and research**

*Purpose: To explore and apply other programs’ artifacts of practice from NTIN.*

- Singly or in pairs, explore two-four documents from NTIN, [complete guide](#).  
Note: There are eleven people from DCNTP going to the NTC symposium.
- Whole group debrief. What of value do you glean for
  - consortium-wide sharing?
  - your own district application?

Good ideas from review:

- SEWNTP newsletter or report describing what they’ve done, aligned with standards. Includes quotes by participants.
- Social and emotional learning from Chicago: teaching mentors to use consulting protocol for dilemmas. Helping mentors coach each other in difficult dilemmas; it’s set up as a PowerPoint with attachments and is self-contained.
- Chart on differentiation: best practice teaching linked with differentiation. Maybe use with having one session per year of inviting mentor and beginning teacher(s)?

#### **5:20-5:40 Learning II: Educator Effectiveness and DPI grant update**

*Purpose: To learn about “live binders” and to learn about updates.*

- DPI Live Binders available at: <http://bit.ly/WIEECoachConvos>
- DPI Peer Review and Mentoring Grant update

Tom demonstrated the [coaching modules he and Chris Joannes](#) created for DPI on the Live Binders platform. They are self-contained and can be used to teach and facilitate educator effectiveness coaching within a district.

Creating these binders for DPI has strengthened a valuable partnership with DCNTP, though they were done as part of a private consulting contract.

**5:40-5:45 Managing:**

*Purpose: to quickly disseminate necessary information and solicit feedback as needed..*

- In-district consultations: schedule yours now!

MMSD is piece-mealing their program right now.

McFarland will schedule for March or April.

Six districts have taken advantage. Cambridge, Stoughton, Waunakee completed; Evansville, SPASD scheduled; Monona Grove tentative.

Districts get much more out of DCNTP when they begin a relationship—which is even more valuable than simply a PD program.

- Program Leaders Coffee, late February, TBD.
- Other:

Peer review and mentoring grant:

Waunakee and Monona Grove will not entail much additional work, but Deforest/McFarland/Stoughton will. We can probably get the money this calendar year (may be less than requested) but work may not be done until next year. That will mean bookkeeping with a carryover account as we are a 9066 shared services contract and must end each year at a zero balance.

Meeting end.

**5:45-6:00 Closing: Group Development**

*Purpose: To consider our individual growth, and how that affects our Board.*

- Complete *Personal Reflections Group Development*. Share ideas regarding how our group is developing and ways our group could improve.

Will complete next meeting.

**when we focus on teachers our students succeed**