

DCNTP Board Agenda
February 18, 2014, 4:00-6:00 pm
McFarland School District Office

<http://dcntp.org/members/for-board/>

Password: Induction1

Attendance: Steve Anderson, Cambridge; Tom Howe, DCNTP; Shirley Smith, DCNTP; Ruthie Schaap, Marshall; Barb Sramek, Marshall; Roberta Felker, McFarland; Nancy Evans, Monona Grove; Tim Mommaerts, Waunakee.

Outcomes: We will

1. **consider** the power of improvisation in leadership.
2. **update** recent developments in DCNTP.
3. **identify** concerns related to DCNTP mission, services and organizational structure and relate it to our work going forward.
4. **explore** our budget and consider transition possibilities for next year.
5. **reflect** on our own development as a Board member and as a group.

4:00-4:30 Connecting: Our experience with quality organizations.

Purpose: To consider our own thinking about the source of good ideas, leadership, and fulfillment.

--Consider your own experience as a member of a valuable and successful organization, one where you felt free to be yourself and to offer your talents openly. What made that organization “hum?” Why were you fortunate or happy to be part of it? Think and write.

Group had similar goal, visions, strengths.

Group built on idea that everyone’s strengths are needed. Fun and sociable.

Contrary voices have value.

Clear purpose, benefits. Growth is better.

Creating environment with opportunities to learn and grow. No fear.

Leaders/models within to look up to, respect. They did the right thing, or made morally/ethically good decisions.

Madson’s **Proverb game** and [selected maxims](#)

Group proverbs: Wisdom listens well to all players.

So, it lives within everyone’s perspective and possibility comes from silence.

Debrief: How do our experiences and Madson’s maxim’s inform our work as a board in carrying out the mission of the DCNTP?

From maxims presented:

Saying yes is okay.

“Don’t prepare” makes me nervous!

Like “start anywhere” and “If you can’t get out of it, get into it.”

Don’t prepare—does that mean stockpiling? Don’t worry about files and files. Use energy to create, not organize.

In mentoring—yes, use resources but look around.

It’s okay to not prepare for dinner, but not the classroom.

Working with kids on social skills—feed off the kids and what they bring, why be stressed?

Too much rubrics/check-off—this is embedded.

Allow yourself to be surprised.

You're the guide.

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.

How do these relate specifically to the DCNTP mission?

Just say “yes.” When asking educators to support something, they usually say yes. For example, at the first BT seminar we asked them to try clinic style. Participants picked where they wanted to go—the presenters willingly tried something. Marc Heuer is someone who says “yes” consistently in supporting DCNTP.

You might start out thinking you're doing a favor, but really you're the one being helped. Task—we don't know how, but say yes and we figure it out.

Face the facts; maybe not feel so comfortable.

Act now/do the hard thing first. And sometimes it's okay not to have something happen.

How about personal and professional development?

Could use the book for the McFarland administrative council. (Roberta Felker)

Take care of your people, like in the leadership principles.

Improv can be serious, and requires trust; take care of each other on stage.

Listening skills—very important in mentoring.

4:30-4:40 Updates:

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

- District Council, January 27, shared expectations, roles, and responsibilities of induction stakeholders, and beta-tested our NTIN-developed survey, to be administered in April.

Working on better skip-logic for survey. Aiming for a length of 5-10 minutes. Will be administered through program leads to principals, mentors, and beginning teachers in Dane County.

Results to districts: primary goal is big picture implementation and impact. Disaggregated data might identify a district weakness; serve as a guide for program improvement rather than an evaluation of their program .

Last survey (NTC's induction survey) too huge, cost too much. This is less specific, more meta: what's implementation effect on practice.

Next year add degrees of BTs, SLOs tie into Educator Effectiveness; see if growth across SLOs can tell us about impact and support of mentor.

- Met on February 5 with Paula Landers, Evansville's Program Leader, and three mentors to build their own guide for mentors and mentees. Eight districts have now completed or scheduled the focused district consult. ([See blue sheet for details.](#))
- 29 participants from 7 districts attended *Meeting the Needs of Diverse Learners*, our fourth Beginning Teacher Seminar, at Candlewood Suites on Feb. 6. (Edgerton, Evansville, Marshall, McFarland, MG, Stoughton, and Waunakee). Deb Larson and Steve Hernandez facilitated.
- Eight attended the sixth Release Mentor Forum on Feb. 7 (from MG, SPASD, and MMSD). Program Leaders or lead mentors are welcome to attend

- Dane County was represented at NTC's Symposium, Feb. 9-11, by 10 representatives from: Edgerton (2), MMSD (4), Stoughton (1) SPASD (1), Waunakee (1), and DCNTP staff (1). John Schuster was ill and unable to attend. Offer next year?

What to do for John? Will he have to rework application? No, but make no promises. Wait until next year to make decision.

- Feb. 14, met with Dane County Superintendents (Cambridge, Edgerton, Evansville, MMSD, McFarland, MG, Stoughton not present). Materials shared inside DCNTP tri-fold.

Dane County meeting is expanding to include other districts outside of Dane County.

Talked about opportunities for Mentor's Role in EE and Role of the Principal in High Quality Induction.

This was a "ground-softening" rather than big push.

Tom asked Barb "How am I coming across? I don't get much feedback from the superintendents.

Barb said welcome to the superintendents! People come and go, things happen in the district. Tom comes across well. In fact, what was the statistic you had? Modal teacher years of experience. What will it be next year? How does it compare to years past? (This is referencing the work of Richard Ingersoll, who found in 2008 that nationally the modal teacher—the most common number—had one year of experience.) Perhaps we should survey the districts and see if we can get those numbers.

MMSD has many retirees, bigger and bigger classes of new hires.

In Wisconsin post-Act 10 there is movement of experienced teachers to other districts. Marshall hired more teachers with some experience.

We must track people, support them so they get good fast, which doesn't happen without induction.

Plus there's the way the younger generation approaches work—they don't plan on staying with the same school district forever.

For many, the norm is to do freelance work; that's what work looks like now.

There is turnover across the board in professions.

- Upcoming Opportunities:
 - February 25-26, 2014, *Designing and Presenting*, Waunakee
 - February 28, *Role of the Principal*, Waunakee, \$60, \$50 for two or more.
 - March 10, District Council at Monona Grove, learning from Symposium
 - March 12, *Role of the Mentor in Educator Effectiveness*, Waunakee, \$15.
 - March 19-20, *Coaching and Observation Strategies*, Milwaukee
 - March 25, *Coaching in Complex Situations*, Milwaukee
 - Next Board meeting: April 8, McFarland

4:40-5:00 Learning I: Concerns and wonderings for 2014-15

Purpose: To consider areas of concern or focus and their role in shaping our direction.

- In whole group, chart areas of concern or questions that you have about our mission, organizational structure, or services. See our tri-fold to see what we currently provide.
 - Whole group debrief –Areas of focus of 2014-15?

Participation is down for District Council; this is foundational and structural.

How to express the value of being part of the consortium—data? Relates to program assessment, evaluation, and accountability. In a learning organization like DCNTP,

articulate how it ripples out. Survey tries to get at that. DCNTP is all learning at every meeting.

At most robust, was membership different? Were roles different?

As mentoring/induction programs began were higher level people involved? People who had more power, more at stake? Answer: more teacher leaders are coming to District council, fewer assistant superintendents, C&I Directors, and other district office personnel.

When PI34 became a reality superintendents were looking for an organization to fulfill the requirements of that rule around mentoring and induction.

In education, things come full circle. DeForest left because they felt they didn't need us; they have their own mentoring program now. Also did not see value in learning that's ongoing in each meeting.

Right now mentoring is not "running;" Educator Effectiveness coaches are.

In Marshall every initial educator they interview asks about an education program.

The expectations on school districts are higher; expectations for BTs higher; more need than ever for mentoring.

Are we a capacitating organization? How will we know if we've helped build capacity, empower districts? Are we gradually working ourselves out of a job?

Sharon Nelson (former chair of DCNTP) said it's okay if DCNTP ceased to exist, but Tom thinks only if programs are high quality. She said we can only do what we're invited to do.

As we build capacity, are we being explicit about what we see as needs?

What can we learn from SEWNTP? They have 26 districts, a higher density of districts and population. They're newer, they've differentiated services better than we have. They like urban settings, support specific literacy instruction and have Stritch personnel to support these initiatives. . Their finances: Stritch supports part of salary, office space and captures a big market for credit; more active than issue of who owns consortium (members)?

If a new hire doesn't find worth in an organization, they move on. DCNTP helps them see value.

There's value to the districts; we all have Smarter Balance, Common Core, Agenda 2017, EE in common. All teachers will need support—how to do that.

In our first meeting we talked about how organizations assess themselves. When is time to reinvent? "If you can't get out of it, get into it."

We will continue to develop the intersection of mentor/effectiveness coach/instructional coach. Our mission statement fits continually refining how the teacher makes the difference.

5:00-5:40 Learning II: Budget considerations and looking forward to 2014-15

Purpose: To learn about our budget to date and to consider areas of focus for next year. "Show me your budget and I'll show you what you value." March starts our movement toward the Shared Services Agreement.

- [2013-14 budget update](#)
- Considering next year: input
Sustaining membership fees are not going up.

Keep in mind our mission: we are not Dane County Common Core Project.

PLS are designed for mentors who are not release (1:1). Majority of our mentors are not full release; however could have five districts with full release.

- [Mentor Training PLS series](#)—Year One (New Curriculum, Field Guides, CAL tool example)
 - Tools are changing. Districts can keep using old tools.
 - Modules are now called Field Guides.
 - Why would well-trained mentors go back to these sessions?

They can just learn the new material; don't have to pay fee. Would hold session concurrent with BT seminar, priced similarly to last year.

The "Learning Zone" is where they are stored electronically.

Question: If you've taken IM this year, can you start next year with the equivalent PLS of C&O?

- We can keep presenting D&P, but NTC is not going to support it.

Question: Can we pick and choose?

Answer: NTC thinks 2nd year design is more integrated. It's a curriculum, so go through the series, not a pick and choose option.

- Mentor Tool platform selection—Online/offline or paper
 - Choice of tool platform: electronic (both off or online) and paper. They're omitting pdfs—too much hassle between Adobe and Apple.
- 1:1 Mentor support—Mentor Forums tied to BT Seminars and new series
- BT Seminars—time for a new approach?
- Small Schools Council. Make-up?

How to meet small schools' needs—provides a service that's attractive. What do they need/want around induction?

- Induction, Instructional Coaches, Educator Effectiveness Coaches, Principals and DCNTP: Where do we go from here?

Venn diagrams. What can you find in common, without giving in to mission creep? In District Council in February, Sally Feeney, Belleville's C&I Director noted that: "This is how I might keep the induction program alive—now I have seven trained people but only two new teachers."

Coaching is not the same for BT and peer coaching

Reactions:

A role that's useful to MMSD (moving to more coaching roles): "We can help you figure out what you need." The SPASD March 18 meeting will give insight.

Saw using instructional coaches as mentors at symposium.

BT folding into 1:1 mentors—we've been struggling with BT attendance. ("That's how it was when I went. It was hard not to go when my mentor was going.")

Could offer a slice of EE every time in BT and mentor 1:1; "We're not the experts, but we offer a lot of support."

We've trained a lot of mentors over the years—how to re-energize. Could send through PLS if the money is available.

We've run mentor refreshers—got 30 at first, then dwindled to eight.

Roles get jumbled—they need to be identified for principals.

Defining a small school: more than one half of school districts are less than 1,000. The average in the U.S. is 1,500. More than one half of kids in U.S. go to school in one of 100 school districts.

- Reflecting on what you've read and heard, what areas of focus do you suggest for 2014-15? What are you thinking? Remember Madson's Maxims—*face the facts, start anywhere, and act now.* . .
- Chart insights.

5:40-5:45 Managing:

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

- In-district consultations: schedule yours now!
- Program Leaders Coffee, March, TBD.
- Other:

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.

when we focus on teachers our students succeed