

## Dane County New Teacher Project—District Council Meeting Agenda

February 4, 2014; 2-4 pm

Monona Grove School District Office

**“When we focus on teachers, our students succeed.”**

### Attendance

Sally Feeney – Belleville	Linda Foley – Stoughton
Steve Anderson – Cambridge	Judy Singletary – Stoughton
Susan Hamblin – Madison	Aloy Pien - Sun Prairie
Laura Landers – Marshall	Shawdi Nesbit – Sun Prairie
Brian Sutton – Marshall	Jen Murphy – Verona
Marc Heuer – McFarland	Teresa Voss – Verona
Andrew Briddell – Monona Grove	Tim Mommaerts – Waunakee
Tom Howe – DCNTP	
Shirley Smith – DCNTP	

### Outcomes: Participants will:

1. **share** their induction program’s roles, responsibilities and expectations for mentors, beginning teachers and principals, and **apply** new learning to their program.
2. **learn** about upcoming DCNTP training opportunities and member services and develop a plan for district participation.
3. **beta test** a proposed DCNTP induction survey goal and **share** their insights and suggestions about its value in measuring implementation and impact.
4. **apply** their learning to effective next steps for themselves and their district.

### Connecting: Induction roles and responsibilities and EE

2:00 – 2:45

*Purpose: To share our practices and to learn from others regarding mentor roles, responsibilities, and expectations, and then to apply this new thinking both to our own programs and to consider possible alignment with Educator Effectiveness and Instructional Coaching.*

- Introductions: Proof and/or [complete district model information](#), add to [Induction Program Site Visits](#).
- Connector:
  - Share documents related to BT, MT and Principal roles, responsibilities and expectations.
    - [Belleville](#) – Came to Principal Breakfast and saw value. Other principals may not see it.
    - [Cambridge](#) – What they look for in a mentor; teacher role, principal role. No formal interviews; small district. Anyone with Initial Educator license is mentored for two years. Superintendent wants to talk about a Release Mentor model.
    - [Madison](#) – Use outcomes, roles, responsibilities for principal, mentor. Monthly meetings for mentors only. Have 180 new educators, 42 mentors; most are retired. Some mentors are cutting hours in half. MMSD mentors new educators for one year and wants to move to two years. They do in-house PDP reviews for years 1, 2, 3, 4, 5.
    - [McFarland](#) – Have made communication with principals a priority. EE/Danielson ingrained. Mentors comfortable with model before answering questions. New teachers seem to be okay with Danielson FFT; mentors end up helping veteran staff.
    - [Monona](#) – Going to Full Release Mentor responsible for 11-14 teachers (from 1:1 model). Realized 11-14 would be surpassed and added retired teacher(s), which is like FRM because no classroom responsibilities. They use MAGA, evaluation framework.

- [Stoughton](#) – Use a chart of administrative responsibilities, mentor description
  - [Sun Prairie](#) – Have a big caseload this year.
  - [Verona](#) – MAGA; like a mentor’s PDP. 48 people are mentoring. There’s a mentor for every new staff member regardless of experience. Responsibilities of mentees. Talking about principal’s role.
  - [Wauwaukee](#) – Found buildings were not consistent; came up with set of expectations about 2 ½ years ago. Building mentors and instructional mentors did not cross paths much, now meet quarterly. Had many volunteer to be observed (more than observers). Feedback has been positive. Mentor/principal low key.
- Sharing: Find districts with like models, and share your insights.
  - Whole group: What have you learned that you might apply in the coming weeks? For next year? Chart **Short- and Long-Term Applications**.
    - **Short term:** ask veteran teachers to volunteer to be observed.  
Tom: Yes, and observed around what? Build a database of areas; for example, someone who goes well from classroom to lab set-up.
    - **Short term:** work on putting the terminology into the mix. Use DPI resources like the FFT smart card from the website.
    - **Long term:** use a monthly calendar with a focus.
    - **Long Term:** define importance; remind mentors they’re important to success
    - **Long Term:** avoid scheduling conflicts so committee is on same page; work with administration to honor dates such as staff meetings for BTs.
  - Table group discussion and [note-taking on tri-Venn](#). Share in whole group. Think about how induction programs interface with other roles of instructional coaches and effectiveness coaches. For example, what might an EE coach and a mentor have in common? Alignment to teaching standards and FFT?

Also define what makes a mentor unique

- The needs of BTs are different than any other teacher. Meet them where they’re at; there’s a lot they don’t know and veteran teachers know a lot.
  - Teaching is developmental. The second year of BT is different than 2<sup>nd</sup> year of coaching a veteran teacher.
  - If a district has only one BT, they may wonder what DCNTP fee goes for? This might make it seem more valuable. Tom: context matters; small districts have different needs than large districts.
  - We don’t have an instructional coach. What in our district is substituting for that?
- Review agenda. Any additions to Managing section?

<b>Learning I: Identifying DCNTP learning participants</b>	<b>2:45 – 3:05</b>
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*Purpose: To learn about upcoming opportunities and consider ways to strategically select and encourage individuals to attend.*

- Three opportunities: *D&P*, *ROP*, and *Mentors Role in EE*. Note flyers.

Training:	Who should attend from our district?	Contacted by whom/when?	Plan: How to encourage? Allies to enlist? Funding?
<a href="#"><u>Designing and Presenting Professional Development</u></a>			
<a href="#"><u>Role of the Principal in High Quality Induction Programs</u></a>			
<a href="#"><u>Mentor's Role in Educator Effectiveness</u></a>			

**Learning II: Data Collection Goals and Plan**

**3:05 – 3:40**

*Purpose: To share the NTIN data collection goals and plan in light of the Induction Program Standards, to beta test the DCNTP survey, and to gain insight into our survey's value.*

- Background: Induction Program Standards and [DCNTP's NTIN goals and plan](#), gathering implementation and impact data. Share NTC's Policy Brief  
*How do we know DCNTP is doing anything? That's been pushed back on the districts.*
- Beta Test survey: Note taking guide on other side.

Logistical, structural or wording/syntax suggestions (note question number):	Insights, suggestions, and additions.

- Share at your table group your observations, attending to the practice brief related to impact.
- Whole group sharing and question/answer period. Chart suggestions.
- Open discussion: How do you currently determine the **impact** of your local program?

**Managing:**

**3:40 – 3:50**

*Purpose: To make announcements and share information*

- Sharing our induction activities with one another.
- District consultation schedule
- Calendar of Events—See [\*\*www.dcntp.org\*\*](http://www.dcntp.org)
- Upcoming BT Seminars: Feb. 6, *Diverse Learners' Needs*, April 10, *Self-Reflection*
- Last District Council meeting, March 10, will focus on learning gained at Symposium. Other topics you would like addressed:
- Other announcements:

**Closing—Carrying home the good work**

**3:50 – 4:00**

*Purpose: To allow for individual and shared reflection on today's learning*

Personal: As you reflect on today's meeting, how are you thinking differently about *your* role within your district's induction program?

Leadership: Based on today's learning, what is one step you'll take in supporting the growth of your district's induction program? What resources and people will you need to make real this step?

**Open Evaluation of meeting**

***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.*