

DCNTP Board Agenda
April 8, 2014, 4:00-6:00 pm
McFarland School District Office

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

Password: Induction1

Present: Tom Howe, DCNTP Chair; Shirley Smith, DCNTP Project Administrator; Roberta Felker, C&I Director, McFarland School District; Marc Heuer, Teacher, McFarland School District; Heather Lott, Teacher Leader, Professional Development, Madison Metropolitan School District; Ruthie Schaap, Teacher, Marshall School District; Barb Sramek, Superintendent, Marshall Public Schools.

Outcomes: We will

1. **consider** the characteristics of quiet leadership.
2. **gain clarity** on the 2014-15 DCNTP budget.
3. **identify** approaches to enlist former and non-member districts.
4. **develop** a message to share with our Superintendents on Friday.

4:00-4:20 Connecting: Our experience with quiet leadership.

Purpose: To consider our own leadership style and its role in our induction program.

--Consider your own experience as a leader, and reflect on [Ray Williams' article](#) sent to you earlier. What surprised, intrigued, or interested you? Jot a few ideas down below:

- 96% of managers are extroverts, but population is 50/50 introvert/extrovert. Does that mean introverts don't go for leadership roles?
- Key is to know yourself. McFarland acknowledges ranges of teacher leadership; help our teachers understand who they are.
- How can extroverts learn to be more introverted? They have to find their own way to prepare for leadership. Introverts seen as lacking when not coming forward. Extroverts need to learn to make space for other voices; this allows all to be heard.
- First three characteristics in article are what we want in our mentors (think first, talk later; focus on depth, not superficiality; exude calm). Some mentors never hear the "Don't make a mini-me" message.
- District planning time—when does the work actually get done? During the meeting, or during quiet time? Depends on the work...know your purpose when brainstorming.

--Read [Sharon B. Kinsey's Quiet Leadership](#) (JOE, October 2010) and in the t-chart below note any points important for our work as an organization, and for your own work as a leader.

Important points for DCNTP	Importance to my leadership work
Acknowledge the political issues BTs face during entry into a new system. Collegial issues come up in RM forums, and questions of how to work with difficult colleagues at MMSD reflection final seminar. Create a BT seminar	Help BTs learn micro-literacy at all levels: grade level, building, district, other. It's not bad to talk about power.

<p>focused on this issue? (NOTE: Look at work on <i>micro-political literacy</i> from Harvard (?))</p> <p>This resembles the model McFarland and the DCNTP has adhered to: careful, patient, incremental change; not over reaching. Asking “is that our role?” People come back.</p> <p>Careful use of political capital.</p>	<p>Different than sitting back when action needs to be taken, but not leaping to instantaneous reaction. Learning to teach and to mentor are incremental and developmental.</p>
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Debrief: How might we apply this learning to our induction work, either in-district or at DCNTP, as Kinsey has done for Extension work on page three of her article? Share and chart.

4:20-4:30 Updates:

What about sharing some updates at superintendent meeting? Maybe one page summary with photos about a specific event would be better, as with *Mentor’s Role in Educator Effectiveness* sheet.

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

- Presented *Designing and Presenting* to 7 participants from 4 districts, and *The Role of the Principal in a High Quality Induction Program* to 8 participants from 6 districts.
- At District Council on March 10, Aloy Pien, Heather Lott and Linda Foley shared their learning from Symposium. Those notes from that meeting are on DCNTP’s website.
- On March 12, 44 participants from 11 districts attended *The Mentor’s Role in Educator Effectiveness*, co-facilitated by Marc Heuer and Steve Hernandez.
- On March 13, consulted with representatives of Marshall’s administrative team and induction program to assess their current status and explore next steps.
- On March 13, spoke to rising principals in a Cardinal Stritch course about the importance of trusting principal coaching in the induction of new teachers.
- Seven attended the seventh Release Mentor Forum on March 14 (from MG and SPASD). Program Leaders or lead mentors are welcome to attend
- On March 21, met with Andrew Briddell to continue refining our implementation and impact survey to be administered in April to all DCNTP districts.
- March 28, consulted with Heather Lott, MMSD New Teacher Program Coordinator.
- In early May, Andrew Briddell, Aloy Pien, and Tom Howe will attend NTIN.
- On the burner: Shared Services Contract approvals; Possible office move; Focus session with new teachers to enhance next years’ BT seminars; learning from our survey data; writing mentor refreshers for 1:1 on new PLS tools.
- Upcoming Opportunities:
 - April 10, *Self-Reflection* BT Seminar #5, Candlewood Suites
 - April 11, Dane County Superintendents Meeting, WADSA
 - April 11, 8th Release Mentor Forum, facilitated by Deb Larson, Vicki Kieler, and Nancy Evans, Waunakee High School Office Conference Room
 - May 1, 3rd Principal Breakfast featuring a BT panel.
 - May 2, *PDP Part 11*, BT Seminar #6, Candlewood Suites
 - May 2, 9th Release Mentor Forum, place TBD

Some things have only seven or eight attendees. What does that mean for breadth, depth, sustainability?

Release Mentor Forums: Sun Prairie and Monona Grove go as part of on-the-job professional development. Friday afternoons don’t work for mentors who are retirees. But

for working mentors, Friday afternoons are not good to meet with beginning teachers, so this is a perfect time for professional growth.

Role of the Principal: Why only eight? People who attended liked it very much. In the past, principals said first thing in the morning is best.

What about focusing in-district for ROP? Then it doesn't feel like an add-on. It's been offered this way. Pair districts? Marshall could invite other districts who are not members to a session—good outreach/marketing.

NTIN survey will go out before the end of April. Program Leaders will be engine to get responses. Cover letter will offer disaggregated data for district. Probably not completed before NTIN retreat in early May.

4:30-4:50 Learning I: Strengthening our Budget-2014-15

Purpose: To review the budget and explain areas of change.

- Review budget by line item and explain funding decisions.
- Questions or concerns?
- BT seminar budget the same, but doing research and experiment to improve sessions and make them more fun.
- Mentor services: refresher sessions to learn material from new NTC workshops; will be held during four BT seminars.
- District Induction Work Day: August is program focused, May is mapping resources in a guided way—induction is everybody's job. May be more important with Educator Effectiveness.
- Principal Breakfasts: would like to build a stronger community, but current attendees do not want more frequent sessions.
- District Council: attendance has dwindled, often just one from a district. When it began, it was the center of learning across districts—a way to learn from each other face-to-face. Example: idea of release mentor traveling to Cambridge because of DC. Purpose is to always focus on particular induction standards; who are we, why are we doing it this way.
- Board: it is very important to the DCNTP chair to have conversation and guidance from others in varying roles.
- Program chair and manager: Will try time-tracking for data on resources. Program manager salary less than before because detached from NTC.
- Professional development budget less because no one will be going to Presenter's Academy. Sustainability: have five trained presenters besides Tom (Heather Lott, Marc Heuer, Jodi King (Kimberly School District), Monica Schommer, Kris Joannes).

“Off the books:” NTC sustaining membership fee and income from workshops. Can use any surplus to give scholarships.

May be moving DCNTP office to Bethel circle, Waunakee district main office.

Question: Where are Program Leader coffees? They have lapsed because mixed feedback about holding them. Maybe a regular agenda would help, like problem-pose, problem-solve. Related to “here are induction program standards, what are your problems, what do you need?” Tom will send invitation for one more this year.

4:50-5:20 Learning II: Budget considerations and looking forward to 2014-15

Purpose: Discussing how to best carry our message to member and non-member districts and responding to smaller, reluctant, or previous member districts.

- In pairs or triads, discuss your assigned area:
 - Former Members (Deerfield, DeForest, Oregon, Waterloo)
 - Those who have shown recent interest (Madison Diocese, Lake Mills, New Glarus, Lodi)
 - Area districts that have never been members (MCPSD, Wisconsin Heights)
- Whole group sharing and charting of insights.

Sometimes people in a district are interested in joining, but can't get their district to do anything.

Reaching out to individuals:

C&I director in Oregon—Leslie Bergstrom (Tom)

Deerfield—Michelle Jensen (Tom)

Deforest C&I director—Sue Wilson (Tom)

Waterloo...came to Mentor's Role in EE, sensitive to a price (Tom)

Diocese of Madison Michael Lancaster (Tom)

Lake Mills (Barb Sramek)

Another tier of membership? We can ask, is your hesitancy around the work we do, or around the financial cost? What is the value to you?

Difference in needs, participation of small and large districts. Sometimes small districts only have one new teacher. Large districts have their own PD for new teachers, but hold DCNTP in high value for their mentors.

Oregon and Deforest left because their mentors were trained, they felt they were done. Mentors did not agree.

Can refund overage left; this has been done in the past, which reduces the district's fee for next year's membership.

5:20-5:40: Learning III: Making our Case with the Induction Program Standards

Purpose: To share with Superintendents on April 11 how our programming meets the IPS.

- Review the Induction Program standards and on post-its note a service, process, or activity provided by DCNTP that addresses that IPS. If you wish to assign a level of performance from the continuum, please do so.
- Open Discussion: 1) Where are our successes? 2) What are our central challenges? 3) Is there a standard area we should be putting greater focus on? If so, which and why?

Question to the board: think about what's been valuable to you, and how it aligns to an induction program standard.

5:40-5:45 Managing:

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

- In-district consultations.
- 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