

Dane County New Teacher Project—District Council Meeting Agenda

March 10, 2014; 2-4 pm

Monona Grove School District Office

Attendance:

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|--------------------------|---------------------------|
| Jean Tretow—Belleville | Jen Doucette—Waunakee |
| Steve Andersen—Cambridge | Peter Kuzma—Monona Grove |
| Pete Schneider—Cambridge | Jarred Burke—Mount Horeb |
| Heather Lott—Madison | Linda Foley—Stoughton |
| Melanie Thiel—Madison | Shawdi Nesbit—Sun Prairie |
| Laura Landers—Marshall | Aloy Pien—Sun Prairie |
| Brian Sutton—Marshall | Jen Murphy—Verona |
| | Teresa Voss—Verona |

Outcomes: Participants will:

1. **identify** their induction program's greatest needs based on the induction program standards.
2. **learn** from colleagues about the latest developments in national induction programs and consider how to **apply** that learning to their identified needs and context.
3. **create** doable next steps for their district's induction program and inform DCNTP's future planning.

Connecting: Induction Program needs

2:00 – 2:45

Purpose: Using the Induction Program Standards as a self-assessment tool, identify areas of greatest need based on program goals, resources, and desired outcome.

- Introductions and additions to Induction Program Site Visits.
- Connector: Use the District Induction Program Collaborative Assessment Log provided
 - Write your induction program's primary mission/goals at the top.
 - With a district partner, or on your own, complete the top two boxes.
 - Identify no more than one or two Induction Program Standards that address areas of need.
- Using the Continuum, assess your program within an element or two and add any new and key areas of focus. **It's not just assessment of now, but going forward. Focus on just one or two induction program standards; focus on what you are doing.**

Monona Grove: Talking about model in district—going towards full release mentor; reinstate?

Verona: Beef up second year program. Support mentors.

Sun Prairie: What we talked about in meeting.

Cambridge: More mentor support, more communication between mentors and staff.

Madison: More thoughtful mentor selection process.

Review agenda. Any additions to Managing section?

Learning: New Teacher Center Symposium Insights and Applications

2:45 – 3:30

Purpose: To learn from our colleagues about their key takeaways and consider our application.

As each of our colleagues share their insights, complete the middle column of the note taking guide, keeping in mind your self-assessment of needs on the CAL. You will have time to process following each presentation.

| Colleague: | Key points or insights | Initial thoughts about application to your program? |
|---|---|--|
| <p>Aloy Pien <i>Sun Prairie Area School District</i></p> | <ul style="list-style-type: none"> •School board asks what's impact of induction program? •Gathering data with Google app. •Developing questions for stakeholders: what to accomplish. •We know the culture is changing; how to communicate? •We had instructional coaches in elementary this year. •Focus on cycles of inquiry; shorten, be more timely. •Pilot year for FFT; next steps goal setting for FFT | <p>Question: If you have both instructional coaches and mentors, how does that impact beginning teacher's time?</p> <p>Have to talk about how to coordinate.</p> |
| <p>Heather Lott <i>Madison Metropolitan School District</i></p> | <p>Kelly McGonigal workshop: The Science of Willpower.</p> <ul style="list-style-type: none"> •We are asking BTs to develop good habits. •Willpower is 1) a physiological state (fight/flight or pause/plan), 2) a muscle (get better by practicing), 3) mindfulness (access to willpower), and 4) based on self-connection. •The more likely you're connected to future self, more likely will have success. •Write letter of gratitude from future self to current self—what are you grateful for? | |
| <p>Linda Foley <i>Stoughton School District</i></p> | <p>Mentoring and School Leadership for Social and Emotional Learning (SEL)</p> <ul style="list-style-type: none"> •It's people skills (HR says #1 cause of termination). •SEL and The Common Core. Sandra Alberti "Am I doing the Core?" achievethecore.org •How affect mentoring? Kids don't care unless they've built relationships—we've known that. •Video Observation as a Tool for Mentoring: how to use video when you can't meet face to face. Recording with video tip: watch twice, once without sound. | |

Managing:**3:30 – 3:35**

Purpose: To make announcements and share information

- District consultation schedule
- **Coaching and Observation Strategies, March 19-20, Cardinal Stritch University.** See <https://www.stitch.edu/Academic-Programs/education-leadership/Professional-Development-and-Continuing-Education/SEWNTP/Mentor-Training-Registration/>
- Calendar of Events—See dcntp.org
- Principal Breakfast: May 1, *Reflecting on our Successes and Setting Next Steps*
- Upcoming BT Seminars: April 10, *Self-Reflection* and May 15, *PDP Part 2*
- Other announcements:

Closing—Considering next steps**3:35 – 4:00**

Purpose: To allow for reflection on next steps and to inform areas that DCNTP might support district development.

With a like-model district, use the CAL to engage in a reflective coaching conversation.

- Decide who will be “A” and who will be “B.”
- “B” coaches “A,” using the CAL to record next steps for “A’s” induction program.
- In your meditational questioning, consider the Induction Program Standards and the learning shared by our Symposium participants. How will you apply new learning?
- When time is called, change roles.

REFLECTION: What is one concrete step that I’ll take before the end of the school year to support our district’s induction program?

Think. Write. Share.

How can DCNTP support your program?

- As people in a full release mentor model step down and are replaced, and transition back to the classroom, how does that occur in the district?
- Principal breakfasts, the new training series, tool usage—especially for 1:1 mentors.
- Better transition.
- Time will tell!

DCNTP will have a new series of trainings with more focus on practice, less philosophic. 40-60% of content is new. They are for new mentors, but can also serve as a refresher. If a mentor hasn’t received training in three years, we suggest they take this training.

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.