

DCNTP Board Meeting Agenda September 30, 2014

Attendance: Tom Howe, Heather Lott, Tim Mommaerts, Shirley Smith, Barb Sramek, Nicole Toepfer.

Outcomes: Together, we will:

1. **consider** what makes a learning organization.
2. **apply** the Induction Program Standards to areas of DCNTP practice.
3. **explore** pricing structures for high attending districts and per diem pay for Chair work beyond contract responsibilities.

4:00-4:45 Connecting with our theme: Building A Learning Organization

Purpose: To consider the characteristics of a learning organization and to consider DCNTP's alignment to those characteristics.

- Introductions, highlights of last year's work, and Chair observations.
Responded to EE needs of members over past two years, balancing to not become DCNTEEP.
- Individually, think about the best learning organization of which you have been part. What made it the best? Share with the group.
 - Nicole: teaching at Cardinal Heights MS in SPASD. Came into existence from 9-12 HS. Change was very noticeable. Went from all administrator driven PD to staff driven PD. Sought expertise in building. Teachers led PD. We would travel amongst peers. They stopped bringing people in from outside.
 - At beginning of this year, gave choice. Chunk of time to go to three sessions w/more than three sessions offered. So I'm thinking about PD for teachers as a learning organization.
 - Tom: characteristics were choice, peer to peer.
 - Tim: Shared learning, shared energy. Everyone's working, same thing, same purpose. Energy in that direction. Group had ownership, individual didn't have ownership. No territorial concerns.
 - Heather: Like idea of energy. The most learning oriented groups I've been in had energy towards learning something, drive toward it. Felt, as an organization, united. Open to what wasn't working as well. Leader said "oops." Refreshing!
 - Barb: Ideas. Vision is an ideal, the path to which you get there. People in organizations need different ideas. Sometimes everyone takes the same path.
 - Tom: shared vision important. Everyone in same place or same reason. Risk taking present. Almost all members risked. Didn't say I can't do that. Astounding how much responsibility put in hands of people who were completely untested.
 - Tim: Trying not to use word "vision" anymore. Use other words.
 - Heather: trusted, entrusted with the work.
- Read pages to *Is Yours a Learning Organization?* and your assigned Building Block. Share with your partner your learning and your connection to your own experience, and select one idea that you consider essential to share with the whole group.
 - One: A supportive learning environment (Tom and Nicole). Safe culture and risk taking. Psychology of safety. Had a good meeting place, could challenge each other's ideas, but big gap in how you get there. How do you create if it doesn't exist?

Reminded of norms for NTC work.

What isn't here is almost as important as what is. Culture is important, but how do you transition to that kind of culture.

- Two: Concrete learning process and practices (Shirley and Heather). A lot about having a plan how to generate and collect new learning. How you're going to analyze your learning and report about it. US Army debrief questions are good. It's coaching language. Concrete learning processes and practices something to be proactive about. Language is reflective more than "let's plan something new." Implication for DCNTP is maybe one thing we could do is a package. We've collected a lot of data, info. If we could analyze some of it to report, like w/superintendents. Each year generate answers as best we could. Building Block One has reflection, also came up in Building Block Two. Tom: reading action reports about Civil War stuff, struck by how everyone lied. Nicole: you must have Building Block One! If you get people committed to the mission so they'll answer questions truthfully.
- Three: Leadership that reinforces learning (Tim and Barb). Tim: what did we think? Barb: we were going to ask what YOU thought. Tim: being open to alternative point of view. How to demonstrate you're open to other points of view. If people knew a decision could be changed, they might put more energy into it. Barb: we're not always given credit for being creative. We have to walk our talk. If you're going to be open, engage, ask for alternatives, then it's helpful to actually see some of that in some of what you decide to do. Tim: the words we choose to use can make a big difference. How a question, comment is phrased can make or break a discussion. Tom: leadership that considers alternatives. Barb: people don't always like that. People want leaders to solve their problems. Heather: when you're in a leadership position, reinforcing learning means being curious. So you haven't already made up your mind. Tim: have to allow your decision or opinion to be changed. Evidence of what could be better. The blocks overlap, they're not discreet.
- Chart: In what ways is DCNTP a learning organization? What areas might we address?
 - We are looking for alternative ways of reaching people, help improve their practice.
 - Have norms we try to live by. Civil building blocks. On board, ideas are on the table. No one takes anything personally.
 - How we have learning a function of everything we do: board meeting, District Council, release mentor meeting.
 - What changes could we do? Heather: We could deliver on these questions. What could we challenge ourselves to do more of? Can our board spend some time with the data we've collected? Even when we debrief after a workshop. Like survey we did in May, June. Use the data to help inform the "concrete learning" from Army debrief questions. How do we know what we're doing is working? Assessment tools is the lingo. We talk about that a lot. Do we have a log of everything we've done, a chart of what we've done. Where we've started, where we are now.
 - Tom: About 2008 at Lussier Center we tried to identify where DCNTP should go next. Part of it was looking at history. Built a timeline. Had historical artifacts of

our existence. Might be time to revisit that. Nicole: that would be hugely beneficial for me.

- Last time board had a good idea the BT happy hour. And it happened. Tim: I heard good things about it immediately, didn't know it was pulled off.
- Norms of collaboration: where they come from. Think about whenever we're in groups. Think of one or more we might want to particularly attend to.

- Norms from *Thinking Collaboratively*

4:45-5:30 Learning: Using IPS to raise questions and put ideas on the table

Purpose: To learn about DCNTP's current standing and address areas of concern.

These are [10 standards that induction programs should be engaged in](#). They can feel daunting. When working on the local level, work from every standard, then key elements, then reflective questions about how to put that element in play. Every single one says Program Leader, which is daunting.

This document can feel overwhelming. Use as a tool, same as Danielson, WTS, as a way to articulate and talk about our practice. Can't do all, all the time at a high level.

Look at [continuum that goes along with it](#). It's fine to be at "establishing" in some places. Like new initiative, then working hard to be on other end.

- District Induction Team Work Day, August 25, received no registrations. Retire this and replace with in-district focused consults?
 - Tim: the chosen day was a problem (agreement).
Nicole: what is it?
Tom: chance for guided, facilitated day to look at program and decide where to go this year; a goal-setting process using program standards.
Heather: year before we sent a team and it was helpful. But I want it to be at a different time entirely. Give people a chance to come together where there's expertise in the room (it's the other districts). Doing it at a time when they're thinking about other stuff is not good. Mid-year? Spring?
Tom: we can test out Heather's idea in May. Fold in DITWD besides resource mapping. Have to bring a team for that conversation, doesn't happen very often in the year.
- *Accelerating New Teacher Success: The Role of School Leaders*, August 13, was cancelled. Our first breakfast, Oct. 10, currently has 12 registered. **Next steps for Principal Engagement?** Page 9 of IPS. *Discussion*
 - ANTS was cancelled as well, yet the number one thing we heard was principal engagement from districts. ANTS is the newly written half day version to make it more desirable, accessible. Nod to effectiveness/teacher practice. What went wrong? Date? Educator Effectiveness (nods around the table)?
 - Regarding standards. Tim: author a Dane County session at the conferences they're already at. Like assistant principal conference, elementary principal, secondary principal conference. Like June Quality Educator for DPI. Could we have a DCNP breakout session?
Barb: feed people, they can show up.
Tom: we've presented just to get the word out about good mentoring.

- Heather: what if we asked principals what they want?
Tim: specific topic probably not it; it's being with colleagues.
 - Barb: Principals meet in June. Morning session is about legal updates. Attorneys come and do presentations. Then other topics, like what are you doing about EE? They talk together. What about afternoon?
 - Tom: maybe our job is to come to the districts. If they value this particular induction program standard maybe superintendent would allow us to take part of a meeting.
 - Heather: this year is hell on wheels, especially intense and hard, more so than other years. EE is really big, process is unknown. And things don't look good.
 - For superintendents, use as in-district consult.
 - Some principals have taken it back to their own districts after they've attended DCNTP principal breakfasts.
- 33 participants at IM, August 18-19, and 82 on Sept. 5 and 8, composed mostly of MMSD and MCPASD. (33 attended last year.) Thanks to MGSD for the venue, and to MMSD for its continuing support of Heather serving as co-presenter.
 - Heather: people in her district LOVED IM. Can't wait for next one.
 - Nicole: I've done all the trainings now. Tracey, new mentor, loved it. Said it's one of the best PDs she's been to. Liked the practiced conversations. She said "How could you do the work of mentoring without these trainings?"
 - 48 participants joined us for our initial coaches training on September 16-17.
 - BT Facilitators: Steve Hernandez (Steve is in pre-service, part of NTC standards) and Shawdi Nesbit return, joined by Teresa Voss, Jen Murphy, and Joan Freeman. Marc Heuer helped us with First Aid in your First Month seminar on Sept. 25. 88 BT's attended and 8 mentors at the year's first Mentor Refresher. BT's engaged with EE, mentors with new tools. **Did you hear feedback regarding any of the above events?**
 - Barb: did you have to turn people away? Marshall new teachers required to attend. Shirley: ask PLs how many new teachers are out there. Block off registrations for those who have to go. PLs should have list of BTs by now.
 - 91 registered for Observing and Conferencing (the former Coaching and Observation on October 7-8, 2014. (33 attended last year.) This has necessitated a venue change to Edgewood West.
 - Our first District Council yesterday saw participation from, Belleville, Cambridge, Edgerton, Evansville, MMSD (3), Marshall, McFarland, MCPASD (2), MG, Oregon (2), and Verona. (Absent: DOM, Mt. Horeb, Stoughton, SPASD, Waunakee) **Increasing greater participation in District Council?** Consider IPS on Institutional Commitment (page 7) and on Program Communication (page 8). Discussion.
 - DC Some districts came with one person.
 - Shirley: get district council dates out to PLs
 - Tom: DC is absolutely essential to two of the standards. Is it realistic to encourage greater participation? In the first few years we did have two from every district. The room was alive. Yesterday was still good, people left with ideas. So here's what I don't know, board: too many pressures, issues? Or are we a product of our own success and people feel like we've got this. But DOM wasn't there, also S.P., our most mature program.
 - Nicole volunteered to ask Aloy why she thinks attendance might be dwindling at DC.

- Time? Years ago we asked about 2:00-4:00, best time. Lunch didn't work, had to get a half day sub.
- Heather: we're only talking about three districts. What about the DOM. Maybe time to revisit our mission. Talked about principal outreach before...
- Barb: what about the newness? Not everyone knows, understands what DC is, does? Our rep is new.
- Tom: he would be a good bellwether.
- DC is a foundational connection. Encourage them to think about it not being overwhelming. But maybe more of this is better done in district.

4:45-5:30 Learning, continued

- Our NTC Sustaining Membership is based on the number of persons we train using their materials. It is likely that portion will increase commensurately (from \$7,000 to \$13,000), but will be covered by the increased fees. Heather Lott and Marc Heuer will continue to support our trainings locally.
- Andrew Briddell and Aloy Pien have agreed to continue as NTIN representatives for this year; we believe the focus should remain on the IPS related to Program Assessment (page 10). *Discussion.*
- 10 attended our first Release Mentor Forum; MMSD, Stoughton, SPASD and MG represented. Program Leaders or lead mentors are welcome to attend. Thanks to SPASD for hosting us this year.

5:30-5:45 Action Items:

Purpose: To act on specific issues.

- Board member to replace Marc Heuer ROLE: 1:1, a district not represented elsewhere in DCNTP, induction program leadership experience on the ground, has served as mentor. Verona's Teresa Voss? Other suggestions?
- Approval of pricing structure for volume participation
 - \$3900 for any consortium district that sends 18 or more participants to a single two-day training. (Currently, MMSD and MCPASD)
 - Based on 65% of NTC's 2 day Co-presenting fee of \$6000. (The \$225 rate charged member districts is 65% of the accepted national rate for a two day training.)
 - Qualifying districts will be invoiced \$40 for each participant's food *above* the 18 threshold (current fees include meals).
 - As always, districts are invoiced at NTC price for tools and materials from NTC.
- Chair work beyond DCNTP contract
 - Chair's per diem rate is \$330 per day. For those trainings beyond the scope of this year's contract (grant funded trainings, for example, including two Instructional Coach trainings and any other grant work) Tom Howe will invoice DCNTP the per diem rate for each day's training and ½ day for associated prep.

5:45-5:50 Managing:

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

- Next meeting: October 28, 4-6 pm, McFarland District Office. FOCUS?
 - Other:

5:45-6:00 Closing: Public assessment of our time together.

Purpose: To give voice to what worked, how we might be better next time, and what questions persist.

- **Regarding our meeting, share publically what worked, what didn't, and what questions remain for you. Consider applying the Adaptive Skills Norms and the characteristics of a learning organization to your assessment.**