

# Dane County New Teacher Project

## District Council Meeting Agenda

=A Learning Community=

September 29, 2014, 2-4 pm, Monona Grove School District Office

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

### Attendance; share successes

- George Mavroulis and Jacki Green, Middleton-Cross Plains; are moving to 1:1 mentoring next year. This year is 1:2.
- Leslie Bergstrom, Colleen Christianson, Oregon; have 54 new educators.
- Brian Sutton, Marshall; new induction staff starting in October.
- Mary Hendrickson, Kathleen Dougherty, Melanie Thiel, Madison; have six full release mentors this year, trying brown bag lunches for staff.
- Tracy Deavers, Edgerton
- Teresa Voss, Verona
- Tristan McKittrick, Evansville
- Jean Tretow, Belleville; trying one meeting per month for all new to district staff.
- Heidi Mosso, McFarland
- Steven Anderson, Cambridge; 1:1 mentoring.
- Andrew Briddell, Monona Grove.

### Outcomes: We will:

1. **assess** our induction program strengths and challenges and **share** with others from like models.
2. **learn about** new opportunities for beginning teachers, mentors, and coaches through DCNTP.
3. **explore** our program’s next steps through the lens of one Induction Program Standard.

### Connecting: Introductions and sharing successes

**2:00 – 2:45**

*Purpose: To consider our induction program strengths and next steps.*

- Warm welcome to the Diocese of Madison, Middleton-Cross Plains, and Oregon. Introductions, including board members and facilitators. Please sign in.
- Connector:
  - *Individually*, complete the Self-Assessment of your district program.
  - *As a team*, discuss your strength and growth areas.
  - *With a like-model district* share one strengths and one challenge. Consider applications to your program from the shared success.

Strengths	Insights/Applications	Challenges

Districts self-assess using the District Self Assessment High Quality Mentoring and Induction Practices tool. There is greater retention, higher student achievement in programs that exhibit these characteristics.

Review of standards from perspective of different roles represented in District Council can generate insight; different roles see characteristics differently. For example, what “does rigorous selection” of mentors mean?

Discussion:

Tracy Deavers: talking with Middleton about their experience. But for Edgerton, collaboration with all stakeholders was a wakeup call. We communicate with mentors. But nothing to school board, rest of teachers, community. Sharing that work would get more support. Not just one person.

Tom: Induction is everybody’s work. That includes the school board, non mentors. At the Program Leader coffee last Friday, they learned from McFarland that they report to school board every year. Where they’re going, have been. Marc Heuer of McFarland said, no we don’t get tired of telling about it—we’re educators.

Oregon—mentoring committee reports 3x year.

Tom: Any induction committees with variety of stakeholders? Monona Grove, Oregon. Powerful programs have said that’s one way of getting people on board. But meetings must follow protocol be useful, have outcomes.

- Review agenda. Any additions to Managing section?

**Learning I: DCNTP Updates**

**2:40 – 3:15**

*Purpose: To learn about opportunities through DCNTP and notable changes for 2014-15.*

- My role and responsibilities as a District Council Representative
- Calendar activity: Please look at the DCNTP calendar and discuss with your tablemates the following: 1) What is new? 2) What questions do we have? 3) What’s NOT here?
- Updates:

Update Topic	Notes for District Implementation/Applications
Mentor Training Venue Change to Edgewood W.	Attendees have been notified.
Registration Issues: Meals, Closing dates	Dietary preferences noted; DCNTP be sure caterers have names
Site Visits Sign-Up	See updated pdf. Observe induction committee meetings in Oregon.
BT-EE Connections	
Mentor Refresher Prerequisites	
New tools and Coach CAL replacement	
Other?	DITWD—was that new this year? Timing poor; conflicted with in-service. May 15 will be offered again; could focus on question what are our BTs getting from whom within the district? We hear from them that they’re missing some things even though many people talk to them.

**Learning II: Using the Induction Program Standards****3:15 – 3:45***Purpose: To delve deeply into an area of growth for our induction program and to set next steps.*

- Using your self-assessment (the example you thought of earlier, a place you'd like to go in your induction program and decide what induction standard it fits under), select a challenge in your program that you'd like to address.
- Align your challenge to the appropriate Induction Program Standard (IPS) and element(s) and self-assess on the continuum (use post-its to describe evidence and place these on the continuum).

Induction Program Standard/Element	Next Steps

- Chart: IPS/Elements and Next Steps

**Discussion and Comments**

This has been just enough to be frustrating!

Tom: Be sure to pick something that's doable. Next steps?

Tracey: will share out to school board at the end of this year. Could do something now, but probably do just a recap. Will put something out at beginning o next year.

Tom: How many elements did you work on?

Two of the five.

Right—can't do everything.

Melanie: The importance of outlining growth and responsibility, how to communicate across so many schools. Like, what is my role as administrator?

Tom: we have standard just on principal engagement, also on communication. How do they intersect? Two standards talking to one another.

Colleen: One of BT seminars is on PDP process. Other teachers who don't fall into credits are interested in PDP process. Can they get support?

Tom: any other year I'd say come. But our numbers are so high. And it is laid out for initial educators. Due to fall out of Act 10, change in salary schedules, why would I pay money for college credits? I'd relicense under PDP, wouldn't take college credits.

**Managing: Upcoming Opportunities****3:45 – 3:50***Purpose: To make announcements and share information*

- Sharing our induction activities with one another.
- District consultation schedule and needs assessment
  - Re: principal engagement. Build on what's there. If principals have a meeting, build in support for BTs. Utilize Tom for a couple of hours.
- Symposium scholarship application

**Closing—Reflecting on our time together****3:50 – 4:00***Purpose: To allow for individual and shared reflection on today's learning***5-3-1 Reflection:**

- What are **5 words** that reflect what you've learned today?  
1)                      2)                      3)                      4)                      5)
- At your table, come to a consensus on **3 words** that summarize today's learning  
1)                      2)                      3)
- Develop a newspaper headline using **all three** of your group's words.

**Open Evaluation of meeting**

Resources useful. Thanks for snacks. Room set up? Let MG know if room set up change—herringbone?

Any ideas for PDP reviewers? Verona: Kathy Larson does workshop for us. MCPASD: we have several people, no charge. Melanie: Heather Lott.

***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.*