Dane County New Teacher Project
District Council Agenda
◆ *A Learning Community* ◆
December 8, 2014, 2-4 pm, *Monona Grove School District Office*
"When we focus on teachers, our students succeed."

Attendance (with explanation of role, mentor model, how many teachers):

1. Tristan McKittrick, Evansville, mentor, 3 2nd year teachers
2. DeeJay Redders, Evansville
3. Colleen Christenson, Oregon, RM, 64 initial educators in district, 15 mentored
4. Linda Foley, Stoughton, 14 1st year 7 2nd
5. Brian Sutton, Marshall, 1
6. Sally Feeney, Belleville
7. Jean Tretow, Belleville
8. Shawdi Nesbit, Sun Prairie, 22 1st and 2nd yr
9. Kathleen Dougherty, Madison, RM 16 teachers
10. Heather Lott, Madison, hybrid model part time and RM 130 1st year initial educators 13 mentors total
11. Susan Hamblin, Madison
12. Andrew Briddell, Monona Grove, hybrid model 30 teachers being mentored
13. Peter Kuzma, Monona Grove, chair MG NTP steering committee RM each handling 14-15 teachers
14. Teresa Voss, Verona, mentor coordinator for high school; 16 new staff, 8 2nd year; 1:1 model
15. Erin Martin, Verona interim for Jen Murphy; oversee 47 mentees and their mentors K-8
16. Heidi Mosso, 1:1 McFarland. Brand new teacher gets 2 years mentoring
17. Daniella Kleigwegt, McFarland
18. George Mavroulis, Middleton-Cross Plains, kind of 1:1 34 beginning teachers; not enough mentors. 80 new teachers overall. Meet with all new teachers quarterly no matter experience
19. Jacki Greene, Middleton-Cross Plains, instructional coach ½ time
20. Tim Mommaerts, Waunakee
21. Aloy Pien, Waunakee

Outcomes: We will:
1. **share** an induction program success related to supporting beginning teachers, mentor growth, or principal support.
2. **explore** induction tools or protocols from other national programs and **apply** them to our context.
3. **consider** our program's development of teacher leadership.

Connecting: Cross-team sharing of successes   2:00 – 2:45

Purpose: To share our induction program strengths and apply our learning from other teams.
- Introductions, including board members and facilitators. Please sign in.
- Connector: Forward movement since September?
  - *As a team*, discuss an induction program strength to share. With what Induction Program Standard(s) does it align?
  - *With two like-model districts* share one strength and your artifact.
  - As you share, consider applications to your program from the shared success.

Induction Strengths	IPS	Insights/Applications to our Program
Whole Group Share:		**Insights or applications**:

Oregon: data collection tools that align with Danielson. Developed mentor tools she will share online.

Waunakee: reinforced strategy we're trying: having mentors not be same grade level and subject. Avoid content discussions and have teaching strategy discussions instead. Greater pedagogy, not content.

Belleville: we did the same but also to avoid issues among coworkers in a small district. Avoids turf issues.

Madison: we learned that Sun Prairie is doing short cycle of observation for 2nd year. Very useful to provide intensive support for 2nd year when they grow so much…we're not at second year yet but planning it. What makes it short? Instead of spread out, it is within a week to get that cycle, going in intensely, then may not see them for a month. Fewer observations second year.

Sun Prairie: Monona Grove mentioned when people are hired during year, ICs are mentors for long term subs.

Monona Grove: people we ask have already had mentor training. MG philosophically says work is about children in classrooms, whether the instructor is here short or long. Kids in class need the support, not just the instructor. Important to keep aggregating the funding. Advocating for funding.

- ▪ Review agenda. Any additions to Managing section?

Learning: National Teacher Induction Network (NTIN)
**   with Aloy Pien and Andrew Briddell   2:45 – 3:30**

Purpose: To learn from our national partners and apply new thinking to our program.

- ▪ Sharing DCNTP's Program Goal—Our work at NTIN
  Went back to mission and vision and asked if still appropriate. Hasn't been revisited since 2008. Seem to be holding to it…all about good teaching. Ramped up more systemic training. Working more with principals. Engaging in continuing collaboration and reflection, including using technology. Finally, here's what success would be for us: can we support new teachers so they get better faster and ultimately kids succeed.
  NTIN gives us time away from districts, dropped into space where all districts are talking about the same thing.

- ▪ Notes from Aloy's and Andrew's presentations:
  Andrew: Mentor In-Field Coaching and Supervision
  What is it? Observe mentor with an appropriate tool, then debrief. Similar protocol as mentor does with beginning teacher.

Process of planning and observation cycle, next steps for mentor or program lead. Should look familiar to what we do with mentor and BT, but transferring it to coach and mentor. Helps support mentor development, but logistics are challenging. Use video to augment; can help.

Aloy: Showing you a tool for sorting descriptors, what supports do mentors and coaches need; the work is similar in many ways. They need to align. Keep growth of teacher going past 5-6 year point where it starts to decline. IC role is important, and induction time so critical.

Second part—we are always thinking about data and data collection. As a PL, I forget about the importance of communication. If mentoring is about relationship, program admin is about communication. We need to teach/communicate our policy leaders, stakeholders.

Discuss with your district colleague(s) or with those from a like district how you might *adapt or alter these ideas to strengthen your program.*

Monona Grove: the idea to communicate to educate even when you have the support, if you don't continue, the support may erode.

Tom: Andrew talks about viewpoint as a researcher, what people say about practice is good data. What admin, PLs say: never thought it would have the impact it does. Veteran teachers thinking about their teaching. You don't see that in induction surveys, but for McFarland (Scott said that) it was key.

Sun Prairie: coming in and observing…deeply embeds her in the work we are doing.

Madison: We just started doing observations of our mentors in practice in the field. Have done two so far, and debriefed two so far. Learning what's like, not 100% embraced. Met with resistance, trying to clarify and understand. So this is timely for us.

Managing: Upcoming Opportunities   3:30 – 3:40

Purpose: To make announcements and share information
- DCNTP.org, sharing our induction activities with one another.
- District consultation schedule
- Symposium 2015
- Other?

Closing: Revisiting our Growth Areas for Next Steps   3:40 – 4:00

Purpose: To allow districts to consider their focus for district consults:
- Individually: Consider the Induction Program Standards and identify below one specific area for the most relevant and attainable growth this school year:

Waunakee: two foundational: program goals, administration communication.

Tom: continuum might help. Takes elements of standards. For example, program vision and goals--to get to a specific in the smart goal, take one program standard, one element. What can I do in this goal by the end of the year to get closer to innovating it.

Monona Grove: something that sticks out is focusing on equity and equal access. Other than implicitly trusting mentors are individuals who support, how can we systemize or institutionalize our program to support this. We looked at continuum to see what innovation stage looks like. So much work to be done to look at issues of equity and how things are being addressed in the classroom. Tom: there is a significant achievement gap, institutional across the district; how might you leverage induction program? BTs are willing to wrestle with that; they don't know it's an institutional problem.

Oregon: this year I'm utilizing Teachscape component. Our mentoring committee and I will review data collection services.
Middleton-Cross Plains: will establish program vision and goals so becomes foundational. So can better communicate, establish. Tom: start where you're at.

1) With your teammate or a like program, consider a focus for continued district work. Write that clearly on one side of an exit card, with your name and your district.
2) On the other side of the exit card, provide at least one piece of feedback regarding today's meeting:
    a. What worked?
    b. What suggestions do you have for January 26?
    c. What questions remain for you individually, or about your program?

Summary of program exit cards

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.