



Induction Program Development Plan - Fall 2014 NTIN

Program Name: Dane County New Teacher ProjectTeam Members: Tom Howe, Aloy Pien, Andrew BriddellDate: 11/20/14

<p>Program Standard/Element:</p> <p>Goal:</p> <p>Plan/Steps/Timeline:</p>	<p>Program Standard/Element:</p> <p>Program Assessment, Evaluation, and Accountability</p> <ul style="list-style-type: none">• Program leaders collaborate with evaluation specialist, researchers, and stakeholders to collect data from multiple sources to demonstrate implementation and impact• Program Leaders systematically share evaluation findings with stakeholders for the purposes of collaborative, programmatic decisions-making, improvement, ; and accountability.• Program leaders participate in external reviews... <p>Goal:</p> <p>DCNTP will gather counting, implementation, and impact data from member districts so that member districts can support the ongoing growth of their induction programs.</p> <p>Plan/Steps/Timeline:</p> <ol style="list-style-type: none">1. Revise/refine DCNTP Prog. Eval. survey while maintaining its basic structure2. Administer the survey in spring 20143. Analyze Results<ol style="list-style-type: none">a. With DCNTP Boardb. With District Council4. Fall 2015 DCNTP Board determines consortium and next steps based on survey results.5. DCNTP Chair will share district-specific survey results with Program Leaders<ol style="list-style-type: none">a. Note at least one area of strength and at least one opportunity for growth for each member districtb. Use analysis to help determine district consult/induction professional developmentc. Some districts may wish to take a deeper dive into their data through focus groups or other investigations <p>Assistance/Support/Resources:</p>
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Fall 2014 NTIN discussion notes
Data analysis discussion 11/19/14

- Response rate was proportional to district size (N=319)
- 75% of responding mentors report using FA tool at least every 2 weeks
- 56% report using a tool at least once per week

What is "success" For our program (DCNTP)?

- See DCNTP mission /vision (*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.*)
- We are about good teaching
- Systemic training (for M's, Principals, BT's)
- We collaborate and reflect as a learning organization to advance our work

Success is (*Emily's question*)

Holding true to our mission statement (which says "build" not "sustain" mentor programs)

Success is: mentors support new teachers to accelerate practice so that students succeed...

Our core questions going into the survey were about impact of mentor programs on...

1. Teacher practice and subsequently on student learning:
 - a. M items 27 (interactions address [topic], 28 (tools), 29, (Change in BT practice), 30 (change in student performance)
 - b. See BT items 37 (M/BT interaction topic), 38 (Tools), 39 (change in BT practice), 40 (change in Student performance)
 - M practice (mentor standards)
 - Change in BT practice cased by M/BT interaction (Danielson framework)
 - Change in Learning (SLO results?)

See also [Emily Davis 978-4758-0409-6](#) *Making Mentoring Work*

2. On BT's development from novice teacher to teacher leader