

DCNTP Board Meeting Agenda **with notes** September 22, 2015

Attendance: Andrew Briddell (sub for Barb Sramek), Roberta Felker, Tom Howe, Heather Lott, Tim Mommaerts, Ruthie Schaap, Shirley Smith, Teresa Voss

Outcomes: Together, we will:

1. **identify** DCNTP successes and align them to our strategic plan.
2. **create** action steps for each goal area and likely evidence to collect that demonstrates forward movement.
3. **suggest** foci for the NTIN team in November and May.
4. **explore** coming opportunities and next steps before November 17.

4:00-4:20 Connecting: Aligning our successes with strategic goals

Purpose: To consider the how the work we're now doing connects to our strategic goals.

- Introductions with a highlight—either personal or professional—from school year's start.
 - Ruthie: Putting a face to names of students, knowing that I will know them very well over the course of the school year
 - Tom: 2nd year teacher mentee. Email to her said where would you take your teaching this year—delightful response because it couldn't happen first year. How colleagues work, becoming a leader. Meeting all kids' needs—how?
 - Roberta: New teachers show up after all that preparation. Look at them! All so excited to be there; ask why they chose McFarland. And listening to administrators introduce themselves—so wonderful. Lovely snapshot of the new year
 - Heather: I'm in a school! I am so happy. Yesterday at end of day, met with principal and other coach in similar role (provide instructional coaching, org PD at school level). 120 teachers at Memorial. Designing rubrics, talking about tools, working with goals school has set up. Meets 2x week with principal. IC is new last couple of years in MMSD, thought I'd have to convince people. But haven't had that. People are coming.
 - Teresa: Rough start. Assistant works with me one day, then serves as a mentor. Started a new schedule, helped design it. Can do logistics, who knew?
- What's working with the DCNTP to date? Talk with a partner, and write one success per post-it.
- Align to our goals, placing each on the goal poster.
 - Some districts asked for data / DCNT use data
 - Tom & Shirley back / Support Program Leaders
 - Online tools / DCNTP use data, support PLs, support BT growth
 - PL Digest / Support PLs
 - Mentor refreshers many more enrolled / Mentor support
 - 50 attend IM / Support mentors equity (there is instruction 2nd day), also PL success because Teresa (presenter) is also a PL
- Describe each placement with evidence.
- Adaptive Schools Norms, Outcomes, Agenda

4:20-5:20 Learning: Two-year action steps and suggested evidence

Purpose: To identify attainable and meaningful next steps for each of our goals, and to .

- Read and highlight [Innovation Insights](#), *Implementing a Strategic Plan*
 - What is applicable to our work together?
 - What raises questions for you?

Roberta: Engagement and communications. Choose different formats to meet different needs.

Ruthie: We struggle to get feedback from our changes. How do we know if we're getting to who we want to?

Tim: Has to be more than communication. Who's going to do it? How will we organize?

Ruthie: Talked about data. Do our goals rely on 4th to know if any of the others worked?

Tom: PLs, Principals, M's are on survey, but what about impact data?

Heather: Data is a means to an end, not an end in itself. Data is a strategic goal, but doesn't drive us.

One of four areas. Also, engaging people, engaging more people. Having a point person. But how does that look for us? We count on DCNTP staff, but how else?

Ruthie—safety in numbers, lack of responsibility. Tim maybe has ownership for principals, Andrew for data.

Tom: Mentor forums for equity instruction; pulling in colleagues there to do work. I am point person managing the work, not doing the work.

Tim: Tom looked at how other organizations function.

- Create work teams associated with strategic goals and
 - Suggest action steps by semester, considering the reading and especially 1) relevance to the DCNTP purpose and vision, 2) attainability given resources, and 3) impact on beginning teacher development.
 - Identify possible evidence of meeting our goal that would be useful to consortium members.
 - Share with others (via paper or Google Docs).

Data action step: NTIN team will develop 3-4 qualitative impact questions for multiple audiences; for example, how does a mentor accelerate practice of new teachers? Can we take advantage of times and places where people are already gathered.

Principals: Appropriate more mentor and BT voices into our breakfasts. Email tips and strategies to improve practice from principals.

Program leaders: Co-develop a short presentation that highlights value of high quality induction. Second year materials distributed. Co-developed by group of PLs, mentors, BTs, other stakeholders. Small group to design that presentation. Could then be delivered as a package, personalized for a district: recruit mentors, present to entire staff.

Mentors: Right now embedding culturally responsive practices in MR. How are we reaching mentors who aren't coming to a DCNTP event? Online resource? Which tools are quality enough to put up? Does first step need to be process of finding where to start? Do different districts have different tools? For every mentor? Create a big long email. Tom: this is an infrastructure setting. We are doing PLS 5 and 7, so these are advanced year 2 trainings. But what about those who don't get this? We can only do what we can do. Ruthie: but are we providing some tools that are not NTC? Tom: embedding tools with continuous support. Can't just give a tool without teaching it.

Heather: Do we think every district is making some effort around culturally responsive? Support in context of district.

Teresa: goal is written as to growing the mentor.

Andrew: pieces are so loosely connected. Could we get to culturally responsive by simply providing BTs as much support as possible to be really good teachers. Don't even call it out as a separate thing. High quality pedagogy will support equitable education, really good teachers for kids.

Roberta: when there's no felt need, when people don't know what they don't know, can't say "go be equitable."

Teresa: but we want to get at the mentors, 1;1 mentors, who are really good, but saying I still haven't learned this, and this.

Andrew: maybe it is a three year goal.

Any topics around race and equity, or culturally responsive, at NTC? Tom: not really. What about weaving in some of the culturally responsive practices, the way we deliver them. So it isn't teaching something new but the way we deliver is culturally responsive. What about how we deliver the BT seminars?

Tom: maybe tackle one BT a semester. Heather: run it by an expert, ask is there a way to run it more culturally responsibly—more equitable.

Roberta: Having some sample PPGs that bring attention and awareness to this goal.

5:20 -5:45 Action Items:

Purpose: To act on specific issues.

- Board member tenure policy. 1) How often should Board members turn over? 2) What important roles are we missing? 3) Other considerations?
- Emergency substitution plan
- Another *Role of the Site Leader*?
- NTIN focus
 - Andrew Briddell and Aloy Pien have agreed to continue as NTIN representatives for this year.
 - Focus for November and May?
- [Symposium Scholarships](#): Applications available September 28; due Nov. 1, read and rank for November 17.
- Revisiting our [Purpose, Mission and Vision](#)
- Open Forum: other issues or concerns

5:45-5:50 Managing:

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

- Next meeting: November 17, 4-6 pm, McFarland District Office. FOCUS?
- District Consults based on disaggregated data distributed at District Council
- Online versus paper tool use
- DCNTP.org

5:50-6:00 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. Apply the Adaptive Skills Norms to your assessment.

We're good at putting ideas on the table.

Scholarship to symposium: ask if recipients would be part of being point person around one our goals. Like beyond DC. Mentor forum, principal breakfast. Three hours?