



Minutes from SEWNTP Lead Mentor Forum

December 14, 2009
4:30pm – 6:30pm

Those present: Eunice Puetzer, Cynthia Coley, Dan Roskom, Kim Fischer, Rachel Schemelin, Lillian Lawrence, Libby Quisenberry, Marisa Roberts, Mary Cieslewicz, Melissa Cook, Nancy Jacobs, Rhonda Dubin

Connecting: Parking Lot: What Do You Want to Know About Others' Mentor Forums?

Purpose: To develop a broader view of the many structures and methods to leading mentor forums

**Note that BD and MTEC are in the 2nd yr. of providing mentor forums. All others are in their 1st yr.*

How are you assessing the mentor forums (effectiveness)?

- HUHS: Survey & CAL
- MTSD: Survey
- BD: Not formal. We use questions at the end of each session
- GT: Reflection time at end of session. Best part – we need more
- MAS: We're not formally tracking anything
- WFB: Exit survey
- MTEC: Evaluations at each meeting

How do mentors collaborate as a group with other mentors? Processes used to guide this collaboration? Other strategies? Structure to create collaboration?

- HUHS: Once a semester, a time (half of the meeting) is set aside for mentors only
- MTSD: Small group of 4 mentors is considered the 'core': email, 1x per month dialogues, informal discussion as needs arise. We have been to many mentor trainings together, which also helped develop the habit of collaboration
- MAS: Only through SEWNTP training; no formal collaboration structure
- GT: By site informally
- WFB: Look over mentoring strategies and use in planning. Adapt mentoring strategies for use between mentors. Example: CAL & use 4 corners
- BD: No formal collaboration other than mentoring meetings
- MTEC: Collaboration at/during our mentor cohort sessions

How do you find time in meetings for specific problem solving with mentor (without using whole meeting time)?

- HUHS: Facilitator sets and controls the discussions, offering future time (individual or group).
- MAS: We do problem-solving on a particular topic & fill out CAL as part of reflection
- BD: We put a set time in the agenda for concerns (before new learning)

- WFB: Connecting, learning, managing: Work the plan, allocate time for each section w/in 1 hr timeframe
- GT: Connecting, learning, managing: Work the plan, allocate time for each section w/in 1 hr timeframe
- MTEC: Set aside time

Do you have a budget for mentor forums?

- MAS: No budget
- GT: Use part of Title IIA \$\$
- BD: We get supplies (& snacks) through Central Office. We can put in for pay for leading mtgs.
- WFB: Not other than 2 hours built into stipend... Lead mentor facilitation is considered professional development
- MTEC: Yes
- HUHS: No
- MTSD: No, but I bribe everyone with Starbucks gift cards!

How do you plan for succession of roles?

- HUHS: What a great question!
- GT: Plans to keep current... 4 designees
- MAS: We don't
- WFB: Haven't yet
- MTSD: I try to allow my co-lead mentor as much limelight as possible, so other teachers know the program is a grass roots, teacher led one. This also allows others to develop as leaders
- MTEC: No plan

How often are mentor forums held?

- HUHS: Once a semester
- GT: TBD
- BD: Flexible, flexible, flexible... We try every other month to once a quarter
- MAS: 5 times year
- MTSD: 1 x per month
- MTEC: Every other month (am or pm)
- WFB: 1 per semester

How do you move other mentors forward in their practice?

- HUHS: Personal contact and encouragement
- GT: The forums can help this. Refresher for some/encouragement for others.
- BD: The forum (mtg) help – They know there is a 'learning component' for each session
- MAS: Mentors complete CALs as reflection at each meeting
- WFB: Mentor attendance @ in-district BT workshops facilitated by lead mentors
- MTEC: Forums help

How are lead mentors compensated for participating in the mentor support process?

- MAS: Lead mentor is not compensated for lead mentor role
- HUHS: Zip, zero, nada, but can count the time for professional development hours
- WFB: Hourly time slips
- MTSD: Working on getting this into the 'Schedule C' – such as Coaching/Advisor positions. The Union President is joining our New Teacher Steering Committee!
- GT: Professional growth hours (\$10/hr) for participants. Facilitator's pay (\$17.08/hr) for planning the forums (lead mentors)
- BD: We can get prof growth hours (PIP) – new
- MTEC: Standard district rate

How many BT & mentors are in your district?

- WFB: 17 mentors, 17 BTs
- MAS: 17 mentors, 30+ BTs

- HUHS: 4 of each plus a crew of collegial coaches
- MTSD: 4 mentors, 9 BTs
- GT: 7 BT(1st yr.) 7 1st yr. mentors; 9 BT(2nd yr.) 9 2nd yr. mentors
- MTEC: Over 100 mentors (not all mentoring). We average 20 BTs per semester
- BD: varies yearly, 5 @ middle school, don't know other schools

How to increase attendance and consistent participation (voluntary/mandatory)

- HUHS: Mandatory, but offer food, too
- MTSD: Mandatory; use the buddy system to remind each other. We hold the Forums the 3rd Fri of each month
- MAS: Mandatory, different days of week & differing times
- GT: Voluntary (professional growth hours) participants, food, lead teachers facilitate (teacher-teacher)
- BD: Now a part of our Professional In-service Plan (PIP) Extra hours we put in per contract
- WFB: Required attendance... dates established @ beginning of school year... built into stipend... FOOD ☺
- MTEC: I'd like to know this!

What professional literature is being used?

- HUHS: Monthly newsletter w/ a prof. article attached
- MTSD: Reiterating what we have earned @ Stritch seminars
- WFB: Reiterating what we have earned @ Stritch seminars (we modify them to meet our needs)
- MTEC: Used lit from conferences and seminars
- MAS: Copies of handouts from Lead Mentor Forums
- BD: At meetings... literature that goes with topic via magazines or internet

For those who are not administrators, what authority do you have/exercise?

- MTSD: Informal – I have the most training/have been w/ the Stritch program the longest and have more flexibility in my regular position. I also have the most experience with staff development.
- BD: None! (2 resp)
- HUHS: Another great question!
- WFB: An advisory position (not administrative/authoritative)
- MAS: Report concerns on mentoring to superintendent and recommend changes to program
- MTEC: none

How are lead mentors determined? (1 bldg, full release, etc.) What's your model?

- HUHS: Whoever volunteers
- BD: Volunteer
- GT: ED690 first training (by building 4-6)
- WFB: Completed mentor program (certified/experienced); recommended by administrators who know mentor qualification data
- MAS: 1 lead mentor selected by superintendant, adopted SEWNTP lead mentor interim
- MTSD: 2 Lead Mentors
- MTEC: Chosen by administration

Forum topics – how do you choose topics? What are your forum topics?

- HUHS: Needs identified by survey, repeat individual requests, hot topics, WTS, P/T conferences, grading practices, coaching, use of CAL
- MAS: Copy Rhonda and Nancy from previous LM forum, Problem solving, connect PD goals to mentoring & Standards Continuum
- MTSD: Based on needs and topics that match new teacher needs throughout each quarter: Parent Communication/Climate (1st quarter); Analyzing student work (2nd quarter)
- GT: Best guess this first year
- WFB: Mentors did @ mtg (on-the-spot. Then we did 4 corners discussion/problem solving based on what the mentors' needs were
- MTEC: Surveys are taken at first couple of meetings each year

Controlling/Facilitating Confidentiality? – Teacher to teacher

- HUHS: That's a tough one!
- BD: Remind what's said at meeting, stays at meeting.
- GT: Remind what's said at meeting, stays at meeting.
- WFB: Review norms; staff asks head facilitator with question via phone/email, etc...
- MAS: We don't discuss specific mentoring situations/problems as a group – that would be handled in self-reflective time
- WFB: Review norms – staff asks head facilitator w/ question via phone/email, etc.

Review Agenda and Norms:

Public Recorder: Melissa Cook

Learning: Lessons Learned: What Worked? Concerns/Challenges?

Purpose: To support each other through sharing of agendas, resources and experience

1. MAS shared agendas and minutes from mentor forums held since last SEWNTP Lead Mentor Forum
2. WFB shared upcoming BT/M seminar on differentiation to be facilitated by the lead mentors
3. Group comments on what's working:
 - a. Co-facilitation: lots of good ideas, connecting, use of and build off of personal strengths, adds to the culture "This is what we do,"
 - b. If group wants, Rhonda will share some articles on strategies for effective co-facilitation
 - c. Allow mentors to give feedback so lead mentors can adapt agenda to meet their needs
 - d. Able to get through meeting design in 1 hour 15 min
 - e. Acknowledge and thank mentors for coming!
 - f. GT had Nancy Marsho come to speak to BT/M about PDP, well-received by both
4. Those present felt sharing should be part of each of the Learning sections of our lead mentor meetings

Learning: How Teachers Lead Teachers

Purpose: To identify key strategies to engage our colleagues

- Due to time constraints, Nancy Jacobs gave overview of article. She suggested look at bullets and find one thing you are doing and one thing to think about facilitating PD for our colleagues.

Managing:

- Choosing a co-facilitator(s) for the Jan. 19th SEWNTP Lead Mentor Forum
 - To build capacity in the lead mentor group, would like at least one person to co-facilitate with Rhonda at each of our meetings.
 - Rachel will co-facilitate the Jan. 19th meeting
- *Professional Development for Mentors: A Facilitator's Guide for Induction Program Leaders*, \$250, order from www.newteachercenter.org
- Update on *Mentor Assessment for Growth and Accountability (MAGA)*
 - Save May 5th! For sure will be the morning; possibly all day. Rhonda is going to try to have some of the fees covered by the consortium
 - Must attend in at least team of 2, preferably at least the primary contact and lead mentors. Also consider others from the school/district induction steering committee who would be involved in deciding what mentor accountability looks like for their mentors.
 - Will have final details at the Jan. 19th meeting

Closure:

- Reflection & Plusses and Deltas
 - Plusses
 - Sharing was positive
 - Typing up carts and minutes
 - Article= good food for thought; can share with faculty, authentic learning
 - One major item in learning section - less is more
 - Modeling strategies
 - Modeling recorder role
 - Relevant info
 - Delta: Sit in circle
- **Next Meeting: Tuesday, Jan. 19, 2010, 4:30pm-6:30pm**
Agenda: What Data Can We Collect to Determine if We are Making a Difference?, _____

SEWNTP Vision Statement

Students' needs are met by confident and effective educators who grow professionally through a collaborative network of induction. This network will transform and sustain the quality of leadership and education - one person at a time.

The Southeastern Wisconsin New Teacher Project (SEWNTP) Mission Statement

Given that research and practice indicate that good teaching is central to student learning, the Southeastern Wisconsin New Teacher Project (SEWNTP) will facilitate systemic, on-going training and support to build improved induction programs.