



**Minutes from the SEWNTP Lead Mentor Forum
September 10, 2009
5pm - 7pm**

In Attendance: Brown Deer: Eunice Puetzer, Lucy Bingen; Germantown: Cynthia Coley; Hartford UHS: Dan Roskom; Mequon-Thiensville: Kim Fischer, Amy Olson; MAS: Rachel Schemelin; MTEC: Karen Malone, Lillian Lawrence; Wauwatosa: Peg Grafwallner; Whitefish Bay: Marisa Roberts, Susan Jones, Gail Pollock

Connecting: Why Are We Here?

Purpose: To establish the purpose and expectations for the SEWNTP Lead Mentor Forums to ensure they are value-added and relevant to the needs of the SEWNTP Lead Mentors

1. Group came up with the following key purposes/goals of in-district mentor forums (What impact do we want the forums to have?):
 - a. Grow sustainability of the induction program
 - b. Mentors will develop competence and confidence in their mentoring skills and create greater consistency among the work between BTs and mentors
 - c. More effective mentors will increase commitment/involvement of BTs in the induction program and eventually be teacher leaders
 - d. Mentors will become more reflective practitioners.
 - e. New professional norms (i.e.: collaboration, conversations around practice and student learning, etc.) will transfer from the BT & mentor relationship to the school/district community.
2. Group came up with the following key expectations of the SEWNTP Lead Mentor Forums (With what do we want to walk out the door from our time together?):
 - a. Models of and lessons learned from in-district mentor forums
 - b. How to develop high quality mentor support for our BTs
 - c. Share resources & ideas for in-district mentor forums
 - d. Problem solving of challenges in lead mentor role and in designing and facilitating in-district mentor forums
 - e. Develop designing and facilitating skills to "design mentor forums with the mentor in mind."
3. Questions Want Answered:
 - a. Those will **begin** to answer tonight:
 - What are some topics that might attract mentors to meetings?
 - What are the needs of mentors throughout the year as they engage and work with mentees?
 - Are we ready for our first mentor support meeting back in district?
 - What does the role of lead mentor mean? What are the overarching responsibilities and boundaries?
 - b. Those will be addressed in the "Learning" section of future Lead Mentor Forums:
 - How do we keep (or get) our mentors "excited" about mentoring so that it's never considered a burden?
 - How do we keep our mentors from getting "burnt out"?

- How do we differentiate the in-district mentor forums for mentors with varied levels of experience and roles and the wide range of needs of the BTs they serve?
- c. Those that will be Addressed at District Council, *Designing an Effective Induction Program Workshop*, or by Primary Contacts/District Induction Steering Committees:
 - What does the role of lead mentor mean in **both my building and my district**? What are the overarching responsibilities and boundaries?
 - How can districts support, train and design mentoring programs to meet the needs of mentors and mentees?
 - When/how are other districts finding the time for mentors to meet?
 - How do we achieve better administrative support for mentor programs in these tough economic times?

Review Agenda and Norms:

Recorder: Susan Jones

Learning: What In-District Support and Professional Development Do Our Mentors Need?

Purpose: To develop a broad understanding of the purpose and scope of on-going in-district mentor support and professional development

1. Looked at the NTC Mentor Formative Assessment Cycle
 - a. Keep in mind this is supporting the full release mentor, so need to adapt if model is different than that.
2. Opportunity for formative assessment of mentor progress and growth
3. Use of a mentor forum to support mentor fidelity, accountability and growth

Learning: What is Expected of a District Lead Mentor?

Purpose: To clarify the role and responsibilities of district lead mentors

1. Lead mentors' primary role is to facilitate in-district mentor forums
2. Lead mentors need to advocate for their mentors and best induction practices- be change agents
3. Explored packet of overview of the process and big picture . Then by using the adapted CAL, district partners or individuals reflected on what's working in their district to support mentor forums, what are the challenges, concerns, questions they have, what are their next steps, and what support do they need by the Lead Mentor Forums, their district or Rhonda.

Learning: How Do We Design Effective Mentor Forums?

Purpose: To gain ideas and tools for facilitating in-district mentor forums

1. Looked at packet with sample forum agendas ranging from 1 -3 hours long.
2. Remember to use Rhonda as resource.
3. Rhonda shared the book listed below in "Managing." Ask your Primary Contact if it could be purchased.
4. Utilize rosters with names and contact info. of 21 lead mentors!
5. MTEC shared a packet with the group with the steps taken and agendas created they in their first year providing mentor forums for their mentors. THANK YOU, Karen and Lillian!

Managing:

- *Professional Development for Mentors: A Facilitator's Guide for Induction Program Leaders*, \$250, order from www.newteachercenter.org

- Oct. 6, 2009, 8am-3pm, *Mentor Assessment for Growth and Accountability- POSTPONED- WILL BE RESCHEDULED ASAP!*
- Oct. 7, 2009, 8am - 3pm, *Creating and Facilitating Meetings for Mentor Development*
 - Goal = all Primary Contacts and SEWNTP Lead Mentors will attend!
- Decide how often we will meet and schedule the meetings for the year
 1. How often to meet:
 - a. Monthly= 1 person
 - b. **Twice a semester = 9 people**
 - c. Once a semester= 1 person
 2. Time to meet:
 - a. 5pm-7pm = 5 people
 - b. 4:30-6:30 = 3 people
 - c. 4:00-6:00 = 1 person
 3. Suggestion: Alternate days of week that we meet
 4. Rhonda will propose dates to meet (twice a semester) and get more feedback (especially from those not at the forum) whether to meet from 4:30-6:30 or 5-7 pm.

Closure: Reflection & Plusses and Deltas

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.