

SEWNTIP Lead Mentor Network Forum

April 22nd, 2015
4:30pm – 6:30pm

Connecting:

Across District Partner Activity: Being Political
Purpose: To use a questionnaire to assess political attitudes and involvement in one's current professional practice.

Review:

Agenda & Norms for Our Community of Practice

Learning:

Mentor Selection: Problem Pose, Problem Solve
Purpose: Learn from one another by sharing practiced solutions in regard to mentor recruitment, selection and retention.

Learning:

CUF: Brain and Stress
Purpose: To consider how issues of stress and the brain can impact our work in supporting the work of district mentors.

Reflection: Program Evaluation and Journey Map

Purpose: to get feedback from lead mentors about the forums and to inform plans for future forums.

AOP: How do you as a program celebrate the work of mentors and teachers?

Journey Map:

Purpose: to reflect on the successes and challenges of being supportive to others.

Managing:

Save the Dates: next meeting August 17th, Time TBD*

- **Mentor Refresher Day, August 3rd A.M. & P.M. Sessions**
- **District Planning Day, Wednesday May 13th**
- **ED690, August 3rd, 4th, and 5th**
- **Instructional Mentoring August 11th and 12th**
- **Lead Mentor Dates 2015-2016, 4:30-6:30 p.m.**
 - August 17th, October 26th, February 22nd, April 18th

Closure:

Reflection & Evaluation

Purpose: To move from thought to action in regard to an upcoming district mentor forum.

- **Evaluations:** please take the time to complete the evaluation and let us know how we can better meet your needs.

SEWNTIP Vision Statement

Students' needs are met by effective and confident teachers who grow professionally through 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 (SEWNTIP) Mission Statement
To accelerate new teacher effectiveness and teacher leadership by leveraging the power of collaboration to create and sustain comprehensive systems of induction, resulting in improved student learning.

Connector:

Political Attitudes and Involvement Questionnaire

1. What does "being political," in the context of your induction program, mean to you?

2. When you think about someone "being political," what are your feelings on a Positive-negative scale?

1	Negative	2	Neutral	3	Positive	4
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3. I advocate for my induction program with....

	HOW OFTEN?				HOW COMFORTABLE ARE YOU DOING		
	Never	Monthly	Weekly	Daily	Not at all	Somewhat	Very
District administrators	1	2	3	1	1	2	3
Veteran colleagues	1	2	3	4	1	2	3
Site administrators	1	2	3	4	1	2	3

4. I have taken action around changing working conditions for beginning teachers in my district.

Strongly Disagree	Disagree	Agree	Strongly Agree
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5. To what extent do you agree or disagree with each of the following statements regarding you voice in matters related to induction?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I wish I had more of a voice in my district office	1	2	3	4
I wish I had more of a voice with my veteran colleagues	1	2	3	4
I wish I had more of a voice with site administrators	1	2	3	4
I know who supporters and opponents are	1	2	3	4
I know how to work productively with the supporters and opponents	1	2	3	4

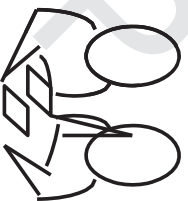
Questionnaire Analysis

ACROSS DISTRICT INSTRUCTIONS

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With your Partner, **compare your responses** to the Political Attitudes and Involvement Questionnaire.

- What similarities do you notice?
- What differences do you notice?
- What questions come to mind?



- How engaged are you or should you be with the “business” of promoting Induction? Why be political in the context of induction?



Norms for our community of Practice

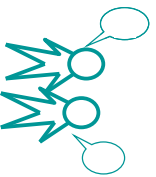
- Collaborative Norms
 - Equity of voice
 - Safety to share all Perspectives
 - Active Listening
 - Confidentiality

Structures That Will Help Us Get There:

- Shared Learning
- Structured Protocols
- Shared Facilitation
- Transparency of Practice
- Collecting & Using Data

NTC's Structural Induction Program Standard # 5:

- Element 2: Program Leaders design a formal, rigorous process for mentor recruitment and selection that is based on criteria consistent with the roles and responsibilities and involves multiple stakeholders.



- Who is involved in designing the selection criteria?
- How do we share selection criteria with candidates, program stakeholders, and those involved in mentor selection?
- How do we recruit the best candidates to become mentors?
- How do we ensure a fair and equitable process for selection?
- How do we prepare our selection team?

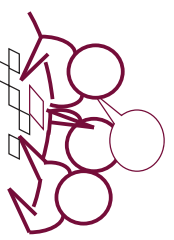
Problem-Pose/Problem-Solve

INSTRUCTIONS

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1. INDIVIDUALLY:

- a. **THINK** about a challenge you have in regard to the recruitment/selection/retention of mentors/coaches.
- b. **BRAINSTORM** 2-3 possible reasons for this challenge and/or ways you have already tried addressing this issue.



2. AS A GROUP:

- a. **DESCRIBE** your challenge AND possible reasons/solutions to your partners.
- b. **ALTERNATE** turns, & continue to BRAINSTORM possible solutions/actions for each other.

Challenge:

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Solutions/Actions to Meet the Challenge:

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Stress and the Brain

While viewing the video clip of Kelly McGonigal, PhD., consider the following:

➤ How do we cultivate a will-power response vs. a stress-response?

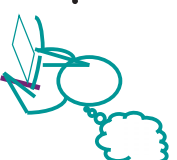
➤ How might today's learning about stress and the brain impact the ways that we support our District Mentors and their work with beginning teachers?

More video available with Kelly McGonigal, PhD, regarding stress and the brain through TEDtalks at www.TED.com

Program Evaluation

Mentor forums

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Purpose: *to provide feedback to the induction program and districts regarding professional development support for mentors?*



In what ways did the Mentor Forums support you this year?

What were the most valuable features of the Mentor Forums?

What would you change, or what suggestions do you have to improve the Mentor Forums?

In what ways did the district support your work with beginning teachers?

What would you change, or what suggestions do you have regarding the district's support for your work?

Artifact of Practice: Sharing

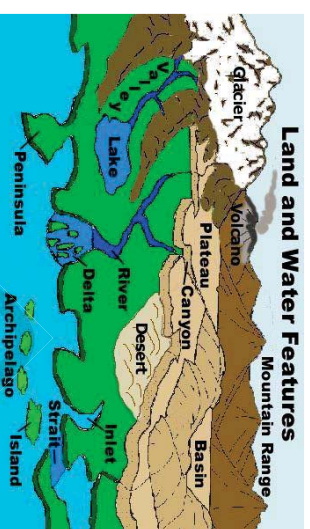
Q: What tools does your mentor program use to enhance mentor success and accountability?

Colleague & Artifact	Insights, Questions & Notes

Mentor Celebration Journey Map

Considering this year's experience with your beginning teacher, reflect upon your journey as if it occurred within a landscape.

What have been your challenges and successes, your low-lights and your high-lights, your insights and your take-aways?



Use the kinds of physical features that might be found on an actual map to represent different points along the journey. Use features from below or from your own creation to fit your personal experiences.

The journey might include:

- Mountains – successes or high point
- Banners – special events or people
- Valleys – low points
- Forests – periods of uncertainty
- Large trees – big questions of the year
- Sun – those that who/what cast light upon your work
- Clouds or boulders – shadows or obstacles to overcome
- Companions – supporters
- Horizon – visions for next year
- Highways/Roads – routes taken (or not taken)
- Locales/Cities – stops made along the way
- Historical markers – aha moments of the year
- Rivers – influences outside of one's control
- Other – be as creative as you feel/need to be