

Maryland Program Directors Forum

Date of Meeting: October 3, 2011	Time: 9:00 – 3:00
Location: Stevenson University	
<p>In attendance:</p> <p>Wendy Staley, Washington Jarrod Bolte, Baltimore City Meredith DeGemmis, Baltimore City Jackie Tarbert, Harford Terry Reilly, Harford Barbara Woolford, Dorchester Janice Lake, Dorchester Stacey Rakaczsky, Cecil Karen Leimann, Wicomico Christy Scott, Somerset Bonnie Dixon, Queen Anne's Diane Black, Calvert Jamie Weaver, Carroll Jevonna Willis, Charles Juliann Dibble, Howard Corinne Gorzo, Howard Jennifer Dunkle, Baltimore County Debbie Piper, Baltimore County Deborah Faller, St. Mary's Marty Crump, Allegany Laura Hein, Anne Arundel Andrea Mucci, Anne Arundel Liz Stiffler, Frederick Penny Proudfoot, Garrett Kristin Keelan, Washington Gail Epps, Montgomery Shirleen Church, Worcester</p> <p>Unable to attend:</p> <p>Sharon Hodges, Prince George's Sherry Sutton, Talbot Cindy Spicer, Caroline Dawn VanGrin, Kent</p>	
<ul style="list-style-type: none"> ● Outcomes ● Create the scope and sequence for mentor learning (forums) for the year; ● Assess current program against a program continuum and establish goals and action plans for improvement; ● Review and determine data collection areas for program improvement and advocacy; ● Review expectations for on-line professional development; 	

	<p>and,</p> <ul style="list-style-type: none"> • Connect with colleagues from across the state. 	
<p>9:00 am – 9:20 am</p>	<p>Welcome, Intro of Cheryl/Cindy Connector: Work with Forums...</p> <p>Purpose: To share work being done in forums</p> <p>Process: Individual reflection, table share</p> <p>Materials- 3-2-1 HO</p> <p><u>3 Successes of a recent forum</u> <i>At the tables...</i></p> <p><u>2 Hopes for future forums</u> <i>At the tables...</i></p> <p><u>1 Challenge or obstacle</u></p> <ul style="list-style-type: none"> -Time! When can I have the forums and meetings that do not conflict with other meetings the mentors have -Managing and fostering the development with diverse personalities of the "high flyer" mentors -Disconnections re principal expectations: Multiple expectations that are put on the mentors -How to support the mentors and keep them OUT of the formal observation process (they are often asked to observe and provide clean-up during the process) -Some principals just don't buy into the idea - they don't find time to meet with the mentors to talk about new teachers -Some of the new County initiatives need to be woven into the mentor training and it is hard to know them well yourself and stay current so you can teach it to the mentors -Supporting new/veteran mentors 	<p>Cindy and Cheryl</p>
<p>9:20 am- 9:30 am</p>	<p>Agenda</p> <p>Purpose: To review outcomes and agenda for today's meeting</p> <p>Participants will...</p> <ul style="list-style-type: none"> • Create the scope and sequence for mentor learning (forums) for the year; • Assess current program against a program continuum and establish goals and action plans for improvement; • Review and determine data collection areas for program improvement and advocacy; • Review expectations for on-line professional development; <p>and,</p> <ul style="list-style-type: none"> • Connect with colleagues from across the state. <p>Quick whip around- who is in the room?</p> <p><u>NORMS:</u></p> <ul style="list-style-type: none"> -Active listening -Positive intentions -Multiple perspectives -Confidentiality 	<p>PPT/Chart</p>

9:30-10:30

Topic: Forums: Scope and Sequence

Cheryl

Purpose:

- To identify discrete knowledge, skills and dispositions essential for an effective Instructional Mentor.
- To begin to organize those discrete elements such that a mentor development curriculum can be designed with those ends in mind.

Process:

Individually...

- record the knowledge, skills and dispositions needed to be an effective Instructional Mentor. (one idea per post it)
- jot down 4-5 skills, areas of knowledge, or professional attitudes (dispositions) needed by Instructional Mentors.

Partner Activity...

- briefly compare and add to your post-its(gather other ideas)
- Discuss the knowledge, skills, and dispositions needed by Instructional Mentors
- Add new post-its if necessary
- Ask the hard questions and use as many post-its as necessary!

Small Group Activity...(3-4)

- Create a chart that displays curricular clusters for an instructional mentor PD curriculum.

Mentor PD Curriculum TEAM ACTIVITY

- 1-Share post-its of knowledge, skills and dispositions
- 2-Cluster similar or related ideas into "curricular" areas
- 3-Add post-its as new knowledge, skills, and dispositions come to mind
- 4-Label each area (cluster)of your emerging mentor curriculum
- 5-Create a poster that displays the mentor PD curriculum clusters

Guiding Questions:

- What is it you want your mentors to know and do?
- How will you plan to ensure continuous learning?
- How will you work together to share resources, ideas?
- Are there districts where it might make sense to join forces?

REPORTING OUT TOP CONCEPT BY TABLE

Table 1:

-Content knowledge piece: Instructional experts necessary, planning expertise, using multiple modalities for PD, online expertise, how to do and use data analysis, Cecil County's Big 4 (management/assessment/instruction/planning)

Table 2:

-Highlighted all of the dispositions have been covered by the other tables

Table 3:

	<p>-Need for good interpersonal skills for mentors (effective communication skill, establish trust, reliable, honest, ability to have courageous conversations)</p> <p>Table 4:</p> <p>-Principles of Mentoring: Qualities like walking the fine line, honesty without judgment, meaningful and ongoing feedback, impacting practice with the feedback, ability to have courageous conversations</p> <p>Table 5:</p> <p>-Navigating school culture: understanding instructional expectations of a teacher, attitudes of a supportive principal, attitude and skill to navigate the different positions in the school, being an advocate for the new teacher, role clarifications of the mentor</p> <p>Table 6:</p> <p>-Leadership: sense of what a leader is, understanding school culture and being able to fit into an unfamiliar place, build relationships with new teachers and new buildings, having confidence to do so</p> <p><i>Ideas for addressing challenges mentioned...</i></p> <p>-Developing the knowledge of what are the expectations of mentors? How do you manage school-based and system-based expectations?</p> <p>-It is bigger than a Mentoring Curriculum...it is a PD Curriculum at a system-level.</p> <p>-All of these different people from different places are coming into new teachers' rooms and offering ideas/criticism and they wonder who to listen to. ALL of these people must sit in the same room and have a conversation about what is in the best interest of kids and how to develop a system-wide plan to address it. How do we leverage the skills and knowledge of all of these support people to have the greatest impact on student achievement?</p> <p>Materials: Mentor Roles and Responsibilities, chart paper, post-its</p>	
<p>10:30 – 10:45</p>	<p>Break: Gallery Walk (see attached Chart Summary)</p> <p><u>A Mentor Curriculum</u></p> <p>-Developing Productive and Supportive Relationships</p> <p>-Understanding Professional Standards and Student Content Standards</p> <p>-Using Formative Assessment Strategies</p> <p>-Collecting and Analyzing Observation Data</p> <p>-Using Student Work/Data to Guide Instruction</p> <p>-Mentoring for Equitable Student Outcomes</p> <p>-Creating Learning Opportunities for Adults</p> <p>-Building Leadership Capacity and Skills</p> <p>-Facilitating Groups</p>	
<p>10:45- 11:30 am</p>	<p>Topic: Introduction to the Program Continuum</p> <p>Purpose:</p> <ul style="list-style-type: none"> To begin applying the Program Continuum for the identification of program areas of growth 	<p>Cindy</p>

	<p>Process:</p> <ul style="list-style-type: none"> Briefly revisit Program Standards PART 1: On your own... BLUE post-it: One area that is a STRENGTH for your program. PINK post-it: One area that is a CHALLENGE for your program & why it is a challenge. Find an "eyeball partner" to discuss... PART 2: Transfer the colored post-its to the Continuum... Into Program Continuum: Identify 2 foci standards for program improvement Please note that it is a DRAFT! The final version will be completed by November. It is designed to guide program work and it is NOT designed to be an evaluative tool. Individually... -Focusing on the 2 identified areas, complete the Program Self-Assessment Summary -If you choose, add a 3rd Program Standard With a partner... -Discuss your Self-Assessment -Use the Program Self-Assessment Tool to create a plan for program improvement Cross County Share using a protocol. (partners will have an opportunity to share their current work, plans for improvement and get feedback on their ideas, challenges) <p>Materials: Program Standards, Program Continuum, Program Self-Assessment, 2 colors of post-its</p>	
11:30 – 12:00	<p>Topic: On-line PD Final updates and Questions Expectations, content, process</p> <ul style="list-style-type: none"> -By Oct. 12 Alyson will send an email to all of the Coordinators. She would like them to reply and let her know that they were able to get into the community without any problems. The invitation comes from "goingonpro.com". -Invitations will be to the on-line community to all mentors by Oct. 25. -Webinars - overview of the PD - what to expect, introduce to the facilitators, how the enrollment and orientation process works, Q&A -The Oct. 18/25 training is an introductory experience Webinar to introduce them to the facilitators, the topics of the PD, the enrollment/orientation process, Blackboard and the Platform for the program coordinators that are in the room as well as all mentors. -It will be recorded, so the time does not matter for those who cannot attend at those specific times. -Each of the groups will be assigned a facilitator who will contact them in advance and bridge any technology issues that might occur. -October 18, 2011 11:30 am -October 25, 2011 7pm -How will they know where to go on Oct. 18th? Once they 	Use Blackboard Collaborate to connect with Alyson in MT

	<p>register and email Alyson, she will send them an email a few days before the Webinar they choose so that they can just click on the link.</p> <p>-Coordinators will send their mentors the email with the dates of the Webinar that Alyson forwarded them to send out to their mentors so that they can individually register.</p> <p>-The URL for the Webinar will be emailed to all those registered the day before the Webinar.</p> <p>-Updates:</p> <p>-They are moving on with videoing and would like to have more district volunteers for the Spring. Alyson will clarify what the process entails. They pay the mentors and beginning teachers who participate a small stipend. Cheryl will be on site as much as possible during the process. We structure it very much.</p> <p>-Based on Laura Hein's question, Alyson will try to send her the link early.</p> <p>-How much time should the mentors plan to dedicate to the course once they get in? You can log on whenever it is convenient to you. They recommend that people log-in every other day at the minimum to keep it engaging. They estimate 3-5 hours per week.</p> <p>-The Coordinators are surprised by the time commitment it will require. They think it is a significant investment of time.</p> <p>-October 31-November 7 Week 1...about 3 hours</p> <p>-November 18 would be the end</p> <p>-Realistically they will not actually close the window until after Thanksgiving for convenience.</p> <p>-Alyson will email the Coordinators the list of objectives so that they can send out to their mentors and let them know what they will learn. It will be an extension of the summer learning. They will discuss Coaching Partners, Collaborative Assessment Logs, Video to do Scripted Coaching and Conversations, Spring planning - re-introduce ASW process. ASW will be pushed back for the Spring.</p>	
12:00 – 12:45	Lunch	Casual Conversation
12:45 – 1:15	<p>Business:</p> <ol style="list-style-type: none"> 1. Administrative Issues 2. Housekeeping 3. What dates will we meet? Where? <p>The group agreed to the Stevenson location.</p> <p>Wed. Nov. 30</p> <p>Wed. Feb. 22</p> <p>Tues. April 24</p>	Gail/Heather
1:15 – 1:45	<p>Continue Program Self-Assessment</p> <p>Cross-County Share (second)</p>	Cheryl
1:45 - 2:30	<p>Topic: DATA of IMPACT & IMPLEMENTATION</p> <p>Purpose:</p> <ul style="list-style-type: none"> • To identify essential components of collecting data of implementation and measuring impact 	Cindy

	<ul style="list-style-type: none"> To begin identifying possible steps for each program's plan for data collection, analysis and interpretation – what will be measured, how, by whom, when, etc To produce a draft Program Development Plan (or initial ideas for it) that will be useful for today's ongoing strategic planning <p>Process:</p> <ol style="list-style-type: none"> Review Data of Implementation and Data of Impact Review NTC Practice Briefs and Reflections noting ideas that relate back to your context Introduce Program Development Plan; Time to work on plan <p>Materials: Definitions of Data of Impact and Implementation, Practice Brief, Reflections, Data Plan Template</p>	
Break: Take if needed during work time in above activity		
2:30 – 3:00	<p>Closure</p> <p>Purpose: To reflect on the meeting, set next steps, and clarify future meeting agenda items.</p> <p>Next Meeting</p>	Cheryl

Closure/Plans for Next Meeting:

-The Program sees the Program Continuum as the way to put deep foundational pieces in place that (a) you are proud of and (b) will bring about a sustainable plan for teacher mentoring in your county.

-Next time we ask you to bring the yellow sheet (Your Plan) and the data you have collected on it so that you can have a conversation with your colleagues about continuous improvement.

-What do you want more of?
 Cross county conversations
 Conversations with colleagues
 But it must be focused on things...

-We will use "Problem Posed....Problem Solved" next time so that you can get some actionable ideas for improvement.

-Because your Action Plan will keep you tied to the data, we will continue to address the data.

-What do you need from NTC? Do you want a sign-up sheet for 10 minutes of Cindy and Cheryl's time? Would that be helpful?