



Hanford Elementary School District

Induction Program

Induction Advisory Committee Meeting

October 3, 2019 • 8:30-10:30am • TRC

Minutes

Members present: Michele Alexander, Kristina Baldwin, Josie Bustos-Pelayo, Doug Carlton, Terri Charles, LaVonne Chastain, Debra Colvard, Stacie Johnson, Jill Rubalcava, Joanna Stone and Jennifer Taylor

- 1. Welcome, Activity: “The Giving Tree” - Zip/Zap Circle:** Debra welcomed the Induction Advisory Committee to the meeting. Members introduced themselves around the table. Jennifer Taylor is the Induction Graduate representative for 2019-2020.

Debra went over the handouts and agenda for today’s meeting. The IAC Role and Function was reviewed with the committee:

IAC Role and Function

- To monitor and review the effectiveness of Induction Program.
- To advise the program in ways to improve and strengthen delivery of services.
- To be knowledgeable about program purpose and goals.
- To be knowledgeable about the new teacher induction and teacher development.

Committee members watched a video of the reading of *The Giving Tree* by Shel Silverstein. Reflect, Apply and Shared: What part of this book had an impact on your thinking? How do you relate this book to mentoring? What does this book make you think about in regard to our induction program?

Zip/Zap Activity. Committee members gathered in a circle. After sharing, you can zip to left or right or zap across and put your note paper on the floor.

Debra: What stood out was when the boy was tired he could sleep in the shade of the tree. Mentors are busy working and emptying their cup. They have a place in the office to rest and share their experience out in the field or vent.

Lavonne: This is her favorite story as it depicts the life cycle of a new teacher. New teachers start the new year up with anticipation, then there is a slump before going up again.

Kristina: At the end of story when the tree is a stump, it asks “What do I have to offer?”. Through talking, hearing the need, listening and being patient, it still had something to offer.

Jill: The tree has a purpose. Knew that its job was to save the boy and make him happy. Needed money so gave the boy apples to sell. What do I have to serve you right now? Always adjusting.

Josie: Boy always came back when he needed something. Tree, “What can I give?”

Michele: You will be happy if you do this. One-sided. Tree constantly being depleted. But tree/mentor felt useful. New ideas – happy in that moment you feel useful.

Rick: Overall powerful connection like parenting. Parent as educator – commitment. Never giving up – unconditional love.

Jennifer Taylor: Gathers leaves to make a crown. King of Forest. Relates to Induction. Get from NTN's. Some get credits, some not.

Joanna: Wants the house so takes branches. Hard part – mom fix for them – give strategies/tools fix right now in this moment - have to do the work. Sitting on stump – been thru all this work together. Relationship evolved and comes full circle.

Stacie: Cycle for new teachers. Gave everything I have. What is that one more thing? End of cycle – I have made a difference in the student's life.

Doug: In beginning, boy is King of the Forest. Then not so much. At end became King again.

2. Program Overview

Debra shared with the committee, the HESD Induction Program Organizational Chart and the History of the Induction Program. We are in the 17th year of Induction and have cleared 250 credentials.

The New Teacher Network schedule was shared. Topics come from teacher surveys on what type of professional development they would you like to have to align to professional growth goals.

Teachers may apply for 6 units of university credit for attending a minimum of 4 NTN's. We used to require NTN/PD attendance but cannot require that anymore. Teachers can go outside of HESD for PD.

The CASC Calendar of Events 2019-2020 was shared. We are networking with KCOE on some of our CASC meetings.

Committee members were shown photos/names of General Education/Education Specialist Year 1 and Year 2 Candidates, Interns, CASC Candidates and Mentors for 2019-2020.

Mentor highlight: How are veteran observations impacting new teacher's learning? In Candidate surveys the #1 request was observations of veteran teachers. How are these observations impacting new teachers? Joanna shared how this year, Induction made arrangements with Instructional Coaches for some learning lab observations. Prior to the observation, Mentor meets with up to 4 Candidates. Mentor shares what they will see before going to the classroom to observe. Candidates ask questions during observation. Not necessarily just content but how do you manage i.e. Classroom Management. After the observation, the Mentor and Candidates debrief with the Instructional Coach. What was the goal was for lesson? What standard did students engage in the lesson? Can rotate through 3 classrooms in a morning. Candidates see different cultures. Same lesson but can be completely different in another classroom. Have a chance to ask questions right now. After new teachers see Instructional Coach, they tweak their lesson. Kristina liked the learning lab format and that they can debrief. Really appreciate Mentors are with them.

3. Program Data

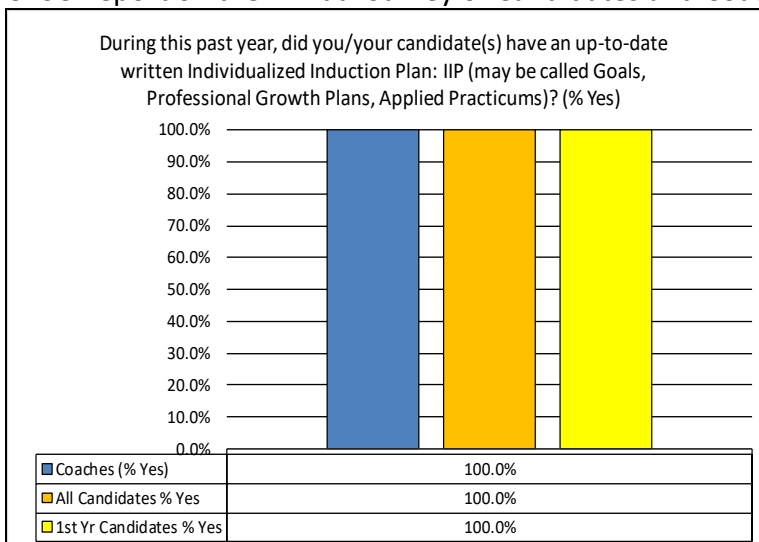
Committee members were provided with a hard copy of the Summative Data Report from 2018-2019. Strengths and Areas for Growth were noted.

- Summative Data 2018-2019:
 - Candidate Mid-Year
 - Completer Survey
 - Leadership Survey
 - Candidate Feedback on Mentor
 - Candidate Year End

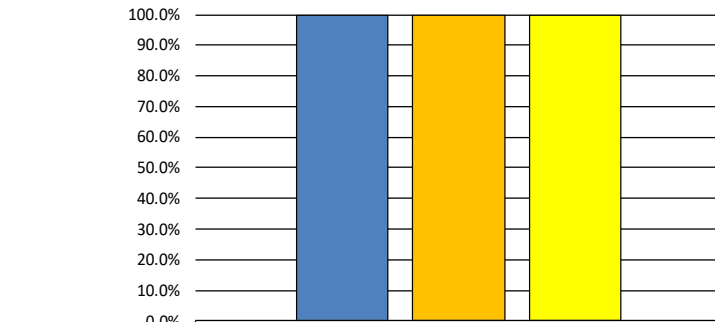
<p>Completer Survey Report</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Content support • Using strategies to support EL's • Using strategies to support students with disabilities. • Frequency of mentor observing and coaching in classroom. <p>Areas for growth:</p> <ul style="list-style-type: none"> • Candidates indicated they would like to have a little more interaction with their mentor. • Collection and analysis of evidence of teaching practice & analysis of student work 	<p>Leadership Survey</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Adequate resources are available • Candidates are matched with mentors within 30 days of enrollment. • Dedicated time (1 hour weekly) • Mentors assist candidate with developing goals for their professional growth within 60 days of enrolling in program. <p>Areas for growth:</p> <ul style="list-style-type: none"> • Help IAC members understand their level of involvement in organization, and decision-making for this program. 	<p>Candidate Mid-Year Survey</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Meeting one on one with candidate • Multiple opportunities to assess work in program • Feedback/advice from mentor • Gained useful tools from New Teacher Networks <p>Areas for growth:</p> <ul style="list-style-type: none"> • Mentor's ability, willingness, and flexibility to meet candidate's need.
<p>Candidate Feedback on Mentor Skill & Effectiveness</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Use time together effectively • Conversations actively engage candidates • Environment of trust, caring, & honesty <p>Areas for growth:</p> <ul style="list-style-type: none"> • Use of paraphrasing and asking clarifying questions. • Use of data-driven dialogue to make decisions. 	<p>Candidate Year-End Survey</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Strong connections made between professional development and candidate's professional growth plan. • Collaboration between site admin and candidate/mentor. • Use of technology as a teaching/learning tool. <p>Areas for growth:</p> <ul style="list-style-type: none"> • Although our program scored higher than other programs, we still need to support candidates in meeting the instructional needs of ELs. 	<p>Noticeable Trends</p> <ul style="list-style-type: none"> • CSTP 6 Developing as Professional Educator--All areas received significant positive levels. • Consistent practice of reflection on effectiveness of instruction and student achievement. • When asked the question, "Do you wish to continue teaching next year?" we received 100% yes response from candidates.

Data results were also shared from the following CASC reports:

- CASC Report on the Annual Survey of Candidates and Coaches

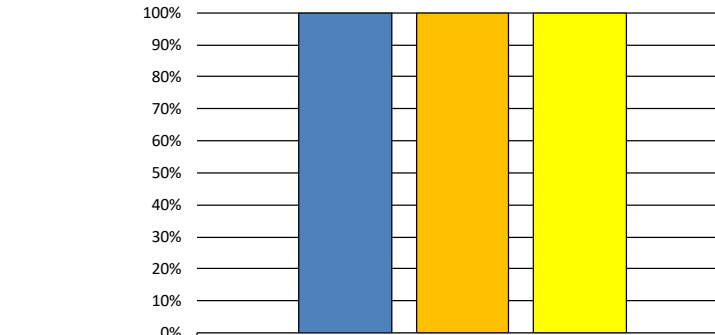


Did you collaborate with your coach/candidate(s) in the development of their IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? (% Yes)



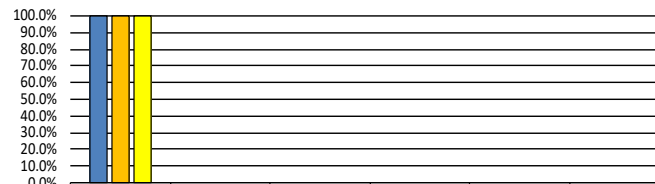
Coaches (% Yes)	100.0%
All Candidates % Yes	100.0%
1st Yr Candidates % Yes	100.0%

During the past year, did you provide/experience at least 40 hours of coaching support activities? (% Yes) PS 4

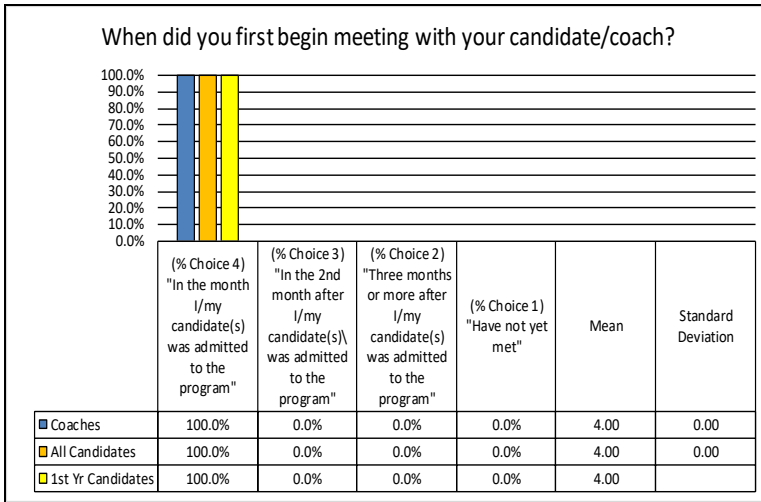


Coaches (% Yes)	100%
All Candidates % Yes	100.0%
1st Yr Candidates % Yes	100.0%

When did you first begin meeting with your candidate/coach?



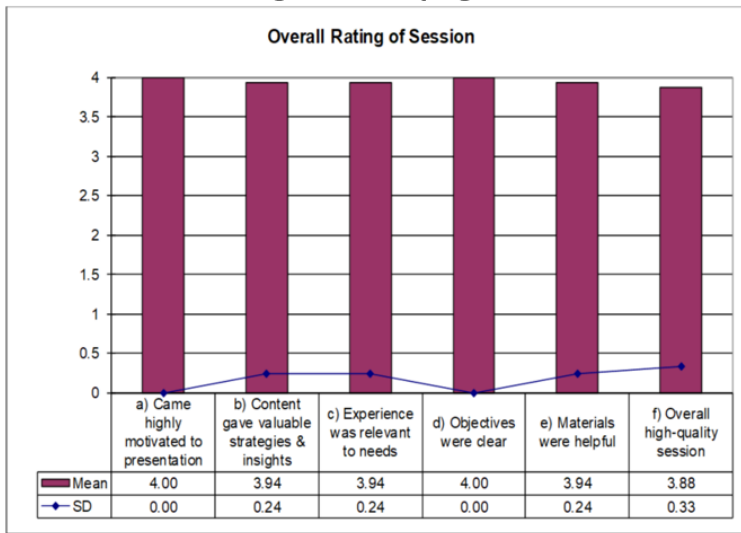
	(% Choice 4) "In the month I/my candidate(s) was admitted to the program"	(% Choice 3) "In the 2nd month after I/my candidate(s) was admitted to the program"	(% Choice 2) "Three months or more after I/my candidate(s) was admitted to the program"	(% Choice 1) "Have not yet met"	Mean	Standard Deviation
Coaches	100.0%	0.0%	0.0%	0.0%	4.00	0.00
All Candidates	100.0%	0.0%	0.0%	0.0%	4.00	0.00
1st Yr Candidates	100.0%	0.0%	0.0%	0.0%	4.00	0.00



Survey data from the following New Teacher Networks were shared with the committee:

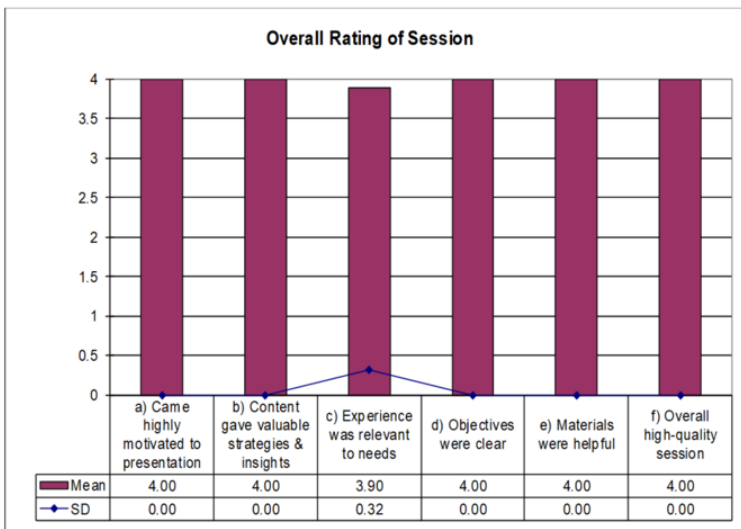
- Classroom Management/Helping Anxious Children 9/9/19

Classroom Management/Helping Anxious Children



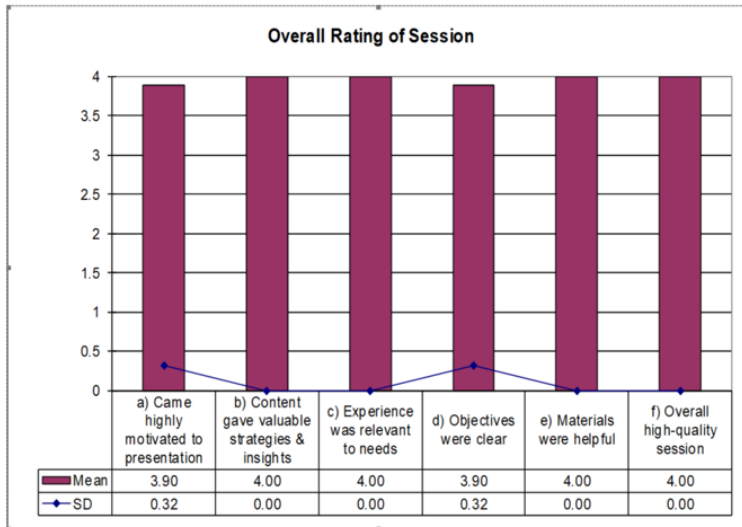
- How to Build Collaborative Teams in Math 9/16/19

How to Build Collaborative Teams in Math



- Introduction to Three Text Types 9/23/19

Introduction to Three Text Types

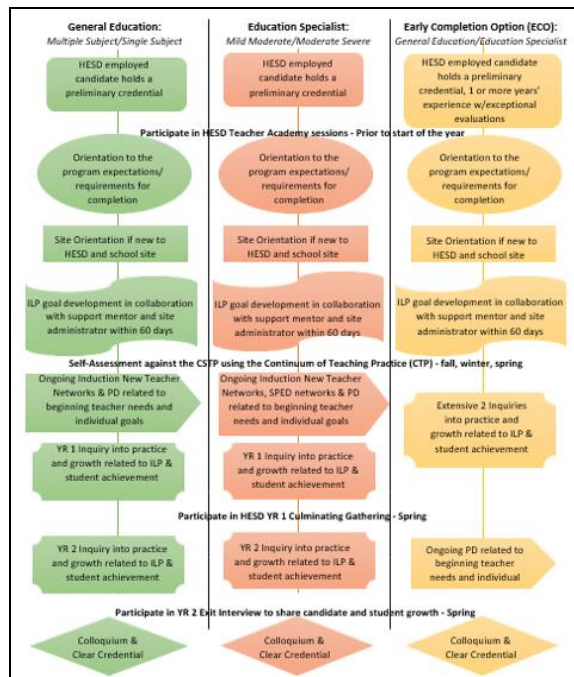


4. CTC Accreditation: Program Review

A Chart of the 7 Year Accreditation Cycle was provided to members. HESD is currently in the 5th year. We met requirements of Pre-Conditions in Year 4. Site Visit will be in Year 6. IAC members will be invited to attend. The Red Cohort schedule was provided.

A draft narrative of the Program Review documents was shared. Program Review Expectations include:

- Program Description
- Organizational Structure
- Qualifications of Mentors and Professional Development Personnel
- Program Sequence
- Job-embedded Fieldwork and Clinical Practice
- Credential Recommendation



Members participated in One Stay, Three Stray focusing on Job-embedded Fieldwork and Clinical Practice.

1. Teams of 4 brainstorm on their topic
2. One member stays to present the team's work.
3. The three other teammates stand up and stray to another table.
4. Return to your team to debrief.

Focus Questions:

- Describe the strengths that a new teacher brings to the profession?
- What areas of need do you feel a new teacher exhibits?
- What professional development would you suggest for a new teacher?
- What support approaches might best serve a new teacher's needs? By the program? Site? Colleagues?

5. Share Feedback:

1) Describe the strengths that a new teacher brings to the profession?

- Excitement/Attitude
- Balanced Interests
- Teacher Prep Program
- Tech Savvy
- High Energy
- Open to Learning/Coaching/Engaged
- Opinionated
- Open to Positive Affirmation

2) What areas of need to you feel a new teacher exhibit?

- Building rapport with students
 - Classroom Management
- Balancing All responsibilities
- Effective communication with
 - Parents
 - Colleagues
 - Administrators
 - Check and respond to email
- Learning curriculum and planning

3) What professional development would you suggest for a new teacher?

- Classroom Management
 - Disruptive behavior
 - Building collaborative classroom/grouping
 - Small group
 - Expectation and follow-up
- EL Strategies
 - Partner talk – opportunities to talk
 - Integrated EL strategies (sentence frames)

- Relationship between Standards and Curriculum
 - Standards based lessons
 - Survival balanced
 - Cross-Curricular lessons
- Building Relationships
 - Challenging students
 - Classroom culture

4) What support approaches might best serve a new teacher’s needs? By the program? Site? Colleagues?

Program	Site	Colleagues
<ul style="list-style-type: none"> • Collaborate • Advise • Consult • Equity across the district • PD needs based/individualized (network of contacts) 	<ul style="list-style-type: none"> • Principal seeking veterans to support • New Teacher meetings available to troubleshoot and/or ask questions 	<ul style="list-style-type: none"> • Collaboration • Opening up classrooms • Availability • Approachable • Positive role model
<ul style="list-style-type: none"> • Listening • Responding to needs • Supportive • Flexibility • Forward thinking goal oriented • You can do it! 		

6. Upcoming Events:

- New Coach Cognitive Coaching Training – 10/9/19 & 10/17/19
- Site Administrator/Induction Meetings - 11/25/19
- Induction Fall Newsletter-November

7. Thank you for attending. Meeting adjourned at 10:01 a.m.