Discussion of workplan

Objective 1: Develop Induction Model for MPS

1. Focus group discussion
   - Interviews with focus groups of new teachers (both new to the profession and new to the district) to obtain their input to develop induction plan (Vicky and Maria)
   - Timeline:
     - For gathering input: January/February
     - For finishing plan: February
     - For rolling out plan: March

2. Stakeholders
   - Discussion as to who the stakeholders are (principals, learning teams, implementation team, etc)
   - PI 34 as a legal responsibility

3. Plan for buy-in and roll out
   - Need to coordinate efforts and integrate a presentation of the induction plan into a learning team training session in spring.
   - Beth mentioned that a group from T&L met to talk about new teacher support (new teacher inservices). Need to keep that team in the loop regarding induction. Put on their calendar for regular meetings. Vicky could be spokesperson/link between T&L and Workgroup #3.
   - Need to coordinate all resources for new teachers. E.g., collaborative group made up of representatives from MTEC, Stritch, UWM, and HR meets monthly.
   - Survey of interns from HR went out to principals last month

4. Induction guidelines and calendar
   - Discussion of ways of supporting induction at the school site
   - Plan should include guidance on how to monitor plan and its effectiveness. How it fits in with capacity builders and state standards.

Objective 2: Roll Out Document on High Performing Urban Classroom

- Urgency to complete this document
- Timeline:
  - Finalize it and take it to implementation team: December
  - Roll-out plan by January 10th
- Advice for the roll out:
  - Frame it against how the learning targets were rolled out.
  - Schools didn’t like learning targets on the wall but they are known widely (which is the positive aspect of it)
  - How can we achieve both goals: how could we make it happen within the year and, at the same time, make people happy with the way it is rolled out?
Learning Target strategy worked, but people did not necessarily like it. Talk with literacy and math specialists.

- Tool to develop PDPs.
- How does the document connect to learning walks? How could it become a tool to guide learning walks?
  - Meant as a quick way to help give feedback
  - Perception of learning walks is positive, non-evaluative. (Questions are asked such as: What are you learning, how do you know if your work is good, and how is this connected to what you learned yesterday?)
- Presentation at MPA Board meeting, Board of School Directors?
- Resources needed for getting these copied and out.
- Present to Mr. A.

**Objective 3: Summarize Learning Team Training.**

- Chronological picture of how they were trained – what resources were allocated, etc.
- Training in summer of 2002. Who did that? May need to contact Janet Miller, Cynthia Gallant, and Jocklyn Smith.
- Talk to Ken Howey from a resource, not an evaluative perspective.

**Objective 4: Coordinate Professional Development Calendar**

- Annual analysis of professional development needs.
- How do we broker what schools need for PD? How can we figure out what schools are looking for when they are all at different levels? Who will offer it? As we downsize, how do we broker this across the district? How do we do this strategically? How can we be efficient? How do we either roll it out or broker it?
- Timelines:
  - Ed plans now due in September
  - Test data due in February or March.
  - Probably will have same goals for next year, so should we use same plan tweaked?
  - In summer someone with PD responsibilities could look across all ed plans and develop the PD calendar over the summer—based on ed plans.
- Beth: Question on funding for new teachers? Do schools make this a priority? How do we ensure that most new teachers attend professional development events? How does the school help new teacher so they can attend? Is there a match of funds? Who has that fund? How much is there? Does every school allot a certain amount of money for new teachers? Schools that have grants are allowing teachers to go to professional development? No general funds for certificated staffing.
- For Ed Trust project, are schools with the greatest number of new teachers schools that have grants/additional resources or not?

**Discussion on Characteristics of a High Performing Classroom**

- Do we include statements and indicators? Is the urban lens clear? Why not Wisconsin teacher standards rather than this?
• Discussion of the role of the document relative to standards. All of these standards exemplify good teaching, but in an urban classroom you need to do even better.
• Sue likes the idea that the statements relate to four different standards. Do we need to explain why these are critical big ideas?
• How do we phrase these so they are not standards, but rather a framework from which to consider standards? High performing classrooms contain teachers who…
• Shorten the preamble?
• Next steps: Subgroup will do one more revision of document to have it read more like characteristics and less like a different set of teacher standards. It will go to the Implementation Team on December 10\textsuperscript{th}. Meeting to do next draft on Monday, November 29\textsuperscript{th}, 10-30-noon at UWM.