

Induction Leader Collaborative Notes

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November 30, 2023 - Induction Leader Collaborative

Feedback from Participants – What are the important considerations for grantees from the BEST team?

BEST Presented:

- 1. Provide – Year 1 Teacher and ESA support
- 2. Build – ESA support
- 3. Extend/Enhance – SPED supports

Leaders Shared:

1. TPEP – How might mentors be prepared to support student growth goal conversations?
 - a. Mention of supports for counselor evaluations – CSCP process includes planning for this.
2. Promising Practices
 - a. Conditional Certs/CTE
 - b. Principals
 - c. Affinity Groups
 - d. SPED New to Career Teachers
 - i. Clover Park shared work with KESE

In Breakout Room (15 minutes)

1. Quick Introductions – Share a high-level message about promising practices you are working on at this time.
2. Identify note taker(s)
3. Add thoughts...

District Size (S, M, L)	Grantees	Promising Practices	Questions – For Others/OSPI
Medium-ish	MVSD FPS Coupeville ESD 189 Consortium	<p>FP: Embedding new teacher activities inside the workday, CBA responsibilities (so new teachers aren't doing MORE)</p> <p>Co: Monthly meeting held by district staff (teachers and ESAs separately); CBA notes expectation of new teachers to meet with mentors an hour weekly - using for coaching, planning...</p>	<p>How to support ESAs when counselors, OT/PT, nurses. What are the ways to connect the support to TPEP work?</p> <p>How are ESA's appropriately evaluated and how might mentoring support the indicators of success?</p> <p>Consideration: Think about how your CBA is impacting/supporting mentorship</p>

District Size (S, M, L)	Grantees	Promising Practices	Questions – For Others/OSPI
Large-ish	Clover Park Renton Peninsula Everett	Supporting Special Education teachers: 2 coaches. One is a BEST mentor who focuses on instruction and a Special Education Facilitator who focuses on compliance. Conditional Certs (CTE absolutely no experience, Sped w/ some experience) finding ways to meet the specific needs of teachers who have no foundation. Maybe a different track and different monthly meetings for Conditional Certs that takes a different approach with more fundamentals about teaching.	How to support ESAs well? Addressing budget cliffs

December 14, 2023 - Induction Leader Collaborative

Feedback from Participants – What are the important considerations for grantees from the BEST team?

In Breakout Room (15 minutes)

Stayed in main room – Presentation by KESE participant. Special Education supports. Brainstorm of ESA supports.

1. Quick Introductions – Share a high-level message about promising practices you are working on at this time.
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January 25, 2024 - Induction Leader Collaborative

Feedback from Participants – What are the important considerations for grantees from the BEST team?

BEST Presented:

1. Updates for requirements and January allocation requests, survey update with current mentors/mentees.
2. Hearing the district perspective to help us learn and understand what districts need.
3. Wondering how to meet needs with less funding/staff.
4. Cherish networking and sharing of ideas from one another.
5. Gather more knowledge on how to transition to next year, how to support 2nd year educators more.
6. Getting information about this year’s convening. Thinking about the Disillusionment phase for both teachers and mentors, especially with looming budget questions and concerns. Updates about the January allocation requests. Thinking about mid-year reflection and what changes can be made for the remainder of the year and what will be changed for the fall. Logistics for changing from release mentors to building mentors - how to appropriately compensate building mentors for the work they have completed.
7. Connect with colleagues in similar roles, curious about what is happening in other places, and how to improve current programs. Why? It is time to give back from the “program”, want to support teachers new to the profession and/or new to their role. Working with new teachers is critical to support continuous growth. Establishing how BEST operates within the ESD, coordinated support, make connections.

Spring 2025 Grantee Convening		
What – Content Suggestions? Why?	Where – In Person? Online? Why?	How – Keynote? Who? Topic? Why?
Love the sharing of promising practices from other districts. Did not love them as much when they were recorded but did appreciate being able to watch ALL of them. Maybe live presentations backed up with short recordings (clearly I have jigsaw envy).	<p>In person - Zoom fatigue - Agreed (budget and travel constraints?)</p> <p>Another vote for in-person, is it possible to have an east side and west side available to ease travel constraints?</p> <p>Maybe even having the opportunity to meet in largish, mediumish & smallish sessions really help me in my role.</p>	I think giving a survey to gather topics that apply to the needs of the different districts would be helpful to guide the different topics.

Spring 2025 Grantee Convening		
What – Content Suggestions? Why?	Where – In Person? Online? Why?	How – Keynote? Who? Topic? Why?
	In person I feel like it was more personal and allowed for the opportunity to connect after sessions.	

Foundational Learning Input			
	What is working?	What should be enhanced?	What else should BEST consider?
Mentor Academy 101	Frequency and variety of offerings (day, afternoon, weekends, etc) High quality instructors	Additional support for mentors on quality of feedback/ principles of practice. Bring back more of the conventions and conversation skills of mentorship. 3 days again, 2 days up front, 1 later.	Zoom fatigue--our new mentors would have preferred an in-person opportunity. Would love to see a series dedicated to career changers or those who go through alternative routes for certification.
Mentor Academy 201		More support for engaging mentees in challenging conversations around equity in the classroom and promoting culturally responsive teaching/learning. Using the Coaching for Equity as a standalone academy (301?)	Bring back 301, for advanced and experienced mentors, I really valued bringing a transcript of a conversation and analyzing with others.
Observation and Feedback		Impact/Inquiry Cycle (J. Knight's Impact Learning Cycle). Seeing it in action (video example) with a variety of feedback forms for diff. purposes.	Regional opportunities that are closer for those in rural areas so we don't have to stay in hotels.

Foundational Learning Input			
	What is working?	What should be enhanced?	What else should BEST consider?
		Some mentors spoke about feeling limited in what type of stances they could use with mentors after attending Mentor Academy 101. A few mentors were concerned about taking a consulting stance with their mentees when necessary (student safety, teacher well-being, content/curriculum next steps). Special Education law, responsibilities being beyond their role as mentor.	

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District Size (S, M, L)	Promising Practices		Questions – For Others/OSPI
Small-ish	Classroom observations (during planning time due to sub shortage, reluctance for mentors to leave their own classrooms or have people observe) Establishing classroom walkthroughs as a	Challenges: Challenge in supporting Sped teachers, ESAs and providing appropriate compensation. Build up trained	Will OSPI offer learning opportunities both in person and online?

District Size (S, M, L)	Promising Practices		Questions – For Others/OSPI
	<p>routine part of the school culture.</p>	<p>mentors who are available.</p> <p>Concern about well-being of mentors (burnout, professional loads)</p> <p>Professional learning on the Inquiry Cycle.</p>	
Medium-ish	<p>Increasing the Pool of Mentors and Providing Stipends for Mentors to create a Cohort.</p> <p>Increasing Mentoring Time with newest educators in Sept/Oct - Mentors in Mentees classes.</p> <p>Mentors/Mentees visit classrooms of job alike classroom early in the year with debrief conversations to follow.</p>	<p>Challenges:</p> <p>Coverage for Colleague Mentors</p> <p>Increasing our Mentor Pools</p> <p>How to make sure (differentiation) that all mentees are able to attend monthly PD/Mentee workshops?</p>	
Large-ish	<p>SPED and ESA needs:</p> <p>Building coaches in addition to colleague mentors</p> <p>Counselor support well-established</p> <p>New teacher meetings plus job alike PLCs for certain groups in addition to multiple sources of mentorship</p>	<p>Challenges:</p> <p>Supporting outside of counselor group</p> <p>Support uncertificated and uncert SPED teachers</p>	

District Size (S, M, L)	Promising Practices		Questions – For Others/OSPI
	New ESA Handbook Mentorship Handbook Timely Topic Calendar, linked to handbook, video library of short bits of info		