

<p>New Teacher Project</p>  <p>Core Values</p> <ul style="list-style-type: none"> • Equity • Collaboration • Positive Presuppositions • Reflective Dialogue • Responsiveness • Inquiry Stance 	<p>Santa Cruz/ Silicon Valley New Teacher Project</p> <p>Steering Committee</p> <p>September 26, 2018 SCCOE 8:00-10:00</p>	<p>Norms</p> <ul style="list-style-type: none"> • Equity of Voice • Active Listening • Respect for all Perspectives • Safety and Confidentiality • Responsible Use of Technology • Punctuality • Accept Non-Closure 	<p><i>“Values are like fingerprints. Nobody’s are the same, but you leave ‘em all over everything you do.”</i></p> <p><i>~Elvis Presley</i></p>
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SC/SVNTP 2018-19 Program Goal

To focus on district priority subgroups through the lenses of equity, responsiveness, and observation

7:45-8:00	Munch and Mingle	
8:00-8:10	<p>Opening and Welcome Purpose: <i>To set the stage for our work together today and build community</i></p> <p><i>All materials are available online under our open administrator's tab.</i></p>	Melissa
8:10-8:15	<p>Overview Purpose: <i>To preview today's outcomes and agenda</i></p>	Jamie
8:15-8:55	<p>The Individual Learning Plan (ILP) Roadmap: Gathering Evidence of Practice for 2018-19 Purpose: <i>To become familiar with the process in creating the ILP Roadmap; To think about how the ILP Roadmap fosters differentiation in our work with teachers</i></p> <ul style="list-style-type: none"> • Steering Committee has discussed how we might support teachers around responsible use of technology -as a result, we added to our teacher agreement language around using technology professionally • We are in our 3rd year of implementation of the “new” set of Induction Standards <ul style="list-style-type: none"> ○ Standard 2: we must provide just in time support and longer-term analysis ○ 17-18 survey data from Participating Teachers shows that 92% of teachers project-wide agree mentors helps balance induction program and teacher needs • Qualitative data revealed a different story with trends around “paperwork,” “repeat of EdTPA,” and “filling out forms” 	Melissa

	<ul style="list-style-type: none"> ● Last year we began to prepare for our state visit and getting feedback from the CTC. They asked us to consider: <ul style="list-style-type: none"> ○ How do we individualize our program? ○ How do we ensure p that the teacher has choice within the CSTP to focus on their individual needs? ● Program refinements were thus made considering feedback from Participating Teachers, the CTC, and mentors ● As a result, we revisited the list of requirements we shared with teachers <ul style="list-style-type: none"> ○ The list suggested a specific sequence that did not align with our values around choice and the cycle of effective teaching practices (Teach, Plan, Analyze-Reflect) ○ We designed our Individual Learning Plan Roadmap to illustrate this cycle <ul style="list-style-type: none"> ■ We've added a snapshot of how evidence will be measured ● For our Year 2 teachers, we are requiring that one of their goals focuses on district priority sub-groups <ul style="list-style-type: none"> ○ In the past, we've required these teachers to set goals around EL and Sped students however the CTC outlined that we cannot require teachers to set goals in a specific area ○ Our goal is to elevate teacher understanding of how district decisions that are made using student data ● Group discussion - How might we support mentors and their work with teachers in understanding district priorities? <ul style="list-style-type: none"> ○ In the role at the district level, how do we set up systems to prepare teachers for the school year as a whole? ○ How do we work together throughout the year(project and district) to develop and retain good teachers? ○ Who might we need to connect with regarding resources? ○ How is information being shared between the districts and teachers regarding district priorities? 	
8:55-9:20	<p>Survey Data: Purpose: <i>To analyze your participating teacher perception data around the impact of SC/SVNTP support on teacher and student learning</i></p> <ul style="list-style-type: none"> ● Steering Co members reviewed individual district reports ● Wonderings from the group: <ul style="list-style-type: none"> ○ What did teachers say about the relationship between their growth and their students' growth? ○ How does our work impact teacher learning and change outcomes for students learning? ○ Noticing slight downtrend in Observation and Feedback-that's the lynchpin of teacher practice to move what a teacher thinks/reflects on and action. How might we further strengthen these learnings? 	Candace

<p>9:20-9:40</p>	<p>Current State of SCNTP Purpose: <i>To provide program data illustrating district, teacher and mentor participation</i></p> <ul style="list-style-type: none"> ● Our history <ul style="list-style-type: none"> ○ 30th year as a project ○ We predate instructions standards and clearing credentials ○ We have always worked as a consortium <ul style="list-style-type: none"> ■ 39 different districts and charters. We continue to welcome schools to our consortia because they see the value in working together ● Impact of funding shifts, teacher shortage and housing challenges has led to <ul style="list-style-type: none"> ○ Fewere teacher applicants to choose from ○ More non-credentialed teachers in the classroom ● By the numbers (2017-18) <ul style="list-style-type: none"> ○ 215 teachers in Santa Cruz <ul style="list-style-type: none"> ■ 40% Elementary ■ 14% Humanities ■ 19% Math and Science ■ 13% Spec. Education ● 2018-19 <ul style="list-style-type: none"> ○ 208 teachers <ul style="list-style-type: none"> ■ 40% Elementary ■ 18% Humanities ■ 20% Math and Science ■ 9% Spec. Education ■ 12% Other (PE, languages) ○ More contract mentors working with these teachers as districts were not able to release mentors for a variety of reasons ○ Numbers have not radically changed compared to the previous year ● Reviewed how many teachers are being served in individual districts and which districts provided full release mentors to work with these teachers <ul style="list-style-type: none"> ○ We PVUSD released an Ed Specialist to mentor. She is working in all districts ○ What are there incentives for releasing a teacher? <ul style="list-style-type: none"> ■ They engage in rigorous professional development ■ Return to districts even more developed ■ Intimate knowledge of own district and learning about others ○ Does geography matter? 	<p>Melissa</p>
<p>9:40-10:00</p>	<p>Announcements and Closure Purpose: <i>To review our outcomes from today, preview our calendar for the year, and bring closure to our meeting</i> Question: Who will you connect with and what information will you share?</p>	<p>Marvilyn</p>

Announcements:

- 1. Accreditation Site Visit:** The CTC will be visiting SC/SVNTP **Monday, February 4th - Wednesday, February 6th**. We invite ALL stakeholders to join us for interviews with the review panel. **Please be on the lookout for a formal invitation within the next few weeks.** Interviews will take place in the afternoon of Monday, February 4th and Tuesday, February 5th at the Santa Cruz County Office of Education. We will also set up options to join remotely.
- 2. Conscious Classroom Management:** Back by popular demand, we are pleased to offer Conscious Classroom Management with Rick Smith and Grace Dearborn at no cost to participating teachers and mentors. In August, we held two Saturday sessions-one in Santa Cruz and one in Silicon Valley. We will offer two more sessions in October, and two more sessions in November in Santa Cruz and Silicon Valley for those who missed it in August. See the flyer on our website, www.scsvnntp.com for more information and registration details.
- 3. Early Completion Option Induction Program Update:** SB 57 is legislation that allows an accelerated program option for "exceptional and experienced" teachers who meet the eligibility requirements to complete the CA State Induction program at an advanced level. This is NOT a shortcut option for teachers looking to complete Induction more quickly. In order to qualify for this option, teachers must have a minimum of two years teaching experience as the teacher of record. Teachers that qualify and are interested in this option must complete an application process and if accepted as an ECO candidate, teachers continue to meet with their mentors each week. **Applications are now available and due Friday, November 2nd.** Please visit the [teacher page](#) of the website and the [Teacher Handbook](#) for more information about this option. Just a reminder, we no longer ask ECO candidates to provide us with two letters of recommendation. Instead, similar to what universities are now doing, we ask teachers to provide us with the names and contact information of two administrators that will be able to attest to their strengths in the CSTP. The leadership team then sends these references a Google Form to complete. Final decisions regarding ECO status are not made until after our first Assessment Day in December.
- 4. Exit Forms:** On occasion, teachers start Induction with SC/SVNTP and are not able to complete the semester. Any absence that takes a teacher away from the students for more than 4 weeks results in the inability for the teacher to successfully complete Induction. In such cases, the SC/SVNTP will initiate a formal Exit Process that requires a district signature. Please keep us apprised of any situations we should be aware of.

Fall Breakfast *Building Leaders Will and Skill In Fostering Equitable Learning Communities For All Students* **Thursday, October 25th**

Santa Cruz County Office of Education Tech Room
7:45 am -10:00 am (Program Starts at 8:00)

Future Steering Committee Dates:

All meetings will be held at the Santa Cruz County Office of Education from 8:00 am-10:00 am in the Board Room

- Wednesday, November 26th
- Monday, April 29th

Accreditation Site Visit: Monday, February 4th and Tuesday, February 5th

We hope you will join us and share with the Commission on Teaching Credentialing (CTC), first hand, your experience partnering with SC/SVNTP.

Interviews will be conducted at the following times:

- Monday, February 4th 3:15 pm -3:45 pm (tentative)
- Tuesday, February 5th 9:00 am-9:30 am (tentative)