

## INTC Conference 2010-World Café "Bright" Ideas

*Please Note: Some "Bright Ideas" were recorded by more than one group, but each "Bright Idea" is only mentioned once in this document. World Café participants indicated the "Bright Ideas" by placing a Light Bulb sticker next to their most important ideas.*

### **Topic One: Table Questions-Using the Continuum to Develop/Build/Grow**

- How will you use the continuum document to build your program?
- How can the continuum document assist your program in developing its collaborative leadership?
- What information, resources, or assistance does your program need to use the continuum document well?
- How can you ensure that the continuum document will be a practical planning tool?

#### **Comments: Topic One**

- Ongoing program improvement
- Defend and give rationale for quality programs
- An evaluation tool for self-assessment
- Will use the grey section as practical examples for ways our program can improve
- Formative growth assessment
- With INTC as the support providers, we'll use online support groups to share information
- Compare our program to standards and continuum rather than comparing it to other programs
- Credibility
- Program steering committee/program developers will learn continuum in depth before rolling it out. The steering committee should create a cliff's note/more user friendly, brief version
- Provides common language
- Helps beginning programs design their program
- Evidence
- May lead to parent satisfaction with new teacher and child's growth
- Analyzing needs of teachers: All stakeholders will be involved and familiar with the tool...Common language and clarity of each standard
- Base survey questions on continuum
- Funding: Continuum language to validate and advocate for more money
- Communicate with all stakeholders-surveys, blogs, webpage
- Take time to share document with people in district
- It's a target: We can't get to everything but it's a place to aim
- Tool for ongoing assessment throughout the school year, not just at the end of the school year.

### **Topic Two: Table Questions-Using the Continuum to Assess**

- How will you use the continuum document to assess your program?
- How will you use the continuum document to improve your program?
- How will you use the continuum document to show program growth?
- As you move through the continuum, what evidence do you plan to gather to support that you are making progress?

#### **Comments: Topic Two**

- Common standards and language for comparison
- Trust and confidentiality of all stakeholders
- Data collection as a collaborative endeavor

- Continuum=Measurement
- Self-evaluation and reflection
- Focus and goal setting
- Evidence is helpful in program development/assessment
- Common vocabulary
- Use evidence to determine things that we are doing or need to do
- Consistent training for all, especially administrators
- Celebrate what we are doing and have evidence for
- Establishes role clarity of stakeholders
- Use to identify strengths and needs
- Observation with feedback and observing others
- Evidence: 2<sup>nd</sup> and 3<sup>rd</sup> year teacher continued involvement and satisfaction; student achievement; work logs; reflection; focus groups; surveys (using subgroups to plan); observation; documentation
- Video analysis-share at monthly meetings
- Self-reflections for mentor/mentees
- Self-assessment: New teachers use continuum to assess our program
- Track data by groups (mentors, mentees, administrators, etc.)

### **Topic Three: Table Questions-Using the Continuum to Encourage Stakeholder Involvement**

- Identify your stakeholders. How will you inform and involve them in the continuum process?
- What publicity and/or informational strategies will you use to acquaint your program leaders and participants with the continuum document?
- How can the continuum document be used with mentors, coordinators, administrators, and new teachers?
- How will you involve stakeholders to remove any barriers in your progression through the continuum?

#### **Comments: Topic Three**

- Beginning teachers will know the quality of the program as outlined by the continuum
- This document is more for program design. It's not to be used for sharing all information with all stakeholders
- Need confidentiality to be maintained between beginning teacher and mentor yet need support and understanding of program with principal
- Helpful in informing union, public, politicians, and parents
- Continuum is something FOR new teachers, not a document to DO to new teachers
- Use continuum as a tool to establish goal. New teachers, mentors, and administrators can all focus on the same goal
- Data to show improvement
- Use as a focal document within SIP process
- Focus on publicity to mentors by showing them continuum to demonstrate where program is headed
- It's important to communicate with all stakeholders
- Use continuum as a jigsaw activity (to learn more about depth and breadth of mentoring) to find out where we are on the continuum so our program can move forward

- Press release for public relations
- Use with mentor/steering committee to examine each standard, maybe with post its
- Jigsaw to introduce continuum
- To raise awareness for stakeholders, we could give presentations, create brochures, along with various other resources
- Use continuum in existing meeting agendas, in the interview process, in mentor selection process and training. We'll include the document in emails and on our website.
- Tap into ROE/Administrator Academy requirement to offer professional development for administrators about induction and mentoring program – tie to IL Induction Standards
- Share at a district or program leadership meeting (all departmental leads in the district as a model or to self-assess
- Building a common language between induction coaches and other instructional coaches
- Meet with parents whose children have new teachers about the support they are getting-maybe at an open house (allow beginning teachers to share their story and passion about teaching!)