



Professional Standards Council for Teachers
April 30, 2024, Minutes

- I. Welcome
- II. Call to Order
 - a. Jennifer Kammerud called the meeting to order at 4:05 pm.
- III. Roll Call/Introductions
 - a. Council Members present included: Trisha Detert; Barbara Herzog; Sarahí Monterrey; Hannah Timm; Eric Dimmitt; Sydney Bueno; Antionette Means; Leah Witt; Monica Lopez; Julie Whitney; Meg Eler; Sarah Gruettner
 - b. DPI Staff to Council: Jacob Hollnagel, Jennifer Kammerud
 - c. Guests: Karen Savaglia, Cudahy School District; Melissa Pfohl, McFarland School District
- IV. Approval of Minutes
 - a. Minutes from November 2023, January 2024, February 2024, and March 2024
 - b. Motion by Barbara Herzog.
 - c. Seconded by Sarah Gruettner.
 - d. Approved via voice vote.
- V. Presentation from Guests
 - a. Cudahy School District
 - i. Works with St. Francis School District for PRMG
 - ii. Cudahy has 3 lead mentors, one each at elementary, middle, or high school.
 - iii. Cudahy had several mentors trained with the New Teacher Center.
 - iv. Each lead mentor acts as a liaison for mentors in the school. Lead mentors used to host local mentor forums, but now CESA 1 supports regional mentor forums.
 - v. 2021-22
 1. Parents had a choice in the 2021-22 school year for in-person or virtual learning. Was 40/60 in-person for most of the year.
 2. Cudahy found that new teachers persisted in the “disillusionment” phase of new teachers. Social emotional learning and support became important in this context.
 3. Cudahy incorporated Trauma-based strategies and SEL into their Peer Review and Mentoring Grant.
 4. Partnered with Growing Minds, a training agency, to support new teachers in their own emotional needs.
 - a. Two-minute pause.

- b. Mindful Eating
- 5. Trauma Stewardship with Laura van Dernoot Lipsky
- 6. Other Trauma-informed PD
 - a. "Problem Posed-Problem Solved" book study.
 - b. Growing Minds stress management training
 - c. Reflection walks in the park in partnership with St. Francis School District
- 7. Continuing Self-care Opportunities
 - a. Yoga/Weightlifting.
 - b. Paint and collaborate.
- vi. Learning from the program
 - 1. Pre/Post pandemic retention similar across years (Year 1 96 – 95 percent, Year 3 62 percent in 19-20 to 59 percent in 23-24)
 - 2. Teachers want opportunities to connect with all teachers, not just new teachers and choice of social opportunities.
 - 3. Teachers want job-embedded, timely support. Leaders want support with learning environments, building relationships, and collaboration.
 - 4. Continuing to see difficulty retaining student services staff.
- vii. Plans for the future
 - 1. Learning tracks for new educators to select from as cohorts across the year.
 - 2. Opportunities for all staff for self-care activities
 - 3. Job-embedded learning within teams for data analysis, lesson planning, with support from instructional leaders.
 - a. Teacher teams meet weekly around literacy. Math focused teams are starting soon.
 - b. Integrating with Educator Effectiveness work to support new teachers in seeing alignment of work.
 - c. Working with an outside agency to support.
- viii. Questions
 - 1. Continuing to see retention issues despite rigorous support through programs like this.
 - a. Looking specifically at providing support for special education staff as needs continue to grow.
 - b. Looking at implementing the same kind of support for paraprofessional staff.
 - 2. Any comments on how to
 - a. Work directly with principals to discuss mentoring and induction support to get buy-in from school administration.

- b. Work to align with school and district policies and priorities, like literacy and educator effectiveness, to demonstrate the usefulness.
 - c. Purposefully implement ongoing data collection and review and stakeholder engagement and feedback.
- b. McFarland School District
- i. Personal mentor journey:
 1. Started teaching in 2005 In Janesville.
 2. More of a “buddy” system. Not focused on instructional support, but more administrative.
 3. Had “teacher offices” instead of individual classrooms, which created an organic collaboration and informal mentorship.
 4. Similar experience when transferred to McFarland in 2007. Still received support in third year, even though it was not necessarily required at that time.
 5. First mentored another teacher in 2010-11. Gave a lot of the same support initially. Attended Dane County New Teachers Project in January of 2011 and realized that there was a whole different way to do a mentorship program.
 - ii. History:
 1. McFarland began training mentors in 2002.
 2. By 2006, at least 45 teachers had completed DCNTP training.
 3. By the start of the 2007-08 school year, McFarland projected all “team leaders” were trained.
 4. Provide mentors to new-to-district veteran teachers too.
 5. Emphasize improving instructional practice, community, and reflection.
 - a. Work with new teachers to implement “plan, teach, reflect, again” and get away from “plan, teach, plan, teach” that many new teachers experience.
 - iii. Current practices:
 1. One part-time full release mentor is a retired teacher from the district.
 2. Close to 1:1 mentor-to-mentee ratio.
 3. Highly trained mentors paired with the newest teachers.
 4. Work closely with DCNTP. The full-release mentor is a DCNTP trainer.
 - iv. Success stories
 1. Sydney
 - a. Became a mentor after experiencing mentorship and liking it.

2. Emily
 - a. Became a teacher after working with McFarland in an arts program.
 - b. Worked elsewhere but came back to McFarland and is looking to become a mentor down the line.
3. Madison
 - a. Came to McFarland as a new teacher.
 - b. Served as a team leader even during her initial teacher period.
 - c. Felt she could take on the responsibility thanks to mentoring supports at the district.
- v. Next Steps
 1. Failed operational referendum on April 2nd.
 2. This will mean fewer new teachers and mentors in the coming year.
 3. Focus projects:
 - a. Summer 2022 – defining mentoring expectations.
 - b. Summer 2023 – created a shared mentoring website to support mentors.
 - c. Summer 2024 – planning monthly new teacher PD sessions aimed at brand new and early career teachers.
 - i. Mentors cannot be everything to all teachers. Hoping seminars will fill the gaps, especially facing needs based on Act 20, etc.
 4. McFarland does not have instructional coaches in all buildings; so mentoring program important for continuing to
- vi. Questions:
 1. Is veteran mentorship the same as new teacher?
 - a. No, veteran teachers are not required to go through the same rigor of the program. So far, no veteran teachers have refused a new mentor.
 2. Thoughts from student teacher representative
 - a. Will be teaching on emergency license next year.
 - b. Have four full time coaches in the school. That support makes her feel more confident about the future.
 3. How could teacher prep programs support teacher induction and mentoring, especially for those on emergency or non-traditional licenses?
 - a. McFarland: Create individualized plans of support for emergency licensed teachers, identifying specific areas

they will need more support, like special education requirements.

- i. Providing instruction to new teachers on how to be good mentees.
 - b. Cudahy: Many school districts have only one person in certain roles, like family and consumer education or physical education, etc. Universities and prep programs could help provide connections to job-alike peers across school districts.
 4. Mentoring support is not available to all professional staff across the state, but many of these roles would benefit from the same kind of support.
 - a. McFarland: Provides mentors to professional staff in student services areas and provides some support to non-professional staff. These staff provide vital services, but don't always get the same kind of support as instructional staff do.
 5. The council and the state could support districts and schools collaborating on these practices, innovation, and just ideation to spread best practices.
 - c. Mentorship is important for ALL teachers but especially for special education educators.
- VI. Student Teaching Equivalency Rule Update
 - a. If there are no objections by tomorrow, then will be approved via passive review by the legislature.
- VII. Agenda Planning:
- VIII. Motion to adjourn:
 - a. Motion by Meg Erler.
 - b. Seconded by Sarahí Monterrey
 - c. Passed on voice vote.
- IX. Council adjourned until May 21 at 4pm.