



New Teacher Center – Wisconsin

Quality Professional Development for Mentors and Those Who Support Beginning Teachers



Professional Development/Alignment with PI34

New Teacher Center – Wisconsin Mission Statement: Because research and practice indicate that good teaching is central to student learning, the New Teacher Center – Wisconsin will provide educators the systematic, on-going training and support necessary to build induction and mentoring programs. This process ensures a profession strengthened by educators who continually refine their practice through collaboration and reflection.

*Instructional Mentoring (IM)	<p>PI34 states that districts will provide qualified mentors to initial educators, and those mentors must be trained. This two-day foundational training:</p> <ul style="list-style-type: none"> • focuses on the knowledge, skills, and understanding that are critical to those who work with initial educators; • is guided by the belief that learning to teach is a career-long developmental process that involves a continuous cycle of planning, teaching, and reflecting; • has at its core the mentor's ability to respond to each new teacher's individual developmental and contextual needs and to promote the ongoing examination of classroom practice.
Setting Professional Goals (SPG)	<p>This one-day workshop Deepens mentors' understanding of the role of formative assessment through establishing focused goals, based on student standards and Wisconsin Teacher Standards, and assists mentors and initial educators in the PDP process.</p>
*Coaching and Observation Strategies for Working with Beginning Teachers (C&O)	<p>As per PI34, district mentors will have input into the formative assessment of the initial educator. This two-day coaching training:</p> <ul style="list-style-type: none"> • focuses on the collection of observation data in relationship to Wisconsin's Teacher Standards and on ways in which data can be shared with the initial educator to improve instructional practice; • emphasizes the language and behavior of support in developing a trusting relationship between the mentor/coach and the initial educator; • is guided by the belief that observation data is an essential strategy for helping initial educators improve their practice and that coaching helps create healthy, collaborative environments where professionals can examine their work.
*Designing & Presenting Professional Development (D&P)	<p>Districts in Wisconsin, in accordance with PI34, are required to provide support seminars to initial educators that reflect the Wisconsin Teacher Standards. In many districts, mentors will be designing and presenting those seminars throughout the school year. While the focus is beginning teachers, this workshop is especially helpful to anyone who works with adult learners. This two-day workshop will focus on:</p> <ul style="list-style-type: none"> • understanding the principles and strategies that support adult learning • designing and organizing professional development • extending and refining presentation skills
*Analyzing Student Work to Guide Instruction (ASW)	<p>Mentors, according to PI34, are to have input into the formative assessment of initial educators. In this training, mentors learn how to work with initial educators as they examine student work and then learn how to change their instruction as a result of that data. This two-day workshop focuses on:</p> <ul style="list-style-type: none"> • the use of student work and standards to guide instruction; • collecting, analyzing, and using classroom observation data; • differentiating instruction based on student need.
Coaching in Complex Situations (CCS)	<p>How do mentors and coaches address situations in the beginning teachers' classrooms that cannot be ignored while maintaining relationships that are built on trust and respect? This one-day advanced coaching training focuses on</p> <ul style="list-style-type: none"> • supporting the mentors' professional development to coach strategically; and • to find solutions to challenging situations.
*Mentoring for Equity (M4E)	<p>This two-day training focuses on a framework for equitable outcomes and for mentoring beginning teachers from an equity perspective within the context of the Wisconsin Teacher Standards. Inequities regarding race, language, and culture in the classroom and in schools will be addressed. This training is guided by the belief that we must uncover and address inequities in pedagogy, content, and climate in order to teach all students successfully.</p>
Creating & Facilitating Meetings (C&F)	<p>Mentors who work with initial educators find themselves in a new professional leadership role – one that requires learning new skills and examining practice. As we create a supportive environment and learning opportunities for new teachers, it is important that we also create a collaborative learning environment for mentors to develop skills, gain knowledge, and problem-solve issues. Participants in this one-day workshop will engage in a real-time staff meeting model, with stop-action briefing along the way.</p>

For more information visit our Website at: www.ntcwi.org	<p>Sharon Nelson, Regional Director snelson@waunakee.k12.wi.us 608-849-2858</p> <p>Tom Howe, Outreach Coordinator thomas_howe@mononagrove.org 608-849-2493</p> <p>Melissa Ohm, Project Manager mohm@waunakee.k12.wi.us 608-849-2270</p>
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IM, SPG, C&O, and ASW Includes a module for each participant with DVD, description of formative assessment tool use, and copies of NCR tools used in the workshop.

ESEA Title IIA district funds may be used to support your attendance at these events

*A ten-credit Mentor Certificate is offered in cooperation with UW-Madison; those trainings with an asterisk are eligible for one graduate level credit and may count toward the certificate. For more information, <http://www.education.wisc.edu/outreach/>

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