Training	PD Description/Alignment with PI-34
Instructional Mentoring Aug. 13 & 14, 2012, or Sept. 11 & 12, 2012, or Oct. 4 & 5, 2012, or Jan. 15 & 16, 2013	PI-34 States that districts will provide qualified mentors to initial educators, and those mentors must be trained. This two-day foundational training: • 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.
Coaching and Observation Strategies Oct. 17 & 18, 2012, or Feb. 27 & 28, 2013	As per PI-34, district mentors will have input into the formative assessment of the initial educator. This two-day coaching training: • 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. • **Prerequisite:** Instructional Mentoring
Analyzing Student Work to Guide Instruction Dec. 11 & 12, 2012, or March 20 & 21, 2013	Mentors, according to PI-34, 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: • The use of student work and standards to guide instruction; • Collection, analyzing, and using classroom observation data; • Differentiating instruction based on student need • **Prerequisites:** Instructional Mentoring
Differentiating Instruction: Entry Points for Mentors Oct. 30 & 31, 2012	How do mentors bring the complex strategies and practices of differentiation to the teachers they serve in a way that effectively helps raise achievement for all students? This training provides an overview of the essential components of differentiation, as well as strategies for student pre-assessment, flexible grouping and tiered instruction. There will be practice finding entry points that allow mentors to target their mentoring based on teacher readiness, through planning, observation case studies and analysis of student work. • **Prerequisites:** Instructional Mentoring, Coaching and Observation Strategies, and Analyzing Student Work

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Training	PD Description/Alignment with PI-34
Coaching in Complex Situations Feb. 14, 2013	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: • Supporting the mentors' professional development to coach strategically; • Finding solutions to challenging situations. • **Prerequisites:** Instructional Mentoring and Coaching and Observation Strategies
Mentoring for Equity April 11 & 12, 2013	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. • **Prerequisite:** Instructional Mentoring
Designing and Presenting Professional Development May 15 & 16, 2013	Districts in Wisconsin, in accordance with PI-34, are required to provide support seminars for initial educators that reflect the Wisconsin Teacher Standards. In many districts, mentors will be designing and presenting those seminars throughout the school year. This two-day workshop will focus on: • Understanding the principles and strategies that support adult learning; • Designing and organizing professional development; • Extending and refining presentation skills

- All MPDTs will be held at Cardinal Stritch University Main Campus, Sr. Camille Kliebhan Conference Center from 8 am – 3pm
- Cost for two-day MPDTs:
  - Consortium member: $250/person or $225 for teams of two or more
  - General public: $380/person (no group discount available)
  - Instructional Mentoring and Analyzing Student Work have an additional $45/person fee for the Formative Assessment Tools Package
  - Coaching and Observation Strategies has an additional $55/person fee for the Formative Assessment Tools Package
- Cost for one-day MPDT:
  - Consortium member: $125/person or $110 for teams of two or more
  - General public: $190/person (no group discount available)
- Participants have the option of taking trainings for credit ($160 per credit) which can be applied to the Mentoring Certificate (www.stritch.edu/mentoringcertificate) and the Master of Educational Leadership: Professional Learning (www.stritch.edu/lead).

ESEA funds from Title II Part A may be used to support a participant's attendance at these events.

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