**South Carolina Mentor Training**

**Trainer Support Document 2.0**

| Module Number/Section Title | PowerPoint Slides | Participant Handbook Pages/Supplemental Materials (SM)\* | Trainer/Co-Trainer Notes |
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| Module 1: Introduction to Mentoring | 1-24 |  |  |
| Section 1: Introduction and Group Norms | 1-12 | * “The Developmental Stages

of Teachers” Article (SM)* “Norms” Document from the

participant handbook (pg. 2)• “Agenda” from the participant handbook (pgs. 3-4)• “Training Outcomes” from the participant handbook (pg. 5) | * Email “The Developmental Stages of Teachers” article to the participants
* Have extra copies of “The Developmental Stages of Teachers” article available on the tables
* Discuss the organization of and the agenda for the training
* Share training outcomes
* Discuss the types of teachers a mentor may be asked to support
* Walk-through the participant handbook
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| Section 2: Importance of Mentoring | 13-24 | • “Teacher Turnover in SouthCarolina” Document (SM from CERRA’s Mentor Training Hub)• Laminated copies of SouthCarolina district maps(1 per table) (SM)• “Table Group ConversationQuestions” from the participant handbook (pg. 7) | * Trainer must be familiar with and understand the data included on the “Teacher Turnover in South Carolina” document
* PowerPoint includes a slide which allows the trainer to explain the “Teacher Turnover Rates” data
* Additional district data are available on CERRA’s Mentor Training Hub
* Trainer should explain the data before the co-trainers pass out the “Teacher Turnover in South Carolina” document and the South Carolina maps
* Trainer should conclude the activity by telling a personal story that demonstrates the importance of mentoring
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| Module 2: Teacher Needs, Mentor Roles, & Paths to the Profession | 25-53 |  |  |
| Section 1: General Needs of Beginning Teachers | 25-34 | •Notecards• Chart paper• Markers• Blank “Beginning TeacherNeeds” Chart in the participant handbook (pg. 9)• 3 Handouts - 1 for each category of beginning teacher needs (SM) (total number of participants/3 = number of copies of each handout needed)• “Categories of BeginningTeacher Needs Summary” in the participant handbook(pgs. 10-11)• Completed “Beginning Teacher Needs” Chart in the participant handbook (pg. 12) | * Instructions for grouping participants must be followed
* Activity requires at least three participants per table
* Trainers must help the participants recall their first year in the classroom
* First year of teaching reflection is a silent, individual activity
* Needs should be written one per index card
* Similar needs can be condensed and included as a common need
* Columns in the “Beginning Teacher Needs” chart should be labeled in this order – social/emotional, physical, and instructional
* Physical needs are NOT related to the body
* Groups only have 5 minutes to teach their content
* Co-trainer should chart the beginning teacher needs
* “Beginning Teacher Needs” charts will be used in the next section
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| Section 2: Mentor Attributes, Roles, & Responsibilities | 35-47 | • “Mentor Attribute Self-Assessment” from the participant handbook (pgs. 14-15)• “Note Taking Guide” from the participant handbook (pg. 16)• “Mentor Roles Diagram” from the participant handbook (pg. 17)• “Beginning Teacher NeedsChart” from the activity in Section 1 of this module | * Trainer must “set the stage” to help the participants recall their personal or professional mentor
* Trainer should encourage participants to use the “Note Taking Guide” as he/she teaches the content
* The activity is designed to help participants understand that the beginning teacher’s need(s) determine the mentor’s role(s)
* Some mentor roles are intentionally included in more than one of the beginning teacher needs categories
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| Section 3: Teacher Variety | 48-53 | • “Teacher Variety Description” Document from the participant handbook(pgs. 19-27)• “Characteristics of BeginningTeachers Comparison Chart”from the participant handbook(pg. 28) | * Instructions for grouping participants must be followed
* Activity requires table groups of at least eight participants
* Trainers should NOT place all “1’s” together
* The various pathways to the profession are one reason differentiated mentoring is necessary
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| Module 3: Mentoring Cycle and Expanded ADEPT Support and Evaluation System | 54- 98 |  |  |
| Section 1: Introduction to the Mentoring Cycle | 54-65 | • “Guide to Professional Success” (GPS graphic) from the participant handbook (pg. 30)• “Critical Times and Events"Document from the participant handbook (pg. 31)• Blank "Contact Log" from theparticipant handbook (pg. 32)• Completed “Contact Log"from the participant handbook(pg. 33)• Chart paper• Markers | * Instructions for grouping participants must be followed
* Participants should record roles on their GPS
* Trainer should stress the fact that the mentoring cycle includes formal interactions and that mentors will have many informal interactions with their beginning teacher
* The included “Contact Log” is only an example
* Districts may have their own mentor/mentee contact logs
* Contact logs should include broad information only
* The mentor and the mentee should initial each entry
* Contact logs may be shared with administrators
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| Section 2: Expanded ADEPT Support & Evaluation System  | 66-96 | • “Blank SLO Template” (SM from CERRA’s Mentor Training Hub) • “6th Grade ELA SLO Example” (SM from CERRA’s Mentor Training Hub)• “SLO Quality Review Tool”(SM from CERRA’s Mentor Training Hub)• “South Carolina Teaching Standards 4.0 Rubric” (SM from CERRA’s Mentor Training Hub)• “APS/South Carolina Teaching Standards Crosswalk” (SM from CERRA’s Mentor Training Hub) | * Slide numbers referenced in the Trainer Handbook refer ONLY to the SCDE portion of the PowerPoint
* Module 3, Section 2 is very different and belongs to the SCDE
* Trainer must be familiar with district's “Business Rules” related to ADEPT and SLOs
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| Section 3: Review & Preview | 97-98 | • None |  |
| Module 4: Coaching Dialogue & Pre-Observation Conference | 1-22 |  |  |
| Section 1: Review & Coaching Dialogue Protocol | 1-10 | • “Guide to Professional Success (GPS graphic) from the participant handbook (pg. 30)• “Coaching Dialogue Protocol” from the participant handbook (pg. 37) |  |
| Section 2: Pre-Observation Conference | 11-22 | • “Pre-Observation Conference Guide” from the participant handbook (pg. 39)• “Coaching Dialogue Protocolwith Pre-Observation Stems”from the participant handbook(pg. 40)• “Pre-Observation Conference Note Taking Guide” from the participant handbook (pg. 41) | * There are two activities
* Trainer must provide a detailed description of each section of the “Pre-Observation Conference Guide”
* Trainer must discuss the pre-observation conference stems
* Activity 1 requires at least four participants per table
* Trainers must practice the model conference in advance
* The trainer NOT participating in the model conference should lead this section
* Trainer must recognize the importance of the pre-observation conference
* Trainer must emphasize the fact that the focus of the observation should be tied to the indicators from the SCTS 4.0 Rubric
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| Module 5: Observation from Protocol to Practice | 23-43 |  |  |
| Section 1: Observer Behaviors & Protocols | 23-25 | • “Protocols for Classroom Observations” Document from the participant handbook (pg. 43) | •Trainer must be prepared to discuss whether or not to intervene |
| Section 2: Evidence-Gathering Strategies | 26-43 | • “Sample Observation – Scripting” from the participant handbook (pgs. 45-46)• “Sample Observation – Counting” from the participant handbook (pg. 47)• “Sample Observation – Charting” from the participant handbook (pgs. 48-49) • “Sample Observation – Diagramming” from the participant handbook (pgs. 50-51)• Notebook Paper• “Counting Tool” (SM) and from the participant handbook (pg. 52)• “Charting Tool” (SM) and from the participant handbook (pgs. 53-54)• “Seating Chart” (SM) and from the participant handbook (pg. 55)* Michigan State’s “Observation Techniques Overview” document (SM) and from the participant handbook (pgs. 56-64)
* Internet access
* Speakers
 | • Trainers may wish to split this section between two people* Trainers must be familiar with the techniques and samples
* The focus of the observation determines the technique
* Packets of data collection papers must be created before the training (see Activity instructions)
* Co-trainers should be prepared to participate
* Login information for the ATLAS videos is available through the district Induction & Mentoring Coordinator
* Recognize the challenges that come with collecting data from a video
* Start and stop times for the videos are as follows: Case 861, minutes 5:55-10:55, Case 1741, minutes 1:00-6:00, and Case 1274, minutes 2:00-7:00
* Trainer should show the first few seconds of Case 1274 so that participants can see the entire room
* Districts may have their own observation forms
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| Module 6: Post-Observation Data Analysis & Post-Observation Conference | 44-73 |  |  |
| Section 1: Protocol for Analyzing Observation Data | 44-49 | • Observation Data Collected in Module 5• “Questions to Consider During Data Analysis” from theparticipant handbook (pg. 66)• “Questions to Encourage Reflection” from theparticipant handbook (pg. 67) | * Trainer must decide where each data collection group will meet
* Trainer must make it clear that data drive the dialogue
* Participants should stay with their same data collection group
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| Section 2: Post-Observation Conference – Providing Effective Feedback | 50-59 | • “Coaching Dialogue Protocol” from the participant handbook (pg. 69)• “Coaching Dialogue Protocolwith Post-Observation Stems”from the participant handbook(pg. 70)• “Effective Feedback” Document from the participant handbook (pgs. 71-72)• Pre-Made Charts - Validate,Clarify, Stretch and Apply• “Take-Away Tweet” Document from the participant handbook (pg. 73)• Markers• Sticky Notes | * Trainer must discuss the post-observation conference stems
* Success of the post-observation conference is largely dependent upon the mentor’s ability to give effective feedback
* Trainer may need to “balance” the groups before asking them to categorize the responses
* Participants should stay with their same data collection group
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| Section 3: Post-Observation Conference – Goal Setting | 60-73 | • “SMART Goals” Documentfrom the participant handbook(pgs. 75-76)• “X to Y by When” Documentfrom the participant handbook(pg. 77) | * Goals for this activity may be personal or professional
* Participants must understand that a beginning teacher’s professional goal(s) should be tied to the indicators from the SCTS 4.0 Rubric
* Participants may return to their original seats
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| Module 7: Teaching Learning Opportunities and Training Closure | 74-81 |  |  |
| Section 1: Teacher Learning Opportunities (TLOs) | 74-78 | • “Go-Go” Activity Sheet fromthe participant handbook (pg. 79) | * Trainer should reinforce the fact that TLOs can occur at any time
* The TLOs should be written in the large box
* The small boxes inside the larger boxes are for the tier numbers
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| Section 2: Training Closure | 79-81 | • “Training Evaluation” Form (SM) | * Co-trainers should place certificates on a back table
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\* Supplemental materials are not included in the Participant Handbook and must be copied by the District