**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 |
| Section 2: Importance of Mentoring | 13-24 | • “Teacher Turnover in South  Carolina” Document (SM from CERRA’s Mentor Training Hub)  • Laminated copies of South  Carolina district maps  (1 per table) (SM)  • “Table Group Conversation  Questions” 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 |
| 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 Teacher  Needs” 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 Beginning  Teacher 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 |
| 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 Needs  Chart” 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 |
| Section 3: Teacher Variety | 48-53 | • “Teacher Variety Description” Document from the participant handbook  (pgs. 19-27)  • “Characteristics of Beginning  Teachers 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 |
| 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 the  participant 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 |
| 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 |
| 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 Protocol  with 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 |
| 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 |
| 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 the  participant handbook (pg. 66)  • “Questions to Encourage Reflection” from the  participant 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 |
| Section 2: Post-Observation Conference – Providing Effective Feedback | 50-59 | • “Coaching Dialogue Protocol” from the participant handbook (pg. 69)  • “Coaching Dialogue Protocol  with 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 |
| Section 3: Post-Observation Conference – Goal Setting | 60-73 | • “SMART Goals” Document  from the participant handbook  (pgs. 75-76)  • “X to Y by When” Document  from 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 |
| Module 7: Teaching Learning Opportunities and Training Closure | 74-81 |  |  |
| Section 1: Teacher Learning Opportunities (TLOs) | 74-78 | • “Go-Go” Activity Sheet from  the 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 |
| Section 2: Training Closure | 79-81 | • “Training Evaluation” Form (SM) | * Co-trainers should place certificates on a back table |

\* Supplemental materials are not included in the Participant Handbook and must be copied by the District