**South Carolina Mentor Training**

**Trainer Support Document**

| 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 | 1-27 |  |  |
| Section 1: Introduction and Group Norms | 1-4 | * “The Developmental Stages   of Teachers” Article (SM)   * “Norms” Document from the   participant handbook (pg. 4) | * Email “The Developmental Stages of Teachers” article to the participants * Have extra copies of “The Developmental Stages of Teachers” article available on the tables |
| Section 2: Mentor Training Overview & Outcomes | 5-14 | • “Agenda” from the participant handbook  (pgs. 6-7)  • “Training Outcomes” from the participant handbook  (pg. 8) | * 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 3: Importance of Mentoring | 15-27 | • “Teacher Turnover in South  Carolina” Document (SM)  • Laminated copies of South  Carolina district maps  (1 per table) (SM)  • “Table Group Conversation  Questions” from the participant handbook (pg. 10) | * Trainer must be familiar with and understand the data included on the “Teacher Turnover in South Carolina” document * PowerPoint includes two slides which allow the trainer to explain the difference between the “Teacher Turnover Rates” columns and the “Numbers of Teachers Leaving” columns * 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, & Effective Mentoring Relationships | 28-59 |  |  |
| Section 1: General Needs of Beginning Teachers | 28-37 | • Notecards  • Chart paper  • Markers  • Blank “Beginning Teacher  Needs” Chart in the participant handbook (pg. 12)  • 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. 13-14)  • Completed “Beginning Teacher Needs” Chart in the participant handbook (pg. 15) | * 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 3-4 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 | 38-50 | • “Mentor Attribute Self-  Assessment” from the participant handbook  (pgs. 17-18)  • “Note Taking Guide” from the participant handbook  (pg. 19)  • “Mentor Roles Diagram” from the participant handbook (pg.20)  • “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 | 51-56 | • “Teacher Variety Description” Document from the participant handbook  (pgs. 22-29)  • “Characteristics of Beginning  Teachers Comparison Chart”  from the participant handbook  (pg. 30) | * Activity requires table groups of at least seven participants * Trainers should NOT place all “1’s” together * The various pathways to the profession are one reason differentiated mentoring is necessary |
| Section 4: Effective Mentoring Practice | 57-59 | • “Case Study Scenario” from  the participant handbook  (pgs. 32-33)  • “Note Taking Guide” from the participant handbook  (pg. 34) | * The first part of the activity is completed with a table partner * The second part of the activity allows the participants to find a partner in the room |
| Module 3: Expanded ADEPT Support and Evaluation System & Student Learning Objectives | 60-83 | • “ADEPT Performance Standards” Document from the participant handbook  (pg. 36)  • “SLO Example” from the participant handbook  (pg. 37-40)  • “SLO Quality Review Tool”  from the participant handbook  (pg. 41) | * Slide numbers referenced in the Trainer Handbook refer ONLY to the SCDE portion of the PowerPoint * Module 3 is very different and belongs to the SCDE * Trainer must be familiar with district's SLO Business Rules * Stress the importance of ADEPT Performance Standards * All teachers are writing SLOs in 2015-16 * Professional Growth and Development component is satisfied through Section 9 of SLO |
| Module 4: Mentoring Cycle & Day One Closure | 84-101 |  |  |
| Section 1: Introduction to the Mentoring Cycle | 84-99 | • “Guide to Professional Success” (GPS graphic) from the participant handbook  (pg. 43)  • “Critical Times and Events"  Document from the participant handbook (pg. 44)  • Blank "Contact Log" from the  participant handbook (pg. 45)  • Completed “Contact Log"  from the participant handbook  (pg. 46)  • Chart paper  • Markers | * Co-trainer should record group responses (pre-observation conference and post-observation conference) * 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: Review & Preview | 100-101 | • None |  |
| Module 5: Coaching Dialogue & Pre-Observation Conference | 1-24 |  |  |
| Section 1: Review of the Mentoring Cycle | 1-7 | • “Guide to Professional Success” (GPS graphic) from the participant handbook  (pg. 49) |  |
| Section 2: Coaching Dialogue Protocol | 8-12 | • “Coaching Dialogue Protocol” from the participant handbook (pg. 51) | * Trainer must discuss each component of the protocol and the “pause, paraphrase, ask a question” process |
| Section 3: Pre-Observation Conference | 13-24 | • “Pre-Observation Conference Guide” from the participant handbook (pg. 53)  • “Coaching Dialogue Protocol  with Pre-Observation Stems”  from the participant handbook  (pg. 54)  • “Pre-Observation Conference Note Taking Guide” from the participant handbook (pg. 55) | * 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 APS(s) |
| Module 6: Observation from Protocol to Practice | 25-43 |  |  |
| Section 1: Observer Behaviors & Protocols | 25-27 | • “Protocols for Classroom Observations” Document from the participant handbook  (pg. 57) |  |
| Section 2: Evidence-Gathering Strategies | 28-43 | • “Sample Observation – Scripting” from the participant handbook (pgs. 59-60)  • “Sample Observation – Counting” from the participant handbook (pg. 61)  • “Sample Observation – Charting” from the participant handbook (pgs. 62-63)  • “Sample Observation – Diagramming” from the participant handbook  (pgs. 64-65)   * “Focus and Technique T-chart” from the participant handbook (pg. 66) * “Observation Techniques Overview” from the participant handbook   (pgs. 67-76)   * Notebook Paper * Copy paper (blank) * “Time Log” (SM) and from   the participant handbook (pg. 78)   * “Seating Chart” (SM) and from the participant handbook (pg. 78) * Colored sticker dots (4 different colors: red, blue, yellow, and green) * Internet access * Speakers | * There are two activities * 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) * Activity 2 requires groups of four participants * Co-trainers should be prepared to participate * The video will be available on the CERRA secure trainer site * Recognize the challenges that come with collecting data from a video * Start the video at the beginning and stop at minute 4:00 * Districts may have their own observation forms |
| Module 7: Post-Observation Data Analysis & Post-Observation Conference | 44-73 |  |  |
| Section 1: Protocol for Analyzing Observation Data | 44-49 | • Observation Data Collected in Module 6  • “Questions to Consider During Data Analysis” from the  participant handbook (pg. 80) | * Trainer must decide where each color group will meet * Trainer must make it clear that data drive the dialogue * Participants should stay with their same color dot group |
| Section 2: Post-Observation Conference – Providing Effective Feedback | 50-59 | • “Coaching Dialogue Protocol” from the participant handbook (pg. 82)  • “Coaching Dialogue Protocol  with Post-Observation Stems”  from the participant handbook  (pg. 83)  • “Effective Feedback” Document from the participant handbook  (pgs. 84-85)  • Pre-Made Charts - Validate,  Clarify, Stretch and Apply  • “Take-Away Tweet” Document from the participant handbook (pg. 86)  • 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 look for patterns among the sticky notes on each chart * Participants should stay with their same color dot group |
| Section 3: Post-Observation Conference – Goal Setting | 60-73 | • “SMART Goals” Document  from the participant handbook  (pgs. 88-89)  • “X to Y by When” Document  from the participant handbook  (pg. 90) | * 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 APS(s) * Participants may return to their original seats |
| Module 8: Beginning Teaching Learning Opportunities | 74-78 |  |  |
| Section 1: Teacher Learning Opportunities (TLOs) | 74-78 | • “Go-Go” Activity Sheet from  the participant handbook  (pg. 92) | * 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 |
| Module 9: The Full Mentoring Cycle & Training Closure | 79-106 |  |  |
| Section 1: Practicing the Mentor Cycle | 79-103 | • “Case of Practice” from the  participant handbook  (pgs. 94-95)  • “Pre-Observation Conference Script” document from the participant handbook (pg. 96)  • Notebook Paper  • Copy paper (blank)  • “Seating Chart” (SM)  • “Types of Questions Asked”  Chart (SM)  • Internet access  • Speakers  • “Post-Observation Conference Script” Document from the participant handbook (pg. 97)  • Completed “Go-Go Sheet from Module 8 | * Co-trainers should be prepared to participate * The video will be available on the CERRA secure trainer site * Recognize the challenges that come with collecting data from a video * Start the video at minute 1:00 and stop it at minute 6:00 |
| Section 2: Training Closure | 104-106 | • “Training Evaluation” Form | * 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