**Summer 2020 Online South Carolina Mentor Training**

**Trainer Support Document (Online)**

| Module Number/Section Title | PowerPoint (PP) Slides | Participant Handbook Pages/PDF File of Materials\*\*(All) means the document is included in both PDF files. (E) means the document is included only in the PDF file for participants with an electronic copy of the handbook.  | Trainer/Co-Trainer Notes |
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| Prior to Training | Review the Summer 2020 PowerPoint that includes revisions and additional slides. | * Review the “Guidance for Districts” document available on the SC Mentor Training Hub.
* Review the “Summer 2020 Online SC Mentor Training Activity Modifications” document.
 | * Order/Produce handbooks and distribute to the participants.
* Provide participants with the appropriate PDF file of materials.
* Familiarize yourself with the district’s video communication platform including the following features: chat, breakout rooms, whiteboard, hand raising, and poll.
* Determine breakout room assignments for at least Module 2, Section 1 and Module 4, Section 2.
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| Module 1: Introduction to Mentoring | 1-26 |  |  |
| Section 1: Introduction, Norms, & Training Overview | 1-14 | * “The Developmental Stages

of Teachers” article (All)* “Norms” document from the

participant handbook (pg. 2) and revised in PP• “Agenda” from the participant handbook (pgs. 3-4)• “Training Outcomes” from the participant handbook (pg. 5) | * Share the link for the “Online Participant Registration Form.” Participants who do not complete this form will not receive credit for the training.
* Share features of the online training platform
* 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 | 15-26 | • “Teacher Turnover in SouthCarolina” document (All)• Copies of SouthCarolina district maps (All)• “Table Group ConversationQuestions” from the participant handbook (pg. 7) (E) | * Activity uses breakout rooms (4-5 participants per room)
* Trainer must be familiar with and understand the data included on the “Teacher Turnover in South Carolina” document (updated annually)
* 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 asking participants to locate the “Teacher Turnover in South Carolina” document and the South Carolina maps in their PDF file
* 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, & Pathways to the Profession | 27-52 |  |  |
| Section 1: General Needs of Beginning Teachers | 27-35 | • Blank “Beginning TeacherNeeds” chart in the participant handbook (pg. 9) (E)• 3 Handouts - 1 for each category of beginning teacher needs (All)• “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 uses breakout rooms (3) and the online whiteboard
* Trainers must help the participants recall their first year in the classroom
* First year of teaching reflection is a silent, individual activity
* 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 | 36-46 | • “Mentor Attribute Self-Assessment” from the participant handbook (pgs. 14-15) (E)• “Mentor Roles Diagram” from the participant handbook (pg. 16)• “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
* 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 | 47-52 | • “Teacher Variety” document from the participant handbook(pgs. 18-27) (E)• “Characteristics of BeginningTeachers Comparison Document” from the participant handbook(pg. 28) (E) | * Activity uses breakout rooms (at least 9 per room)
* Instructions for grouping participants must be followed
* Trainers should share each participant’s reading assignment before sending everyone to breakout rooms
* Trainers should NOT place all of the same number 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 & Evaluation System | 53-90 |  |  |
| Section 1: Introduction to the Mentoring Cycle | 53-64 | • “Guide to Professional Success” (GPS graphic) from the participant handbook (pg. 30) (All)• “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) | * Activity uses breakout rooms (4 participants per room)
* 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  | 65-88 | • “South Carolina Teaching Standards 4.0 Rubric” (All) | * Slide numbers referenced in the Trainer Handbook refer ONLY to the SCDE portion of the PowerPoint
* Module 3, Section 2 is 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 | 89-90 |  |  |
| Module 4: Coaching Dialogue & Pre-Observation Conference | 1-23 |  |  |
| 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) | * Trainers must take attendance
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| Section 2: Pre-Observation Conference | 11-23 | • “Pre-Observation Conference Guide” from the participant handbook (pg. 39) (E)• “Coaching Dialogue Protocolwith Pre-Observation Stems”from the participant handbook(pg. 40)• “Pre-Observation Conference Note Taking Guide” from the participant handbook (pg. 41) (E) | * Activity uses breakout rooms (one for every two participants)
* Pairings for breakout rooms must be decided in advance
* Video added for the online training
* 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
* 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 | 24-44 |  |  |
| Section 1: Observer Behaviors & Protocols | 24-26 | • “Protocols for Classroom Observations” document from the participant handbook (pg. 43) | • Activity uses a poll* Trainer must be prepared to discuss whether or not to intervene
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| Section 2: Evidence-Gathering Strategies | 27-44 | • “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•“Charting Tool” from the participant handbook (pgs. 53-54) (E)• “Seating Chart” from the participant handbook (pg. 55) (E)* Michigan State’s “Observation Techniques Overview” document from the participant handbook (pgs. 56-64)
 | • Activity uses breakout rooms (4-5 per room)* Counting will be introduced but participants will not practice this technique
* 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
* 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 | 45-74 |  |  |
| Section 1: Protocol for Analyzing Observation Data | 45-50 | • Observation Data Collected in Module 5• “Questions to Consider During Data Analysis” from theparticipant handbook (pg. 66) (E)• “Questions to Encourage Reflection” from theparticipant handbook (pg. 67) | * Activity uses breakout rooms (3)
* Trainer must make it clear that data drive the dialogue
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| Section 2: Providing Effective Feedback | 51-60 | • “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)• “Take-Away Tweet” document from the participant handbook (pg. 73) | * 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
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| Section 3: Goal Setting | 61-74 | • “SMART Goals” documentfrom the participant handbook(pgs. 75-76) • “X to Y by When” documentfrom the participant handbook(pg. 77) (E) | * 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
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| Module 7: Teaching Learning Opportunities & Training Closure | 75-84 |  |  |
| Section 1: Teacher Learning Opportunities (TLOs) | 75-81 | • “Go-Go” Activity sheet fromthe participant handbook (pg. 79) (E) | * 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 | 82-84 |  | * Trainer should complete the “Mentor Database Excel File” and email it to Jan Patterson at pattersonj@cerra.org
* CERRA will create and email certificates to the trainer
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