**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. |
| 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 |
| Section 2: Importance of Mentoring | 15-26 | • “Teacher Turnover in South  Carolina” document (All)  • Copies of South  Carolina district maps (All)  • “Table Group Conversation  Questions” 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 |
| Module 2: Teacher Needs, Mentor Roles, & Pathways to the Profession | 27-52 |  |  |
| Section 1: General Needs of Beginning Teachers | 27-35 | • Blank “Beginning Teacher  Needs” chart in the participant handbook (pg. 9) (E)  • 3 Handouts - 1 for each category of beginning teacher needs (All)  • “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 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 |
| 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 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 * 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 | 47-52 | • “Teacher Variety” document from the participant handbook  (pgs. 18-27) (E)  • “Characteristics of Beginning  Teachers 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 |
| 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 the  participant 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 |
| 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 |
| 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 |
| Section 2: Pre-Observation Conference | 11-23 | • “Pre-Observation Conference Guide” from the participant handbook (pg. 39) (E)  • “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) (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 |
| 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 |
| 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 |
| 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 the  participant handbook (pg. 66) (E)  • “Questions to Encourage Reflection” from the  participant handbook (pg. 67) | * Activity uses breakout rooms (3) * Trainer must make it clear that data drive the dialogue |
| Section 2: Providing Effective Feedback | 51-60 | • “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)  • “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 |
| Section 3: Goal Setting | 61-74 | • “SMART Goals” document  from the participant handbook  (pgs. 75-76)  • “X to Y by When” document  from 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 |
| Module 7: Teaching Learning Opportunities & Training Closure | 75-84 |  |  |
| Section 1: Teacher Learning Opportunities (TLOs) | 75-81 | • “Go-Go” Activity sheet from  the 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 |
| Section 2: Training Closure | 82-84 |  | * Trainer should complete the “Mentor Database Excel File” and email it to Jan Patterson at [pattersonj@cerra.org](mailto:pattersonj@cerra.org) * CERRA will create and email certificates to the trainer |