



## Center for Educator Recruitment, Retention, & Advancement

# MENTORING & INDUCTION

## Overview

South Carolina has a history of training mentors on topics associated with best practices for supporting the development of beginning teachers that dates back to 2006 when the State Board of Education adopted the first set of State Mentoring and Induction Guidelines. In response to the Guidelines, CERRA and the South Carolina Department of Education (SCDE) developed a three-day mentor training for experienced teachers and administrators in the state. A joint decision between the SCDE and CERRA was made to redesign the training based on a published dissertation that included in-depth interviews with numerous mentors as well as an extensive literature review, expert feedback, and years of anecdotal evidence.

The revised SC Mentor Training, now a two-day training, was first offered to educators in September 2015. In December of that year, a Mentor Trainer Certification was developed and offered to mentors who met the requirements and who were interested in facilitating mentor trainings in their schools and districts. Multiple updates were made to both trainings in response to changing needs and as the SCDE finalized decisions about the state's adoption of a new teacher evaluation system. The trainings are under ongoing evaluation and revision. The curriculum and materials are available in both printed handbooks and on CERRA's online Mentor Training Hub.

CERRA firmly believes that differentiated mentoring implemented with intentionality is a vital component of the induction process for our state's induction teachers. It is our hope that this comprehensive mentoring support can positively impact teacher retention.

## Become a SC Mentor Teacher

The criteria for becoming a mentor in South Carolina can be found in the SC Mentor and Induction Guidelines. Each district has a process for selecting mentors who meet the requirements. Those educators who are interested in serving as a mentor should contact their district's mentoring and induction coordinator prior to registering for the training. SC Mentor Training is available to continuing-contract educators who are effective practitioners, have the desire and dispositions to support the professional growth and transition of novice educators, and have the recommendation of their employing districts.

CERRA hosts statewide trainings, both virtual and in-person, on a regular basis for those interested in becoming a mentor. School districts can also host their own trainings throughout the school year.

## Become a Certified Mentor Trainer

Educators who have been serving as a mentor for at least an academic year and have the approval of their district's mentoring and induction coordinator may attend one of the statewide Mentor Trainer Certification sessions. Visit [cerra.org/upcoming-trainings](http://cerra.org/upcoming-trainings) for a list of upcoming trainings.

# South Carolina Mentor Training Modules

The two-day South Carolina Mentor Training focuses on the knowledge, skills, and understandings critical to those who work with beginning teachers. It is guided by the belief that learning to teach is a career-long developmental process that involves a continuous cycle of planning, teaching, and reflecting. At the heart of this work is the mentor's ability to respond to each new teacher's individual developmental and contextual needs and to promote the ongoing examination of classroom practice.

## Module 1: Introduction to Mentoring

The purpose of this section is to provide general information about training norms and outcomes. Participants also interact with SC specific teacher turnover data as a way to establish the importance of mentoring.

## Module 2: Teacher Needs, Mentor Roles, & Paths to the Profession

The purpose of this section is to provide information and activities that will allow participants to gain knowledge of beginning teacher needs. Participants also learn how to precisely match the mentor's role to the beginning teacher's established need.

## Module 3: Mentoring Cycle & Expanded ADEPT Support and Evaluation Systems

The purpose of this section is to introduce the four-step mentoring cycle that participants will carry out as they fulfill their mentor roles and responsibilities and to provide details specific to the Expanded ADEPT Support and Evaluation System.

## Module 4: Coaching Dialogue & The Pre-Observation Conference

The purpose of this section is to introduce participants to the Coaching Dialogue Protocol which they will use in all formal interactions with beginning teachers. Participants will have an opportunity to engage in a coaching dialogue as they practice their pre-observation conference skills.

## Module 5: Observation - From Protocol to Practice

The purpose of this section is to help participants identify and understand the importance of appropriate observer behaviors while also learning to use four evidence-gathering strategies.

## Module 6: Post-Observation Data Analysis & Post-Observation Conference

The purpose of this section is to introduce the established protocols for analyzing data collected during the observation. Participants will also be given instructions on providing effective feedback based on data and guiding teachers successfully through the goal-setting process as a part of the post-observation conference.

## Module 7: Teacher Learning Opportunities & Training Closure

The purpose of this section is to provide information and activities that will allow participants to gain knowledge about what constitutes beginning teacher learning opportunities (TLOs) and how to plan for these learning events.

## Future Training Opportunities

CERRA and the SCDE will continue to develop additional training opportunities for various groups of educators in South Carolina. Current offerings can be found on our website, and coordinators can access the training for administrators on their webpage.

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2020 Alumni Drive, Rock Hill, SC 29733  
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For more information visit [www.cerra.org](http://www.cerra.org).

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