



# MENTORING & INDUCTION

## GROWING TEACHERS FOR SOUTH CAROLINA

### OVERVIEW

South Carolina has a history of training mentors on topics associated with and the skills necessary for supporting the development of beginning teachers. In 2006, the State Board of Education adopted State Mentoring and Induction Guidelines and charged CERRA and the South Carolina Department of Education (SCDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. As a result of this charge, CERRA, in collaboration with the SCDE and the individual South Carolina school districts, previously developed and offered a three-day Initial Mentor Training. This training provided new mentors with instruction on beginning teacher needs, mentor language, and other topics. Trained mentors would then provide assistance and support to beginning teachers as they strive to grow into effective, quality teachers.

In April 2013, CERRA administered a survey to more than 500 certified mentors and beginning teachers in nine South Carolina public school districts to collect feedback on the initial mentor training. Data collected from these surveys, as well as a dissertation written about the impact of the training, were used to inform CERRA's decision to develop a new mentor training program. In collaboration with the South Carolina Department of Education (SCDE), the initial mentor training has been transformed into the South Carolina Mentor Training. The new training is based on extensive research, with invaluable feedback from educators across the state. Significant additions to the new training include instruction on the mentoring cycle, evidence gathering strategies, and specific guidance on writing Student Learning Objectives (SLOs).

CERRA believes that a strong system of mentoring is a vital component of South Carolina's induction process for new teachers. It is our hope that through this comprehensive support, we can improve the state's teacher retention rates.

### INTERESTED IN BECOMING A MENTOR?

The criteria for becoming a mentor in South Carolina can be found on page 18 of the SC Mentoring and Induction Guidelines. Each district has a process for selecting mentors, so those educators interested in serving as a mentor should contact their district's mentoring and induction coordinator prior to registering for the training. Please note, with the development of the new South Carolina Mentor Training, these guidelines will be updated in the near future.

The new South Carolina Mentor Training is available to continuing-contract educators who are effective practitioners, who have the desire and dispositions to support the professional growth and transition of novice educators, and who have the recommendation of their employing districts. CERRA hosts statewide and regional training sessions on a regular basis for those interested in becoming a mentor. Visit [mentoringsc.com](http://mentoringsc.com) for a list of upcoming trainings. Individual schools districts may also host trainings throughout the school year.

Under the new South Carolina Mentor Training requirements, already-trained mentors will be expected to complete a short upgrade training which will provide them with the new information. The re-certification training will be offered in an online format.

### BECOMING A CERTIFIED MENTOR TRAINER

Mentors interested in becoming a mentor trainer must attend the new two-day Mentor Trainer Certification and have the approval of their district's mentoring and induction coordinator. CERRA hosts statewide and regional Mentor Trainer Certification sessions on a regular basis. Visit [mentoringsc.com](http://mentoringsc.com) for a list of upcoming trainings. Trainers will receive access to an online hub that houses materials and resources needed to complete trainings locally.

# 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, & Effective Mentoring Relationships

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: Expanded ADEPT Support and Evaluation Systems & Student Learning Objectives

The purpose of this section is to provide details specific to the Expanded ADEPT Support and Evaluation System and the use of Student Learning Objectives (SLOs) as a vehicle for collecting evidence of student growth in classrooms.

## Module 4: Mentoring Cycle & Day One Closure

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.

## Module 5: 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 6: 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 7: 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 instruction 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 8: Beginning Teacher Learning Opportunities

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.

## Module 9: The Full Mentoring Cycle & Training Closure

The purpose of this section is to give participants an opportunity to practice each step of the mentoring cycle.

## Future Training Opportunities

CERRA and the SCDE will continue to develop additional training opportunities for various groups of educators in South Carolina. It is anticipated that the following trainings will be developed during the 2016-17 school year: a training for school administrators that will include best practices for supporting mentors; and a training for faculty who support pre-service teachers.

Visit [mentoring.sc](http://mentoring.sc) for more info.  
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