



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. This history began in 2006, when the State Board of Education adopted the State Mentoring and Induction Guidelines. In response to the Guidelines, CERRA and the South Carolina Department of Education (SCDE) developed a mentor training and trained experienced teachers and administrators in the public school districts. Building on this earlier training, CERRA, in 2013, began to collect feedback on the initial mentor training by administering surveys to mentors and beginning teachers in the state. A dissertation was then written about the impact of the training, which included in-depth interviews with numerous mentors. Data collected from these surveys and interviews, combined with an extensive literature review, expert feedback, and years of anecdotal evidence, resulted in the joint decision between CERRA and the SCDE to redesign the mentor training.

The SC Mentor Training, now a two-day training, was first offered to educators in September 2015. In addition to a redesigned mentor training, a Mentor Trainer Certification was developed and first offered in December 2015. Mentor Trainer Certification is intended for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. Several updates have been made to both trainings as newer, more relevant data were obtained and as the SCDE finalized decisions about the state's new teacher evaluation system. Revisions will continue each year as they become necessary. The training curriculum is available in printed handbooks as well as on CERRA's online Mentor Training Hub.

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 in 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. The new South Carolina 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 and regional training sessions on a regular basis for those interested in becoming a mentor. Visit mentoring-sc.com for a list of upcoming trainings. Individual schools districts may also host trainings throughout the school year.

BECOMING A CERTIFIED MENTOR TRAINER

Mentors interested in becoming a mentor trainer must have experience as a mentor, 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 mentoring-sc.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, & 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 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 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. It is anticipated that a training for school administrators that will include best practices for supporting mentors will be developed during the 2017-18 school year.

Visit mentoringsc.com for more info.

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