Online SC Mentor Training Activity Modifications

General Information and Tasks to Complete Prior to the Training:

Begin by reviewing the Summer 2020 Online SC Mentor Training Guidance Document that was emailed to Induction and Mentoring (I&M) Coordinators and is posted on the *South Carolina Mentor Training Hub*. This document provides additional information about conducting the SC Mentor Training online and reporting the names and certificate identification numbers for educators who complete the training.

We strongly recommend that districts purchase or print hard copies of the handbooks and distribute these resources to the participants prior to the training. In the event it is impossible to distribute or mail copies of the handbook, trainers may provide an electronic copy of the handbook for use during the training. Regardless, trainers must email participants a PDF file of materials to be printed prior to training and a copy of the PowerPoints. We provided two versions of the PDF file of materials: one for participants who have a hard copy of the handbook and one for those who will be using the electronic copy of the handbook. The PDF file includes only those documents that the participants will need to use to complete an activity. These resources and the electronic copy of the participant handbook are available on the Summer 2020 Online SC Mentor Training tab of the *South Carolina Mentor Training Hub*.

Trainers will find that we left the participant handbook numbers in the modified activity instructions. When appropriate, we also include a reminder to say "or in their PDF file of materials." Unless otherwise indicated, this reminder refers to the PDF file of materials for participants who are using an electronic version of the handbook. Trainers must be sure to alert the participants that they also will need a few pieces of blank paper or notebook paper.

At the beginning of the training, participants must complete the online Mentor Training Registration Form. A link is provided on the first page of the training PowerPoint. Participants who do not complete the Mentor Training Registration Form will be ineligible to receive credit for completing the training. Induction and Mentoring Coordinators will still need to submit the "Mentor Database Excel File" available on the *South Carolina Mentor Training Hub* at the conclusion of the training.

Trainers should familiarize themselves with their district's video communication platform including any available "chat," "breakout room," "whiteboard," "hand raising," and "poll" features as all will be needed during this training. Links to Zoom instructions for these features are listed below and on the next page.

https://support.zoom.us/hc/en-us/articles/205761999-Webinar-Chat
https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms
https://support.zoom.us/hc/en-us/articles/205677665-Sharing-a-whiteboard
https://support.zoom.us/hc/en-us/articles/205566129-RaiseHand-In-Webinar
https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-meetings

Determine how the participants will be divided into breakout rooms and who will be responsible for this task. At a minimum, Module 2, Section 1 and Module 4, Section 2 include breakouts for which participant groups must be determined in advance. Additional short breaks may need to be added to the training to accommodate movement to online breakout rooms. Trainers also may wish to consider adding brief brain breaks as it is difficult to maintain engagement in a lengthy online training.

Preview the revised PowerPoint for the online SC Mentor Training. Since we modified the activities for online training, we had to revise the PowerPoint to reflect these changes. We also added information about mentoring virtually in case students and teachers are unable to return to the physical school buildings in the fall.

Trainers should take some time to review the "Activity" and "Debrief" modifications included in this document. Highlighted text indicates a modification for the online training. The "Overview," "Content and Relevance," and "Transition" for each section can be found in the *Trainer Handbook*. We left the estimated times from the traditional training as a general reminder. We understand that online discussions may not be as fruitful and trainers may finish an activity in a shorter amount of time.

Note that when participants are expected to respond to trainer questions and no specific method for responses is given, the trainer may decide to use the chat box or ask the participants to unmute themselves and speak to the group. Trainers may want to ask the participants to raise their hands and wait to be recognized before speaking. One of the challenges of online discussions is the tendency for multiple people to speak at once.

It is our recommendation that participants practice using the coaching dialogue protocol in pre-observation and post-observation conferences. I&M Coordinators may wish to provide additional examples of this work and should discuss best practices for engaging in difficult dialogue.

Activity and Debrief Modifications

Module 1: Section 1
Activity: Icebreaker and Article Discussion (25 minutes)

Begin the day by welcoming the participants to the online South Carolina Mentor Training. Thank them for their interest in supporting the professional growth of teachers, and express your excitement about the training and mentoring in general.

Give each trainer a moment to quickly introduce himself/herself by giving his/her name and current role. Ask each participant to introduce themselves by providing their name, district, and current role. It might be beneficial to call on individuals one at a time so as to keep the participants from talking over one another.

Take a few moments to familiarize the participants with the platform that will be used for the training. Specifically, ensure that all participants are able to access and view the chat feature, can mute and unmute themselves, and are able to share their video. Briefly describe the breakout rooms and let the participants know you will provide more information about this feature prior to their first breakout activity.

Explain that we will now discuss "The Developmental Stages of Teachers" article that was included in the PDF file of materials emailed to participants prior to the training (all participants received this article regardless of whether or not they have a hard copy of the handbook). Ask each participant to type their thoughts about the article in the chat box. Encourage them to respond to others' posts. Monitor the chat box and select a few comments to discuss in greater detail with the whole group. Focus this discussion on how the developmental stages will inform their work as a mentor.

Explain that the mentor training is designed to be interactive and that participants will have multiple opportunities to engage with other participants in virtual breakout rooms. Recognize that the participants bring a wealth of experience and a variety of perspectives to the training. Describe how this diversity will impact the quality of the discussion and will allow everyone, even the trainers, to function in the role of the learner.

Recognize that the participants are all adults and busy professionals. Explain that while the training includes scheduled breaks, the participants should handle their own personal needs as necessary. Knowing that adult learners work best when they have a set of understood norms, share the modified PowerPoint slide. Recognize that the norms for the online training are slightly different than what is included in their handbooks. Briefly discuss the norms listed below and on the next page.

- Be present in this virtual space (physically and mentally)
- Use electronic devices responsibly and monitor your own engagement

- Ask a question when in doubt
- Honor the schedule
- Participate actively and extend grace (We are all doing the best we can!)

To end this section, trainers should use the information included under the "Content and Relevance" heading to provide the overview and outcomes for the mentor training. Trainers must specifically discuss the organization of and the agenda for the South Carolina Mentor Training, the training outcomes, the various teachers a mentor may serve, and the participants handbook.

Debrief

Encourage the participants to keep the norms in mind as the training progresses and to monitor their own success with each norm. Remind the participants that the training includes numerous opportunities for them to interact and that the success of the activities depends on their participation.

Module 1: Section 2
Activity: Teacher Turnover in South Carolina (35 minutes)

Note to Trainers: Remember that the "Content and Relevance" information for Section 2 of Module 1 must be updated on an annual basis. Please visit the South Carolina Mentor Training Hub for the latest information. Also note that in this section "teachers" include classroom teachers as well as other certified school-level educators who provide instructional/support services to students (e.g., librarians, counselors, psychologists, or speech language pathologists). Breakout rooms will be used in this activity.

In preparation for this activity, trainers must review the current year's teacher turnover data. While it is not necessary to memorize turnover rates or the number of teachers who did not return to a specific district in the designated school year, it is important that trainers understand what the reported data actually mean. The following information should assist trainers with this task:

- Teacher turnover rates come from the South Carolina Department of Education. The previous year's rates are reported during the current school year.
- The district teacher turnover rates include everyone who left a teaching position in the district for any reason (retirees and individuals who voluntarily or involuntarily left the district). It is fair to assume that some of the teachers included in the turnover rates have left the profession, while others have simply taken a different teaching position in the state/country. Some are still employed in the same South Carolina district, but moved into a non-teaching position (e.g., assistant principal or district coordinator).

- The state teacher turnover rate includes teachers who left the state for any reason and those who moved into a non-teaching position within the state. This rate does not include teachers who went to teach in another South Carolina district, which explains why it is smaller than most district rates.

Display the slide that contains the ranges of numbers and dollar amounts. Explain that the first range indicates the number of public school teachers who have left their position each year over the last three years. Further explain that the second range refers to the estimated costs associated with teacher attrition in South Carolina. A range is provided to account for the financial impact of teacher recruitment in various types of districts. The lower cost estimate was gathered from a "not-poor, small, rural school district," and the higher cost estimate was gathered from a "low-income, large, urban school district." *Note to Trainers: The text in quotations above is the exact terminology used in the study that produced the estimated costs of teacher attrition.*

Display the three slides titled "Teacher Turnover in South Carolina" and use the information provided in paragraphs 1-4 under the "Content and Relevance" heading (located on the South Carolina Mentor Training Hub) to portray a statewide picture of teacher turnover in South Carolina. Trainers should be sure to include the data on beginning teacher attrition, the reasons these teachers leave their positions, and the impact that teacher turnover has on students and school culture.

Before asking the participants to locate the "Teacher Turnover in South Carolina" document and the South Carolina district map that were included in their PDF packet of materials (all participants received these documents regardless of whether or not they have a hard copy of the handbook), explain that this activity includes an opportunity for the participants to examine actual district-by-district teacher turnover rates. The information allows participants to have an informed conversation about teacher retention in individual districts.

While the trainer will highlight individual districts for the purpose of guiding the discussion, this is not intended to be a finger-pointing exercise. Abbeville was selected only because it is the first district listed in alphabetical order. Trainers should use the slide that contains Abbeville turnover rates to describe how to interpret the data participants are about to receive.

Ask the participants to locate the "Teacher Turnover in South Carolina" document and the South Carolina district map in their PDF file of materials (all participants received these documents regardless of whether or not they have a hard copy of the handbook). The maps give the participants a visual to help them understand the relative size of the districts and the district's location in the state. Use the bullet points listed above to provide a brief overview of the included data. Give the participants 3-4 minutes to review the data on their own. Ask the participants to access the "Table Group Conversation Questions" document located on page 7 in the participant handbook or in their PDF file of materials. Explain that they will soon be placed into breakout rooms where they should hold a 10-minute discussion around the

"Table Group Conversation Questions" listed below. Since this is the first time participants will be placed into a breakout room, trainers should discuss the particulars of this process including expectations, how to ask for assistance, and returning to the main virtual training room.

- What trends (district and state) do you notice when you examine the teacher turnover rates?
- What factors might have impacted these rates?
- What do these data tell us?

The trainers should visit the breakout rooms to answer questions and guide the discussion. After 10 minutes, bring the entire group back together and ask the participants to share any insights they discovered while mining the data.

Explain that South Carolina requires districts to provide early-career teachers with an induction program that includes a mentoring component. Use the information provided in paragraph 5 under the "Content and Relevance" heading in this document to briefly describe induction programs and the requirements for mentors. Recognize the fact that a great deal of research exists on the topic of mentoring and that as a result of this research, mentoring has been shown to have a positive impact on novice teachers. Ask the participants to predict or recall from previous learning the specific ways mentoring impacts beginning teachers. Participants should post their ideas in the chat box or unmute themselves and discuss their prior knowledge. Share the slides that contain the research findings. Use the information provided in paragraph 6 under the "Content and Relevance" heading in this document to elaborate on the given data. Trainers should conclude the activity by sharing a personal or professional story that demonstrates the importance of mentoring. These stories should humanize the data and research that have been provided to participants.

Debrief

End this section by explaining that teacher retention is a necessary goal for the South Carolina mentoring program. Data from the last three years help to sum up our state's retention challenge. Trainers should reference specific numbers provided on the "Tough Math" slide. Explain each bullet on the slide, and indicate that all numbers are averages. The first bullet is the number of students who annually complete a South Carolina undergraduate teacher education program. The second bullet is the total number of teachers who leave their position each year, including those who leave to teach in another district in the state. The third bullet is the number of vacancies filled each year primarily due to teacher departures. The fourth bullet is the number of positions still vacant at the beginning of each school year.

Bottom line: More teachers are leaving the classroom than are entering it. While recruitment into the profession is critical to alleviate the impact of our state's current shortage, so is the retention of educators who are already teaching our students. Through induction and mentoring programs, we must continue to focus on supporting and ultimately retaining the teachers who are capable of being successful in South Carolina schools.

Module 2: Section 1
Activity: Categories of Beginning Teacher Needs (55 minutes)

Note to Trainers: The instructions for grouping participants in this activity must be followed. You will need to determine your breakout groups prior to the training. The online whiteboard feature will be used during this section.

Begin the activity by asking each participant to reflect on his/her own first year of teaching. Encourage participants to truly see themselves in that role as a beginning teacher. Specifically, ask them to recall any images, sounds, smells, etc. that bring them back to their first year in the classroom. Use the questions below to guide the reflection:

- What challenges did you encounter?
- What concerned you about your curriculum, your students, and/or your role?
- What specific needs did you have as a first-year teacher?

It is not necessary for participants to answer each question; they are included simply to facilitate the reflection. Provide 4-5 minutes for the participants to answer these questions for themselves. The participants do not need to answer these questions in writing or share their thoughts at this time. The questions are provided to help the participants call to mind their first year of teaching.

Trainers should introduce the three categories of beginning teacher needs identified in the research: social/emotional, physical, and instructional. Trainers should not provide detailed information about the categories. Note that this is a change. Participants will not have recorded their needs on notecards prior to the explanation of the three types of needs.

Participants should be divided into equal groups representing the three categories of needs: "S" for social/emotional needs, "P" for physical needs, and "I" for instructional needs. Be prepared to share the group divisions. Trainers may wish to post these groupings in the chat box. If the training includes a large number of participants, it may be necessary to have 6 breakout rooms with two groups representing each category of needs.

Ask each participant to pull from their own experience as a beginning teacher; the participants should record 3-4 needs that fit the category he/she will be assigned. Trainers should remind participants of "The Developmental Stages of Teachers" article discussed in Module 1, Section 1 as this information may assist with their recollection.

Before sending participants to the breakout rooms, go over the expectations and schedule. It is expected that they will return ready to present after 20 minutes. The time breakdown is as follows: 3 minutes to choose a timekeeper and a reporter, 2 minutes to read the handout, 7 minutes to discuss the needs related to their assigned category, and 8 minutes to plan their presentation. Show the slide that indicates the breakdown of the required tasks, the time allotted, and the expectation for presenting to the whole group. Explain the activity instructions. Specifically, inform each group to access the document about their assigned category in the PDF packet of materials (all participants received these documents regardless of whether or not they have a hard copy of the handbook). Alternatively, trainers may share these documents via chat once the participants are in their breakout rooms. Time will be provided for the participants to read the handout. Then, the groups will work together to develop a plan for teaching their assigned content to the participants from the other breakout rooms. The breakout rooms will be closed and all participants will return to the main room for the presentations. The participants also should make a list of beginning teacher needs that fit within their assigned category. The needs they recorded prior to this may assist with this task. Trainers should monitor the discussions to ensure the necessary work is completed within the allotted time. For planning purposes, inform each group that they will be given 5 minutes to teach their assigned content.

Ask the designated member(s) of the "Social/Emotional" group to teach (by unmuting themselves and sharing their screens as needed) their content to the entire group, being sure to include some of the beginning teacher needs that fall into this category. The other participants may take notes on the blank "Beginning Teacher Needs" chart on page 9 in their handbooks or in their PDF file of materials. The trainer who is facilitating the activity should listen intently to the content being taught to ensure all pertinent information has been covered. One of the other trainers should chart the beginning teacher needs identified by each group using the online white board if possible. Allow time for the "Physical" and "Instructional" groups to teach their content as well.

Debrief

Using paragraph 1 under the "Content and Relevance" heading, describe the factors that can affect a beginning teacher's needs at any given time throughout the school year. Trainers can remind participants of "The Developmental Stages of Teachers" article that they discussed in Module 1.

Review the identified beginning teacher needs. Consider asking some of the questions below to guide the debrief:

- What common needs emerged?
- What is an example of a unique need not identified on the chart?
- What have we already learned about beginning teachers and our roles as mentors?

If the participants share any needs that were not previously identified, trainers should add them to the chart created during this activity. Explain that the beginning teacher needs charts (both the large chart created in this activity and the chart in the participant handbook or in their PDF file of materials) will be used in the following section. Recognize the fact that the participants have "Categories of Beginning Teacher Needs Summary" on pages 10-11 and a completed chart of "Beginning Teacher Needs" chart on page 12 in their handbooks.

Module 2: Section 2
Activity: Mentor Attributes and Roles (50 minutes)

Explain that the foundational relationship between the mentor and the beginning teacher is arguably more important than the roles the mentor assumes. Ask the participants to recall a time when they were mentored by another individual. This recollection can include any type of relationship or situation. Ask participants to visualize their mentor, to recall the sound of his/her voice, to consider his/her nonverbal actions, etc. Encourage participants to reflect silently for 2-3 minutes on the mentoring relationship by considering the following questions:

- What did you learn from your mentor?
- What attributes or characteristics did your mentor possess?
- How did you feel in the presence of your mentor?
- What did the mentor do to establish a trusting relationship?

Instruct the participants to turn to the "Mentor Attribute Self-Assessment" in their handbooks on pages 14-15 or in their PDF file of materials. Explain that this assessment is designed to help them identify the attributes they believe mentors should possess while also self-assessing their own strengths and areas of growth. Participants should read each attribute and place a check mark in the column labeled "Proved to Be Important in Past Mentoring Relationships" if they identified this attribute during the reflection or associated this attribute with their mentor. Participants also should consider whether they themselves possess this attribute and place a check in either the column labeled "Personal Strength" or the column labeled "Personal Area of Growth." There are several blank rows at the bottom of the assessment so that participants can add additional attributes. Allow participants 4-5 minutes to complete the assessment.

Once everyone has completed the assessment, invite a few of the participants to share responses to the following questions.

- What attributes do you believe are most important for mentors to possess?
- How important is trust in a mentoring relationship?

- Which attributes encourage the development of a trusting relationship?

Use the information provided under the "Content and Relevance" heading to add to their thinking. Specifically, discuss the connection between the mentoring relationship and the tasks/roles associated with being a mentor. Also, discuss the importance of the initiation phase of the mentoring relationship, the general information about adult learning, and the specific ways a mentor can build trust with the beginning teacher.

Explain that mentors assume a variety of roles, and these roles are determined by the needs of the beginning teacher. Display the slide that shows the mentor roles. Use the information provided under the "Content and Relevance" heading to explain that mentor roles also fall into three categories (social/ emotional, physical, and instructional), with some roles overlapping into more than one category. Describe the importance of differentiated mentoring. Specifically discuss how each beginning teacher is different and his/her needs will vary throughout the year. A mentor is often responsible for identifying those needs (if the teacher is unable to fully communicate his/her need), as well as determining the appropriate role(s) to assume in order to effectively support the teacher. Explain that the roles of a mentor will constantly shift to stay in alignment with the changing needs of the beginning teacher.

Using 1-2 of the beginning teacher needs displayed on the "Beginning Teacher Needs Chart" created during the activity of the previous section, model how to match a mentor's role(s) to a beginning teacher's need. Describe the specific actions a mentor may take while in this role. For example, if a beginning teacher needs assistance with inquiry-based science lessons, the mentor may become a resource, sounding board, model, demonstrator, or collaborator depending on the unique situation. As a resource, the mentor will provide the beginning teacher with sample inquiry-based lessons or may connect the beginning teacher with another teacher who has been successful implementing these types of lessons. As a sounding board, the mentor may listen to the beginning teacher describe his/her proposed lesson and ask questions to clarify the teacher's plans, etc.

In the whole group discussion, invite a few participants to match the beginning teacher needs they identified in the previous activity with appropriate mentor roles. Encourage the participants to discuss the specific actions they will take in each role.

Debrief

Ask the participants to reflect on the activities they just completed. Refer them to the "Mentor Roles Diagram" on page 16 in their handbooks. Use the questions below to guide the reflection:

- How has your view of the mentor changed?
- Which role(s) are you most excited about assuming?
- Which role(s) do you believe will be the most difficult?
- What have you learned about the importance of differentiated mentoring?

Module 2: Section 3
Activity: Teacher Variety Jigsaw (30 minutes)

Note to Trainers: The Teacher Variety Section titled, "Other Alternative Certification Pathways" is discussed as a part of the debrief. Trainers should review this passage and decide how much information to include in the debrief. Participants will need to work in breakout rooms for this activity.

This activity gives the participants an opportunity to familiarize themselves with the general characteristics of the groups of teachers they may be asked to mentor.

Ask the participants to locate the "Teacher Variety" document found on pages 18-27 and the "Characteristics of Beginning Teachers Comparison Document" on page 28, both in the participant handbook or in the PDF file of materials.

For the purpose of "chunking" and "chewing" the material, explain to participants that they will transition to breakout rooms to read and record information about the various categories of teachers. Trainers should be prepared to share each participant's assigned reading section. This information may be posted in the chat box. Encourage the groups to assign a timekeeper once they are in their breakout rooms. Explain the instructions for this activity before moving participants into breakout rooms. As a reminder each room must have nine participants and each person in the room will read about a different pathway to the profession. It is permissible to have two number (ex.) 1 in each group. Following are the reading assignments in the "Teacher Variety" document:

- One: Traditionally-Prepared Teachers (pg.19)
- Two: PACE Teachers (pg.20)
- Three: Teachers with an Adjunct Teaching Certificate (pg. 21)
- Four: American Board Teachers (pg. 22)
- Five: Teach for America Teachers (pg. 22)
- Six: International Visiting Teachers (pg. 23)
- Seven: CATE Teachers (pg. 24)
- Eight: Montessori Teachers (pg. 25)
- Nine: Teachers of Tomorrow (pg.26)

Instruct each group member to read his/her assigned passage and record the unique characteristics of his/her group of teachers in the appropriate column at the top of the "Characteristics of Beginning Teachers Comparison Document." Model an example: "Traditionally-prepared teachers have completed a four- or five-year undergraduate program, or a one- to two-year graduate program, from an accredited college or university." Explain the second step in this process before inviting the participants to begin reading their designated sections. Alert the participants that while the "Other Alternative Pathways" description is included, this passage is not a part of the activity.

Once everyone in the group has read his/her passage and recorded the facts he/she mined from the "Teacher Variety" document, each member will share his/her specific information with the other members of the group. This will allow each individual to complete the top portion of the page. Once each person has an opportunity to share, the table group should engage in the second step in this process which is a discussion focused on the commonalities among the variety of teachers. Group members should record the commonalities at the bottom of the activity page. Participants should begin the second step in this process as soon as they are ready. Be sure to tell the participants they will have 20 minutes to complete both tasks. Send the participants into breakout rooms. Trainers should visit each breakout room to ensure the participants do not have any questions.

Return all participants to the main room and conclude the activity by summarizing the commonalities shared by the variety of teachers. They all experience some level of stress, so it is important to provide meaningful support as they begin their careers. They all have a desire to serve as educators, and they all need the support of mentors as they strive to become accomplished educators. Encourage the participants to reflect back on "The Developmental Stages of Teachers" article introduced in Module 1, Section 1. Specifically, ask them to consider how a teacher's pathway to certification can influence the stage in which he/she enters the profession and how long he/she remains in a given stage.

Before ending this activity, ask a participant to unmute themselves and share the following excerpt from the February/March 2005 Edutopia:

> "Not a day went by that I didn't go home and cry," remembers fourth-grade teacher Sue Manley of her first year. Manley, who graduated from Northwestern University with a master's degree in education, thought she was prepared for her first assignment.
>
> She had completed her student teaching the previous year at a grammar school in the same neighborhood school and had spent four months volunteering as a classroom aide at another urban elementary school. Working with experienced teachers while she was a graduate student and a volunteer had made teaching look easy to Manley. "Academically I was prepared. Socially, professionally, and emotionally, I was not."

Debrief

To debrief this activity, review the idea that teachers can enter the profession through a variety of different pathways. Each beginning teacher comes with his/her own experiences and background knowledge. It is important to ascertain the beginning teacher's current level of development, background, and pre-service training and differentiate your mentoring strategies to best meet his/her needs. Remind participants that effective mentoring is differentiated to meet the current needs of the beginning teacher, regardless of the path he/she chose to get into the classroom. Finally, ask the participants to turn to page 27 in their handbooks or in their PDF file of materials and make note of the passage titled, "Other Alternative Certification Pathways." Since this information is specific to a select number of districts, it was not incorporated into the activity, but is included here as a reference.

Module 3: Section 1
Activity: GPS - Guide to Professional Success (50 minutes)

Note to Trainers: This activity will require the use of breakout rooms. Prepare rooms for groups of 4 (or less depending on the size of the group) in advance. Each breakout room will need to have the questions for discussion posted.

Instruct the participants to turn to the "Guide to Professional Success" or GPS on page 30 in their participant handbooks or in their PDF file of materials (all participants received these documents regardless of whether or not they have a hard copy of the handbook). Display the slide that contains the GPS graphic. Explain that there are four steps in the mentoring cycle and that each step will be introduced individually today. Day 2 of the training will include an in-depth discussion and opportunities for the participants to practice each step in the mentoring cycle.

Use the information provided in paragraph 2 under the "Content and Relevance" heading to introduce the first step in the mentoring cycle, the pre-observation conference. Explain that while the primary goal of the pre-observation conference is to establish a focus, the mentor may assume social/emotional, physical, and/or instructional roles based on the beginning teacher's need(s). Ask the participants to think first about the needs a beginning teacher may have at this point in the mentoring cycle and then identify social/emotional, physical, and/or instructional roles the mentor may assume. Participants should be encouraged to record these roles on their GPS graphic.

Use the information provided in paragraph 3 under the "Content and Relevance" heading to introduce the second step in the mentoring cycle, the observation. Remind the participants that the primary goal of the SC Mentor Training observation is to collect evidence related to the focus that was established in the pre-observation conference. The mentor's role during the observation is simply to serve as an observer and a diagnostician. Participants should be encouraged to record these roles on their GPS graphic.

Use the information provided in paragraph 4 under the "Content and Relevance" heading to introduce the third step in the mentoring cycle, the post-observation conference. Explain that while the primary goal of the post-observation conference is to provide effective feedback, the mentor may assume social/emotional, physical, and/or instructional roles based on the beginning teacher's need(s). Ask the participants to think first about the needs a beginning teacher may have at this point in the mentoring cycle and then identify social/emotional, physical, and/or instructional roles the mentor may assume. Participants should be encouraged to record these roles on their GPS graphic.

Use the information provided in paragraph 5 under the "Content and Relevance" heading to introduce the fourth step in the mentoring cycle, teacher learning opportunities or TLOs. Remind the participants that TLOs are presented as the last step in the mentoring cycle but that they can actually occur at any time. Depending on the beginning teacher's needs and the identified TLOs, the mentor may assume a number of social/emotional, physical, and/or instructional roles. Ask the participants to think first about the needs a beginning teacher may have at this point in the mentoring cycle and then identify social/emotional, physical, and/or instructional roles the mentor may assume. Participants should be encouraged to record these roles on their GPS graphic.

Instruct participants that they will move to breakout rooms to discuss the four steps in the mentoring cycle. Ask the participants to first recall their thoughts and then share with the others in the room. They will have 4-5 minutes to address each step. Give them 20 minutes from the start of the breakout to return to the whole group.

Pre-observation conference

- What needs will the beginning teacher have during the pre-observation conference?
- What roles will the mentor assume?

Allow 4-5 minutes for these conversations.

Observation

- What needs will the beginning teacher have during the observation?
- What roles will the mentor assume?

Allow 4-5 minutes for these conversations.

Post-observation conference

- What needs will the beginning teacher have during the post-observation conference?
- What roles will the mentor assume?

Allow 4-5 minutes for these conversations.

TLO

- What needs will the beginning teacher have during a TLO?
- What roles will the mentor assume?

Allow 4-5 minutes for these conversations.

Ask the participants to return to the whole group and make any additional notes on their GPS graphic. Now that the participants have added the specific mentor roles under each step in the mentoring cycle, the GPS is complete. Explain how the GPS serves to remind mentors of both the goals of mentoring (building efficacy and improving practice) and the strategies designed to meet these goals. For example, a mentor may serve as a sounding board during the pre-observation conference while also establishing a focus for the observation. The mentor differentiates his/her mentoring to match the needs of the beginning teacher at that moment. When the mentee feels supported in this way, the mentor helps him/her develop efficacy and improve his/her practice. Of course, at the center of this work is the need to build trust. Without trust, none of this can happen.

Debrief

End this section by explaining that the mentoring cycle describes the formal interactions between the mentor and the mentee. Numerous informal interactions must also occur. Ask the participants the following questions:

- How often should the mentor communicate with his/her mentee outside of the mentoring cycle?
- Are there certain times of the academic year when it will be crucial to engage the beginning teacher in a specific dialogue?

Ask the participants to turn to page 31 in their handbooks. This page contains the “Critical Times and Events” document. Share the following list of critical times and events when mentors must have a conversation with their mentees:

- Beginning of the school year
- Parent nights
- Interim reports
- Report cards
- Parent conferences
- IEP meetings
- Field trips
- Formal testing
- Meetings with the principal
- End of the school year

Finally, ask the participants to turn to pages 32-33 in their handbooks. This page contains the blank "Contact Log" and the completed "Contact Log." Remind the participants that a contact log is simply a way to document interactions between mentors and the beginning teachers.

Module 3: Section 2

Activity: Exploring the South Carolina Teaching Standards 4.0 Rubric (25 minutes)

Note to Trainers: Participants will need the SCTS 4.0 rubric in hand for this section. The rubric was included in the PDF packet of materials (all participants received these documents regardless of whether or not they have a hard copy of the handbook). *Items for discussion should be addressed in the chat.*

Explain that this activity will provide the participants with an opportunity to examine the South Carolina Teaching Standards 4.0 Rubric, engage in a self-assessment activity, and begin to think about the needs a beginning teacher may have in regard to the different indicators as well as the roles a mentor will assume.

Instruct the participants to locate the "Thinking" indicator under the "Instruction" domain in the copy of the South Carolina Teaching Standards 4.0 Rubric handout. Explain that students whose teachers meet the descriptors under performance level 3 should make at least a years' worth of growth. Using a high-profile sports figure as an example, illustrate the fact that even the highest paid athletes perform at the "Proficient" level on a daily basis and only function at the "Exemplary" level on occasion. Therefore, teachers should not expect to receive performance ratings at the "Exemplary" level in all areas nor should they expect to receive a performance rating of "4" from every observation. Encourage the participants to closely examine the descriptors for a performance rating of "3" as compared to a performance rating of "4" on the "Thinking" indicator. After a few minutes of individual contemplation, engage the participants in a discussion about the differences they noted.

Again working with the "Proficient" performance level on the "Thinking" indicator, ask the participants to self-assess their current instructional practice. Ask the participants to mark the descriptors in the following ways:

- Circle any descriptor that is met in all lessons
- Underline any descriptor that is met in most lessons
- Highlight any descriptor that represents an area of growth meaning it is not met in most lessons

Provide 5-8 minutes for the participants to complete this portion of the activity. Ask the participants to use a sticky note or take notes on their PowerPoint to identify what they need to do differently to ensure that all the level "3" descriptors are met within a lesson or to move their practice to the "Exemplary" level. Provide another 3-5 minutes for this individual reflection.

In this next section of the activity, it is important to remind the participants that they are not serving as evaluators and, therefore, will not be assigning their mentees with performance levels. It is appropriate and recommended, however, that mentors use the language of the descriptors in their work with mentees. Explain that a mentor may be able to engage the beginning teacher in a dialogue about one or more of the indicators during the pre-observation conference, collect evidence around one or two of the indicators during the observation, and then help the beginning teacher learn to reflect by using the "Reflecting on Teaching" indicator as a guide during the post-observation conference. Thinking about their role as a mentor, ask the participants to complete the following four tasks:

- Identify an indicator where they believe a beginning teacher may have some opportunities for growth
- Identify the beginning teacher's needs in regards to the indicator they selected
- Identify the roles the mentor will assume in regards to the identified beginning teacher's needs
- Share their thinking with the group using the chat feature

Trainers may need to provide an example. Provide 10-12 minutes for this portion of the activity. Trainers should monitor the discussions closely to ensure participants are focused on beginning teacher needs and mentor roles.

Debrief

Close the activity by acknowledging that we asked the participants to rely on their previous experience with beginning teachers when they identified needs and roles, but that our expectation is that they will differentiate their support based on the individual beginning teacher's needs. Remind the participants that their mentees should have been exposed to the South Carolina Teaching Standards 4.0 Rubric during their teacher preparation program and that they will be evaluated using this tool during their formal evaluation year. Finally, reiterate the fact that mentors should not assign performance levels to their mentee.

Module 3: Section 3
Activity: Closing Conversations (15 minutes)

Ask the participants to raise their hands in the virtual room to respond to the closing prompts. Display the slide that includes the following prompts:

- Today I learned ...
- I want to remember …
- I still have questions about …

Instruct the participants to discuss the prompts as a way to summarize their own learning. Ask a few participants to share their statements by calling on those who've raised their hands to unmute themselves (or chat if they are not able to access their computer's microphone). Use the information shared by the participants to determine what should be covered in the debrief.

Debrief

Use the information provided under the "Content and Relevance" heading to briefly summarize Day 1 of the South Carolina Mentor Training and preview Day 2. Thank the participants for their attention and remind them that the training will begin promptly at 9:00 in the morning.

Module 4: Section 1
Activity: GPS and Coaching Dialogue (15 minutes)

While this section is strictly informational and no structured activity is necessary, trainers should use the information included under the "Content and Relevance" heading and in Module 3, Section 1 to review the mentoring cycle and the GPS. Trainers also should introduce the concept of the mentor as a coach, explain the difference between mentor conversations and coaching dialogue, and introduce the "Coaching Dialogue Protocol." Trainers should be sure to discuss each component of the protocol as well as the "pause, paraphrase, ask a question" process. The participants will have an opportunity to practice the protocol during the next section.

Debrief

This section is strictly a review and an introduction, so no structured debrief is necessary.

Module 4: Section 2
Activity 1: Model Pre-Observation Conference (40 minutes)

Note to Trainers: The instructions for grouping participants in this activity must be followed.

Using the information found under the "Content and Relevance" heading, remind the participants of the goals of the pre-observation conference and encourage them to refer to the GPS graphic as needed. Instruct the participants to turn to the "Pre-Observation Conference Guide" on page 39 in their handbooks or in their PDF file of materials. Display the slide that contains the conference guide. Use the information provided under the "Content and Relevance" heading to provide a detailed description of each section of the guide. Include relevant suggestions throughout the discussion. Explain how the "Coaching Dialogue Protocol" is utilized throughout the conference.

Next, instruct the participants to turn to the "Coaching Dialogue Protocol with Pre-Observation Stems" on page 40 in their handbooks. Display the slides that contain a list of the stems. Quickly review the stems and use the information provided in the final paragraph under the "Content and Relevance" heading to further describe how the stems should be used. Specifically discuss the need to personalize the stems.

Explain that the trainers will show a video model of a pre-observation conference. The video can be found at https://youtu.be/hXLRTUn8yT8?t=919. The video starts at minute:seconds 15:22 and should be stopped at the end of the conversation, which is approximately 25:55. The trainers in the video follow the "Coaching Dialogue Protocol" as they demonstrate how to gather the information needed to complete the "Pre-Observation Conference Guide." Instruct the participants to turn to the "Pre-Observation Conference Note Taking Guide" on page 41 in their handbooks or in their PDF file of materials. Point out that the note taking guide focuses on language related to the three components of the "Coaching Dialogue Protocol" as well as general observations.

Explain to the participants that they will be gathering information about one particular aspect of the conference. If their birthday falls between January - March, they are assigned #1. If their birthday is April - June , they are assigned #2. If their birthday is July - September, they are assigned #3. If their birthday is October - December, they are assigned #4. Trainers should ensure that each group is represented and make adjustments if it is not.

Give the following instructions:

- One: Record any language that validates the beginning teacher.
- Two: Record any language that helps the mentor clarify the beginning teacher's thoughts or statements.
- Three: Record examples of language designed to help the beginning teacher stretch his/her thinking or apply new learning.
- Four: Record any general observations about the structure of the conference, evidence of trust, differentiated mentoring, etc.

Explain that trainers were not given a script for the model conference so the participants have the opportunity to view an authentic dialogue.

Before playing the model conference, ensure that all participants understand their task. Play the conference. At the conclusion of the conference, recognize the intentionality behind the short duration of the model conference and explain that most pre-observation conferences will take longer. Ask for volunteers from each group (#1-4) to share the information they gathered as they watched the pre-observation conference. You may find it helpful to have them raise their hands so that everyone does not try to share at the same time. Encourage the participants to complete the other sections of the note taking guide as they listen to the information being shared.

Activity 2: (M)entor & (M)entee Pre-Observation Conference Role Play (30 Minutes)

Note to Trainers: The instructions for grouping participants in this activity must be followed. The pairing for this activity will need to be prepared ahead of time and shared with the participants. Numerous breakout rooms will be used during this activity.

Explain that the participants will have an opportunity to practice a "coaching dialogue" in a mock pre-observation conference. For this activity it is desirable to partner participants based on the content and/or level they teach. For this reason, it is important that the participants are paired in advance of the training based on their teaching situation (grade/content area). Be prepared to share these pairings. If there is an odd person left, have them partner with a trainer or observe and reflect on one of the established partnerships. Give the following instructions:

- Each person will have an opportunity to assume the role of the mentor and the role of the beginning teacher.

- Each participant should identify a lesson he/she recently taught or a lesson he/she will teach in the near future. Participants should use this lesson as a frame of reference when they assume the role of the mentee.
- Mentors may record information on the "Pre-Observation Conference Guide" included on page 41 in the participant handbook or in their PDF file of materials.
- Participants will have 5-8 minutes for the first conference before the trainers will ask them to switch roles. Be sure you give a firm time expectation and tell them when to report back to the main conference room.
- Ensure they have their participant handbooks or the PDF of materials available before moving to the breakout rooms.

Trainers should monitor the time and signal when the participants should switch roles. Trainers must also visit each breakout room and monitor conversations during this activity.

Debrief

Conclude the M&M activity with a whole-group share out. Participants should be invited to reflect on their experiences from the role-playing activity. Consider asking the following questions to guide the debrief:

- As the mentor, what challenges did you face?
- Why is the pre-observation conference an important element of the mentoring cycle?

It is important for the trainer to recognize the fact that the pre-observation conference takes time and that the mentor may be tempted to eliminate this step in the process. Caution against this and stress the importance of collecting information prior to conducting the observation. The trainer also should recognize the need for new mentors to practice the skills associated with conducting the pre-observation conference. It is recommended that new mentors practice the coaching dialogue protocol with their peers, other professionals, etc. Furthermore, it is allowable for a mentor to tell a mentee that he/she is still learning; mentors should feel comfortable using the "Coaching Dialogue Protocol with Pre-Observation Stems" during initial conversations.

Module 5: Section 1
Activity: Think/Pair/Share (10 minutes)

Note to Trainers: This activity requires a poll.

Explain to the participants that there are a number of decisions that must be made prior to the observation. Many of these decisions relate to observer protocols. Ask participants to take a moment to think to themselves about appropriate observer behaviors and protocols and what they need to be mindful of as they enter the classroom, while they are conducting the observation, and when exiting the classroom. After 3 minutes, ask the participants to post their thoughts in the chat box and encourage the participants to respond to one another. Trainers may select a few responses to discuss as a whole group. Participants may raise their hand and unmute themselves when called on to engage in the discussion. Finally, create a poll using the following question and answer choices:

Should you intervene in an educator's lesson?

Yes

No

Maybe

Provide time for all participants to respond and then discuss this question as a whole group.

Debrief

Ask participants to silently identify behaviors or protocols that were mentioned most frequently, discussed most extensively, or were ideas they had not previously considered. To conclude the activity, refer participants to the "Protocols for Classroom Observations" document on page 43 in their handbooks for further examples of widely accepted, appropriate behaviors. Explain that the list should help expand their thoughts about how to be a professional, welcome presence in the mentee's classroom. If necessary, refer to the information under the "Content and Relevance" heading to extend this conversation.

Module 5: Section 2
Activity: Observation Techniques: Introduction and Practice (60 minutes)

Note to Trainers: Each district's Induction and Mentoring Coordinator has access to ATLAS®, Trainers must contact their coordinator to arrange for access. Also, for the online training we will not ask participants to collect data using counting although this technique will be described. This activity requires the use of breakout rooms.

Point out to participants that they may be more familiar with being observed than conducting an observation of a peer teacher and, as a result, it is important to discuss a few observation techniques and also have an opportunity to practice collecting data. Introduce the four data collection techniques namely, scripting, counting, charting, and diagramming, and explain that you are going to introduce the techniques individually and give the participants an opportunity to practice three of the four techniques. Ask the participants to turn to pages 45-51 in their handbooks. These pages include examples of each type of observation technique. Explain that participants will want to reference these pages during the discussion.

Trainers must be familiar with the samples and the techniques so that they can point out relevant information the participants may miss when they are asked to examine the samples. Refrain from giving too many examples of when each technique should be used.

The first technique to be introduced is scripting. Use the information under the "Content and Relevance" heading to describe this technique. Ask the participants to review the sample included in their handbooks. Then ask the group to share anything they notice about the data collected or the way the data were collected.

For this portion of the activity use ATLAS® video "Analyzing Extended Metaphors in 'Mother to Son' by Langston Hughes During a Whole Class Discussion" (Case 861). Use minutes 5:55 to 10:55.

Explain that participants will now practice using scripting to collect evidence around the "Description of Qualifying Measures" indicator under the "Instruction" domain of the South Carolina Teaching Standards 4.0 Rubric. Ask the participants to review this indicator. After a few minutes ask the participants to find a few pieces of blank paper or notebook paper.

Explain that all of the videos of classroom practice used today come from the ATLAS® library, which is produced by the National Board for Professional Teaching Standards®. Acknowledge that the teachers in the videos are not beginning teachers. They are all experienced teachers, and the videos are their submission videos for National Board Certification®. Recognize that even veteran teachers can benefit from a focused observation. The videos were chosen specifically for the purpose of providing the participants with practice using the observation techniques. Because data collection during an observation is descriptive, it does not matter if the video showcases a particularly strong or weak lesson. The participants simply need to collect data. Recognize the challenges that exist with conducting observations from a recorded lesson. For example, the observer is limited to the activity and the commentary captured by the camera's lens. In other words, the observer cannot see the entire classroom. Ask the participants to be flexible and work within the known limits of this activity.

Introduce the video using the following information. This information was obtained from the ATLAS® website, although it was originally included in the teacher's National Board® entry. This is a seventh grade advanced language arts classroom that the teacher shares with another instructor. There are 25 students, 13 males and 12 females. Three students have just moved up from the regular language arts classroom, and one student has just transitioned out of special education. Several students are dealing with emotional issues including one who was just released from in-patient care. There is a wide range of ability within this classroom. According to the teacher, "The learning strands for this unit were for students to comprehend a variety of genres by interpreting and analyzing literary elements and techniques such as theme and figurative language as well as composing a written piece of text. A worthwhile but challenging goal for this advanced language arts class was to have students identify extended metaphors through symbolism and imagery when reading various types of text and then apply those techniques in their writing to create an extended metaphor within a poem."

Ask the participants to set up their lined paper to match the one displayed on the screen to include the heading. Once everyone is ready, begin the video at minute 5:55 and allow the participants to script for five minutes.

The second techniques that will be introduced are counting and charting. Use the information under the "Content and Relevance" heading to describe these techniques. Ask the participants to review the samples included in their handbooks. Then ask the group to share anything they notice about the data collected or the way the data were collected. Explain that we will not practice counting during this online training.

For this portion of the activity use ATLAS® video "Applying Basic Concepts of Probability Using Various Methods" (Case 1741). Use minutes 1:00 to 6:00.

The focus for this observation is on capturing evidence about the types of questions asked during the lesson and data will be collected using charting. This focus is included in the descriptor for the "Questioning" indicator under the "Instruction" domain of the South Carolina Teaching Standards 4.0 Rubric.

Ask the participants to review these indicators in the South Carolina Teaching Standards 4.0 Rubric. Participants also should locate their charting data collection tool on pages 53-54 in the participant handbook or in their PDF file of materials.

Introduce the video using the following information. This information was obtained from the ATLAS® website, although it was originally included in the teacher's National Board® entry. This is a sixth grade advanced mathematics class. There are 23 students, 14 boys and 9 girls; all are 11-12 years of age. There are a wide range of ability levels within the class. One student has an IEP for autism. According to the teacher, "This lesson for this entry is a later one in our probability unit where students are exploring dependent compound probabilities, which is a new concept."

Once everyone is ready, begin the video at minute 1:00 and allow the participants to collect data for five minutes.

The third technique that will be introduced is diagramming. Use the information under the "Content and Relevance" heading to describe the technique. Ask the participants to review the samples included in their handbooks. Then ask the group to share anything they notice about the data collected or the way the data were collected.

For this portion of the activity use ATLAS® video "Using Collaborative Research to Pick Stocks on the Stock Market" (Case 1274). Use minutes 2:00 to 7:00.

Participants should locate the seating chart located on page 55 in the participant handbook or in their PDF file of materials. Show the first ten seconds of the video starting at 0:00 so that they can gain an understanding of the classroom layout.

Explain that participants will now practice using diagramming to collect evidence around the "Academic Feedback" indicator under the "Instruction" domain of the South Carolina Teaching Standards 4.0 Rubric. Ask the participants to review this indicator and the key on the seating chart.

Introduce the video using the following information. This information was obtained from the ATLAS® website, although it was originally included in the teacher's National Board® entry. This is a seventh grade computer skills class comprised of 14 students. According to the teacher, 50 percent of the students are low-achieving, 30 percent score in the average range, and 20 percent are high-achieving. Four of the students have an IEP and three receive Title I services. The teacher stated, "The goals of the lesson were to actively use the knowledge learned during the stock market unit to fictitiously purchase $100,000 worth of stock, use the web to research information on corporations to invest in, demonstrate the ability to work with their group while discussing what stock to purchase, and maintain that working relationship over the next two months until the end of the stock market game…"

Once everyone is ready, begin the video at minute 2:00 and allow the participants to collect data for five minutes.

Remind the participants that the focus for the observation was determined during the pre-observation conference, and that focus must be a consideration in the selection of the data collection technique. Ask the participants to individually review the "Instruction" domain and the "Environment" domain to determine which type of data collection technique will provide the best evidence for each of the indicators. Allow 5 minutes for them to review the domains. Then move the participants into breakout rooms and have them engage in a conversation regarding their thoughts for five additional minutes.

Before moving to the debrief, point out the "Observation Techniques Overview" document that is included on pages 56-64 in the participant handbook as it includes a list of possible uses for each observation technique. This document was produced by Michigan State University. CERRA and SCDE were granted permission for use by the authors.

Debrief

Ask participants to reflect on what was difficult about this exercise, focusing on the techniques rather than the restrictions of a videotaped observation. Consider asking the following questions to guide the debrief:

- What, in terms of the observation techniques, worked well?
- What challenges were presented by the observation techniques?
- How can the challenges be addressed?

It is important to note that some districts may require mentors to use certain observation forms, online observation applications, etc. to collect evidence during the observation.

Mentors must be sure to check with their Mentoring and Induction Coordinators before they begin conducting observations.

Module 6: Section 1
Activity: Data Analysis (25 minutes)

Note to Trainers: This activity will require the use of breakout rooms. Prepare 3 rooms in advance: scripting, charting, and diagramming.

Using the information provided under the "Content and Relevance" heading, explain the reasons for and the process of analyzing observation data. Explain that the participants will now have time to practice analyzing the data from one of the observations they conducted as a part of the last module. Ask participants to gather their materials including their handbooks or their PDF file of materials and the data from the completed observation. Remind the participants that there were three data collection techniques introduced in the last module: scripting, charting, and diagramming. Instruct the participants to decide which data set they would like to discuss in more detail. At this point you will have them move into one of three breakout rooms based upon the technique/data that they wish to discuss further. Instruct participants to be sure that they spread out among the groups. This decision will depend upon the number of participants in the training.

Instruct participants that once they relocate to their designated room, they will refer to page 66 in their handbooks or in their PDF file of materials. Display the slide that contains the sample questions for analysis. For trainer purposes the questions are also listed below:

- What are general impressions about the lesson taught?
- Are there any recurring patterns, positive or negative?
- What occurred in the classroom and when?
- Did the instructor demonstrate particular areas of strength that can be reinforced, as related to the South Carolina Teaching Standards 4.0 Rubric?
- Are there areas for potential refinement as related to the South Carolina Teaching Standards 4.0 Rubric?
- How well did the instructor meet the objectives of the lesson?
- What are the major "take-aways" the mentee should glean from the conversation?

Remind the participants that they may wish to use these questions to guide their analysis. Explain that each participant should first analyze his/her own data silently and individually. Also, reinforce that the data being analyzed are not meant to be evaluative. Positive or negative, the data should drive the dialogue of the post-observation conference. Tell participants that after 3-5 minutes, they will share their "take-aways" with the others in the group. Provide 8-10 minutes to share. Tell participants that they will return to the whole group 15 minutes from the time that the breakout begins.

Debrief

At the end of the group share, ask the following questions:

- Did you see any patterns related to your focus?
- Did you notice any particular areas of challenge for the teacher?
- What insight do you hope the mentee will gain from the conference?

Module 6: Section 2
Activity: Effective Feedback Practice (35 minutes)

Using the information provided under the "Content and Relevance" heading, lead the participants through a quick review of the "Coaching Dialogue Protocol" included on page 69 in their handbooks. Refer to the information concerning this protocol in the first two paragraphs and be sure to include the following descriptions of the three components of the protocol:

- Validate - acknowledge effort and specific work, empower the mentee, demonstrate an understanding of thoughts and emotions
- Clarify - deepen understanding, eliminate confusion, encourage reflection
- Stretch and Apply - move practice forward and establish commitment to next steps

Ask the participants to find page 70 in their handbooks, both of which display the "Coaching Dialogue Protocol with Post-Observation Stems." Remind the participants that they have already been introduced to the pre-observation conference stems.

Explain that the types of questions and comments in a post-observation conference are slightly different from those included in the pre-observation conference. For this reason, a different set of stems are included here. Quickly review the sample stems. Explain that the success of the post-observation conference is largely dependent upon the mentor's ability to give effective feedback within the "Coaching Dialogue Protocol." Ask the participants to think about what makes feedback easy or difficult to receive. Then, ask participants to share with an elbow partner what they already know about providing effective feedback. After 3-5 minutes ask the participants to end their conversations and share their thoughts with the whole group. Invite a few participants to share their prior knowledge. Use the appropriate slides and the "Effective Feedback" document found on page 71-72 in the participant handbook, as well as the information included under the "Content and Relevance" heading, to share the relevant material related to effective feedback. In particular, discuss the importance of trust, the need to ask permission to give feedback, the role of the mentor in guiding the conversation, caution against critical feedback, and the characteristics of effective feedback listed below:

- Clear – The best feedback is clear and informative. Even if feedback is specific and accurate in the eyes of the mentor, it does not have much value if the beginning teacher cannot understand it or is overwhelmed by it.
- Targeted – Effective feedback is targeted and is related to a specific goal or focus. Any effective feedback system involves a clear goal and results related to that goal.
- Objective – All effective feedback is objective, meaning that it is based on facts and observation. Effective feedback is not based on personal opinions, assumptions, or interpretations.
- Timely – A mentor should strive to provide feedback within 48 hours of the observation. Immediate feedback is not recommended, nor is feedback that occurs multiple days after the observation.
- Actionable – Effective feedback is based on data and allows for action. Mentors should provide feedback that beginning teachers can process and "act on" rather than feedback that is vague and has no direction.

Explain that the participants will now have a chance to practice formulating effective feedback questions and comments within the "Coaching Dialogue Protocol." Ask participants to take out their notes from Module 6 Section 1, where they started analyzing data in preparation for the post-observation conference. Begin the activity by asking the participants to brainstorm examples of feedback/questions appropriate for the post-observation conference from the recorded lesson they observed earlier. Instruct each participant to write an example of a "validating response," a "clarifying response," and a "stretch and apply response" on sticky notes (1 per sticky note) or on a notes page. All examples must be derived from feedback they would give based on the observation video viewed in the previous module.

Ask participants to share their Validating response in the chat. Once participants have shared, ask the participants to look for patterns and trends among the questions and comments posted. The participants should identify the main categories that emerge in the chat. Participants can post these themes in the chat. The trainer will repeat this activity with the Clarifying responses and the Validating responses.

Debrief

As a final discussion, ask the groups to tweet their "take-away" from the previous activity. Responses should be no more than 280 characters. Encourage participants to use the hashtag #mentoringscteachers on Twitter. If they do not have a Twitter account, they should record their tweet on the "Take-Away Tweet" document found on page 73 in the participant handbook. Ask a few participants to share their tweets with the whole group.

Module 6: Section 3
Activity: My SMART Goal (20 minutes)

As an introduction to the section, explain that goal setting is a very important part of the post-observation conference. Goal setting allows the new teacher to look at his/her current practice and set steps in motion for growth. Using the information under the "Content and Relevance" heading, explain the goal-setting process, including the action plan and the characteristics of a SMART goal. Trainers should alert the participants that they have a "SMART Goals" document in their handbooks on pages 75-76. Then ask the participants to turn to page 77 in their handbooks or in their PDF file of materials. Explain the "X to Y by When" formula for writing goals and give the two examples of SMART goals that have been created using this formula. These goals can be found under the "Content and Relevance" heading and in the PowerPoint presentation.

Invite the participants to use page 77 in their handbooks to construct a professional goal for themselves. Instruct them to write a goal for themselves based upon the "X to Y by When" formula. Remind them to apply SMART goal attributes and to list the indicators from the South Carolina Teaching Standards 4.0 Rubric that are associated with their goal. Then have them list 2-3 strategies (steps) they will use to accomplish their goal. Provide 5-6 minutes for this and then select two volunteers to share with the group.

Debrief

Remind the participants that goal setting is a crucial part of the post-observation conference. Ask the participants to refer back to their own goal and think about the following questions:

- What are you hoping to achieve with this goal?
- Is it attainable?
- Is it relevant to your professional growth?
- Are your steps for attaining the goal necessary, and do they relate specifically to your goal?
- Why is it important?

Let the participants know that internalizing the questions for goal setting will help them in assisting the new teacher with this process. Remind them that this is a hard part of the observation cycle. Encourage them to move slowly with the new teacher when beginning this process, judge their readiness to move forward, and adjust as they continue throughout the year.

Module 7: Section 1
Activity: Beginning Teacher Learning Opportunities Go-Go (25 minutes)

Using the information provided under the "Content and Relevance" heading, formally introduce the concept of a TLO as both a process and a product. Explain the mentor's role in identifying TLOs both within and outside the mentoring cycle. Share the need to differentiate and to use the tiered approach to TLOs.

Ask the participants to work individually to think of some possible TLOs. After 3-5 minutes instruct the participants to turn to the "Go-Go" activity sheet on page 79 in their handbooks or in their PDF file of materials and record three of the TLOs they identified. Instruct participants to record only one TLO per square. Display the slide that contains the directions for the activity. When all of the participants have filled in three squares, invite them to share possible TLOs. Each new TLO received should be recorded on the "Go-Go" activity sheet. Trainers may decide if they want to stop after nine TLOs have been shared and their handouts are full or if they would rather have each person share one. Ask the participants to review the TLOs they collected and designate each one as a level 1 or level 2 TLO. The TLO level should be recorded in the small box in the lower right corner of each box.

Debrief

End this section by reminding the participants that the overarching goal of the mentoring process is to improve the practice of the beginning teacher. It is not enough to recognize the fact that a beginning teacher needs assistance. The mentor must take an active role in assuring that the beginning teacher is given every possible opportunity to be successful. Beginning teacher learning opportunities (TLOs) represent the process and the product wherein this learning can occur. As always, the support must be tailored to the unique needs of the beginning teacher.

Before ending this section, trainers should take a moment to review the mentoring cycle in its entirety. Specifically, trainers should emphasize at what point during the school year the observations should occur each semester. The scheduled time for each observation determines when the pre-observation and post- observation conferences will take place. Trainers also should review the slide focused on mentoring online in case it becomes necessary for schools to close again.

Note to Trainers: Observations should occur at a time when the beginning teacher is most likely to be successful. For example, an observation should never occur during the first two weeks of the semester.

Module 7: Section 2
Activity: Stand and Deliver (10 minutes)

This processing activity is called "Stand and Deliver." It provides participants the opportunity to process their learning, share it with their peers, and share with the entire training group. Instruct participants to think about the mentor's role in supporting beginning teachers. Provide them with 3-5 minutes to process independently and come up with a "take-away."

Next, ask participants to unmute themselves as they each share a take-away with the group. Continue until all participants have shared.

The "Training Closure" section in the trainer handbook refers to evaluations. We are not requiring participants to complete evaluations of this short-term, online training.