Expectations for Mentors

Requirements for becoming a Mentor:
Valid license or appropriate credentials
Minimum of one year teaching at the continuing contract level
Recommendation of a school administrator and the Induction and Mentoring Coordinator
Demonstrated proficiency in use of instructional technology
Current practitioner or has been employed in a SC public school within the last five years
Successful completion of all required Mentor trainings and activities

Duties of an effective Mentor:
Participate in the full South Carolina Mentoring Cycle (see below)
    Individual districts will determine the number of cycles to be completed annually
Within that cycle, mentors should utilize the following tools:
    The Guide for Professional Success (GPS) as a map of the SC Mentoring Cycle
    The Coaching Dialogue Protocol
    The traits for effective feedback
    The goal setting formula
Maintain the confidential nature of the mentoring relationship
Address the new teacher's needs (TLOs) and provide resources
Submit contact logs or support documents as required by the district

Considerations for effective mentoring:
Beginning teachers' needs: social/emotional, physical, and instructional
Needs vary throughout the year and among new teachers
Informal and formal communications are both equally needed
Coaching dialogue: validate, clarify, and stretch & apply
Effective communication: pause, paraphrase, and ask a question
The goal is to build efficacy through differentiated mentoring

South Carolina Mentoring Cycle:
Pre-observation conference: Establish the focus of the observation, set expectations, gather information to establish the type of observation tool to be used, use the Coaching Dialogue Protocol
Observation: Use the tool that matches the focus, follow established protocols, collect data rather than judgments
Post-observation data analysis and conference: Provide data and effective feedback that addresses the focus area, use the Coaching Dialogue Protocol, set SMART goals that follow the established formula
Teacher Learning Opportunities (TLOs): Identify opportunities and the necessary steps for professional growth based on the teacher's needs, may be level one or two, the identification of TLOs may occur at any stage of the cycle