

OJDDA Trainer Mentorship Process

In an effort to enhance the professional development and training of newly selected OJDDA Training Faculty members, each new trainer will be assigned a mentor from the current training staff. Before assuming full training responsibilities, it is expected that new trainers will maintain contact with their assigned mentors and serve an apprenticeship for one full Fundamental Skills training session, which may include, but is not limited to, co-facilitating training presentations as assigned by OJDDA Training Faculty.

The following steps are meant to provide a working guideline towards a best practices mentorship process, but are not intended to be all inclusive of what the mentorship relationship could be. Mentors and new trainers are encouraged to meet these minimum steps, but also to go beyond these expectations to develop the best possible trainers to represent Oregon's juvenile justice community.

Step 1 – Mentor makes contact with assigned trainer and schedule a Step 2 meeting within first month of appointment to the OJDDA Training Staff.

Step 2 - Informal meet and greet. It is recommended that the Mentor schedule about two (2) hours for this meeting to answer questions from the new trainer.

- Meet with trainer and answer any questions they may have about being a trainer, the content and schedule of trainings, expectations, etc.
- Provide trainer with a “Trainer” thumb drive containing OJDDA training materials (Fundamental Skills and Intermediate Skills powerpoints, trainer documents/forms, meeting notes, etc.) and a hard copy of the most current OJDDA Fundamental Skills Curriculum (if both are available).
- Discuss upcoming OJDDA training calendar (including quarterly meeting schedule) and any other training observation and/or participation opportunities (conferences, college classes, local in-house trainings, etc.).
- Provide any initial feedback from the trainer's interview with the Training Committee regarding areas the trainer could improve upon to polish their training skills.

- Recommend other OJDDA trainers who would serve as good role models for skill improvement mentioned above and encourage them to observe these trainers at upcoming trainings.

Step 3 – Mentor and trainer maintain monthly contact with each other to:

- Provide guidance and ask/answer any on-going questions;
- Notify of any new training observation opportunities as they develop;
- Confirm upcoming training observation and/or participation opportunities that were established during Step 2.

Step 4 – Whenever possible, Mentor and trainer meet in person prior to any scheduled training opportunities to make sure trainer has all of the information they need (updated powerpoints, video clips, handouts, lesson plans, notebooks, etc.).

- Go through the applicable powerpoints together on a computer to make sure trainer does in fact have all the information and materials they would need to present the topic, even if they are just attending to observe.

Step 5 - Attend and participate in training opportunities together.

- Mentor involves trainer in pre-training prep work (physical set up of the room, setting up training equipment, organizing participant materials, etc.).
- When not directly presenting material, mentor includes trainer in the training process by having them:
 - Provide anecdotal examples that support training information;
 - Provide instruction and support to small work groups;
 - Participate in role plays; etc.
- Mentor invites feedback and answers any questions the trainer may have after observing other training staff in action.
- Mentor provides constructive feedback on areas of improvement after direct observation of trainer's presentation(s).
- Mentor involves trainer in typical post-training activities:
 - Distributing, collecting, and discussing training evaluations;
 - Providing overall feedback of curriculum, presentation format, and suggestions for improving the training;
 - Packing up training equipment and materials;
 - Putting training room back in order; etc.

Step 7 – Mentor and trainer maintain consistent contact and communication with each other:

- To assess trainer’s readiness to present training as a “lead” trainer on fundamental skills topics that they identify with;
- To assess areas of interest the trainer may have to support Intermediate Skills trainings;
- To assist in developing new Intermediate Skills training topic in any area the trainer may be a “content expert” and a desire to develop such training.
- To ask/answer any questions or concerns during the mentoring process.

Step 8 – Mentor maintains contact and communication with OJDDA Training Advisory Chair and Committee:

- To address trainer progress and readiness to assume full time training duties;
- To discuss any identified issues to be addressed directly with the trainer.