

# Fast Facts

Mentoring Retention - April 2015

## Oregon Mentoring Program (OMP)

The following are the results of a retention analysis conducted on two cohorts of beginning teachers in the Oregon Mentoring Program. A beginning teacher is defined as a teacher who is in their first two years of teaching. The results are shown for the 2010-2011 and 2012-2013 cohorts. These cohorts were chosen for this analysis because they were similar in size (435 in 2010-11 and 410 in 2012-2013). The results show the numbers and percentage of teachers who were retained. Retention is defined as remaining employed in education in the state of Oregon. The results for the 2012-2013 cohort are shown on the back page.



### 2010-2011 Cohort

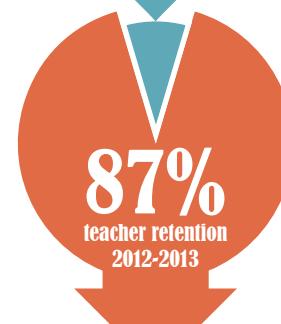
Beginning Teachers (from 16 school districts) participated in the 2010-2011 Oregon Mentoring Program.



### One Year Later

334 of the 435 beginning teachers were still teaching in Oregon in 2011-2012.

Statewide mentoring potentially could have led to **357** more teachers retained.



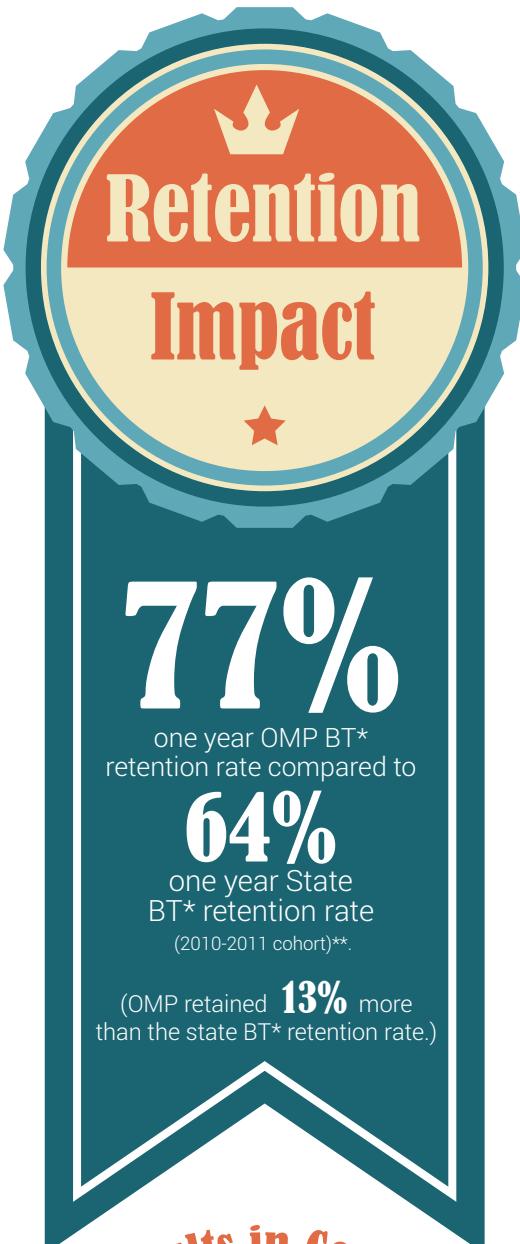
### Two Years Later

292 of the 334 beginning teachers were still teaching in Oregon in 2012-2013.



### Three Years Later

263 of the 292 beginning teachers were still teaching in Oregon in 2013-2014.



### Results in Context

Given the difficult economic times in 2010 and 2011 in which fewer new teachers were hired, it is possible that these mentored teachers had the enhanced skills that contributed to the likelihood that they would keep their jobs or be hired into new positions.



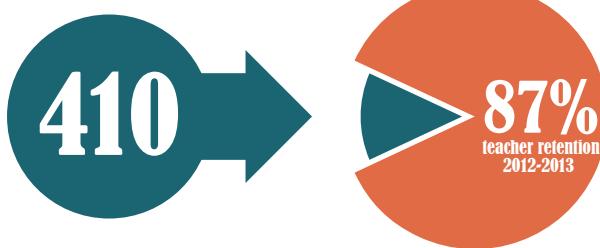
DEPARTMENT OF  
EDUCATION

\* BT: Beginning Teachers

\*\* Statewide Beginning Teachers in 2010-2011

## 2012-2013 Cohort

Beginning Teachers (from 16 school districts) participated in the 2012-2013 Oregon Mentoring Program.



## One Year Later

357 of the 410 beginning teachers were still teaching in Oregon in 2013-2014.

**“ A survey released in April 2014 by the National Network of State Teachers of the Year and the American Institutes for Research found that **mentors provided the most value to new teachers of any form of assistance.** ”**

Behrstock-Sherratt, E., Bassett, K., Olson, D., & Jacques, C. (2014). From good to great: Exemplary teachers share perspectives on increasing teacher effectiveness across the career continuum. American Institutes for Research. Retrieved from:

<http://www.air.org/resource/good-great-exemplary-teachers-share-perspectives-increasing-teacher-effectiveness-across>

## About Fast Facts

Mentoring Fast Facts are based on data collected, summarized, and analyzed from various data sources including Oregon Department of Education data collections and annual surveys sent to the six groups involved with the school district mentoring programs: Beginning Teachers (BT), Beginning Teacher Mentors (BTM), Mentoring Site Administrators (SA), Beginning Administrators (BA), Beginning Administrator Mentors (BAM), and Local Education Agency Administrators (LEA).



## Oregon Mentoring Program

### Fast Fact #3

<http://teachingresearchinstitute.org/centers/cepe/mentor>

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ODE is required by law to allocate a portion of funding to evaluate the effectiveness of the mentoring program.

