



**Oregon Department of Education
 Beginning Administrator Results
 2012-2013**

The core value of the Oregon Mentoring Program is a commitment to high quality individualized professional growth for every beginning teacher and administrator. Every child deserves a quality teacher and administrator that are supported in providing a quality education. For five years Oregon has funded school districts to mentor beginning teachers and beginning administrators in order to increase the quality of education for all children in Oregon.

The Center for Educator Preparation and Effectiveness (CEPE) at the Teaching Research Institute at Western Oregon University is working with ODE to assess what is going well and what might need to be changed as part of a continuous improvement plan for the mentoring program. This Brief will address the results of the beginning administrators and their mentors from 2012-2013. It is important to note that this information is a small sample of beginning administrators that are in the program and does not represent all of the beginning administrators across the state of Oregon.

These results include responses from 37 beginning administrators and 22 beginning administrator mentors who completed surveys in May 2013. Beginning administrators are defined as administrators in their first two years of being an administrator. They have varying years of prior experience as educators.

Beginning Administrators

Of the 37 beginning administrators who responded to the survey, 54% were in their first year of the mentoring program and 46% were in their second year of being mentored.

Importance of sources of support

**% indicating that these sources are important or most important*

District Support	89.2%
Support from school site colleagues	86.5%
Time with your mentor	75.7%
New administrator professional development	48.6%

Top 6 most useful* areas of support provided to beginning administrators by mentors

**% indicating that these areas were useful or most useful*

Dealing with challenges	83.8%
Getting an experienced view of administratorship	83.8%
Received general feedback	83.8%
Processing next steps	78.4%
Understanding the school/district culture	73.0%
Observations by mentor administrator	73.0%

Most significant administrative skill learned through the mentoring program

This question was an open-ended question and different categories of responses surfaced. 25% of the respondents noted 'communication' as an administrative skill they learned as they worked with their mentors. The communication they learned varied from talking with families, providing teachers meaningful feedback, knowing how to handle difficult conversations, and learning about when to listen and when to speak. Other comments include understanding about legal aspects, prioritizing tasks, developing instructional leadership, building trust, and evaluating staff.

Most Valuable Features of the Mentor Program (Beginning Administrators)

“I would have stayed without a mentor, but the experience of meeting with my mentor was invaluable, I would not have been as successful, I would not have had the perspective I do now, I would not have had many things without my mentor. He was motivational, real, helpful, informative, reflective, and an amazing support. I am extremely grateful for this service.” (Beginning Administrator, 2013)

“I am better equipped to answer and support our students. I have become a more thorough resource for them and am able to guide them along the path to be college and career ready.” (Beginning Administrator, 2013)

“Because of my mentor's guidance, I have more strategies to strengthen our school-wide student management system. Students are in their classrooms more, teachers are developing better relationships with their students, and I've been able to have difficult conversations with teachers about how they interact with students and how they deliver instruction so that their students can access the standards.” (Beginning Administrator, 2013)

Beginning Administrator Mentors

The Beginning Administrator Mentors stated:

“The impact is on coaching the principal to have the essential conversations with staff and thinking through critical building decisions that impact student learning. It is the reflection and thought process that has the biggest impact.” (Beginning Administrator Mentor, 2013)

“Mentoring helps new principals focus on student achievement through coaching conversations about use of data, evaluations and supervision, curriculum, instruction, and assessment.”(Beginning Administrator Mentor, 2013)

“I think all new administrators need this type of on-going support and to have someone that they can turn to for guidance and support. It is important for us as a coach, to help them to work through issues and problems through our use of good questioning strategies. Sometimes, even though it is hard, we have to allow them to fail so that they can learn for themselves.”(Beginning Administrator Mentor, 2013)

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The Center for Educator Preparation & Effectiveness (CEPE) coordinates and conducts research, evaluation, curriculum development, training and dissemination of resources in the areas of effective teaching, and performance-based strategies and assessment. Focus areas include: educator mentoring; environmental education; proficiency-based education; Teacher Work Sample Methodology; science, technology, engineering and math (STEM); and educator professional development.