

**Oregon Department of Education
Beginning Teacher & Administrator Mentoring Program
Executive Summary**

The overall goal for the Oregon Mentoring Program is to improve teaching practices and student learning. The core value of the Oregon Mentoring Program is a commitment to high quality individualized professional growth for every teacher. In 2007, the Oregon Legislature passed HB 2574 authorizing the Oregon Department of Education (ODE) to establish the Oregon Mentoring Program and providing funding for the last six years (2007-2009, 2009-11, 2011-13 biennium). The Oregon program aligns with the national focus on high quality induction programs that produce rapid professional growth for beginning teachers. Mentoring programs are increasingly important due to the changing demographics of educators, with a greater percentage of *beginning* teachers in today's classrooms.

QUICK FACTS

	2011-2012	2007 - 2012
Number of students impacted	34,956	Incomplete data
Number of beginning teachers impacted	326	1,688
Number of beginning administrators impacted	57	88
Number of school districts involved	20	75
Number of ESDs involved	1	13

Beginning Teacher Survey 2011-2012

Attributions of Success

Over 60% of the beginning teachers attributed their success as a beginning teacher to the mentor program. Of that percentage, one in four said a great deal of their success was due to the program.

Sources of Support

One on one interaction with a mentor teacher was the greatest source of support for beginning teachers (72% rated it the most important source). Over half also benefited from observations of master teachers in action.

Retention

Over 45% of the teachers indicated the mentoring program *influenced their decision to stay in their teaching profession*.

Professional Growth and Teaching Practices

Beginning teachers benefitted most from talking through challenging situations with their mentor teacher (73%) and the emotional support provided by their mentor (66%).

Mentor Program Effectiveness

Beginning teachers rated the program as effective in deepening their understanding of professional teaching standards used in their districts.

INFORMATIONAL BRIEF - ODE Mentoring Program

CEPE Brief
ODE Mentoring
Issue 1
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CEPE is part of The Teaching Research Institute, Western Oregon University
<http://www.wou.edu/tri/CEPE/cepe.php>

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The Center for Educator Preparation and Effectiveness (CEPE) at the Teaching Research Institute within Western Oregon University (TRI / WOU) was hired in 2013 to assist ODE in assessing information collected about the Oregon Mentoring Program. Program evaluation serves three purposes: 1) to determine progress toward meeting goals; (2) to provide documentation about program progress; and (3) to assess status of the final outcomes. Within this simple and complex framework, a variety of data and data sources must be accessed to paint a complete picture of the program outcomes. This information brief is a snapshot of the data collected over the past four years and represents selected results from the most recent school year that data was available (2011-2012). This is the first of the ODE Mentoring Informational series. Effective teachers make a difference in student learning.

Beginning Teacher Survey 2011-2012

Sources of Support

When asked about areas in which their mentors supported them, 77% agreed or strongly agreed that their mentor collaborated with them regarding strategies to create an equitable classroom. Also, 66% agreed or strongly agreed that they received information on effective parent communication. Other types of support beginning teachers received are shown in Table 1 below.

Table 1. Types of support Beginning Teachers received from Beginning Teacher Mentors.

Area of Support	Agree or Strongly Agree
Classroom management strategies	90.1%
Resources and materials to improve teaching	90.1%
Developing a repertoire of teaching strategies	83.9%
Strategies/resources to analyze student work	80.4%
Supported my work in differentiating instruction	81.4%
Strategies/resources to help with job related stress	76.5%
Provided emotional support	87.1%
Strategies/resources to support in meeting district goals and requirements	86.8%
Information for accessing district resources	80.7%

In addition, 75% of teachers *agreed or strongly agreed* that their principal supported their professional growth.

Retention

Over 45% of the teachers indicated the mentoring program *influenced their decision to stay in their teaching profession.*

“I was seriously considering leaving the profession; however my mentor helped me through the difficult time.” (Beginning Teacher 2012)

Professional Growth and Teaching Practices

When asked about the effectiveness of the work they did with their mentors to further their

professional growth, 75% indicated that it helped them to develop meaningful professional goals and to monitor student progress. Also, 70% of the beginning teachers found that working with their mentor was effective in learning how to collect and analyze student data.

“Having a seasoned listener who can walk with the new teacher through the challenges of learning all the ins and outs of teaching that is not practiced or practiced enough in teacher prep programs.” (Beginning Teacher 2012)

Mentor Program Effectiveness

As shown in Table 2 below, the mentoring program was rated as effective in deepening the understanding of professional teaching standard used in their districts.

Table 2. Effectiveness of the program in understanding of professional teaching standards.

Standard (California Standards for Teaching Profession)	Effective or Most Effective
Engaging and supporting all Students in Learning	90.7%
Creating and Maintaining an Effective Environment	90.7%
Understanding and Organizing Subject Matters	77.2%
Planning instruction and Designing Learning Experiences	84.3%
Assessing Student Learning	81.4%
Developing as a Professional	90.3%

Beginning Teacher Mentor Survey 2011 - 2012

Skills of Mentors

100% of the beginning teacher mentors *agreed or strongly agreed* that overall, the mentoring program had assisted them in developing mentoring skills to use with their beginning teachers; and 100% *agreed or strongly agreed* they were clear about the expectations for their role. Almost all, (96%) of the mentors *agreed or strongly agreed* that their initial training was sufficient to get started, and (98%) *agreed or strongly agreed* that on-going training had helped them be effective in their job.

“New staff need a lot of support initially. It is great to have an expert to turn to. New staff grow more quickly when they have a mentor, they also make fewer big mistakes.” (Beginning Teacher Mentor 2012)

Most Valuable Support

When asked what training or support structure was most valuable to the mentors, the open-ended responses consistently referred to *mentor trainings, monthly mentor forums, and mentor academies*.

“The monthly forums and the seven days of training were equally supportive and informative, and perhaps most importantly, inspiring.” (Beginning Teacher Mentor 2012)

Site Administrator Survey 2011 – 2012

Eighty nine percent of site administrators *agreed or strongly agreed* that mentors had a positive impact on beginning teachers practice. The same percentage, (89%) supported the continuation of the mentor program.

Site administrators were asked to comment on what was effective about the mentor program. Open-ended responses showed an awareness that having dedicated one-on-one time with a

mentor was valuable. Several commented that having an individual (mentor) for teachers to turn to who were not in a position to evaluate their performance was significant for beginning teachers. Site administrators also mentioned the support the teachers received, the opportunities for beginning teachers to observe, and trainings as most effective.

Selected Participant Quotes 2011-2012

“Collaboration is vital to improve instruction. If you teach in an isolated environment how do you know what could be better? It is so helpful to have someone to help you focus in on your needs as a teacher.” (Beginning Teacher, 2012)

“I probably would have been surviving as a beginning teacher, but it’s very nice to have the extra support so I can do more than just survive.” (Beginning Teacher, 2012)

“Often I felt like giving up and had it not been for the help of my mentor and the mentor program I may have fallen into the statistic of early teacher burnout.” (Beginning Teacher, 2012)

“My mentor provided me with curriculum resources when I needed them. These resources had been designed to align with standards.... This meant that I had pieces of curriculum that had been field tested already. So, not every piece of curriculum was brand new. Also, my mentor helped me focus on assessment. Learning how to create effective assessment and then assess assignments is a challenge. By honing assessment this put me on par with veteran teachers.” (Beginning Teacher, 2012)

“Our early career teachers cannot say enough about the work of the mentors in this program.” (Site Administrator, 2012)

“I have seen first-hand the new teachers in this program develop strong instructional practice and form important habits of mind as a result of the collaborative mentor support.” (Site Administrator, 2012)



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.

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