

Beginning Teacher and Administrator Support Program

581-018-0130

Definitions

The following definitions apply to Oregon Administrative Rules 581-018-0130 through 581-018-0151 unless the context requires otherwise:

- (1) "Administrator's Present Position" means being assigned in the role as a principal or a superintendent.
- (2) "Beginning Administrator" means a principal or superintendent who:
 - (a) Possesses an administrative license issued by the Teacher Standards and Practices Commission;
 - (b) Is employed as a principal or superintendent by a school district; and
 - (c) Has been assigned for fewer than two school years in the administrator's present position.
- (3) "Beginning Teacher" means a teacher who:
 - (a) Possesses a teaching license issued by the Teacher Standards and Practices Commission;
 - (b) Is employed at least half time, primarily as a classroom teacher, by a school district; and
 - (c) Has taught fewer than two school years, as a licensed teacher in any public, private, or state-operated school.
- (4) "Classroom Teachers" means all teachers who provide direct instruction to students.
- (5) "District" means a school district, an education service district, a state-operated school, or any legally constituted combination of such districts.
- (6) "Mentor " means an individual who:
 - (a) Is an acting or retired teacher, principal or superintendent;
 - (b) Has met established best practice and research-based criteria as defined by the State Board of Education by rule
 - (c) Possesses a teaching or administrative license issued by the Teacher Standards and Practices Commission;
 - (d) Has successfully served for five or more years as a licensed teacher, principal or superintendent in any public school; and
 - (e) Has been selected and trained as described in ORS 329.815.
- (7) "Mentorship program" means a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, direct classroom observation and consultation; assistance in instructional planning and preparation; support in implementation and delivery of classroom instruction; development of school leadership skills and other assistance intended to assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning.
- (8) "Teacher" means a licensed employee of a common or union high school district, an employee of an education service district or a state-operated school who has direct responsibility for instruction, coordination of educational

programs or supervision of teachers and who is compensated for services from public funds. "Teacher" does not include a school nurse as defined in ORS 342.455 or a person whose duties require an administrative certificate.

(9) "Mentoring" means a professional relationship between an educator and a skilled mentor. In a confidential and trusting partnership, the mentor supports the educator to transform practice through a process of reflection and inquiry. The goals of this collaborative and continuous work are: to accelerate instructional practice, ensure equitable learning for all students, retain effective educators, and empower educational leaders. Stat. Auth.: ORS 326.051, 329.795

Stats. Implemented: ORS 329.790 - 329.820

Hist.: EB 18-1988, f. & cert. ef. 3-16-88; EB 9-1990, f. & cert. ef. 1-30-90; ODE 2-2008, f. & cert. ef. 1-25-08

Mentoring Program Standards

(1) Districts applying for an Oregon Beginning Teacher and Administrator Mentoring Program Grant shall align mentoring programs with the Mentoring Program Standards.

(2) Mentoring Program Standards describe the structures and functions, processes, and effective practices necessary for a quality program. Effective mentoring is foundational to a quality program. An essential element of a mentoring program is a professional mentor who understands and utilizes the skills, strategies and tools necessary for the continuous development of teachers and administrators.

(a) Program

Districts are committed to integrating and sustaining comprehensive mentor programs targeting quality teaching and learning that aligns with other district and state initiatives and goals.

(A) Program Administration, Collaboration, and Communication: *Quality mentor programs provides structures to assure a cohesive, culturally competent system for mentoring that is supported at all levels.*

A Quality Mentor Program:

(i) has a designated leader with sufficient resources, authority, knowledge and experience to guide program implementation and accountability.

(ii) includes system-wide leadership.

(iii) involves collaboration and coordination among program leaders and stakeholders to ensure that program goals and practices align with teacher preparation programs, educator professional learning, evaluation systems, culturally responsive teaching practices and other P-20 initiatives.

(iv) develops and maintains structures and systems to promote two-way communication and stakeholder involvement.

(B) Leadership Engagement: *Quality mentor programs require involved, informed and culturally responsive leaders.*
Leaders in a Quality Mentor Program:

(i) provide resources and conditions required to promote and improve teacher and administrator success.

(ii) create a culture of equity that focuses on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity.

(iii) engage in professional learning in how best to support teachers and administrators.

(iv) collaborate and coordinate with other mentor program leaders across the state.

(C) Program Assessment and Evaluation: *Quality mentor programs collect data to evaluate and improve program effectiveness.*

A Quality Mentor Program:

(i) purposefully and systematically collects data, using multiple measures, to demonstrate implementation, impact, and areas for continuous improvement.

(ii) continuously and systematically shares evaluation findings with stakeholders to inform decision-making and accountability.

(b) Processes

Mentoring processes are characterized by collaborative cycles of inquiry that provide for standards based feedback loops leading to measurable outcomes and practices for the success of all students.

(A) Roles and Responsibilities: *A quality mentor program carefully selects and assigns mentor/mentee partners reflective of diverse cultural characteristics and clearly defines roles.*

A Quality Mentor Program:

(i) has a formal, rigorous and timely process for recruiting and selecting mentors based on culturally responsive criteria consistent with the roles and responsibilities of mentoring.

(ii) defines and communicates mentor roles and responsibilities that are focused on the continuous development of teacher and administrator practice.

(iii) utilizes a standards based system of ongoing assessment for mentor growth and accountability.

(B) Professional Learning: *Quality mentor programs expand the knowledge and refine the practice of mentors and mentees through a collaborative, culturally responsive process, supported by research.*

A Quality Mentor Program:

(i) Establishes learning communities engaged in professional learning, problem-solving, and evidenced based collaborative inquiry for mentors, as well as teacher and administrator mentees.

(ii) Ensures participants apply new learning to mentoring practice through engaging in goal-setting and reflection, implementing inquiry action plans, and analyzing data.

(iii) facilitates professional learning that is guided by research, standards, culturally responsive practices, local priorities and the developmental needs of mentors, as well as teacher and administrator mentees.

(C) Teacher and Administrator Assessment: *Quality mentor programs utilize a data based cycle of inquiry to assess effective, appropriate and culturally responsive instructional and leadership practices.*

A Quality Mentor Program:

(i) Includes self-reflection, goal setting, observations, and formative assessments.

(ii) Is designed to accelerate educator effectiveness to ensure that every student regardless of cultural, gender, racial, ethnic, and socioeconomic characteristics is ready for college, careers and engaged citizenship.

(iii) Includes multiple sources of evidence to assess teacher and administrator mentees' strengths and areas for growth and guide professional learning.

(c) Professional Practice

Districts are committed to integrating and sustaining comprehensive mentor programs promoting professional practices aligned with Oregon's Teaching and Administrator Standards that outline what educators should know and be able to do to help all students improve, grow and learn.

(A) Instructional and Leadership Practices: *Quality mentor programs accelerate the professional practice of beginning educators to positively impact student achievement for EACH and EVERY learner no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.*

A Quality Mentor Program:

(i) fosters self-reflection among teacher and administrator mentees to accelerate growth based on Oregon professional teaching or administrative standards.

(ii) supports knowledge of curriculum standards, grade level and subject standards, culturally responsive practices, pedagogy and performance levels for students.

(iii) strengthens the ability of teacher and administrator mentees to analyze data in order to plan and differentiate instruction and programs.

(iv) develops teacher and administrator mentees' knowledge and application of the physical, cognitive, emotional, cultural and social well-being of students.

(v) supports collaborative partnerships among educators, families, and the community.

(B) Equity, Cultural Competence and Universal Access: Quality mentor programs foster and develop culturally competent educators.

A Quality Mentor Program:

(i) supports teachers and administrator mentees' knowledge of the cultural, gender, racial, ethnic, and socioeconomic characteristics of their classrooms, schools and community.

(ii) expands teachers and administrators' self-awareness of cultural competency and how that impacts their learning, teaching and leadership.

(iii) demonstrates a commitment to equity by developing culturally inclusive practices in teachers and administrators.

581-018-0136

Pertaining to Beginning Teacher and Administrator Mentorship Program

The State Board of Education shall establish a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in the state with continued and sustained support from a formally assigned mentor teacher or administrator. The legislative assembly finds that:

- (1) The quality of teaching and administration in the public schools is of vital importance to the future of Oregon;
- (2) Oregon has a special interest in insuring that the induction of beginning teachers and administrators into their profession enhances their professional growth and development by making a positive impact on student learning for all students, to help close the achievement gap;
- (3) The formal assignment of mentors who have demonstrated the appropriate subject matter knowledge and teaching and administrative skills will substantially improve the induction and professional growth of beginning teachers in the state as well as provide mentors with additional and valuable opportunities to enhance their own professional growth ;
- (4) Teachers and administrators who receive research-based, relevant mentoring produce students with a higher rate of achievement;
- (5) School districts that have teacher mentoring have a higher rate of retention among teachers; and
- (6) Administrators who receive mentoring improve their effectiveness as administrators and continue to improve throughout their careers.

Stat. Auth.: ORS 329.795

Stats. Implemented: ORS 329.790 - 329.820

Hist.: EB 18-1988, f. & cert. ef. 3-16-88; EB 9-1990, f. & cert. ef. 1-30-90; ODE 2-2008, f. & cert. ef. 1-25-08

581-018-0139

The Selection, Nature and Extent of Duties of Mentor Teachers

- (1) The selection, nature and extent of duties of mentors shall be determined by the school district based on the requirements of ORS 329.790 to 329.820.
- (2) No teacher, principal or superintendent shall be designated as a mentor unless willing to perform in that role;
- (3) No mentor shall participate in the evaluation of a beginning teacher or administrator for purposes of actions taken under ORS 342.805 to 342.937;
- (4) Written or other reports of a mentor regarding a beginning teacher or administrator may not be used in the evaluation of beginning teacher or administrator.
- (5) Each mentor shall complete successfully a training provided by the Oregon Department of Education or approved according to criteria established by the Department of Education while participating in the beginning teacher and administrator mentorship program;
- (6) The grant received for each beginning teacher or administrator may be used by the district to compensate mentors or to compensate other individuals assigned duties to provide release time for teachers, principals or superintendents acting as mentors.

Stat. Auth.: ORS 326.051, 329.795

Stats. Implemented: ORS 329.790 - 329.820

Hist.: EB 18-1988, f. & cert. ef. 3-16-88; EB 9-1990, f. & cert. ef. 1-30-90; ODE 3-2008, f. & cert. ef. 1-25-08

581-018-0142

Eligibility

- (1) There is established a beginning teacher and administrator mentorship program to provide eligible beginning teachers and administrators in this state with a continued and sustained mentorship program from a formally assigned mentor.
- (2) Any district is eligible to apply to participate in the beginning teacher and administrator mentorship program. Grants may be subject to application, evaluation, approval by the Oregon Department of Education, and the legislative appropriation of funds.
- (3) A school district may enter into a partnership with another school district, an institution of higher education, an education service district or another organization to operate jointly a beginning teacher and administrator support program if:
 - (a) All moneys received as grants-in-aid for the mentorship program are administered by the participating school district to provide direct services to beginning teachers and administrators; and
 - (b) All other requirements of ORS 329.790 to 329.820 are met.
- (4) The awarding of grants under OAR 581-020-0080 is subject to the availability of funds appropriated therefore.

Stat. Auth.: ORS 326.051, 329.795

Stats. Implemented: ORS 329.790 - 329.820

Hist.: EB 18-1988, f. & cert. ef. 3-16-88; EB 9-1990, f. & cert. ef. 1-30-90; ODE 2-2008, f. & cert. ef. 1-25-08

581-018-0145

Grant Application

Each district that wishes to participate in the beginning teacher and administrator mentorship program shall submit a formal application to the Department of Education. The application shall include:

- (1) The names of all eligible beginning teachers and administrators employed by the district and a description of their assignments and;
- (2) A description of the proposed mentorship program, which must provide frequent contact, totaling a minimum of 90 hours between mentors and beginning teachers and administrators, throughout the school year.
- (3) A description of the research based training that will be provided to mentors and beginning teachers and administrators.
- (4) A description of how the training will build relationships of trust and mutual collaboration with beginning teachers and administrators.
- (5) A description of the professional development mentors will receive before the school year begins and throughout the school year.
- (6) A school district shall certify in the application that no eligible beginning professional educators are or may be under a conditional license, except as provided for by rules of the Teacher Standards and Practices Commission; and

Stat. Auth.: ORS 326.051, 329.795

Stats. Implemented: ORS 329.790 - 329.820

Hist.: EB 18-1988, f. & cert. ef. 3-16-88; EB 9-1990, f. & cert. ef. 1-30-90; ODE 2-2008, f. & cert. ef. 1-25-08

581-018-0148

Funding

- (1) Subject to ORS 291.230 to 291.260, the Department of Education shall distribute grants-in-aid to qualifying school districts to offset the costs of beginning teacher and administrator mentorship programs. A qualifying district shall receive annually an amount that is aligned with evidence-based best practices for beginning teachers and administrators approved for support.
- (2) If the funds are insufficient for all eligible proposals, the Department of Education shall award grants on a competitive basis taking into consideration geographic and demographic diversity.

Stat. Auth.: ORS 326.051, 329.795

Stats. Implemented: ORS 329.790 - 329.820

Hist.: EB 18-1988, f. & cert. ef. 3-16-88; EB 36-1988, f. & cert. ef. 8-5-88; EB 9-1990, f. & cert. ef. 1-30-90; EB 25-1990(Temp), f. & cert. ef. 5-18-90; ODE 2-2008, f. & cert. ef. 1-25-08

581-018-0151

Violation and Penalty

A district that is determined by the Department of Education to be in violation of one or more of the requirements of OAR 581-020-0060 through 581-020-0085 may be required to refund all grants-in-aid moneys distributed under OAR 581-020-0080. The amount of penalty shall be determined by the State Board of Education.

Stat. Auth.: ORS 326.051, 329.795

Stats. Implemented: ORS 329.790 - 329.820

Hist.: EB 18-1988, f. & cert. ef. 3-16-88; ODE 3-2008, f. & cert. ef. 1-25-08