

Oregon Mentoring Program

The Beginning Teacher and Administrator Mentoring Program was established in Oregon through the passage of the 2007 Legislature's HB 2574 and then was expanded in the 2013 legislative session with HB 3233 The Network for Quality Teaching and Learning. A priority of Oregon's educational system is to recruit and retain teachers and administrators of the highest quality. The Oregon Mentoring Grant is designed to support activities related to an evidence-based mentoring program for beginning teachers and administrators. Individual school districts and various consortia of school districts and ESDs are funded each year to establish and support the mentoring of beginning teachers and beginning administrators.

The goals of the Oregon Mentoring Program continue to be to:

1. Increase student learning and growth
2. Improve instructional practices
3. Increase retention of beginning teachers and administrators

Mentoring Program Impact

Since 2007, the grant funding priorities have taken into consideration geographic and demographic diversity. Beginning educators from districts across the state have benefitted from the mentoring program's focus on these priorities.

The following table shows the number of students and beginning educators impacted over the past four years. As this table shows, during the 2013-2015 biennium there was a nearly 50% increase in the number of students, teachers, and administrators impacted; as a result of the increase in funding for mentoring within HB 3233. Due to an increase in teacher hires, projects chose to increase mentoring support to beginning teachers (BT) as indicated in the 2014-2015 BT amounts.

	2011-2012	2012-2013	2013-2014	2014-2015
Number of students impacted*	34,956	36,559	71,096	103,018
Number of beginning teachers impacted**	323	408	983	1,172
Number of beginning administrators impacted**	80	47	97	47

* These numbers are based on survey response rates.

** These numbers are based on the pairing forms and funded BT/BA numbers submitted by projects in September.

Mentoring Program Findings

Goal 1: Increase student learning and growth. The National Comprehensive Center for Teacher Quality (NCCTQ) supports job-embedded professional development as a critical factor to increasing student achievement (DeMonte, 2013). Mentoring beginning

teachers aligns with this type of job-embedded professional development. Beginning teachers receive continuous guidance in instructional practice; integrated lesson planning with an on-site coach; and group analysis of student test scores focused on selecting effective instructional practices.

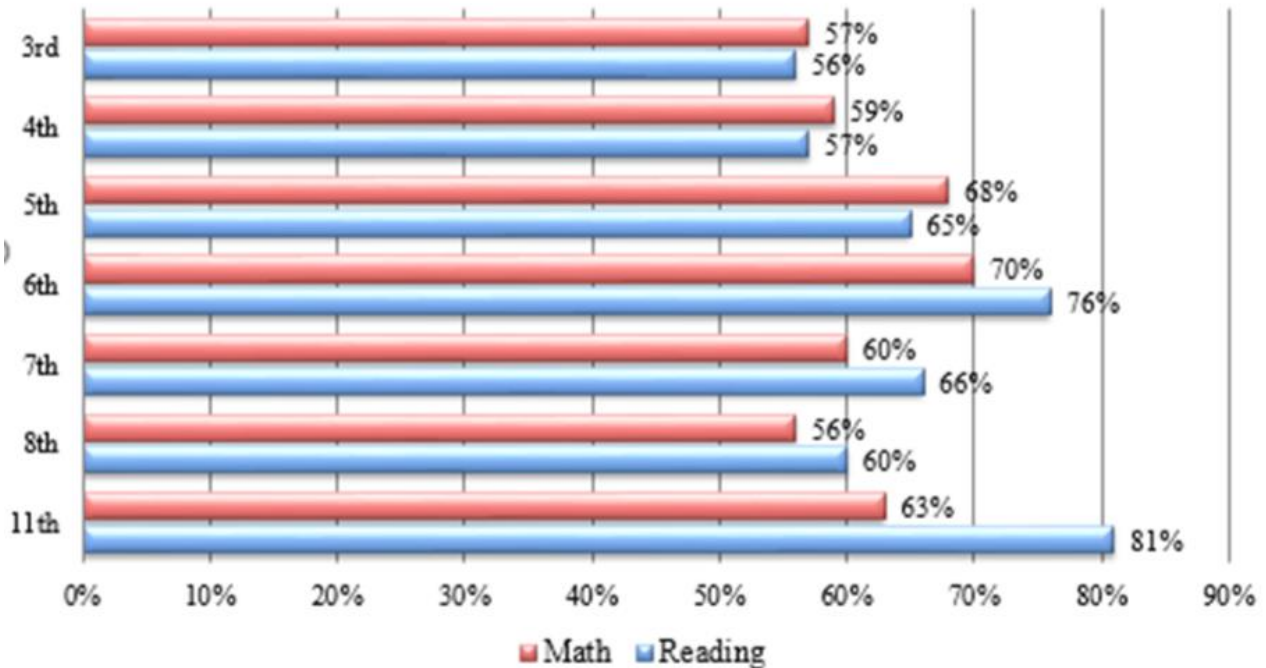
In order to assess the impact of the Oregon Mentoring Program on student achievement, an analysis was conducted on districts that had consistently participated in the program from 2008-2014. An analysis was conducted on Math and Reading scores of students with mentored beginning teachers compared to students in a comparison district that did not participate in the Oregon Mentoring Program during the same time period. Beginning teachers are defined as teachers in their first or second year of teaching.

The following chart shows the results for District A across a 6-year period. District A was selected as an example of a specific district-to-district comparison based on like districts using the ODE Report Card criteria. Very few districts in Oregon have consistently had a mentoring program for six years consequently District A was selected as an example of growth. This chart reflects the results of the analysis for students of mentored beginning teachers. The bars show the percentages of students with scores at or above a comparison group average (by grade level). In order to get a comparable group size, the comparison group included teachers in their first five years.

Chart 1 below shows the results of the analysis of reading and math scores for students of mentored beginning teachers. This chart shows that across the years, 81% of 11th grade students' reading scores and 70% of 6th grade students' math scores were at or above the average scores of a comparison group. Similarly, 76% of 6th grade students' reading scores and 68% of 5th grade students' math scores were at or above the average scores of a comparison group.

Chart 1: District A – Reading and Math Scores of Students of Mentored Teachers

Percentage of Students with Math and Reading (RIT) Scores* at or Above a Comparison Group Average (2008-2014)



*Reading Ns: 3rd = 214, 4th = 554, 5th = 313, 6th = 617, 7th = 806, 8th = 548, 11th = 213

* Math Ns: 3rd=214, 4th=555, 5th=313, 6th=707, 7th=805, 8th=496, 11th=212

This analysis indicates that at all grade levels, the majority of students of mentored teachers scored at or above the average scores of a comparison group of student whose teachers did not have access to the Oregon Mentoring Program.

“I felt like I had an experienced teacher always behind the scenes to support me - without getting in the way of my teaching or classroom environment. The mentor helped guide me through potential problems I would not have anticipated.”

Beginning Teacher, 2015

“The mentoring program allowed me to have a thinking partner, someone with experience who has guided me through decisions and goals I have set for myself as an instructional leader. All that I do is to impact student learning, I could not have done my first year as an administrator without my coach. She helped me stay the course and ensure that decisions being made were with students in.” – Beginning Administrator, 2015

Goal 2: Improve instructional practices

A focus area of instructional mentoring is the improvement of instructional and leadership practices. The ability for an on-the-spot, in-the-moment focused support

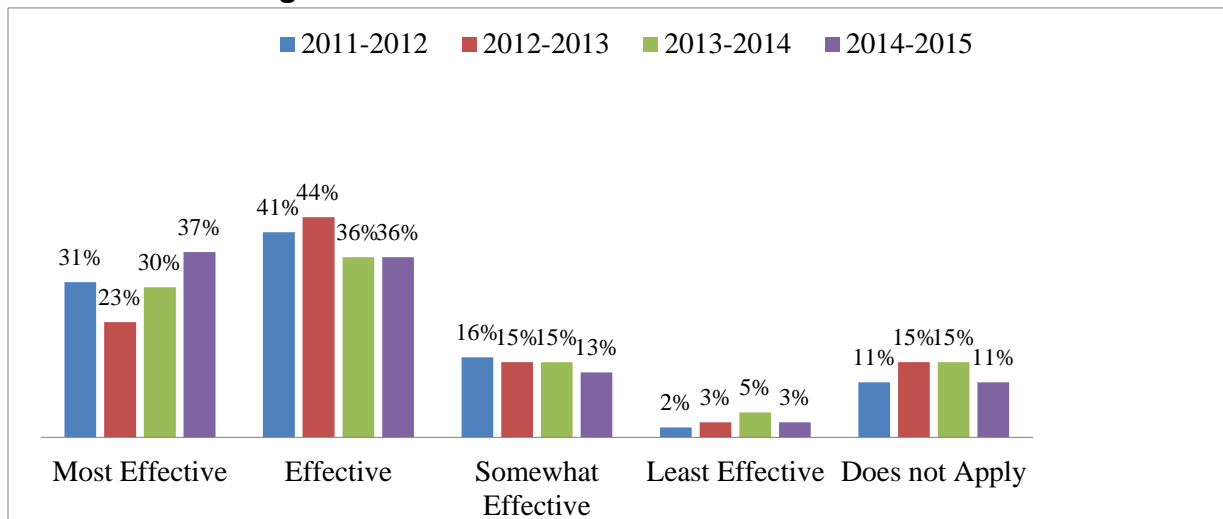
based on student and educator need is the highest form of job-embedded, aligned professional learning. Mentors spend an **average of 111 hours** over the nine months they work with their mentees based on submitted mentor logs. This average is for the 2012-2013, 2013-2014, and 2014-2015 years.

Beginning teachers in the mentoring program are surveyed in the spring to assess the effectiveness of the mentoring program and to collect data about their experience being mentored. They are asked several questions about instructional practices since instruction is a significant factor in student achievement. Effective teachers understand how to assess students and thoughtfully plan instruction to reach all students in their classrooms.

The results below provide examples of two areas beginning teachers were asked to respond to about instructional practices. The two charts show beginning teachers that completed the surveys across four years.

The chart below shows, over the last two years 81% (2014) and 86% (2015) indicated that time spent with their mentor planning for differentiated instruction was somewhat effective, effective or most effective.

Beginning Teacher Survey (2011-2015): While working with your current mentor how effective were the following in furthering your professional growth as a teacher? Planning for differentiated instruction:

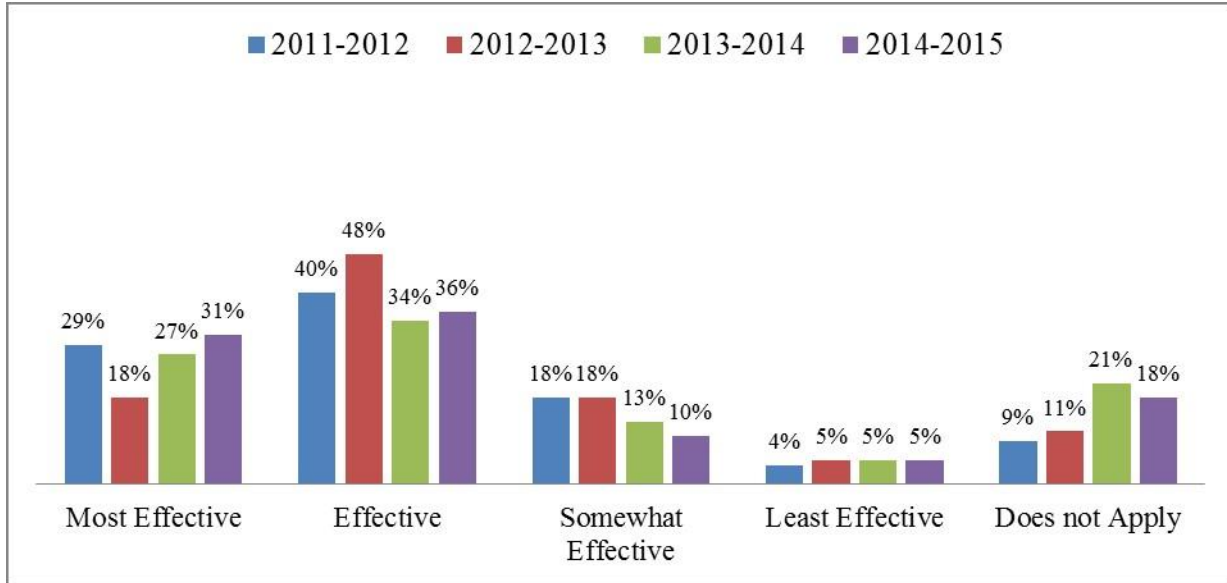


*2011-2012: (N=323); 2012-2013: (N=347); 2013-2014: (N=737); 2014-2015 (N=1005)

Beginning teachers were also asked about the effectiveness of the time spent with their mentors on the collection and analysis of student data. The chart below shows that in the last two years, 74% (2014) and 77% (2015) indicated this time was somewhat effective, effective, or most effective.

Beginning Teacher Survey (2011-2015): How effective was the time spent with

your mentor enhancing your skills in collection and analysis of student data?



*2011-2012: (N=323); 2012-2013: (N=347); 2013-2014: (N=737); 2014-2015 (N=1005)

When **beginning administrators** were asked to *describe the most significant administrative skill they learned through the mentoring program*, the common responses were: effective communication strategies for dealing with both staff and parents; problem solving techniques; appropriate leadership skills; and thoughtful responsive approaches. They also mentioned that having a mentor assisted them in learning to be good listeners in order to hear various perspectives.

“I think without the support and guidance of my mentor I would have not have had the amazing opportunities of observing some wonderful master teachers, or receive professional development or additional resources that helped support the growth of my management and classroom instructional strategies.” Beginning Teacher, 2015.

Goal 3: Increase retention of beginning teachers and administrators

One beginning teacher in 2015 stated, *“My mentor has been the most supportive individual during this first year and I truly feel it was the ability to go to my mentor that helped me stay healthy, sane, a positive. Without my mentor I feel that I may have given up and left teaching at the end of this year”*. Mentoring provides the necessary support and guidance for beginning educators to navigate through their first two years in education.

The diagram below shows the results of the retention analysis of the 2010-2011 cohort of beginning teachers in the Oregon Mentoring Program. The results show the numbers and percentage of teachers who were retained in Oregon. In the 2010-2011 cohort, 77% of the mentored beginning teachers hired in 2010-2011 were still teaching in Oregon one year later compared to 64% one-year retention rate for *all* beginning teachers across the state in the same year.

The retention rate for beginning teachers is reported in a cohort analysis to provide data on the percentage of beginning teachers that remain in the teaching profession beyond the years of being mentored and to enable Oregon’s beginning teacher retention data to be compared to the national research-based attrition rate that states 50% of teachers leave the profession after five years of teaching. The cohort data analysis will allow the Oregon Mentoring Program to compare the retention rate of a cohort group to this national rate.

2010-2011 Cohort – Retention Rate of Beginning Teachers

2010-2011 Cohort

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



One Year Later

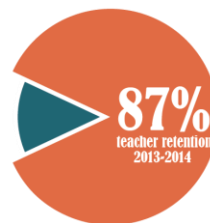
334 of the 435 beginning teachers hired in 2010-2011 were still teaching in Oregon in 2011-2012.

The diagram below shows the results of the retention analysis of the 2012-2013 cohort of beginning teachers in the Oregon Mentoring Program. In the 2012-2013 cohort, 87% of the mentored beginning teachers hired in 2012-2013 were still teaching in Oregon one year later compared.

2012-2013 Cohort – Retention Rate of Beginning Teachers

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 hired in 2012-2013 were still teaching in Oregon in 2013-2014.

Oregon Mentoring Program 2013-2015 Survey Results

As part of the evaluation of the effectiveness of the Oregon Mentoring Program, projects are required to complete surveys in the spring of each year. As part of the survey beginning teachers are asked to summarize the top five *overall ways their mentor helped them*. As the table below shows, in both years the vast majority indicated that the program increased the effectiveness of their teaching, and three-quarters or more indicated that the program impacted students’ learning. Further, this table shows that collaboration and communication were also impacted.

Beginning Teachers: Overall Mentor Help	2014 Percentage (f)	2015 Percentage (f)
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Increase the effectiveness of my teaching	87% (637)	90% (905)
Impact my students' learning	76% (560)	82% (822)
Work collaboratively with other teachers at my school	52% (379)	56% (562)
Communicate effectively with parents	42% (308)	47% (476)
Other ways	11% (84)	13% (130)

Beginning teachers were given the option of listing other areas their mentor helped them with. Coping with *emotional stress* and *help with curriculum and resources* were common responses. Narrative examples below provide repeated and significant examples of how mentors help beginning teachers adjust to their new career path.

“I was hired on the first day of school for my first year teaching, and I know that without the support from my mentor, I would have been less comfortable seeking support from other teachers in my building. It also helped my transition from my Master's program, where I had a supervisory teacher, to working without that direct support” - Beginning Teacher, 2015

ODE Mentoring Program Informational Videos:

[This link will take you to two videos about the ODE Mentoring program.](#)

Mentoring Program Conclusions

In 2007 the state legislature established a formal mentoring program and goals were established that aligned with the state and district outcomes related to instructional practices, educator retention and student achievement. As a result, districts were able to mentor their beginning educators and the program has made progress toward meeting its goals. The following are conclusions from this biennium.

1. The results of a retention analysis show that beginning teachers that are mentored are consistently more likely to be retained, compared to the state retention rate.
2. An analysis of student reading and math scores indicated that at all grade levels, the majority of students of mentored teachers scored at or above the average scores of a comparison group of student whose teachers were not mentored through the Oregon Mentoring Program.
3. In 2015, 88% (889) of the beginning teachers attributed *some, quite a bit, or a great deal* of their success to the mentoring program (3% higher than the 2014).
4. Since 2008, the majority of school districts in Oregon have received funds from the Oregon Department of Education (ODE) for mentoring beginning educators.