Oregon Mentoring Project
Statewide Data Collection of Current District and ESD Mentoring Practices

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June 28, 2019

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Background

In 2007, the Oregon Legislature passed HB 2574 authorizing the establishment of the Oregon Mentoring Program (OMP) with the goal of supporting beginning teachers, principals, and superintendents. In 2013, the legislature established the Network of Quality Teaching and Learning to create a culture of leadership, professionalism, continuous improvement, and excellence for teachers and leaders across the P-20 system.

In 2015, the Oregon Legislature amended the Oregon Revised Statute 329.805 regarding Grants-in-aid to include the following funding priorities when there is not enough funding to support all eligible proposals. The priority projects/districts receiving funds needed to demonstrate their efforts related to: (a) increasing the number of culturally and linguistically diverse educators hired, and, (b) reflecting the demographics of the students of the school district with the demographics of the educators of the school district. An additional priority area is whether the school district is a small school district or serves a rural community.

In January 2016, an executive order was signed by the Governor to create the Governor's Council on Educator Advancement. The Council was charged with developing models to deliver relevant, high quality and culturally responsive professional development for all Oregon educators and a series of recommendations for Governor Brown.

Building upon the Governor's Council on Educator Advancement recommendations, the Oregon Legislature created the Educator Advancement Council (EAC) through the passage of Senate Bill 182. The work of the EAC is to help Oregon achieve high-quality, well-supported and culturally-responsive public educators in every classroom. After more than 10 years of successful implementation in supporting beginning educators, the Oregon Mentoring Program as it currently exists will sunset this year and the EAC will begin a process to support beginning educators statewide. The work of the Oregon Mentoring Program has been foundational to this work.

The Oregon Mentoring Program supports a vision of induction and mentoring that addresses the following goals:

> **Goal 1:** Increase retention of beginning teachers and administrators

> **Goal 2:** Improve instructional and leadership practices for beginning teachers and administrators

> **Goal 3:** Increase student learning and growth

The Oregon Department of Education (ODE) OMP contracted with the Willamette Education Service District's Center for Education Innovation, Evaluation & Research to gather data from all Oregon school districts and Education Service Districts (ESDs) to identify how districts are supporting beginning educators, both teachers and administrators, and ways ODE can assist districts across the state to support their beginning educators.

By exploring differences between districts that are currently or previously funded by OMP grants, and those that have never been funded, we seek to better understand the program's impact and sustainability. Data was collected on a number of features of high quality mentoring programs, such as the level of mentoring supports for beginning teachers, beginning principals and beginning superintendents; the mentoring model used; and supports provided to beginning teachers and administrators. This report provides the results of this effort. Information from districts with programs for beginning teachers are reported first, then information from districts with programs for beginning administrators are provided. Finally, reflections from current projects as well as respondents are provided, along with recommendations for the state's future mentoring efforts.

Methods

An interview protocol was developed for each of the three study groups (CF: currently funded, PF: previously funded, and NF: never funded) and for the beginning teacher and beginning administrator programs. Survey Monkey was used as the tool to present questions and record responses. The interview protocol was pilot tested at the December Mentor Network Meeting. Revisions to the process and questions were made based on feedback from Project Directors

The ODE OMP provided the project's external evaluators information on which districts were currently funded, which districts had been previously funded, and which districts had never been funded by the ODE OMP, and the districts that had beginning teacher, beginning administrator, or both mentoring programs. Emails were sent in January to superintendents informing them of the project and requesting contact information for the person who would be able to provide the most accurate information about the district's mentoring efforts. As soon as responses were received, contact was made to set up telephone interviews. If no response was received, information was pulled from the districts websites and phone calls were made to obtain the information. A total of eight reminders were sent weekly to districts via five emails and three phone calls. If a district representative was unavailable via phone, a link to the Survey Monkey protocol was sent to them to complete.

WESD conducted phone interviews from January 15, 2019-March 13, 2019 with previously funded and never funded districts. ODE conducted phone interviews with non-responsive previously and never districts between May 5-May 24, 2019, and with currently funded districts from May 28- June 11, 2019. Phone interviews were 10 to 40 minutes in length, depending on whether or not the district was conducting mentoring and if they had one or both of beginning teacher and a beginning administrator programs.

A total of 184 out of 197 districts and all 19 ESDs were successfully contacted for an 85% response rate. Of the 58 currently funded districts and ESDs, 40 responded. Of the 87 previously funded districts and ESDs, 82 responded. Of the 69 districts and ESDs that had never received funded, 62 responded.

Respondents for the currently funded projects (n=40) included 10 consortium project directors, 9 district project directors, 20 district representatives and 2 other. For the PF and NF districts and ESDs, 37 and 39 respondents were superintendents, 34 and 16 were district administrators, and 4 PF were TOSAs. Because respondents sometimes had multiple job titles, the individual categories will not equal the total number of respondents.

Findings: Beginning Teachers

Note: Most items in the survey allowed for multiple responses; thus, percent's will not total to 100.

It was important to determine if the previously funded projects had continued their mentoring projects. Two-thirds (50/75) had continued their program in some way. The top three reasons for not continuing the program were: not enough funds (n=16, 64%), not enough need (no turnover) (n=6, 24%), and not enough capacity (teachers overworked) (n=6, 24%). Other reasons provided were no requests for it (3), lack of stipends for mentoring (3), lack of effective measures used to evaluate mentor effectiveness (2), lack of mentor training (2), lack of systems to supervise mentors (1), lack qualified mentors (1), and lack of accountability systems in place to track mentoring impacts (1).

Previously funded districts that had continued their programs were asked how these programs were funded. Most were funded through school district funding (n=36, 64%) and/or Title IIA funds (34%, n=19). One program each indicated grant funds and funding from higher education. The responses were similar for programs that had never been funded: school district funds supported most of the programs (n=21, 84%), and Title IIA funds (n=6, 24%) and grant funds (n=2, 8%) were other funding routes.

Participants in the mentoring projects differed for each group. While 97% (n=33) of the currently funded districts involved consortia and 11 (30%) involved ESDs, most of the previously funded and never funded projects were single district projects (91% and 65%, respectively). No previously funded projects were involved in consortia, and 8 (14%) included ESDs. Six of the never funded districts included consortia (22%) and 9 of them included ESDs (33%).

Funded projects were much more likely to have full release mentors, whereas previously funded and never funded projects were more likely to use a one-on-one/building/district colleague mentor model. The table below indicates the models used. Using retired teachers as mentors was popular among all three groups.

What type of mentoring model is being implemented?	CF		PF		NF	
Full-Release Mentor	17	46%	11	20%	3	14%
Retired Teachers as Mentors	14	38%	6	11%	4	18%
One-on-One/Building/District Colleague Mentor	11	30%	38	68%	13	59%
Partial-Release Mentor	4	11%	3	5%	4	18%
Hybrid: Any combination of the mentoring delivery models listed above.	3	8%	7	13%	4	18%
Blended: Full-Release Mentor PLUS Building/District Colleague Mentor	2	5%	4	7%	3	14%
Don't Know	1	3%				

Fifty percent of the previously and never funded districts hired between one and ten beginning teachers in the past three years. Twenty-five percent of the never funded districts had hired no beginning teachers during this time. Funded projects tended to have hired greater numbers of beginning teachers over the past three years.

How many beginning teachers have you hired in the last 3 years?	CF		PF		NF	
1-10	11	28%	38	50%	30	51%
11-30	13	33%	18	24%	9	15%
31-50	3	8%	9	12%	1	2%
51-100	3	8%	7	9%	2	3%
100+	6	15%	2	3%	3	5%
Don't Know	1	3%	1	1%	2	3%
None	0	0%	2	3%	15	25%

Districts and ESDs were asked how they determine who receives mentoring. The table below compares the responses of the three groups. Almost all of the projects providing mentoring provide it to first year teachers, and most provide support to second year teachers. Interestingly, the next highest group is teachers who are new to the district, regardless of their level of experience. About 20% of respondents provide mentoring to beginning teachers in their third year. A few programs provided mentors for teachers on a plan of assistance.

How do you identify teachers who receive mentoring?	CF		PF		NF	
1st year	40	100%	52	93%	25	96%
2nd year	40	100%	31	55%	17	65%
3rd year	7	18%	12	21%	5	19%
New to district	9	23%	25	45%	14	54%
Teachers on Plan of assistance	1	3%	8	14%	4	15%
Experienced teacher but new to specialty/content/grade	7	18%	4	7%	3	12%
Evaluation data/recommendation	2	5%	4	7%		0%

In order for a mentoring program to be sustainable against the fluctuations of policy and the economy, it is important that the district or ESD consider mentoring support, as a best practice, to be a part of the districts' standard operating procedures. Two of the strongest ways for this to be accomplished is for mentoring rights to be embedded into an employee's contract or through union contracts or agreements. This was more likely to be a feature of a funded project than of a project that was previously funded or never funded. Previously and never funded projects were more likely to have an informal system, allowing beginning teachers to volunteer for mentoring support.

How is mentoring support incorporated into the standard operating procedures?	CF		PF		NF	
Individual Employee contract	1	5%	8	21%	3	14%
Union contract	6	32%	9	23%	4	19%
Agreement/MOU with union	4	21%	1	3%	1	5%
Beginning Teachers can volunteer to be mentored	5	26%	26	67%	16	76%
Don't Know	1	5%	0	0%	2	10%

The next question asked about the number of paid mentors a district or ESD had, either through salary or stipend. The question does not include unpaid mentors. Most districts in all three categories hired between one and three mentors. The overwhelming majority of sites had a 1:1 mentee/mentor ratio (60% of currently funded respondents, 76% of previously funded respondents, and 78% of never funded respondents).

How many total Beginning Teacher Mentors do you employ or provide a stipend for?	CF		PF		NF	
1-3	17	44%	17	34%	12	46%
4-6	7	18%	14	28%	1	4%
7-10	5	13%	4	8%	2	8%
11 or more	5	13%	11	22%	7	27%
Don't Know	1	3%				
None	3	8%	4	8%	5	19%

Respondents were then provided a list of program characteristics and asked if their mentoring program included the item. Two characteristics were in the top 4 items for all three groups: professional learning for mentors and differentiated approaches used by mentors for mentee. Currently funded projects were much more likely than other projects to include minimum time allotments for each mentee and to follow the Oregon Mentoring Program Standards. Surprisingly, previously funded and never funded projects were more likely to infuse culturally responsive practices across the project, and to provide protected time for mentor/mentee meetings.

Which of the following characteristics are implemented in your mentoring program:	CF		PF		NF	
Professional learning for mentors	33	85%	31	60%	18	69%
Minimum time allotments for each mentee	31	79%	16	31%	9	35%
Follows Oregon Mentoring Program Standards	32	82%	8	15%	6	23%
Stipend or other monetary support for mentors	27	69%	36	69%	9	35%
Differentiated approaches used by mentors for mentee	26	67%	38	73%	17	65%
Professional learning for mentees based on identified needs	25	64%	37	71%	14	54%
Use of Oregon Mentoring Program Self-Appraisal Tool	16	41%	5	10%	3	12%
Infuses culturally responsive practices across the project	13	33%	26	50%	14	54%
Protected time for mentor/mentee meetings	7	18%	18	35%	12	46%
None	0	0%	4	8%	4	15%

Currently funded projects used application materials and interview processes to make mentor selections more often than previously funded and never funded projects. Previously funded and never funded projects were more likely to have mentors selected by a principal or other district personnel. Continued professional learning is important for mentors. It often gives mentors networking opportunities and a

safe place to discuss challenging situations. Currently funded projects were more likely to be providing professional learning to beginning teacher mentors, whereas previously funded and never funded projects had professional learning provided by the district. In addition, currently funded projects had mentors and mentees attend professional learning together. Previously funded and never funded projects were less likely to provide any professional development for beginning teacher mentors.

What Professional Learning opportunities are provided for Beginning Teacher Mentors?	CF		PF		NF	
District provided mentors professional learning on instructional mentoring (using ODE created materials)	18	46%	10	20%	4	17%
ODE sponsored BTM professional learning sessions	21	54%	9	18%	4	17%
District-wide professional learning specific to mentor needs	13	33%	10	20%	5	22%
Mentee/Mentor attend professional learning sessions together	24	62%	14	27%	4	17%
ODE online professional learning sessions	11	28%	2	4%	2	9%
New Teacher Center provided professional learning sessions	11	28%	6	12%	7	30%
District determined professional learning sessions	15	38%	26	51%	8	35%
ODE Train the Trainer	19	49%	1	2%	0	0%
Don't Know	0	0%	1	2%	2	9%
None	0	0%	11	22%	6	26%

Instructional mentoring is mentoring that is specific to enhancing teacher performance in the classroom. A number of instructional mentoring tools have been developed by the Oregon Mentoring Project. These free materials are available from the ODE mentoring website. The table below lists several of these items and the respondents' indications of their use. Projects that were currently funded were much more likely to use these materials, while more than half of the previously funded and never funded projects used none of them. A few project listed other tools they use to provide instructional mentoring. Individual responses included New Teacher Center tools, templates for curriculum mapping, and two indicated they do these types of activities but do not use ODE OMP-developed materials.

What instructional mentoring tools is your project using?	CF		PF		NF	
Collaborative Discussion Guide (CDG)	31	79%	9	18%	5	20%
Getting to Know You	25	64%	8	16%	5	20%
Mentor Roles and Stances	31	79%	8	16%	4	16%
Mentor Language Chart	31	79%	8	16%	3	12%
Data Observation Strategies	27	69%	12	24%	9	36%
Mentor/Administrator Conversation	20	51%	11	22%	11	44%
Knowing Your Students	24	62%	11	22%	10	40%
Student Work Analysis	22	56%	11	22%	11	44%
Lesson Design Template	23	59%	10	20%	10	40%
None	1	3%	29	59%	13	52%
Don't Know	5	13%	3	6%	0	0%

Programs were asked about other tools they would like to see developed. One currently funded respondent indicated a comprehensive online portal to keep all the logs and completed tools would be very useful. This project indicated they use a Google drive to share items. Previously funded projects had no additional suggestions. Never funded projects suggested a mentor handbook, tools for data collection, scheduling tools, professional development for special education mentors and mentors in general, and tracking tools.

The average number of days mentors receive professional learning on instructional mentoring is graphed in the chart below. Currently funded projects tended to have 8 or more days of professional learning on instructional mentoring, while previously and never funded projects tended to have no days of professional learning in this area.
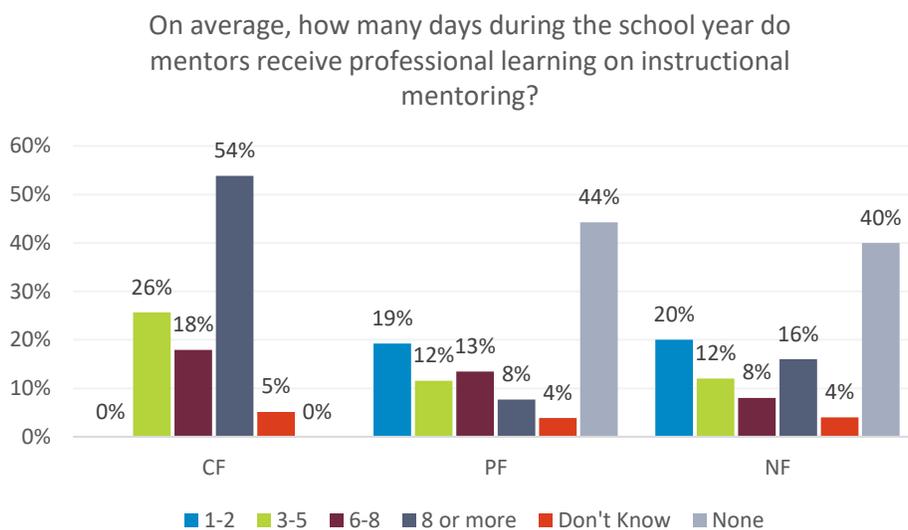
On average, how many days during the school year do mentors receive professional learning on instructional mentoring?

Most projects in all three groups indicated the professional learning was on-going throughout the school year (81 to 97%). In addition, 44 and 43% of previously funded and never funded programs respectively held professional learning prior to the start of the school year, while no currently funded projects indicated they do this. Projects that were funded were more likely to offer weekly or monthly professional learning (74%), while previously and never funded projects were more likely to only offer professional learning every 2 months or less (57 and 50%, respectively).

Most projects indicated mentees meet with mentors at least weekly (68-79%), but 25% of never funded projects indicated mentees only meet monthly with mentors. Ninety percent of currently funded projects indicated mentors and mentees met at least 75-90 hours per school year, as required in statute, but most previously and never funded projects indicated they spent fewer than 50 hours together (69 and 64%, respectively), and 12% of each indicated mentees spend just 1-20 hours with mentors per year.

Methods used to match mentors and mentees are listed in the table below. Respondents indicated their goals were to match on as many of these items as possible, but they did not always have the matches for all of the areas.

How is your mentor/mentee pairing determined?	CF		PF		NF	
Grade level	30	83%	21	55%	16	67%
Subject area	24	67%	4	11%	18	75%
Location	23	64%	6	16%	14	58%
Specialty area (e.g., Special Ed, ELL, CTE)	21	58%	6	16%	13	54%
Cultural and Linguistic commonalities	11	31%	0	0%	7	29%

As can be seen in the table below, emotional support, developing instructional strategies, classroom management strategies, and lesson development were types of support that that mentors provided to mentees. Currently funded projects also indicated that they provided long-term planning and work on professional practice goals (67 and 64%, respectively), although these two items were not asked of previously funded and never funded districts.

What types of support are mentors providing to beginning teacher mentees	CF		PF		NF	
Classroom management strategies	36	92%	51	98%	23	92%
Lesson development	35	90%	49	94%	23	92%
Assistance developing a repertoire of instructional strategies	36	92%	49	94%	23	92%
Emotional support	35	90%	52	100%	23	92%
Strategies to create an equitable classroom	26	67%	43	83%	15	60%
Writing student learning and growth goals (SLGGs)	30	77%	39	75%	20	80%
District and school specific cultural information	25	64%	42	81%	16	64%

Program evaluation is an important part of continuous improvement best practices. Respondents were asked how they evaluate the effectiveness of their mentoring programs. Currently funded projects were more likely to use survey data. Although some develop their own surveys, they also take advantage of the ODE-funded annual survey that provides feedback from the mentees, mentors, and their site supervisors. Looking at retention data was also something that currently and previously funded projects used (78 and 69%, respectively). All items districts and ESDs were queried about are listed below.

What data is used to evaluate the mentor program?	CF		PF		NF	
Mentor/Mentee Survey data	34	85%	20	44%	8	35%
End of year interviews with mentor and/or mentees	12	30%	20	44%	11	48%
Retention of beginning educators	31	78%	31	69%	8	35%
Educator evaluation data	3	8%	9	20%	4	17%
Formal/informal observations	5	13%	13	29%	11	48%
OMP Self-Appraisal Tool	120	30%	2	4%	1	4%
District Mentoring Rubric	3	8%	1	2%	3	13%
Don't Know	4	10%	5	11%	6	26%

About half of the previously and never funded projects indicated it was difficult to identify enough qualified mentors to meet the needs of beginning teachers. Fifty-seven percent of currently funded respondents indicated it was not difficult, although 8% did not know.

Mentoring is not the only type of support that is provided to beginning teachers. Building and district orientations are also important supports to ensure that beginning teachers are aware of policies, procedures, and resources available. Most respondents indicated they do provide some type of building or district orientation (66% of never funded, 88% of previously funded and 89% of currently funded); although they often indicated in comments that they did not feel what they provided was adequate. Currently funded projects were more likely to provide more intense orientations, with 30% providing three or more days. Nonetheless, most districts provided 1 day of orientation (63% currently funded, 66% previously funded, and 54% of never funded). Several types of other supports and the numbers indicating they provide them are listed below. These items have all been identified as important supports for beginning teachers. Interestingly, only four of the currently funded projects (11%) indicated they provide a networking event for beginning teachers. Eight percent of the never funded districts indicate they do none of the things in the list.

Outside of mentoring, what other things are done to support teachers and help them be successful?	CF		PF		NF	
Orientation	35	97%	69	88%	39	66%
Classroom set up and stocked	15	42%	50	64%	29	49%
Appropriate placement for beginning teacher success	16	44%	56	72%	29	49%
Arrange schedule to ensure fewer preps	11	31%	28	36%	14	24%
Offer paid early start	15	42%	32	41%	12	20%
Avoid placement in itinerant roles or floating classrooms	12	33%	45	58%	19	32%
Assign to a position that matches certification	31	86%	66	85%	35	59%
Host networking event welcoming beginning teachers new to the school district/ community	4	11%	35	45%	18	31%
Provide the opportunity to visit other classrooms with mentor	24	67%	59	76%	33	56%
Ensure equitable access to all school district resources	26	72%	66	85%	46	78%
None	0	0%	1	1%	5	8%

Districts were also queried about the types of professional learning sessions that beginning teachers were provided the opportunity to attend. The greatest percent of projects offered district professional learning (80-95%). Outside of district professional learning was the next most frequent response (72-86%), and least often were opportunities specific to identified beginning teacher needs (58-77%).

Working with institutions of higher education that have teacher preparation programs is an important way for districts to impact the skills candidates graduate with and to ensure a pipeline of new recruits. About half of the districts did so (57% of never funded districts, 55% of previously funded districts and 50% of currently funded districts. Western Oregon University and George Fox University were the programs that collaborated with the most districts from currently and previously funded groups, but Eastern Oregon University was most often the choice for never funded districts.

Which Institutions of Higher Education do you collaborate with?	CF		PF		NF	
Concordia University	3	14%	7	16%	9	29%
Corban University	2	9%	2	5%	0	0%
Eastern Oregon University	0	0%	9	21%	18	58%
George Fox University	6	27%	12	28%	4	13%
Lewis & Clark University	2	9%	2	5%	3	10%
Linfield College	1	5%	2	5%	1	3%
Multnomah University	0	0%	0	0%	1	3%
Northwest Christian University	0	0%	4	9%	2	6%
Oregon State University	2	9%	10	23%	4	13%
OSU-Cascades Campus	3	14%	0	0%	1	3%
Pacific University	2	9%	11	26%	2	6%
Portland State University	3	14%	7	16%	5	16%
Southern Oregon University	2	9%	2	5%	0	0%
University of Portland	2	9%	0	0%	0	0%
University of Oregon	1	5%	8	19%	1	3%
Western Oregon University	7	32%	14	33%	7	23%

Although fewer of the currently funded districts indicated they met with institutions of higher education, those who did interacted with them more often than the previously funded and never funded districts. A large proportion of each group indicated they do not collaborate in any of the ways listed. Many of these considered supporting student teachers as a collaboration.

How does your district collaborate with Institutions of Higher Education that have Educator Preparation Programs?	CF		PF		NF	
IHE EPP representatives attend Mentoring Leadership Meetings	3	23%	0	0%	2	6%
Meet regularly with IHE EPP representatives to share mentoring data	5	38%	1	3%	1	3%
Co-develop and co-provide professional learning to Cooperating Teachers, mentors, Beginning Teachers	5	38%	10	27%	12	39%
None	4	31%	25	68%	14	45%

Finally, projects were asked if they collaborated with other organizations to support beginning teachers. Their ESD and teachers union were the most often selected options.

Does your project collaborate/partner with other organizations to provide support for beginning teachers?	CF		PF		NF	
Medical organizations	1	3%	2	3%	4	7%
Financial Institutions	0	0%	4	5%	3	5%
Property Management companies for housing	1	3%	8	10%	2	4%
Local businesses	2	6%	8	10%	4	7%
Cultural Affinity Group	2	6%	3	4%	3	5%
Teacher Union	7	19%	34	44%	23	40%
Non-Profit	3	8%	4	5%	3	5%
Teacher supply stores	2	6%	1	1%	0	0%
Large companies (e.g. Nike, Adidas, Columbia, Target)	3	8%	1	1%	1	2%
Town/City Municipality (Chamber of Commerce, City Hall, etc.)	1	3%	9	12%	7	12%
ESD	17	47%	53	68%	34	60%

Findings: Beginning Administrators

Note: Most items in the survey allowed for multiple responses; thus, percent's will not total to 100.

It was important to determine if the previously funded projects had continued their mentoring projects. Nineteen percent (10 out of 53) had continued their program in some way. Previously funded districts that had continued their programs were asked how these programs were funded. Most were funded through school district funding (n=6, 86%) and one district had grant funds. The responses were similar for programs that had never been funded: school district funds supported most of the programs (n=5, 83%), and Title IIA funds (n=1, 17%) and grant funds (n=1, 17%) were other funding routes.

Participants in the mentoring projects differed for each group. While 90% (n=18) of the currently funded districts involved consortia and 6 (30%) involved ESDs, most of the previously funded and never funded projects were single district projects (80% and 63%, respectively). No previously funded projects were involved in consortia, and 2 (20%) included ESDs. Two of the never funded districts included consortia (25%) and 3 of them included ESDs (38%).

Funded projects were much more likely to have full or partial release mentors, whereas previously funded and never funded projects were more likely to use a one-on-one/building/district colleague mentor model. Retired administrators as mentors was also a popular choice. The table below provides the specific on each option.

What type of mentoring model is being implemented?	CF		PF		NF	
Full-Release Mentor	3	19%	0	0%	0	0%
Partial-Release Mentor	2	13%	0	0%	0	0%
Retired Administrators as Mentors	7	44%	5	56%	3	38%
One-on-One/District Colleague Mentor	2	13%	6	67%	5	63%
Blended: Full-Release Mentor PLUS District Colleague Mentor	3	19%	0	0%	1	13%
Hybrid: Any combination of the mentoring delivery models listed above	0	0%	1	11%	1	13%
Don't Know	1	6%	0	0%	1	13%

Respondents were asked how many beginning assistant principals, beginning principals, and beginning superintendents had been hired in the last three years. In the 2018-10 school year, ODE began allowing assistant principals to be mentored. The next three tables below provide the specifics for each group.

How many beginning *assistant principals* have been hired in the last 3 years?	CF		PF		NF	
1-4	6	26%	25	48%	16	42%
5-8	0	0%	3	6%	0	0%
9-12	1	4%	0	0%	1	3%
13-16	1	4%	0	0%	0	0%
Don't know	4	17%	2	4%	1	3%
None	10	43%	22	42%	20	53%

How many beginning *principals* have been hired in the last 3 years?	CF		PF		NF	
1-4	16	67%	28	54%	12	32%
5-8	0	0%	3	6%	2	5%
9-12	1	4%	3	6%	0	0%
Don't know	1	4%	1	2%	1	3%
None	6	25%	17	33%	23	61%

How many beginning *superintendents* have there been in the last 3 years?	CF		PF		NF	
1	8	32%	16	31%	9	24%
2	1	4%	1	2%	2	5%
Don't know	1	4%	1	2%	0	0%
None	15	60%	33	65%	27	71%

Districts and ESDs were asked how they determine who receives mentoring. The table below compares the responses of the three groups. Most districts providing mentoring to first year beginning administrators, and slightly fewer provide support to second year beginning administrators. None of them indicated they provide mentoring to beginning administrators in their third year, whether they were currently funded, previously funded, or never funded. A few districts indicated they do not have and/or do not mentor assistant principals in their districts. Several projects do not provide mentoring to superintendents.

How do you identify *assistant principals* who receive mentoring?	CF		PF		NF	
1st year	8	42%	5	56%	7	88%
2nd year	8	42%	4	44%	4	50%
3rd year	0	0%	0	0%	0	0%
New to district	1	5%	3	33%	3	38%
No AP's this year	5	26%	0	0%	0	0%
No AP role in district	2	11%	2	22%	1	13%
Not mentoring APs	4	21%	1	11%	0	0%

How do you identify *principals* who receive mentoring?	CF		PF		NF	
1st year	17	85%	9	90%	7	88%
2nd year	17	85%	6	60%	5	63%
3rd year	0	0%	0	0%	0	0%
New to district	2	10%	6	60%	2	25%
No beginning principals this year	4	20%	0	0%	1	13%

How do you identify *superintendents* who receive mentoring?	CF		PF		NF	
1st year	4	19%	1	10%	3	38%
2nd year	4	19%	1	10%	2	25%
3rd year	0	0%	0	0%	0	0%
New to district	0	0%	0	0%	0	0%
No new superintendent	13	62%	6	60%	3	38%
Not mentoring superintendents	4	19%	1	10%	3	38%
Don't know	0	0%	2	20%	0	0%

In order for a mentoring program to be sustainable against the fluctuations of policy and the economy, it is important that the district or ESD consider mentoring support, as a best practice, to be a part of the districts' standard operating procedures. As far as beginning administrators are concerned, districts were more likely to have an informal system, allowing beginning administrators to volunteer for mentoring support.

Which of the following best describes how mentoring support is incorporated into the standard operating procedures?	CF		PF		NF	
Individual Employee contract	1	13%	2	40%	2	50%
Beginning Administrator can volunteer to be mentored	4	50%	2	40%	3	75%
Agreement/MOU with union	1	13%	0	0%	0	0%
Don't know	1	13%	1	20%	0	0%

The next question asked about the number of paid mentors a district or ESD had, either through salary or stipend. The question does not include unpaid mentors. Most districts in all three categories hired between one and three mentors. None reported more than 4-6. The overwhelming majority of sites had a 1:1 mentee/mentor ratio (88% of currently funded respondents, 75% of previously funded respondents, and 86% of never funded respondents).

How many Beginning Administrator Mentors do you employ or provide a stipend for?	CF		PF		NF	
1-3	16	100%	7	88%	6	86%
4-6	0	0%	0	0%	1	14%

Respondents were then provided a list of program characteristics and asked if their mentoring program included the item. Most currently funded districts included *professional learning for mentors, minimum time allotments for each mentee, stipend or monetary support for mentors, and they follow the Oregon Mentoring Program Standards*. Fifty-seven percent of districts that had never been funded included none of the characteristics. Surprisingly, fewer than 30% of any of the groups selected *infuse culturally responsive practices across the project*.

Which of the following characteristics are implemented in your mentoring program:	CF		PF		NF	
Professional learning for mentors	15	88%	4	40%	2	29%
Professional learning for mentees based on identified needs	10	59%	5	50%	2	29%
Protected time for mentor/mentee meetings	4	24%	0	0%	1	14%
Stipend or other monetary support for mentors	13	76%	3	30%	1	14%
Minimum time allotments for each mentee	14	82%	1	10%	1	14%
Infused cultural responsive practices across the program	4	24%	1	10%	2	29%
Differentiated approaches used by mentors for mentee	10	59%	4	40%	2	29%
Follows Oregon Mentoring Program Standards	13	76%	1	10%	2	29%
Use of Oregon Mentoring Program Self-Appraisal tool	4	24%	1	10%	1	14%
Don't know	0	0%	3	30%	1	14%
None	1	6%	1	10%	4	57%

Only currently funded projects and previously funded projects selected *application materials* and *interview processes* to make mentor selections (13-20% for currently funded and 10% for previously funded). *Recommendations by colleagues or supervisors* was selected most often by currently funded districts (53%, n=8). Previously funded projects were more likely to have mentors selected by district personnel (50%, n=5). Never funded districts used *selected by district personnel* and *number of years as an administrator* most often (43%, n=3 for each).

Continued professional learning is important for mentors. It often gives mentors networking opportunities and a safe place to discuss challenging situations. Currently funded projects were more likely to be providing professional learning to beginning administrator mentors through the consortium, whereas previously funded and never funded projects had professional learning provided by the district. The table below provides details on the types of professional learning opportunities provided.

| What Professional Learning opportunities does your district provide for Beginning Administrator mentors?	CF		PF		NF	
District provided mentors professional learning on instructional mentoring (using ODE created materials)	6	43%	2	22%	1	14%
ODE sponsored BAM professional learning sessions	3	21%	1	11%	1	14%
District-wide professional learning specific to mentor needs	2	14%	0	0%	2	29%
Mentee/Mentor attend professional learning sessions together	8	57%	1	11%	2	29%
ODE online professional learning sessions	2	14%	0	0%	1	14%
District determined professional learning sessions	4	29%	3	33%	3	43%
COSA/OAOLA Professional Development	4	29%	4	44%	4	57%
ODE Train the Trainer	2	14%	0	0%	0	0%
Don't know	2	14%	2	22%	1	14%
None	2	14%	0	0%	1	14%

Instructional mentoring is mentoring that is specific to enhancing teacher performance in the classroom. A number of instructional mentoring tools have been developed by the Oregon Mentoring Project.

These free materials are available from the ODE mentoring website. The table below lists several of these items and the respondents' indications of their use. Projects that were currently funded were much more likely to use these materials, while 50% or fewer of the previously funded and never funded projects used them.

What instructional mentoring tools is your project using?	CF		PF		NF	
Collaborative Discussion Guide (CDG)	11	65%	1	14%	2	33%
Getting to Know You	5	29%	1	14%	2	33%
5 Facilitative Moves	10	59%	1	14%	1	17%
Data Observation Strategies	8	47%	0	0%	3	50%
Mentor/Administrator Conversation	3	18%	2	29%	3	50%
Don't know	4	24%	4	57%	3	50%

Programs were asked about other tools they would like to see developed. No suggestions were provided by currently funded and previously funded respondents. One responded from a district that had never been funded provided several suggestions: coaching for transformation, developing work plans, improving outcomes at all levels, systemic issues, improving outcomes for all kids, and how individual leaders can change and improve systems.

The average number of days mentors receive professional learning on instructional mentoring is graphed in the chart below. Only currently funded districts had 8 or more days of professional learning on instructional mentoring. Twenty-two and twenty-five percent of currently funded and previously funded projects had no professional learning days for mentors, while 57% of projects that had never been funded provided no professional learning to mentors.
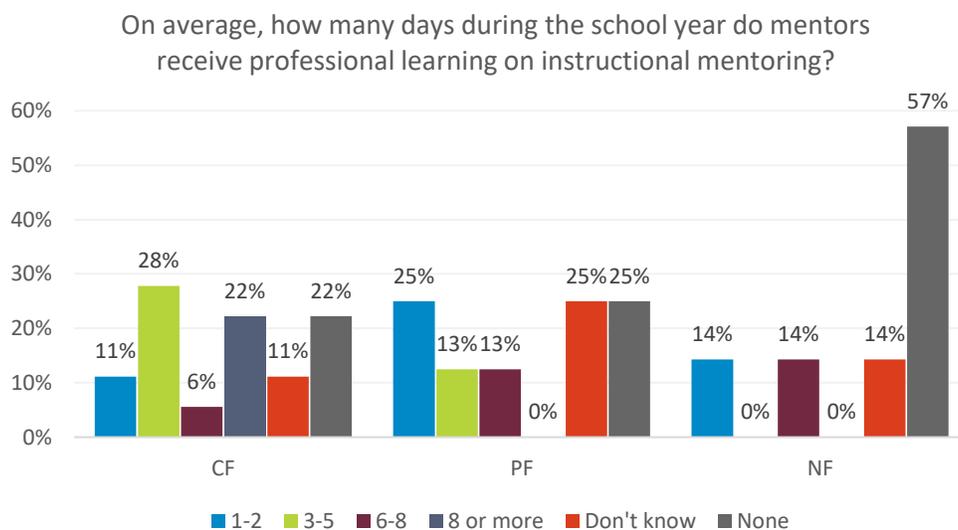
On average, how many days during the school year do mentors receive professional learning on instructional mentoring?

Most projects in all three groups indicated the professional learning was on-going throughout the school year (63 to 100%). Never funded and currently funded districts offered professional learning monthly to

mentors (50% and 30%, respectively). Fifty percent of currently funded districts and 38% of previously funded districts offered professional learning quarterly.

Most projects indicated mentees meet with mentors at least weekly (56-71%), but 31% (n=5) of the currently funded districts indicated they meet every two weeks. Thirty-three percent of previously funded and fourteen percent of never funded projects indicated mentees only meet monthly with mentors. Ninety-four percent of currently funded projects indicated mentors and mentees met at least 75-90 hours per school year, as required in statute, but most previously and never funded projects indicated they spent fewer than 50 hours together (80 and 57%, respectively.

Methods used to match mentors and mentees are listed in the table below. Respondents indicated their goals were to match on as many of these items as possible, but they did not always have the matches for all of the areas. Grade band was the most often chosen method for currently funded projects, while no previously funded or never funded districts selected this.

How is your mentor/mentee pairing determined?	CF		PF		NF	
Grade band	7	88%	0	0%	0	0%
Role (Assistant Principal, Principal, Superintendent)	5	63%	7	88%	5	71%
Location	5	63%	2	25%	1	14%
Specialty area (e.g., Special Ed, ELL)	1	13%	0	0%	2	29%
Cultural and Linguistic commonalities	0	0%	0	0%	0	0%

As far as the types of supports provided, every item but one was selected by more than 50% of respondents for all three categories. *Strategies for dealing with challenges* was most often chosen by currently funded projects, while multiple options had the highest number of selections by the other two groups.

What types of support are mentors providing to beginning administrator mentees?	CF		PF		NF	
Professional learning for staff	12	67%	7	78%	5	71%
Building relationships with staff, students, families	14	78%	7	78%	5	71%
Strategies to foster an inclusive school culture	10	56%	5	56%	5	71%
Student data analysis	10	56%	7	78%	3	43%
Time management and prioritization	13	72%	7	78%	5	71%
Strategies in dealing with challenges	15	83%	6	67%	4	57%
Don't know	1	6%	2	22%	2	29%

Program evaluation is an important part of continuous improvement best practices. Respondents were asked how they evaluate the effectiveness of their mentoring programs. Currently funded projects were more likely to use survey data. Although some develop their own surveys, they also take advantage of the ODE-funded annual survey that provides feedback from the mentees, mentors, and their site supervisors. Looking at retention data was also something that currently funded projects used (82%). All items districts and ESDs were queried about are listed below.

What data is used to evaluate the mentor program?	CF		PF		NF	
Mentor/Mentee Survey data	14	82%	3	33%	2	33%
End of year interviews with mentor and/or mentees	3	18%	3	33%	3	50%
Retention of beginning educators	14	82%	2	22%	1	17%
Educator evaluation data	1	6%	0	0%	0	0%
Formal/informal observations	1	6%	2	22%	2	33%
OMP Self-Appraisal Tool	9	53%	0	0%	0	0%
District Mentoring Rubric	3	18%	0	0%	0	0%
Don't know	1	6%	2	22%	3	50%

More currently funded than previously or never funded districts indicated it was difficult to identify enough qualified mentors. Fifty percent of currently funded districts indicated difficulties, while 90% and 67% of previous and never funded districts respectively indicated no difficulties finding qualified mentors.

Mentoring is not the only type of support that is provided to beginning administrators. Building and district orientations are also important supports to ensure that beginning administrators are aware of policies, procedures, and resources available. Most respondents indicated they do provide some type of building or district orientation (66% of never funded, 59% of previously funded and currently funded); although they often indicated in comments that they did not feel what they provided was adequate. Most districts provided 1 day of orientation (42% currently funded, 42% previously funded, and 38% of never funded). Several types of other supports and the numbers indicating they provide them are listed below. These items have all been identified as important supports for beginning administrators. *Paid early start* and *hosting networking events* were the least offered options; and 6-11% offered none of the options.

Outside of mentoring, what are other things you do to support beginning administrators to help them be successful?	CF		PF		NF	
Orientation (If previously said yes then mark off)	13	57%	31	63%	20	56%
Host networking event welcoming beginning administrators new to the school district/community	1	4%	12	24%	7	19%
Appropriate placement for beginning administrator success	15	65%	33	67%	17	47%
Offer paid early start	0	0%	2	4%	3	8%
Provide the opportunity to visit other schools/districts with mentor	7	30%	22	45%	13	36%
Consistent check-ins about how everything is going offering help if needed	13	57%	37	76%	23	64%
Ensure equitable access to all school district resources	15	65%	38	78%	27	75%
None	2	9%	3	6%	4	11%
Don't know	1	4%	3	6%	3	8%

Districts were also queried about the types of professional learning sessions that beginning administrators were provided the opportunity to attend. The greatest percent of projects offered

professional learning outside of the district (75-92%). *District professional learning* was the next most frequent response (64-82%), and least often *were opportunities specific to identified beginning administrator needs* (38-61%).

Working with institutions of higher education that have educator preparation programs is an important way for districts to impact the skills candidates graduate with and to ensure a pipeline of new recruits. Sixteen percent of currently funded districts indicated they do, while 46% of previously funded districts did so, and 56% of never funded districts did. George Fox University was the program that collaborated with the most currently funded districts (75%) and COSA - Concordia University – Chicago collaborated most often with previously funded (48%, n=11) and never funded districts (59%, n=10). Most districts indicated they did not collaborate with districts in the options that were listed. Other responses indicated they share information with faculty in those programs about what their needs are for administrators.

Which Institutions of Higher Education do you collaborate with?	CF		PF		NF	
Concordia University - Oregon	0	0%	6	26%	3	18%
COSA - Concordia University - Chicago	0	0%	11	48%	10	59%
George Fox University	3	75%	9	39%	2	12%
Lewis & Clark College	1	25%	9	39%	8	47%
Portland State University	1	25%	5	22%	3	18%
Southern Oregon University	0	0%	0	0%	0	0%
University of Oregon	0	0%	9	39%	2	12%
University of Portland	0	0%	2	9%	0	0%

How does your district collaborate with Institutions of Higher Education that have Educator Preparation Programs?	CF		PF		NF	
IHE EPP representatives attend Mentoring Leadership Meetings	0	0%	0	0%	2	12%
Meet regularly with IHE EPP representatives to share mentoring data	1	25%	0	0%	3	18%
Co-develop and co-provide professional learning to mentors and/or Beginning Administrators	0	0%	8	35%	11	65%
None	3	75%	15	65%	5	29%

Finally, projects were asked if they collaborated with other organizations to support beginning Administrators. Their *ESD* was the most often selected option, followed by *no collaborations*.

Do you collaborate/partner with other organizations to provide support for beginning administrators?	CF		PF		NF	
Medical organizations	0	0%	1	2%	0	0%
Financial Institutions	0	0%	2	4%	0	0%
Property Management companies for housing	0	0%	1	2%	1	3%
Local businesses	0	0%	0	0%	1	3%
Cultural Affinity Group	0	0%	2	4%	0	0%
Non-Profit	1	4%	1	2%	0	0%
Large companies (e.g. Nike, Adidas, Columbia, Target)	0	0%	0	0%	0	0%
Town/City Municipality (Chamber of Commerce, City Hall, etc.)	1	4%	1	2%	1	3%
ESD	11	46%	24	49%	13	42%
None	11	46%	13	27%	11	35%
Don't know	1	4%	2	4%	4	13%

Stakeholder Thoughts on the Future of Mentoring

Respondents to the statewide survey collection were asked for their thoughts on what is important to include in mentoring programs in their future configurations. These are some of their comments.

Currently Funded Beginning Teacher

1. The model should include opportunities for beginning teachers to share out with other beginning teachers across the region or state. How can we get them together to share collaborate through the ESD each semester.
2. I have found that this is invaluable for our first and second year teachers. It selfishly provided me with a lot of things to reflect on in my own practice after 29 years. It was fun to be around young teachers with a lot of enthusiasm and have professional conversations. Money well spent.
3. This is the single most effective thing for teachers and students. They are the ones that step up and take leadership in the district.
4. I think it is essential and critical. One of the highest priorities to educating kids. The system must be equitable across all of Oregon no matter the zip code.

Previously Funded Beginning Teacher

1. It is very hard to maintain a high-quality program. We study how to do this, but it is very difficult with our budget. ODE needs to set aside funds that are not a carve out. It impacts funds that could be used other ways. It's a good investment, but would like to elevate the program and we have a wish list, but we have limited resources and people. It would be great if it were funded.
2. Grow your own opportunities within districts or regions can be extremely successful!
3. It is essential for the success and retention of teachers in the complex world of teaching. It is an important recruiting tool - I can't imagine not having a mentor program... but funding is a challenge and the future is uncertain.
4. Not enough resources for supporting beginning teachers. Mentoring is the most critical thing to prepare teachers to teach students.

Never Funded Beginning Teacher

1. We appreciate that ODE is looking at the big picture to support beginning teachers. Most of the small districts don't hire beginning teachers very often, so support from the state looks different. Mentoring support is not one of those options at this time.
2. We have several needs. Organize cohorts for certifications for SPED educators. There is a need for bilingual teachers and advanced math educators. There are not enough teachers to fill these positions and it becomes frustrating. Teachers of color are also difficult to locate and commit. Need strong PLC's in rural areas. Makes recruiting hard.
3. We need a hybrid mentoring model using online and in-person mentoring meetings. We need the flexibility to be able to offer mentoring programs that meet the needs of rural programs.
4. ESD Partnerships with districts are very important, especially when addressing the diversity and shortages in the teacher workforce.
5. We have participated in developing PLCs in district and worked with regional districts. Most teachers are singletons, so we often need support from other districts. We are working with ODE and Ed NW and other districts on this PLC process. In rural Oregon, that's how we can provide support.

Currently Funded Beginning Administrator

1. Having a mentoring program is well worth the expense because it saves money. Time is money. You are going to spend more time as a principal answering questions and trying to support teachers without mentors. With a mentor, less administrator time is needed to support teachers.
2. Mentoring is critical. Sometimes it is under estimated how much a beginning administrator needs support.

Previously Funded Beginning Administrator

1. We really need support for administrators of color and support for administrators who are trying to live in a diverse community, from ODE and at a statewide level. No additional funding has been provided to support diversifying the workforce.
2. Teacher and administrator preparation programs are essential to prepare administrators.
3. It would be great to provide mentorship to diverse beginning administrators with diverse mentors to help provide differentiated mentoring!

Never Funded Beginning Teacher

1. Recruiting and retaining administrators of color. Superintendent focused on meeting of administrators of color. Listening to their needs.
2. Supports on how to work with a School Board that is challenging and in need of professional learning but doesn't see the need for themselves.
3. Establish a day to day routine. For new administrators in small districts it is difficult to find support.

Thoughts from Currently Funded Project Directors

At the final OMP Network Meeting held in May, 2019, project directors were asked to respond to a series of questions to provide their thoughts on their lessons learned over the course of their participation. They provided their reflections on their accomplishments, challenges, and advice to the Regional Educator Networks, which will be developed by the Educator Advancement Council grant process to shepherd future mentoring in Oregon statewide.

Project Director OMP Accomplishments

1. Moving from a buddy system with trained mentors to a full and partial-release model of mentoring. The impact on instruction has been noticeable.
2. The high percentage of new teachers and administrators feeling supported by the mentor program.
3. The continuity and consistency of the mentor program which directly impacts the number of teachers who have been mentored. Seeing teachers who were previously mentored move into leadership roles throughout our district. Teachers' willingness to be mentored.
4. The quality of the professional development the mentor team provides to beginning educators is stellar. It is responsive, differentiated and current. 93% of our beginning teachers attribute their success as a beginning teacher to their participation in the mentor program. We are proud that we try for best fit matches between mentors and mentees, whether by level or by subject matter.

5. Development of a county-wide mentor network with robust tools and resources that are readily available.
6. We have retained 88% of our beginning teachers.
7. Building a comprehensive systematic network within the district and between districts from pre-service to administration.
8. Teachers more readily adapt to and initiate new learning in their classrooms because the mentors are attending professional learning with new teachers and coaching implementation in the classroom.
9. Providing rural and small districts the opportunity to participate in the Mentor Program and also serving Charter Schools. These are often missed or underserved districts/schools due to budget constraints due to smaller numbers.
10. Creating a new culture that that honors and supports new teachers and the profession.

Project Director Challenges

1. New Teacher Induction is essential but meeting the needs of elementary/secondary and first year/second year is difficult. Provide opportunities for elementary and secondary to learn together but also opportunities for them to learn separately
2. Funding – with new leadership, there was a desire to cut district funding for the mentor program. Educate leadership both at the district level and within the program about the benefits of mentoring.
3. The greatest challenges included high caseloads with limited time due to lack of funding. We knew that caseloads should be around 12-15 for a full-time mentor. Our advice for programs in the initial staging of mentoring: carefully select mentors and provide ongoing training with a strong focus on mentoring language, support and best practice. If different support people are using different language with beginning teachers around mentoring, it causes confusion.
4. Funding has fluctuated and been unstable over time. There has not been a single spring where fiscal support for the mentor program was a protected given. Our mentor services are funded both by grant monies from ODE and general fund dollars. Both sources have been unstable from time to time. Ensuring that mentoring is a priority in the district is challenging given the reality that the mentor program work takes place in confidential settings and is less in the spotlight than other programs. Advice for others, get out in front of educating your stakeholders on the value of the program. Those who know the program, unanimously value it.
5. Addressing the "buddy system" mentor models used in our network was a challenge – specifically time constraints and inability to find/retain district selected mentors. Don't just pick a strong teacher and make them a mentor "just because" – make sure that your mentors are trained, supported, and have access to professional learning and discussion with other mentors.
6. It is a challenge to find time for ongoing professional development for the part time mentors. Most of our part time mentors were able to attend the PD sessions that ODE hosted. However, it was difficult to provide continued support to meet their needs aside from those trainings. Use experienced full time mentor to provide some support to less experienced mentors so they feel more supported as well.
7. Teachers are not coming prepared to address the needs of our students who are highly impacted by trauma, discrimination, and low academic achievement. Teachers don't necessarily have the background or experience to understand the needs of students. Full release mentors help with this. Having the ability to respond immediately gives teachers a better sense of support and security. We also included professional learning on empathy and self-care in our regular meetings.

8. We are challenged by changes in district level administrators who are not familiar with the program, so it becomes less important and the results diluted. We need more people to understand the power of mentoring – the data is out there but seems to get lost in the noise. We need to ensure that administrator and the state know that mentoring is effective and they need to support and nurture what works.

9. It is difficult to get the attention of administrators as to the power of mentoring and how their support is vital. Effective practices tend to get lost in the priorities as administrators start new initiatives and handle day to day crisis management. They see it working and don't feel a sense of urgency to support it. Ensure that mentoring continues to be done with fidelity in terms of what is known to be effective and continues to be supported.

10. The mentoring program did a good job of supporting beginning teachers professionally, but they still have personal needs, outside of school, that create reasons for young, often single teachers to leave small towns. If a district has the resources to do so every attempt at implementing the Grow your own model will help with teachers moving out of the area.

Advice for Regional Educator Networks about working with districts

1. Listen to one another. Variation is all right (not everyone has to do the exact same thing)— keep to the big idea and vision.

2. We have worked as a single district and are interested in collaborating with other districts to learn from one another. We are interested in hearing about how this work can look and how funding is decided.

3. The advice to new Regional Educator Networks is to establish a continued monthly training, collaborations, and forums with opportunities for mentors to collaborate and build communities. There should be a lead coordinator who has experience and is the authority to facilitate all of the districts.

4. Communicate early and often. Be organized and consistent. Provide needed budgetary information so that planning can occur on the timeline that districts need. Be responsive to local needs, and not just aware of the needs of the network. Spend time getting to know the districts so that your partnership is meeting their differentiated needs. Dedicate FTE to coordination for the consortium; it will not happen spontaneously and requires dedicated time.

5. Be open-minded, listen to each other, make sure that there is teacher representation from EVERY district (in addition to other administrative representation).

6. Use empathy data to tailor needs and PD to each district. Utilize the current model allowing networks to continue to meet together, similar to the format that was utilized in the mentor grant. This networking support was crucial.

7. Think of mentoring for beginning teachers along the spectrum: support for pre-service teachers = support for the classroom teacher hosting the student teacher. Support for beginning teacher = support for administrators in coaching for instructional improvement. Support for beginning teachers = support for coaches/mentors who are mid-career teachers.

8. Honor what districts have already built – don't throw out the baby with the bath water in an attempt to enact 'change.'

9. Keep fidelity to the core principles of effective coaching/mentoring (not a watered-down buddy system).

10. Make sure to value each district's individual needs, especially small ones who don't have as many resources to draw upon as larger ones.

Limitations

Although every effort was made to speak with the person who would know about the specifics of individual mentoring programs, the accuracy of responses from districts where mentoring is provided by an outside entity, such as a consortium or an ESD, may not be as accurate as those from the provider of the services.

Conclusion

Although two-thirds of previously funded districts continued to provide some type of mentoring to beginning teachers and beginning administrators, they did not continue all of the practices outlined in the legislation that the currently funded projects implement. The reasons for this relate to lack of funding and with that fewer full-release mentors to implement these practices.

Rural districts have very different needs from more highly populated districts. In comments, rural districts indicated they were less likely to hire beginning teachers; 25% reported that they had not hired any beginning teachers in the last three years. They often have 'singletons,' referring to teachers who are the only teacher in their grade level or the only teacher in the subject area, further reducing their ability to offer matched full release mentors. They have different factors that impact retention.

It is clear that an effort needs to be made to inform projects that have never received funded about the mentoring materials that are available through the ODE website. In fact, because of turnover, projects who were previously funded may no longer have staff who are familiar with the program.

There is widespread recognition of the benefits of mentoring to students, the staff themselves, administrators, and the school culture. Districts often expressed that they did not feel they were able to do an adequate job in supporting beginning teachers and administrators. There were often concerns in the past because the funding of the next year's projects was never firm until summer, and in application years, until the fall. Districts are hopeful that when a new system is implemented, funding will be steady to reduce disruptions. Districts that have succeeded in getting union support have challenges when it is unclear how mentoring will be provided.

Resources and Materials

Chief Education Office

Chief Education Office, Oregon Department of Education, 2018 Oregon Educator Equity Report.

Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.

Education Advancement Council

Lotan, R. A., Burns, D., & Darling-Hammond, L. (2019). The Instructional Leadership Corps: Entrusting professional learning in the hands of the profession. Palo Alto, CA: Learning Policy Institute.

New Teacher Center

Oregon Department of Education: Oregon Mentoring Program