

Oregon Department of Education
Beginning Teacher & Beginning Administrator
Mentoring Program 2012-2013 Results

Background

The core value of the Oregon Mentoring Program is a commitment to high quality individualized professional growth for every beginning teacher and beginning administrator in Oregon. Every child deserves a quality teacher that is supported in providing a quality education.

For five years Oregon has funded school districts to mentor beginning teachers and beginning administrators in order to increase the quality of education for all children in Oregon. Individual school districts and various consortia of school districts have been funded each year to establish and support mentoring of beginning teachers and beginning administrators. In February 2013 the Center for Educator Preparation and Effectiveness (CEPE) at The Teaching Research Institute at Western Oregon University began working with Oregon Department of Education (ODE) to assess the strengths, challenges and needed revisions for the mentoring program as part of a continuous improvement plan.

The goals of the Oregon Mentoring Program are to increase students' learning, improve teaching practices, and retain effective teachers and administrators. 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. Six surveys (Beginning Teachers, Beginning Teacher Mentors, Site Administrators, Beginning Administrators, Beginning Administrator Mentors, and LEA Administrators) gather information from the different groups directly involved with the mentoring of their beginning teachers and beginning administrators.

To create a valid data set of questions for a longitudinal analysis (data tracking across multiple years) it is critical to examine the questions to ensure that the needed information is being collected. Prior to launching the Spring 2013 surveys, mentoring projects participated in a webinar to review and provide language and suggestions to revise the surveys. During the survey webinar the CEPE evaluation team explained the rationale for reviewing the surveys to make improvements to enhance the validity and reliability of the surveys.

After the survey data is collected and the results are analyzed, reports are developed that summarize the data overall and for each project. Individual projects also receive Excel files of the six surveys to further explore their data for variables of interest.

This report contains the overall information about the 2012-2013 data across all of the ODE-funded mentoring projects.

Oregon Mentoring Overall Program Information for 2012-2013

During the 2012-2013 academic year ODE provided funding for six projects that represent 16 school districts. The six projects were Jefferson County School District, Lincoln County School District, North Coast Mentoring Consortium (Astoria School District, Seaside School District, Tillamook School District, Jewell School District, Knappa School District), North Willamette Valley Consortium (Hillsboro School District, West Linn-Wilsonville School District, Beaverton School District, St. Helens School District, Gaston School District, Forest Grove School District), Portland Public Schools, Salem-Keizer/Woodburn Consortia Mentor Program (Salem-Keizer School District and Woodburn School District). The sixteen school districts involved with the six ODE Mentoring projects have school sites that vary in size from *100 students or fewer to over 2000 students but less than 3000*. The 2012-2013 academic year saw an increase in the number of students impacted and the number of beginning teachers, but a slight decrease in the number of administrators as compared to the 2011-2012 year.

QUICK FACTS

	2011-2012	2012 - 2013
Number of students impacted	34,956	36,559
Number of beginning teachers impacted	326	407
Number of beginning administrators impacted	57	50

All of the districts participated in the Beginning Teacher and Beginning Teacher mentorship; however only 7 (Jefferson SD, Lincoln SD, Salem-Keizer SD, Beaverton SD, Forest Grove SD, Hillsboro SD, and Portland Public Schools) of the 16 districts participated in the Beginning Administrator and Beginning Administrator mentor portion of the program. The table below provides the response rate of the six population groups.

Overall Program Survey Response Rates (Spring 2013)

	Population	Responses	Rate
Beginning Teachers	407	347	85%
Beginning Teacher Mentors	51	50	98%
Site Administrators	204	105	51%
Beginning Administrators	50	37	74%
Beginning Administrator Mentors	26	22	85%
LEA Administrators	11	6	55%

Beginning teachers are defined as teachers in their first two years of teaching. Of the 347 beginning teachers (85%) who responded 55.3% were in their first year of teaching and 44.7% were in their second year. Of the beginning teachers who responded, 71.5% were in their first year of the mentoring program and 27.5% were in their second year of being mentored. The number of mentees each beginning teacher mentor had varied from one to 41.

Beginning administrators are defined as administrators in their first two years of being an administrator and have varying years of prior experience as educators. Of the 37 beginning administrators (74%) who responded to the survey, 54% were in their first year of the mentoring program and 46% were in their second year of being mentored. Beginning administrator mentors have from one to eight mentees.

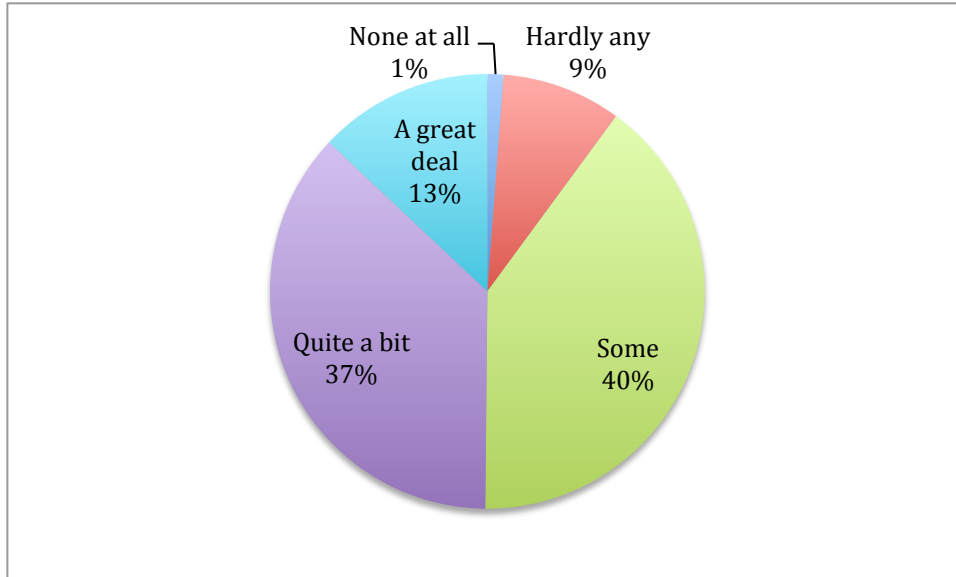
Site administrators represent the administrators directly involved with the beginning teachers and the beginning teacher mentors and Local Education Agency (LEA) individuals work with beginning administrators and the beginning administrator mentors.

Each project and district had different funding support available for the mentors that work with beginning teachers and beginning administrators. Some are funded only from the ODE Mentoring Program while others have district and grant specific funds.

SECTION One: Beginning Teacher and Beginning Teacher Mentor Results

“Being able to have someone that I know I can trust and will help me in the most direct way. Without feeling the pressure of having someone judge the problems I am having in my classroom, I was able to reach solutions without the pressure.” (Beginning Teacher, 2013)

When the Beginning Teachers in the Spring 2013 were asked **how much success as a beginning teacher would you attribute to the mentor program?** They responded:



90% of the beginning teachers stated the mentor program helped them be successful as a beginning teacher.

When all of the Beginning Teachers in the Spring 2013 survey were asked **how did your mentor help you?** They responded:

Overall my mentor helped me: (will not add to 100)

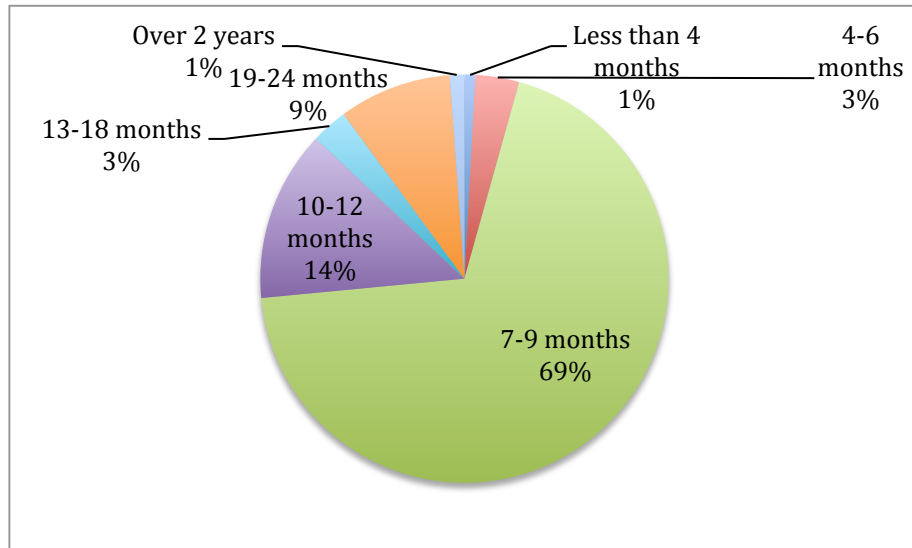
Be an effective teacher	87%
Impact my students' learning	80%
Work collaboratively with other teachers at my school	57%
Communicate effectively with parents	47%

When asked **how important did you find the following sources of support from their mentors,** beginning teachers responded:

Mentor one-on-one	85%
Observations of Master/Veteran Teachers	83%
Resources provided by Mentor	83%

Strong, positive and meaningful mentor/mentee relationships take time to develop the level of trust needed for significant impact. Nine out of ten mentor/mentees worked together for more than six months with the largest number (69%) spending 7-9 months as mentorship partners. ODE requires that beginning teachers and their mentors spend 90 hours of time together. As

you can see from the chart below, 69% of beginning teachers and mentors spent much more time than the requisite 90 hours.



When asked about their teaching responsibilities in relationship to their additional role as a mentor, beginning teacher mentors stated:

- 54% are released full time to be a mentor
- 36% teach full time and are mentors
- 6% were retired educators working as mentors
- 4% teach part-time and are mentors

Currently there is no suggested ratio for the mentor and beginning teacher relationship. Each year school districts examine funding and support variables to determine what they can provide their mentors and mentees. Of the 50 mentors surveyed eighteen (36%) had a one-to-one structure in their mentorship; 8 mentors (16%) had 2-4 mentees; 5 mentors (10%) worked with 5-10 mentees; 14 mentors (28%) had 13—17 mentees; and 4 mentors (8%) worked with 30 – 41 mentees.

When asked to **list the most valuable features of the mentoring program**, beginning teachers wrote a rich variety of comments. The following summarizes the themes explored.

- Collaboration with other educators and support of colleagues
- Connection to valuable resources quickly
- Emotional support, advocacy, and problem-solving especially when working through difficult situations
- Having access to an experienced educator that has non-judgmental responses
- Support understanding and prioritizing the overwhelming amount of things to learn in the first year of teaching

- Sharing of ideas, failures, and struggles with other first year teachers
- One-on-one mentoring in lesson planning, data analysis and assessment
- Knowing that you are not alone and that there are other new teachers with the same struggles
- Hearing the message that making progress on different things at different points of time is OK – “*not to be perfect from the start*” is realistic.

“Really just having an experienced and neutral supportive presence when I needed it”.
(Beginning Teacher, 2013)

Beginning teacher mentors were asked ***how they felt the Oregon Mentoring program could continue to support beginning teachers***. This was also an open-ended question but again specific trends appeared. An analysis of their comments yielded the following themes:

- Providing mentors for ALL new teachers is invaluable in helping them become better teachers at a faster rate.
- Beginning teachers need the moral support almost as much as the nuts and bolts of teaching.
- Beginning teachers need the confidence that mentoring provides to guide them through the first years as they learn the system and instructional strategies.
- Moving toward induction as an established phase of an education career, including links to HEAs and licensing needs to be supported at a policy making level.
- The intent of mentoring needs to stay focused and not become just a buddy system that doesn't improve practice.

“I felt I was not alone. I felt I could get my answers to my questions without fear. I felt supported with valuable information and transparency about what's expected of me as a professional educator.” (Beginning Teacher, 2013)

SECTION Two: Beginning Administrator and Beginning Administrator Mentor Results

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

All of the 37 beginning administrators who participated in the Oregon Mentoring Program survey in May 2013 were principals. Approximately half (54%) were in the first year of being an administrator and 46% were in their second year.

Administrators	School District Size
70%	20,000 or more students
11%	10,000 – 10,999 students
6%	3,000 – 9,999 students
8%	2,000 – 2,999 students
2 administrators	1,000 – 1,999

The time beginning administrators met with their mentors varied from once a month or less (41%) to every two weeks (27%) to at least weekly (32%). Most of the meetings were for at least an hour or more (79%). The comments of one of the beginning administrators sums up the importance of these meetings.

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

Along with time with their mentor (76%) the beginning administrators indicated that district support (89%) and support from school site colleagues (87%) were critical.

When asked ***what the most significant administrative skill learned through the mentoring program*** was, beginning administrators noted “communication” as a top skill. The communication they learned varied from talking with families, providing teachers meaningful feedback, knowing how to handle difficult conversations, and learning about when to listen and when to speak. Other comments include understanding about legal aspects, prioritizing tasks, developing instructional leadership, building trust, and evaluating staff.

Beginning administrators were asked to ***list the most valuable features of the mentoring program***. The themes that surfaced from the beginning administrators are summarized below:

- Meeting with a highly successful administrator to work through the day-to-day challenges of each school day
- Having the ability to ask questions when needed
- Ability to problem solve with a veteran educator

- Having a seasoned administrator to provide guidance, be an idea generator, and a good listener.
- Time to explore administrative issues with someone who is impartial, experienced and has a different perspective.

“My mentor held me accountable for acting on things we talked about and made me feel like I was doing the right thing for students.” (Beginning Administrator, 2013)

Twenty-two of the Beginning Administrator mentors (85%) involved with the ODE projects in 2012-2013 offered advice about the coaching/mentoring for new administrators. They provided information about the *common challenges faced by beginning administrators; what training or support structure is most valuable; and how the mentoring program could continue to support the development* of new beginning administrators. Below are summarized highlights of their responses:

- Having a coach/mentor is vital for the development of a new administrator
- Collaborating with other mentors is valuable to all since they learn from the various experiences.
- CLASS training is valued and worthwhile
- Time management, goals’ prioritization, and problem solving difficult situations are top three challenges* (repeated often)
- Balancing instructional leadership and the other administrative demands

Beginning administrator mentors were asked about the **effectiveness* of the support** they provided to their mentees. Their top responses were as follows:

Dealing with challenges	84%
Getting an experienced view of being an administrator	84%
Received general feedback	84%
Processing next steps	78%
Understanding a school/district culture	73%

SECTION Three: School District Administrator Results

District superintendents, site administrators, school board members, and other district administrators were surveyed to examine their overall perceptions of the mentoring program and the perceived impact on teachers and students.

“The mentoring of beginning teachers is the ‘difference maker’ in providing our students a high quality teacher in the classroom right away”. (Site Administrator, 2013)

The Site administrators (N=105) who work and supervise the beginning teachers and the beginning teacher mentors were the larger of the two groups that were surveyed. The second group (N=6) was composed of superintendents and other school district administrators, individuals who work with beginning administrators and the beginning administrator mentors. The survey also had a strand designed to gain a school board member’s perspective of the mentoring program; however no school board members completed the survey at this time.

Of the 105 site administrators 51 were male and 54 were female; 101 of them had Master degrees and four had doctorate degrees. Their experience in education spanned from 6 to 40 years and their time as a principal or site administrator varied from 4 to 20 years or more. Administrators represented in this group were from rural (24%), suburban (28%) and urban (49%) schools.

87% of the site administrators responded with a positive statement about the mentoring program:

- *“Our beginning teacher has benefited immensely from this mentoring program. The consistent and constructive feedback as well as the reflective thinking associated with each meeting has been instrumental for our teacher.”*
- *“The students in the classroom benefited greatly from improved practice, reflection and data assessment of the teacher.”*
- *“The program is essential – New staff need someone to support them – the learning curve is steep and with budget cuts staff are thin. Mentoring is critical.”*

When site administrators were asked **what is the most important role of the mentor** they responded with:

- To help the beginning teacher identify needs that s/he is blind to during the beginning years.
- To provide a ‘wise eye’ of non-evaluative feedback and to help problem solve.
- To offer guidance and regular interaction time for collegial collaboration.
- To support beginning teachers with classroom management skills and curriculum/lesson planning.
- To assist the beginning teacher reflect on his/her own practice and to hone skills as an instructor.

- To help beginning teachers anticipate and prevent difficulties, traps and obstacles to effective teaching.
- To support the beginning teacher in understanding all of the complex aspects of the job that is taught on the job, not in the classroom.
- To help the mentee establish good habits of instruction and assessment in order to develop their reputation as a sound instructor.

What do school district administrators think is most effective about their mentoring projects?

“Increasing the knowledge, skills, and abilities of early career teachers and principals through high quality mentoring ensures that all students, including high need students receive a quality education.” (LEA Administrator, 2013)

When asked to explain what was **most effective about the mentoring program** school district administrators provided understanding and thought-provoking guidance.

- Beginning teachers go through a predictable cycle. The mentor program supports teachers through the cycle and to ward off potential pitfalls in the first years of teaching.
- The ability for a new teacher to work side-by-side with a veteran teacher who has the time to share skills and knowledge is the best way to start a teaching career.
- Support for beginning teachers and beginning administrators is critical.
- Mentoring allows for educational learning that does not happen in university settings.
- Instructional coaching occurs in a mentoring relationship that assists in consistent integration of best practices.
- Consistent access to high-quality colleagues who have time to answer questions and foresee things coming.

SECTION Four: ODE Mentoring Program Goals

The goals of the Oregon Mentoring Program are to increase students' learning; improve teaching practices; and retain effective teachers and administrators. Transforming from a student teacher to a full independent classroom teacher is challenging under the best of circumstances.

"I believe that the mentoring program helped me organize, plan, and carry out successful lessons. Also, my mentor helped me with general teaching obstacles that are not taught in MAT programs or universities. These are things that day-to-day teaching issues come up that save much time and heartache from having an experienced person guide you through." (Beginning Teacher 2013)

GOAL One: Impact on Students

"My anecdotal notes show a quick shift from a beginning teacher focus on the classroom environment to a focus on instruction. As a result, our beginning teachers have been able to build rigor into their instruction, which means higher student achievement. I believe that the data will support this claim." (Beginning Teacher Mentor 2013)

As mentioned earlier when beginning teachers were surveyed in all of the ODE Mentoring projects **80%** stated: *My mentor helped impact my students' learning.* Without concrete data on student achievement this is a perceived belief; however it is worth noting because four out of five beginning teachers expressed this belief. One beginning teacher expressed this as:

"Because of having the mentoring program this year, I learned a lot of different kinds of teaching strategies from my mentor which not only broaden my teaching knowledge but also helps improve my students' academic achievement." (Beginning Teacher, 2013)

All of the groups (N = 567) surveyed were asked to **describe** the impact the mentoring program had on the students in the beginning teachers' classrooms. This data point was collected in a qualitative format requiring a sorting of the descriptions to assess the numbers of times respondents state similar statements. When many respondents express similar statements it becomes a theme indicating its importance.

Three convincing themes emerged from ranking the 567 responses gathered from all six groups of educators, which are listed here with direct comments from respondents.

- Beginning teachers' instructional skills are increased because of the shared experiences and additional resources that a mentor provides them.
 - *"With the assistance of my mentor, I have worked through assessment, instruction, and professional challenges that have enhanced my abilities as an educator. This directly impacted my students' successes especially regarding preparation for the upcoming testing year for graduation."* (Beginning Teacher 2013)

- *“The mentoring program increases student learning because the new teacher learns additional instructional strategies and classroom management skills. The new teacher also becomes a more confident teacher which translates into a more productive classroom for students.”* (Beginning Teacher Mentor 2013)
- Beginning teachers are provided tools and resources to develop strategies for more effective classroom management and student engagement skills because of input from their mentor.
 - *“The mentor program has helped me look at my lesson plan and classes in a different way because of this my students have a much more knowledgeable teacher. Additionally, my students have benefited from occasionally having another teacher in the room. She has helped me figure out how to approach difficult students and situations. Because of this, my students and I have developed better relationships and my classroom management has gotten better.”* (Beginning Teacher 2013)
 - *“Because of my mentor’s guidance, I have more strategies to strengthen our school-wide student management system. Students are in their classrooms more, teachers are developing better relationships with their students, and I’ve been able to have difficult conversations with teachers about how they interact with students and how they deliver instruction so that their students can access the standards.”* (Beginning Administrator 2013)
- Beginning teachers are able to focus on specific student goals utilizing differentiated instructional techniques sooner thus increasing individual student achievement because of the feedback they receive from their mentor.
 - *“Because the beginning teachers received such excellent support, the students in his classroom have had excellent achievement rates as measured by OAKS, formative data, parent and student reports, colleague comments and my observations.”* (Site Administrator 2013)
 - *“My mentor really gave me an idea of how to help the students succeed. Whether it was helping me come up with quality questioning techniques, or assessing students properly, she was always there to help. She also gave me some great ideas of how to challenge upper level students who I sometimes forgot needed challenging at times.”* (Beginning Teacher, 2013)

Again, the fact that these themes were repeated numerous times across the groups is critical to the importance of what is stated. Perceptual data grows in accuracy when its numbers grow and the ability to check its accuracy is available. Individual projects and school districts can assess these themes by examining beginning teachers’ students and classroom assessments.

GOAL Two: Improve Teaching Practices

Site administrators (N = 105) across all the districts were asked to respond to the following statement: *I believe that working with a mentor has had a positive impact on my beginning teachers’ practice.* Three out of five (63%) strongly agreed and 35% agreed with the statement resulting in a **98%** positive response. Comments included:

- ✓ *“I saw a drastic change in classroom management skills.”*
- ✓ *“The scaffolding mentoring provides our new teachers enables them to function at a much higher level without fear of failing. It prevents mistakes that come from inexperience, as well.”*
- ✓ *“Some practices that mentors taught to new teachers were shared with the staff and even ‘veteran’ teachers adopted these strategies.”*

Beginning Teachers were surveyed on the effectiveness of the professional development and support they were provided by the Beginning Teacher Mentor. The areas assessed focused on instructional strategies and professional growth. The surveys that Beginning Teacher Mentors responded to also included questions about how effective they thought the professional development and support activities were.

The table below summarizes both groups’ responses to the effectiveness of certain teaching practices.

	Beginning Teachers	Beginning Teacher Mentors
Classroom Management	91%	94%
Resources and materials to improve their teaching	91%	92%
Develop a repertoire of teaching strategies	88%	92%
Knowledge of formative assessment strategies/resources	81%	82%
Strategies/resources to analyze student work and data	81%	80%
Knowledge of how to differentiate instruction	79%	86%
Knowledge of content area(s) and curriculum	77%	74%

GOAL Three: Retain Effective Teachers and Administrators

Site Administrators that oversee the beginning teachers and beginning teacher mentors have participated in the ODE Mentoring surveys for both 2011-2012 and 2012-2013. They were asked,

how many beginning teachers (in their first two years) leave your site each year? Interestingly the N for both years was 104 and 105 respectively. These two groups are not the same populations; however they do represent the same number of districts with similar demographics.

Site Administrators		
	2011-2012 (N=104)	2012-2013 (N=105)
No teachers left	46%	55%
1 teacher left	43.3%	33.3%
2 teachers left	5.8%	9.5%
3 teachers left	2.9%	1%
4 teachers left	1%	0

When the 2012-2013 beginning teachers were asked *whether the mentoring program impacted their decision to stay in the teaching profession*, 64% responded that the mentoring program positively influenced their decision to stay in teaching as compared to 45% in the 2011-2012 survey.

Site administrators explained that beginning teachers leave schools for a variety of reasons: they are hired as temporary teachers, there are contract issues, they transfer to another school, budget problems that create forced reductions, or they become long-term subs until they become permanent. These responses are not reflective of whether they are a ‘good’ potential teacher.

Beginning Teachers also stated that having a mentor helped them to: work collaboratively with other teachers at the school (57%) and communicate effectively with parents (47%).

One comment from a beginning administrator mentor represents an unquestionable theme stated in a variety of responses across the survey results: *“Many strong beginning teachers would struggle to survive without the mentor program”*.

REPORT SUMMARY

“A strong preparation system is just the beginning of career-long growth and development. New teachers and leaders can either become highly competent in their first years on the job – or they may develop counterproductive approaches or leave the profession entirely – depending on the kind and quality of help they encounter when they enter.

(Linda Darling-Hammond, November 2, 2012)

The different groups (Beginning Teachers, Beginning Teacher Mentors, Site Administrators, Beginning Administrators, Beginning Administrator Mentors, and LEA Administrators) were all asked about the challenges of the mentoring program for their beginning teachers and administrators, as well as suggestions for supporting and improving the program.

Continue funding was mentioned consistently and is supported by reasons about why the funding should continue. In reviewing the responses it is evident that the three goals established for the ODE Mentoring program are being addressed because they are mentioned repeatedly. The remarks below represent comments summarized across numerous respondents.

Beginning Teachers

- Having someone to help implement new, as well as tried and true teaching strategies in the classroom.
- The opportunity to share and discuss options to optimize student learning and growth.
- Talking about classroom management techniques and suggestions.
- The mentor was so valuable because her perspective was wider and included district policies and performance assessments. My teaching abilities and skills were validated and she helped me narrow down areas for improvement, growth, and finding systems to make teaching more manageable.

Beginning Teacher Mentors

- Mentoring breaks down the culture of isolation that exists in some schools – beginning teachers don't have to think that when the bell rings and their doors close that they are on their own.
- Continuing communication and collaborative planning within a school improves the school as a whole and helps provide extra support for beginning teachers.
- Beginning teachers need guidance to support them and show them how to survive their first year. If a mentee is confident in what they are doing then their students are confident in what they are doing.

Site Administrators

- Mentors need to be culturally competent in order to help beginning teachers not personalize interactions with students of color.

- Having beginning teacher mentors provide workshops in how to lead parent-teacher conferences, how to analyze student data, and how to use social media appropriately would be useful.
- Mentoring helps beginning teachers develop the most effective instructional practices as they learn to be respectful of students in their classrooms, which is critical to students' success.

Beginning Administrators

- Mentoring of beginning administrators in rural school districts is important because their access to professional development opportunities and support is limited.
- Having support to learn the systems in place is essential to the success of beginning administrators in order for them to support the teachers they supervise.
- Learning how to handle challenging parents and situations that are philosophically different from one's own belief systems is greatly appreciated and beneficial to staff and students.

Beginning Administrator Mentors

- Learning to use technology as a vehicle to assist in supervising mentees would be useful (skype, virtual communication tools).
- Coaching/mentoring beginning administrators helps them work through issues and problems by learning new skills, such as good questioning strategies.
- Improved student achievement results because of close monitoring of instructional practices due to continuous purposeful classroom observations with immediate feedback.

LEA Administrators

- Support beginning administrators in a cohort setting through continued networks for professional development.
- Develop capacity to coach/mentor in every administrator regardless of years of experience and if sustained over time develops more successful administrators.

NEW ERA IN EDUCATION

We live in a new era of communication that influences teachers and administrators as it does the world – technology. Various forms of social media are used to communicate with students, colleagues, parents and supervisors, as well as friends and family. “Professional learning networks facilitated by social media offer valuable supports for professional learning” (Burns, 2013, p. 30).

The ODE Mentoring program added two inquiries in the 2012-2013 survey to explore how beginning teachers and beginning administrators *might* be using technology in their communication interaction and to explore the effectiveness of the approaches. The ultimate outcome of these questions was to provide information to districts and ODE as another way of providing support and professional development.

Have you and your mentor used the following types of communication in the past year? How effective* were these forms of communication?

Type	Beginning Teachers		Beginning Administrators	
	Usage	Effectiveness	Usage	Effectiveness
Phone conversations	50%	82%	81%	87%
Email Conversations	99%	91%	97%	83%
Virtual conversations (e.g. Skype)	.6%	21%	0%	--
On-line chat conversations	3%	42%	0%	--
Text conversations	38%	73%	38%	76%

*Effective or very effective

One beginning teacher mentor summarized well the point “*that email and text messaging allowed for mentees to post questions and concerns at any point so they were not infringing on ‘off-duty’ time*” of their mentors. Respondents also noted that responses were made faster than waiting for the next time the mentor and mentee met together.

RECOMMENDATIONS

Recommendation One:

Based on the *perceived belief that student achievement has increased because of mentoring* we recommend that discussions and explorations about educator effectiveness include mentoring as a potential variable to examine.

Recommendation Two:

Based on the MET project (January 2013) lessons learned, “student perception surveys can provide meaningful feedback to teachers” (p. 20) we recommend using the MET Project’s student perception surveys with a pilot group of 2013-2014 mentoring projects.

Recommendation Three:

To understand how mentees and mentors are arriving at perceptions of increased student learning, we recommend adding questions about assessments the teachers and administrators are using to arrive at that conclusion.

Recommendation Four:

The low participation of LEA administrators and school board members needs to be addressed. We recommend a discussion about the reason and purpose of including them and finding more effective ways to engage them. - *Is it important to hear from them? Are they involved enough to know about the mentoring program? How can we find ways to involve them in the surveys?*

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