Willamette
EDUCATION SERVICE DISTRICT

Oregon Mentoring Program

ODE Professional Learning Sessions

Professional Learning Evaluation Report

Experienced Beginning Teacher Mentor

2018-19

the Center
for **Education Innovation · Evaluation · Research**

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Background ODE Beginning Teacher Mentor Professional Learning Sessions

Oregon Department of Education (ODE) Oregon Mentoring Program (OMP) developed a series of professional learning sessions to provide professional learning to new Beginning Teacher Mentors and enhance the skills of experienced mentors. Professional learning sessions were designed to address the following goals:

- provide opportunities for new and experienced mentors to participate in professional learning in a variety of ways. (e.g. online or in-person),
- offer professional learning opportunities to new Beginning Teacher Mentors,
- deliver train-the-trainer opportunities allowing districts/consortiums to train Beginning Teacher Mentors in their region ensuring sustainability and equitable access across the state,
- provide experienced mentors the opportunity to attend sessions focusing on a specific strategy or topic, and
- encourage mentors to network with one another through in-person and online sessions.

2018-19 Experienced Beginning Teacher Professional Learning Sessions

Professional Learning sessions for 2018-2019 were designed for experienced Beginning Teacher Mentors based on feedback from previous professional learning workshops. Sessions for experienced mentors occurred online with a Spring conference that focused on topics requested during the 2018-2019 Mentoring Network Meetings and online sessions. This report presents the results of the evaluation for the 2019 Experienced Beginning Teacher Mentor Professional Learning Sessions which included online two-hour workshops and the two-day Spring Conference. Information from the online sessions is presented first, followed by a summary of the conference. Finally, a summary of key findings of the entire ODE Beginning Teacher Mentor Professional Learning Sessions is provided.

Online Professional Learning

A series of four online workshops for experienced Beginning Teacher Mentors were offered throughout the year. The purpose of these sessions was to offer mentors the opportunity to expand their knowledge and skills developed from the previous year's professional learning and build on their mentoring experiences.

These sessions were intended for:

- mentors in rural or remote locations,
- mentors in areas that do not have enough mentors to run their own Mentor Professional Learning, and
- program leaders who want models and ideas for running their own local Mentor Professional learning sessions.

Each online session had from 1 to 17 participants, with an overall total of 29. Some individuals may have attended multiple sessions. An evaluation was completed at the end of each online learning experience with a 59% overall response rate. Participants included experienced Beginning Teacher Mentors (29%) and new Beginning Teacher Mentors (71%) who have mentored two years or less.
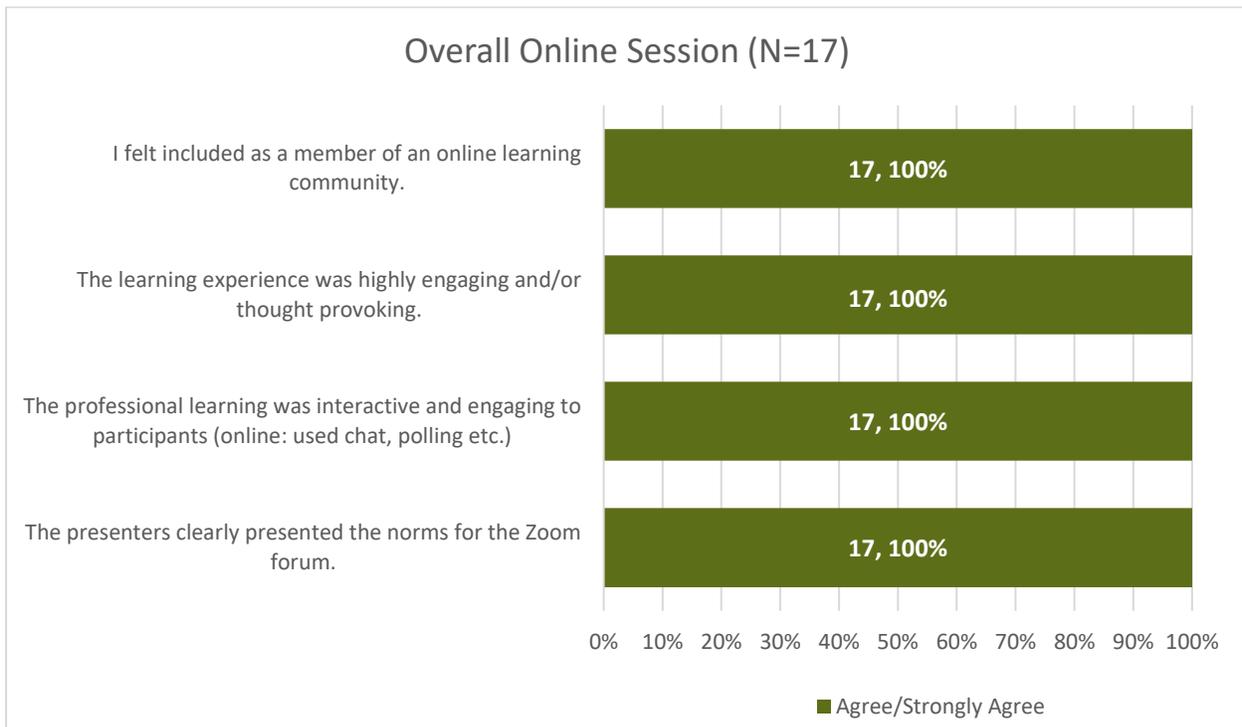
Overall Experience

The objectives for the online sessions were to ensure:

- the presenters clearly presented the norms for the Zoom session,
- the professional learning experience was interactive and engaging to participants (objective changed January 2019),
- the learning experience was highly engaging and/or thought provoking (added January 2019),
- participants would feel better prepared to engage in online learning, and
- participants would feel included as a member of an online learning community.

As can be seen in Figure 3, 100% of participants agreed that the engagement objectives addressing their professional learning needs were met.

Figure 3. Overall Experience Using the Online Platform

Overall Online Session (N=17)

Statement	Agree/Strongly Agree
I felt included as a member of an online learning community.	17, 100%
The learning experience was highly engaging and/or thought provoking.	17, 100%
The professional learning was interactive and engaging to participants (online: used chat, polling etc.)	17, 100%
The presenters clearly presented the norms for the Zoom forum.	17, 100%

■ Agree/Strongly Agree

Evaluation of Online Session Objectives

In addition to evaluating participants' experiences with the online platform, they were asked to identify whether the learning was highly engaging and/or thought provoking. All (100%) of the participants who completed an evaluation agreed that the online sessions were engaging and facilitated many great discussions. Each of the sessions had different objectives which are outlined below.

Session #1, October 2018: Experienced Beginning Teacher Mentor Session 1 focused on completing regular, full coaching cycles, equity in education, mentors as advocates, and supporting equity in a beginning teacher's classroom by:

- developing strategies to ensure implementation of full coaching cycles with beginning teachers,
- reflecting on what "Equity in Education" means,
- understanding the role of mentors as advocates for beginning teachers and students in their classrooms, and
- developing strategies for supporting equity within beginning teachers' classrooms.

Session # 2, January 2019: Experienced Beginning Teacher Mentor Session 2 reviewed supporting beginning teachers with implementing equity into the classroom. The new learning focused on:

- developing a deeper understanding of Universal Design for Learning and Understanding by Design,
- supporting beginning teachers in lesson planning, and
- reflecting and supporting beginning teachers in ensuring equity in instruction through planning.

Session #3, March 2019: Experienced Beginning Teacher Mentor Session 3 reviewed Universal Design for Learning and supporting beginning teachers in lesson planning. The new learning covered:
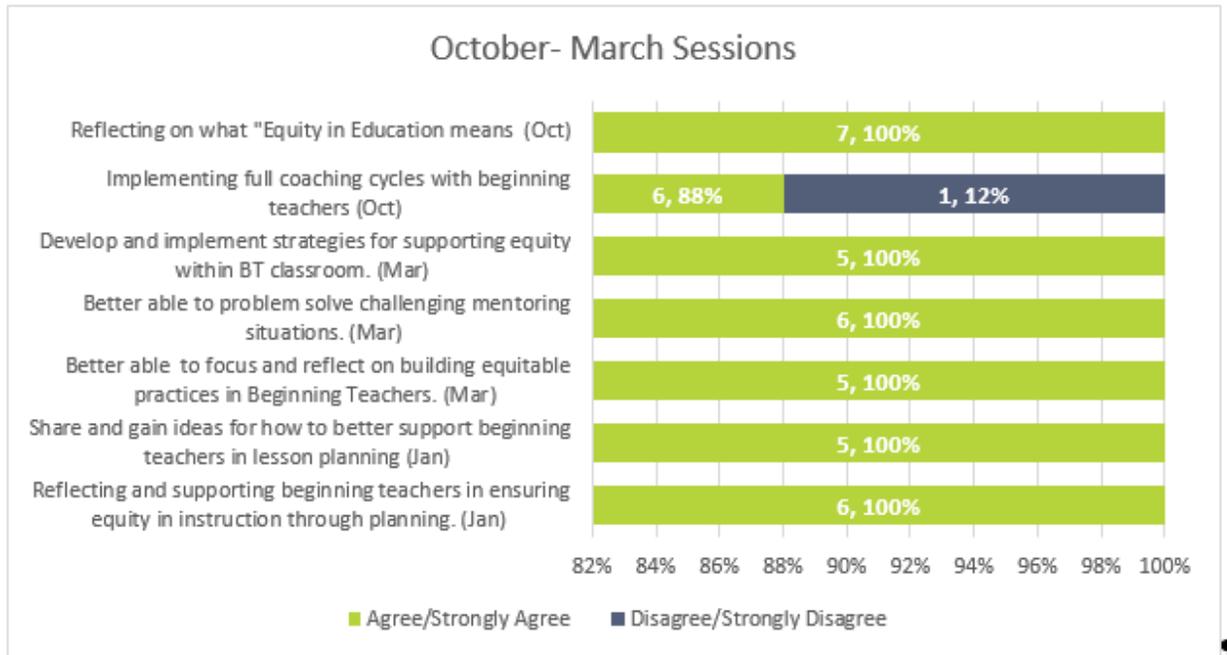
- focusing on reflecting and building equitable practices in beginning teachers,
- developing and implementing strategies for supporting equity within beginning teachers' classrooms, and
- problem solving challenging mentoring situations.

Session #4, May 2019: In this Experienced Beginning Teacher Mentor Session, mentors reviewed building equitable practices and problem-solving challenging mentoring situations. The new learning focused on:

- reviewing and reflecting on mentoring experiences for current year,
- sharing strategies to support beginning teachers in their end-of-the-year reflection and goal setting,
- evaluating work with beginning teachers in supporting equitable classrooms, and
- setting goals and actions for future work.

The objectives and their ratings are listed in Figure 4. Each objective ends with the month of the session in parentheses. The number of mentors responding and the accompanying percentage is listed in each bar. Because attendance varied for each session, the n size for each group may vary for each bar. Only one objective from one session received ratings of less than 90% agreement. This was in October. The low number of participants (7 for October) means one person disagreeing reduces the agreement by 10-20%. May's session only had one participant therefore the objectives were not included in Figure 4.

Figure 4. Participant Ratings of the Degree to which Objectives were Met (October, January,March)

October- March Sessions

Objective	Agree/Strongly Agree	Disagree/Strongly Disagree
Reflecting on what "Equity in Education means (Oct)	7, 100%	
Implementing full coaching cycles with beginning teachers (Oct)	6, 88%	1, 12%
Develop and implement strategies for supporting equity within BT classroom. (Mar)	5, 100%	
Better able to problem solve challenging mentoring situations. (Mar)	6, 100%	
Better able to focus and reflect on building equitable practices in Beginning Teachers. (Mar)	5, 100%	
Share and gain ideas for how to better support beginning teachers in lesson planning (Jan)	5, 100%	
Reflecting and supporting beginning teachers in ensuring equity in instruction through planning. (Jan)	6, 100%	

- Agree/Strongly Agree
- Disagree/Strongly Disagree

Findings

Beginning Teacher Mentors stated online sessions provided opportunities for collaborating with other Beginning Teacher Mentors across the state. As a result of participating in online workshops, Beginning Teacher Mentors reflected on how they would apply or implement the content learned.

1. Overall, 15/17 mentors stated that they would share content with their team or colleagues and implement ideas, tools, and strategies right away.
2. 38% (N=6) of mentors indicated that they would work to change their practices.
3. 62% (N=10) of mentors indicated that they needed to reflect on next steps before implementing.

Takeaways

1. Mentors commented they intend to implement strategies learned through online sessions right away with their mentees.
2. Collaboration with mentors during online sessions is helpful to reaffirm current practices or make modifications to practices based on input from others.

Experienced Beginning Teacher Mentor Conference

Evaluation Results

For the first time ever, a two-day Spring conference was held in April 2019 in which mentors had the option of attending a session each day choosing from five sessions offered each day. Full day sessions allow a deeper dive into content and align with Learning Forward's Standards for Professional Learning. The conference was held at the Portland campus of George Fox University. All sessions were designed to be interactive, collaborative and incorporate mentor tools into the content. Session creators and facilitators used the Standards for Professional Learning in the design and implementation of each session. Ninety-six participants attended the first day and 90 participants attended on day 2. Participants completed an evaluation about their overall conference experience and the sessions they attended. On Day 1 Seventy-four (77%) of participants completed an evaluation and 65 (72%) on Day 2. Overall participant attendance included 55 mentors (e.g. full-time, part-time, fulltime teacher as mentor, and retired mentors), 8 district administrators, and 11 in other positions.
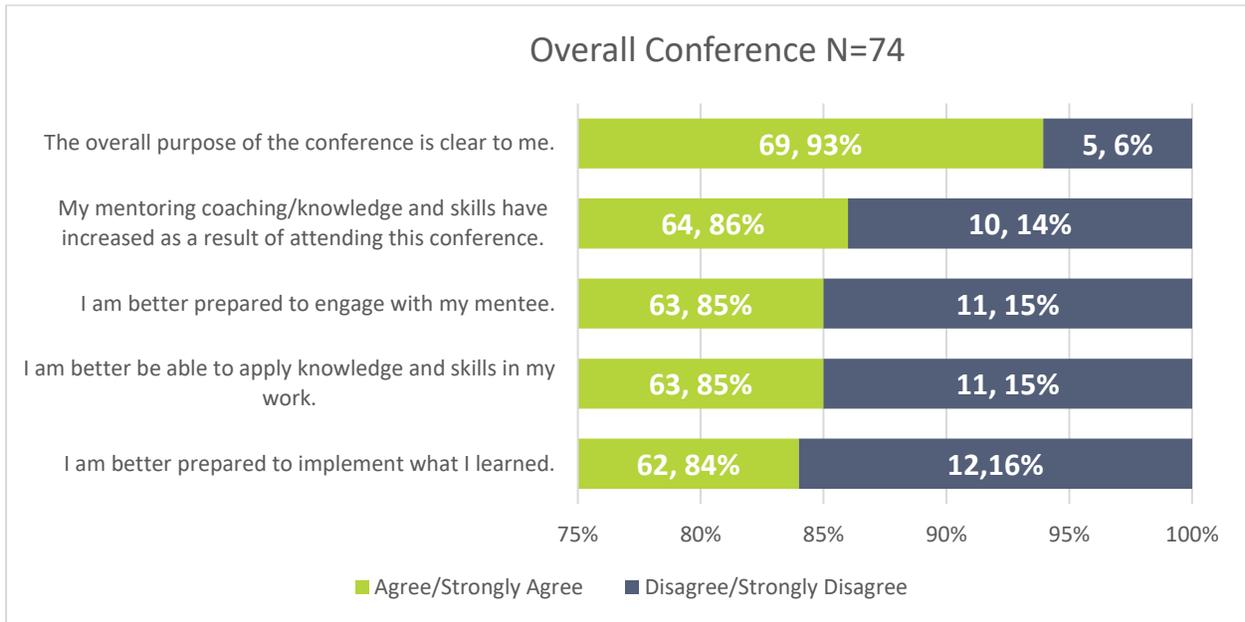
Other Positions:

- Full time teacher- mentor next year to two teachers
- Medford Mentor Program Coordinator and Part-Time Mentor
- Field Placement Coordinator
- I will be a cooperating teacher next year.
- University administrator
- Placement Coordinator/ Licensure Officer
- Non-Profit Organization
- Part time instructional coach
- Instructional Coach --working on a mentor program
- Will be a mentor next fall
- Staff Development Specialist

Listed below are charts for the overall conference objectives and each session's objectives.

Overall Conference Objectives:
- the overall purpose of the conference is clear to me,
- mentoring/coaching knowledge and skills have increased as a result of attending this conference,
- I am better prepared to implement what I learned,
- I am better able to apply knowledge and skills in my work, and
- I am better prepared to engage with my mentee.

Figure 1. Reflects the participant's agreements with the conference overall.

Overall Conference N=74

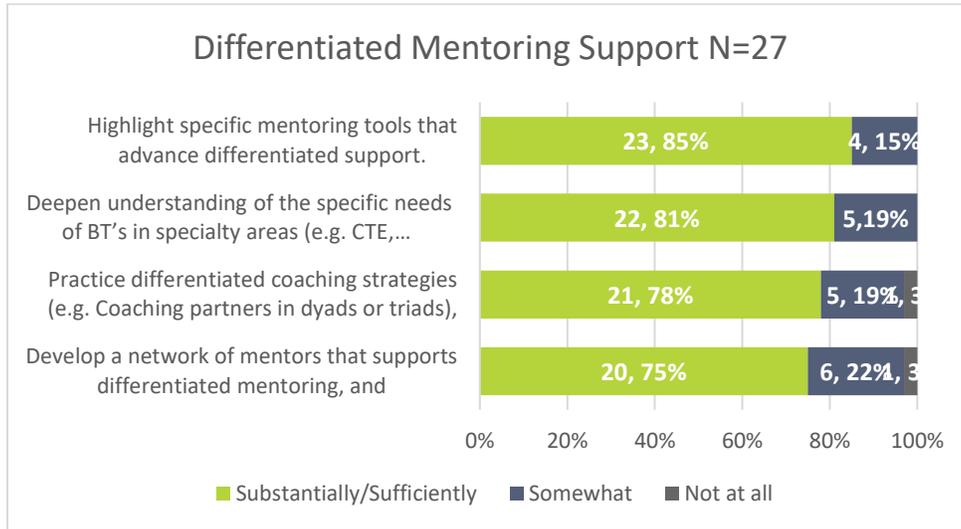| Statement	Agree/Strongly Agree	Disagree/Strongly Disagree
The overall purpose of the conference is clear to me.	69, 93%	5, 6%
My mentoring coaching/knowledge and skills have increased as a result of attending this conference.	64, 86%	10, 14%
I am better prepared to engage with my mentee.	63, 85%	11, 15%
I am better be able to apply knowledge and skills in my work.	63, 85%	11, 15%
I am better prepared to implement what I learned.	62, 84%	12,16%

Day 1 & 2 Conference Sessions:

All conference objectives were rated on the following scale *sufficiently/substantially, somewhat, and not at all.*

Differentiated Mentoring Support Session Objectives:

- deep understanding of the specific needs of Beginning Teacher's in specialty areas (e.g. CTE, Restricted license, Special Ed, Pre-K, ELD, Dual Immersion, Specialists: Music, Art, PE),
- practice differentiated coaching strategies (e.g. Coaching partners in dyads or triads),
- develop a network of mentors that supports differentiated mentoring, and
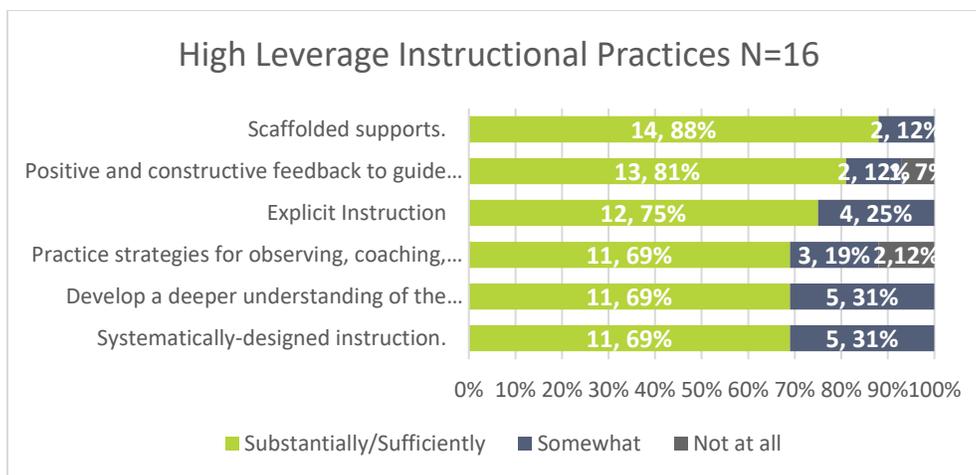- highlight specific mentoring tools that advance differentiated support.

Figure 2. Represents the how well the objectives were met during Differentiated Mentor Support session.

Differentiated Mentoring Support N=27

Objective	Substantially/Sufficiently	Somewhat
Highlight specific mentoring tools that advance differentiated support.	23, 85%	4, 15%
Deepen understanding of the specific needs of BT's in specialty areas (e.g. CTE,…	22, 81%	5, 19%
Practice differentiated coaching strategies (e.g. Coaching partners in dyads or triads),	21, 78%	5, 19%, 3
Develop a network of mentors that supports differentiated mentoring, and	20, 75%	6, 22%1, 3

■ Substantially/Sufficiently ■ Somewhat ■ Not at all

High Leverage Instructional Practices Session Objectives:

- develop a deeper understanding of the essential components of four high-leverage practices (HLPs)
  - explicit Instruction
  - systematically-designed instruction.
  - scaffolded supports.
  - positive and constructive feedback to guide student learning, and
- practice strategies for observing, coaching, and giving feedback to beginning teachers to strengthen their use of HLPs in the classroom.
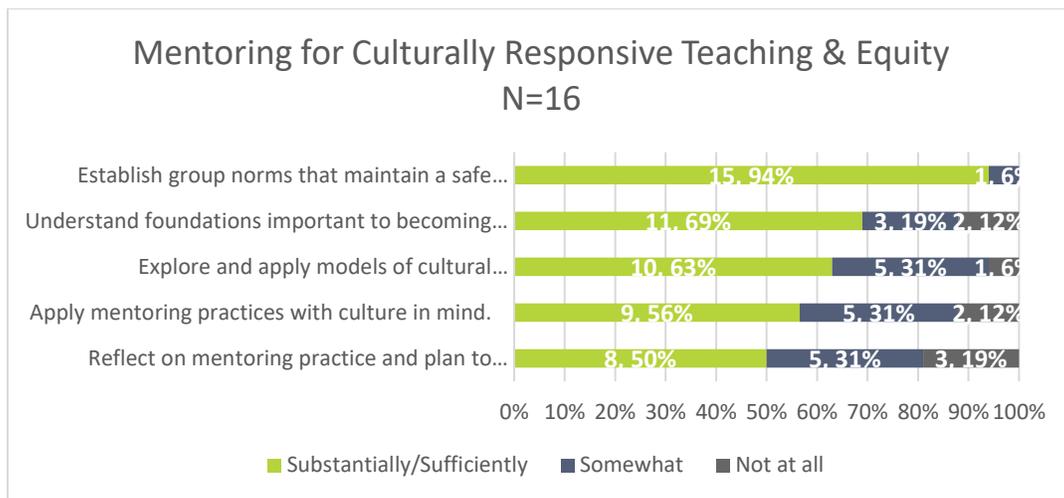
Figure 3. Represents participant agreements about the objectives being met for High Leverage Instructional Practices session.

High Leverage Instructional Practices N=16

Objective	Substantially/Sufficiently	Somewhat
Scaffolded supports.	14, 88%	2, 12%
Positive and constructive feedback to guide…	13, 81%	2, 12%1 7%
Explicit Instruction	12, 75%	4, 25%
Practice strategies for observing, coaching,…	11, 69%	3, 19% 2,12%
Develop a deeper understanding of the…	11, 69%	5, 31%
Systematically-designed instruction.	11, 69%	5, 31%

■ Substantially/Sufficiently ■ Somewhat ■ Not at all

Mentoring for Culturally Responsive Teaching & Equity Session Objectives:

- establish group norms that maintain a safe space for learning,
- explore and apply models of cultural development to mentor practice,
- understand foundations important to becoming culturally responsive educators,
- reflect on mentoring practice and plan to utilize tools to increase capacity for Culturally Response Teaching, and
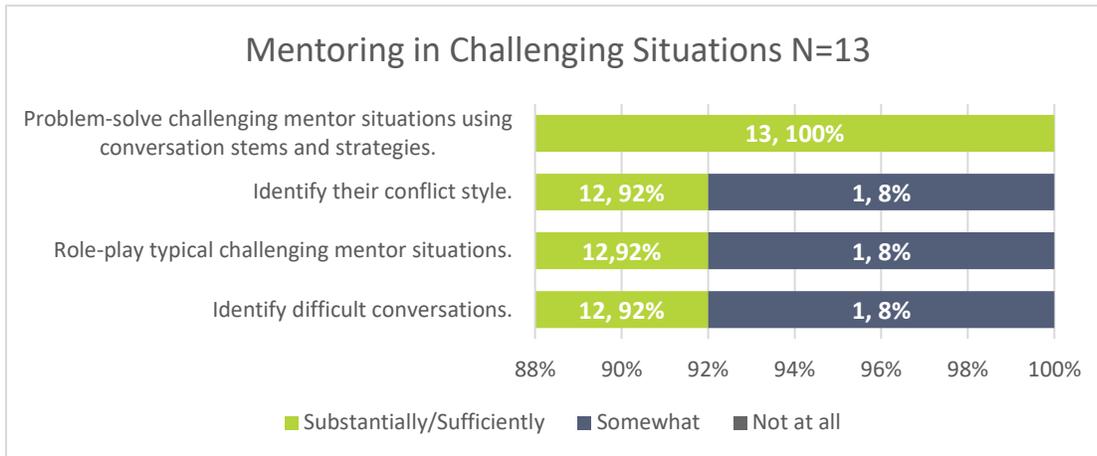- apply mentoring practices with culture in mind.

Figure 4. Shows the level of agreement participants had with the objectives being met during the Mentoring for Culturally Responsive and Equity session.

Mentoring for Culturally Responsive Teaching & Equity
N=16

Objective	Substantially/Sufficiently	Somewhat	Not at all
Establish group norms that maintain a safe…	15.94%	1.6%	
Understand foundations important to becoming…	11.69%	3.19%	2.12%
Explore and apply models of cultural…	10.63%	5.31%	1.6%
Apply mentoring practices with culture in mind.	9.56%	5.31%	2.12%
Reflect on mentoring practice and plan to…	8.50%	5.31%	3.19%

Legend: ■ Substantially/Sufficiently ■ Somewhat ■ Not at all

Mentoring in Challenging Situations Session Objectives:

- identify difficult conversations,
- problem-solve challenging mentor situations using conversation stems and strategies,
- role-play typical challenging mentor situations, and
- identify their conflict style.

Figure 5. Shows the level of agreement for the Mentoring in Challenging Situations session.
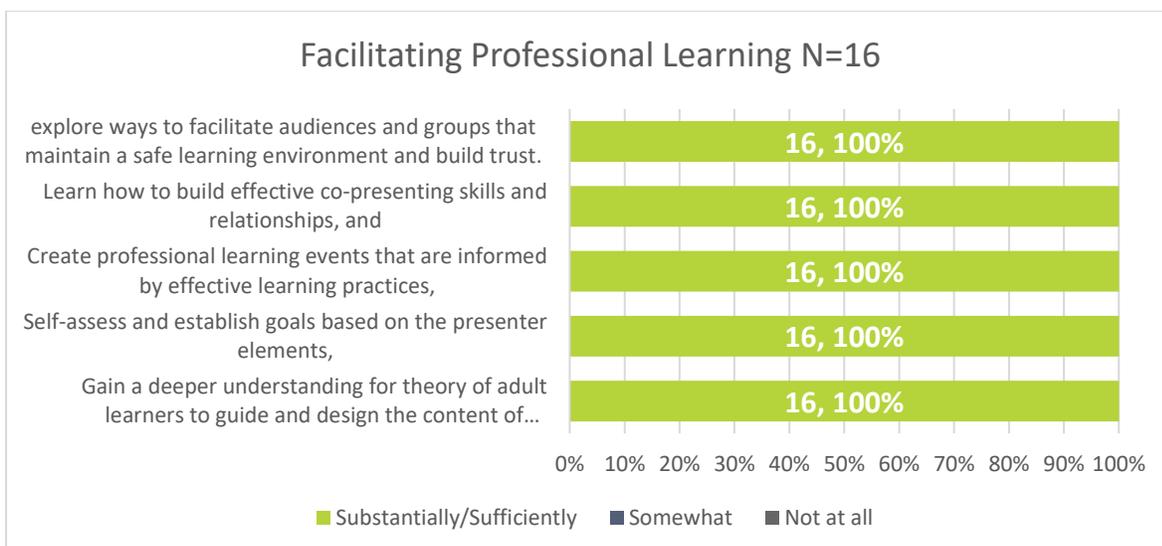

Mentoring in Challenging Situations N=13

Problem-solve challenging mentor situations using conversation stems and strategies.	13, 100%
Identify their conflict style.	12, 92% / 1, 8%
Role-play typical challenging mentor situations.	12,92% / 1, 8%
Identify difficult conversations.	12, 92% / 1, 8%

■ Substantially/Sufficiently ■ Somewhat ■ Not at all

Day 1 Conference Session Only:

Facilitating Professional Learning Session Objectives:
- gain a deeper understanding for theory of adult learners to guide and design the content of professional learning sessions,
- self-assess and establish goals based on the presenter elements,
- create professional learning events that are informed by effective learning practices,
- learn how to build effective co-presenting skills and relationships, and
- explore ways to facilitate audiences and groups that maintain a safe learning environment and build trust.

Figure 6. Shows the level of agreement on the objectives for the one day Facilitating Professional Learning session.

Facilitating Professional Learning N=16

explore ways to facilitate audiences and groups that maintain a safe learning environment and build trust.	16, 100%
Learn how to build effective co-presenting skills and relationships, and	16, 100%
Create professional learning events that are informed by effective learning practices,	16, 100%
Self-assess and establish goals based on the presenter elements,	16, 100%
Gain a deeper understanding for theory of adult learners to guide and design the content of…	16, 100%

■ Substantially/Sufficiently ■ Somewhat ■ Not at all

Day 2 Conference Session Only:

Co-Teaching Using the St. Cloud Model Session Objectives:
- understand the rationale behind co-teaching, and
- build their knowledge and tools of how co-teaching works through practice and planning in order to successfully implement co-teaching in their mentoring practice and plan next steps in how they will implement co-teaching with mentees.

Figure 7. Shows the level of agreement on the objectives for the one-day Co-Teaching session.

Co-Teaching Using the St.Cloud Model N=10

	Substantially/Sufficiently	Somewhat	Not at all
Build their knowledge and tools of how co-teaching works through practice and planning in order to successfully implement co-teaching in their m	9, 90%	1, 10%	
Understand the rationale behind co-teaching,	8, 80%	2, 20%	
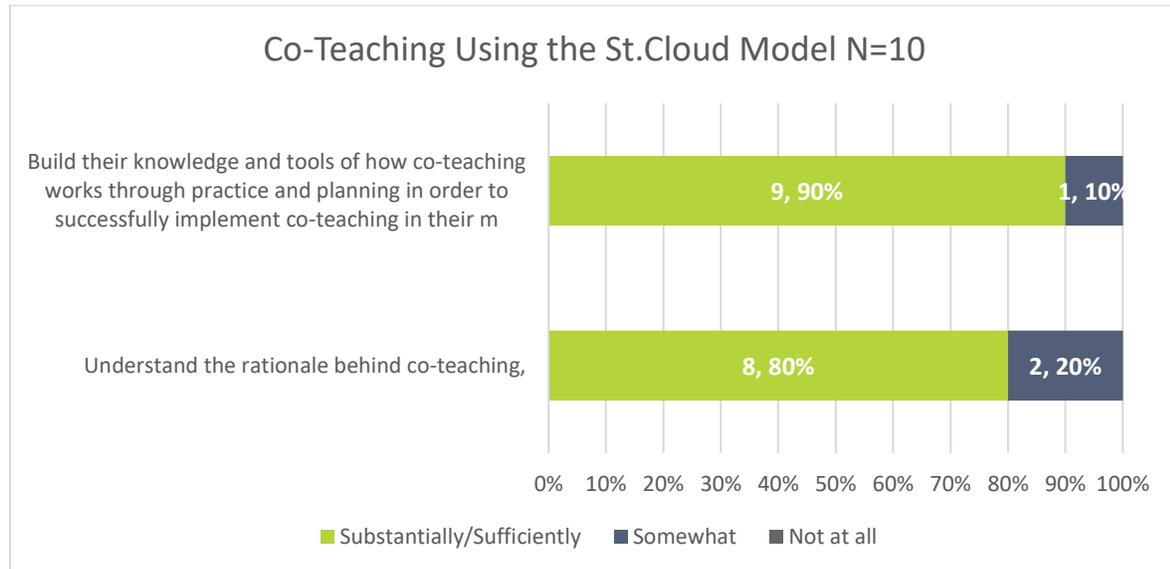
Conference Impact

1. Participants were asked to identify the extent in which the knowledge and skills gained will impact the work in their current position. Almost half (49%) indicated a great impact, 46% some impact, and 4% no impact.
2. Three out of four (74%, N=55) of participants agreed that conference sessions had a *great impact* on their practice, while 24% (N=19) agreed sessions had *some impact*.

Findings

1. Almost all (85%) of participants agreed/strongly agreed that their participation at the conference was beneficial.

2. 35% (N=26) of conference participants participated in ODE's Professional Learning Sessions previously.

3. Nine out of ten (88%) of participants stated if provided the opportunity to attend a mentor conference next year they would.

4. 43% (N=32) of participants indicated a need for deeper level of differentiation of content since most audiences were experienced in the field.

5. 51% (N=38) participants stated that implementing more hands-on activities would have increased the engagement during sessions.

6. 68% (N=51) stated that session descriptions would have been helpful for mentors to select the appropriate session.

Takeaways
1. Sessions provided opportunities to gain skills to implement in current practices.
2. Participants appreciated the time to collaborate during sessions with others who shared similar interests as them.
3. Resources and materials provided in sessions were extremely helpful.

Summary of OMP Beginning Teacher Mentor Professional Learning Sessions 2017-2019

Oregon Mentoring Program Professional Learning Sessions provided Beginning Teacher Mentors the opportunity to enhance their current skills or learn new skills to guide their work with mentees. Listed below are findings that encompass all of the professional learning sessions.

Findings

1. Participation decreased for online sessions during the 2018-19 school year with only 29 participants compared to 52 participants in 2017-18.

2. 60% (N=32) of mentors stated that the time slot for online sessions didn't fit with mentor schedules.

3. A larger number of mentors (N=235) attended Professional learning sessions offered in-person had compared to online sessions (N=52).

Takeaways

1. Mentors appreciated the opportunities to come together and attend professional learning sessions in person.

2. Resources and materials provided during online sessions were highly effective in helping mentors in their current roles.

3. A total of 235 participants attended in-person ODE Professional Learning Sessions with participants being counted more than once since in-person sessions took place at different times of the year.

Conclusion

The ODE OMP Professional Learning Sessions conclude this year as the Oregon Mentoring Program is sunsetting. Content, Resources, and materials may continue to be utilized by districts that participated in the professional learning sessions. The ODE OMP professional learning workshops were developed to

ensuring sustainability and equitable access of professional learning across the state and to save districts time and resources. The ODE OMP website will include all professional learning materials, resources and tools developed in the last two years. These documents can be accessed on the ODE Mentoring web page.