



Willamette
EDUCATION SERVICE DISTRICT

Oregon Mentoring Program

ODE Professional Learning Sessions

Professional Learning Evaluation Report
Experienced Beginning Administrator Mentor
2018-19



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Background ODE Beginning Administrator Mentor Professional Learning Sessions

Oregon Department of Education (ODE) Oregon Mentoring Program (OMP) developed a series of professional learning sessions to provide professional learning for new Beginning Administrator 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 Administrator Mentors,
- deliver train-the-trainer opportunities allowing districts/consortiums to train Beginning Administrator 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 Administrator Professional Learning Sessions

The OMP 2018-2019 professional learning sessions were designed for experienced Beginning Administrator Mentors based on feedback from previous professional learning workshops. Sessions for experienced mentors were delivered as online Roundtable sessions. This report presents the results of the evaluation of online Roundtable professional learning sessions for 2018-2019. Information from the two-hour online Roundtable professional learning sessions is presented first, followed by a summary of the ODE Oregon Mentoring Program Professional Learning Sessions for Beginning Administrator Mentors.

A series of three online Roundtables for experienced Beginning Administrator Mentors were offered throughout the year. The purpose of these sessions was to expand their knowledge and practices, introduce new skills, concepts and tools, and provide opportunities for experienced Beginning Administrator Mentors to come together.

These Roundtables 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
- program leaders who want models and ideas for running their own local Mentor Professional learning sessions

Each online session had from five to eight participants, with an overall total of 19. All nineteen participants completed evaluations with a 100% response rate. An evaluation was completed at the end of each roundtable. Some individuals may have attended multiple sessions. Participants included experienced Beginning Administrator Mentors (84%, N=16) and new Beginning Administrator Mentors (16%, N=3).

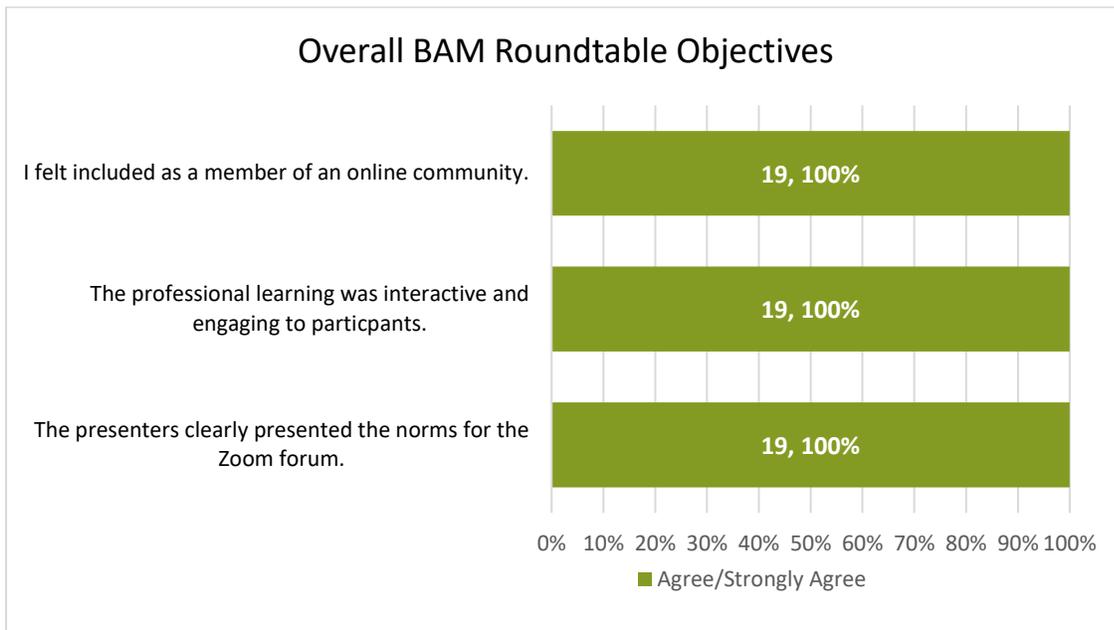
Overall Experience

The objectives for the online sessions included ensuring:

- the content and activities were well organized,
- the objectives of the professional learning were met,
- the online platform (Zoom) was an effective way to present professional learning,
- the presenters clearly presented the norms for the Zoom forum,
- the professional learning experience was interactive and engaging to participants,
- 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 Roundtable Objectives (n=19)



Evaluation of Online Session Objectives

In addition to evaluating participants' experiences with the online platform and presentation, information on the degree to which respondents felt each sessions' objectives related to content were met was sought. Each of the session had different objectives which are outlined below.

In Figure 4, the objectives and their ratings are listed for October-April. The number responding and the percent is listed in each bar. (Roundtable #1-3 are for New Beginning Administrator Mentors.)

Roundtable #4, October 2018: Roundtable 4 focused on learning about understanding school culture, reviewing the *School Culture Typology Worksheet*, and ways to implement transformational coaching. Figure 4 indicates 100% of participants (N=6) agreed that the objectives were met for the October 2018 round table. The objectives were:

- examine the definition of school culture and types of school cultures,
- learn how to use and interpret the *School Culture Typology Worksheet* in order to reshape a culture, and
- explore transformational coaching moves to address a school culture issue or dilemma.

Roundtable # 5, December 2018: Roundtable 5 focused on gaining a deeper understanding about a principal's supervision and instructional leadership, continuum of learning focused interactions and conversations, and engaging in coaching conversations. Figure 4 indicates

100% of participants (N=5) agreed that the objectives were met for the December 2018 round table. The learning objectives for this session were:

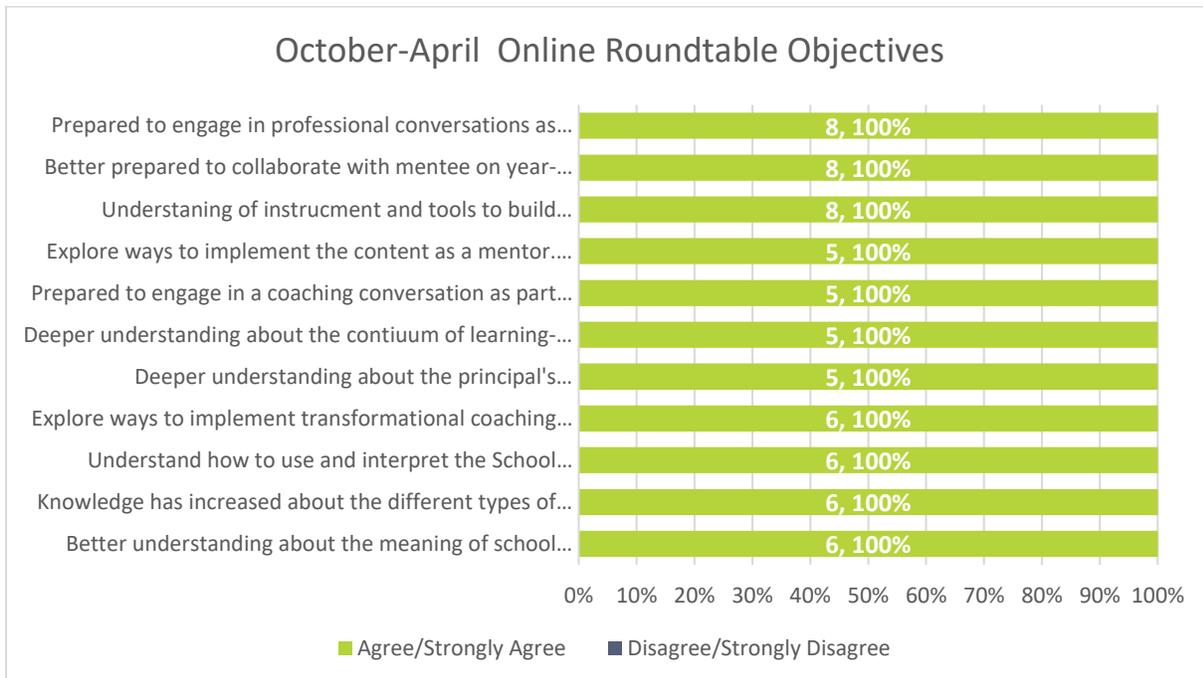
- consider supervision through the lens of social needs of teachers (SCARF) and dispositions (mindsets),
- briefly explore the continuum of learning-focused interactions and learning focused conversations templates, and
- engage in coaching conversation as part of our continuous learning as mentors.

Roundtable #6, April 2019: Roundtable 6 focused on instruments/tools to build mentee’s reflective capacity, collaborating with mentee on year-end activities as well as planning for the next school year, and engaging in reflective conversations with mentees. Figure 4 indicates 100% of participants (N=8) agreed that the objectives were met for the April 2019 round table. Objectives focused on during this Roundtable included:

- examine instruments/tools to build reflective capacity and inform planning for the 2019-20 school year, and
- explore opportunities to collaborate with mentee on year-end activities and prepare for the new school year.
- engage in conversation as part of our continuous learning as mentors.

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.

Figure 4. Participant Ratings of the Degree to which Objectives were Met



Findings/Takeaways of Online Roundtables

Beginning Administrator Mentors stated online Roundtables provided time to collaborate and reflect with one another about their successes and challenges as mentors.

Findings

1. Participation in online roundtables increased for 2018-2019 from 18 to 19.
2. Evaluations were completed in 2018-2019 with a 100% response rate compared to 2017-2018 response rate of 56%.
3. 85% of mentees agreed that the skills gained from the online roundtables would have a great impact on their work.

Takeaways

1. Mentors indicated that resources and tools provided during online sessions will be useful in their work with mentees.
2. Mentors appreciated the topics that were covered throughout the year planning to implement strategies into their current practice.



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

Oregon Mentoring Program Professional Learning Sessions provided Beginning Administrator Mentors the opportunity to enhance their current skills and learn new skills to guide their work with mentees. Newly created Experienced Beginning Administrator Mentor professional learning was only offered online for the 2018-2019 school year. New Beginning Administrator Mentor professional learning was offered for the first time in 2017-2018 where mentors had two in-person sessions and three online sessions.

In 2017-18, Oregon Mentoring Program's professional learning sessions were created for new Beginning Administrator Mentors. Experienced Beginning Administrator Mentors participate each year and find the professional learning sessions to be a good refresher, enhancing skills they already learned in previous professional learning sessions. New Beginning Administrator Mentors stated they learned a great deal and appreciated the conversations with experienced Beginning Administrator Mentors. Mentoring situations vary depending on districts, location in the state, student populations, academic and school cultures, and school focus. Attendees agreed that meeting as colleagues and reviewing new tools was a valuable as well as beneficial activity since it maintains the focus of improving student learning by building an effective school. Throughout the five new Beginning Administrator Mentor sessions held, both in-person and online, professional learning facilitators modified the professional learning sessions based on evaluation feedback.

Listed below are findings that encompass all of the professional learning sessions.

Findings

1. 51% (N=19) of mentors indicated that additional opportunities for breakout sessions during online roundtables would have helped them practice the strategies being presented.
2. 77% (N=28) wanted more opportunities to interact and share ideas with other mentors.

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. All mentors (N=37), agreed that presenters were very clear in delivery of online content and felt included in the online learning community.

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 ensure 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](#).