



What is induction and instructional mentoring in Oregon?

Beginning educator induction provides a systematic structure of support for beginning teachers and administrators to ensure all students receive the best educational experience possible. Induction creates an environment that cultivates continual growth for educators.

One important component of educator induction is instructional mentoring. Mentoring means a professional relationship between an educator and a skilled mentor. In a confidential and trusting partnership, the mentor supports the educator to transform practice through a process of reflection and inquiry. The goals of this collaborative and continuous work are: to accelerate instructional practice, ensure equitable learning for all students, retain effective educators, and empower educational leaders. (OAR 581-018-0130)

A comprehensive educator induction program assists in producing effective educators more efficiently.

Beginning educators need support as they move into schools and classrooms of their own. Induction programs accelerate the effectiveness of beginning educators, fast-tracking their progress to becoming exemplary educators who have the ability to positively impact student achievement (Krasnoff, 2014). Oregon has developed and adopted Mentoring Program Standards that clearly describe the structures and functions, processes, and effective practices to support school districts/ESDs to develop comprehensive mentoring programs that can lead to improved student achievement.

“High-quality mentoring and induction programs that provide needed support can reduce the likelihood that teachers leave the profession and also have positive effects for the entire school” (Martin, Partelow, & Brown, 2015, p. 32).

Oregon Mentoring Program

Teacher turnover cost
in Oregon

\$40 million
a year based on 2010
calculations¹

Nationally, the cost of
teacher turnover can be as
much as

\$2.2 billion
a year²

High-quality mentors &
competitive salaries

make a difference
in keeping teachers.³

Oregon defines a Mentorship Program as a program provided by a mentor to a beginning teacher (BT) or beginning administrator (BA) that includes: direct classroom/educational setting observation and consultation; assistance in instructional planning and preparation; support in implementation and delivery of classroom instruction; and development of school leadership skills intended to assist the beginning teacher or administrator to become a confident and competent professional educator who makes a positive impact on student learning. (OAR 581-018-0130).

*“Mentoring has been helpful for me in checking my thoughts/plans/reflections against those of a more experienced administrator. This has impacted students by giving me additional confidence in which avenues to pursue to best benefit students.”
(Oregon Beginning Administrator, 2016)*

Beginning educator mentoring impacts retention by reducing educator turnover.

Recent research states, “retention is closely related to the quality of the first teaching (leading) experience” (Alliance for Excellent Education, 2014, p. 6). Providing beginning educators with mentors increases the likelihood they will stay in the profession and be more effective educators. A mentor can be the catalyst that helps prevent a beginning teacher from feeling totally alone and without resources to help a struggling student.

"She kept me in the profession of teaching - she took the raw material of my teaching skills and turned it into something viable."

(Oregon Beginning Teacher, 2016)

"Often the first year or two involve the beginning teacher in a sort of survival mode, that focuses on their role/duties. Through mentoring, we are able to address these issues and help them "survive" and move their thinking to focus on student learning."

(Oregon Beginning Teacher Mentor, 2016)

Effective support for beginning educators consists of highly-effective mentoring along with good working conditions.

The pattern of interactions among teachers and administrators focused on student learning affects student achievement and school success across all types of schools and grade levels.⁵ Educators are more likely to improve their teaching/leading practices and improve student learning with the support and guidance of trained instructional mentors. In Oregon, the instructional mentoring standards and statutory requirements include:

- Support for beginning teachers, principals and superintendents in their first two years in their educational position;
- Providing 75-90 hours of supports to transform practice through a process of reflection and inquiry;
- Conducting observations of experienced, accomplished teachers/administrators with mentor;
- Conducting at least five classroom or professional setting observations of the mentee;

References

¹ ECONorthwest. (May 2010). Estimated costs of teacher turnover in Oregon using two methodologies. Portland: OR.

² National Public Radio (NPR). March 30, 2015. Revolving door of teachers costs schools billions every year. Retrieved at <http://www.npr.org/sections/ed/2015/03/30/395322012/the-hidden-costs-of-teacher-turnover>

³ Fensterwald, J. (July 16, 2015). EdSource: Highlighting Strategies for Student Success. Half of new teachers quit profession in 5 years? Not true, new study says. Retrieved at <https://edsources.org/2015/half-of-new-teachers-quit-profession-in-5-years-not-true-new-study-says/83054>

⁴ Martin, C., Partelow, L., & Brown, C. (2015). Smart, skilled, and striving: Transforming and elevating the teaching profession. Center for American Progress. Washington D.C. Retrieved at <https://www.americanprogress.org/issues/education/reports/2015/11/03/123747/smart-skilled-and-striving/>

⁵ Krasnoff, B. (2014). What the Research Says About Class Size, Professional Development, and Recruitment, Induction, and Retention of Highly Qualified Teachers A Compendium of the Evidence on Title II, Part A, Program-Funded Strategies. Education Northwest. Retrieved at <http://nwcc.educationnorthwest.org/resource/1491>

⁶ Alliance for Excellent Education, On the Path to Equity: Improving the Effectiveness of Beginning Teachers, 2014. Retrieved at <http://all4ed.org/reports-factsheets/path-to-equity/>

Mentoring impacts more than just the beginning educator.

Mentoring has a positive effect on both the beginning educator and the experienced mentor who also learns new strategies that helps to keep them fresh in the profession. Mentoring allows veteran teachers to reflect upon practice and can unite the learning community as each individual works toward the same goal - improving the quality of education.

"Teaching quality is recognized as the most powerful school-based factor in student learning."

Source: Alliance for Excellent Education, On the Path to Equity: Improving the Effectiveness of Beginning Teachers, 2014, p.1.

- Ongoing professional development for mentors and formal mentor training;
- Ongoing professional development for beginning teachers/administrators;
- Communication to ensure understanding of the mentoring program, roles, and responsibilities of both mentors and site administrators;
- Clear mentor roles, responsibilities and a process for mentor selection;
- Implementation of placement systems to ensure beginning educators are successful.

ODE Mentoring Informational Briefs

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