

Purpose

In 2007 the Oregon Legislature passed HB 2574 authorizing the establishment of the Oregon Beginning Educator Mentoring Program (OMP) with the goal to support beginning teachers, principals, and superintendents. To aid in this work the 2013 legislature established a Network of Quality Teaching and Learning with the primary focus of creating a culture of leadership, professionalism, and excellence for teachers and leaders across the P-20 system. In 2015, SB 216 was passed that focused on efforts related to supporting districts to increase the number of culturally and linguistically diverse educators hired, ensuring that staff reflects the demographics of their students and to assist small school districts that serve rural communities. The Oregon Mentoring Program expands this work through its commitment to individualized job-embedded professional learning that increases educator effectiveness for every beginning teacher and beginning administrator in Oregon in their first two years in their position. The OMP focuses on these three goals.

#1 Increase retention of beginning teachers & administrators

#2 Improve instructional & leadership practices

#3 Increase student learning & growth



Evaluation is essential to all of the Oregon Mentoring Program goals. It assesses the **impact** and **effectiveness** of beginning educators' instructional and leadership practices that lead to increased student learning. The legislature understood the importance of regular and ongoing evaluation of the mentoring program and allocated a maximum amount of 2.5% of the total allocation for the OMP. These funds do not come out of the grant-in-aid to districts. The evaluation funds are part of the Network of Quality Teaching and Learning administration allocations.

As part of the evaluation of the Oregon Mentoring Program's effectiveness each goal has specific data collected throughout the year and over time. One of the requirements of a grantee is to complete surveys in the spring of each year. Six survey groups, Beginning Teachers, Beginning Teacher Mentors, Site Administrators, and Beginning Administrators, Beginning Administrator Mentors, and LEA Administrators, participate in the surveys each year.



Fast Facts, Research and Informational Briefs

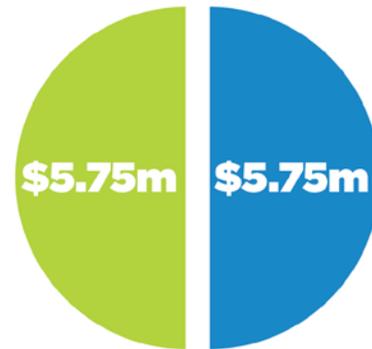


Research and Informational Briefs, Fast Facts, and other documents are developed jointly by the Oregon Department of Education and Mentoring Evaluation team to share lessons learned about mentoring beginning educators in Oregon, as well as best practices.

Participants

The Oregon Beginning Educator Mentoring Program (OMP) provides grants to individual school districts or consortia comprised of school district, ESDs, and universities. Grants-in-Aid has been allocated yearly from 2008-2017. The 2017 Oregon Legislature increased funding for the OMP from \$10,000,000 to \$11,500,000 for the 2017-2019 Biennium. These funds are currently providing grant-in-aid for 10 Projects serving 51 school districts.

2017-2019 Biennium



Investment - \$11.5 M

Mentoring Program Impact

The OMP Evaluation Team collects both quantitative and qualitative data that addresses the three goals and focuses on the impact of mentoring.



- Retention rates for five cohorts beginning 2010 - 2014 were still teaching in Oregon in the 2016-17 school year. The retention rates **show increases of 5-9% each year** when compared to all beginning teachers in the state.
- Across four cohorts (2012-13, 2013-14, 2014-15, 2015-16), the one year retention rate for mentored **beginning teachers was an average of 5% higher** than the percentage of all beginning teachers retained across the state.
- Across six years (2011-12, 2012-13, 2013-14, 2014-15, 2015-16 & 2016-17), the percentage of **beginning teachers of color in the mentoring program was an average of 5.5% higher** than the percentage of beginning teachers across the state.
- In 2016-2017 over **1,100 beginning teachers** and **65 beginning administrators** were mentored impacting over **118,000 students**.



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