



**Oregon Department of Education
Beginning Teachers Results
2012-2013**

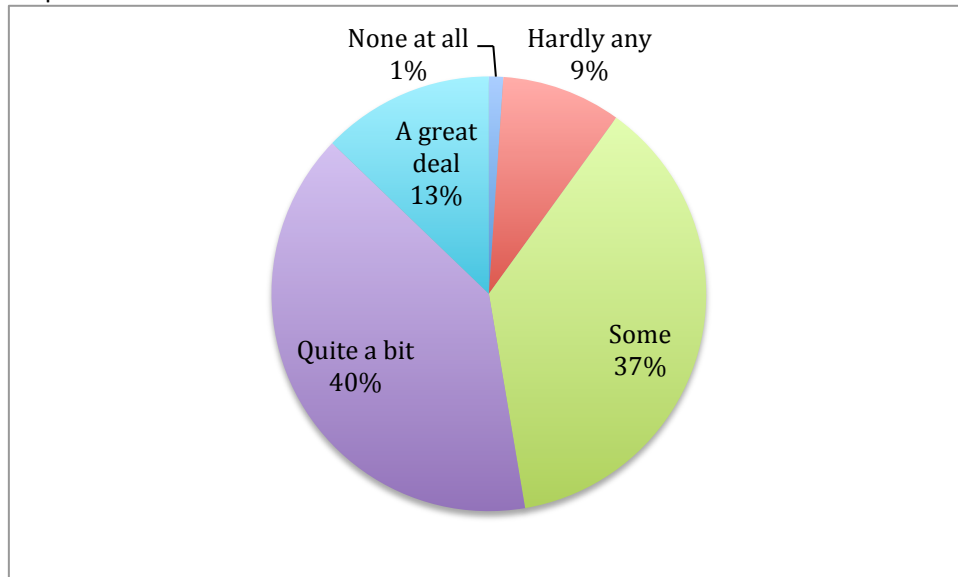
The core value of the Oregon Mentoring Program is a commitment to high quality individualized professional growth for every teacher. Every child deserves a quality teacher that is supported in providing a quality education. For five years Oregon has funded school districts to mentor beginning teachers and beginning administrators in order to increase the quality of education for all children in Oregon.

The Center for Educator Preparation and Effectiveness (CEPE) at the Teaching Research Institute at Western Oregon University is working with ODE to assess what is going well and what might need to be changed as part of a continuous improvement plan for the mentoring program. This Brief will address the results of the beginning teachers from 2012-2013.

These results include responses from 347 beginning teachers who completed a survey in May 2013. This sample represents 85% of the beginning teachers in the program. Beginning teachers are defined as teachers in their first two years of teaching.

55.3% of the 347 teachers 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.

When 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 (*a great deal, quite a bit, or some*).

Top 5 most important* sources of support

*% indicating that these sources are important or very important

	<u>2012-2013</u>	<u>2011-2012</u>
Mentor one-on-one	85.3%	91.0%
Observations of master/veteran teachers	82.7%	85.6%
Resources provided by mentor	82.5%	84.7%
Observation and data collection by mentor of my lesson(s)	72.6%	79.4%
Establishing professional teaching goals with mentor	70.6%	78.4%

Future plans?

Stay in my current teaching position	(237) 68.3%
Move to another school (within or outside district)	(26) 7.5%
Unsure ('could be laid off' and 'don't know yet')	(26) 7.5%
Move to another grade level/content area	(24) 6.9%
Was laid off	(6) 1.7%
Maternity/Paternity leave	(3) 0.9%
Move to non-teaching position in district	(1) 0.3%
Leave the profession	(0) 0%
Other*	(24) 6.9%

*most indicated they were temporary, 3 were relocating

How has the mentoring program impacted your decision to stay in the teaching profession?

My mentoring program positively influenced my decision to stay in my teaching position	63.7%
I would have left my teaching position had it not been for my individual mentor	4.6%

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

Be an effective teacher	86.5%
Impact my students' learning	80.4%
Work collaboratively with other teachers at my school	57.1%
Communicate effectively with parents	46.7%

Most Valuable Features of the Mentor Program

"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)

"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)

"An experienced teacher who can empathize as well as share a wealth of knowledge and tools that have worked for them in the past. She found resources for me that I wouldn't have known about and even went as far as making copies for me. She would send many emails regarding concerns I have about specific students or an additional idea she had about a conversation about a lesson we may have had. She had a lot of ideas to share and they were all very valuable!" (Beginning Teacher, 2013)

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The Center for Educator Preparation & Effectiveness (CEPE) coordinates and conducts research, evaluation, curriculum development, training and dissemination of resources in the areas of effective teaching, and performance-based strategies and assessment. Focus areas include: educator mentoring; environmental education; proficiency-based education; Teacher Work Sample Methodology; science, technology, engineering and math (STEM); and educator professional development.