

**Oregon Department of Education
Mentoring Program
for
Beginning Teachers & Beginning Administrators**

**2013-2014
Evaluation Report**



Evaluation Team

Dr. Christina Reagle
reaglec@wou.edu / 503.838.8871

Dr. Mary Ellen Dello Stritto
dellostm@wou.edu / 503.838.8709



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Oregon Department of Education
Mentoring Program for
Beginning Teachers & Beginning Administrators
2013-2014
Evaluation Results

I. Background

The core value of the Oregon Mentoring Program is a commitment to high quality individualized professional growth for every beginning teacher and beginning administrator in Oregon. Every child deserves a quality teacher who is supported in providing a quality education.

The Beginning Teacher and Administrator Mentoring Program was established in Oregon through the passage of the 2007 Legislature's HB 2574 and then was expanded in the 2013 legislative session with HB 3233 The Network for Quality Teaching and Learning. A priority of Oregon's educational system is to recruit and retain teachers and administrators of the highest quality. The Oregon Mentoring Grant is designed to support activities related to an evidence-based mentoring program for beginning teachers and administrators. Individual school districts and various consortia of school districts are funded each year to establish and support the mentoring of beginning teachers and beginning administrators.

The **goals** of the Oregon Mentoring Program are to:

1. Increase student learning and growth
2. Improve instructional practices
3. Retain effective teachers and administrators
4. Improve educator leadership performance

As part of the evaluation of the effectiveness of the Oregon Mentoring Program, projects are required to complete surveys in the spring of each year. Projects that have both a beginning teacher and beginning administrator program have six groups of people surveyed: **beginning teachers, beginning teacher mentors, site administrators, beginning administrators, beginning administrator mentors, and LEA [Local Education Agency] administrators**. If a project has only a beginning teacher program then only the first three groups are surveyed. For full definitions of these groups, see Appendix A. For details about the survey methodology see Appendix B.

This report contains the comprehensive survey results from the fifteen Oregon Department of Education (ODE)-funded mentoring projects in 2013-2014.

Oregon Mentoring Program 2013-2014

II. Mentoring Projects and Response Rates

During the 2013-2014 academic year, ODE provided funding for 15 projects that represent 62 school districts as shown in the table below.

Project Name	Districts
Clackamas ESD Consortium	Colton SD, Molalla River SD, Oregon City SD, and Oregon Trail SD
Columbia Gorge ESD Consortium	Dufur SD, Hood River SD, and Port Orford-Langlois SD
COPAL	Corvallis SD, Oregon State University, Philomath SD, Albany SD, Lebanon SD
David Douglas School District	
Lake County ESD Consortium	Lakeview SD and Paisley Public Charter SD
Lane ESD Consortium	Bethel SD, Blachly SD, Creswell SD, Fern Ridge SD, Junction City SD, Lowell SD, Mapleton SD, Marcola SD, McKenzie SD, Oakridge SD, Siuslaw SD, and Springfield Public Schools
Lincoln County School District	
McMinnville School District	
Mid-Willamette Valley Consortium	Cascade SD, Central SD, Dallas SD, Jefferson SD, Mt. Angel SD, North Santiam SD, Salem-Keizer SD, Silver Falls SD, and Woodburn SD
Portland Public Schools	
Roseburg Consortium	Douglas County SD and Sutherlin SD
South Lane Consortium	Crow-Applegate SD, North Douglas SD, Pleasant Hill SD, and South Lane SD
Southern Oregon ESD Consortium	Ashland SD, Klamath County SD, Klamath Falls City SD, Medford SD, Phoenix-Talent SD, Rogue River SD, and Three Rivers SD
Tillamook Consortium	Astoria SD, Jewell SD, Neah-Kah-Nie SD, Nestucca Valley SD, Tillamook SD
Washington County Consortium/ Hillsboro	Beaverton SD, Forest Grove SD, Gaston SD, Hillsboro SD, St. Helen's SD, and West Linn/Wilsonville SD

- 10 of the 15 projects included both a Beginning Teacher Program and a Beginning Administrator Program.

Survey Response Rates

The following table shows the overall survey response rates for the six survey administrations.

Overall Program Survey Response Rates (2014)

	Population	Responses	Rate
Beginning Teachers	993	737	74%
Beginning Teacher Mentors	280	254	91%
Site Administrators	426	271	64%
Beginning Administrators	103	77	75%
Beginning Administrator Mentors	53	38	72%
LEA Administrators	68	45	66%

Only responses from surveys that were completed are included in this report. When the number of responses in a group is less than 5, limited summary results are provided. (Also, note that percentages are rounded up which may result in percentages adding to more than 100.)

Mentoring Program Impact

The following table shows the impact of the Mentoring Program over the past three years. As this table shows, during the '13-14 year there was a nearly 50% increase in the number of students, teachers, and administrators impacted.

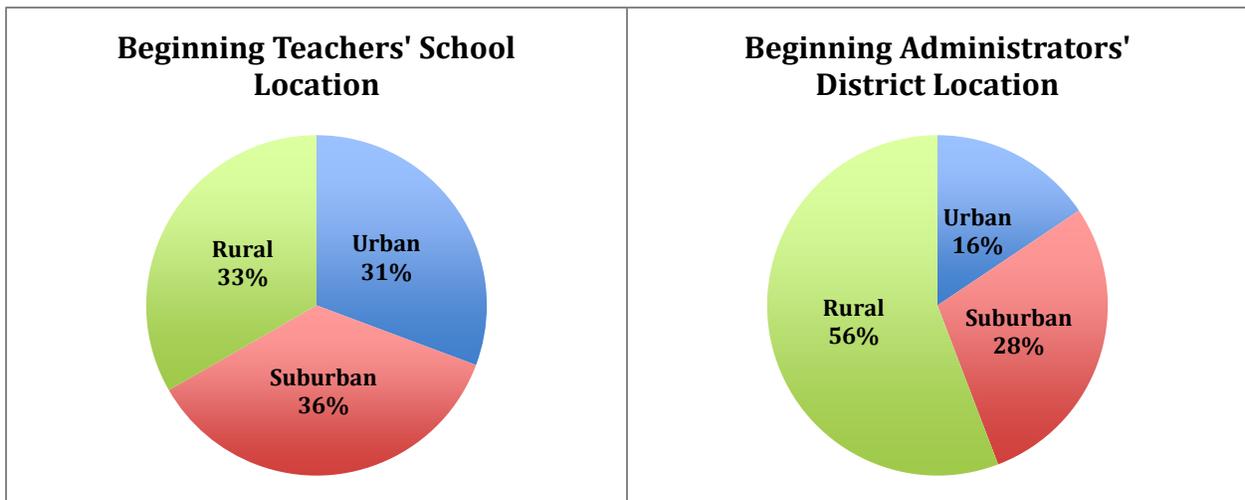
	2011-2012	2012-2013	2013-2014
Number of students impacted	34,956	36,559	71,096
Number of beginning teachers impacted	326	407	993
Number of beginning administrators impacted	57	50	103

III. Demographics

Schools and Districts

- The **beginning teachers** were in school sites that vary in size from *100 students or fewer* (4%) to *3000 or more students* (<1%). The majority of the school sites (64%) were between 250 to 750 students.
- 91% of the **beginning administrators'** schools enrolled 1000 or fewer students (56% were fewer than 500).

As the charts below show, the **beginning teachers** were teaching in rural, suburban, and urban schools in nearly equal proportions. However, among **beginning administrators**, a larger percentage (56%) were working in rural districts.



Beginning Teachers

- 87% worked full-time
- 63% had been teaching for **one year**
- 37% had been teaching for **two years**

- 75% were in **year 1** of the mentoring program
- 25% were in **year 2** of the mentoring program

- 38% had a primary level teaching assignment
- 25% had a middle/junior high teaching assignment
- 24% had a high school teaching assignment

As the chart below shows, the majority of the beginning teachers' **mentors** did not work in the same building as the beginning teachers.



- 12% had been working with their mentor for more than 12 months
- 64% had been working with their mentor for 7 – 12 months
- 24% had been working with their mentor for less than 6 months

Beginning Teacher Mentors

- 55% (138) of the mentors had one beginning teacher mentee
- 45% (115) of the mentors had 2 – 27 beginning teachers mentees

Beginning Administrators

- 100% were Principals
- 56% had been **one year** in their current role
- 44% had been **two years** in their current role

- 49% worked in primary/elementary schools
- 18% worked in middle/junior high schools
- 20% worked in high schools

Beginning Administrators Mentors

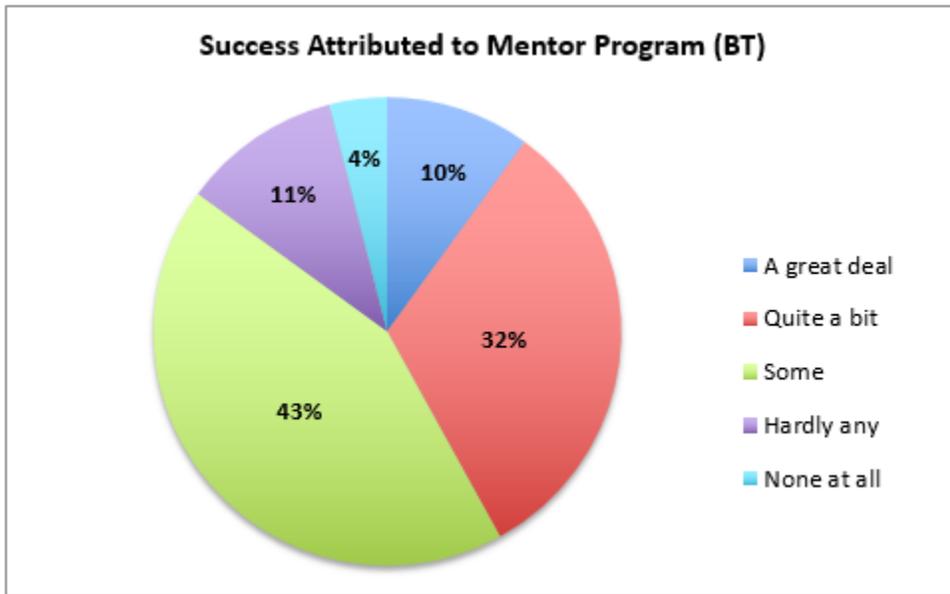
- 63% (24) of the mentors had one beginning administrator mentee
- 37% (14) of the mentors had 2-11 beginning administrators mentees

IV. Overall Findings

Beginning Teachers

“I would have survived the year without her but I believe I would have been full of self-doubt and wondering if I was failing my students. My mentor helped me to see my strengths (I have had MANY successes and saw amazing student growth) so that I did not focus and dwell on the frustrations. I hold high expectations for myself so it was good for me to hear an objective view on how I was doing on a weekly basis!” – Beginning Teacher, 2014

Beginning teachers (BT) were asked how much *success as a beginning teacher they would attribute to the mentor program*. The chart below shows that 85% attributed some, quite a bit, or a great deal to the mentor program.



Beginning teachers were asked about five *overall ways their mentor helped them*, as shown in the table below. The teachers were able to check all areas that were applicable. As this table shows, the vast majority indicated that the program increased the effectiveness of their teaching, and three-quarters indicated that the program impacted students’ learning. Further, this table shows that collaboration and communication were also impacted.

Overall Mentor Help	Percentage
Increase the effectiveness of my teaching	87%
Impact my students’ learning	76%
Work collaboratively with other teachers at my school	52%
Communicate effectively with parents	42%
Other	11%

Beginning teachers were given the option of listing other areas their mentor helped them with. Coping with *emotional stress* and *help with curriculum and resources* were common responses. Interestingly, both in these comments and in other narrative responses throughout the surveys, some beginning teachers mentioned the benefits of having a mentor *in the same building*, while others mentioned the benefits of having a mentor in *another building*.

Narrative examples below provide unique, but significant examples of how mentors help beginning teachers adjust to their new career path.

“All mentors should have many years of experience, like mine, so they can assist on a variety of needs.” – Beginning Teacher, 2014

“She really helped me understand how students' lives outside of my room affect their performance inside my room.” – Beginning Teacher, 2014

“She helped me navigate the intense political issues at this school district. I would not have finished the year without her support.” – Beginning Teacher, 2014

Beginning Administrators

When **beginning administrators** were asked to *describe the most significant administrative skill they learned through the mentoring program*, the common responses were: effective communication strategies for dealing with both staff and parents; problem solving techniques; appropriate leadership skills; and thoughtful responsive approaches. They also mentioned that having a mentor assisted them in learning to be good listeners in order to hear various perspectives. The following comments are examples:

“There is not just one thing. This is all very new and every situation presents a new learning opportunity.” – Beginning Administrator, 2014

“Developing honest and effective feedback to staff around instruction.” – Beginning Administrator, 2014

“I have had many conversations with my mentor about prioritizing the many tasks that come across my desk. She has helped me to be able to identify the most immediate needs and those things that I can rely on my office staff or teachers to take on.” – Beginning Administrator, 2014

“The most significant administrative skills that I have learned through this program is how to deal with situations using leadership skills, not emotion.” – Beginning Administrator, 2014

Beginning Teacher and Beginning Administrator Mentors

The **beginning teacher mentors** (BTM) and **beginning administrator mentors** (BAM) were asked about their agreement with the following statements about their training and skill development. As the table below shows, both BTMs and BAMs overwhelmingly agreed or strongly agreed that the mentoring program assisted them in developing their mentoring skills and that the training was sufficient. Further, high percentages agreed/strongly agreed that networking as well as ongoing training helped them become effective mentors.

Mentor Training and Skill Development	Strongly Agree/Agree	
	BTM	BAM
Overall the mentoring program assisted me in developing my mentoring skills	97%	97%
Initial training was sufficient to get me started	90%	97%
Networking with other mentors has been instrumental in helping me be more effective mentor	89%	84%
On-going training through mentor professional development has helped me be effective in my job	87%	76%

V. Mentoring Program Goals

The **goals** of the Oregon Mentoring Program are to increase student learning and growth, improve instructional practices, retain effective teachers and administrators, and improve educator leadership performance. In this report, the survey results of the fifteen projects are organized by these goals. In some cases, the six groups of survey respondents were asked to respond to the same question, such as ***has your mentor impacted your performance in the classroom?*** Otherwise, different questions are asked of the six groups to examine the varying perspectives of the mentoring program.

Goal 1: Increase student learning and growth

“Teachers and therefore schools matter importantly for student achievement.”(Rivkin, Hanushek & Kain, 2005)

Three-quarters of the **beginning teachers** (76%) indicated their mentor helped them *impact their students’ learning*.

When asked to provide examples of the impact having a mentor had on their performance in the classroom, the most frequent example was constructive feedback. As the comments of the 737 beginning teachers were further investigated, several themes emerged:

- ✓ Recommendations for effective teaching strategies
- ✓ Guidance with differentiated instruction
- ✓ Assistance with approaches to classroom management
- ✓ Coaching about student behavior
- ✓ Directions on coordinating student data analysis
- ✓ Content-specific curriculum methodology

The comments shown below are examples of these themes:

“My mentor has provided me with resources for my classroom and has helped me to develop routines in my classroom for teaching reading, math, and writing.” – Beginning Teacher, 2014

“It is sometimes difficult for a teacher to see all the great things going on because we are focused on a few students who may be misbehaving.” – Beginning Teacher, 2014

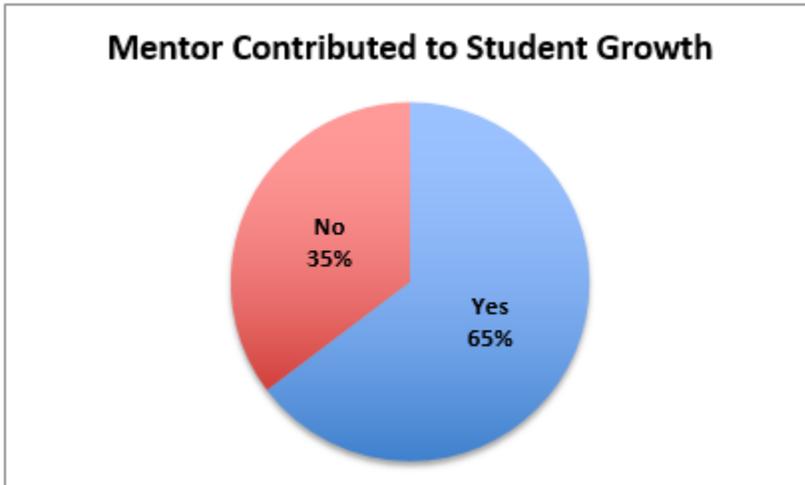
“Helping to analyze student work and identify teaching strategies that are most effective.” – Beginning Teacher, 2014

“He has helped with how to deal with situations involving reluctant learners and different ways to inspire them.” – Beginning Teacher, 2014

“My mentor has also been a good listener and helped me reflect on my practice with an experienced guide. Additionally, she is very aware of the politics and procedures in my school, so she gives me very helpful information about conferences, faculty meetings, etc.” – Beginning Teacher, 2014

“My mentor has given me useful feedback regarding my teaching strategies and has given me ideas for increasing student engagement and working with challenging students.” – Beginning Teacher, 2014

The **beginning teachers** were asked if their *mentor contributed to specific student learning growth*. The figure below shows that the majority (65%) responded yes.



Those that responded *yes* were asked to provide an example. The most common themes about the mentors' contributions to student growth were:

- ✓ Content instructional strategies
- ✓ Student individualized learning
- ✓ Analysis of student work
- ✓ Content assessment assistance

The following comments are representative of these topics:

“Helped me understand data and create growth goals as opposed to achievement goals.”
– Beginning Teacher, 2014

“My mentor has helped me deal with low level readers in my classroom. I have had improvement in the reading and writing skills of a few students.” – Beginning Teacher, 2014

“Helping to analyze student work. Lending ideas and support for lessons and behavior management.” – Beginning Teacher, 2014

“She has helped me work on my differentiation skills throughout the year to better serve my students.” – Beginning Teacher, 2014

“Many of the activities and suggestions from my mentor have to do with engaging different types of student learners, and I have seen improvement from those specific student learners that I have been targeting over the past few months.” – Beginning Teacher, 2014

“By helping me design lessons that aid in student learning she has helped with student growth.”
– Beginning Teacher, 2014

“Managing a large classroom (34+) students, I have needed specific ideas that would allow me to create a classroom that was both manageable and conducive to small group work and whole group instruction.” – Beginning Teacher, 2014

“My mentor helped me plan a reading lesson centered on using the strategy compare and contrast. The exit slip used at the end of the lesson provided data that most of my students did in fact meet my learning objectives for the lesson.” – Beginning Teacher, 2014

Interestingly, the comments related to this question covered many of the same topics as the previously discussed question: *has your mentor impacted your performance in the classroom?* The primary difference in these responses was that the responses to the student growth question were specific to teaching tasks while the impact question covered a wider scope of matters related to the teaching profession, such as classroom management, student engagement, and balancing work and family.

The **beginning teacher mentors** were asked to describe *their impact as a mentor on student growth in the beginning teachers’ classrooms* and provide specific evidence. The examples provided by the mentors were more detailed and specific to improving student learning than the beginning teachers’ comments.

Many mentors stated they do not have a pre and post assessment tool to measure improvement in students’ academic growth, but could see positive movement in academic progress based on their seasoned years as classroom teachers. The beginning teacher mentors shared a wide range of narrative comments that supported what the beginning teachers said about the impact on student learning.

“I think the biggest impact has been helping my teachers navigate all the necessary strategies and avenues that are needed with their high impact students. Not only helping them with documentation, parent involvement, other staff, and resources that can help their students, but also with the knowledge that it's OK to get frustrated and feel like they don't know how to solve all their student's problems/struggles. What makes them a good teacher is that they don't give up, but continue to find other strategies that can help.”
– Beginning Teacher Mentor, 2014

“The primary impact has been in the areas of engagement strategies and assessment.” – Beginning Teacher Mentor, 2014

“I have worked closely with my mentee as she has learned to implement both reading and math curriculums. I have also been supportive as she has worked through some behavior management issues.” – Beginning Teacher Mentor, 2014

“Creating specific lessons plans so that all learners are reached in an equitable manner. Looking at assessments and data so that the teacher can see the growth or lack of growth within the classroom.” – Beginning Teacher Mentor, 2014

“Focus on increasing rigor in teaching primary literacy has contributed to increases in reading levels; focus on alignment of math content between grades and matching instruction to students has increased math achievement; facilitating getting resources and analyzing student data have contributed to increases in student achievement in middle and high school.”

– Beginning Teacher Mentor, 2014

“My impact as a mentor on student growth covers a variety of areas. Specifically: 1) using results from Easy CBM testing to help focus curriculum for OAKS state test; 2) seating arrangements/grouping to enhance student focus; 3) lesson/unit time management and transition methods; 4) classroom behavior management for optimum learning opportunities.”

– Beginning Teacher Mentor, 2014

“I have helped her to organize her student files and data so that she is able to utilize her formative assessment to modify her lessons and instruction to better meet the needs of her students and to rearrange student groupings as student needs change.”

– Beginning Teacher Mentor, 2014

The **site administrators** were also asked a similar question: *describe the impact of the mentoring program on the students in the beginning teachers’ classrooms.* 271 site administrators responded to this question, representing 64% of the school district administrators in the program. Three consistent themes emerged in their responses:

- ✓ Non-evaluative support is provided to beginning teachers
- ✓ Beginning teachers’ confidence is increased
- ✓ Beginning teachers’ skills are accelerated

The selected responses below illustrate these themes:

“The beginning teacher gains valuable insight to classroom management and is able to apply the suggested strategies. The beginning teacher also gleans important information from observing other teachers. Many of the strategies learned from master teachers is applied directly to the new teacher's practice.” – Site Administrator, 2014

“The classroom management has improved. Confidence in content knowledge has increased.”
– Site Administrator, 2014

“I have found that with my formal observations that they have asked me to focus on things not typical to a beginning teacher.” – Site Administrator, 2014

“Improved classroom management; More opportunities for differentiation; Increased accountability; Greater involvement and opportunities to respond.” – Site Administrator, 2014

“The teachers are more confident as they move forward in their instruction. The work is seen less evaluative and more supportive. In the end the students are in classrooms that are better managed which in turn allows for stronger instruction.” – Site Administrator, 2014

“I believe mentors can have a greater impact if the support they provide is aligned with school wide professional development, staff meetings, PLCs, and school goals.”

– Site Administrator, 2014

“Building confidence in practice, non-evaluative observational feedback, support with implementing systems consistently.” – Site Administrator, 2014

"I think the students are impacted by having new teachers that start with a stronger understanding early on of the district goals and instructional focus rather than figuring it out on their own in a less structured support system." – Site Administrator, 2014

Beginning administrators, beginning administrator mentors and the **LEA administrators** were asked to describe *the impact of the mentoring program on the students in their schools and classrooms*. One beginning administrator stated a *"happy principal = happy teachers = happy and successful students."* This response is simplistic; however, the responses from administrators, mentors and the superintendents (LEA administrators) support the belief that strong instructional principals encourage the development of effective teachers resulting in strong student performance.

The following sections summarize the comments for each of these three groups.

Beginning administrators confirmed that having a mentor assisted them in developing and applying their leadership skills. The following comments represent this theme:

"The program has without a doubt strengthened my skills as a beginning administrator, and a stronger administrator has a greater impact on student performance than the mentoring program played a role in that." – Beginning Administrator, 2014

"I am the only administrator in my building, so having a mentor supports students by supporting me. She supports me with student behavior, teacher observations, parent communication, etc. These actions on my part have a direct impact on my success with students."
– Beginning Administrator, 2014

"Doing walk troughs with my mentor and reflecting on what we saw instructionally were really helpful. There is a correlation between the amount of time that I am in classrooms and the quality of instruction." – Beginning Administrator, 2014

"The mentor program supports my learning and leadership implementation which in turn supports the academic and behavior growth of the school." – Beginning Administrator, 2014

Beginning administrator mentors understand the needs of a new administrator. One theme heard from the mentors was that the beginning administrators appreciated the assistance with strategies to accomplish the time-consuming daily tasks of being an administrator so they could focus more on their role as instructional leader. The comments below illustrate this theme:

"Mentoring helps new principals begin to better establish the culture for learning they want in their schools." – Beginning Administrator Mentor, 2014

"The principal has been able to figure out how to support his staff around instruction which has resulted in increased student achievement as well as empowering teachers to make connections with students which has resulted in better relationships and fewer referrals."
– Beginning Administrator Mentor, 2014

"My mentee is a new principal, but she is a strong instructional leader. Her insight and knowledge regarding instruction has benefitted my students as well as hers."
– Beginning Administrator Mentor, 2014

The **LEA administrators'** responses also support the fact that the mentor helps to accelerate the beginning administrator's learning when moving into the administrative role.

"Continues to remind new administrators/staff to keep the common goal in mind when making any decisions.....that goal is student growth in all areas: academic, behavioral, social, and emotional." – LEA Administrator, 2014

"Instruction and leadership are the two most impactful components of student achievement and thus improving student performance." – LEA Administrator, 2014

"There are richer conversations occurring between administrators and teachers and between teachers and students. Teachers are gathering new tools for their toolkits and deepening their understanding in many areas. Our new teachers are amazing and their willingness to attend our classes and forums at the end of a long day is a testament to their commitment to high quality teaching and learning." – LEA Administrator, 2014

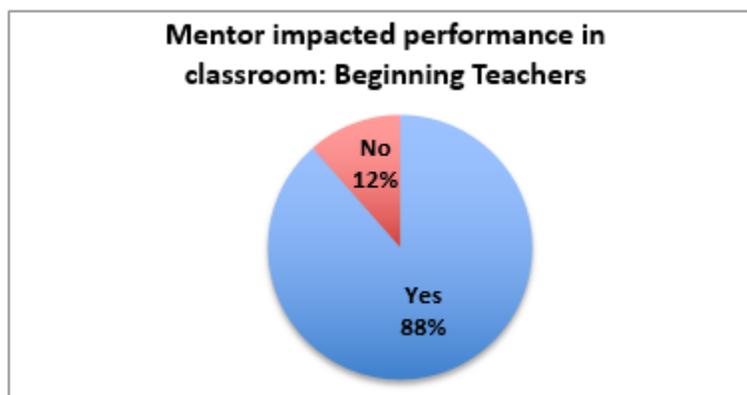
Goal 2: Improve instructional practices

"One of a mentor's chief jobs is to help a new teacher close the "knowing-doing" gap by learning to apply knowledge of best practices to daily classroom routines." (Barlin, 2010, p. 2)

Beginning teachers were asked several questions about instructional practices in the survey. Instructional practices are critical to being an effective teacher since they are the connecting link between teacher and student and require thoughtful planning to reach the diversity of students in their classrooms. One **site administrator** expressed the following about the instructional practice of the beginning teachers being mentored at his school:

"Each of the beginning teachers who participated in the mentoring program showed growth in their instruction at a faster pace than those who did not participate."
– Site Administrator, 2014

Beginning teachers were asked *has your mentor impacted your performance in the classroom and if yes, please provide examples*. As shown below, the vast majority (88%) responded yes.



All other groups, **beginning teacher mentors, site administrators, beginning administrators, beginning administrator mentors, and the LEA administrators**, were asked to *describe the impact having a mentor had on beginning teachers in their schools and classrooms*. A summary

of these responses from the six groups was previously discussed in Goal 1. However, here are additional narrative comments specific to improving instructional practices.

Beginning teachers appreciated hearing directly from a seasoned educator about improving instructional practice. Several mentors described how this type of benefit helps to accelerate beginning teachers' practice.

"My mentor's observations include both "what to watch for" and strategies to implement, other classroom management strategies, and a lot of positive reinforcement. She's a dedicated, supportive master teacher." – Beginning Teacher, 2014

"She has provided me with resources that have helped my teaching. This included books and materials. She has also helped with different types of strategies to differentiate my instruction." – Beginning Teacher, 2014

"Through observations, answering questions, helping me locate materials in the district to meet student needs. Also, a significant amount of help regarding legally compliant IEPs and paperwork." – Beginning Teacher, 2014

"She helps to focus my growth in classroom methodology by providing me with tools, such as table conversation starters and ways of framing behavioral discussions." – Beginning Teacher, 2014

Professional Development

Beginning teachers (BT) were asked about the usefulness of five professional development opportunities on their instructional practices, and **beginning administrators** (BA) were asked about the usefulness of six professional development opportunities. The following table shows that both beginning teachers and beginning administrators indicated that time with their mentor was the most useful. Nearly three-quarters of the beginning administrators indicated district professional development was useful.

Professional Development	Useful/Very Useful	
	BT	BA
Time with your mentor/coach	85%	82%
Outside Professional Development	67%	66%
District Professional Development	65%	72%
Beginning Educator/Administrator Professional Development	55%	45%
Beginning Educator Orientation	50%	N/A
Support from School Site Colleagues	N/A	64%
Higher Education Program	N/A	43%

The comments by beginning teachers and mentors reinforced the ratings of *time with your mentor* as the most useful form of professional development (PD). **Beginning teachers** wrote

about the individualized attention they received when meeting one-on-one with their mentors. Beginning teachers who had just finished a MAT program felt some of the PD was redundant and would rather have met with their mentor or worked with a focused PLC group. Special education beginning teachers suggested that some of the PD be targeted to district and state requirements as well as instructional strategies for working with students with learning needs. Below are a few comments about how useful the PD was for beginning teachers:

“Having time with my mentor really allowed me to get individual attention that met the unique needs of the current classroom.” – Beginning Teacher, 2014

“I wish the structure of the mentor seminars were changed. I think it would be more beneficial for us to always meet in grade level teams and create a year plan and go through standards. As new teachers we do not have this prior knowledge. Perhaps the mentor program could find a way to pay experienced teachers to come in and share with us how they create a year-long plan for each grade level.” – Beginning Teacher, 2014

“I still feel that there needs to be more content specific PD available to teachers. For example, I teach Spanish Immersion and I have not really received any PD that is specific to my grade level and in Spanish.” – Beginning Teacher, 2014

When asked about sources of support, the **beginning teachers** indicated that certain resources were more useful than others. The table below shows that *resources provided by their mentors* was the most useful (83%). In addition, the majority indicated that modeled lessons and co-teaching did not apply, implying they were not engaged in those activities.

Sources of Mentor Support: Beginning Teachers	Useful/ Very Useful	Does not apply
Resources provided by mentor	83%	5%
Observation and data collection by mentor of my lessons	72%	11%
Observations with Master/Veteran teachers	67%	27%
Establishing professional teaching goals with mentor	67%	13%
Student data analysis with mentor	63%	20%
Lesson/Unit planning	61%	27%
Modeled lesson	39%	52%
Co-teaching with my mentor	23%	70%

When **beginning teacher mentors** were asked *how can the Oregon Mentoring Program continue to support beginning teachers*, several repeated themes surfaced:

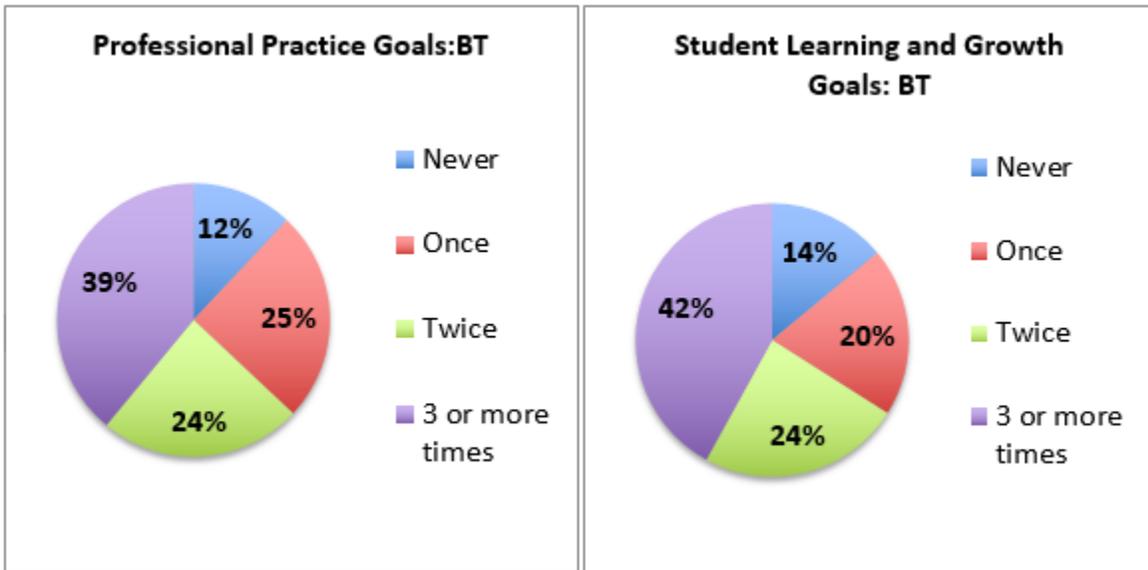
- ✓ Continue to fund it
- ✓ Provide time for mentors and mentees to observe master teachers together
- ✓ Increase number of mentors to decrease case load
- ✓ Bring mentees together to share their experiences

One **beginning teacher mentor** shared:

“A common misconception is that beginning teachers come into our profession ‘fully cooked’. However, once they confront the reality of what life in the classroom is like, they are

overwhelmed and don't always have the necessary teaching and classroom management skills to be successful. The mentors are there to provide this individualized support that is absolutely critical to their long-term success as a teacher.” – Beginning Teacher Mentor, 2014

The following charts show how often **beginning teachers** worked with their mentors on professional practice and student growth goals during the year. As these charts show, the largest percentage reported working with their mentors on these goals 3 or more times during the year.

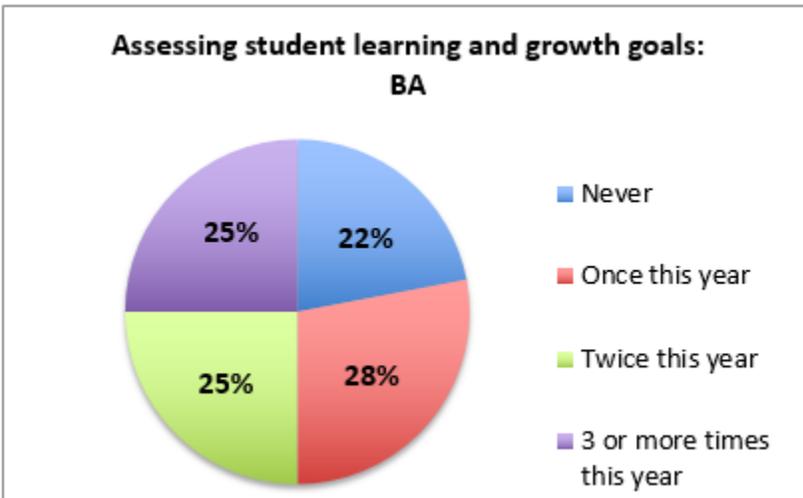


Below are a few comments about goal development provided by the **beginning teachers**.

“I would say that many factors have contributed to my student learning growth, including the support my mentor has provided. We are running data teams at my school and the most recent statistic I have is 24/27 students making 1 level or more (grading rubric 1-5, 4 being the target on grade level) of growth on RI.9. Most of my class went from scoring a 1 to scoring a 5.” – Beginning Teacher, 2014

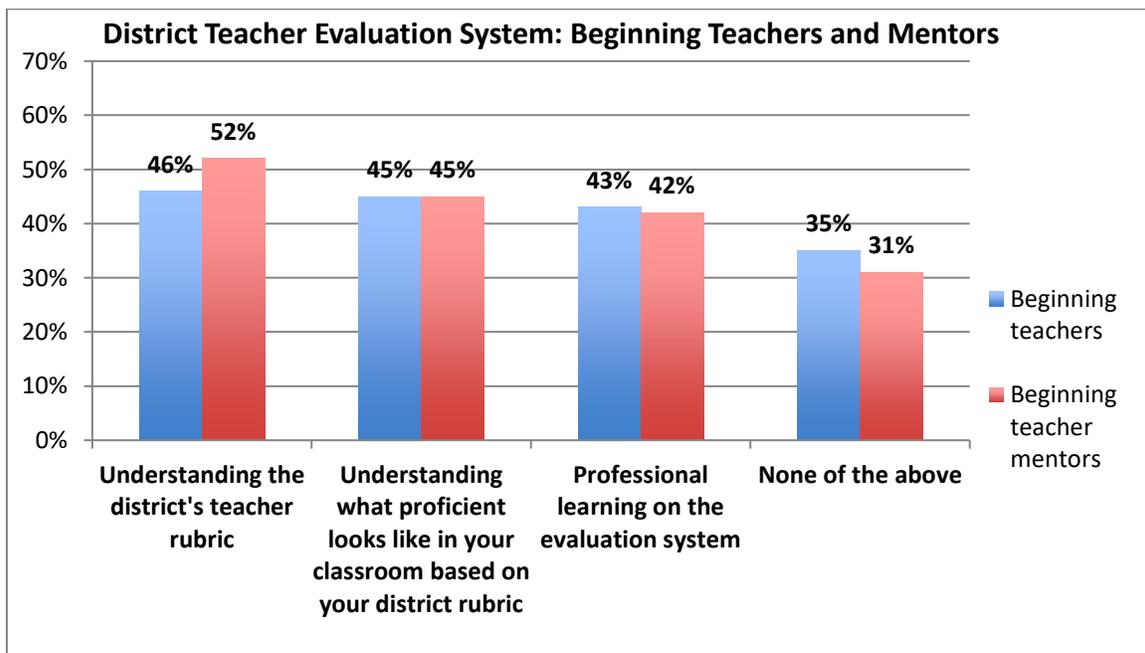
“We have collaborated on writing our overall Smart Goals, as well as designing constructed response questions for individual lessons, all of which have impacted student learning growth. She has also advised me in productive pair-share techniques which aid in student-directed learning.” – Beginning Teacher, 2014

Beginning administrators were asked how often they worked with their mentors on *assessing student learning and growth goals*. As shown in the chart below, half of the administrators had done so two times or more in the past year.



Teacher Evaluation System

Beginning teachers were asked to respond whether or not *their mentor supported them with the new district teacher evaluation system* in three different ways (noted in the graph below). This question allowed participants to mark all that apply. **Beginning teacher mentors** were also asked to identify if they addressed the same three topics with their beginning teachers. The figure below shows a comparison of their responses. The results show the beginning teachers' perceptions of support *received* and the mentors' perceptions of what they *provided* (or did not provide) were closely aligned.



Beginning teachers were given the option to provide comments about *mentor support with the new district teacher evaluation system*. Several beginning teachers indicated they knew as much as the mentors because the system was so new to the district. A few beginning teachers

shared they had learned about the evaluation system their district had chosen while in their teacher preparation program. Selected comments are below:

"I have received the most help on our new district teacher evaluation system with my learning team." – Beginning Teacher, 2014

"Since our evaluation system was new to everyone, my mentor and I worked together to understand the process." – Beginning Teacher, 2014

"She was extremely helpful here because I didn't understand it at all and I was extremely overwhelmed as a first-year teacher." – Beginning Teacher, 2014

Site administrators were asked how often they were aware that the beginning teacher mentors worked with beginning teachers on their district’s evaluation system. More than half (55%) responded this occurred *often*, and 10% *very often*. However, 26% responded this happened *rarely*, and 10% *never*.

Teaching Standards

Beginning teachers were asked to what degree they were *supported* and **beginning teacher mentors** were asked to what degree they *provided support* on the Oregon Core Teaching Standards. The table below shows that overall the majority of the beginning teachers and their mentors agreed that at least *some* support was provided on the ten standards. The results also show that on some standards, slightly larger percentages of beginning teacher mentors indicated they provide *quite a bit* or *a great deal* of support compared to the beginning teachers’ responses. Further, while only a few beginning teachers or mentors responded *not at all*, compared to the beginning teacher mentors, a greater percentage of beginning teachers indicated they were not at all supported in the ten standards.

Oregon Core Teaching Standards: Beginning Teachers(BT) & Beginning Teacher Mentors(BTM)

	Not at all		Very little		Some		Quite a bit		A great deal	
	BT	BTM	BT	BTM	BT	BTM	BT	BTM	BT	BTM
Standard 1: Learner Development	14%	2%	7%	7%	40%	53%	30%	29%	9%	9%
Standard 2: Learning Differences	13%	2%	6%	6%	42%	41%	30%	39%	9%	12%
Standard 3: Learning Environments	11%	1%	6%	5%	37%	29%	35%	41%	11%	24%
Standard 4: Content Knowledge	15%	4%	12%	12%	35%	33%	28%	38%	10%	13%
Standard 5: Application of Content	14%	2%	8%	8%	36%	33%	32%	41%	11%	16%
Standard 6: Assessment	12%	3%	9%	7%	36%	33%	32%	39%	11%	18%
Standard 7: Planning for Instruction	11%	1%	8%	4%	30%	27%	36%	44%	15%	24%
Standard 8: Instructional Strategies	10%	1%	6%	4%	30%	22%	37%	46%	17%	27%
Standard 9: Professional Learning and Ethical Practice	14%	4%	11%	18%	39%	44%	26%	26%	10%	8%
Standard 10: Leadership and Collaboration	14%	4%	8%	13%	36%	44%	30%	30%	12%	9%

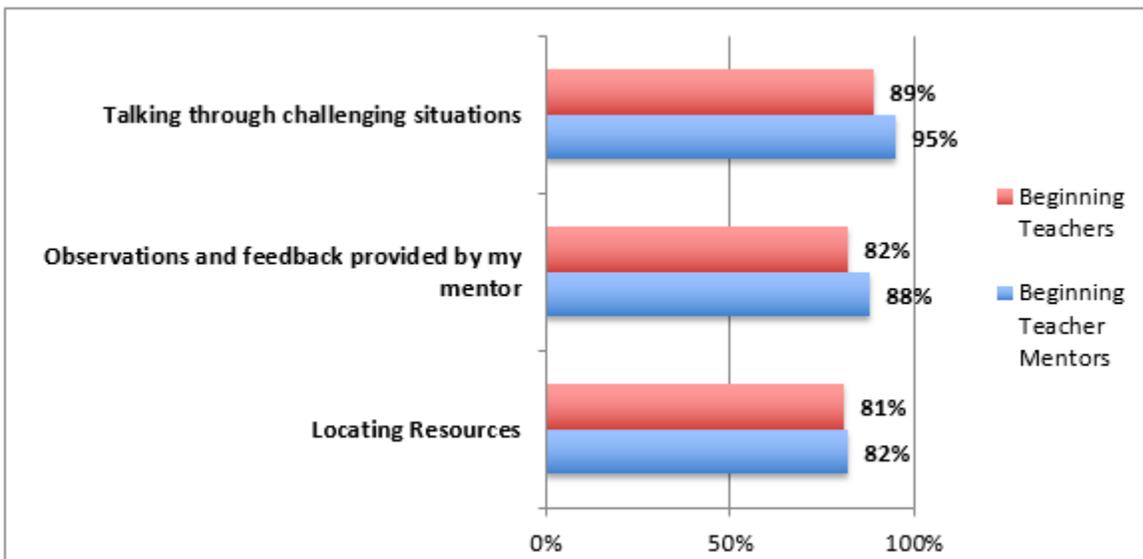
*Note: Bold highlights gaps between BT and BTM

Time Spent with Mentor

Beginning teachers and **beginning teacher mentors** were asked about the effectiveness of the time spent with the mentor enhancing skills in the following 11 areas: *observing master/veteran teachers, observations provided by mentor, locating resources, lesson planning with mentor, watching mentor demonstrate teaching, co-teaching with mentor, developing meaningful professional goals and student learning and growth goals, collection and analysis of student data, planning for differential instruction, talking through challenging situations, and aligning with the Common Core Standards.*

The figure below shows that the beginning teachers' highest rated areas correspond to the beginning teacher mentors' highest rated areas. The results show that the time the mentors and mentees spent talking through challenging situations, engaging in observations and feedback, and in locating resources were the most effective.

Time Spent Enhancing Skills: Most Effective Ratings by Beginning Teachers and Mentors

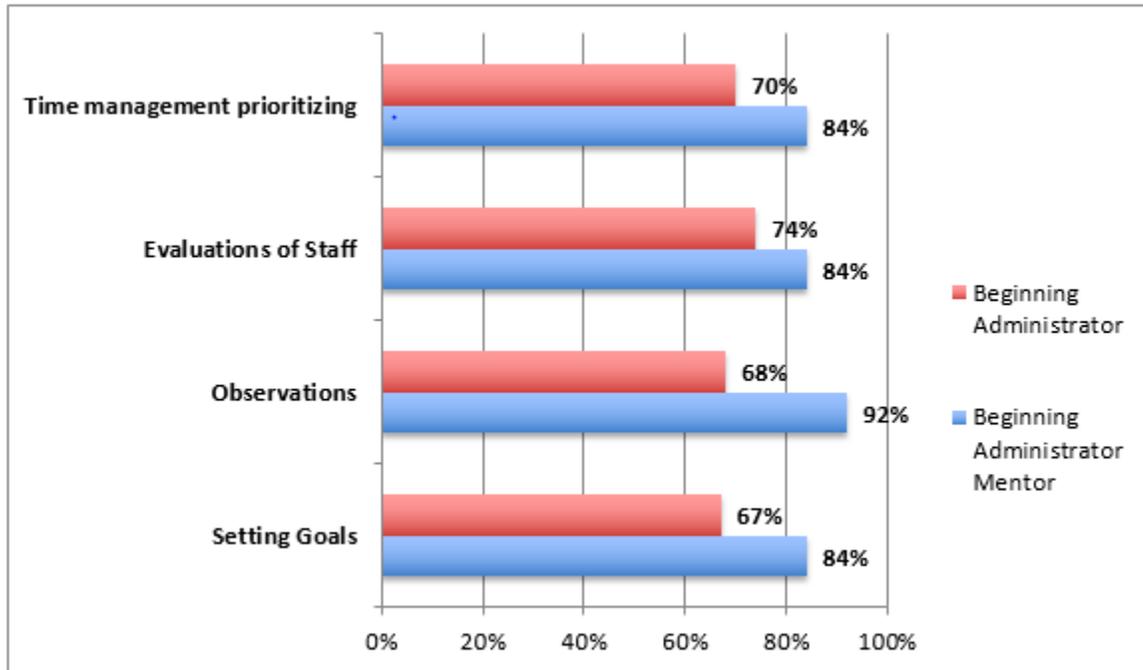


In addition, the majority of the **beginning teachers** indicated that *co-teaching with my mentor* and *watching their mentor demonstrate teaching* did not apply (72% and 58%, respectively). In comparison, only 48% of the **beginning teacher mentors** indicated that *co-teaching with mentor* did not apply, and 27% indicated that *watching mentor demonstrate teaching* did not apply.

Beginning administrators and **beginning administrator mentors** were asked a similar question about the effectiveness of time spent with the mentor enhancing skills in the following 10 areas: *using and analyzing data, developing/working on school/district plan, setting goals, observations, evaluations of staff, evaluating instructional programs, working on the budget, time management/prioritizing, locating resources and materials, working with the district office/school board.*

The figure below shows the **beginning administrators'** four highest rated areas and the corresponding rating by the **beginning administrator mentors**. These results show that the beginning administrator mentors rated these same areas as more effective than the beginning administrators, an approximate 10-24% difference.

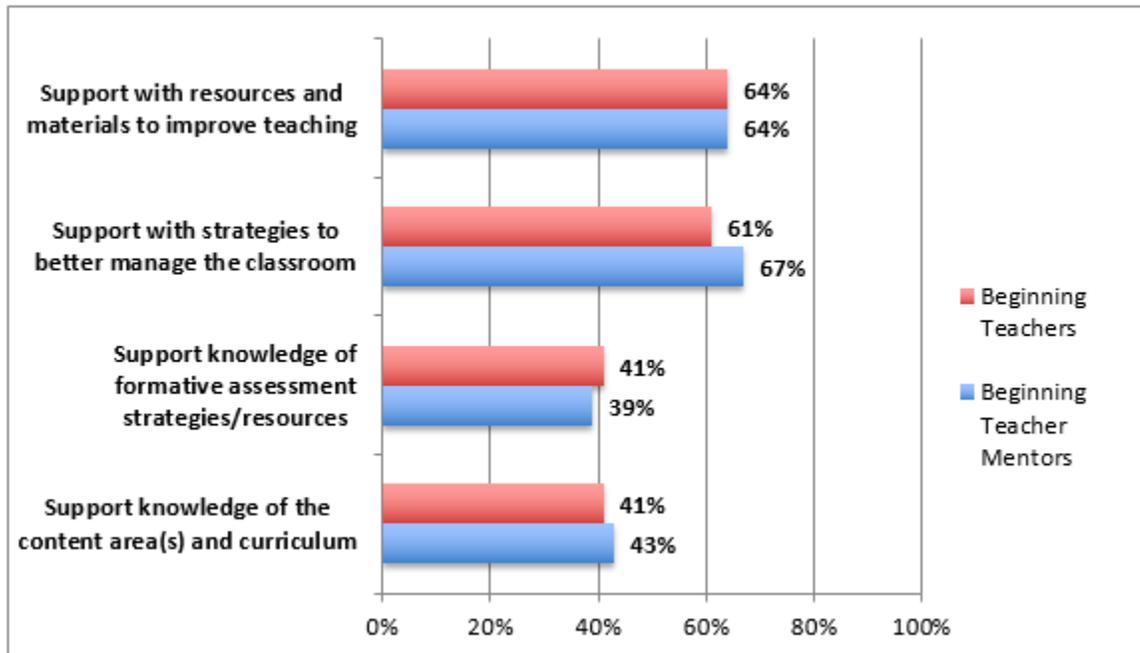
Time Spent Enhancing Skills: Most Effective Ratings by Beginning Administrators and Mentors



Support on Instructional Strategies

Beginning teachers were asked about the degree of support on instructional strategies that they received from their mentors and the **beginning teacher mentors** were asked about the degree of support they provided to their mentees. The following figure shows the percentage that responded *quite a bit or a great deal* to these areas of support they received (beginning teachers) or provided (beginning teacher mentors). Two thirds of both beginning teachers and beginning teacher mentors were in agreement that the mentor/mentee relationship included support with resources and materials to improve teaching.

Support in Instructional Strategies: Beginning Teachers and Beginning Teacher Mentors



When **site administrators** were asked about their agreement with the following: *I believe that working with a mentor has had a positive impact on my beginning teachers' practice*, almost all - 95% - agreed (47% strongly agreed and 48% agreed) with this statement.

Administrator Support

Beginning administrators were asked to what degree they received support from their mentors in 11 different areas: developing an overall vision for the site, professional development for staff, professional development for self, development/work with leadership team, building relationships, understanding school/district culture, planning for meetings, processing next steps, dealing with challenges, working with parents/community, getting an experienced view of administratorship.

The following table shows the Top 5 rated areas in which beginning administrators indicated receiving *quite a bit* or *a great deal* of support.

Top 5 Sources of support (BA)	Quite a bit/A great deal
Supported me in dealing with challenges	77%
Assisted me in understanding school/district culture	68%
Assisted me in getting an experienced view of administratorship	66%
Assisted me in processing next steps	66%
Supported me in building relationships	59%

Goal 3: Retain effective teachers and administrators

*“If every child is to have equal access to teachers who are truly highly qualified, the odds must be dramatically improved that teachers will stay in the profession long enough to become fully competent professionals.” (Alliance for Excellent Education, 2004, *Tapping the Potential*, p. 2)*

Future Plans

Beginning teachers were asked to identify their future plans. As the table below shows, the majority was planning to stay in their current position (72%). Very few reported planning to leave the profession.

Future Plans: Beginning Teachers	(Frequency) %
Stay in my current position	(530) 72%
Don't know yet	(63) 9%
Move to another grade level or content area	(39) 5%
Move to another school outside district	(32) 4%
Move to another school within district	(13) 2%
Was laid off	(9) 1%
Could potentially be laid off	(8) 1%
Go on maternity/paternity leave	(3) <1%
Leave the profession	(3) <1%
Move to non-teaching position within my school/district	(2) <1%
Other*	(35) 5%

Of the 35 beginning teachers that responded *Other*, 46% (16) stated they were on temporary contracts. This may be due to Oregon’s economic shortfall that pushed many districts to lay off teachers and hire temporary positions.

Beginning teachers were asked to *what degree did your mentor influence your decision to stay in the teaching profession?* The majority of the beginning teachers responded that their mentor had at least *some* influence on their decision. The largest percentage responded *some* (35%) while 24% responded *a great deal*. A smaller percentage (12%) responded that their mentor had *very little* influence, and 18% responded *not at all*. The remaining 11% responded *not applicable*.

64 of the 737 beginning teachers provided comments to their answer to this question. Over half of the comments stated they would stay in the teaching profession. Many of the comments mentioned how the support of a mentor was helpful in understanding the challenges of

teaching. They also commented that their mentors helped them see their strengths and how to continue to build needed skills. One teacher stated:

“My mentor made all the overwhelming parts of the first two years of teaching manageable. She gave me the confidence and tools to succeed and therefore to want to continue in my current position. I am positive her impact was invaluable.”

– Beginning Teacher, 2014

When **beginning teachers** were asked to provide feedback about how to improve the mentor program some of their comments were related to retention. The following is an example:

I feel like the mentor program provides beginning teachers with the support they need to "stay afloat" in their first few years. The mentor program is CRUCIAL in providing new teachers with the support they need to be inspired to continue teaching. Without it, I fear teachers would become discouraged and look into different vocations. – Beginning Teacher, 2014

Site administrators were asked *how many beginning teachers leave your site each year*. The following table shows that very few beginning teachers are leaving.

Beginning Teachers	(Frequency) %
No teachers leave	(228) 84%
1 – 2 beginning teachers leave	(40) 15%
3 – 5 beginning teachers leave	(3) 1%

When asked to provide comments about this question, **site administrators** noted the last 5-6 years have been unusual due to budget issues resulting in temporary hires, and for many, 2013 was the first year of hiring after many years of no hires. Several site administrators noted that beginning teachers often stay in their first two years but may leave the profession some time later. The following is an example of these comments:

“With budget cuts, we haven't had much hiring over the four years that I have been principal. The two that we did hire are still in education, one at our school and the other moved to another state for family reasons.” – Site Administrator 2014

Site administrators who reported having beginning teachers leave the profession were asked about the reasons those teachers left the profession. The reasons provided include:

- ✓ moved to be closer to family
- ✓ geographic isolation
- ✓ temporary hire
- ✓ not feeling prepared
- ✓ unsure

Beginning administrators were asked to identify their future plans. As the table below shows, the majority were planning to stay in their current position (83%). Only one reported planning to leave the profession.

Future Plans: Beginning Administrators	(Frequency) %
Stay in my current position	(64) 83%
Move to another school outside district	(4) 5%
Don't know yet	(2) 3%
Move to another district	(2) 3%
Leave the profession	(1) 1%
Move to another school within district	(0)
Was laid off	(0)
Could potentially be laid off	(0)
Go on maternity/paternity leave	(0)
Other*	(4) 5%

*back to the classroom, new position in current district, seek principalship at current school, retire

District superintendents (**LEA Administrators**) were asked to provide the approximate number of beginning principals that leave their district each year. The table below shows that the majority (78%) indicated that there were no principals leaving, and when they did leave, it was in very small numbers.

Beginning Principals	(Frequency) %
No principal leaves	(35) 78%
1 – 5 beginning principals leave	(8) 18%
6 – 10 beginning principals leave	(2) 4%

The ten superintendents who reported principals' leaving were asked to answer a question about the *reasons why* these principals left. The majority (6) indicated that the beginning principals moved to another district. Three indicated the principals moved to a non-administrative position. The remaining responses were as follows: *administrative position eliminated, removed from position, sought job as Vice Principal again.*

Beginning administrators and **beginning administrator mentors** were asked to *describe the common challenges faced by beginning administrators*. **Beginning administrator mentors** spoke about the benefits of having beginning administrators learn from the seasoned administrators.

Both groups agreed that addressing these challenges are necessary for effective school leadership:

- ✓ Developing time management skills
- ✓ Learning district and state policies and procedures is essential

- ✓ Establishing oneself as the primary administrator at the school

Comments below represent common themes:

“Working to bridge past administrators’ visions for the school while also implementing my own vision, working with challenging parents, managing time and evaluations.”

– Beginning Administrator, 2014

“The most frustrating thing for me has been finding enough time to be in classrooms while at the same time trying to manage student behavior and counsel students that have severe social/emotional needs.” – Beginning Administrator, 2014

“Understanding School Culture and establishing relationships that build trust.”

– Beginning Administrator Mentor, 2014

“Learning the many facets of the job, and developing my own systems and routines that keep me organized and on top of the tasks.” – Beginning Administrator, 2014

“Finding the balance between being an effective manager of school processes and procedure and an instructional leader.” – Beginning Administrator Mentor, 2014

“I have a strong instructional leadership background, but the management and communication have been the biggest challenges.” – Beginning Administrator, 2014

“Time, time, time, time, time - for us to meet - to digest and reflect as a leader - to accomplish everything we are asked to accomplish - balancing work and family life.”

– Beginning Administrator Mentor, 2014

“There is often an experience gap in dealing with people. Communication is very challenging and especially to develop messages that are effective and appropriate, and learning quickly and in depth about their community, in order to understand and to begin to implement the change they envision.” – Beginning Administrator Mentor, 2014

Goal 4: Improve educator leadership performance

“An effective mentoring program can greatly ameliorate the isolation felt by new administrators if it includes trained and competent mentors who engage their mentees in structured, thoughtful activities and experiences.” (Holloway, 2004)

Mentoring is a vital part of a comprehensive induction process (Wong, 2004), along with professional development and continuous support. The Oregon Mentoring Program provides support to the beginning teacher mentors to assist them in being prepared and effective with their mentees.

Beginning Teacher Mentors were asked to share *what mentor training or support was most valuable to them*. Across all projects, the mentors mentioned the New Teacher Center (NTC) and ODE trainings as the primary way they were supported as mentors. The majority of the mentors also spoke about the project and/or district forums or meetings where mentors were

able to dialogue with colleagues about strategies they were using with their mentees and particular curriculum or evaluation system concerns.

The comments provided by mentors explained how they thought the tools shared at the trainings and the district meeting assisted them in being more effective in this teacher-leadership role. The overall themes from their responses are illustrated in the comments below:

“New teacher Learning Center's Trainings were very helpful, specifically Coaching and Observation Strategies and Differentiating Instruction.” – Beginning Teacher Mentor, 2014

“Collaboration with same grade or subject teachers. Establishing relationships with same level experienced teachers that will continue.” – Beginning Teacher Mentor, 2014

“The Communication Log that we were given and trained on. This worksheet guides our conversations with our mentees, and makes the work more objective.”
– Beginning Teacher Mentor, 2014

“Meeting with other mentors to discuss challenges and problem-solving to address those issues.”
– Beginning Teacher Mentor, 2014

“Spending a dedicated half day with the mentee, and interacting with other mentors to discuss our issues and how we worked through them.” – Beginning Teacher Mentor, 2014

“Aligning observations and practicing the work we do in the field. Working together to determine most effective strategies to work with our beginning teachers. Sharing experiences and getting advice on next steps.” – Beginning Teacher Mentor, 2014

Leadership Administrator Standards

Beginning administrators were asked to what degree they were *supported* and **beginning administrator mentors** were asked to what degree they *provided support* on six Oregon Leadership Administrator Standards. The results shown in the table below illustrate that the majority of the beginning administrators and their mentors agreed that at least *some* support was provided on the six standards. On a few standards the percentage of beginning administrator mentors indicating they provided *some* support was higher than the beginning administrators' responses. Also, there were greater percentages of beginning administrators who reported *not at all* compared to the beginning administrator mentors.

Leadership Administrative Standards: Beginning Administrators (BA) and Beginning Administrator Mentors (BAM)

	Not at all		Very little		Some		Quite a bit		A great deal	
	BA	BAM	BA	BAM	BA	BAM	BA	BAM	BA	BAM
Standard 1: Visionary Leadership	10%	3%	5%	8%	34%	42%	34%	31%	17%	16%
Standard 2: Instructional Improvement	8%	0	10%	5%	36%	42%	29%	42%	17%	11%
Standard 3: Effective Management	4%	0	7%	3%	26%	40%	40%	40%	23%	18%
Standard 4: Inclusive Practice	13%	3%	13%	5%	32%	63%	29%	18%	13%	11%
Standard 5: Ethical Leadership	9%	5%	8%	11%	36%	34%	27%	34%	20%	16%
Standard 6: Socio-Political Context	8%	5%	8%	13%	39%	45%	30%	26%	15%	11%

Superintendents (**LEA administrators**) were asked how often their *district provided support to beginning administrators on the Oregon Leadership Administrator Standards*. The largest percentage (49%) responded that the district provided support *often or very often*, 42% responded *rarely*, and 9% *never*.

When **Beginning Administrators** were asked *what did you find was the most beneficial about time with your mentor* they responded that having a non-evaluative colleague that they could be open and vulnerable with made it easier for them *“to be reflective and problem solve confidentially”* (Beginning Administrator, 2014). Additional examples are listed below:

“Gaining insight to successful practices, insight into the district/community, confidential discussions (at times, administration can feel isolating).” – Beginning Administrator, 2014

“That he was willing to listen when I just needed to talk through things, and also that he gave ideas to specific concerns that I had.” – Beginning Administrator, 2014

“It was great to dialogue about issues, problem solve with her, and run through possible solutions together.” – Beginning Administrator, 2014

“It gave me a moment to breathe, relax, and take a moment to process all the things going on.” – Beginning Administrator, 2014

Teacher Preparation

“As I learned in graduate school, reflection is an important part of becoming a more effective teacher, and my mentor helped me in my teaching reflections.” Beginning Teacher, 2014

Beginning teachers were asked *in what state did you complete your teacher preparation program?* As the table below shows, a large majority, 89%, was prepared in Oregon. The table

below is consistent with previous year's data confirming that Oregon school districts tend to hire graduates from Oregon teacher preparation programs.

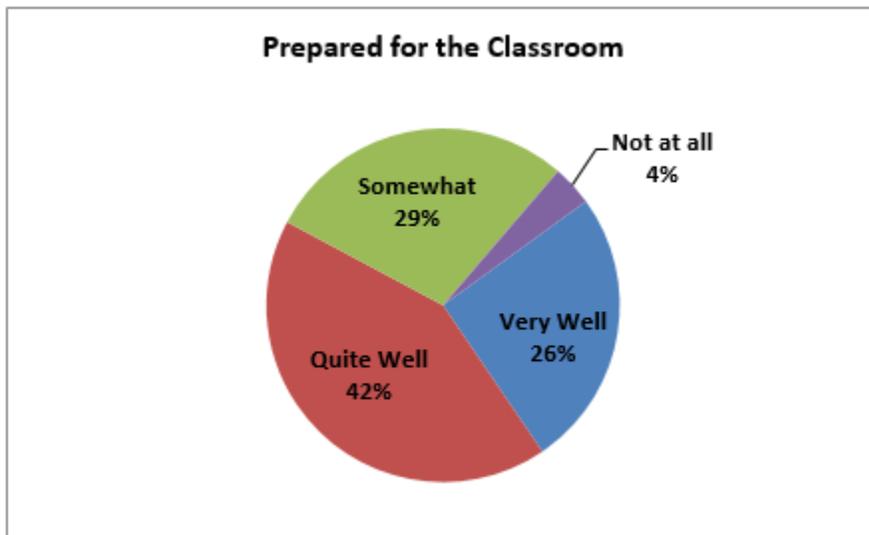
Teacher Preparation Programs

State	Number	Percent
Oregon	655	89%
California	16	2%
Arizona	14	2%
Washington	10	1%
Utah	6	1%
Idaho	5	1%
Other	26	4%

The universities noted below represent the *top four* schools where beginning teachers completed their teacher preparation program.

- ✓ Western Oregon University - 13%
- ✓ Portland State University - 12%
- ✓ Southern Oregon University - 8%
- ✓ Oregon State University - 7%

Beginning teachers were also asked, *how well do you think your teacher education program prepared you for the classroom?* The results, shown in the chart below indicated that 68% of the beginning teachers agreed their teacher preparation program prepared them *quite well or very well* for the classroom.



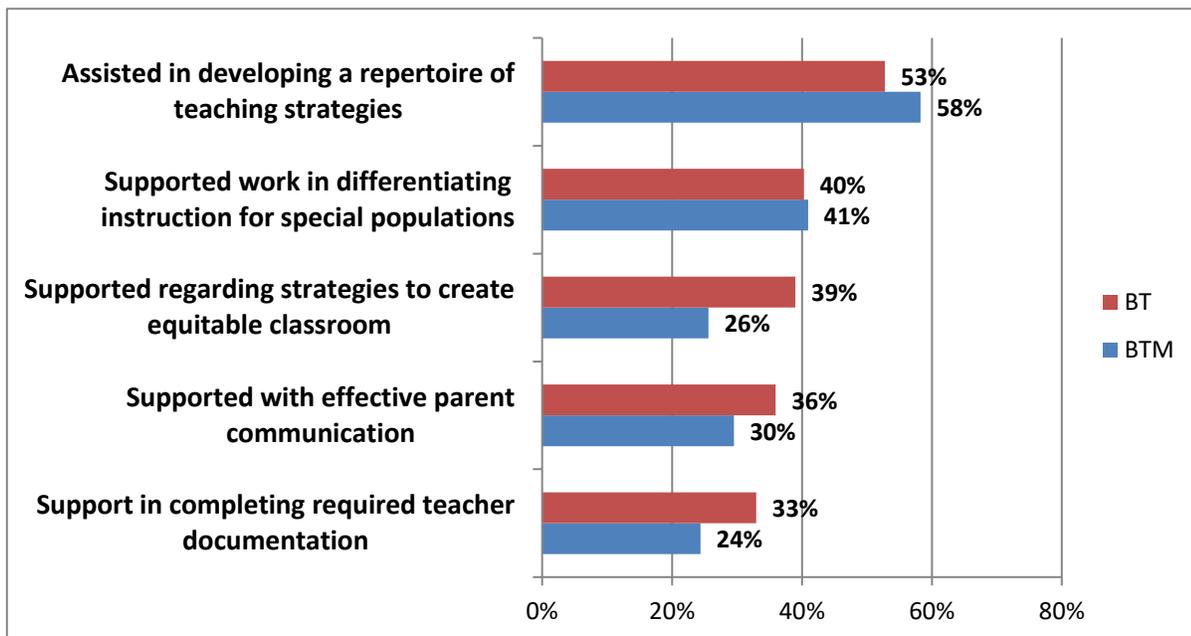
VI. Equity Lens

"I found it most beneficial to work with a highly effective, knowledgeable teacher who knew, and could direct me, in what a good ELL teacher does." – Beginning Teacher, 2014

Many of the **beginning teacher mentors** registered for the *Mentoring for Equity*, a training option for mentors offered by the Oregon Department of Education and delivered by the New Teacher Center. It is a two-day professional development workshop, designed for experienced mentors. The purpose is to help new teachers address equity issues, and it provides training on how to use professional teaching standards to create equitable learning outcomes for all students. It is important to help beginning teachers learn how to differentiate their classrooms to meet the needs of the wide variety of students. Also, developing communication tips with parents and families will have a positive benefit for beginning teachers.

Beginning teachers and **beginning teacher mentors** were asked: *while working with the mentor (mentee) to what degree did you receive (provide) support* in several areas related to improving learning for all students. The table below shows the percent responding quite a bit or a great deal to each of these areas.

Equity Support Received and Provided: Beginning Teachers and Beginning Teacher Mentors



The following comments by **beginning teachers** support these results:

"The most beneficial aspect was having a master educator available to ask questions and provide knowledge." – Beginning Teacher, 2014

"Learning about new strategies on classroom management, differentiating assignments, and working with parents were all important things I learned from my mentor." – Beginning Teacher, 2014

VII. Conclusions and Considerations

“The ultimate purpose of any school is the success and achievement of its students. Therefore, any efforts that are made must improve student achievement. Improving student achievement boils down to the teacher.” (Wong, 2004, p. 41)

Ingersoll and Strong (2011) examined 15 empirical studies that looked at the effects of a comprehensive induction programs for beginning teachers. From this review, major findings surfaced about mentoring’s “positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement” (p. 201).

These findings compare to three of the four goals of the Oregon Mentoring Program: increase student learning and growth, improve instructional practices, and retain effective teachers and administrators. Beginning teachers, their mentors, and site administrators provided perceptual comments and individual classroom examples that support improved student learning and growth. Examples of improved instructional practice are provided in anecdotal comments throughout the survey responses.

Ingersoll and Strong (2011), as well as Waterman and Ye He (2011), agreed that the cost of teacher turnover is high. Both studies maintained that a key outcome of mentoring first and second year beginning teachers is higher rates of retention. The *Oregonian* (April 16, 2014) stated, “Oregon schools shed 3,600 teacher jobs, 12% of the teacher workforce, between 2009-2012.” Finally, as the state is stabilizing from the harsh economic downturn that impacted Oregon school districts, the estimation is that in the fall of 2014, approximately 2,000 beginning teachers will be hired.

Overall Conclusions and Considerations

Surveys were sent to 1,923 individuals representing the six groups (Beginning Teachers, Beginning Teacher Mentors, Site Administrators, Beginning Administrators, Beginning Administrator Mentors, and LEA Administrators. 1,421 respondents completed the surveys, resulting in an overall response rate of 74%. This report has summarized the key findings by the four goal areas and is part of a larger effort to share the rich information collected from the surveys.

The following section summarizes the consistent themes in the evaluation results.

- **90 hours requirement** of contact between a mentor and mentee
 - ✓ A consistent concern by beginning teachers and beginning teach mentors is whether this number of hours is necessary
 - ✓ Many mentors with over 10 mentees met in a group format, as well as individual sessions
 - ✓ Many noted it was difficult to meet the 90 hours because of the later start
 - ✓ Some mentees need more contact time, some less
 - ✓ Meeting this requirement depended on how 90 hours was structured and implemented

- ✓ Many beginning teachers and beginning teacher mentors provided suggestions about adjusting the 90 hour requirement
- **Areas** where beginning teachers needed help (stated by both beginning teachers and beginning teacher mentors)
 - ✓ Help with options for challenging students
 - ✓ Guidance with student engagement
 - ✓ Suggestions on differentiating instruction
 - ✓ Classroom Management
- **Non-evaluative support**
 - ✓ Anecdotal comments from all surveys supported that both beginning teacher and beginning administrator mentors provide this - and it is needed.
- **Emotional support** for managing stress
 - ✓ Anecdotal comments about beginning teachers' need for a listening ear were in beginning teacher, beginning teacher mentor, and site administrator survey responses.
- **Help for beginning teachers** in year 3 and 4
 - ✓ A variety of comments were about continuing mentoring assistance for some third and fourth year beginning teachers.
- **Location of mentor**
 - ✓ Some beginning teachers felt it was beneficial to have their mentor in the same building while others liked having a mentor in a different building.
- **Selection of mentees**
 - ✓ Many beginning teachers being mentored are not new to education. Narrative comments included that mentees had taught for a number of years in a charter and/or private school, as long-term subs, and/or returning after absence of teaching.
- **Matching mentors with mentees**

Comments for improvement asked that:

 - ✓ Special education beginning teachers be matched with mentors who had been special education teachers
 - ✓ Matching content and grade level for mentors and beginning teachers
- **Beginning teachers hired late**
 - ✓ Anecdotal comments from beginning teachers, beginning teacher mentors, and site administrators commented that beginning teachers who were hired after the school year started were not offered a mentor; however, some districts did mention finding a way for them to participate in some of the program.

- **Start of mentoring program –**

- ✓ There were many comments about the benefits of starting the mentoring before school starts for full impact of funding and largest potential for students.

“Teaching is a LOT more difficult than I anticipated. My mentor's support absolutely helped me to feel valuable in what I am doing and that I am not alone in the difficulties I was facing. Her support definitely helped me to feel validated in my efforts and helped me to see that my students are learning and that I am making a significant difference in their lives. I will be forever grateful for this!” – Beginning Teacher, 2014

Appendix A

Definitions

- Beginning teachers (BT) are defined as teachers in their first two years of teaching.
- Beginning teacher mentors (BTM) are full-time, part-time, and retired educators that work with beginning teachers.
- Site administrators (SA) represent the administrators directly involved with the beginning teachers and the beginning teacher mentors.
- Beginning administrators (BA) are defined as principals and superintendents in their first two years of being an administrator and have varying years of prior experience as educators.
- Beginning administrator mentors (BAM) are defined as administrators that are either full-time or retired educators working with beginning administrators.
- Local Education Agency (LEA) individuals represent those that work with beginning administrators and the beginning administrator mentors.

Appendix B

Methodology

In February 2013, the Center on Educator Preparation and Effectiveness (CEPE) at The Teaching Research Institute at Western Oregon University began working with Oregon Department of Education (ODE) to assess the strengths, challenges and needed revisions for the mentoring program as part of a continuous improvement plan. The CEPE Evaluation Team works closely with the ODE to assess what is going well and what might need to be changed in the Oregon Mentoring Program.

Early in 2014 ODE and the CEPE Evaluation Team reviewed the 2012-13 surveys. Each of the six surveys were examined to see what questions aligned with the four goals of the project. Questions were revised and added. In some cases parallel questions were added across survey groups (e.g., the same question asked of a beginning teacher and a beginning teacher mentor).

The six surveys that contained both closed and open-ended questions were administered simultaneously via an on-line survey software program. Participants were given 3 weeks to complete the surveys, and periodic reminders were sent to survey respondent groups.

After the survey data were collected and analyzed, the CEPE Evaluation Team prepared individual reports for each of the 15 projects. Individual projects also received Excel files of their data to further explore variables of interest. The information summarized from the surveys contributes to a longitudinal analysis of the program.

The full text of all six surveys can be found on the [Teaching Research Institute](#) Webpage.

Appendix C

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