



# Network for Quality Teaching and Learning Advisory Group

March 31, 2016

1:00pm – 4:00pm

Chief Education Office

Somerville Large Conference Room

775 Court Street NE

Salem, OR

*Call-In Information:*

*Dial: (888) 557 8511*

*Code: 5579138#*

## AGENDA

### 1. Welcome, Introductions and Opening Remarks

### 2. Relevant Network Updates

- Council for Educator Advancement—Lindsey Capps
- 2016 TELL Oregon Survey-Hilda Rosselli
- 2015-17 Funded Network Activities-Johnna Timmes

### 3. Oregon Induction and Mentoring Focused Discussion

- Identify context for our discussion-Hilda Rosselli
- Review Oregon's practices relative to a high quality mentoring and induction program-Tanya Frisendahl
- Examine what we know about the Oregon Mentor Project--current status and Fast Facts-Tanya Frisendahl and Christina Reagle
- Complete a Strengths, Weaknesses, Opportunities and Threats (SWOT) chart on the statewide mentoring program –Tim Boyd
- Engage in "What If" reframing exercise--Hilda Rosselli
- Identify next steps-All

### 4. Public Comment

*Members of the public wanting to give public testimony must sign in.  
There will only be one speaker from each group.  
Each individual speaker or group spokesman will have 3 minutes.*

### 5. Adjourn



GOVERNOR KATE BROWN

**NEWS RELEASE**

**March 30, 2016**

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[Melissa Navas](#), 503-378-6496

[Chris Pair](#), 503-559-5938

## **Governor Brown Announces Members of New Council on Educator Advancement**

(Salem, OR) — Governor Kate Brown today announced the members of her new Council on Educator Advancement who will focus on fostering teaching excellence and cultivating a culturally competent educator workforce across Oregon.

The Council is charged with recommending key strategies to the Governor for ensuring Oregon's educators have open access to mentoring, specialized professional learning, and opportunities for leadership development. The recommendations will consider how to leverage the expertise of teachers and administrators, and resources of local, regional, nonprofit, and philanthropic organizations to maximize on-the-ground supports for Oregon educators.

"We all want Oregon's students to learn from caring, competent, and culturally responsive educators," Governor Brown said. "The Council's efforts will help ensure educators have meaningful opportunities to expand their skills and capacity to pursue ongoing professional learning and leadership development."

The council will report written findings and recommendations to the Governor on or before September 1, 2016.

The 17 members appointed by Governor Brown represent a diversity of geographic

region, race and work experience:

**Paul Andrews**, Deputy Superintendent, High Desert Education Service District  
**Ana Gomez**, Statewide Coordinator, Juntos Program at Oregon State University; member of the Quality Education Commission  
**Karen Green**, teacher, Ashland School District  
**Don Grotting**, Superintendent, David Douglas School District; advisor to the State Board of Education  
**Randy Hitz**, Dean, Graduate School of Education, Portland State University  
**Nanette Lehman**, middle school administrator, Baker School District; 2013 Oregon Teacher of the Year  
**Jennifer Miller**, teacher and English Language Development specialist, North Clackamas School District  
**Michelle Oakes**, National Board Certified Teacher and Mentor Program Coordinator, Bend-LaPine Schools  
**Marty Perez**, teacher, Portland Public Schools  
**Christy Perry**, Superintendent, Salem-Keizer Public Schools  
**Martha Richards**, Executive Director, James F. and Marion L. Miller Foundation  
**George Russell**, member of the African American/Black Student Success Plan Advisory Panel; past co-chair of the Oregon Alliance for Educational Equity  
**Laura Scruggs**, teacher and coordinator for the Global Institute of Teacher Advancement, Springfield Public Schools  
**Heidi Sipe**, Superintendent, Umatilla School District; 2016 Oregon Superintendent of the Year  
**Carmen Urbina**, Program Development and Outreach Coordinator for the Educational Methodology, Policy, and Leadership Department, College of Education, University of Oregon and Oregon Center for Equity Promotion  
**Colleen Works**, high school administrator, Corvallis School District; 2011 Oregon Teacher of the Year  
**Matt Yoshioka**, Principal, Lincoln Primary School; Director of Curriculum, Instruction and Assessment, Pendleton School District

Other members of the council include:

- One member of the Oregon State Senate designated by the Senate President
- One member of the Oregon House of Representatives designated by the Speaker of the House
- The Chief Education Officer
- The Deputy Superintendent of Public Instruction
- The Executive Director of the Teacher and Standards Practices Commission
- The Early Learning System Director

Read [Executive Order 16-08](#).

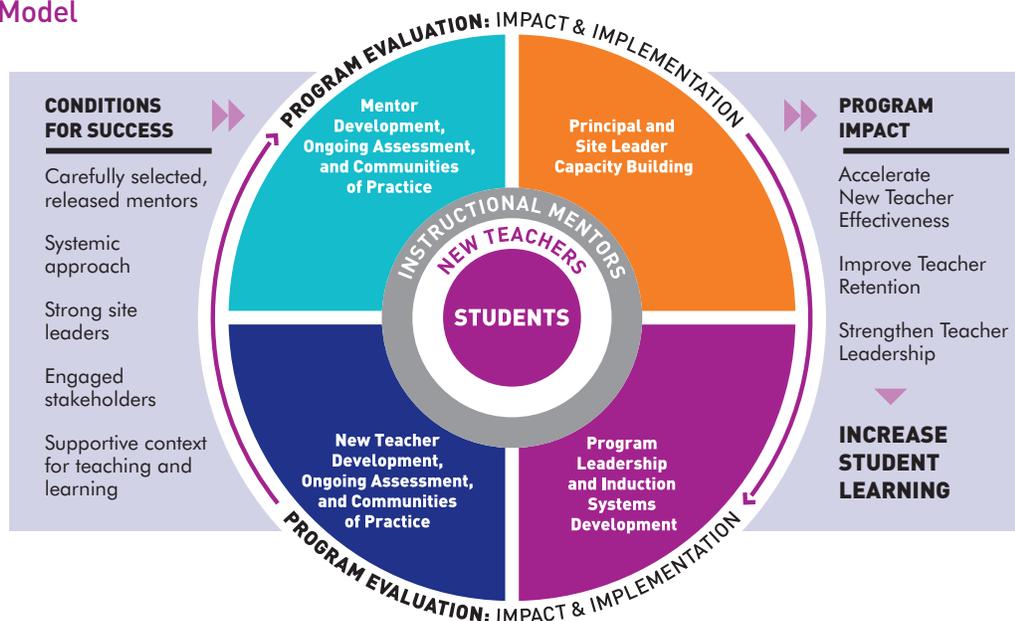
# A CONSORTIUM APPROACH TO HIGH-QUALITY TEACHER INDUCTION

**The growing numbers** of new teachers, falling teacher retention rates, and increased focus on teacher effectiveness across the country makes the provision of high-quality mentoring and induction programs for beginning teachers an imperative. Yet, many medium to small sized and rural districts are challenged to make this a reality. For these districts, there is often a lack of local expertise and capacity to deliver comprehensive systems of teacher induction. It is simply not cost-effective to create high-quality mentor professional development and advanced tools and protocols for just a handful of district mentors—another constraint. Here, a consortium approach to high-quality teacher induction is the solution.

**In a consortium** model, multiple neighboring districts come together to pool and leverage resources that would otherwise not have been affordable or manageable at an individual district level. A consortium model allows smaller districts to operate like their large, urban counterparts.

**New Teacher Center** has successfully supported a number of lead agencies in different states with the creation and management of a consortium approach to the design and implementation of high-quality teacher induction programs.

## NTC's High-Quality Teacher Induction Model



### KEY INDUCTION PROGRAM COMPONENTS

- Rigorous instructional mentor selection process
- Evidence-based Instructional Mentoring professional development and weekly forums
- Regional instructional mentors provide 1–2 hours of weekly job-embedded coaching to 15 new teachers (i.e. lesson planning, classroom observations, co-planning and co-teaching, analyzing student work, etc.)
- New teacher professional development and network
- Principal professional development and collaboration
- Quarterly Induction Consortium Network meetings with district induction leadership teams
- Online database of formative assessment tools
- Implementation and impact program evaluation

### KEY DISTRICT BENEFITS OF A CONSORTIUM APPROACH TO TEACHER INDUCTION

- Ability to leverage collaboration amongst local district leaders
- Economies of scale and efficiencies resulting from improved coordination and cooperation
- Support for regional calibration and quality
- Greater flexibility related to allocation of resources and a cohort of mentors being assigned to new teachers across the consortium
- Increased impact: better teacher retention, accelerated teacher practice, improved student learning

## CASE STUDY



### GRANT WOOD AREA EDUCATION AGENCY

**Grant Wood AEA** has been providing high-quality New Teacher Center mentor professional development to school districts in our region for seven years. Value and interest has continued to grow in building comprehensive mentoring and induction systems among our district leaders and in 2012–13, in partnership with NTC the Grant Wood AEA (GWAEA) Induction Consortium with the Cedar

*“Prior to full-release mentors, our local feedback surveys indicated our mentees were not receiving enough observation and follow-up coaching...our first year teachers will be observed more during the first three months of school than entire school years in the past.”*

—GWAEA Induction Consortium, Curriculum/Technology Director

Rapids Community School District (CRCSD) began. Thirty-three new teachers received instructional mentoring from two fully released mentors during their 1st year in the profession. Due to the success of the supports put in place, the CRCSD school board unanimously decided to continue this level of support for these teachers during their 2nd year in the profession.

*“I look forward to seeing how well these new teachers will do after having the support for two years. The program has also challenged me as an instructional leader to consider the importance of a good mentoring system. With quality mentors, this program will have a huge impact on retaining the new teachers in the profession.”*

—GWAEA Induction Consortium School Leader

**In the spring** of 2013, the Grant Wood AEA Induction Consortium expanded dramatically. A total of sixteen school districts (Anamosa, Benton, Cedar Rapids, College,



English Valleys, Lisbon, Marion, Midland, Mid-Prairie, Mt. Vernon, North Linn, Solon, Springville, Tipton, Vinton-Shellsburg, West Branch) are partnering with GWAEA to create robust and sustainable comprehensive mentoring and induction systems based on New Teacher Center’s model. Two years later, the Consortium has grown to 21 school district members, serving their combined 250 first and second year beginning teachers. The GWAEA Consortium is aligning their work to the Iowa Department of Education Teacher Leadership and Compensation System.

*“The time that the Induction Coach spends with our new teachers is great. We found that our old mentoring plan usually meant they met, asked how things were going and that was about it. I sing the program’s praises whenever I get the chance.”*

—GWAEA Induction Consortium Superintendent

More districts are expressing interest in joining the consortium and it is projected that 500–600 new teachers will benefit from this intensive level of support in the next few years. It is anticipated that the Consortium will continue to grow and expand.



**TO LEARN MORE** ABOUT PARTNERING WITH NEW TEACHER CENTER AROUND A CONSORTIUM APPROACH TO TEACHER INDUCTION EMAIL [INFO@NEWTEACHERCENTER.ORG](mailto:INFO@NEWTEACHERCENTER.ORG) OR CALL 831.600.2200



# Oregon Department of Education

Kate Brown, Governor

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March 30, 2016

Number of applications received	21
Total number of districts represented by the applications	92
Number of funded projects	7
Number of districts represented by funded projects	35
Number of estimated Beginning Teachers represented by funded projects	1274
Number of estimated Beginning Principals represented by funded applications	67
Number of estimated Beginning Administrators represented by funded applications	3
Number of estimated Beginning Principals represented by submitted applications	131
Number of estimated Beginning Administrators represented by submitted applications	10
Number of estimated Beginning Teachers represented by funded projects in 2014-15 SY	1152
Number of estimated Beginning Principals/Administrators represented by funded projects in 2014-15 SY	66

The 2015-2016 beginning teachers and administrators information will be available in mid-May from the Staff Position Data Collection. The percentage of beginning teachers and beginning administrators currently funded from those that applied are detailed in the table below.

The percentage of beginning teachers, beginning principals and beginning superintendents that were funded from those that applied.

	# of estimated beginning educators from all applications	# of estimated beginning educators from funded applications	Percentage of beginning educators being mentored by grant funded applications
Beginning teachers	2,179	1,274	58%
Beginning principals	131	67	51%
Beginning Superintendents	10	3	30%
Beginning Administrators (combining principal and superintendent data)	141	70	50% (49.6%)

**ODE Mentoring Program Evaluation:  
Retaining Effective Teachers and Administrators  
November 2015**

In the Oregon Mentoring Program, individual and various consortia of school districts are funded by the Oregon Department of Education each year to establish and support evidence-based mentoring programs for beginning teachers and beginning administrators in their first two years. One of the goals of the mentoring program is to increase the retention of beginning teachers and administrators.

**Multi-Year Retention**

The following table (Table 1) shows the results of a retention analysis of four cohorts of mentored **beginning teachers** compared to all beginning teachers in the state of Oregon. The table shows the number and percentage of beginning teachers in each cohort who are still teaching in Oregon in the 2014-15 school year. This table shows that 90% of the 2013-14 cohort of mentored beginning teachers were retained one year later, which is the same percentage of all beginning teachers retained across the state. The results for the 2012-2013 cohort show that 83% of the mentored teachers were retained two years later, which is 3% more than the percentage of all beginning teachers in the state. This advantage for mentored beginning teachers continues in the three-year and four-year retention rates as shown in the earlier cohorts. In the 2011 cohort, three years later 3% more mentored teachers were retained compared to the state; and in the 2010 cohort, four years later 3% more mentored teachers were retained compared to the state.

Table 1  
*Retention Rates of Mentored Beginning Teachers Compared to All Beginning Teachers in Oregon.*

<b>Year</b>	<b>Number of Mentored Beginning Teachers</b>	<b>Number Still Teaching in OR 2014-15</b>	<b>Mentored Beginning Teachers Retention Rate</b>	<b>All Beginning Teachers in Oregon Retention Rate</b>	<b>Retention Rate Comparison</b>
2013-14	963	862	90% (1 year)	90% (1 year)	-
2012-13	410	341	<b>83% (2 year)</b>	80% (2 year)	+3%
2011-12	364	277	<b>76% (3 year)</b>	73% (3 year)	+3%
2010-11	435	296	<b>68% (4 year)</b>	65% (4 year)	+3%

**One-Year Retention**

An additional analysis was conducted to examine the one-year retention rates for mentored beginning teachers compared to all beginning teachers in Oregon. Table 2. below shows this

analysis for three cohorts. (For the most recent cohort, see Table 1 above). The results for the 2010-11 cohort show that 77% of mentored teachers were retained (still teaching in OR) one year later; which is 13% more than the one-year rate for all beginning teachers (64%). The results for the 2011-12 cohort show that the one-year rates were the same in both groups. Finally, the results for the 2012-13 cohort show that 5% more mentored teachers were retained compared to all beginning teachers in Oregon. What these two tables also show is that since 2010 the one-year retention rates for mentored beginning teachers are steadily increasing across time.

Table 2  
*One-year Retention Rates for Mentored Beginning Teachers Compared to All Beginning Teachers in Oregon.*

2010-2011 Cohort		Mentored Beginning Teachers		All Beginning Teachers in OR		Comparison
		N=435		N=2,843		
		<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>%</b>
	<b>Retained in 2011-12</b>	334	<b>77%</b>	1,832	<b>64%</b>	<b>+13%</b>
2011-2012 Cohort		Mentored Beginning Teachers		All Beginning Teachers in OR		Comparison
		N=364		N=2,405		
		<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>%</b>
	<b>Retained in 2012-13</b>	290	<b>80%</b>	1,928	<b>80%</b>	<b>-</b>
2012-2013 Cohort		Mentored Beginning Teachers		All Beginning Teachers in OR		Comparison
		N=410		N=2,495		
		<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>%</b>
	<b>Retained in 2013-14</b>	357	<b>87%</b>	2,035	<b>82%</b>	<b>+5%</b>

## Conclusion

These analyses showed that mentored beginning teachers were retained at higher rates in their second, third, and 4<sup>th</sup> years compared to the statewide beginning teacher retention rate. Further, for three cohorts of beginning teachers, one-year retention rates were the same or higher than the retention rates for all beginning teachers in Oregon. Overall, the Oregon Mentoring Program is retaining first year teachers at increasingly higher rates over time. Thus, this data indicates that the mentoring program is meeting its goal to retain beginning teachers, illustrating the impact of Oregon's investment in the Oregon Mentoring Program.

# Fast Facts

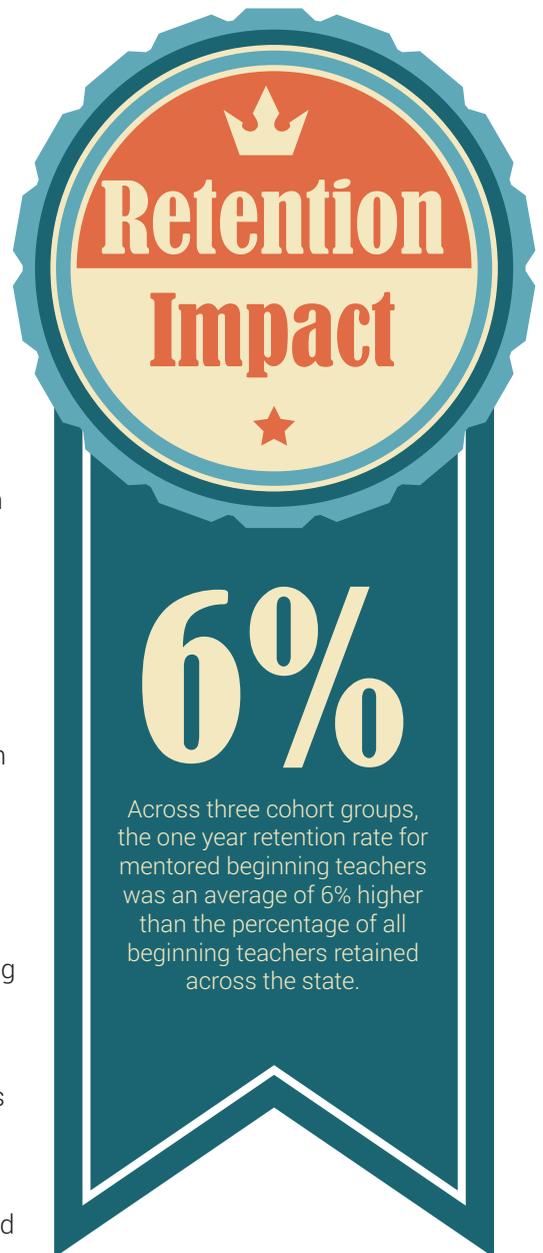
Mentoring Retention 2 - December 2015

## Oregon Mentoring Program (OMP)

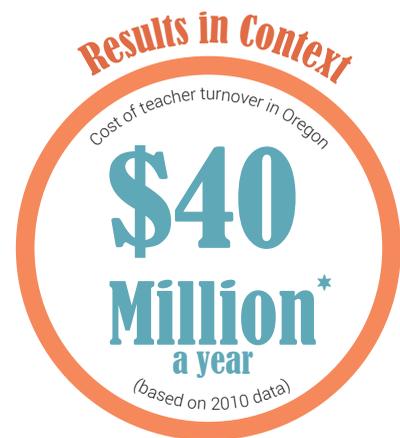
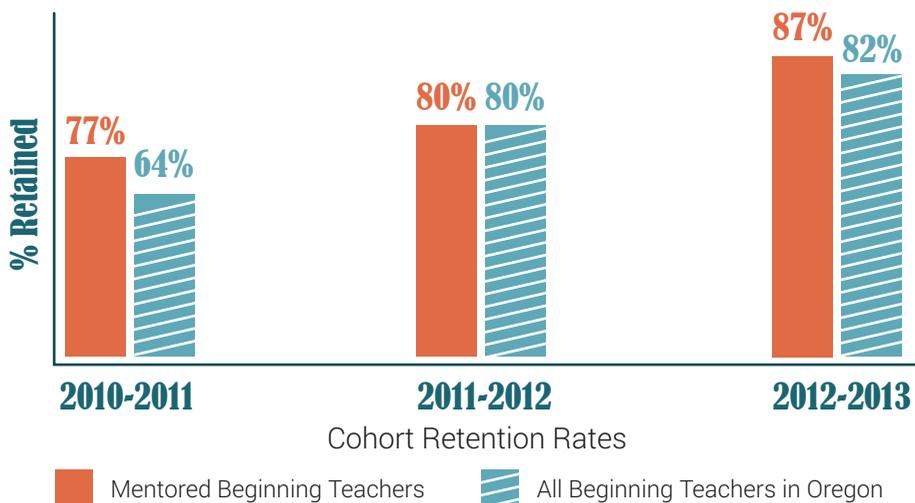
Oregon is committed to an educational system that recruits and retains educators of the highest quality in order to provide all children with effective teachers and administrators. One of the supportive programs that the Oregon Department of Education (ODE) funds is grants-in-aid to individual and various consortia of school districts each year to establish and support evidence-based mentoring programs for beginning teachers and beginning administrators in their first two years. One of the goals of the mentoring program is to retain beginning teachers. One estimate is that the cost of teacher turnover in Oregon is at least \$40 million (ECONorthwest, 2010) a year. This Fast Fact shows the results of a retention analysis comparing the retention rates of beginning teachers to statewide beginning teacher retention rates. In this analysis, retention is defined as still teaching in Oregon.

## Positive Trends in One Year Retention

The figure below shows one-year retention rates for three cohorts of beginning teachers who were mentored in the ODE mentoring program compared to all beginning teachers in Oregon. The results for the 2010-11 cohort show that 77% of mentored beginning teachers were retained (still teaching in OR) one year later; which is 13% more than the one-year rate for all beginning teachers (64%). The results for the 2011-12 cohort show that the one-year rates were the same in both groups. Finally, the results for the 2012-13 cohort show that 5% more mentored beginning teachers were retained compared to all beginning teachers in Oregon. These results show the percentage of mentored beginning teachers retained increased across the three years.



Percentage of Beginning Teachers Still Teaching One Year Later

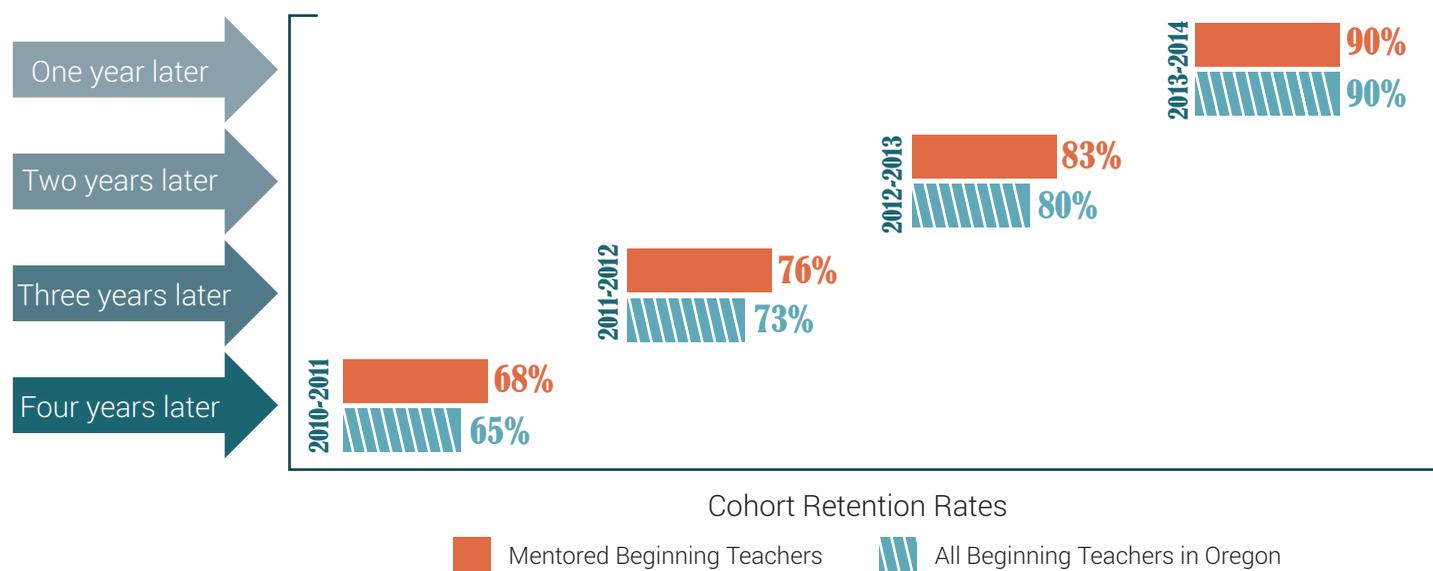


\* Reference: ECONorthwest (2010).  
Estimated costs of teacher turnover in Oregon using two methodologies.

## Positive Trends in Long Term Retention

The following graph shows the results of a retention analysis of four cohorts of mentored beginning teachers compared to all beginning teachers in the state of Oregon. The table shows the number and percentage of beginning teachers in each cohort who are still teaching in Oregon in the 2014-15 school year. This figure shows that 90% of the 2013-14 cohort of mentored beginning teachers were retained one year later, which is the same percentage of all beginning teachers retained across the state. The results for the 2012-2013 cohort show that 83% of the mentored beginning teachers were retained two years later, which is 3% more than the percentage of all beginning teachers in the state. This advantage for mentored beginning teachers continues in the three-year and four-year retention rates as shown in the earlier cohorts. In the 2011 cohort, three years later 3% more mentored beginning teachers were retained compared to the state; and in the 2010 cohort, four years later 3% more mentored beginning teachers were retained compared to the state.

### Percentage of Beginning Teachers Still Teaching in Oregon as of 2014-2015



Keep in mind that the data shown here in "All Beginning Teachers in Oregon" includes the mentored beginning teachers. These categories are not exclusive. Thus, as the retention rate for mentored beginning teachers increases, this positively contributes to the statewide beginning teacher retention rate.

## About Fast Facts

Mentoring Fast Facts are based on data collected, summarized, and analyzed from various data sources including Oregon Department of Education data collections and annual surveys sent to the six groups involved with the school district mentoring programs. For more information about this analysis see:

<http://triwou.org/centers/cepe/mentor>



## Oregon Mentoring Program

### Fast Fact #4

<http://triwou.org/centers/cepe/mentor>

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ODE is required by law to allocate a portion of funding to evaluate the effectiveness of the mentoring program.



# Student Achievement #1

## Oregon Mentoring Program (OMP)

Oregon is committed to an educational system that recruits and retains educators of the highest quality in order to provide all children with effective teachers and administrators. One of the supportive programs that the Oregon Department of Education (ODE) funds is grants-in-aid to individual and various consortia of school districts each year to establish and support evidence-based mentoring programs for beginning teachers and beginning administrators in their first two years. A primary goal of the Oregon Mentoring Program is to impact student learning and growth. This is the first in a series of briefs to share information about mentoring beginning teachers and how mentoring contributes to student achievement.

## Student Achievement

Understanding what students know and can demonstrate is essential to the education process. States use assessment instruments to measure what students know in different content areas. In 2008-2009 Oregon public schools began using the Oregon Assessment of Knowledge and Skills (OAKS) as a statewide testing instrument in reading and literature and math for grades 3 through 8



and 11 and in science and social studies for grades 5, 8, and 11. This brief refers to OAKS student achievement data as one way to determine if the OMP is making progress toward reaching the goal of impacting student achievement.

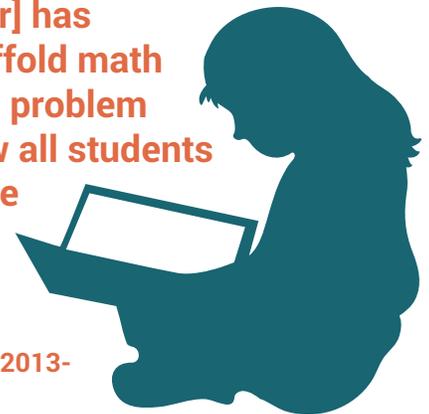


“ She [my mentor] helped me with math strategies, such as structured student math talk. We also sorted out writing groups and worked on getting all students to the next level.”  
- Beginning Teacher, 2013-2014

It is important to note the limitations of this methodology. First, assessment scores reflect a single measure of student achievement. This measure may be a more or less accurate or reliable measure of achievement for each individual student. Further, student achievement data does not directly reflect the beginning teachers' skill or techniques in the classroom. State testing occurs after only about 8 months of the students' being in the mentored beginning teachers' classroom. It is inappropriate to conclude that a particular teaching practice directly “causes” a change in a student's score. Therefore, student achievement scores are an indirect measure of the successes of mentored beginning teachers in the classroom.

In order to assess the impact of the Oregon Mentoring Program, an analysis of student achievement scores was conducted for four school districts (**study districts**) that had participated in the mentoring program between 2008-2014. This analysis was conducted on the OAKS data for reading & literature and math. Student achievement scores from students of mentored beginning teachers in each of the four study districts were compared to scores of students of beginning teachers in similar, matched districts (**comparison districts**) that did not participate in the ODE mentoring program during the same years. The comparison districts were chosen using a comparison index<sup>1</sup> developed by ODE that is used in the annual school report cards. This index was used to identify similar districts based on five factors: number of students, percent of students identified as economically disadvantaged, percent identified as “ever English learners”, percent belonging to an underserved racial ethnic group, and percent identified as mobile within a school year.

“ She [my mentor] has helped me scaffold math instruction and problem solving to allow all students to become more proficient in problem solving.”  
- Beginning Teacher, 2013-2014



<sup>1</sup> ODE Report Card Resource Archive <http://www.ode.state.or.us/search/page/?=4332>

The student achievement analysis included an examination of the average OAKS (RIT<sup>2</sup>) scores in reading and math, for students of mentored beginning teachers in grades 3-8 and 11, across six years. In the **comparison districts**, the analysis used scores from students of beginning teachers that were in their first through third years of teaching, when possible.

The analysis also included a **within-district comparison** (same district comparison). Scores of students with mentored beginning teachers were compared to scores of students of all other teachers including veteran teachers, in the same grade level, within the same district. This provided the opportunity to compare the scores of students in the same district environment.

The results showed a benefit for students in some classrooms with mentored beginning teachers. Across the years, the results indicate that the mentoring program is having an influence on reading & literature and math scores in the upper middle school grades, particularly the 7th and 8th grades. This brief will focus on these two grade levels with selected results across the years as shown in the charts below.

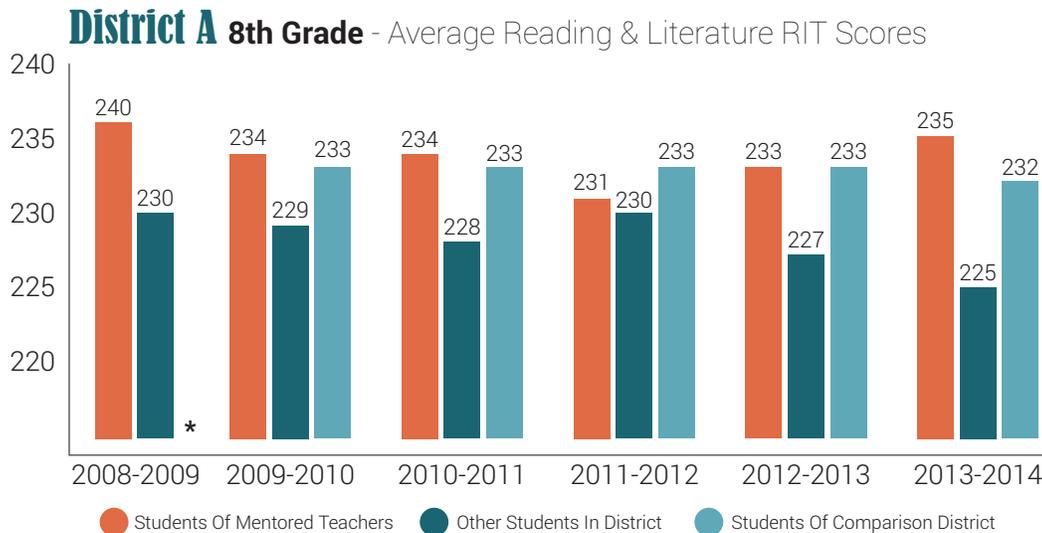


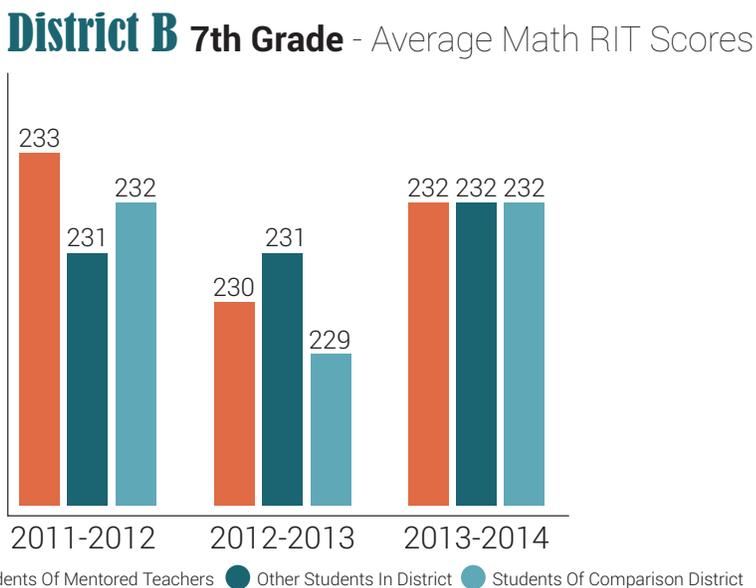
Figure 1 shows the results for District A that serves a population of over 5,000 students with more than 15 schools in the district. As this figure shows, District A 8th grade reading & literature average scores were consistently higher (across the six years) for students in mentored beginning teachers' classrooms compared to students in other classrooms **within the same district** (including veteran teachers). Further, the students of mentored beginning teachers' average scores were similar to or higher than the average scores of students in the **comparison district** in all but one year (2011-12).

**Figure 1. District A 8th Grade Average Reading and Literature RIT Scores**

\*Insufficient number of students in comparison district to calculate average

Research shows that due to lack of experience students in classrooms with first and second year teachers often have lower average achievement scores (Darling-Hammond, 2012; Ingersoll & Strong, 2011). However, in this study in most years the results showed that average RIT scores for students in classrooms with mentored beginning teachers were equal to or above the average scores **within the district** and in the **comparison districts** in the 7th and 8th grades, showing positive influence of the mentoring program.

District B is a large district of over 39,000 students and more than 60 schools. The **comparison district** did not have data available for 2009-10 or 10-11. Figure 2 shows the math results for District B. In this district, the **within district comparison** showed that students with mentored beginning teachers had average math

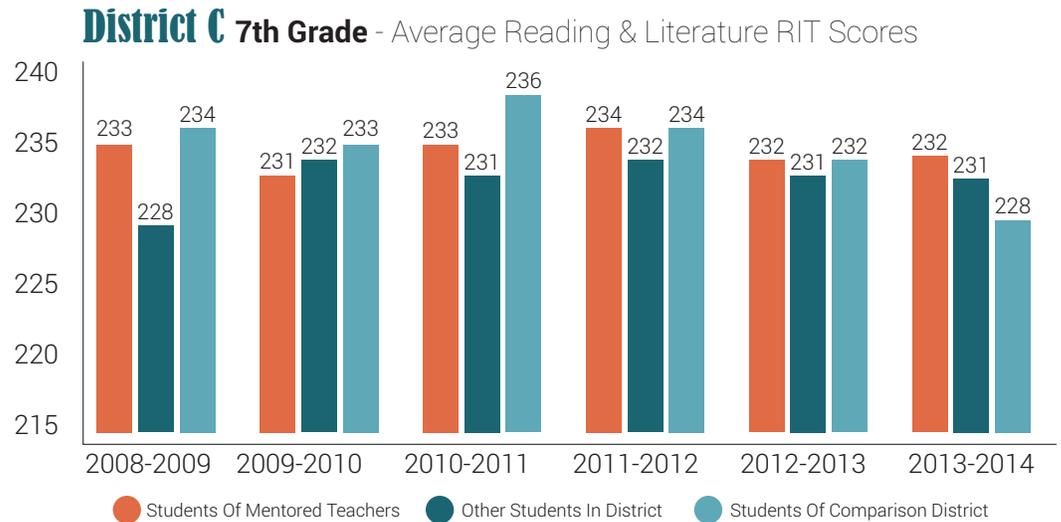


**Figure 2. District B 7th Grade Average Math RIT Scores**

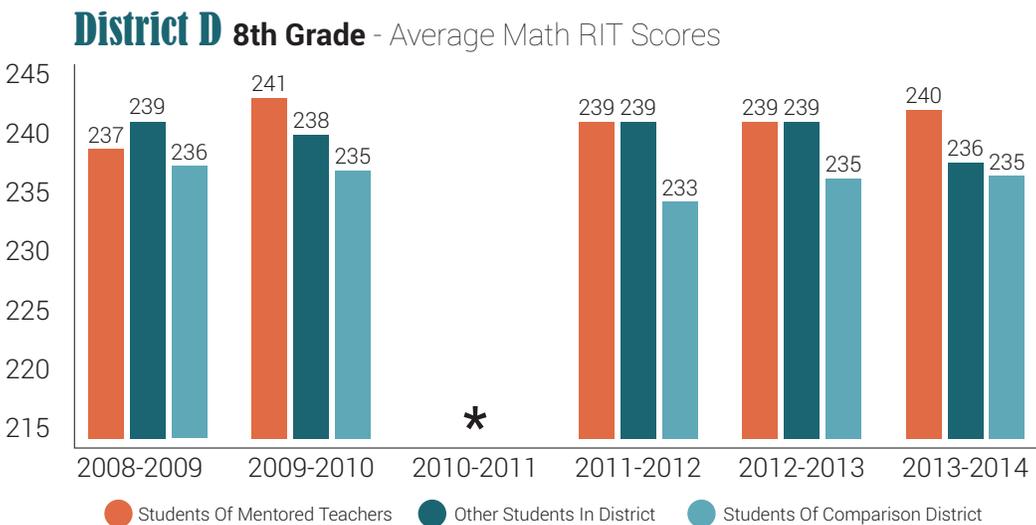
<sup>2</sup> The term RIT score is short for Rasch Unit. <http://www.ode.state.or.us/apps/faqs/index.aspx?#88>

scores similar to other students of all other teachers in their own district. In addition, the students of mentored beginning teachers had average math scores that were similar or higher than scores of students in the **comparison district**.

Figure 3 shows the 7th grade reading scores for District C that has over 20,000 students and more than 30 schools. As this figure below shows, students of mentored beginning teachers had average reading scores that were higher than students **within their own district**, each year except 2009-10. When students of mentored beginning teachers were compared to students in the **comparison district**, the results show the average scores were slightly lower in the first three years. However, in 2011-12 and 2012-13 school years, students of mentored beginning teachers had average scores that were equal to students in the **comparison district**, and they had higher scores than the students in the comparison district in 2013-2014.



**Figure 3. District C 7th Grade Average Reading & Literature RIT Scores**



**Figure 4. District D 8th Grade Average Math RIT Scores**

\*District D did not participate in the mentoring program in 2010-2011

District D has over 9,000 students and more than 15 schools. Figure 4 shows the results for District D. The figure shows that across all years, the average math scores of students of mentored beginning teachers were higher than the average scores of the students in the **comparison district**. Further, the **within district comparison** showed the average math scores of students of mentored beginning teachers were equal to or higher than the average scores of other students in their own district for all years except the first year (2008-09).

## Conclusions

The results showed that 7th and 8th grade students in mentored beginning teachers' classrooms had average scores that were similar to or higher than other students in their own district and students in the comparison districts. This data indicate that mentored beginning teachers are having a positive influence on reading and math scores in the upper middle school grades. This brief illustrates the impact of Oregon's investment in the Oregon Mentoring Program, and the positive influence it is having on K-12 student achievement.

“ I learned a lot of different kinds of teaching strategies from my mentor which not only broaden my teaching knowledge but also helps improve my students' academic achievement.”

– Beginning Teacher, 2012-2013

“ 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, 2013-2014

“ I have learned many reading, writing, and content strategies. I have also learned how to utilize stronger content language in my classroom and lessons.”

– Beginning Teacher, 2014-2015

## References:

Darling-Hammond, L. (2012). *Creating a Comprehensive System for Evaluating and Supporting Effective Teaching*. Stanford Center for Opportunity Policy in Education. Stanford, CA.

Ingersoll, R., and Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. *Review of Education Research*, 81(2), 201-233.

## Oregon Mentoring Program

**Brief #1** <http://triwou.org/centers/cepe/mentor>

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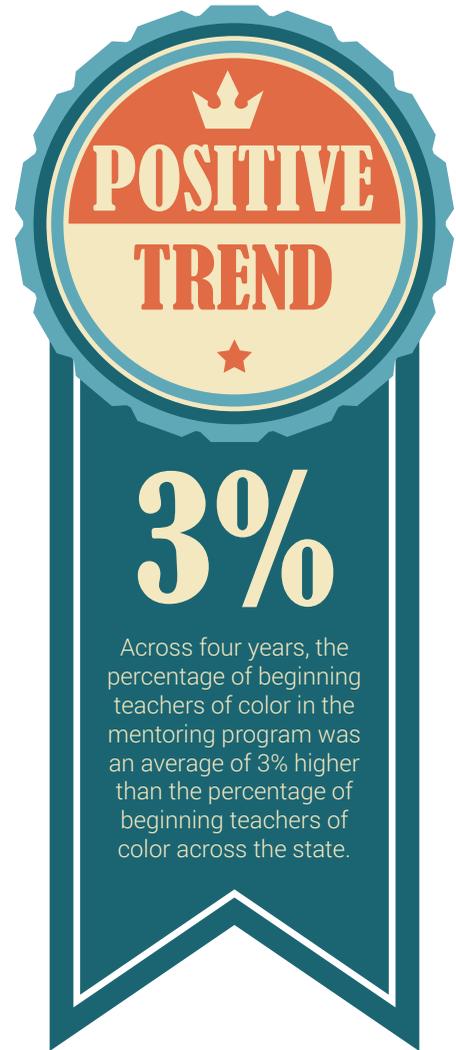
**ODE Contact: Tanya Frisendahl**

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ODE is required by law to allocate a portion of funding to evaluate the effectiveness of the mentoring program.

# Fast Facts

Ethnicity Updated March 2016



## Oregon Mentoring Program (OMP)

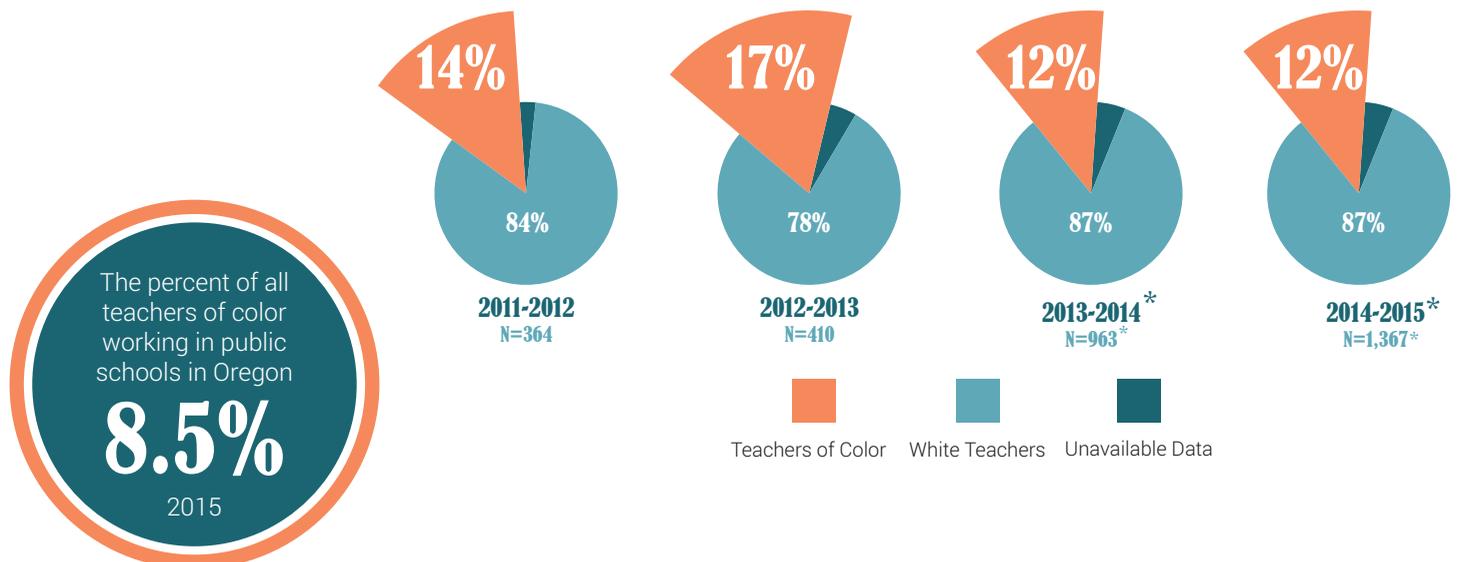
Oregon is committed to an educational system that recruits and retains educators of the highest quality in order to provide all children with effective teachers and administrators. One of the supportive programs that the Oregon Department of Education (ODE) funds is grants-in-aid to individual and various consortia of school districts each year to establish and support evidence-based mentoring programs for beginning teachers and beginning administrators in their first two years.

## Decreasing the Disparity

In 2015, Oregon strengthened its commitment to children and families by implementing the following new priorities within the Oregon Mentoring Program. Senate Bill 216 focused on the recruitment and retention of teachers of color and teachers for whom their first language is not English. The goal of this commitment is to reduce the disparity by ensuring a larger percentage of teachers and administrators of color in the schools to better reflect the student population.

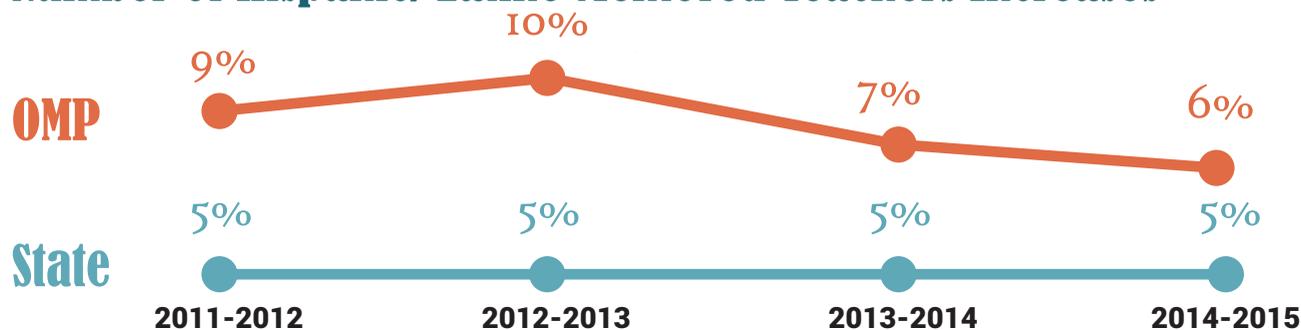
## Teachers of Color in Oregon

The figures below show the percentage of beginning teachers of color who were mentored in the ODE Mentoring Program. Each of the three years showed an **increase in the number** of beginning teachers of color: 2011-2012, **50** of the 364; 2012-2013, **71** of the 410; 2013-2014, **114** of the 963; and 2014-2015, **169** out of 1367. These percentages are compared to the 8.5% of all teachers of color in Oregon.



\*It is important to note that there was also an increase in funding for mentoring during the 2013 legislative biennium.

## Number of Hispanic/Latino Mentored Teachers Increases



This graph shows the percentage of beginning teachers\*\* who have participated in the Oregon Mentoring Program (OMP) who are Hispanic/Latino across the three years. These percentages are based on increasing numbers of Hispanic/Latino beginning teachers who are participating in the OMP across the three years: **33** in 2011-2012; **40** in 2012-2013; **65** in 2013-2014; and **64** in 2014-2015. These percentages are higher than the percentage of Hispanic/Latino beginning teachers across the state (5% each of those years).

\*\* Beginning teachers are defined as first year and second year teachers.

## Administrators of Color in Oregon

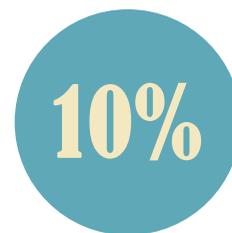
2014-2015

In addition to beginning teachers, the Oregon Mentoring Program serves beginning administrators. In 2014-15 18% of the **78** administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (10%).

In the State of Oregon,



of administrators who were mentored in the Oregon Mentoring Program were administrators of color.



of all administrators are administrators of color.

## About Fast Facts

Mentoring Fast Facts are based on data collected, summarized, and analyzed from various data sources including Oregon Department of Education data collections and annual surveys sent to the six groups involved with the school district mentoring programs. If you would like more information, contact us.



## Oregon Mentoring Program

### Fast Fact #5

<http://triwou.org/centers/cepe/mentor>

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ODE is required by law to allocate a portion of funding to evaluate the effectiveness of the mentoring program.



# A SWOT ANALYSIS ON OREGON'S MENTOR PROJECT

Help us by completing this analysis of Oregon's State Funded Mentoring Project. Remember some items may belong in more than one box.

## Positive

<b>Internal</b>	<p><b>STRENGTHS-</b> positive attributes internal to the situation within our control</p> <ul style="list-style-type: none"><li>• Strong history of state investment in mentoring for new educators</li><li>• Oregon's model is built upon research-based practice</li><li>• Mentors in the state funded program all receive mentor training</li><li>• Mentors are selected and assigned mentees reflective of defined roles and diverse cultural characteristics whenever possible.</li><li>• Oregon adopted Oregon Mentoring Program Standards in 2014 to guide program quality</li><li>• Evaluation data show that the Oregon Mentor Program is making an impact on teacher retention and student learning</li><li>• There is a separation between the role of mentors and those who are evaluating educators.</li><li>• In 2015 Legislators increased funding again for the Oregon Mentor Project to \$10M.</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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## Negative

<b>Internal</b>	<p><b>WEAKNESSES-</b> internal factors that can impede ability to meet objectives.</p> <ul style="list-style-type: none"><li>• Only a fraction of Oregon's beginning educators were recipients of the Oregon Mentor Program</li><li>• Funding for the Oregon Mentor Program is not keeping pace with the influx of new educators recently hired</li><li>• Districts find it difficult to sustain a mentoring program without state funds</li><li>• Despite Educator Preparation Program efforts, Oregon continues to see flat growth in the number of culturally and linguistically diverse educators retained</li><li>• Timing and two-year funding cycles make it difficult to provide stable mentor program funding to serve all beginning educators even within a district that receives state funds</li><li>• Competitive grant processes result in funding inequities across the state</li><li>• Smaller districts may find it difficult to hire full-release mentors</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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## Positive

<b>External</b>	<p><b>OPPORTUNITIES-</b> external factors that should (or could) be developed.</p> <ul style="list-style-type: none"><li>• Many districts/ESDs provide additional mentoring/induction supports for beginning educators</li><li>• Oregon could capitalize on its own cadre of NTC authorized mentor trainers and mentoring standards to support beginning educators in districts without state funding</li><li>• Title II funds could be leveraged to support more beginning educators</li><li>• Groups like the Oregon Association of Latino Administrators and the Oregon Alliance of Black School Educators provides mentoring to new and emerging Latino school leaders</li><li>• Other states have policies requiring induction support for all beginning educators</li><li>• Legislation passed in 2015 provided start up funding for mentoring for Career and Technical teachers</li><li>• Mentors will be able to leverage their service as mentors as documentation towards the new Distinguished Teaching License</li><li>• TSPC could strengthen ties between induction and progress towards a professional teaching license</li><li>• TELL data can provide insights on the beginning educators who were not in an Oregon State Mentoring Project.</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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## Negative

<b>External</b>	<p><b>THREATS-</b> external factors that could place the project at risk</p> <ul style="list-style-type: none"><li>• Looming educator shortage could be worsened by high new teacher/administrator turnover</li><li>• Districts may continue to place beginning teachers in low performing schools</li><li>• New teachers and new administrators may continue to leave low performing schools when they have the opportunity to transfer</li><li>• Students taught by teachers in low-performing schools may continue to suffer academically as a result of high turnover rates</li><li>• State guidelines regarding contact time for mentors and beginning teachers may override the actual needs of beginning educators who vary in levels of needed support</li><li>• Continued budget cuts can threaten sustainability of the Oregon Mentor Project and limit leveraging of local and other title funds to support beginning educators</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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