

## **An EAC Listening Session on Supporting New Educators**

Sponsored by an Educator Advancement Council Work Group

August 10, 2018

10 AM to 2 PM

HECC 3<sup>rd</sup> Floor Conference Room ~ Public Services Building

255 Capitol Street NE ~ Salem, OR 97310

### **MINUTES**

**Present: Ana Gomez (Co-chair), Melissa Wilk (Co-chair), Marvin Lynn, Anthony Rosilez,**  
**Participated via Zoom: Ken Martinez, Michele Oakes**

**Administrative Agent staff present:** Cheryl Myers, EAC Transition Director; Hilda Rosselli, College & Career Readiness and Educator Advancement Director; Julie Smith, Prototyping Contractor (Chalkboard); Debbie Green, Executive Support

**Invited Guests:** Tanya Frisendahl, Amber Ryerson, Cheryl Davis, Lynn Kepp, Espie De La Vega, Karen Spiegel, Krista Parent, Colin Cameron, Leah Starkovich, Leif Gustavson, Rep. Susan McLain, Annie Tronco, Betsy Wilcox, Bruce Rhodes

Co-chairs Ana Gomez and Melissa Wilk welcomed the group and reviewed the purpose of this meeting is for Work Group members to listen to lessons learned from a variety of experts who have experience relative to supporting and mentoring new administrators and teachers. Brief introductions were made.

#### **Expert Panel: Key Lessons on Supporting Novice Educators**

Each panelist spent 10 minutes reviewing their key lessons learned from their program.

1. **Tanya Frisendahl**, Oregon Department of Education—key lessons learned from the state funded Oregon Mentor Program
2. **Karen Spiegel**, Salem Keizer School District—key lessons learned from a regional approach helping school districts support novice educators
3. **Heidi Olivadoti**—Southern Oregon Education Service District— key lessons learned from a rural mentoring pilot program
4. **Lynn Kepp**, New Teacher Center— key lessons learned about new approaches to teacher development and support
5. **Krista Parent**, Confederation of Oregon School Administrators— key lessons learned by COSA regarding needs of novice administrators
6. **Leah Starkovich**, Oregon Education Association— key lessons learned about needs and effective practices for support new teachers
7. **Espie De La Vega**, Portland State University— key lessons learned from candidates and alumni about supports valued by novice teachers of color

## **Working Lunch Break**

Hilda Rosselli, Chief Education Office reviewed the Work Group's charge to study and identify best practices from national models and Oregon models funded by the state. This includes identifying the unique needs of novice administrators and teachers and how to provide the best supports to them.

Some of the current challenges in 2017-18 include:

- Twenty-five percent (25%) of school districts received state mentoring grants.
- Six hundred one (601) novice teachers out of 1,768 (34%) received state supported mentoring.
- Thirty-eight (38) first year novice administrators out of 258 (15%) received state supported mentoring.
- Attrition rate of Oregon teachers during their first five years ranges from 38-48%.
- 2018 TELL Survey results show significant differences on teachers' perceptions of their plans to stay in the profession based on availability of mentoring, whether it be from the state program or locally offered mentoring.
- There are system practices that need to be aligned to ensure strong start for new educators beyond provisions of a mentor.

## **Table Talks**

Participants responded to five questions (see below) prior to this meeting using Survey Monkey. They divided by interest to one of four tables (Table 5 had no facilitator) where they received a handout of Survey Monkey responses to add additional recommendations, sharing thoughts and ideas.

### **Table 1: Priority Elements of Effective Mentoring and Support-**

What elements of effective mentoring and supports for new teachers and/or administrators would you recommend be prioritized by the EAC?

**Facilitator: Melissa Wilk**

### **Table 2: Employment Conditions and Hiring/Placement Practices**

What employment conditions have to be in place for new teachers and new administrators to be successful? What pieces of current systems need to be refined or restructured in order to help more novice educators start strong? e.g. workload, fully equipped classroom

**Facilitator: Hilda Rosselli**

### **Table 3: Supporting Racially and Linguistically Diverse Novice Educators**

What needs to be incorporated into any mentoring program to help novice teachers and administrators be more effective working with racially and linguistically diverse opportunity youth for whom the current system consistently fails? How does this translate into criteria for selection and preparation of mentors?

**Facilitator: Marvin Lynn**

**Table 4: Supporting Novice Early Learning Professionals**

Given existing differences existing between early learning and K-12 systems, how should Oregon approach leveraging EAC funding for supporting novice early learning professionals working in elementary district schools?

No discussion on this question due to absence of Early Learning Division staff.

**Table 5: Funding Equitable Access to Support for All Novice Educators**

The Educator Advancement Council is interested in your ideas on how the state can provide statewide equitable access to mentoring and support for teachers and administrators new to the profession without reliance on competitive grants? What are your thoughts and ideas?

**Facilitator: Ana Gomez**

The administrative agent will record all added input and recommendations to the five questions and send out to the participants to rate their priority 1-6, with 1 being the lowest priority and 6 being their highest priority. These recommendations will be reviewed at the August Educator Advancement Council (EAC) meeting prior to writing a Request for Information (RFI) for districts, ESDs, non-profits, and universities to further determine the best supporting new educators/administrators model.

**Adjournment at 2 p.m.**