

It's not just new teachers who gain from collaboration

"I've been an award winning classroom teacher for 36 years. Being a great teacher doesn't necessarily translate into being a great mentor of teachers. With the training I've received from the Mentor Academies, I continue to grow and learn, and I know how to use my experience to help beginning teachers become outstanding teachers." *Beginning Teacher Mentor, Lincoln County Schools*

## Real Stories - from Real Educators

"My 1<sup>st</sup> year high school job was so difficult I nearly quit the first year. My mentor helped me to survive and thrive. Now I am well in to my 3<sup>rd</sup> year teaching and I am the department chairman. I'm offered leadership roles in my school and district. I love my students and my job." *Teacher, Lincoln County Schools*

"The best thing [my mentor] has done for me this year has been to help me develop my special education team at my school. I came to her with some concerns, and not only did she provide me with a lot of valuable information that I passed on to my team and whole school, but she came to meetings with me; she helped me prep for meetings; and she gave me feedback after each meeting to help me strengthen my team and leadership skills. I really feel because of her support, I had the confidence, materials, tools and strategies to build support from my team and to strengthen relationships amongst staff and the special education team as a whole.... I cannot express how important it is to have somebody to go to with questions and concerns, as well as a sounding board to help me understand for myself that I am on the right track. She has helped me hone my skills and probably most importantly, she has made me feel like I am not alone." *Teacher, Beaverton School District*

"Working with my mentor, I learned how to analyze my students' work and plan instruction to meet their needs. At the end of the year, my students had the highest 5<sup>th</sup> grade OAKS scores in the district!" *Teacher, Lincoln County Schools*

"In this profession, it is rare to find opportunities to get feedback that are not in the form of formal observations. Mentoring offers the opportunity to receive feedback and advice in a non-judgmental manner. Through mentoring, teachers are able to really delve into their practice and are not afraid to ask those tough questions that are necessary in order to become the best teacher possible. My mentor really helped me focus on self-reflecting practice, which will not only sustain me in the short run but also sustain me throughout my entire career." *Teacher, Hillsboro School District*

"It is helpful for me to have an outside perspective from someone who understands the situation but isn't mired in it. My mentor observes me in various scenarios with staff, students, and parents and provides insight into both my performance and the subtleties of the situation that I couldn't see because of my involvement. There is no way that the district could offer a better training program for beginning administrators than by providing a side-by-side coach. Job-embedded mentoring is by far the best investment the state and district could make toward the future of education." *Administrator, Forest Grove School District*

"My mentor teacher has been much more to me than a colleague or boss could have been because of her confidentiality, caring, and focused job title. Anyone with a current classroom could not have been there for me in the same ways--in the aspect of mindset as well as timing. She has celebrated and sighed with me. She has tackled tough problems with me. She has made a daunting assessment task seem simple, making me see how to quickly analyze information and translate it into guiding conversations with kids.... My mentor helped to direct my focus to areas of improvement in supportive ways that make sense in my own classroom." *Teacher, Woodburn School District*

Prepared by participating programs in the 2010-2011 Oregon Mentor Project, with material adapted from the New Teacher Center, Stand for Children, and the Chalkboard Project.



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# Oregon New Teacher Induction

Comprehensive Induction Programs for Beginning Educators

Investing in Oregon's teachers is more important than ever

New teacher induction is the single most efficient way to improve the quality of education in Oregon



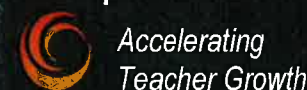
The research could not be more clear, consistent or compelling. It supports what parents have known all along: teacher quality matters a lot. Effective teachers can help students achieve enormous gains, while ineffective teachers can do great and lasting damage.

*Kati Haycock, The Education Trust*

- When new teachers are supported by comprehensive induction programs they perform at a higher level and their students achieve greater success. Put simply, when we focus on teachers, our students succeed. (Ellen Moir, New Teacher Center)

- Research studies have found 94% of mentored teachers remain in the profession after 7 years (compared to 50% nationally), with student achievement gains equal to or above those of experienced teachers.

- The Oregon Induction Program provides research-based, best-practice mentoring to new teachers and principals to give more students a top-notch educational experience.



## What is a high quality, comprehensive induction Program?

In 2007, Oregon invested in teacher effectiveness with the passage of House Bill 2574, dedicating funding to mentoring beginning educators. Through this commitment, we now have a cadre of highly trained teacher mentors and administrator coaches serving beginning educators across the state.

What makes Oregon's induction program high quality? *Quality mentoring is job-embedded and focuses on meeting each new teacher's individual needs.* It emphasizes high-quality instruction through the promotion of standards-based teaching, ongoing assessments and reflective practice. Mentored teachers and administrators are far more likely to remain in education than their unsupported peers, making comprehensive induction programs a cost-effective investment. New teachers frequently face difficult job assignments and serve the neediest students. Mentors provide essential support during this challenging career phase, accelerating teacher growth which in turn increases student achievement.

Every student in Oregon deserves a highly effective teacher and principal. The comprehensive, research-based induction programs provided throughout Oregon play a critical role by ensuring the effectiveness of our educators.

## Two Years of Comprehensive Teacher Induction Lead to Increased Student Achievement





Mentors receive more than 160 hours of training over two years from The New Teacher Center.

**YEAR ONE**

**Mentor Academy 1**  
Foundations in Mentoring & Formative Assessment

**Mentor Academy 2**  
Coaching and Observation Strategies

**Mentor Academy 3**  
Analysis of Student Work

**Mentor Academy 4**  
Planning and Designing Professional Development for New Teachers

**YEAR TWO**

**Mentor Academy 5**  
Coaching in Complex Situations

**Mentor Academy 6**  
Mentoring for Equity

**Mentor Academy 7**  
Extending Equity: Supporting Academic English Success

**Mentor Academy 8**  
Teachers of Teachers

**\*Administrator Coaches are trained in Coaching Leaders to Attain Student Success (CLASS)**

**Job-embedded coaching has dramatically higher impact than stand-alone, one-time professional development**  
*(Joyce and Showers)*

- 5% of learners will transfer a new skill into their practice as a result of learning a theory
- 90% of learners will transfer a new skill into their practice as a result of theory, demonstration, practice, and corrective feedback during the training -- when followed up with job-embedded coaching

## Comprehensive New Teacher Induction Offers More Than Traditional Models

Comprehensive Induction Model	Traditional Models
Prospective mentors undergo a rigorous interview and selection process	Mentors are often selected based on proximity or similar job assignment
Beginning teacher mentors participate in extensive professional development for supporting adult learners	Mentor professional development may be limited due to scheduling conflicts and lack of release time
Mentors are released from teaching duties to respond to teachers' schedules and be part of their classroom practice	Mentor availability may be limited by the demands of their own teaching assignment and lack of release time
Collaboration between mentor and teacher encourages reflective practice and discovery, using tools and strategies that push teaching practice forward	Teachers are often provided with curriculum and resources the mentors use themselves, as well as logistical support and empathy for the challenges of their work
Professional development is specifically designed for beginning educators based on their particular needs	Professional development offerings address school and district priorities, often geared for teachers in general

## One to One Instructional Mentoring = More Effective Teachers

**One to One Instructional Coaching:** Beginning teachers meet individually with their mentor, using Collaborative Logs, Professional Teaching Standards, Analysis of Student Work and other tools to help the teacher reflect on successes and challenges, plan next steps and identify needed supports.

**Classroom Observations and Feedback:** Beginning teachers are regularly observed by Mentors trained in classroom observation. Mentors provide objective, non-evaluative feedback used to continuously advance the teacher's practice.

**Co-teaching or Modeling Instruction:** Beginning teachers and mentors may co-plan lessons or the Mentor may model instruction while the beginning teacher conducts his/her own focused observation.

**Beginning Teacher Seminars:** Beginning teachers attend regular professional development seminars geared specifically for the needs of the novice teacher. Topics can include management, differentiating instruction, parent communication, special needs students, English language learners and technology integration.

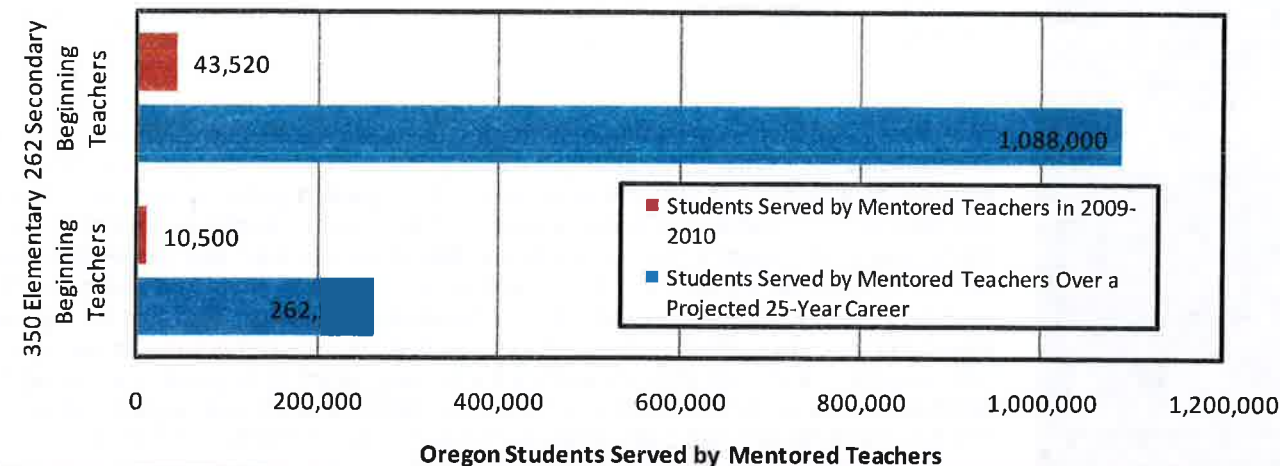
**Providing Resources:** Beginning teachers receive support from Mentors who are able to locate and provide the classroom resources many new teachers lack or do not have the time to gather.

**Learning Labs:** Beginning teachers are provided time for structured observations of outstanding veteran teachers. Mentors collaborate to help them implement observed ideas and strategies in their own classrooms.

**Professional Development:** Additional professional development focused on building, district and state initiatives is provided.

**Administrator Communication:** Mentors meet with the beginning teacher's principal regularly to focus on professional goals, support the teacher in district evaluation processes, and keep the principal informed about mentoring activities.

## Improved Instruction Through Mentoring: An Investment That Keeps Paying Off



## Improved student learning through the development of an inspired, dedicated, highly qualified teaching force

**Mentoring is the most innovative thing Oregon is doing educationally.**

This small investment is one meaningful step we can take to show we're serious about improving teaching quality, the single most important influence on student achievement.

**Mentoring new educators is cost effective.**

Oregon currently spends \$45 million PER YEAR on teacher turnover. Teachers name lack of support and feeling ineffective as the top reasons they leave the profession. For those teachers who stay, research shows that how they perform in their early years is how they'll perform throughout their career. Helping new teachers become more effective boosts student achievement for years to come.

**Mentoring focuses on improved practice rather than just survival skills!**

The first few years of teaching are the most challenging. During these years, teachers are more likely to become discouraged and disillusioned. Yet these early years are also the time when teachers establish good practices that last throughout their careers.

**Other states and the federal government are prioritizing mentors for new educators.**

Right now, with stiff competition for federal dollars, we should maintain our investment in a program that's giving Oregon a leg up for competitive funding.

**Every student deserves an effective teacher every year – and students need effective teachers now more than ever.**

New teachers typically teach our most vulnerable students. Whether these students' teachers are in the profession for one or ten years, the students in their class during that first year deserve excellent teaching.

**Oregon has invested three years of support for new teacher and principal induction and mentoring.**

We need to ensure that EVERY beginning educator in EVERY Oregon district receives the support they need to ensure EVERY Oregon student has a highly effective educator as their teacher or principal.

## NATIONAL FOCUS

- 100% of the successful Race to the Top proposals included new teacher induction.
- Hundreds of districts across the country have some model of new teacher induction and support.
- Mathematica Study, 2010: Third year teachers who received two years of comprehensive induction showed a positive and statistically significant impact on student achievement, equivalent to increases of four percentile points in reading and eight percentile points in math