

“This program cannot just disappear due to budget cuts. I attribute this program and my specific mentor to the success I have felt as a teacher inside my classroom within this district. This program could attract potential teachers to this district. The program reflects that the district is committed to preparing and retaining quality teachers who can reach the unique student dynamics within the district. Teaching must include reflective practices and this program provides an avenue for that. It makes teaching a collaborative and data driven process. Instead of feeling like an individual island, I feel that I am connected to something greater.”

First Year Teacher



“(…) To those entering the Woodburn School District, I would offer the following wisdom: Ask the type of questions that don’t lead to answers, rather more questions. In this vein, you will find what it truly means to be an equitable, reflective practitioner. Never settle into the mindset that you can “figure out” your students and the dynamic of this district. Embrace your students, as beings that will evolve, discover, and disrupt everything that you “think” you know about teaching. Be prepared to be stretched and shaken, confused and overwhelmed, and challenged beyond all that you know. However, amidst all of the things that it “takes” to be a teacher in this district, remember the most important is striving for what is best for students. Keep THEM at the forefront of all that you do; let who they are lead and guide your every move. Then, prepare to be amazed.”

High School teacher



“This program has been phenomenally beneficial for my new teachers and our school as a whole. Our mentor worked with my teachers and at the end of two years, **they are much more prepared and skilled than previous new teachers at the same time.** They are confident and have a great “toolkit” for working with students. Of particular value has been our mentor’s work on supporting language development. Their development in this area is far beyond what I saw in other teachers. I think that the personalized ongoing nature of the support has been a key. I also love that our mentor has gotten to know my school (and even some specific students!) better. I feel like she has insights and supports not only my new teachers, but for our school in general. My new teachers are more prepared for meetings regarding annual evaluations - they know how to articulate their efforts, have identified goals and tracked their own progress and bring evidence of student work and their own planning work to offer as evidence. These were some of the best evaluation meetings I have ever had because they have been trained in the mindset of continuous professional development. I would love to see this kind of mentoring happening across the board, although I know it would be tough in these economic times. I think that while our instructional coaching has been beneficial to our school as a whole, the district mentoring has been outstanding on an individual level and the fact that the mentor is from outside the school opens up dialogue that might be less likely to happen within the school. Our mentor is exactly the right person for this position and I love the perspective she brings and her openness to the differences between high school and other levels. **This program is AMAZING**”.

High School Principal