



Southern Oregon ESd
School Improvement Services
Southern Oregon Mentor Consortium

10/1/15
Volume 1, Issue 1



Southern Oregon Mentor Consortium

Mentor Grant News

OREGON DEPARTMENT OF EDUCATION MENTOR GRANT 2015– 2017

The Oregon Beginning Teacher and Administrator Mentoring Program supports a vision of induction and mentoring that address the following goals:

- Increasing **retention** of beginning teachers and administrators
- Improving **instructional practices** for beginning teachers and administrators
- Increasing **student learning and growth**

Our Grant award this year of over \$600,000.00 allows master teacher mentors to serve 171 new educators in nine partnering districts throughout Jackson, Josephine and Klamath counties. Working within the grant, we have 40 New Teacher Mentors and 6 New Administrator Mentors.

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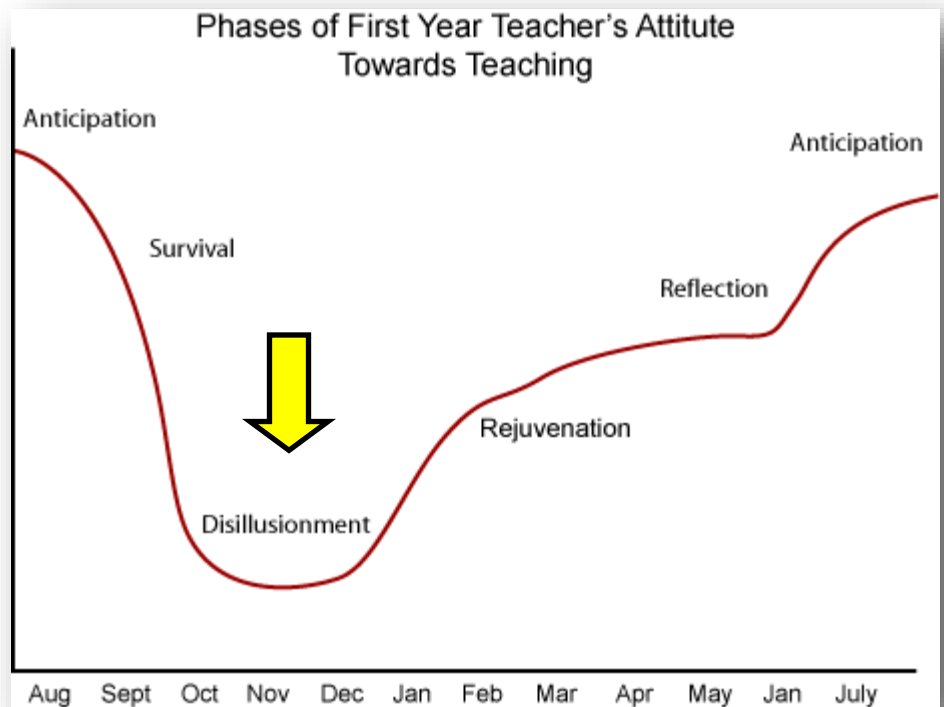
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Figure 1 above: Phases of First Year Teacher's Attitude Towards Teaching. *New Teacher Center. Mentoring for Effective Instruction Field Guide. Santa Cruz: New Teacher Center, 2014. 11-13. Retrieved from <http://www.newteachercenter.org/blog/phases-first-year-teaching>*

"I thought I would be more focused on curriculum and less on classroom management. I am stressed because I have some very problematic students who are low academically and I think about them every second my eyes are open."

-New Teacher



Phases of the First Year of Teaching

One of the challenges of mentoring is understanding the phases that **New Teachers move through in their first years** in the profession. While not all New Teachers encounter the different phases, it is helpful to understand the reality of the challenges of teaching that begin to emerge. There is a level of intensity in this profession that cannot be ignored. **It is imperative that mentors and administrators understand these stages** when it comes to supporting individuals, and for New Teachers to see their process as having recognizable phases of growth.

Disillusionment Phase



After six weeks of working, new teachers enter the disillusionment phase. The extensive time commitments, the realization that things are not going as smoothly, and low moral contribute to this stage of disenchantment. They are also confronted with events like parent conferences and their first formal evaluation which causes stress. **Navigating through this phase may be their greatest challenge as an educator.**

A mentor is key in this entire process as they guide, instruct and provide support through the numerous challenges of teaching. Having a framework to guide the growth and development of fledgling teachers is vital in the mentoring process. For more information on each of these stages, visit <http://www.newteachercenter.org/blog/phases-first-year-teaching>

MENTOR GRANT LEADERSHIP TEAM



Distributive Leadership Model Implemented

With the advent of a new two year ODE mentor grant come leadership changes that are already affecting the implementation of the mentoring work in Southern Oregon. Under the continued leadership of Mentor Grant Consortium Program Coordinator Rea Snyder, **district PLC leaders** have been placed at the hub and **are guiding mentor forums** specifically **tailored to the needs of each school district**. Leeanne Wallace, Ashland; Kirsten Valenzuela, Three Rivers-Grants Pass-Rogue River; Peggy Strain, Medford-Butte Falls-Prospect. comprise the talented team of professionals overseeing their respective teams as they align with grant expectations and support their mentors.

Theme for Mentor Grant
Training this year.

Our job is to
teach the students we have.

Not the ones we would like to have. Not the
ones we used to have.

Those we have **right now. All of them.**

Dr. Kevin Maxwell

Pictured left: Our Leadership Team
Leeanne Wallace, Sheri Smith, Peg-
gy Strain, Rea Snyder, and Kirsten
Valenzuela.

District PLC Leaders:



Leeanne Wallace
Ashland



Peggy Strain
Medford, Butte Falls, Prospect



Kirsten Valenzuela
Three Rivers, Grants
Pass & Rogue River

IPAD SWIVLS

Available For Partnering Districts

Have you ever wanted a robot in your classroom to record your teaching? Each partnering district in the SOMC has access to this very thing in the form of a **I Pad Swivl**, a mobile device that video records teachers, allowing them to self-assess their teaching practice. With a variety of online tools, the **I Pad Swivl** records videos, allowing teachers to review them for personal professional development, share with mentors and administrators and to evaluate their own instructional practice. Each district has one or two available for check out. Please contact us here at the SOESD to have us contact your district person in charge of check out of the **I Pad Swivl**.



Virginia Hicks



Ann King



Rita Phillips



Peggy Cowens



Kellie Lovell



Donna Hildebrand

"The swivl has been a terrific tool for helping a new teacher analyze his or her practice and share it with the mentors."

Sheri Smith



(<http://www.swivl.com/wp-content/uploads/2015/10/Home-Robot1.jpg>)

Why We Mentor New Teachers--

It's no surprise that the high turnover rate within the field has been likened to a revolving door. According to the National Center for Education Statistics, **about a fifth of all newly minted public-school teachers leave their positions before the end of their first year.** And **nearly half of them never last more than five.**

Bernado, R. (2015). *2015's Best and Worst States for Teachers*. Retrieved October 14, 2015, from *Wallet Hub* website: <https://wallethub.com/edu/best-and-worst-states-for-teachers/7159/#ask-the-experts>

Mentors Lend New Teachers a Helping Hand

Article in Ashland Daily Tidings Oct. 9, 2015, written by Joe Zavala

Leeanne Wallace, veteran teacher for 40 years and now mentor for four years in the **Ashland School District**, was **recently highlighted in the Ashland Daily Tidings** where she shared her experiences and the value of the ODE New Teacher Mentoring program. Grant funded, Ashland new teachers are among the 171 in Southern Oregon who are receiving valuable, timely support from seasoned professionals as they begin their practice and learn the nuances of the educational process. For more on this article, follow this link: <http://www.dailytidings.com/article/20151009/NEWS/151009812/0/SEARCH>



Pictured above:
Leanne Wallace

New Teacher Center “Tools” Collaborative Assessment Log

The Collaborative Assessment Log is the most common tool used by mentors within the grant. Developed by New Teacher Center, the tool guides discussion that takes place between beginning teachers and their mentors, allowing the new teacher to share both positive and challenging attributes of the work, and allowing mentors and new teachers to determine “next steps” in the ever evolving process of becoming a teacher.

A new adventure for mentors this year is exploring the Online 2.0 version of this popular tool. Both mentors and teachers have accounts that allow them to share the tools with one another. Used weekly, the CAL has become a foundational tool in the mentor’s toolbox.

A screenshot of the Collaborative Assessment Log form. The form is titled "New Teacher Center FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING Collaborative Assessment Log". It includes fields for "Name or Group:", "Coach:", "Grade Level/Subject Area:", "Date:", "Professional Goal(s):", and "Teaching Standard Focus:". The main body of the form is divided into four quadrants: "What's Working? (How do you know? Cite evidence of instructional decisions and student learning when applicable.)", "Current Focus—Challenges—Concerns:", "Teacher/Group Next Steps:", and "Coach Next Steps:". At the bottom, there is a section for "What aspects of our work together provide the most support and impact on your practice? What would support you going forward?" and a "Next meeting date:" field. A legend at the bottom left indicates "WHITE/TEACHER" and "YELLOW/COACH". A list of 15 items with checkboxes is provided for marking, including "Analyzing Student Work", "Co-Assessing Teaching Practice", "Collaborating with Colleagues", "Communicating with Families", "Determining Instructional Groups", "Developing/Reviewing Professional Goals", "Discussing Case Study Student(s)", "Discussing Content Standard(s)", "Developing IEP/Planning for IEP Meeting", "Identifying/Adapting Curricular Resources", "Knowing Students Academically", "Knowing Students Across Multiple Dimensions", "Modeling Lesson(s)", "Observing and Conferencing", "Planning Instruction", "Problem Solving", "Reflecting", "Reviewing Inquiry Cycle Action Plan", "Using Technology", and "Other".

COORDINATORS

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Teacher Mentors

Ashland School District

Kathi Bowen-Jones

Megan Farnsworth

Susan Hollandsworth

Leeanne Wallace

Blake Weller

Butte Falls School District

Dave Bone

Grants Pass School District

Peggy Cowens

Naomi Lane

Rita Phillips

Marty Zottola

Klamath County School District

Joel Brain

Heather Pearson

Medford School District

Shirley Blanchard

Jeanie Camarillo

Allison French

Alice Gettling

Ann Hague

Bonnie Havens

Carol Hearn

Donna Hildebrand

Anne King

Rhonda Lee

Cathy Millbank

Tom Newman

Jeanne Rasmussen

Alyce Sandusky

Sheri Smith

Elizabeth Stansfield

Peggy Strain

Debbi Warren

Prospect School District

Dave Bone

Joe Snyder

Rogue River School District

Kelly Gibson

Cheri Meier

Emily Miller

Judy Richards

Three Rivers School District

Francie Bostwick

Kellie Lovell

Judy Richards

Rob Sauders

Anne Urban

Kirsten Valenzuela

Administrator Mentors

Janis Duer

Susan Hollandsworth

Virginia Hicks

Dave Valenzuela

Casey Alderson

Stephanie Allen-Hart