



Willamette
EDUCATION SERVICE DISTRICT

**Oregon Department of Education
Mentoring Program for
Beginning Teachers & Beginning Administrators
2017-2019 Biennium
Report of Annual Surveys**



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2017-2019 Biennium Report of Stakeholder Surveys

In 2007, the Oregon Legislature passed HB 2574 authorizing the establishment of the Oregon Mentoring Program (OMP) with the goal of supporting beginning teachers, principals, and superintendents. In 2013, the legislature established the Network of Quality Teaching and Learning to create a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

In 2015, the Oregon Legislature amended the Oregon Revised Statute 329.805 regarding Grants-in-aid to include the following funding priorities when there is not enough funding to support all eligible proposals. The priority projects/districts receiving funds needed to demonstrate their efforts related to: (a) increasing the number of culturally and linguistically diverse educators hired, and, (b) reflecting the demographics of the students of the school district with the demographics of the educators of the school district. An additional priority area is whether the school district is a small school district or serves a rural community.

In January 2016, an executive order was signed by the Governor to create the Governor's Council on Educator Advancement. The Council was charged with developing models to deliver relevant, high quality, and culturally responsive professional development for all Oregon educators and developed a series of recommendations for Governor Brown.

Building upon the Governor's Council on Educator Advancement recommendations, the Oregon Legislature created the Educator Advancement Council (EAC) through the passage of Senate Bill 182. The work of the EAC is to help Oregon achieve high-quality, well-supported and culturally-responsive public educators in every classroom. As such, after more than 10 years of successful implementation in supporting beginning educators, the Oregon Mentoring Program as it currently exists will sunset this year and the EAC will begin a process to support educators statewide. The work of the Oregon Mentoring Program has been foundational to this work.

The Oregon Mentoring Program supports a vision of induction and mentoring that addresses the following goals:

Goal 1: Increase retention of beginning teachers and administrators

Goal 2: Improve instructional and leadership practices for beginning teachers and administrators

Goal 3: Increase student learning and growth

This report contains the 2017-2019 comprehensive survey results from the ten Oregon Department of Education-funded mentoring projects in the 2017-2019 biennium. This report includes methods, impact, demographics, progress on each of the three goals, stakeholder input, recommendations, and a summary.

The top findings from this year's data are:

1. The number of beginning teachers participating in the survey increased slightly from last year, from 1,013 to 1,025.

2. The estimated number of students receiving instruction from mentored teachers increased by almost 3% over last year, from 120,934 to 124,160.
3. The number of beginning administrators participating in the survey increased from last year, from 49 to 59.
4. The percent of mentored teacher respondents who indicated they were culturally/linguistically diverse increased from 19% to 24%.
5. Four out of five beginning teachers and administrators were prepared in Oregon.
6. The percent of teachers facing employment change or uncertainty (defined as leaving the profession, laid off, or uncertainty about being rehired) increased from 10% of beginning mentored teachers in 2017-18 to 14% in 2018-19.
7. Teachers who identified themselves as diverse were more likely to prefer a mentor with a similar cultural/linguistic background and to believe that it makes a difference in the mentoring relationship than those who are white or who declined to answer. They were also much less likely than whites or those declining to answer the race/ethnicity question to have a culturally/linguistically similar mentor.
8. Three out of five mentored teachers attributed some or a great deal of their desire to continue in the field to being mentored.
9. *Working through challenging situations* was identified as the most effective use of time with their mentors for both beginning teachers and beginning administrators.
10. Only six out of ten beginning teachers felt prepared for their first week of classes by their preparation programs compared to nine out of ten beginning administrators.
11. Eight out of ten beginning teachers and nine out of ten beginning administrators attributed at least some of their success in their roles to the mentor program or their mentor/coach.
12. Eight out of ten beginning teachers responded that their mentor had an impact on their performance in the classroom, and three quarters responded that their mentor contributed to specific student learning growth.
13. Fully 100% of Local Education Agency administrators *agreed or strongly agreed* with the statements *I believe that working with a mentor has had a positive impact on my beginning administrator(s) practice, and I support the continuation of the Mentoring Program.*

Methods

The Oregon Revised Statutes (ORS) requires the OMP to include regular and ongoing evaluation of the implementation and administration of the mentoring projects funded through grants-in-aid. As part of the evaluation, project participants are required to complete surveys in the spring of each year. Projects that have both a beginning teacher and beginning administrator program involve six survey groups: Beginning Teachers, Beginning Teacher Mentors, Site Administrators, Beginning Administrators, Beginning Administrator Mentors, and Local Education Agency (LEA) Administrators. If a project does not have a beginning administrator program, only the first three survey groups apply. See Appendix A for the definitions of each group.

OMP has been conducting surveys of each stakeholder group every year except one since the start of the program in 2008. Once projects are notified of their initial or renewed funding, they identify mentees and hire mentors. These mentors may be currently teaching, have release time, or be working only as mentors (e.g., full-release mentors, retired teachers or administrators). Mentees must be in their first or second year of teaching, or be first or second year principals or superintendents. In 2018- 2019 school year, assistant principals were added.

Data collection begins with the pairing form where project directors indicate the mentor/mentee pairs, the mentees' position codes, their license type, and whether they are in their first or second year of mentoring. This data is checked against ODE data provided by districts. The pairing forms are revised throughout the school year as changes happen within the district/consortium.

The ODE Program Lead and the OMP Evaluation Team work together to review the previous year's six surveys to determine if any revisions are needed. Revisions are made as necessary and the surveys are inputted into the survey platform. Skip patterns are then checked. Notification emails to project directors are drafted and links to the surveys are sent to the project directors.

Although project directors are given a deadline for closing the survey, it typically remains open until the specified response rate is reached. Normally, the response rate is close to 100% for all groups as responding is a requirement of project funding. This year, the response rate from beginning administrators was lower than preferred at 66%, but still high for survey research. As the program is ending this year, a hard deadline was required. The other groups ranged from 73 to 97% this year, and from 87 to 96% overall in 2017-18. Some projects reached 100% in several categories.

Because of the length of the survey and the issues with the survey platforms, surveys were included if respondents answered at least 60 of the 64 items. This biennium varies from past practices in that the only responses included were from 100% completed surveys. Rounding errors may result in totals greater than 100%. Once the survey is closed, the data is cleaned and analyzed using Excel. Raw data from each of the six surveys and summary reports are sent to each of the projects to assist projects in interpreting the data. When the number of responses in a group is less than four, limited summary results are provided. Finally, the data for all projects and surveys is provided to the ODE Program Lead along with this summary report. The full text of the surveys can be found on the ODE mentoring website.

Mentoring Program Impact

The following table shows the impact the Oregon Mentoring Program has had over the past six years. The large increase in the number of students and teachers impacted in 2014-15 were due to a funding increase. The number of students impacted is an estimate provided in the annual survey by teachers of the number of students they teach in a year.

Stakeholder Impact	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of beginning teachers	993	1,172	1,183	1,127	1,145	1,164
Number of students taught by participating teachers	71,096	103,018	123,358	117,885	120,934	124,160
Number of beginning administrators	97	47	66	66	55	90

¹Note: These numbers reflect actual participants provided by Project Directors and excludes those who may have taken leave during the year or otherwise exited. They do not match the ODE funded numbers.

Site Administrators were asked to *give an example of mentor impact on the beginning teachers' practice*. Their comments support the importance of providing an effective mentoring program.

“There is a clear progression of skills and content that is not always present in un-mentored teachers’ rooms. Things are more intentional and thus students can understand the lessons better.” SA 2018

“One mentor helped a teacher to improve on task time by taking data and modeling engagement strategies. This increased on task time and helped all of the students by providing a more engaging environment.” SA 2018

“Students are the direct beneficiaries of the growth demonstrated through the mentorship program. As her work develops the students' level of achievement also grows.” SA 2018

“I fully believe that without the mentor teacher this year I would have non-renewed a 1st year teacher. He helped coach a willing teacher who applied strategies and suggestions to a point where she is now much more confident and comfortable.” SA 2019

“Very trusting relationship established so that my teacher feels safe to share fears, lagging skill areas, and options to improve the classroom.” SA 2019

“The interaction between mentors and beginning teachers has had a positive impact on teaching performance. Mentors provide new teachers with feedback, advice, and support on a consistent basis. Our mentor and new teacher work in a PLC together and openly shares their ideas.” SA 2019

Demographics

During the 2017-2019 biennium, ODE provided funding to ten projects that included 53 school districts and 3 Education Service Districts (ESDs). The table below provides the project names and the participating districts.

Project Name	Districts
Douglas ESD Region Supports New Educators	Days Creek, Glide, Oakland, Riddle, South Umpqua, Sutherlin, Yoncalla
East Columbia Collaborative	David Douglas, Columbia Gorge ESD (representing Dufur and North Wasco SDs), Gresham-Barlow
High Desert Mentor Consortium	Bend-LaPine, Crook Co., Jefferson Co, Sisters
Lincoln County SD New Teacher Induction Project	Lincoln County School District
Mentoring for Excellence	Portland Public Schools
Mid-Willamette Valley Consortium	Cascade, Central, Dallas, Falls City, Gervais, Jefferson, Mt. Angel, North Marion, North Santiam, Salem-Keizer, Silver Falls, St. Paul, Woodburn, WESD, Yamhill-Carlton
North Coast Mentoring Consortium	Astoria, Jewell, Knappa, Neah-Kah-Nie, Seaside, Tillamook
Roseburg New Teacher Mentoring Program	Roseburg Public Schools
St. BeaVer Mentoring Collaborative	Beaverton, St. Helens, Scappoose, Vernonia
Southern Oregon ESD Consortium	Ashland, Brookings Harbor*, Butte Falls, Grants Pass, Klamath Falls City Schools, Klamath County, Medford, Phoenix-Talent, Pinehurst*, Prospect, SOESD, Three Rivers

*Brookings Harbor and Pinehurst joined the Southern Oregon ESD consortium in 2018-19.

The surveys are administered the week after spring break each year. The following table provides a comparison of the overall survey response rates for the six survey administrations for the 2017-18 and 2018-19 school years.

Respondent Category	2017-18			2018-19		
	N ¹	Responses	Response Rate	N ¹	Responses	Response Rate
Beginning Teachers (BT)	1145	1013	88%	1164	1025	88%
Beginning Teacher Mentors (BTM)	173	166	96%	191	186	97%
Site Administrators (SA)	423	378	89%	410	301	73%
Beginning Administrators (BA)	55	49	89%	90	59	66%
Beginning Administrator Mentors (BAM)	31	27	87%	33	27	82%
LEA Administrators (LEA)	27	25	93%	31	25	81%

¹ Note: These numbers reflect actual participants provided by Project Directors and excludes those who may have taken leave during the year or otherwise exited. They do not match the ODE funded numbers.

The employment logistics of beginning teachers who were mentored, shown in the table below, was very similar across the two years. The largest difference was a 4% reduction in teachers with intermediate assignments. Each year, 10% of the beginning teachers had special education assignments.

BT: Employment Logistics	2017-18		2018-19	
Worked full time	953	94%	959	94%
Had been teaching one year	485	48%	489	48%
Had been teaching two years	462	46%	445	43%
1 st year mentee	587	58%	623	61%
2 nd year mentee	418	41%	388	38%
Teaching assignment:* primary	394	39%	383	37%
Teaching assignment: intermediate	177	17%	130	13%
Teaching assignment: middle/junior	222	22%	236	23%
Teaching assignment: high school	210	21%	245	24%
Teaching assignment: special education	99	10%	104	10%

*Note: Teachers often had more than one assignment.

In 2017-2018 school year, the gender response options were revised to align with recent changes in Federal options: Male, Female, and Other. Three respondents (.3%) in this year's BT survey indicated the *Other* category as did one last year. The proportion of the remaining male, female, and decline-to-answer beginning teachers and mentors participating in the OMP are listed below.

2017-18				
Gender	BT	BTM	BA	BAM
Female	73%	83%	55%	70%
Male	24%	14%	41%	30%
Decline	3%	3%	4%	0%

2018-19				
Gender	BT	BTM	BA	BAM
Female	73%	84%	58%	70%
Male	25%	13%	32%	30%
Decline	2%	3%	10%	0%

The State of Racial Diversity in the Educator Workforce (U.S. Department of Education, 2016) reported, "the elementary and secondary educator workforce is overwhelmingly homogenous (82% white) (p. 3)." Conversely, the National Center for Education Statistics (Hussar and Bailey, 2018) predicts that by 2026 only 45% of public school students will be white compared to the 51% in their 2012 data collection.

Similar to national trends, student diversity in Oregon is also increasing. The Oregon Educator Equity Report (Chief Education Office, 2018) indicates that in 30 of Oregon's 197 school districts the percentage of students of color ranges from 40 to 84 percent of the K-12 student body. As part of ODE's commitment to hire and retain more educators who are culturally and linguistically similar to the students they are teaching, OMP is also gathering data on the number of beginning educators of color being mentored.

All survey groups were asked with *what ethnic group you most identify*. Below are the self-reported results for the beginning teachers and beginning administrators. Although the 11% decrease in white mentored administrators might lead one to believe there is an increase in diversity in the group, the increase (by 8%) in *preferred not to answer* does not support this conclusion. For beginning teachers, there was an 8% increase in the diversity of the group.

Race/Ethnicity (All Responses) ¹	2017-18		2018-19	
	BT	BA ²	BT	BA
White	80%	86%	72%	75%
Hispanic/Latino	10%	6%	12%	7%
Prefer not to Answer/Decline	6%	4%	4%	12%
Asian	4%		3%	
Multiracial	2%	2%	6%	2%
American Indian/Alaskan Native	1%		1%	
Black/African American	1%	3%	1%	3%
Native Hawaiian/Pacific Islander	1%	2%	0%	2%

¹Participants were able to select more than one choice.

²No BA participants selected more than one choice.

Three beginning teachers choosing the *Other* category included Ashkenazi, Iranian, and Hungarian. An unduplicated count of beginning teachers' race and ethnicity, combining any instances of multiple selections as multiracial and counting Hispanic/Latino only in that category, indicates 24% (n=249) from diverse backgrounds, 72% (n=737) white, and 4% (n=39) declining to respond. This is an increase from the previous year where 19% indicated they were racially or ethnically diverse.

Beginning teachers were asked *in what state did you complete your teacher preparation program?* As the table below shows, the majority of beginning teachers were prepared in Oregon. This data confirms that Oregon school districts tend to hire graduates from Oregon teacher preparation programs.

BT: State of Teacher Preparation Program	2017-18		2018-19	
	N	%	N	%
Oregon	869	86%	847	83%
Other	61	9%	43	11%
Arizona	27	3%	27	3%
California	14	1%	16	2%
Washington	14	1%	13	1%

The following universities represent the top five schools where beginning teachers completed their teacher preparation programs: 13-15% completed at Western Oregon University and Portland State University each year, and Concordia University, Southern Oregon University, and Oregon State University each graduated 7%.

Beginning administrators were asked *in what state did you complete your education administration preparation program?* As can be seen in the table below, the vast majority of beginning administrators were prepared in Oregon. The programs most often listed in 2017-18 were Portland State University (31%), University of Oregon (18%), and Concordia University and Southern Oregon University each at 14%. The rankings and percents changed in 2018-19, with Portland State University at 19%, University of Oregon at 17%, and Lewis and Clark at 14%.

BA: State Education Administration Preparation Program	2017-18		2018-19	
	N	%	N	%
Oregon	43	88%	50	85%
Arizona	2	4%	2	3%
Other	4	8%	7	12%

Goal 1: Increase retention of beginning teachers and administrators

The retention of effective educators is essential to a highly effective educational system. Participants in Oregon’s evidence-based mentoring program experience a higher retention rate than beginning educators who are not mentored.

Retention and Future Plans

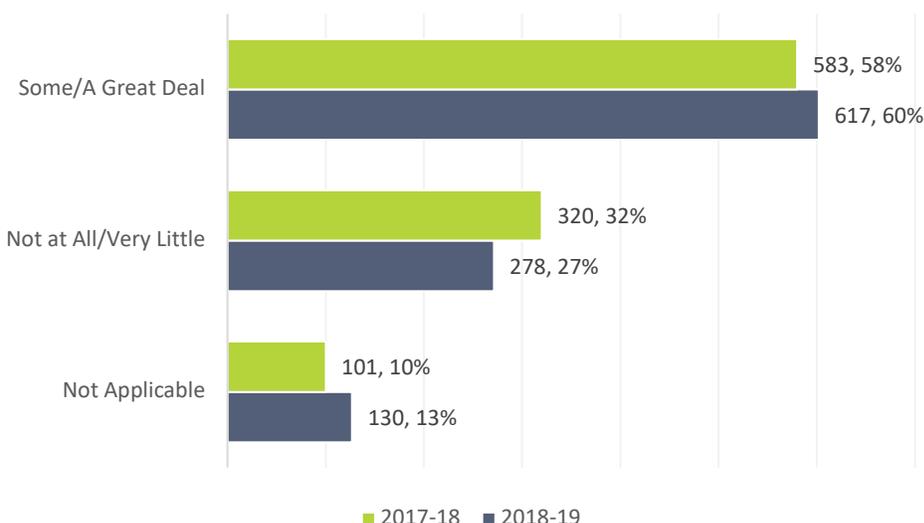
Important to evaluating retention is understanding **beginning teachers’** future plans. Beginning teachers were given multiple options to select from and the opportunity to explain their plans if there was no match for their situation. The table below is a summary of the beginning teachers’ responses.

BT: Future Plans	2017-18		2018-19	
	N	Percent	N	Percent
Stay in my current teaching position	722	71%	742	72%
Don’t know yet*	64	6%	58	6%
Move to another grade level or content area but continue teaching	55	5%	40	4%
Move to another school outside district	42	4%	49	5%
Move to another school within the district	38	4%	38	4%
Leave the profession*	9	1%	16	2%
Laid off looking for work in education*	14	1%	25	2%
Unsure could be laid off*	11	1%	33	3%
Go on maternity/paternity leave	3	0%	5	0%
Move to a leadership position	3	0%	4	0%
Move to a non-teaching position within my school/district	2	0%	4	0%
Laid off looking for work outside of education*	1	0%	2	0%
Other	49	5%	9	1%

The rates across the two years are similar in most categories with most staying in the profession. The categories show minimal movement between positions, schools, and districts. Looking at the categories indicating either leaving the profession, laid off, or uncertainty about being rehired 10% of beginning mentored teachers faced this in 2017-18 and 14% in 2018-19. Some of this uncertainty could be due to the timing of the surveys, which go out the week after Spring Break each year, and one of the larger districts within the OMP experiencing significant financial issues causing an estimated 200 teachers being laid off.

Mentors play a definite role in retention rates. Fifty-eight percent of beginning teachers stated that their mentor influenced their decision to continue teaching.

BT: To what degree did your mentor influence your decision to stay in the teaching profession?



Research suggests that higher retention rates of diverse teachers are attained when they have culturally/linguistically similar mentors. Overall, when beginning teachers were asked, *Was your mentor culturally/linguistically the same as you?*, 85% in 2017-18 and 83% in 2018-19 stated yes. For the purposes of this report, teachers were categorized as *culturally/linguistically diverse* if they indicated a race other than *white*, *Hispanic/Latino* ethnicity, or if they spoke a language in their childhood homes other than *English*. The following table separates the **yes responses** to the three mentor/mentee cultural diversity items by this diversity category. Note: 47 (5%) and 39 (4%) of the respondents each respective year chose *Prefer not to answer/Decline* to the *Race/Ethnicity* questions.

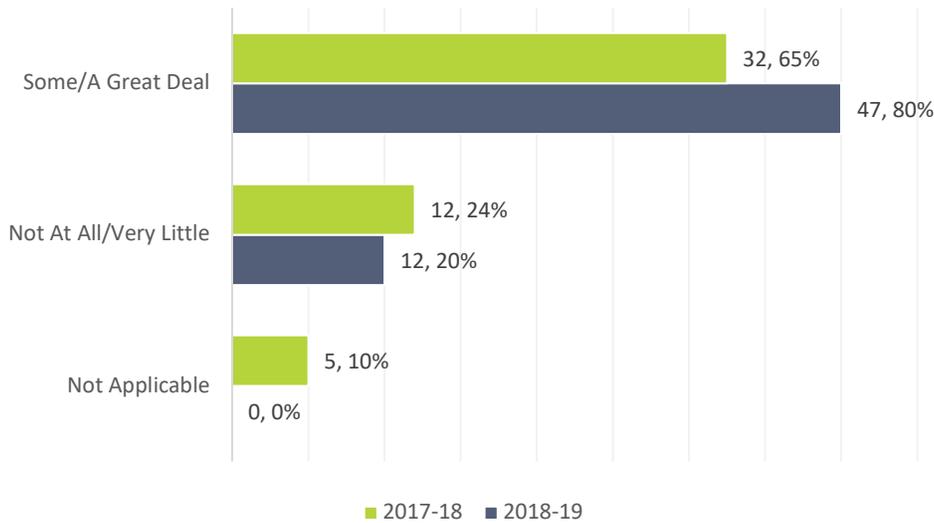
BT: Yes Responses to Mentor/Mentee Diversity Items	White		C/L Diverse		
	17-18	18-19	17-18	18-19	
Was your mentor culturally/ linguistically the same as you?	91%	93%	61%	55%	30%/38% more white than diverse teachers had C/L similar
Does having a mentor who is culturally/linguistically similar to you make a difference in the mentoring relationship?	38%	39%	59%	61%	21%/22% more C/L diverse teachers believe this makes a difference
Would you have preferred to have a mentor who was culturally/linguistically similar?	42%	43%	57%	59%	15%/16% more C/L diverse teachers prefer a C/L similar

As shown in the above table and using the 2017-18 numbers for simplicity, people who were themselves diverse were more likely to prefer a mentor with a similar cultural/linguistic background (57% compared to 42%) and to believe that it makes a difference in the mentoring relationship (59% compared to 38%). They were also much less likely than whites to *have* a culturally/linguistically similar mentor (61% compared to 91%).

The following table summarizes the beginning administrator’s future plans. No administrators indicated they planned to leave education. Mentors also had an impact on decisions to remain in administration increasing from 65% in 2017-18 to 80% of the beginning administrators in 2018-19.

BA Future Plans	2017-18		2018-19	
	N	%	N	%
Stay in my current position or move to another school within the district	44	90%	53	90%
Move to another school outside of the district	1	2%	1	2%
Don't know yet	4	8%	2	3%
Other			3	5%

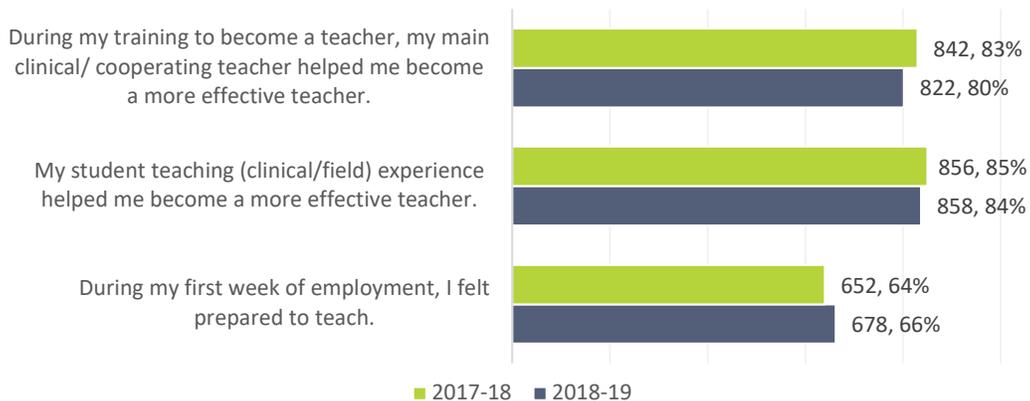
BA: To what degree did your mentor influence your decision to stay in administration?



Retention and Preparation

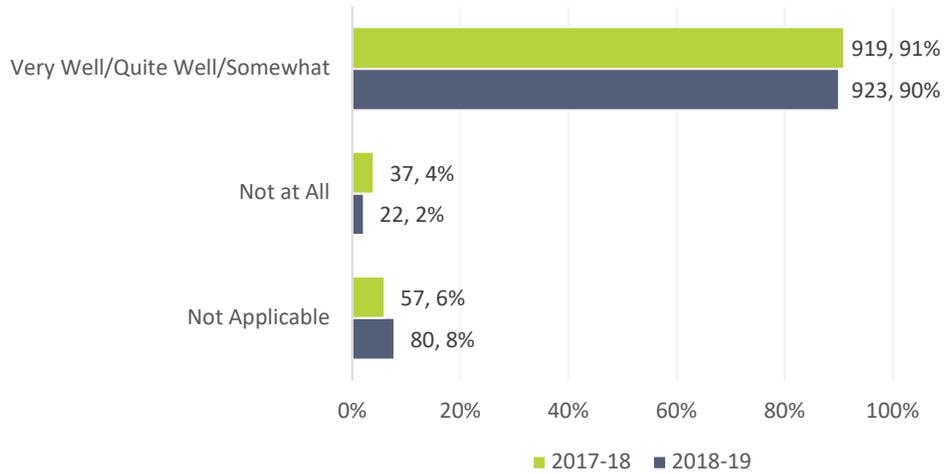
Beginning teachers were asked to indicate their agreement with the following statements regarding their preparation in their teacher preparation program. While four out of five beginning teachers felt their cooperating teachers and clinical experiences helped them to be more effective in the classroom, one in three still did not feel prepared by their preparation program for their first week of classes.

BT: Please indicate your level of agreement with the following (Agree/Strongly Agree charted):



Beginning teachers were also asked specifically, *how well do you think your teacher education program prepared you for the classroom?* The results, shown in the chart below indicated that nine out of ten beginning teachers agreed their teacher preparation program prepared them at least *somewhat well* for the classroom.

BT: How well do you think your teacher preparation program prepared you for the classroom?



Beginning teachers responded to the following question: “How well do you think your teacher prep program prepared you for the following?” Of note, one-quarter of respondents did not indicate their college preparatory program taught them to deal with stress, and only half received resources on reducing chronic absenteeism.

BT: How well do you think your teacher prep program prepared you for the following?¹	2017-18	2018-19
Development of a repertoire of instructional strategies	90%	89%
Planning for differentiated instruction	91%	89%
Creating an equitable classroom	91%	88%
Knowledge of formative assessment strategies/resources	91%	88%
Development of lesson and long-term planning	90%	88%
Knowledge of content areas and curriculum	87%	86%
Strategies to better manage my classroom	88%	86%
Collection and analysis of student data	88%	86%
Strategies and resources to help students form relationships and manage behaviors	83%	85%
Strategies and resources to build, nurture, and repair relationships between/with students	87%	83%
Teaching English Language Learners	86%	82%
Teaching students with special needs	83%	81%
Working with other staff members	84%	81%
Teaching at-risk students	84%	80%
Strategies and resources to understand the impacts of trauma and create safe, supportive learning environments	81%	79%
Preparing for effective parent communication	78%	76%
Teaching Talented and Gifted (TAG) students	76%	74%
Preparing for meetings/conferences	74%	73%
Strategies to help with job-related stress	72%	72%
Resources to reduce chronic absenteeism	53%	52%

¹The number of responses for each item varies from 1005 to 1013 in 2017-18, and from 1020-1025 in 2018-19.

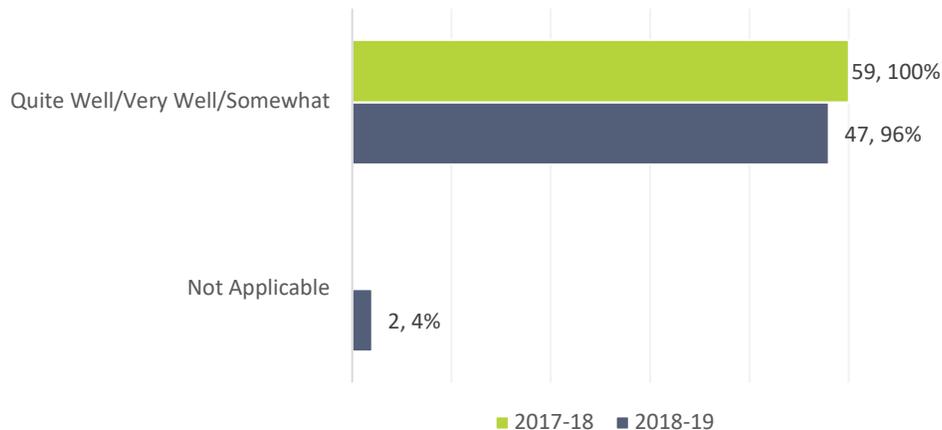
When asked to indicate agreement about their leadership preparation experiences while in their education administration preparation program, **beginning administrators** responded with high marks in all three areas queried.

BA: Please indicate your level of agreement with the following:



Beginning administrators were also asked, *how well do you think your administrator education program prepared you to become an administrator?* The results, shown in the chart below, indicate all beginning administrators agreed their administrator education program prepared them at least *somewhat well* for their administrative position.

BA: How well do you think your Education Administration Program prepared you to become an administrator in your own school?



Beginning administrators responded to the following question: *“How well do you think your education administrator program prepared you for the following?”* The greatest number of responses included *development of a school/district plan and setting goals*. Fewer beginning administrators received training in understanding the impact of trauma and creating a safe school environment and resources to reduce chronic absenteeism.

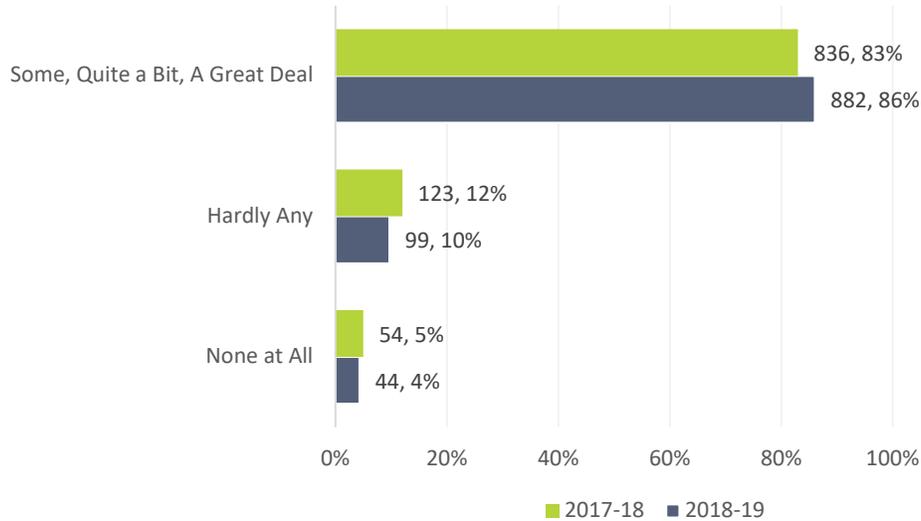
BA: How well do you think your Education Administration Program prepared you for the following:	2017-18	2018-19
Development of a school/district plan	100%	98%
Setting goals	98%	97%
Conducting evaluations of staff	94%	95%
Conducting observations and providing feedback to staff	94%	95%
Working through challenging situations	94%	95%
Strategies and resources to foster an inclusive school culture	98%	95%
Locating resources and materials	88%	93%
Using and analyzing data	94%	92%
Evaluating instructional programs	85%	90%
Strategies and resources to help students form relationships and manage behaviors	88%	88%
Working on a budget	79%	86%
Working with the district office/school board	85%	86%
Time management of prioritizing tasks	88%	85%
Strategies and resources to understand the impacts of trauma and create safe, supportive school environments	73%	84%
Resources to reduce chronic absenteeism	71%	70%

¹The total number responding to each option for 2017-18 was 48. One additional individual responded “Does not apply” to all items. For 2018-19, the number responding to each item varied from 57 to 59.

Goal 2: Improve instructional and leadership practices for beginning teachers and administrators

Beginning teachers were asked how much of their *success as a beginning teacher they would attribute to the mentor program*. The chart below indicates four out of five beginning teachers attributed at least some of their success to the mentor program.

BT: How much of your success as a beginning teacher would you attribute to your mentor program?



Beginning teachers were asked to provide examples of success as a beginning teacher that were a result of participating in the OMP. Representative quotes are provided in the text box below.

“The school I work at has a very high teacher turn-over rate, and student populations that are highly effected by trauma, and it can be a very emotional stressful working environment. My mentor helped me unpack my concerns through conversations, and helped me find perspective that allowed me to focus on my job, and still enjoy life outside of work.” BT 2018

“By participating in the mentor program I gained successes in many ways. A few of these would be through the confidence I have in adjusting my practice mid lesson. I also gained in instructional strategies as well that I learned through co teaching or just debriefing.” BT 2018

“My first year as a teacher, one of my students lost a sibling in a terrible accident. The classroom community that had been built, which was directly influenced by interactions with my mentor, allowed my class to come together in an amazing way to support their classmate.” BT 2018

“I had someone to talk to who I could brainstorm strategies with. She also supported me and built up my confidence which helped me feel good about my work.” BT 2019

“By implementing some of my mentor's ideas in lesson planning, I was able to follow-up with other professional development I had, and incorporate that teaching in my classroom. If I had not had a mentor, I probably wouldn't have done that, even though I had several sessions of professional development on the same topic. My mentor helped me take the important step of bringing the professional development to the classroom.” BT 2019

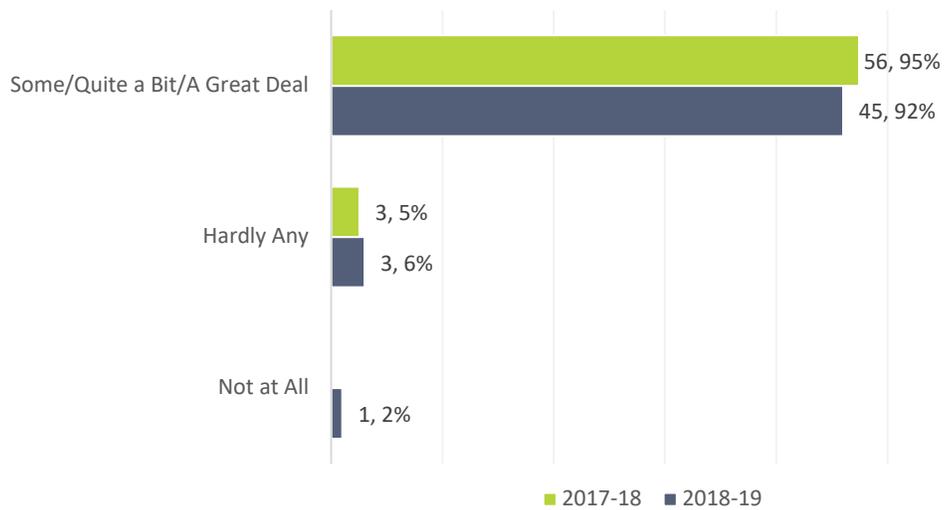
“My mentor teacher helped me navigate and prepare for our first parent-teacher conferences. She talked about how to organize materials and communicate with parents about their children in a respectful way without compromising what needed to be said. This helped preserve and create lasting parent-teacher relationships going into the rest of the school-year.” BT 2019

Beginning teachers were asked about five *overall ways their mentor helped them*, and were asked to check all applicable areas. As this table shows, the majority of beginning teachers indicated that their mentor increased the effectiveness of their teaching, and almost three-quarters indicated that he/she impacted students’ learning. Further, collaboration and communication were strongly impacted.

BT: Overall My Mentor Helped Me:	2017-18	2018-19
Increase the effectiveness of my teaching	85%	87%
Impact my students’ learning	72%	74%
Work collaboratively with other teachers at my school	46%	45%
Communicate effectively with parents	39%	39%
Other	11%	10%

Beginning administrators were also asked how much of an impact on their success they would attribute to their mentor/coach. A greater proportion of beginning administrators than beginning teachers (nine vs. eight out of ten respectively) stated the mentoring program/mentor had at least *some* impact on their success.

BA: How much of your success as a beginning administrator would you attribute to your mentor?



When **beginning administrators** were asked to *describe the most significant administrative skill they learned through the mentoring program*, the common responses included topics such as helping with effective communication in difficult conversations with staff, self-care; building relationships with staff; and dealing with trauma amongst staff and students. Several of these thoughts can be found in the box below.

“How to deliver hard news, difficult conversations.” SA 2018

“Forward thinking and planning.” SA 2018

“How to differentiate when staff need me to be a sounding board or when they need my assistance solving a problem.” SA 2018

“I have really learned to understand that staff has trauma issues, just the same as our children. I have learned how to work with them through observations and having crucial conversations.” BA 2019

“Learning how to document and handle difficult personnel situations.” BA 2019

“How to frame information to staff in a way that builds buy in and trust.” BA 2019

OMP includes specific training for mentors. **Beginning teacher mentors (BTM)** and **beginning administrator mentors (BAM)** were asked about their agreement with the following statements about their training and skill development. As the table below shows, BTMs & BAMs overwhelmingly agreed or strongly agreed that the mentoring program assisted them in developing their mentoring skills and that the training was sufficient.

BTM/BAM: Mentor Training and Skill Development	2017-18		2018-19	
	Strongly Agree/Agree	Strongly Agree/Agree	Strongly Agree/Agree	Strongly Agree/Agree
	BTM	BAM	BTM	BAM
Overall the mentoring program assisted me in developing my mentoring skills.	95%	100%	96%	96%
I am clear about the expectations of my role as a mentor.	95%	100%	96%	100%
My initial training was sufficient to get me started.	100%	93%	91%	96%
On-going training through mentor professional development has helped me be effective in my job	90%	93%	89%	85%
Networking with other mentors has been instrumental in helping me be more effective mentor.	95%	92%	93%	89%

Beginning teachers were asked about the usefulness of 12 specific areas of support they may have received from mentors. The following table lists the top five most often identified *useful* or *very useful* sources of support they identified. These differed slightly between the two years, with *Planning for differentiated instruction* making the top 5 in 2017-18, and helping students manage behaviors in 2018-19.

BT: Most Useful Areas of Support	2017-18	2018-19
	Useful/Very Useful	
Working through challenging situations	85%	88%
Resources provided by mentor	83%	86%
Planning activities to help students form relationships and manage behaviors		79%
Observation and data collection by mentor of my lesson(s)	76%	78%
Establishing professional teaching goals with mentor	73%	78%
Planning for differentiated instruction	73%	

Beginning teachers and **beginning teacher mentors** were asked to what degree they received/provided support in 21 different areas. The table below shows the top five areas they indicated. The results are based on the combined responses of *quite a bit* and *a great deal*. Although these areas were more often indicated by mentors, four out of five of the categories of support are identical between the two groups and the two years.

BT/BTM: Greatest Amounts of Support Received	2017-18		2018-19	
	Quite a bit/A great deal			
	BT	BTM	BT	BTM
Provided emotional support	72%	83%	74%	84%
Supported me with strategies to better manage my classroom	64%	84%	66%	80%
Supported me with resources and materials to improve my teaching	62%	78%	64%	70%
Supported me with strategies and resources to help students form relationships and manage behaviors	59%	73%	62%	72%
Supported me with strategies and resources to help with job related stress			59%	
Assistance in developing a repertoire of instructional strategies				72%
Supported me with strategies and resources to help meet district goals and requirements	57%	63%		

Mentors were asked to rate overall to what degree their mentorship had *an impact on their beginning teacher(s) professional learning*. Their responses were very similar each year. Approximately three quarters reported having *quite a bit/a great deal of impact*, with slightly under one quarter reporting having *some impact* and 2% reported having *hardly any or none at all*.

Beginning teachers and **beginning teacher mentors** were asked about the *effectiveness of the time spent together toward enhancing instructional skills* in 11 different areas. Their perceptions are reflected in the two charts below that provide the percent of effective/very effective ratings. *Working through challenging situations* was selected most often by both groups; *co-teaching* was selected least often.

BT: How effective was time spent with your mentor enhancing your skills in the following areas? ¹	2017-18	2018-19
Working through challenging situations	84%	86%
Locating resources and materials	77%	80%
Classroom observations	77%	79%
Classroom observations utilizing observational feedback	78%	79%
Implementing activities to help students form relationships and manage behaviors	72%	77%
Planning for differentiated instruction	66%	67%
Developing meaningful professional goals and student learning growth goals	63%	65%
Lesson/Unit planning	60%	65%
Collection and analysis of student data	61%	60%
Aligning lessons with the Common Core/Content Standards	53%	52%
Co-teaching	26%	22%

¹Numbers of responses ranged from 1001 to 1013 (2017-18) and 1019-1025 (2018-19) for each item.

BTM: How effective was the time you spent with your beginning teacher(s) enhancing their skills in the following areas?¹	2017-18	2018-19
Working through challenging situations	95%	96%
Locating resources and materials	94%	91%
Classroom observations	85%	86%
Classroom observations utilizing observational feedback	89%	88%
Implementing activities to help students form relationships and manage behaviors	86%	93%
Planning for differentiated instruction	81%	77%
Developing meaningful professional goals and student learning growth goals	67%	66%
Lesson/Unit planning	79%	80%
Collection and analysis of student data	76%	74%
Aligning lessons with the Common Core/Content Standards	61%	66%
Co-teaching	48%	39%

¹Numbers of responses ranged from 163-166 (2017-18) and 187-191 (2018-19) for each item.

When **beginning teacher mentors** were asked to *describe their impact on student growth in beginning teacher classrooms* they mentioned specific educational tools; several instructional strategies; and classroom management approaches. Quotes representing typical responses are in the box below.

“I believe I acted as a sounding board for my mentee and she felt more confident with the decisions she made because she had me to talk to about them first.” BTM 2018

“New instructional strategies resulted in higher levels of student engagement.” BTM 2018

“My specific teachers have required assessment and data they take on a daily basis. Each teacher created specific student growth goals and have shown progress over time on the goal with evidence based on daily assessments.” BTM 2018

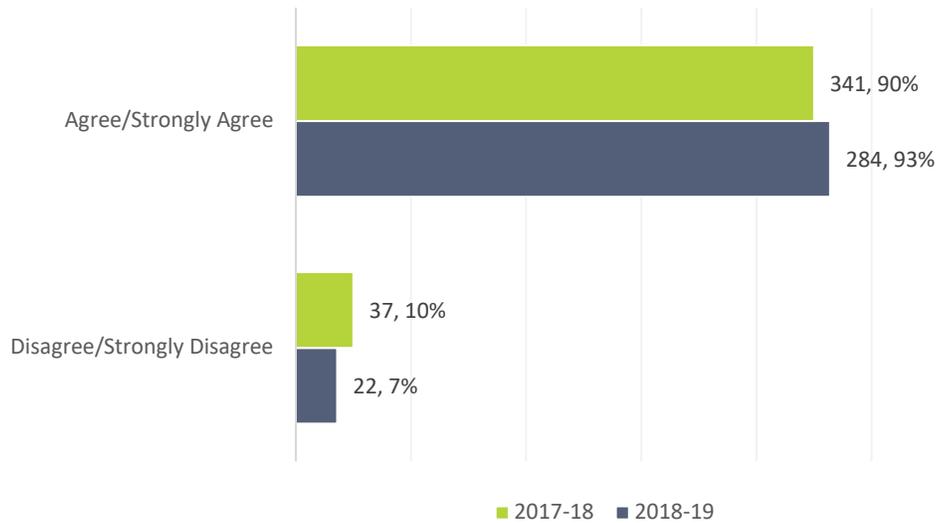
“The biggest impact I had as a mentor was helping the new teachers navigate classroom management challenges. Helping them create clear, concise goals and expectations proved invaluable to their ability to carry out lessons and present the necessary learning material. Undoubtedly the students grew as a result.” BTM 2019

“My greatest impact on student growth has been through observations/data collection and follow-up debriefing of observations. I see this growth in subsequent observations and provide feedback and dialogue with the teacher about what I have observed. I track the dates and number of observations I provide to my new teachers.” BTM 2019

“Through helping beginning teachers to center instruction around content standards and establish equitable and safe learning environments, students in their classrooms have achieved and made growth. This is evidenced by the data collected by both teachers for their student learning and growth goals.” BTM 2019

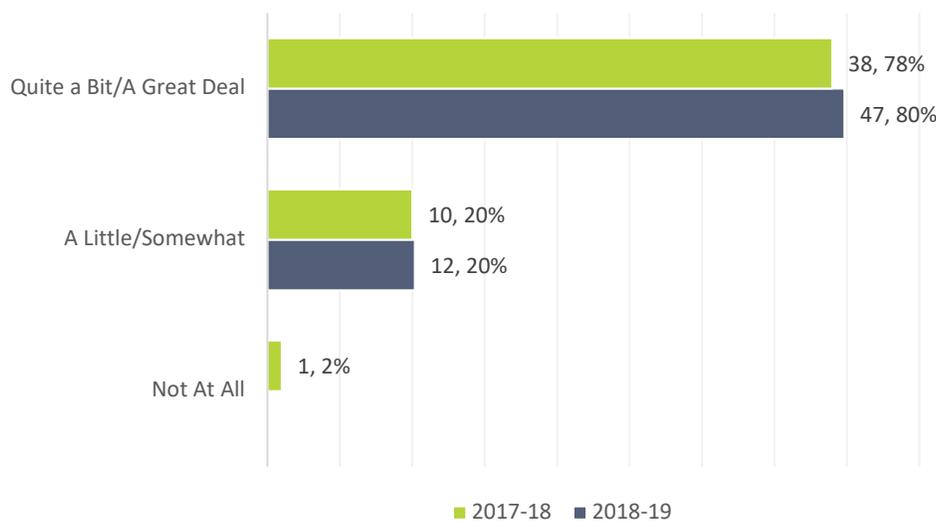
Site Administrators were asked to respond to the following statement: *“I believe working with a mentor has had a positive impact on my beginning teachers practice.”* Nine out of ten agreed or strongly agreed with the statement.

SA: I believe working with a mentor has had a positive impact on my beginning teacher(s) practice.



Four out of five of the **beginning administrators** who responded to the survey confirmed that having a mentor helped them feel more successful as an administrator. Two areas stood out as most impactful: *assistance with reflective thinking and support in learning to be an effective educational leader.*

BA: To what extent has your relationship with your mentor helped you feel more successful as an administrator?



Beginning administrators were asked: *Has your mentor impacted your performance in your school setting?* Quotes representing typical responses are provided in the box below. Responses included assistance in gaining perspective, developing priorities, and help in creating initiatives.

“Mostly on helping me understand the scope of my work and explore creative initiatives to help build a positive professional culture at my school.”
BA 2018

“My mentor has helped me prioritize during a school move and helped me negotiate district and community politics.” BA 2018

“I am a principal in a building with no administrative support and have 570 students. It has been very challenging. It is wonderful to have confidential support!” BA 2018

“She encouraged me in the direction of quality, rigor, and inclusion consistently. She helped me to stay in courageous action.” BA 2019

“By providing feedback to me about teacher feedback, she has helped me to highlight and address teacher practice resulting in better classroom environment and learning for students.” BA 2019

“She has helped me with school culture which helped my teachers focus more on their classroom and instruction.” BA 2019

The figure below shows the activities **beginning administrators** participated in with their mentors to enhance their skills in 11 areas, and the mentees' ratings of the effectiveness of that time spent. *Working through challenging situations* was identified by the most respondents, and *working on the budget* was identified by the fewest.

BA: How effective was the time spent with your mentor enhancing your skills in the following areas?¹	2017-18	2018-19
Working through challenging situations	90%	93%
Setting goals	76%	86%
Locating resources and materials	71%	81%
Management of time and prioritizing tasks	73%	81%
Conducting observations and providing effective feedback to staff	67%	80%
Developing/working on school/district plan	69%	75%
Working with the district office/school board	63%	74%
Conducting evaluations of staff	65%	73%
Evaluating instructional programs	63%	68%
Using and analyzing data	52%	58%
Working on the budget	45%	47%

¹Numbers of responses ranged from 48-49 for each item.

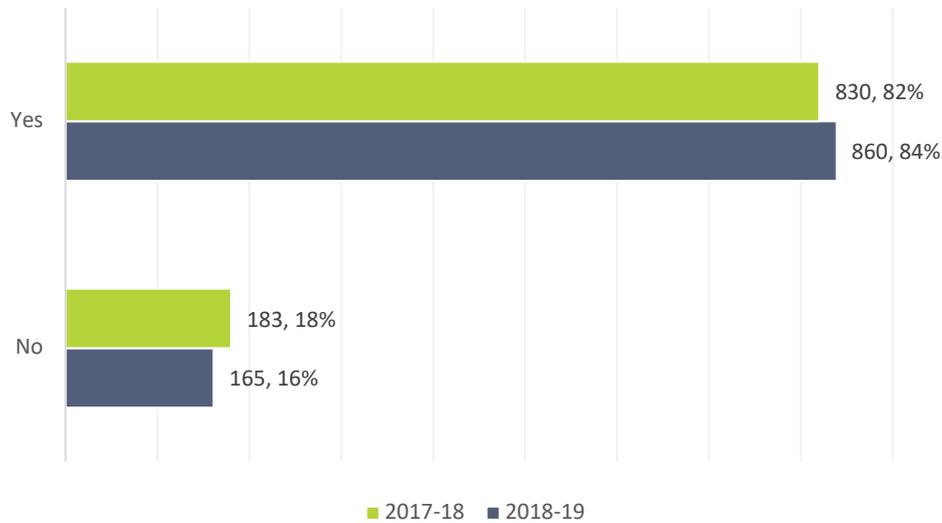
Beginning administrators were asked to rate *to what degree they received support* in 15 different areas. The table below shows the top four areas based on the combined responses of *quite a bit* and a *great deal*. With the exception of *Supported my professional learning for self*, the top-rated items were different between beginning administrators in 2017-18 and 2018-19.

BA: Top Four Areas of Support Received	2017-18	2018-19
Supported my professional learning for self	88%	59%
Supported me in building relationships	82%	
Supported me to foster an inclusive school culture	80%	
Supported me in professional learning for staff	74%	
Supported me in dealing with challenges		86%
Assisted me in processing next steps		74%
Assisted me in getting an experienced view of administration and leadership		69%

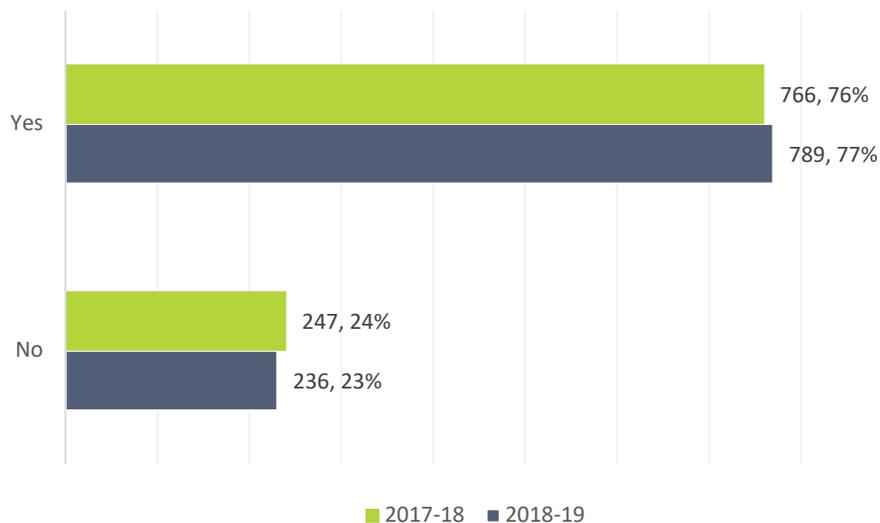
Goal 3: Increase student learning and growth

Beginning teachers were asked about the *impact of the mentor on their performance in the classroom* and on *student learning*. As shown in the charts below, eight out of 10 of the beginning teachers responded that their mentor had an *impact on their performance in the classroom*, and three quarters responded that *their mentor contributed to specific student learning growth*.

BT: Has your mentor impacted your performance in the classroom?



BT: Has your mentor contributed to student learning?



Beginning teachers were asked to comment on how the mentor had had an *impact on their performance in the classroom*. They often mentioned *classroom management skills, different strategies for classroom activities, gaining and maintaining student attention* as ways the mentor impacted their performance in the classroom. Quotes representing typical responses are provided in the box below.

**“My mentor encouraged me to delve into the district curriculum, and provided me with many strategies on how to implement in my classroom.”
BT 2018**

“By helping me develop an organized way of giving assessments and using that to analyze that information to use for my instruction. That has been the most impactful and useful way my mentor has impacted my performance!” BT 2018

“I feel far more confident working with difficult students after this year, from strategies to talking with them, to their parents, to not doing the assignment "for them" but letting them work through difficulty and produce work without me hovering.” BT 2018

“My mentor has helped me to develop numerous strategies to teach reading skills to my students reading below grade level.” BT 2019

“Helped with delivering instruction and differentiating activities for students with different abilities and helped with student behavior management.” BT 2019

“Her feedback has strengthened my classroom management, and her guidance has helped give me more confidence with the new math curriculum.” BT 2019

A review of comments from **beginning teachers** about *how mentors contributed to student learning growth* found that beginning teachers were grateful for the help with *differentiated instruction, student engagement strategies, tips to gain instructional time, and challenges with individual students*. Quotes representing typical responses are provided in the box below.

“My mentor has helped me to develop differentiation, formative assessment, assessment, equitable practices, and good classroom management techniques, all of which I believe contribute to student learning.” BT 2018

“He has been helpful when it comes to looking at student data and making instructional decisions based on that data. BT 2018”

“By helping me differentiate my lessons, my students have benefited from more one on one time with me.” BT 2018

“She has sat down and looked at lessons with me so that I could make sure I was providing enough scaffolds and differentiation to reach every student in my class.” BT 2019

“Helped with my start of day routine which gets students working quicker, giving me more instruction time.” BT 2019

“By using formative assessment and analyzing student data, I have been able to support student learning better by differentiating my instruction.” BT 2019

“My mentor helped me develop a strategy that allowed the transition from station to station be more time effective and less teacher directed, which gave me more time for my small groups.” BT 2019

Beginning teacher mentors were asked to *describe their impact on student growth in the beginning teachers' classroom(s)*. Quotes representing typical responses are provided in the box below.

“By co-teaching and modeling effective best practices, and conversations about strategic methods and planning, I have kept the focus on student growth as much as possible given the overwhelming demands on the beginning teacher meetings, obligations outside the classroom, and exceptionally challenging student behaviors.” BTM 2018

“Providing a chance to practice new strategies or modeling a new strategy allows the students to learn in different ways. Providing emotional support allows teachers to continue focusing on their students.” BTM 2018

“Helping new teachers assess current knowledge as they plan for instruction, teaching strategies and differentiation, formative, summative assessments, seeking help from school resources when needed for additional support.” BTM 2018

“I supported my teachers as they prepared for the first days of school by both setting up the physical space and helping develop systems and routines. I supported teachers as they navigated conferences by creating a checklist of items to prepare and share. My observations with teachers helped them determine next steps to move their practice forward.” BTM 2019

“My impact as a mentor has helped student growth in both the general education and special education classrooms. We have spent much of our time on crisis management and building capacity with behavior management across staff in the school building. Multiple students have increased time in general education or shown growth on their IEP goals due to the work.” BTM 2019

“The impact is huge, BT continuously hone classroom procedures, routines, and student management skills. With these in place BT are able to focus more on developing relationships with students, lesson planning guided by state standards, scaffolding and differentiating instruction, and culturally responsive teaching. Student engagement increases and participation improves greatly. I have seen participation improve in some classes from 55% to 95% over the course of two months. (I work with specialists).” BTM 2019

Stakeholder Input

When **beginning teachers** were asked if they had *any final feedback they would like to provide to help us to improve the mentor program and the services provided to beginning teachers*, several challenges came to light. In some cases, mentees felt their mentors were spread too thin and they did not have as much time as they would have preferred with their mentors. Mentees sometimes were not matched with someone who had experience in their area. Finally, some mentees expressed that the program requirements added stress to their positions because they were already overwhelmed. Example comments on their suggestions are noted in the text boxes below.

“We need more mentors to support teachers... This is such a valuable program and it is the savior for many new teachers.” BT 2018

“It would have been helpful if my mentor teacher was not given such a big case load and could have spent more time mentoring each of us.” BT 2018

“Fitting in the mentor program was at first daunting and unwelcome--but overall, I am glad I used that time for this program. Making sure new teacher see the value of this program ... is important because that time is so precious when there are only so many hours in each day!” BT 2018

“Provide more opportunities to observe master teachers, especially in our content area and at the start of a semester so we can see how they establish norms, create a classroom community and differentiate instruction in our content area.” BT 2019

“As a new teacher there were times when I wasn't even sure what to ask my mentor to help me with because I simply didn't know I needed help until it was happening in the classroom. I also didn't always have an agenda of things that I wanted to talk about for our face to face meetings and it felt like I wasn't utilizing my mentor as much as I should have.” BT 2019

“The mentor program for beginning teachers also needs to focus on supporting new teachers of color, especially in the state of Oregon. There majority of the workforce is white, while the student population is widely diverse and many students do not see themselves represented.” BT 2019

Site Administrators were asked to identify *what is most effective about the mentoring program in which their beginning teachers participate*. Several of their comments are provided in the text box below.

“Teaching is an overwhelming profession and I am very aware of the research on teachers leaving the profession after a short time. This program gives those newer teachers a support system and some real skills to stay in the profession long enough to feel comfortable and want to remain teachers.” SA 2018

“Due to the size of our building and the everyday issues that arise, it is almost impossible to give beginning teachers the amount of help and support they deserve. Our mentoring program fulfills a much needed support system for beginning teachers!” SA 2018

“We are a split model which allows for a mentor who knows our program to dial in the mentoring time about specific practices. While at the same time they have a mentor who is impartial and can come in with a clear perspective and look for ways to improve practices.” SA 2018

“This is a way for teachers to receive support and not worry about the "judgmental" nature of the teacher evaluation process. It is a way to ask questions, receive feedback and evaluate their own instructional efforts, areas for growth and celebrate accomplishments.” SA 2019

“We have a pretty intense parent community. Mentors allow new teachers to share their concerns without feeling like they are going to be evaluated. New teachers also get the chance to see teaching outside of their classrooms, receive feedback from their mentors and are provided important information about the District.” SA 2019

“The frequent and targeted, individualized support. Teachers have a skilled partner who meets with them frequently/weekly regarding the targeted domain as well as other supports. The mentor facilitates classroom visits in the beginning teacher's school or other schools in the district.” SA 2019

As a final comment on the program’s success, fully 100% of LEAs *agreed* or *strongly agreed* with the statements *I believe that working with a mentor has had a positive impact on my beginning administrator(s) practice, and I support the continuation of the Mentoring Program*.

Recommendations

In reviewing the data and the open-ended comments, a number of recommendations come to light. Some of these recommendations apply to the survey tools themselves.

1. A number of respondents indicated the survey is too long. Items should be reviewed for redundancy. For example, in the BA survey, there is a question: *To what extent has your relationship with your mentor helped you feel more successful as an administrator? (Not at All, A Little, Somewhat, Quite a Bit, A Great Deal)* and *How much of your success as a beginning administrator would you attribute to your mentor/coach? (Not at All, Hardly Any, Some, Quite a Bit, A Great Deal)*.
2. Some item scales should be revised. For example, the differences between *quite a bit* and *a great deal* can be improved upon. The options of *not at all* and *does not apply* might be clarified in some instances by offering a *did not participate in this activity*.
3. Because a large number of participants (5%, n=47) declined to respond to the race/ethnicity item, project directors might consider encouraging participants to respond to the item by educating them about the efforts of the state to determine the impact of the state's efforts in creating a more diverse workforce in Oregon's education sector. The number of diverse educators is small enough that this percent of respondents declining to answer can have a large impact on the interpretation of the information collected.

Other recommendations target the experiences of individuals participating. This feedback was provided to the individual project directors to consider for action.

1. While most mentees were very pleased with the program, some indicated that their mentors did not have enough time for them or were spread too thin, resulting in comments that their mentors were not able to provide the desired amount of support.
2. Mentees felt that having mentors who had taught a similar grade and area would be more beneficial to them, especially those in special education.
3. Most mentees who were diverse themselves preferred having a culturally/linguistically similar mentor and were least likely to have one. This issue is one that will likely take time to resolve considering the continued diversity imbalance in the educator workforce in Oregon, but should be considered as part of the pairing process.
4. The most common request from site administrators, besides expanding the program to include all beginning educators, was to schedule regular meetings between the site administrator and the mentors. Several of them stated they would appreciate at least occasional check-ins to develop a deeper understanding of the areas mentors work on with mentees.

Summary

This report has summarized the key findings by the three goal areas and is part of a larger effort to share the rich information collected from the surveys. The data indicates the Oregon Mentoring Program achieved success in all three goal areas. The information generated from the six survey groups provides a wealth of evidence for the project director, individual school districts and ODE. The investigative results provide statistical perceptions and narrative themes that assist in understanding how critical the ODE Mentoring Program is in supporting beginning educators. The final thoughts are provided by representative quotes from a variety of stakeholders.

“I absolutely enjoy and appreciate the program. I could definitely see that I would have struggled a ton more if it wasn't for the mentor ...This mentorship has put me in a position where I feel confident in myself and supported at every moment.” BT 2018

“I think [the OMP] is essential to keeping good teachers in the profession. I am now witnessing one of my first teachers taking on leadership roles in his third year of teaching. New Teachers can build confidence in their teaching by having a safe confidential mentor to encourage, support and redirect when needed.” BTM 2018

“There is additional support for a new teacher that does not add additional burden to our admin. This is a tough school for any teacher, and a new teacher needs that additional opportunity for support and feedback even more so. We could not provide that to such an extent without the mentor program.” SA 2018

“I have seen a significant difference in the skills, confidence and competence of new teachers that have had the opportunity to be mentored.” SA 2018

“The Oregon Mentoring Program is a wonderful program that I'd love other first/second year teachers to participate in. I enjoy working with my mentor and it's great being able to ask my mentor questions that I may not feel comfortable enough to ask other staff members at my school.” BT 2019

“I have very much enjoyed this experience of mentoring so far. I feel grateful to have this opportunity to work as a mentor. Our beginning teachers need to feel understood, heard, supported and empowered...and I feel the mentor program holds teachers up in a way that they need so desperately (and that our country needs if we want to retain teachers). We provide a whole different type of leadership and support that can't be found through any other mode of interaction. I love this job!” BTM 2019

“Without the mentor relationships and support, I am not sure our teacher would have lasted the entire school year.” SA 2019

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Appendix A: Definitions

Beginning educators is an umbrella term used in this report to indicate both beginning teachers and beginning administrators.

Beginning teachers (BT) are defined as teachers in their first two years of teaching.

Beginning teacher mentors (BTM) are mentors who are full-time, part-time, one-on-one in-building or retired educators. In addition to their experience and recognition as skilled teachers, they are trained by the ODE OMP to mentor beginning teachers.

Site administrators (SA) represent the administrators directly involved with the beginning teachers and the beginning teacher mentors.

Beginning administrators (BA) are defined as principals and superintendents in their first two years of administration. They have varying years of prior experience as educators.

Beginning administrator mentors (BAM) are mentors who are either full-time, part-time, one-on-one in-district or retired educators working with beginning administrators. They are trained by the ODE OMP to mentor beginning administrators.

Local Education Agency (LEA) staff represent those who are directly involved with beginning administrators and the beginning administrator mentors. The role under LEA survey respondent could be District Administrator or the School Board President.

Teaching Assignments (as defined in the OMP surveys) vary in Oregon schools by grade level configurations. These definitions allow beginning teachers to provide data on what grade level band their teaching assignment aligns to, not the type of school they teach in.

Primary – Kindergarten through third grade teaching assignment

Intermediate – Fourth grade and fifth grade teaching assignment

Junior/Middle – Sixth grade through eighth grade teaching assignment

High – Ninth grade through twelfth grade teaching assignment

Special Education – The majority of the educator’s FTE is as Special Education teacher in any grade level