

Improvement: Internal Mentors

Novice educators are partnered with a carefully selected, experienced educator in their building with knowledge of building/district routines, curriculum/content, and instructional practices/expectations. Internal support considers equity and inclusion by pairing educators of color with peers of color.

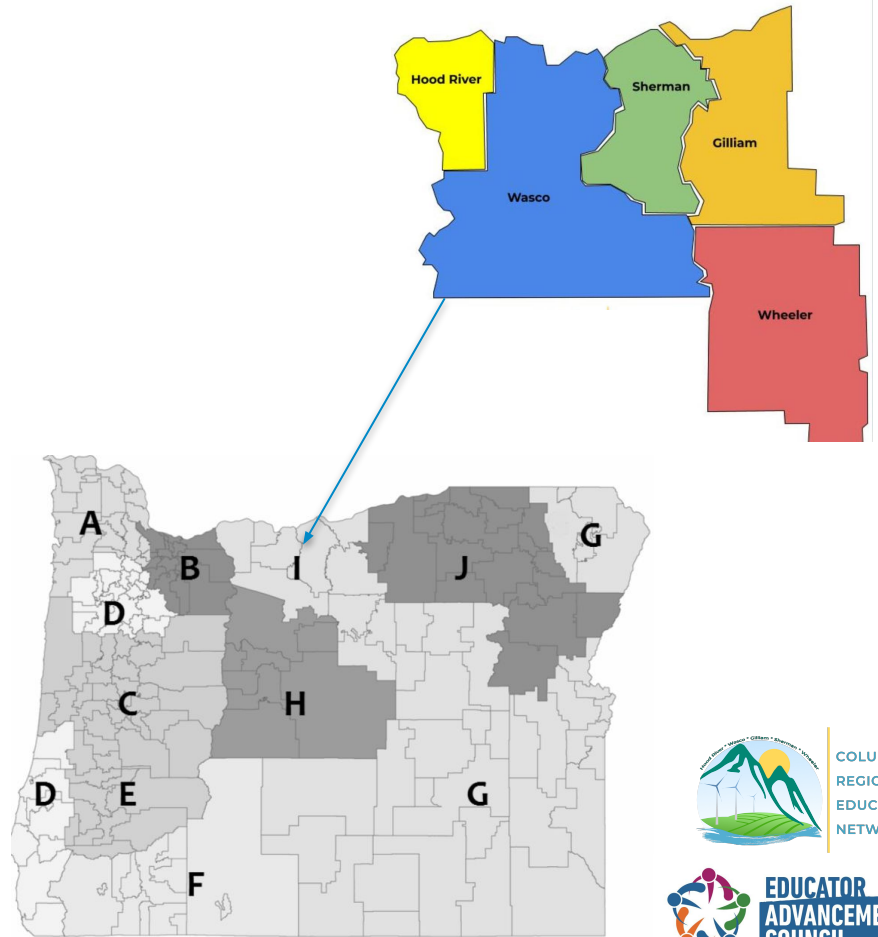


Columbia REN - Region I: CGESD & NCESD

Our Region spans 5 counties (Hood River, Wasco, Sherman, Gilliam, and Wheeler) and serves 10 school districts.

Our REN serves:

- Members of 2 Federally Recognized Tribes: Confederated Tribes of the Umatilla Indian Reservation and Confederated Tribes of Warm Springs
- Approximately 9000 students and 500 educators.



AIM STATEMENT

Our regional goal for improvement

Support and increase retention of novice educators, and novice educators of color in our region.



Internal Mentors-Goal

What do we hope to accomplish?

Novice educators will feel valued, supported, appreciated, and validated by high-quality, trained mentors within their buildings and/or content area and as a result of time spent together and collaboration will see growth in their instructional practice.



The background features a dark blue gradient with a horizontal band of a slightly lighter blue. On the left and right sides, there are several overlapping, slanted rectangular shapes in shades of light blue, teal, and lime green, creating a sense of depth and movement.

Cycle One

PLAN

What did we do?

North Wasco

- 10 first year teachers are partnered with 10 mentors within their building, grade level, and/or content area.
- Mentors meet with novice educators at least 60 minutes per week.
- Mentors attend an initial training session and several synchronous and asynchronous learning opportunities.
- Mentors meet with experienced mentors (from the ESD) for coaching/support 60 min per week.



Key Learning - Cycle 1

North Wasco

- The time mentors spent with experienced, ESD mentors was valuable. Mentors felt appreciated, validated, and supported.
 - “I love that I can get advice about situations that are beyond me. I am comfortable talking with [my mentor] about anything, which is so helpful for my sanity and well-being. - D21 Content Mentor
 - Understanding [my mentor’s] concerns let me look for and focus on those along with what I was seeing. Being validated in what I was seeing and in what I was doing as a mentor. - D21 Content Mentor
 - Our conversations have helped me see different perspectives. - D21 Content Mentor
- It is important novice educators are partnered with intentionally chosen mentors. The quality of the relationships and support are dependent upon this.



Adaptations for Cycle 2

What's next?

North Wasco

- Focus on improving the quality of coaching conversations between mentors and mentees.
 - Provide mentors with professional learning to improve coaching conversations.
 - Provide mentors with opportunities to engage in coaching conversations and feedback with ESD mentors.
- Questions we have and want to study:
 - What is the quality of the coaching conversations mentors are having with novice educators?
 - Do novice educators feel the support they are getting is impacting their instruction?
 - To what extent do novice educators feel supported, appreciated, and valued by their content mentor, other teachers, ESD mentor, and administrator?





Cycle Two