

Novice Educator Supports

Building a Thriving Community of Educators in Southern Oregon

Contact: Jenni Jones, Mentor Program Coordinator



1

SOREN Mentor Program Goals

- Build teacher effectiveness
- Strengthen retention and resilience
- Foster safety, significance, and belonging
- Develop reflective practice
- Grow regional coaching capacity
- Improve student learning
- Create systems and tools to support continuous improvement

2

A Comprehensive System of Support

Full-Release Mentoring Audience: New Teachers & Administrators Yrs. 1-3	Instructional Coaching Professional Development Audience: Regional Coaches, Mentors, Administrators
New Teacher Professional Learning Series Audience: New Teachers Yrs. 1-3	Technical Assistance to Support In-District Novice Educator Supports Audience: District Admin, Program Administrators

3



4

Why Mentoring?

The first year (s) of teaching are like _____, because _____,

5

Why High-Quality Mentoring Matters

Teacher Retention Challenges

- Nearly 1 in 3 new teachers leave within five years (Learning Policy Institute, 2021)
- Attrition in high-need areas reaches 45–50%
- Each departure costs districts \$15,000–\$25,000 (NCTQ, 2023)

Preparation Gaps & Complexity

- 60% of new teachers feel unprepared for classroom management (RAND, 2022)
- 40% receive little or no instructional coaching their first year
- New teachers face greater learner diversity and fewer practicum hours than in the past

6

Mentoring as a Bridge

- Teachers with sustained mentoring are 80% more likely to stay (New Teacher Center, 2024)
- Students of mentored teachers show higher math and reading gains (Fletcher & Strong, 2009)
- Mentored teachers report higher self-efficacy and classroom stability (Learning Policy Institute, 2021)

High-quality mentoring bridges the gap between preparation and practice — keeping new teachers in classrooms where they can grow and students thrive.

7

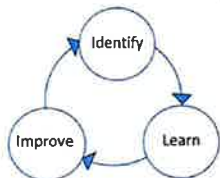
SOREN Mentors...

- Are **full-release**. This provides the flexibility and availability to meet with and serve teachers within their scheduled day and based on their needs.
- Represent all grade levels, subjects, and specialized areas, including math, science, ELD, SPED, CTE, etc.
- Participate in 50+ hours of ongoing PD and PLC learning each year: including extensive foundational training rooted in NTC Model, Elena Aguilar's Art of Coaching, and Jim Knight's Impact Cycle.
- Attend specialized training in developing trends, such as math practices, the science of reading, SEL, etc.

8

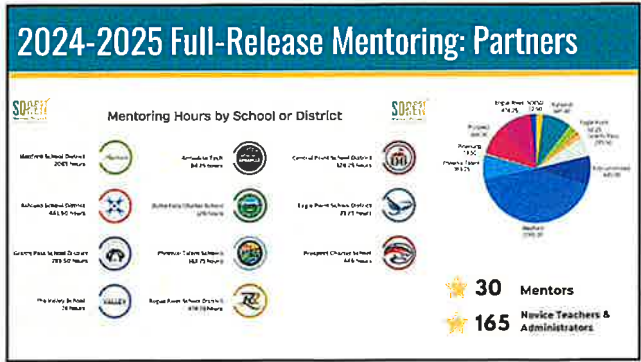
Our Mentors...

Apply Transformational Coaching Strategies



Engage in Continuous Improvement Cycles

9



10

What our mentees are saying...

"I don't know if I would have made it through the year without my mentor."

"My mentor helped me find joy and love in teaching little people."

"The mentoring program didn't just help me survive—it helped me thrive."

"My mentor helped me build confidence, reflect and adapt, and believe in myself as a teacher."

"I learned how fun and wonderful a learning environment can feel when the kids AND TEACHER are all having fun together."

"Thank you for offering this program. Having a mentor not from my district was invaluable."

"My mentor was one of the bright lights of my year. I truly felt heard and understood."

"This mentor not only helped me become a better teacher, but a better person."

11

Regional Instructional Mentoring and Coaching Professional Development

12

Regional Mentoring/Coaching PD

Target Audience: new and experienced instructional mentors, coaches, and administrators

1. **Impact Cycle Workshop:** Jim Knight Instructional Coaching
Sept. 23-24
60 attendees
2. Monthly Community of Practice for Regional Mentors/Coaches/Leaders to collaborate, practice, and apply coaching skills and practices

Coming this year!



13

New Teacher Seasonal Professional Learning Series



14

Connect → Prepare → Thrive

Just-In-Time Professional Learning for Each Season of The First Year

1. Summer: **Connect, Prepare, Launch**
Aug. 2025 At-A-Glance
Aug. 11-13 – 35 Novice Educators participated
2. Winter: Sustain and Maintain
Jan. 16
3. Spring: Finish Strong
Date TBD: Early April



15

2025-2026 Regional Partners

Instructional Coach/Mentor
Professional Learning & PLC

- Ashland SD
- Klamath County Schools
- Three Rivers SD
- Phoenix-Talent SD
- Eagle Point SD
- Medford SD
- Grants Pass SD
- Rogue River SD
- Butte Falls SD
- Pinehurst SD

Technical Assistance to
Support In-District Novice
Educator Supports:

- Klamath County Schools
- Three Rivers School District

New Teacher Summer PD

- Ashland
- Butte Falls
- Central Point
- Eagle Point
- Grants Pass SD
- Klamath City Schools
- Klamath County Schools
- Three Rivers School District
- Phoenix-Talent Schools
- Medford
- Prospect
- Rogue River

16



17



Wrap Up

18

For Further Exploration

[Click on Image for Full Document](#)



19

Mentoring and Teacher Retention: Research

A study by the [New Teacher Center](#) found that teachers who participated in a high-quality mentoring program were 80% more likely to stay in the teaching profession than those who did not. The study also found that mentoring led to greater job satisfaction and reduced feelings of isolation among new teachers.

Mentoring can improve teacher effectiveness: A meta-analysis of 37 studies by the [National Comprehensive Center for Teacher Quality](#) found that mentoring had a positive impact on teacher effectiveness, as measured by student achievement outcomes. The study found that mentoring was most effective when it was sustained over a period of time and focused on specific instructional practices.

Mentoring can support teacher development and growth: A study by the [Learning Policy Institute](#) found that mentoring can support teacher development and growth by providing opportunities for feedback, reflection, and collaboration. The study found that mentoring was most effective when it was aligned with teacher professional learning goals and focused on developing specific skills or knowledge areas.

20
