***NEW TEACHER***

**IDEAL ROE EVALUATIONS, SPRING 2009**

**(Open-ended Responses—67 Surveys completed)**

**“What aspects of mentoring have you appreciated/enjoyed.”**

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| 18 | It was great having designated person to depend on. |
| 16 | It also feels good to have someone available whenever I have a question—no matter how small. |
| 14 | I really appreciated being brought up to speed on the culture, policy & procedures of a new school/district. |
| 5 | Sharing ideas and frustrations |
| 5 | Getting to know my mentor on a more personal level |
| 5 | Observations & feedback from my mentor on my teaching from an experienced professional |
| 4 | Making me feel comfortable in a new environment. Helping me understand the rules and procedures. |
| 4 | Our relaxed, open relationship |
| 4 | Collaborating and assistance from another professional who understands the unique profession in a school |
| 3 | The confidentiality and trust |
| 3 | Getting time management, lesson, and behavior management ideas. |
| 3 | Observing other teachers |
| 3 | Having my mentor right next door and/or close |
| 2 | My mentor is wonderful and I go to her for everything. |
| 2 | Having a mentor from my department made lesson planning and observations more productive and meaningful. |
| 2 | Some of the ideas on units and lesson plans |
| 2 | Sharing ideas and collaboration on team projects |
| 2 | That this was not a tremendously rigorous process |
| 2 | My mentor was a huge help and source of support. |
| 2 | The direct, honest answers |
| 2 | Conversations with my mentor |
| 2 | An invaluable resource |
| 2 | My mentor was there when I needed advice, renewal and encouragement. |
| 2 | Collaboration with other first year teachers |
|  | None |
|  | I appreciated a lot of the help I was given at the beginning of the year.  |
|  | Having the support where there isn’t much elsewhere |
|  | I did not have to worry about being judged. It was also nice having an instant bond walking in. |
|  | My mentor was a very positive person with great enthusiasm regarding our profession. That is the quality I feel all mentors should have. It made a huge difference in my outlook on the district. |
|  | Working with a new group of teachers, new ideas, and strategies |
|  | My mentor was always willing to give up her planning period. |
|  | Working on common assessments which leads to curriculum improvements |
|  | My mentor was so wonderful to work with. She was always there to support me and answer any questions that I had. |
|  | Observing and being observed by veteran teachers. |
|  | Being able to attend professional conferences |
|  | Meeting my mentor before school started |
|  | My mentor still remembers the challenges and frustrations of the first year. |
|  | The mentoring meetings |
|  | IEP help |
|  | The coaching aspect of the program |
|  | Having a mentor from a different department |

**“Besides lack of time and money, what aspect of mentoring have you found the most challenging.”**

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| 17 | No Comment |
|  |  |
| 18 | Finding time to meet with my mentor |
| 5 | Too much paperwork |
| 4 | Having a mentor who taught a different subject |
| 3 | Being in a different building |
| 2 | Confusing paperwork |
| 2 | I had two years of mentoring in my previous school—not sure that I needed it |
| 2 | Lack of team planning time |
| 2 | Narrowing down the many issues to the important ones. |
| 2 | Starting the year without a mentor |
|  | Adapting my lessons, teaching style and methods |
|  | Finding time at our new teacher meetings to discuss experiences |
|  | Fitting my mentors ideas into lessons |
|  | Having my mentor 3 floors away |
|  | Having to jump through the whoops of mentoring when I am a veteran teacher |
|  | Lengthy monthly meetings |
|  | Making time to observe teachers |
|  | Meeting with my mentor when students are in the classroom |
|  | My teacher did not mentor. She filled out the notebook. |
|  | Not having a mentor who teaches special ed |
|  | Not having another special ed teacher in my building |
|  | Not trusting my mentor |
|  | Observations were hard to schedule. |
|  | Sharing my mentor with another new teacher |
|  | Taking time to reflect despite my knowing how important it is for my growth |
|  | The program was not taken seriously |
|  | The writing requirement seemed like a waste of time as my mentor is really close |