

NEW TEACHER SUPPORT IN THE MIDWEST 2009 MENTOR SURVEY

Teacher Induction in the Midwest

The Center for Education Policy at SRI International has been awarded a grant from the Joyce Foundation to conduct a study of teacher induction programs. SRI is a nonprofit research institution that has spent more than a decade studying new teacher induction, in addition to studying state and national efforts to improve the teaching profession.

If you have any questions about this survey,
please contact Sylvia Rodezno.
Phone: (650) 859-2982
E-mail: sylvia.rodezno@sri.com



SRI International
333 Ravenswood Avenue, BS360
Menlo Park, CA 94025-3493



Important note:

Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box.

Sample: Right Wrong

Use block printing when you complete any text or numeric responses.

If you wish to change a response, please mark the correct response and CIRCLE it.



BACKGROUND

1. How many years have you:

(Mark one box per row.)

(Include the current year so that if you are in your first year mark "1," second year mark "2," etc.; do not include student teaching.)

	Number of Years
a. Been a teacher (total years)? <i>Include all years as a teacher of record, intern, or fellow at your current school as well as any other schools, public or private.</i>	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
b. Formally mentored beginning teachers (total years)?	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
c. Mentored beginning teachers for this specific new teacher induction program?	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>

2. To what extent do you agree or disagree with the following statements about your decision to serve as a mentor? (Mark one box per row.)

	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
a. I was eager to serve as a mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A school or district leader pressured me to be a mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I thought that serving as a mentor would help me improve my own teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I valued the additional compensation offered to mentors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I saw mentoring as a professional growth opportunity for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MENTOR SELECTION AND TRAINING

3. **To become a mentor for this new teacher induction program, were you required to:**
(Mark one box per row.)

a. Formally apply?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Successfully complete a minimum number of years teaching? If YES, please specify number of years: <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Be interviewed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Have your classroom observed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Submit a recommendation (from your principal or peers) or provide references?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
f. Successfully complete a mentor training program PRIOR to being selected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
g. Other? Please specify: <input style="width: 300px; height: 20px;" type="text"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

4. **Did you attend an initial training session to be a mentor for this program?** *(Mark one box.)*

- Yes, this training occurred before I met my mentee(s).
- Yes, I met my mentee(s) around the same time as the training.
- Yes, this training occurred after I met my mentee(s).
- No, I received no initial training. → ***(Skip to question 7.)***

5. **How long did this initial training session last?** *(Mark one box.)*

- Part day (4 hours or less)
- One full day (5 to 8 hours)
- Multiday, less than a week (more than 8 hours but less than 40 hours)
- One week (40 hours)
- More than 1 week (more than 40 hours)

6. **How valuable did you find this initial training session?** *(Mark one box.)*

- Not valuable Minimally valuable Moderately valuable Extremely valuable

7. **Separate from any initial training, did you receive ongoing support for your role as a mentor during the 2008-09 school year (e.g., workshops, meetings, or consultations)?** *(Mark one box.)*

- Never → ***(Skip to question 9.)***
- Once
- A few times
- About monthly
- About every other week
- At least weekly

8. **How valuable did you find this ongoing support?** *(Mark one box.)*

- Not valuable Minimally valuable Moderately valuable Extremely valuable

9. **Think about the training and support you have received to be a mentor through the new teacher induction program. To what extent have they addressed the following areas?**
(Mark one box per row.)

(If you indicated that you received no initial training and no ongoing support to be a mentor, please go to question 10.)

	Not addressed	Addressed, not helpful	Addressed, moderately helpful	Addressed, very helpful
a. Establishing rapport with beginning teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developmental stages for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Recording notes from classroom observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Strategies for identifying teacher needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Coaching strategies for beginning teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. State academic standards for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. State teacher standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Program expectations for mentors (e.g., paperwork, hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The use of data (e.g., analyzing student work or student test scores) to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Instructional techniques to meet the needs of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Adapting instruction for students with individualized education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Instructional techniques to meet the needs of students from diverse cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MENTOR RELATIONSHIP

10. **Do you receive release time (other than your planning or lunch period) for your mentoring activities?** (Mark one box.)

- Full-time release (no teaching responsibilities)
- Part-time release (reduced teaching load)
- Full teaching load with a substitute provided periodically to support mentoring activities
- No release time
- N/A, I am a retired educator.

11. **How many teachers did you mentor during the 2008-09 school year?**

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Target teacher: If you mentored one teacher during the 2008-09 school year, that person is your "target teacher."

If you mentored more than one teacher this year, we would like you to identify one target teacher for whom you will answer questions 12-20 in the next section. Think of all the teachers you have mentored this school year and choose the one whose last name comes first in the alphabet.

12. **When were you first assigned your target teacher?** (Mark one box.)

- Before the start of the school year
- Within the first week of school
- After the first week of school
- This is my second year or more working with my target teacher.
- I have not yet been assigned a teacher to mentor. → (Skip to question 23.)

13. **When did you first meet with your target teacher in your capacity as a mentor?** (Mark one box.)

- Before the school year started
- Less than 1 month after the first day of school
- One month or more after the first day of school
- I have not yet met my target teacher. → (Skip to question 23.)

14. **How would you describe your target teacher's MAIN teaching assignment for the 2008-09 school year in terms of grade level? If your target teacher works with students in multiple grade levels, please choose the grouping with which he/she spends the majority of time.** (Mark one box.)

- Early childhood (i.e., P-K)
- Elementary school (i.e., K-5, K-6, K-8)
- Middle school (i.e., 6-8, 7-8, 7-9)
- High school (i.e., 9-12)



15. **Is your target teacher's MAIN teaching assignment for the 2008-09 school year working with either of the student populations below?** *(Mark one box per row.)*

a. He/she is a dedicated special education teacher (in either a self-contained classroom or an inclusion model).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. He/she is a dedicated ELL (English language learner) or bilingual teacher.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

16. **How often have you interacted with your target teacher this school year on a formal basis?** *(Mark one box.)*

- Never
- Once
- A few times
- Once per month
- A few times per month
- Once per week
- Several times per week
- Daily

17. **Have you observed every period or subject taught by your target teacher?** *(Mark the box that best reflects your situation.)*

- Yes
- No, the only time I can observe his/her class is during my prep period or lunch.
- No, my mentee has asked for help only with certain periods or subjects.
- No, I realized my mentee needed the most help in one period or subject.
- No, I get release time to observe my mentee only during a specific time of day.
- No, my program specifies the total number of observations I can do (e.g., three over the course of 1 year).
- Other (please specify):



18. Please indicate how often you engaged with your target teacher in each of the following activities during the 2008-09 school year. (Mark one box per row.)

	Never	Once	A few times	About monthly	At least weekly
a. Observed his/her teaching and provided feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Helped him/her develop a professional growth plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrated lessons in his/her classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Gave materials to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Helped him/her plan lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzed samples of his/her students' work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Invited him/her into my classroom to observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Talked about the strengths or needs of specific students in his/her class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Discussed instructional issues and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Discussed student assessment data to make decisions about instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



19. **Beginning teachers need support in different areas depending on their individual strengths and weaknesses and the varying needs of their students. Thinking about all your interactions with your target teacher during the 2008-09 school year, to what extent have you addressed the following topics? (Mark one box per row.)**

	Not at all addressed	Minimally addressed	Moderately addressed	Extensively addressed
a. The subject matter he/she teaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional techniques appropriate for the grade level or subject matter he/she teaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom management techniques appropriate for the students he/she currently teaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The use of textbooks or other curricular materials for his/her current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Strategies for interacting with parents of the students he/she currently teaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The use of data (e.g., analysis of student work or student test scores) to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Adapting instruction to meet the needs of students at varying academic levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Adapting instruction for students with individualized education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Instructional techniques to meet the needs of students from diverse cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Instructional techniques to meet the needs of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Planning lessons and designing instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Creating a positive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The use of informal and formal assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Evaluating and reflecting upon his/her own teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Indicate the extent to which your target teacher has improved since the beginning of the year as a result of your mentoring. (Mark one box per row.)

My target teacher ...	Not at all	Minimal extent	Moderate extent	Great extent
a. Deepened his/her grasp of the subject matter he/she teaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increased his/her knowledge of instructional techniques appropriate for the grade level or subject matter he/she teaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Improved his/her classroom management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased his/her effectiveness in using textbooks or other curricular materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Improved his/her interactions with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Improved his/her ability to use data (e.g., analysis of student work or student test scores) to plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Improved his/her ability to adapt instruction to meet the needs of students at varying academic levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increased his/her ability to adapt instruction for students with individualized education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Improved his/her ability to meet the instructional needs of students from diverse cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Improved his/her ability to meet instructional needs of English language learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Improved his/her ability to plan lessons and design instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Increased his/her ability to create a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Increased his/her effectiveness in using informal and formal assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Improved his/her ability to evaluate and reflect upon his/her own teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



21. **Indicate the extent to which you agree or disagree with the following statements.**
(Mark one box per row.)

	Strongly disagree	Disagree	Agree	Strongly agree
a. Serving as a mentor prompted me to reflect on my own teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I was able to spend enough time with my beginning teacher to be an effective mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My own teaching improved as a result of mentoring a beginning teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I found mentoring to be professionally rewarding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel a renewed commitment to teaching as a result of serving as a mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. **As part of the requirements of the new teacher induction program, how often did you or your beginning teacher submit the following to the program's administration during the 2008-09 school year?** *(Mark one box per row.)*

	Never	Once	A few times	About monthly	At least weekly
a. Formative evaluation of target teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Summary of goals for mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Log of the hours you spent with your beginning teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Summaries of your meeting with your beginning teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Summative evaluation of target teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. To what extent do you agree or disagree with each of the following statements?
 (Mark one box per row.)

	Strongly disagree	Disagree	Agree	Strongly agree
a. I can easily articulate the beliefs that underlie my teaching practices when I talk with beginning teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am able to use my knowledge of the developmental stages of new teachers to support beginning teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I know how to analyze a beginning teacher's lesson plan to identify areas in which he/she needs growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am well prepared to mentor beginning teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have the necessary skills to be an effective mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. When I observe a beginning teacher's lesson, I am able to assess his/her strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am able to promote beginning teachers' own problem solving through the use of targeted questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. When a beginning teacher has a concern about classroom management, I can offer specific strategies and advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. When my beginning teacher has concerns about students, I am able to facilitate his/her problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Please describe any barriers or obstacles you faced to becoming a successful mentor.

25. Is there anything else you would like to tell us about your experience as a mentor during the 2008-09 school year?

**Thank you very much for
completing this survey.**

