

Oregon Mentoring Program: **Beginning Teacher Mentor Survey 2017**

Q1 Welcome to the 2016-2017 Mentoring Program Beginning Teacher Mentor Survey. Thank you for participating in this survey regarding the Oregon Department of Education's Mentoring Program. You have received this survey because you are a mentor for a beginning teacher and are required by the grant to complete local and state evaluations and surveys. The information you provide regarding your involvement in the mentoring program will help us to make meaningful program improvements. Participation in the survey will serve as your consent. All information provided will be anonymous and not tied to specific schools, beginning teachers or beginning teacher mentors.

Q75 What school district(s) do you work with? (mark all that apply)

- Ashland (2)
- Astoria (3)
- Beaverton (4)
- Cascade (7)
- Central (8)
- Dallas (13)
- David Douglas (160)
- Dufur (40)
- Falls City (189)
- Forest Grove (58)
- Gervais (56)
- Grants Pass (55)
- Hillsboro (20)
- Jefferson (54)
- Jewell (23)
- Klamath County (137)
- Knappa (39)
- Lincoln County (29)
- Medford (35)
- Mt. Angel (37)
- Neah-Kah-Nie (38)
- North Marion (49)
- North Santiam (41)
- North Wasco (42)
- Portland Public (50)
- Salem-Keizer (52)
- Seaside (47)
- Silver Falls (53)
- St. Helens (57)
- St. Paul (46)
- Three Rivers (59)
- Tillamook (60)
- WESD (45)
- Woodburn (62)
- Vernonia (44)
- Yamhill-Carlton (43)

Q77 Your gender:

- Male (1)
- Female (2)
- Decline (3)
- Open (6) _____

Q7 Ethnic group you most identify with:

- Asian (3)
- Black/African American (1)
- Hispanic/Latino (4)
- American Indian/Alaska Native (2)
- Multi-racial (7)
- Native Hawaiian/Pacific Islander (5)
- White (6)
- Other (please specify) (8) _____
- No response (9)

Q71 What was the first language spoken in your home when you were a child?

- English (1)
- Spanish (2)
- Russian (3)
- Vietnamese (4)
- Chinese (5)
- Other (please specify) (6) _____

Q8 Highest educational degree (mark all that apply):

- BA/BS (1)
- MA/MS (2)
- EdD/PhD (3)
- NBCT (4)

Q9 Number of years in education:

Q10 Comments:

Q12 Do you receive annual mentor stipend?

- Yes (1)
- No (2)

Display This Question:

If Do you receive annual mentor stipend? Yes Is Selected

Q72 What is the amount of your annual mentor stipend?

Q13 Comments:

Q14 How were you trained to be a mentor? (mark all that apply)

- New Teacher Center/ODE Training (1)
- Additional New Teacher Center Training (2)
- District Developed Mentor Training (3)
- Ongoing Training for Beginning Teacher Mentors (PLC, Forums, etc.) (4)
- Other Mentor Training (please specify) (5) _____

Q16 Grades/Specialty area you have taught or currently teach (mark all that apply):

- Primary (1)
- PK/K-12 (2)
- K-8 (3)
- Middle/Junior High (4)
- Middle and High School (5)
- High School (6)
- Special Education (7)
- English Learner/Bilingual (8)
- Charter School (9)
- Alternative School (10)
- Other (please specify) (11) _____

Q17 What content area(s) have you taught or are currently teaching? (mark all that apply)

- Elementary Multiple Subjects (do not mark other subjects) (1)
- English/Language Arts (2)
- Content Specialist (Reading, Math, Science, etc.) (15)
- Mathematics (3)
- Science (4)
- Social Studies (5)
- Arts (6)
- Foreign Language (7)
- Health (8)
- Physical Education (9)
- Career Teaching Education (10)
- English Language Learner/Bilingual/Emerging Bilingual (11)
- Special Education (12)
- Counseling (14)
- Other (please no acronyms) (13) _____

Q18 How many years of experience do you have as a trained mentor in a formal mentoring program?

- One (1)
- Two (2)
- Three (3)
- Four (4)
- Five (5)
- 6-10 (6)
- 11 or more (7)

Q73 How many years has it been since you were a full time classroom teacher?

Q19 Your current position:

- Full time mentor (1)
- Part time mentor (2)
- Full time teacher serving as mentor (3)
- Retired teacher (4)
- Other (please specify) (5) _____

Q20 How important have the following been in shaping your mentoring practice?

	Not at All (1)	Somewhat Important (2)	Important (3)	Most Important (4)	Does not Apply (5)
Previous experience as a teacher (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University training/program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Teacher Center training (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from colleagues (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District support (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other professional learning (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Do you participate in ongoing mentor professional learning?

- Yes (1)
- No (2)

Display This Question:

If Do you participate in ongoing mentor professional learning? Yes Is Selected

Q22 Please describe what your ongoing mentor professional learning involves.

Q23 Mentor Development: Please rate your agreement with the following statements:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Does not Apply (5)
Overall, the mentoring program has assisted me in developing my mentoring skills. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am clear about the expectations for my role. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My initial training was sufficient to get me started. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-going training through mentor professional development (forums) has helped me be effective in my job as a mentor. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking with other mentors has been instrumental in helping me be a more effective mentor. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 How many beginning teacher(s) in each category do you currently support? (Note: Insert zeros in categories you do not have mentees)

	# of Beginning Teachers (1)
Primary (K-2) (1)	
Intermediate (3-5) (2)	
Middle/Junior High (6-8) (3)	
High School (4)	
Special Education (5)	
English Learner/Bilingual (6)	
Alternative School (8)	
Charter School (9)	
Other (please specify below) (7)	
Total (10)	

Q27 Comments:

Q28 Indicate the number of schools and districts that you currently have beginning teachers in:

	Number (1)
Schools (1)	
Districts (2)	

Q29 Where are your beginning teachers located? (mark all that apply)

- Your home school (1)
- One school (not your home school) (2)
- Other schools in your district (3)
- Schools in another district (4)

Q30 Typically, how often do you meet with a beginning teacher?

- Once a month or less often (1)
- Every two weeks (2)
- Weekly (3)
- More than once a week (4)

Q31 Throughout the year, on average, how long are your meetings with a beginning teacher?

- 30 minutes or less (1)
- 1 hour (2)
- 1 hour and 30 minutes (3)
- 2 hours or more (4)

Q32 Typically, how often do you and the site administrator(s) set aside time to discuss your work with beginning teachers?

- Never (1)
- Once Yearly (2)
- Twice Yearly (3)
- Every 6 Weeks (4)
- Monthly (5)
- Every Two Weeks (6)
- Weekly (7)

Q33 In the current year, indicate how often you communicated with your beginning teacher(s) in the following ways:

	Daily (1)	Weekly (2)	Every Two Weeks (3)	Monthly (4)	Never (5)
Face-to-face (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual (i.e. Skype) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texting (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line chat (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 In the current year, how effective were these forms of communication with your beginning teacher(s)?

	Not at All (1)	Somewhat Effective (2)	Effective (3)	Very Effective (4)	Does not Apply (5)
Face-to-face (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual (e.g. Skype) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texting (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line chat (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 How effective was the time you spent with your beginning teacher(s) enhancing their skills in the following areas?

	Not at All (1)	Somewhat Effective (2)	Effective (3)	Very Effective (4)	Does not Apply (5)
Classroom observations and utilizing observational feedback (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locating resources and materials (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson/Unit planning (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Observations (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-teaching (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing meaningful professional goals and student learning growth goals (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection and analysis of student data (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning for differentiated instruction (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working through challenging situations (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning lessons with the Common Core Standards (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 While working with your beginning teacher(s), to what degree did you provide support in the following areas?

	Not at All (1)	A Little (2)	Some (3)	Quite a Bit (4)	A Great Deal (5)
Support with strategies to better manage the classroom (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support with resources and materials to improve teaching (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in developing a repertoire of teaching strategies (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support knowledge of the content area(s) and curriculum (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support knowledge of formative assessment strategies /resources (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support work in differentiating instruction for special populations (EL, Students with Special Needs, Talented & Gifted students, At-Risk students) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support regarding strategies to create an equitable classroom (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in effective parent communication (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support with strategies/resources to help with job related stress (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide emotional support (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support with strategies/resources to help meet district goals and requirements (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide information for accessing district resources (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide support in understanding district procedures specific to role (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in completing required teacher documentation (e.g. IEP, TAG, EL forms) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in preparing for meetings and/or conferences (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported in working with other staff members (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in lesson development and long-term planning (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39 Describe your impact as a mentor on student growth in the beginning teachers' classroom(s). Please provide specific evidence.

Q41 How often have you worked with your beginning teacher(s) on each of the following in the current year?

	Never (1)	Once (2)	Twice (3)	3 or More Times (4)
Professional practice goals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student learning and growth goals (SLGGs) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 Indicate which of the following you provided support to your beginning teacher(s) regarding the district's teacher evaluation system. (mark all that apply)

- Understanding the district's teacher rubric (1)
- Understanding what proficient looks like in your classroom based on your district rubric (2)
- Professional learning on the evaluation system (3)
- Support in writing student learning and growth goals (SLGGs) (4)
- Selecting/writing formative assessments for SLGGs (7)
- Other (please specify) (5) _____
- None of the above (6)

Q43 Comments:

Q67 To what extent has your relationship with your mentee(s) helped them feel more successful as teachers?

- Not at All (1)
- A Little (2)
- Somewhat (3)
- Quite a Bit (4)
- A Great Deal (5)

Q44 Overall, to what degree do you think your mentorship had an impact on your beginning teachers' professional learning?

- None at All (1)
- Hardly Any (2)
- Some (3)
- Quite a Bit (4)
- A Great Deal (5)

Q45 Comments:

Display This Question:

If What school district(s) do you work with? (mark all that apply) David Douglas Is Selected

Q46 How effective were the district led-professional development trainings your beginning teacher(s) attended this year?

- Not at All (1)
- Somewhat Effective (2)
- Effective (3)
- Very Effective (4)
- Does not Apply (5)

Display This Question:

If What school district(s) do you work with? (mark all that apply) David Douglas Is Selected
Q48 Did the observational tools you used provide an appropriate level of feedback to your beginning teacher(s)?

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If Did the observational tools you used provide an appropriate level of feedback to your beginning t... Yes Is Selected

Or Did the observational tools you used provide an appropriate level of feedback to your beginning t... No Is Selected

Or Did the observational tools you used provide an appropriate level of feedback to your beginning t... Unsure Is Selected

Q49 Comments:

Display This Question:

If How many years of experience do you have as a trained mentor in a formal mentoring program? One Is Selected

Q50 Having completed your first year as a mentor, what professional learning would be most helpful?

Q56 To what degree did you grow professionally due to your mentoring practice this year?

- Not at All (1)
- A Little (2)
- Somewhat (3)
- Quite a Bit (4)
- A Great Deal (5)

Q57 How long do you plan to continue to work as a mentor?

- This is my last year (1)
- One more year (2)
- Between 1 and 5 more years (3)
- At least 5 more years (4)
- At least 10 more years (5)
- Until I retire (6)
- Indefinitely (7)
- I am not sure (8)

Q58 As a mentor this year, what value did this position have for you?

Q59 Prior to becoming a mentor, did you see yourself as a leader in your profession?

- Yes (1)
- No (2)
- Maybe (3)
- Not sure (4)

Q60 Comments:

Q61 As a result of being a mentor, do you see yourself as a leader in your profession?

- Yes (1)
- No (2)
- Maybe (3)
- Not sure (4)

Q62 Comments:

Q63 Do you plan to seek out other leadership roles in your school district?

- Yes (please explain which leadership roles) (1) _____
- No (2)
- Maybe (3)
- Not sure (4)

Q66 Do you have beginning teacher(s) who have decided not to stay in the field of education?

- Yes (1)
- No (2)

Display This Question:

If Do you have beginning teacher(s) who have decided not to stay in the field of education? Yes Is Selected

Q67 Please explain how your mentorship had an impact on their decision to leave?

Q68 What mentor training or support structure has been most valuable to you?

Q68 What mentor training or support structure has been least valuable to you?

Q70 How can the Oregon Mentoring Program continue to support beginning teachers?

Q69 How can the Oregon Mentoring Program continue to support your development as a mentor?