

Vermont Teaching and Learning Conditions Survey

Great Public Schools for Every Child

Thank you in advance for your time and willingness to share your perspectives on the presence of teaching and learning conditions in your school.

Positive teaching and learning conditions are important influences on student success and educator retention. We want to gather information about these conditions from those who know them best - educators from across the state. This survey will provide you, your school, your district, and the state with information to guide school improvement conversations and planning. Your perceptions matter, so tell us about your school.

Please know that your anonymity is guaranteed.

No one at the school, district, or state level will be able to view individual responses to the questions. Reports on the results will NOT include data that could identify individuals. The responses of administrators will be reported only as a group state wide. You are being asked optional demographic information ONLY to learn whether educators with differing experiences and backgrounds look at teaching and learning conditions differently across all of Vermont.

Access Code

You have been assigned an anonymous access code to ensure that we can identify the school in which you work and that the survey is taken only once by each respondent. The code can only be used to identify a school and NOT an individual. If it makes you more comfortable, feel free to trade codes with a colleague within your same school.

The survey cannot be saved, and once you submit your responses, you will not be able to use your code again to access them. Do not begin the survey unless you have at least 20 minutes of uninterrupted time.

If you have any questions, problems or need any assistance, please call 1-866-814-9287 or email us at helpdesk@vtteachingandlearning.net at anytime.

Introduction

Q1.1 Please indicate your position:

- Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- Principal
- Assistant Principal
- Other Licensed Education Professional (school counselor, school psychologist, social worker, etc.)

Introduction

Q1.2 How many total years have you been employed as a licensed educator?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.3 How many total years have you been employed in the school in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.5 Have you been **formally assigned as a mentor*** to new teachers in Vermont schools in the past five years?

- Yes
- No

**Formally assigned mentors are assigned by the principal or another administrator to provide provide induction and additional support to one or more new teachers.*

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Teachers* have reasonable class sizes, affording them time to meet the needs of all students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers have time available to collaborate with their colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The non-instructional time** provided for teachers in my school is sufficient. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Efforts are made to minimize the amount of routine administrative paperwork*** teachers are required to do. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers have sufficient instructional time to meet the needs of all students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Teachers means a majority of teachers in your school.*

***Non-instructional time includes any time during the day without the responsibility of student contact, including collaborative planning, meetings/conferences with students and families, etc.*

****Routine administrative paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state and federal policies.*

Q2.2 In an average week of teaching, how much non-instructional time do YOU have available (not including time spent outside of the normal school day)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Q2.2a Of these hours, how many are typically spent on school activities involving student interaction (such as coaching, field trips, tutoring, transporting students, club sponsorship, etc.)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Q2.2b Of these hours, how many are typically spent on **supervisory duties***?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.*

Q2.3 In an average week of teaching, how many hours do YOU spend on school related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Q2.4 In an average week of teaching, how much non-instructional time do teachers have available (not including time spent outside of the normal school day)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Q2.5 In an average week of teaching, how many hours do teachers spend on school related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Teachers* have sufficient access to appropriate instructional materials** and resources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers have sufficient training and support to fully utilize the available instructional technology. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers have sufficient access to reliable communication technology - including phones, faxes and email. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers have sufficient access to a broad range of professional personnel.*** | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers have sufficient access to Education Support Professionals (ESPs).**** | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. The faculty***** works in a school environment that is safe. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. The faculty works in a school that is clean and well maintained. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. The faculty works in a school that is environmentally healthy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Teachers have adequate professional space to work productively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Teachers means a majority of teachers in your school.*

***Instructional materials include items such as textbooks, curriculum materials, content references, etc.*

****Professional personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.*

*****ESPs are all Education Support Professionals, including all non-licensed staff such as teacher aides, student support, clerical, food, custodial and transportation employees.*

******The faculty includes all school-based, licensed personnel and ESPs.*

Community Engagement

Q4.1 Please rate how strongly you agree or disagree with the following statements about community engagement in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. The community we serve is supportive of this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Parents/guardians are influential decision-makers in this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. This school works directly with parents/guardians to improve the educational climate in students' homes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. This school maintains clear, two-way communication with parents/guardians and the community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. This school does a good job of encouraging parent/guardian involvement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers* are supported by the community in which they teach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Parents/guardians and community members support teachers, contributing to their success with students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Teachers means a majority of teachers in your school.*

Empowerment

Q5.1 Please rate how strongly you agree or disagree with the following statements about empowerment in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Teachers* are respected as professionals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers are integrally involved in decision-making about educational issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers are trusted to make sound professional decisions about instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. In this school we take steps to solve problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The faculty has an effective process for making group decisions and solving problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Teachers means a majority of teachers in your school.*

Q5.3 Please indicate how large a role teachers have at your school in each of the following areas.

| | No role at all | Small role | Moderate role | Large role | The primary role |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Selecting instructional materials and resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Devising teaching techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Setting grading and student assessment practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Determining the content of in-service professional development programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Establishing student discipline procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Deciding how the school budget will be spent | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. School improvement planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Selecting teachers new to this school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

School Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about leadership in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. There is an atmosphere of trust and mutual respect in the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The school leadership* communicates clear expectations to students and parents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The faculty is committed to helping every student learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers** feel comfortable raising issues and concerns that are important to them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers receive feedback that can help them improve teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The school leadership consistently enforces rules for student conduct. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. The procedures for teacher performance evaluations are applied consistently. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**School Leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; and developing and implementing the school budget.*

***Teachers means a majority of teachers in your school.*

Q6.2 The school leadership makes a sustained effort to address teacher concerns about:

| | Strongly disagree | Somewhat disagree | Neither disagree nor agree | Somewhat agree | Strongly agree |
|----------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Leadership issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Facilities and resources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The use of time in my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Professional development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Empowering teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. New teacher support. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Community engagement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q6.4 Which position best describes the person who most often provides **instructional leadership*** at your school? (Select one.)

- a. Principal or school head
- b. Assistant or vice principal
- c. Department chair, grade level chair or team leader
- d. School-based instructional specialist
- e. Director of curriculum and instruction or other central office based personnel
- f. Other teachers
- g. None of the above

Q6.5 Overall, the leadership in my school is effective.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

**Instructional leadership focuses on school-wide, content-area, or grade-specific teaching and learning activities. This may include mentoring beginning teachers, providing peer assistance, writing curriculum materials, modeling lessons, coaching teachers inside classrooms, and observing and assessing teaching practices.*

Professional Development

Q7.1 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Sufficient resources are available to allow teachers* to take advantage of professional development** activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Professional development provides teachers with the knowledge and skills most needed to teach effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers are provided opportunities to learn from one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Professional development offerings are data-driven. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Teachers means a majority of teachers in your school.*

***Professional development includes all opportunities, formal and informal, where adults learn from one another including college courses, graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.*

Q7.2 Professional development has provided YOU with strategies that you have incorporated into your instructional delivery methods.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q7.3 Professional development has proved useful to YOU in your efforts to improve student achievement.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q7.4 I have received follow up from professional development opportunities that help me improve my teaching.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

- Q7.5** In which of the following areas (if any) do YOU need professional development to teach your students more effectively? (Check all that apply.)
- a. Special education (students with disabilities)
 - b. Special education (academically gifted students)
 - c. English Language Learners
 - d. Closing the achievement gap
 - e. Your content area
 - f. Methods of teaching
 - g. Student assessment
 - h. Classroom management techniques
 - i. Reading strategies

- Q7.6** In the past 2 years have you had at least 10 clock hours or more of professional development in each of the following areas? (Check all that apply.)
- a. Special education (students with disabilities)
 - b. Special education (academically gifted students)
 - c. English Language Learners
 - d. Closing the achievement gaps
 - e. Your content area
 - f. Methods of teaching
 - g. Student assessment
 - h. Classroom management techniques
 - i. Reading strategies

- Q7.7** In which of the following areas (if any) do teachers need professional development to teach students more effectively? (Check all that apply.)
- a. Special education (students with disabilities)
 - b. Special education (academically gifted students)
 - c. English Language Learners
 - d. Closing the achievement gaps
 - e. Your content area
 - f. Methods of teaching
 - g. Student assessment
 - h. Classroom management techniques
 - i. Reading strategies

Overall Conditions

- Q8.1** Which **BEST DESCRIBES** your intentions for your professional career? *(Select one.)*
- Continue teaching at my current school as long as I am able
 - Continue teaching at my current school until a better opportunity comes along
 - Continue teaching but leave this school as soon as I can
 - Continue teaching but leave this district as soon as I can
 - Leave education entirely
- Q8.3** Which **aspect of your teaching conditions MOST** affects your willingness to keep teaching at your school? *(Select one.)*
- Time during the work day
 - Facilities and resources
 - School leadership
 - Empowerment
 - Professional development
 - Community engagement
- Q8.5** Which **aspect of your work environment is MOST** important to you in promoting student learning? *(Select one.)*
- Time during the work day
 - Facilities and resources
 - School leadership
 - Empowerment
 - Professional development
 - Community engagement

Q8.6 Please rate how strongly you agree or disagree that the following factors influence your decision making about your professional plans.

| | Strongly disagree | Somewhat disagree | Neither disagree nor agree | Somewhat agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Facilities and resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Support from school administration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Collegial atmosphere among the faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teaching assignment (class size, subject, students) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Time to do my job during the work day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Empowerment to influence decisions that affect my school and/or classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Effectiveness with the students I teach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Salary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Cost of living | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Focus on testing and accountability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Quality of life in this community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Eligibility for retirement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Personal reasons (health, family, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Student behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q8.7 Overall, my school is a good place to work and learn.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Participant Information

Q9.1 Please indicate your race/ethnicity. *(Check all that apply.)*

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black or African American
- Hispanic
- White
- Mixed or multiple ethnicity
- Some other race or ethnicity

Q9.2 What is the highest degree you have attained?

- Bachelor's degree
- Master's degree
- Doctorate
- Other

New Teacher Support

Q10.1 As a beginning teacher, I have received the following kinds of supports. (Check all that apply.)

- a. Formally assigned mentor
- b. Seminars specifically designed for new teachers
- c. Reduced workload
- d. Common planning time with other teachers
- e. Release time to observe other teachers
- f. Formal time to meet with mentor during school hours
- g. Orientation for new teachers
- h. Access to professional learning communities where I could discuss concerns with other teacher(s)
- i. Regular communication with principals, other administrator or department chair
- j. Other
- k. I received no additional support as a new teacher.

Q10.2 On average, how often did you engage in each of the following activities with your mentor?

| | Never | Less than once per month | Once per month | Several times per month | Once per week | Almost daily |
|--|-----------------------|--------------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a. Developing lesson plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Being observed teaching by my mentor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Observing my mentor's teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Analyzing student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Reviewing results of students' assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Addressing student or classroom behavioral issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Reflecting on the effectiveness of my teaching together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Aligning my lesson planning with the local curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q10.3 How much did the support you received from your mentor influence your practice in the following areas?

| | Not at all | Hardly at all | Some | Quite a bit | A great deal |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Instructional strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Subject matter I teach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Classroom management strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Using data to identify student needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Differentiating instruction based upon individual student needs and characteristics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Creating a supportive, equitable classroom where differences are valued | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Enlisting the help of family members, parents and/or guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Working collaboratively with other teachers at my school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Connecting with key resource professionals (e.g., coaches, counselors, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Complying with policies and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Completing administrative paperwork | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Providing emotional support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q10.4 Please indicate whether each of the following were true for you and your mentor.

| | Yes | No |
|---|-----------------------|-----------------------|
| a. My mentor and I were in the same building. | <input type="radio"/> | <input type="radio"/> |
| b. My mentor and I taught in the same content area. | <input type="radio"/> | <input type="radio"/> |
| c. My mentor and I taught the same grade level. | <input type="radio"/> | <input type="radio"/> |

Q10.5 Overall, the additional support I received as a new teacher improved my instructional practice.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q10.6 Overall, the additional support I received as a new teacher has helped me to impact my students' learning.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q10.7

Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Mentor

If you have served as mentor in the past 5 years, please answer the following questions for YOUR MOST RECENT mentoring experience.

Q11.1 How many teachers did/do you mentor?

- 1
- 2
- 3
- 4 - 6
- 7 - 10
- 10+

Q11.2 Please indicate which best describes you and your mentee(s).

| | None of them | Some of them | All of them |
|--|-----------------------|-----------------------|-----------------------|
| a. My mentee(s) and I were in the same building. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My mentee(s) and I taught in the same content area. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My mentee(s) and I taught the same grade level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q11.3 On average, how often did you engage in each of the following activities with your mentee(s)?

| | Never | Less than once per month | Once per month | Several times per month | Once per week | Almost daily |
|--|-----------------------|--------------------------------|-----------------------|-------------------------------|-----------------------|-----------------------|
| a. Developing lesson plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Observing my mentee(s)' teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Providing feedback about my mentee(s)' teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Being observed teaching by my mentee(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Receiving feedback about my teaching from my mentee(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Analyzing student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Reviewing results of students' assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Addressing student or classroom behavioral issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Reflecting on the effectiveness of my mentee(s)' teaching together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Aligning my mentee(s)' lesson planning with the Voluntary State Curriculum and local curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q11.4 Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. *(Check all that apply.)*

- a. Release time to observe your mentee(s)
- b. Time to meet with other mentors
- c. Common planning time with new teacher(s) you are mentoring
- d. Reduced supervisory responsibilities (e.g., bus or cafeteria duty, etc.)
- e. Regular communication with administrators or department chair
- f. Formal time to meet with mentee(s) during school hours
- g. Specific training to serve as a mentor (e.g., seminars or classes)
- h. Ongoing professional learning and support to improve mentoring
- i. Regular communication with principal, other administrator or department chair
- j. Stipend/compensation
- k. Recognition
- l. None of the above

**Thank you for your time.
Please submit your responses.**