

Oregon Mentoring Program: Beginning Teacher Survey 2019

You have received this survey because you are a beginning teacher participating in the 2018-2019 ODE Mentoring Program. You are required by the grant to complete local and state evaluations and surveys for the program. The information you provide regarding the services you have received through the mentoring program will help us make meaningful program improvements. Participation in the survey will serve as your consent. All information provided will be anonymous and is not tied to specific schools, beginning teachers or beginning teacher mentors.

Please allow approximately 30 minutes to complete the survey. The survey can be completed using a computer, tablet, or cell phone. If you are unable to complete the survey in one session, you can return at a later time to complete the survey using the same device and weblink. *Your response will not be counted unless the survey is complete.*

Thank you for your time!

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\* 1. In what school district do you work?

- |   |  |
|---|--|
| <input type="radio"/> Ashland                     | <input type="radio"/> Mt. Angel                                |
| <input type="radio"/> Astoria                     | <input type="radio"/> Neah-Kah-Nie                             |
| <input type="radio"/> Beaverton                   | <input type="radio"/> North Marion                             |
| <input type="radio"/> Bend-LaPine                 | <input type="radio"/> North Santiam                            |
| <input type="radio"/> Brookings-Harbor            | <input type="radio"/> North Wasco                              |
| <input type="radio"/> Butte Falls                 | <input type="radio"/> Oakland                                  |
| <input type="radio"/> Cascade                     | <input type="radio"/> Phoenix-Talent                           |
| <input type="radio"/> Central                     | <input type="radio"/> Pinehurst                                |
| <input type="radio"/> Columbia Gorge ESD          | <input type="radio"/> Portland Public                          |
| <input type="radio"/> Crook County (Prineville)   | <input type="radio"/> Prospect                                 |
| <input type="radio"/> Dallas                      | <input type="radio"/> Riddle                                   |
| <input type="radio"/> David Douglas               | <input type="radio"/> Roseburg Public Schools (Douglas County) |
| <input type="radio"/> Days Creek (Douglas County) | <input type="radio"/> Salem-Keizer                             |
| <input type="radio"/> Dufur                       | <input type="radio"/> Scappoose                                |
| <input type="radio"/> Falls City                  | <input type="radio"/> Seaside                                  |
| <input type="radio"/> Gervais                     | <input type="radio"/> Silver Falls                             |
| <input type="radio"/> Glide                       | <input type="radio"/> Sisters                                  |
| <input type="radio"/> Grants Pass                 | <input type="radio"/> South Umpqua                             |
| <input type="radio"/> Gresham-Barlow              | <input type="radio"/> St. Helens                               |
| <input type="radio"/> High Desert ESD             | <input type="radio"/> St. Paul                                 |
| <input type="radio"/> Jefferson                   | <input type="radio"/> Sutherlin                                |
| <input type="radio"/> Jefferson County (Madras)   | <input type="radio"/> Three Rivers                             |
| <input type="radio"/> Jewell                      | <input type="radio"/> Tillamook                                |
| <input type="radio"/> Klamath County              | <input type="radio"/> WESD                                     |
| <input type="radio"/> Klamath Falls City Schools  | <input type="radio"/> Woodburn                                 |
| <input type="radio"/> Knappa                      | <input type="radio"/> Vernonia                                 |
| <input type="radio"/> Lincoln County              | <input type="radio"/> Yamhill-Carlton                          |
| <input type="radio"/> Medford                     | <input type="radio"/> Yoncalla                                 |

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\* 2. What is your gender?

- Male  Prefer not to Answer/Decline
- Female
- Open Response:

\* 3. What is the race/ethnic group with which you most identify? (Select all that apply.)

- Asian  Multi-racial
- Black/African American  Native Hawaiian/Pacific Islander
- Hispanic/Latino  White
- American Indian/Alaskan Native  Prefer not to Answer/Decline
- Other (please specify)

\* 4. What was the first language spoken in your home when you were a child?

- English  Vietnamese
- Spanish  Chinese
- Russian
- Other (please specify)

5. What educational degree(s)/certification(s) do you hold? (Select all the apply.)

- BA/BS  EdD/PhD
- MA/MS  Nationally Board Certified Teacher (NBCT)
- EdM
- Other (please specify)

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\* 6. How many year(s) have you taught in a public school?

- First year  Third year  
 Second year  
 Other (please specify)

7. If you indicated three or more years, please explain.

\* 8. In what type of school are you teaching?

- PK/K-12  Middle and High School  
 K-8  High School  
 Primary/Elementary  Alternative School  
 Middle/Junior High  Charter School  
 Other (please specify)

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\* 9. Approximately how many students are enrolled in your school?

- |                                |                                    |
|--------------------------------|------------------------------------|
| <input type="radio"/> 1-100    | <input type="radio"/> 1001-1500    |
| <input type="radio"/> 101-250  | <input type="radio"/> 1501-2000    |
| <input type="radio"/> 251-500  | <input type="radio"/> 2001-3000    |
| <input type="radio"/> 501-750  | <input type="radio"/> 3001 or more |
| <input type="radio"/> 751-1000 |                                    |

\* 10. What is your current teaching assignment? (Select all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> Primary                | <input type="checkbox"/> Special Education         |
| <input type="checkbox"/> Intermediate           | <input type="checkbox"/> English Learner/Bilingual |
| <input type="checkbox"/> Middle/Junior High     | <input type="checkbox"/> Alternative School        |
| <input type="checkbox"/> High School            | <input type="checkbox"/> Charter School            |
| <input type="checkbox"/> Other (please specify) |  |

\* 11. How many students did you teach in the current school year? (Give your best estimate.)

Number of Students  
taught:

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\* 12. What content area(s) do you teach? (Select all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Elementary Multiple Subjects (Note: If selected, do not mark any other subjects.) | <input type="checkbox"/> Health  |
| <input type="checkbox"/> English/ Language Arts  | <input type="checkbox"/> Physical Education                              |
| <input type="checkbox"/> Mathematics   | <input type="checkbox"/> Career Tech Education                           |
| <input type="checkbox"/> Science   | <input type="checkbox"/> Advancement Via Individual Determination (AVID) |
| <input type="checkbox"/> Social Studies  | <input type="checkbox"/> English Learner/ Bilingual/Emerging Bilingual   |
| <input type="checkbox"/> Arts  | <input type="checkbox"/> Special Education                               |
| <input type="checkbox"/> Music   | <input type="checkbox"/> Counseling                                      |
| <input type="checkbox"/> Foreign Languages   |  |
| <input type="checkbox"/> Other (Please do not use acronyms)  |  |

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\* 13. What year are you in the ODE funded Mentoring Program?

First year  Second year

Other (please specify)

\* 14. Did you work:

Part time

Full time

\* 15. How many months have you been working with your current mentor?

Less than 6 months  more than 12 months

6-12 months

\* 16. Please indicate where your mentor(s) is/are located: (Select all that apply.)

In my building

Not in my district

Not in my building

\* 17. I am comfortable approaching my mentor to ask for needed support.

Strongly Disagree  Disagree  Agree  Strongly Agree



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\* 18. As a beginning teacher how useful for your instructional practices did you find the following professional learning opportunities during the current school year?

|  | Not at All Useful     | Somewhat Useful       | Useful                | Very Useful           | Does Not Apply        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Time with your Mentor                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Beginning Teacher Orientation                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Beginning Teacher Professional Learning (Seminars) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| District Professional Learning                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Outside Professional Learning                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\* 19. As a beginning teacher, how important did you find the following sources of support provided by your mentor during the current school year?

|  | Not at all Useful     | Somewhat Useful       | Useful                | Very Useful           | Does Not Apply        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Establishing Professional Teaching Goals with Mentor                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Observation and Data Collection by Mentor of My Lesson(s)                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student Data Analysis with Mentor  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Modeled Lesson   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Co-Teaching with Mentor  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lesson/Unit Planning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resources Provided by Mentor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Observations of Master/Veteran Teachers                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Planning for Differentiated Instruction                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working through Challenging Situations                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aligning Lessons with the Common Core/Content Standards                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Planning Activities to Help Students Form Relationships and Manage Behaviors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\* 20. Please provide an example of how you used the support of your mentor in your current position. (If none, enter "none.")

\* 21. Please describe any areas that you received support that are not listed above. (If none, enter "none.")

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\* 22. Please describe any areas in which you would have liked support that you did not receive. (If none, enter "none.")

\* 23. How often have you worked with your mentor on each of the following in the current school year?

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

\* 24. Indicate in which of the following ways your mentor supported you within your district's teacher evaluation system. (Select all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Understanding the district's teacher rubric  | <input type="checkbox"/> Support in writing student learning and growth goals (SLGGs) |
| <input type="checkbox"/> Understanding what proficient looks like in your classroom based on your district rubric | <input type="checkbox"/> Support in selecting/writing formative assessments for SLGGs |
| <input type="checkbox"/> Professional learning on the evaluation system   | <input type="checkbox"/> None of the above  |
| <input type="checkbox"/> Other (please specify)   |   |

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\* 25. Indicate the number of times your site administrator (Principal, Assistant Principal, or District-level administrator) was in your classroom for at least 15-20 minutes this school year.

0

10-14

1-4

15 or more

5-9

\* 26. How did the site administrator observations/visits help you in your current role? (If none, enter "none.")

\* 27. Indicate how often you communicate with your mentor in the following ways:

|   | Daily                 | Weekly                | Every Two Weeks       | Monthly               | Never                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Face-to-Face                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Phone                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Email                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Virtual (e.g. Skype, Zoom, Go to Meeting) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Texting                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| On-line Chat                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. Are there any other ways that you communicated with your mentor that weren't listed above? (If yes, please list.)

\* 29. How effective were these forms of communication with your mentor this school year?

|   | Not at All            | Somewhat Effective    | Effective             | Very Effective        | Does Not Apply        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Face-to-Face                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Phone                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Email                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Virtual (e.g. Skype, Zoom, Go to Meeting) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Texting                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| On-line chat                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\* 30. The frequency with which I met face-to-face with my mentor was:

- Not enough  Just Right  Too much

\* 31. Throughout the year, on average, how long are your meetings with your mentor?

- 30 minutes or less  1 hour and 30 minutes  
 1 hour  2 hours or more

\* 32. What are your future plans?

- Stay in my current teaching position  Go on maternity leave/paternity leave  
 Move to another grade level or content area but continue teaching  Leave the profession  
 Move to another school within the district  Laid off looking for work in education  
 Move to another school outside the district  Laid off looking for work outside of education  
 Move to a non-teaching position within my school/district  Unsure could be laid off  
 Move to a leadership position  Don't know yet  
 Other (please specify)

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\* 33. To what degree did your mentor influence your decision to stay in the teaching profession?

- Not at All  Very Little  Some  A Great Deal  Not Applicable

\* 34. How did your mentor influence your decision to stay in the teaching profession? (If none, enter "none.")

\* 35. How effective was time spent with your mentor enhancing your skills in the following areas?

|  | Not at All            | Somewhat Effective    | Effective             | Very Effective        | Does Not Apply        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Classroom observations utilizing observational feedback                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Locating resources and materials   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lesson/Unit planning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom observations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Co-teaching  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developing meaningful professional goals and student learning growth goals       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collection and analysis of student data  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Planning for differentiated instruction  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working through challenging situations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aligning lessons with the Common Core/Content Standards                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementing activities to help students form relationships and manage behaviors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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\* 36. While working with your mentor to what degree did you receive support in the following areas?

|  | Not at All            | A Little              | Some                  | Quite a Bit           | A Great Deal          | Does Not Apply        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Supported me with strategies to better manage my classroom   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me with resources and materials to improve my teaching   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assisted me in developing a repertoire of instructional strategies   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported my knowledge of the content area(s) and curriculum   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported my knowledge of formative assessment strategies/resources  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported my work in differentiating instruction for special populations (EL, Students with Special Needs, Talented & Gifted students, At-Risk students) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me regarding strategies to create an equitable classroom   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me in effective parent communication   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me with strategies and resources to help with job related stress   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provided emotional support   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



|  | Not at All            | A Little              | Some                  | Quite a Bit           | A Great Deal          | Does Not Apply        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Supported me with strategies and resources to help meet district goals and requirements  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provided me with information for accessing district resources  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provided me with support in understanding district procedures specific to my role  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me in completing required teacher documentation (e.g. IEP, EL, TAG forms)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me in preparing for meetings and/or conferences  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me in working with other staff members   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me in lesson development and long-term planning  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me with strategies and resources to help students form relationships and manage behaviors                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me with strategies and resources to understand the impacts of trauma and create safe, supportive learning environments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provided me with resources to reduce Chronic Absenteeism   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supported me with strategies and resources to build, nurture, and repair relationships between/with students                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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\* 37. Overall my mentor helped me: (Select all that apply.)

- Increase the effectiveness of my teaching  Work collaboratively with other teachers at my school
- Impact my student's learning  Communicate effectively with parents
- Other (please specify)

\* 38. Give an example of how your mentor helped you. (If none, enter "none.")

\* 39. To what degree did you gain instructional skills by working with your mentor this past year?

- Not at All  A Little  Quite a Bit  A Great Deal  Does Not Apply

\* 40. Did the observational tools used by your mentor provide an appropriate level of feedback for you?

- Yes  No  Unsure

\* 41. Has your mentor impacted your performance in the classroom?

- No  Yes (provide example)

\* 42. Has your mentor contributed to student learning?

- No  Yes (provide example)

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\* 43. What did you find most beneficial about the time you spent with your mentor during the current school year? (If none, enter "none.")

\* 44. What did you find least beneficial about the time spent with your mentor during the current school year? (If none, enter "none.")

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\* 45. How much of your success as a beginning teacher would you attribute to your mentor program?

- None at All  Hardly Any  Some  Quite a Bit  A Great Deal

\* 46. Provide an example of this success as a beginning teacher as a result of participating in the Mentoring Program. (If none, enter "none.")

\* 47. To what extent has your relationship with your mentor helped you feel more successful as a teacher?

- Not at All  A Little  Somewhat  Quite a Bit  A Great Deal

\* 48. Was your mentor culturally/linguistically the same as you?

- Yes  
 No

\* 49. Does having a mentor who is culturally/linguistically similar to you make a difference in the mentoring relationship?

- Yes  
 No

\* 50. Would you have preferred to have a mentor who was culturally/linguistically similar?

- Yes  
 No

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\* 51. Has your mentor taught the same grade level/content area as you?

Yes

No

\* 52. Does having a mentor who taught the same grade level/content area as you make a difference in the mentoring relationship?

Yes

No

\* 53. For continuity, next year would you prefer to work with the same mentor who supported you this year?

Yes

Not Sure

No

Other (please specify)

\* 54. Please elaborate on your response to previous question. (If none, enter "none.")

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\* 55. In what state/territory did you complete your teacher preparation program?

- Alabama
- Alaska
- America Samoa
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Federated States of Micronesia
- Florida
- Georgia
- Guam
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Marshall Islands
- Maryland

- 
- Massachusetts
  - Michigan
  - Minnesota
  - Mississippi
  - Missouri
  - Montana
  - Nebraska
  - Nevada
  - New Hampshire
  - New Jersey
  - New Mexico
  - New York
  - North Carolina
  - North Dakota
  - Northern Mariana Islands
  - Ohio
  - Oregon
  - Palau
  - Pennsylvania
  - Puerto Rico
  - Rhode Island
  - South Dakota
  - Tennessee
  - Texas
  - Utah
  - Vermont
  - Virgin Islands
  - Virginia
  - Washington
  - West Virginia
  - Wisconsin

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Wyoming

Other (Please enter comment in box below)

Other (please specify)

\* 56. At what college/university did you complete your teacher preparation program?

Concordia University

Corban University

Eastern Oregon University

George Fox University

Lewis and Clark College

Linfield College

Marylhurst University

Multnomah University

Northwest Christian University

Oregon State University

OSU-Cascades Campus

Pacific University

Portland State University

Southern Oregon University

University of Oregon

University of Phoenix

University of Portland

Western Oregon University

Willamette University

Other (Please use comment box below)

Other (please specify)



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\* 57. When did you graduate with a bachelors degree?

- 2011  2015  
 2012  2016  
 2013  2017  
 2014  2018  
 Other (please specify)

\* 58. In what year did you complete your teacher preparation program?

- 2011  2015  
 2012  2016  
 2013  2017  
 2014  2018  
 Other (please specify)

\* 59. Please indicate your level of agreement with the following:

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Does Not Apply        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| During my first week of employment, I felt prepared to teach.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My student teaching (clinical/field) experience helped me become a more effective teacher.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| During my training to become a teacher, my main clinical/ cooperating teacher helped me become a more effective teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\* 60. Overall, how well do you think your teacher preparation program prepared you for the classroom?

- Not at All  Somewhat  Quite Well  Very Well  N/A

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\* 61. How well do you think your teacher preparation program prepared you for the following:

|   | Not at All            | Somewhat              | Quite Well            | Very Well             | Does Not Apply        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Collection and analysis of student data                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Planning for differentiated instruction                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creating an equitable classroom                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teaching English Language Learners                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teaching at-risk students                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teaching students with special needs                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teaching Talented and Gifted (TAG) students             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparing for meetings/conferences                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparing for effective parent communication            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with other staff members                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strategies to better manage my classroom                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Development of a repertoire of instructional strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of formative assessment strategies/resources  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Development of lesson and long-term planning            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strategies to help with job-related stress              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of content areas and curriculum               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|  | Not at All            | Somewhat              | Quite Well            | Very Well             | Does Not Apply        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strategies and resources to help students form relationships and manage behaviors                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resources to reduce Chronic Absenteeism  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strategies and resources to understand the impacts of trauma and create safe, supportive learning environments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strategies and resources to build, nurture, and repair relationships between/with students                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\* 62. Please provide an example of how your teacher prep program prepared you for the classroom. (If none, enter "none.")

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\* 63. Is there any final feedback you would like to provide to help us to improve the mentor program and the services provided to beginning teachers? (If none, enter "none.")

\* 64. Is there anything else you wish to share about your experience with the Oregon Mentoring Program? (If none, enter "none.")

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65. Professional Development: Indicate your level of agreement with the following statements:  
(Portland Public)

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | N/A                   |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The half-day teacher curriculum mapping events were beneficial                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Time spent on unit and lesson planning at curriculum mapping events was useful        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Time spent networking with other new teachers at curriculum mapping events was useful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Time spent observing in a model classroom at curriculum mapping events was useful     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

66. If mentoring was available to you as a third year teacher (with less than 75 hours) would you be interested in continuing?  
(Portland Public)

- Yes
- No
- Maybe/Not Sure

67. If mentoring was available for you as a third year teacher (with 50 hours of contact, rather than 90), would you be interested in continuing?  
(Lincoln County)

- Yes
- No
- Maybe/Not Sure

**68. Lincoln County School District provides mentors for all first and second year teachers. To what degree did this opportunity influence your decision to seek a job in Lincoln County?**

- Not at All  A Little  Somewhat  Quite a Bit  A Great Deal

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\* 69. Insert the date and time below and then PRINT or take a SCREEN SHOT of this page to provide as documentation to your Project Director. Thank you for completing this survey!

Date / Time

MM/DD/YYYY