

Oregon Mentoring Program: **Beginning Administrator Mentor/Coach Survey 2017**

Q1 Welcome to the 2016-2017 Mentoring Program Beginning Administrator Mentor/Coach 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/coach for a beginning administrator and are required by the grant to complete local and state evaluations and surveys. The information you provide regarding the services you have received through 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, specific administrators, or mentors.

Q54 What school district(s) do you work in? (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)

Q56 Your gender:

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

Q58 Ethnic group you most identify with:

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

Q52 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) _____

Q7 Highest educational degree:

- MA/MS (1)
- EdD/PhD (2)
- Other (3) _____

Q8 I am currently mentoring/coaching: (mark all that apply)

- Beginning Elementary Principal(s) (1)
- Beginning Middle School/Junior High Principal(s) (2)
- Beginning High School Principal(s) (3)
- Beginning Superintendent(s) (4)
- Other (please specify) (5) _____

Q9 How were you trained to be an administrator mentor? (mark all that apply)

- New Teacher Center/ODE CLASS Training (1)
- Additional CLASS Network Workshops (2)
- District Developed Mentor Training (3)
- Ongoing Training for Administrator Mentors (PLCs, Forums, etc.) (5)
- Other Mentor Training (please specify) (6) _____

Q55 Grade levels/specialty areas you have administrator experience in (mark all that apply):

- Elementary (1)
- K-8 (2)
- K-12 (3)
- Middle/Junior High (4)
- High School (5)
- English Learner/Bilingual (6)
- Charter School (7)
- Alternative School (8)
- Other (please specify) (9) _____

Q11 Do you receive annual administrator mentor stipend?

- Yes (1)
- No (2)

Display This Question:

If Do you receive annual administrator mentor stipend? Yes Is Selected

Q60 What is the amount of your annual administrator mentor stipend?

Q12 Comments:

Q13 Current administrative responsibilities:

- Full time mentor/coach (1)
- Part time mentor/coach (2)
- Full time Administrator serving as a mentor/coach (3)
- Retired Administrator (5)
- Other (please specify) (6) _____

Q16 How many years of experience do you have as a trained mentor/coach in a formal mentoring program?

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

Q17 How many beginning administrator(s) in each category do you currently support? (Note: Insert zeros in categories you do not have mentees)

	Number (1)
Elementary (1)	
Middle/Junior High (2)	
High School (3)	
Alternative School (4)	
Charter School (5)	
Other (please specify) (6)	
Total (7)	

Q18 Number of districts served:

- 1 (1)
- 2 (2)
- 3 (3)
- 4 or more (4)

Q23 Describe your impact as a mentor/coach on student growth in the beginning administrators' school (please provide specific evidence).

Q24 How important have the following been in shaping your leadership mentoring/coaching practice?

	Not at All (1)	Somewhat Important (2)	Important (3)	Most Important (4)	Does not Apply (5)
Previous Experience as an Administrator (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"/>
ODE/NTC CLASS Training (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Colleagues (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Support (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Training (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q57 Do you participate in on-going mentor/coach professional learning?

- Yes (1)
- No (2)

Display This Question:
 If Do you participate in on-going mentor/coach professional learning? Yes Is Selected

Q58 Please describe what your on-going professional learning involves.

Q25 How effective was the time spent with your beginning administrator(s) enhancing their skills in the following areas?

	Not at All (1)	Somewhat Effective (2)	Effective (3)	Very Effective (4)	Does not Apply (5)
Using and analyzing data (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing/working on school/district plan (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting observations and providing effective feedback to staff (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting evaluations of staff (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating instructional programs (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on the budget (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of time and prioritizing tasks (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locating resources and materials (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with the district office/school board (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working through challenging situations (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 While working with your beginning administrator(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 in developing an overall vision for site (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in professional development for staff (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support professional development for self (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support development/work with leadership team (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in building relationships (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in understanding school/district culture (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in planning for meetings (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in processing next steps (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in dealing with challenges (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in working with parents/community (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist in getting an experienced view of administratorship (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 Indicate how often you communicate with your beginning administrator(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 (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"/>

Q28 Comments:

Q29 How effective were these forms of communication with your beginning administrator(s) this current year?

	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"/>

Q30 Comments:

Q59 How often do you meet with a beginning administrator?

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

Q31 Throughout the year, an average, how long are your meetings with your beginning administrator(s)?

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

Q32 Did you attend professional learning sessions with your Beginning Administrator Mentee(s)?

- Yes (1)
- No (2)

Q33 Comments:

Q35 As a mentor, rate your agreement with the following statements:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Does not Apply (5)
Overall, the mentor 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 of my role as a mentor. (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 has helped me be effective as a mentor/coach. (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"/>

Q61 Rate your agreement with the following:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I am comfortable providing administrative/leadership support to my mentees. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable developing and supporting beginning administrative/leadership practices with my mentees. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q63 To what extent has your relationship with your mentee(s) helped them feel more successful as administrators?

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

Q66 Overall, to what degree do you think your mentorship had an impact on your beginning administrators leadership development?

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

Q49 How often have you worked with your beginning administrator on each of the following personal administrator goals in the current year?

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

Q50 How often have you worked with your beginning principals on assessing and providing feedback to teachers on their student learning and growth goals (SLGGs)?

- Never (1)
- Once (2)
- Twice (3)
- 3 or more times (4)
- Does Not Apply (5)

Q51 Indicate which of the following you addressed with your beginning administrator(s) regarding the districts' administrator evaluation system (mark all that apply).

- Understanding the district's administrator rubric (1)
- Understanding what proficient looks like in educational settings based on your district rubric (2)
- Professional learning on the evaluation system (3)
- Support in writing student learning and growth goals (SLGGs) (4)
- Other (please specify) (5) _____
- None of the Above (6)

Q43 Describe the common challenges faced by the beginning administrators you mentored/coached this year.

Q44 What training or support structure has been the most valuable to you?

Q45 What training or support structure has been the least valuable to you?

Q46 How can the Oregon Mentoring Program continue to support your development as a mentor/coach?

Q47 How can the Oregon Mentoring Program continue to support the development of beginning administrators?