

Oregon Mentoring Program: Beginning Administrator Survey 2019

You have received this survey because you are a beginning administrator 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, specific administrators, or 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 which school district do you work?

- Ashland
- Astoria
- Beaverton
- Bend-LaPine
- Brookings-Harbor
- Butte Falls
- Cascade
- Central
- Crook County (Prineville)
- Dallas
- Days Creek (Douglas County)
- Falls City
- Gervais
- Glide
- Grants Pass
- High Desert ESD
- Jefferson
- Jefferson County (Madras)
- Jewell
- Klamath County
- Klamath Falls City Schools
- Knappa
- Lincoln County
- Medford
- Mt. Angel

-
- Neah-Kah-Nie
 - North Marion
 - North Santiam
 - North Wasco
 - Oakland
 - Phoenix-Talent
 - Pinehurst
 - Portland Public
 - Prospect
 - Riddle
 - Roseburg
 - Salem-Keizer
 - Scappoose
 - Seaside
 - Silver Falls
 - Sisters
 - South Umpqua
 - St. Helens
 - St. Paul
 - Sutherlin
 - Three Rivers
 - Tillamook
 - WESD
 - Woodburn
 - Vernonia
 - Yamhill-Carlton
 - Yoncalla

* 2. What is your gender?

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

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

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

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

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

* 5. What is the highest educational degree you hold?

- MA/MS
- EdM
- EdD/PhD
- Other (please specify)

* 6. What is your current role?

- Principal
- Superintendent

* 7. What year are you in your current administrative role?

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

* 8. What year are you in the ODE Funded Mentoring Program?

- First Year
- Second Year
- Other (please specify)

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

- Less than 6 months
- 6-12 months
- More than 12 months

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

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

* 11. How many students are enrolled in your school(s)? (Please enter your best estimate.)

Number of students

* 12. Approximately how many students are enrolled in your district?

- 250 or fewer
- 251-500
- 501-1000
- 1001-2000
- 2001-3000
- 3001-4000
- 4001-10,000
- 10,001-20,000
- 20,001-40,000
- 40,001 or more

* 13. What are your future plans?

- Stay in my current position
- Move to another school within the district
- Move to another school outside the district
- Move to administrative position, not in a school
- Go on maternity/paternity leave
- Leave the profession
- Move to a non-administrative position in the district
- Don't know yet
- Other (please specify)

* 14. To what degree did your mentor influence your decision to stay in administration?

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

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* 15. How did your mentor influence you to stay in administration? (If none, enter "none.")

* 16. Are you planning on seeking a higher-level position in education?

- No
- Unsure
- Yes (Which leadership role?)

* 17. Please describe the impact of the mentoring program on the students in your school(s).

* 18. How many teachers are in your school?

Teachers

* 19. What percentage of the following have you observed formally or informally, so far this year?

	<10%	10-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* 20. How long is your typical observation of a teacher's instruction?

- 15 minutes or less
- 30 minutes
- 45 minutes
- 1 hour or more
- Does not apply

* 21. How long is your typical observation of an assistant principal's educational setting?

- 15 minutes or less
- 30 minutes
- 45 minutes
- 1 hour or more
- Does not apply
- Other (please specify)

* 22. How do you provide observational feedback to your teachers and assistant principals?

* 23. How many of the following are in your district?

Teachers

Assistant Principals

Principals

* 24. What percentage of the following have you observed formally or informally so far this year?

	<10%	10-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* 25. How long is your typical observation of a teacher's, assistant principal's, or principal's setting?

	15 minutes or less	30 minutes	45 minutes	1 hour or more	Does Not Apply
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 26. How do you provide observational feedback to your teachers, assistant principals, and principals?

* 27. As a beginning administrator, how useful for your leadership practices did you find the following professional learning opportunities during the current school year?

	Not At All	Somewhat Useful	Useful	Very Useful	Does Not Apply
Time with your Mentor/ Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning Administrator Professional Learning	<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"/>
Support from School Site Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher Education Program	<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"/>
Observations and Feedback Provided by my Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Administrative Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 28. As a Beginning Administrator, 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 Administrator Goals with Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation and Data Collection by Mentor	<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"/>
Resources Provided by Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-Facilitating Staff Meetings with Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Planning with my Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management/Prioritization with Mentor	<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"/>

* 29. While working with your mentor/coach, to what degree did you receive support in the following areas?

	Not at All	A Little	Some	Quite a Bit	A Great Deal
Supported me in developing an overall vision for site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported me in professional learning for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported my professional learning for self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported my development/work with leadership team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported me in building relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisted me in understanding school/district culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported me in planning for meetings	<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
Assisted me in processing next steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported me in dealing with challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported me in working with parents/community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisted me in getting an experienced view of administration and leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Strategies and resources to understand the impacts of trauma and create safe, supportive school environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported me to foster an inclusive school culture	<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"/>

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

* 31. Please describe any areas in which you would have liked support, that you didn't receive. (If none, enter "none.")

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

	Not at All	Somewhat Effective	Effective	Very Effective	Does Not Apply
Using and analyzing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing/working on school/district plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting observations and providing effective feedback to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting evaluations of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on the budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of time and prioritizing tasks	<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"/>
Working with the district office/school board	<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"/>

* 33. Indicate how often you communicate with your mentor/coach 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"/>

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

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* 35. How effective were these forms of communication with your mentor/coach this current 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"/>

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

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

* 37. The frequency with which I met with my mentor was:

- Not Enough
- Just Right
- Too Much

* 38. Has your mentor impacted your performance in your school setting?

- No
- Yes (Provide an example.)

* 39. Has your mentor contributed to student learning?

- No
- Yes (Provide an example.)

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* 40. Overall my mentor helped me:

- Increase the effectiveness of my leadership
- Impact student learning
- Work collaboratively with staff at my school
- Communicate effectively with parents and staff
- Other (please specify)

* 41. Give an example of how your mentor helped you? (if none, enter "none.")

* 42. Rate your agreement with the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am comfortable requesting administrative/leadership support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable implementing new administrative/leadership practices developed with assistance and/or feedback from my mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 43. To what extent has your relationship with your mentor helped you feel more successful as an administrator?

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

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* 44. How much of your success as a beginning administrator would you attribute to your mentor/coach?

- Not at All Hardly Any Some Quite a Bit A Great Deal

* 45. Give an example of how your mentor contributed to your success as a beginning administrator. (If none, enter "none.")

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

* 49. Has your mentor been an administrator in the same school setting as you?

- Yes
 No

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* 50. Does having a mentor who was an administrator in the same school setting make a difference in the mentoring relationship?

Yes

No

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

Yes

No

Not Sure

Other (please specify)

* 52. Please elaborate on your response to previous question. (if none, enter "none.")

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* 53. In what state/territory did you complete your Education Administration Program?

- Alabama
- Alaska
- American 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
 - Montana
 - Nebraska
 - Nevada
 - New Hampshire
 - New Jersey
 - New Mexico
 - New York
 - North Carolina
 - North Dakota
 - Northern Mariana Islands
 - Ohio
 - Oklahoma
 - Oregon
 - Palau
 - Pennsylvania
 - Puerto Rico
 - Rhode Island
 - South Carolina
 - South Dakota
 - Tennessee
 - Texas
 - Utah
 - Vermont
 - Virgin Islands
 - Virginia
 - Washington
 - West Virginia

-
- Wisconsin
 - Wyoming
 - Other (Please enter answer in comment box below)

Other (please specify)

* 54. At what university did you complete your Education Administration Program?

- Concordia University - Oregon
- COSA - Concordia University - Chicago
- George Fox University
- Lewis & Clark College
- Portland State University
- Southern Oregon University
- University of Oregon
- University of Portland
- Other (Please answer in comment box below)

Other (please specify)

* 55. When did you graduate with your bachelors degree?

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

* 56. In what year did you complete your Education Administration Program?

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

57. Please indicate your level of agreement with the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree
During my first week as an administrator I felt prepared to step into a leadership role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrative internship experience helped me to become a more effective principal/superintendent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my training to become an administrator, my supervising instructor prepared me to become a more effective instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 58. Overall, how well do you think your Education Administration Program prepared you to become an administrator in your own school?

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

* 59. Give an example of how your Education Administration Program prepared you to become an administrator. (If none enter "none.")

* 60. How well do you think your Education Administration Program prepared you for the following:

	Not at all	Somewhat	Quite Well	Very Well	Does Not Apply
Using and analyzing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of a school/district plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting observations and providing feedback to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting evaluations of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on a budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management of prioritizing tasks	<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"/>
Working with the district office/school board	<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"/>
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 school environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies and resources to foster an inclusive school culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 61. How often have you worked with your mentor on each of the following personal administrator goals in the current school year?

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

* 62. How often have you worked with your mentor/coach on assisting and providing feedback to teachers on their student learning and growth goals (SLGG's)?

- Never Once this year Twice this year 3 or more times this year

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

- Understanding the district's administrator rubric
- Understanding what proficient looks like in your school setting based on your district rubric
- Professional learning on the evaluation system
- Support in writing student learning and growth goals (SLGGs)
- Support in selecting/writing formative assessments for SLGGs
- None of the above
- Other (please specify)

* 64. Estimate the number of times your administrator (District Admin. Evaluator) was in your building for at least 30-90 minutes this school year.

- 0
- 1-4
- 5-9
- 10-14
- 15 or more

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* 65. How did the district administrator observation/visits help you in your current role? (If none, enter "none.")

* 66. Please list the most valuable features of your mentoring program.

* 67. Describe the biggest challenges that you faced as a beginning administrator in the current school year.

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* 68. Describe the most significant administrative skill you have learned through the mentoring program.

* 69. What did you find most beneficial about the time spent with your mentor/coach in the current school year?

* 70. What did you find least beneficial about the time spent with your mentor/coach in the current school year?

* 71. How can the mentoring program continue to support beginning administrators?

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72. Is there anything else you wish to share about your experience with the Oregon Mentoring Program?

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

Date / Time

MM/DD/YYYY