

Appendices

A: Survey Instrument

B: Annotated Bibliography

Teacher Mentoring Research Project
Survey of Texas School Districts

If you are willing to share available written information about your district's policies and mentoring activities, please send a copy of the following documents along with your completed survey:

- **School district policy that addresses mentoring for beginning teachers**
- **Description of your district's mentoring activities, including a description of any assessment of beginning teachers that is part of those mentoring activities**

THANK YOU

- Q1. Teacher attrition due to beginning teachers leaving the profession or transferring to other districts can affect school districts in many ways. Which of the following effects has your district experienced? (circle **all** that apply)
- a. An overall teacher shortage in the district
 - b. Teacher shortage in certain grade levels, content areas, or specializations
 - c. Negative effects on students or faculty
 - d. An increase in teacher recruitment costs
 - e. An increase in teacher training costs
 - f. Other, please describe: _____
 - g. Attrition of beginning teachers is not a major concern to this district.
 - h. Unsure
- Q2. When did your district begin providing mentoring support to beginning teachers?
- a. Month _____ Year _____
 - b. Mentoring support is not currently provided to beginning teachers.
 - c. Unsure
- Q3. Which of the following motivations are currently prompting your district to provide mentoring support to beginning teachers? (circle up to **three** most important motivations)
- a. Teacher requests for mentoring activities
 - b. Campus requests for mentoring activities
 - c. Teacher preparation program request for mentoring activities
 - d. Desire to increase student achievement through mentoring beginning teachers
 - e. Need to improve retention of beginning teachers
 - f. Need to attract new staff to the district
 - g. Need to improve skills and knowledge of beginning teachers
 - h. Desire to build collegial culture among teachers
 - i. Compliance with state policy
 - j. Response to research results showing benefits of mentoring
 - k. Other, please explain:
 - l. Mentoring support is not currently provided to beginning teachers.

- Q4. Which of the following choices best describes the changes in your mentoring activities for beginning teachers since 1990? (circle **one**)
- No significant changes
 - Increase in mentoring activities
 - Decrease in mentoring activities
 - Periods of both increase and decrease of mentoring activities
 - Unsure
- Q5. What have been the major barriers to providing mentoring support to beginning teachers in your district? (circle **all that apply**)
- Experienced teachers are unwilling to volunteer to serve as mentors.
 - Experienced teachers do not have the time to serve as mentors.
 - District and campus administrators do not have the time to oversee mentoring activities.
 - Training for mentors is scarce or not available.
 - Stipends for mentors are scarce or not available.
 - Resources or materials for mentoring activities are scarce or not available.
 - District and/or campuses have limited expertise in planning or operating a mentoring program.
 - Beginning teachers are not interested in receiving mentoring support.
 - State guidance or assistance for mentoring is not sufficient.
 - Other, please describe: _____
 - We have not experienced major barriers.
 - Unsure
- Q6. How would you describe the current role of the district administration in beginning teacher mentoring activities? (circle **all that apply**)
- Determines district policy and communicates policy to school campuses
 - Oversees and monitors teacher mentoring activities
 - Provides technical assistance regarding mentoring activities
 - Provides training to mentors
 - Provides other resources (e.g. financial, staff) for mentoring activities
 - Selects mentors
 - Assigns beginning teachers a mentor
 - Plans mentoring activities at the campus level
 - Plans mentoring activities at the district level
 - Other, please explain:
 - District administration is not involved in beginning teacher mentoring activities.
 - Unsure
- Q7. Who has primary responsibility for ensuring that mentoring activities are provided to beginning teachers? (circle **one**)
- District administration
 - Campus administration
 - Faculty in individual campus departments or grade levels
 - Faculty of a teacher preparation program (college or university)
 - Other, specify:
 - Mentoring support is not currently provided to beginning teachers.

- Q8. Which of the following best describes the current mentoring activities in your district? (circle **one**)
- Formal mentoring program planned and operated by district office staff
 - Informal district-wide mentoring activities, planned and operated by district and/or campus staff
 - Formal campus-based program planned and operated by individual campus administration
 - Informal campus-based activities planned and operated by individual campus administration
 - Formal campus-based program planned and operated by individual departments or grade levels
 - Informal campus-based activities planned and operated by individual departments or grade levels
 - Mentoring support is not currently provided to beginning teachers.
 - Unsure
- Q9. How much training do mentors receive? (circle **one**)
- Ongoing during the first year as a mentor
 - Ongoing during the first semester as a mentor
 - More than two weeks
 - One to two weeks
 - One day to one week
 - Less than one day
 - Mentor training is currently not provided.
 - Unsure
- Q10. Who trains mentors in your district? (circle **all** that apply)
- District personnel
 - Campus personnel
 - Experienced mentors in the district
 - Representative from a teacher preparation program
 - Representative from an Education Service Center
 - Other outside trainer, please specify: _____
 - Mentor training is currently not provided.
 - Unsure
- Q11. What resources are used to operate mentoring activities for beginning teachers in your district? (circle **all** that apply)
- Mentor incentive or stipend
 - Beginning teacher incentive or stipend
 - Materials or equipment
 - Training for mentors
 - Administrative staff time
 - Beginning teachers' time
 - Mentors' time
 - Substitute teacher wages
 - Other, describe: _____
 - No resources are used to operate mentoring activities.
 - Unsure

- Q12. Which of the following entities provide funds specifically for mentoring activities in your district? (circle **all** that apply)
- Federal government
 - State government
 - Teacher preparation program(s)
 - Education Service Center(s)
 - Professional association or organization (e.g. teacher association)
 - Private resources (e.g. parent groups, businesses, foundations, donations)
 - Other, specify: _____
 - No funds are provided or earmarked for mentoring activities.
 - Unsure
- Q13. Which of the following entities provide **non**-financial support (such as training, technical assistance, staffing, assessment) for mentoring activities in your district? (circle **all** that apply)
- State government
 - Teacher preparation program(s)
 - Education Service Center(s)
 - Professional association or organization (e.g. teacher association)
 - Other Texas school districts
 - Other, specify: _____
 - No non-financial support is provided from outside the district.
 - Unsure
- Q14. Are beginning teachers assessed (e.g. through observations; review of journals, portfolios or lesson plans) **as part of your mentoring activities**?
- Yes
 - No
 - Unsure
- Q15. What have been the most important results of mentoring support for beginning teachers in your district? (circle up to **three** most important results)
- Increased retention of beginning teachers
 - Improved skills and knowledge of beginning teachers
 - Increased job satisfaction among beginning teachers
 - Increased student achievement
 - Improved campus work environments
 - Improved relationship between district and teacher preparation program(s)
 - Other, please explain: _____
 - We have not identified results associated with mentoring activities.
 - Unsure
- Q16. How successful do you think current mentoring activities in your district are for **retaining beginning teachers**? (circle **one**)
- Very successful
 - Fairly successful
 - Not very successful
 - Not at all successful
- Q17. How successful do you think current mentoring activities in your district are for **improving the quality of beginning teachers**? (circle **one**)
- Very successful
 - Fairly successful
 - Not very successful
 - Not at all successful
- Q18. Which of the following choices best describes your assessment of the mentoring support that is currently provided to beginning teachers in your district? (circle **one**)
- Contains a broad range of activities and positively affects all beginning teachers
 - Is well established but might benefit from minor improvement or additions
 - Is a relatively new program and seems to be improving

- d. Is just beginning and still has many areas to be improved
- e. Has not developed beyond the planning stages and will take time to implement effectively
- f. Other, describe: _____

Q19. Which of the following supports would help improve the mentoring activities in your district? (circle up to **three** most important supports)

- a. Financial support for mentors, beginning teachers, or program staff
- b. Technical assistance for planning and implementing mentoring activities
- c. Training for mentors
- d. Materials or equipment (e.g. manuals, forms, training supplies/equipment, etc.)
- e. Participation of local teacher preparation program(s)
- f. State guidance on how to plan and implement mentoring activities
- g. Advice or assistance from other school districts with successful programs
- h. Assessment of beginning teachers
- i. Evaluation of the effectiveness of mentoring activities
- j. Other, specify: _____
- k. No supports are needed
- l. Unsure

If you would like to share any additional comments about mentoring for beginning teachers and/or effective practices in your district, please use the back of this survey or attach a separate sheet.

All survey responses will be kept completely confidential and will not be shared by researchers with any other individual or agency. You may return your completed survey without any identifying information if you wish. However, the information requested below will help us in case we need to contact you to clarify your responses. It will also be used to identify a winner of the lottery for \$100.00 towards the purchase of district materials.

Name _____ District Name _____
 Title _____ Address _____
 Telephone _____ City, State, Zip _____

If you would like to receive a summary of the results of SEDL's study on teacher mentoring in Texas, and you have provided contact information above, check the box below. You may also request a copy of the summary by contacting Diane Pan, SEDL, 211 East 7th St., Austin, TX, 78701, (512) 476-6861 x212, dpan@sedl.org.

Yes, send me a summary of teacher mentoring research results.

Thank you for helping us understand the needs and successes of teacher mentoring in Texas schools.