

SEWNTP 2009-10 Program Evaluation - 1st Year BTs

1st Year Beginning Teacher End of Year Program Evaluation - 2010

The purpose of this survey is to evaluate the goals of the Cardinal Stritch University Southeastern Wisconsin New Teacher Project. Please give your reactions to the following questions based upon your knowledge of your district mentoring program and the SEWNTP consortium. Your feedback will help greatly in collecting data to inform us on how we can continue to move forward toward the SEWNTP vision: "Students' needs are met by confident and effective teachers who grow professionally through a collaborative network of induction. This network will transform and sustain the quality of leadership and education - one person at a time."

Goals

SEWNTP Goal 1: Best Teaching Practices

	strongly agree	agree	disagree	strongly disagree	N/A
1.1 The SEWNTP Beginning Teacher and Mentor Seminars have allowed me to build and apply my knowledge about best teaching practices/Wisconsin Teacher Standards with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments in regard to question 1.1 on Best Teaching Practices.

SEWNTP Goal 2: Mentoring Practices, Skills and Strategies

	strongly agree	agree	disagree	strongly disagree	N/A
2.1 The mentoring relationship has built and extended my competence and effectiveness related to best teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 The mentoring relationship has had a positive impact on my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 My mentor's support contributed to my decision to stay in the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SEWNTP 2009-10 Program Evaluation - 1st Year BTs

SEWNTP Goal 4: Networking and Sharing of Resources

	strongly agree	agree	disagree	strongly disagree	N/A
4.1 I prefer to network... before school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
during school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
after school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.2 Topics I would like to network on are...

1.
2.
3.

Comments in regard to question #4.1 on Networking & Sharing of Resources.

SEWNTP Goal 5: Structure and Expectations for an Induction Program.

	strongly agree	agree	disagree	strongly disagree
5.1 The time available for new teachers to meet and plan with mentors is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 When my mentor and I meet, we use the Collaborative Assessment Log to facilitate our conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.3 Typically, my mentor and I have a mentoring conversation (face to face):

- daily
- weekly
- every two weeks
- monthly or less often
- did not meet

SEWNTP 2009-10 Program Evaluation - 1st Year BTs

Open-Ended Questions

1.a. Describe a specific example of achievement your students or student have/has made.

1.b. What instructional decision(s) did you make that impacted this achievement?

1.c. What impact did your work with your mentor have on your instructional decisions?

2. What additional support would have been most helpful throughout the year?

SEWNTP 2009-10 Program Evaluation-2nd & 3rd Year BTs

2nd & 3rd Year Beginning Teacher End of Year Program Evaluation

2010

The purpose of this survey is to evaluate the goals of the Cardinal Stritch University Southeastern Wisconsin New Teacher Project. Please give your reactions to the following questions based upon your knowledge of your district mentoring program and the SEWNTP consortium. Your feedback will help greatly in collecting data to inform us on how we can continue to move forward toward the SEWNTP vision: "Students' needs are met by confident and effective teachers who grow professionally through a collaborative network of induction. This network will transform and sustain the quality of leadership and education - one person at a time."

Goals

SEWNTP Goal 1: Best Teaching Practices

	strongly agree	agree	disagree	strongly disagree	N/A
1.1 The SEWNTP 2nd and 3rd Year Beginning Teacher and Mentor Seminars (Literacy, Assessment, Urban, Writing the PDP and Annual Gathering of Evidence for the PDP) have allowed me to build and apply my knowledge about best teaching practices/Wisconsin Teacher Standards with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.2 Did you have an assigned mentor this school year?

- yes
- no

Comments in regard to questions #1.1-1.2 on Best Teaching Practices.

SEWNTP Goal 2: Mentoring Practices, Skills and Strategies

	strongly agree	agree	disagree	strongly disagree	N/A
2.1 The mentoring relationship has built and extended my competence and effectiveness related to best teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 The mentoring relationship has had a positive impact on my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SEWNTP 2009-10 Program Evaluation-2nd & 3rd Year BTs

Comments in regards to questions #3.1-3.2 on PI 34 and the PDP.

SEWNTP Goal 4: Networking and Sharing of Resources.

	strongly agree	agree	disagree	strongly disagree	N/A
4.1. I prefer to network ... before school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.... during school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.... after school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 What forms of communication would be most useful to receive information and to network with colleagues.... email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.... postal mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.... electronic - blogs, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.... other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)					

Comments in regard to question #4.1 on Networking & Sharing of Resources.

4.2 Topics I would like to network on are:

1.
2.
3.

SEWNTP Goal 5: Structure and Expectations for an Induction Program.

	strongly agree	agree	disagree	strongly disagree	N/A
5.1 The time available for 2nd & 3rd year teachers to meet and plan with mentors is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2. When my mentor and I meet, we use the Collaborative Assessment Log to facilitate our discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended Questions

If you had a mentor, please answer 1.a, b, c.

1.a. Describe a specific example of achievement your students or student have/has made.

1.b. What instructional decision(s) did you make that impacted this achievement?

1.c. What impact did your work with your mentor have on your instructional decisions?

2. What additional assistance would have been most helpful for you throughout the year?

3. What additional topics for seminars would you be interested in?

- 1.
- 2.
- 3.

SEWNTP 2009-10 Program Evaluation - Mentor

Mentor End of Year Program Evaluation 2010

The purpose of this survey is to evaluate the goals of the Cardinal Stritch University Southeastern Wisconsin New Teacher Project. Please give your reactions to the following questions based upon your knowledge of your district mentoring program and the SEWNTP consortium. Your feedback will help greatly in collecting data to inform us on how we can continue to move forward toward the SEWNTP vision: "Students' needs are met by confident and effective teachers who grow professionally through a collaborative network of induction. This network will transform and sustain the quality of leadership and education - one person at a time."

SEWNTP 2009-10 Program Evaluation - Mentor

4. Years of classroom teaching:

- 0-5
- 6-15
- 16-30
- Over 30
- Retired
- Prefer not to answer

5. Please indicate if during the 2009-10 school year you mentored:

- a 1st year teacher (new to the profession)
- a 2nd year teacher (new to the profession)
- a 3rd year teacher (new to the profession)
- an experienced teacher new to the district
- did not mentor
- more than one new teacher

SEWNTP 2009-10 Program Evaluation - Mentor

2.2 Please check ALL the specific mentoring support that you are confident in effectively providing to new teachers.

- orienting to school/district culture
- providing resources and materials
- assisting with parent communication
- helping with classroom management strategies
- assisting with lesson and unit planning
- helping to analyze student work to guide instruction
- helping to differentiate instruction to meet needs of diverse learners: ELL, Special Ed., GT
- modeling of lessons or strategies
- co-teaching
- providing emotional support
- helping with self-reflection strategies
- helping with principal communication
- none of the above

2.3 Please check ALL the specific mentoring strategies you are confident in effectively providing new teachers:

- using mentor language (paraphrasing, clarifying and mediational questions)
- using mentoring tools (e.g. Collaborative Assessment Log) to move a new teacher's practice forward
- facilitating the coaching cycle conversation (planning conversation, observation to collect data, reflecting conversation)
- providing non-judgmental feedback
- None of the above

Comments in regard to questions #2.1-2.3 on Mentoring Practices, Skills and Strategies.

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SEWNTP 2009-10 Program Evaluation - Mentor

5.3 My beginning teacher and I worked through the coaching cycle conversation at least one time this year (planning conversation, observation to collect data, reflecting conversation).

Yes

No

5.4 My beginning teacher and I worked through the Analyzing Student Work protocol at least one time this year.

Yes

No

5.5 Typically, my beginning teacher and I have a mentoring conversation (face to face):

daily

weekly

every two weeks

monthly or less often

did not meet

N/A

Goal 5 Cont'd.

	strongly agree	agree	disagree	strongly disagree	N/A
5.6 The degree of district administration and other stakeholders' commitment toward the successful mentoring of new teachers is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7 The communication from my district informing me of SEWNTP opportunities is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended Questions

1. What training or support structure has been most valuable to you?

2.a. Describe a specific example of when your mentor practice had an impact on your beginning teacher's effectiveness.

2.b. What strategic mentoring decision did you make that affected this impact?

3. What are your challenges as a mentor?

4. In what ways would you like to be supported as you continue in your role?

5. Describe a specific example of how mentoring may have contributed to your own effectiveness as a teacher.

SEWNTP 2009-10 Program Evaluation - Administrator

Administrator End of Year Program Evaluation 2010

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4. Years in current position:

- 0-5
- 6-10
- 11-25
- Over 25
- Prefer not to answer

5. If you are a principal, how many initial educators (in their first three years of teaching) do you have at your school?

- 0-5
- 6-10
- 11-25
- Over 25
- N/A

6. If you were the principal, in your current school last year, what was the retention rate of the initial educators (in their first five years of teaching) whom you wanted to retain and were not laid off?

- over 90%
- 80%
- 70%
- 60%
- 50%
- 40%
- 30%
- 20% or less
- Don't have this information
- N/A

Comments in regard to questions #1-6.

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SEWNTP 2009-10 Program Evaluation - Administrator

Goal 4 cont'd

	strongly agree	agree	disagree	strongly disagree	N/A
4.2 The mentoring program (District and SEWNTP) has had a positive impact on the professional learning community of our school/district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments in regards to questions #4.1 and 4.2 on Networking & Sharing Resources.

SEWNTP Goal 5: Structure and Expectations for an Induction Program.

	strongly agree	agree	disagree	strongly disagree	N/A
5.1 I can explain, if asked, the SEWNTP goals and opportunities available to my district, mentors, and new teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 The time available for mentors to meet and plan with new teachers is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3 The degree of district administration and other stakeholders' commitment toward the successful mentoring of new teachers is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments in regards to question #5.1-5.3 on Structure & Expectations for an Induction Program.