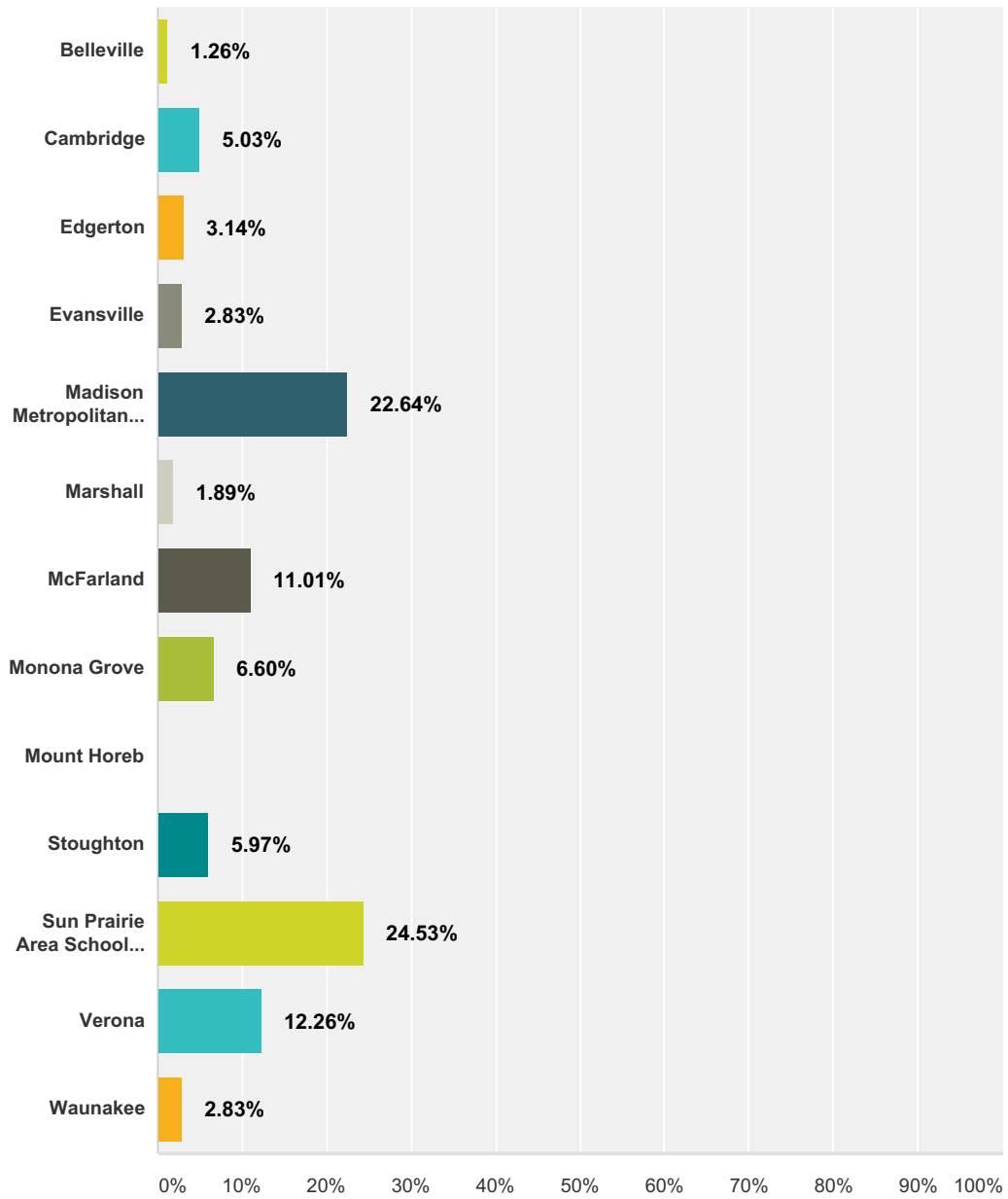


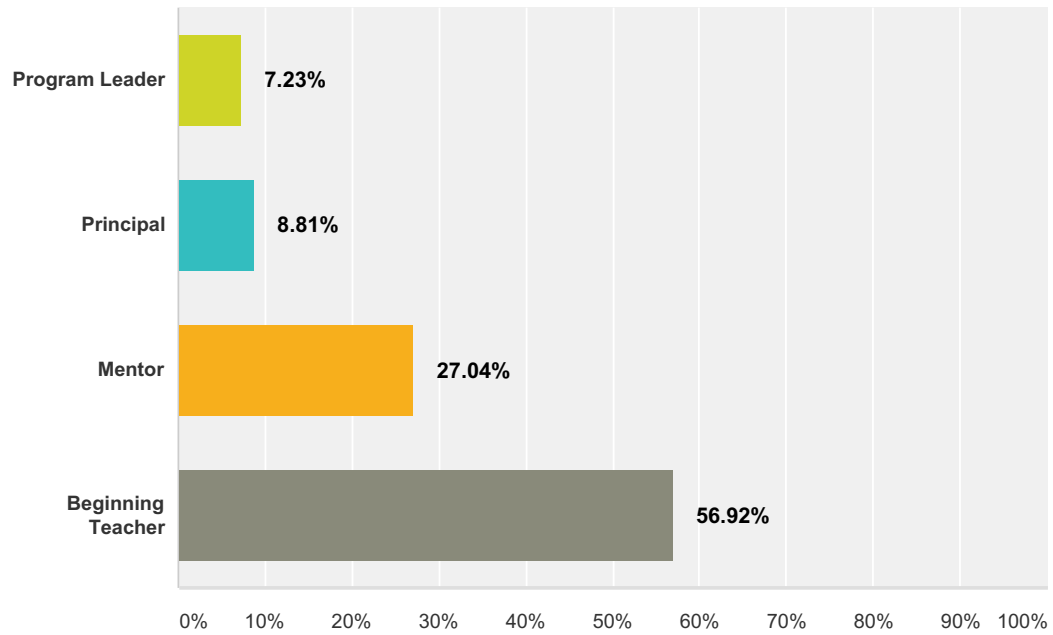
### Q1 I work in \_\_\_\_\_ School District.

Answered: 318 Skipped: 0



### Q2 My role in our mentor program is:

Answered: 318 Skipped: 0



**Q3 How many beginning teachers in their first year of the profession are working with a Mentor in your District?**

Answered: 20 Skipped: 298

#	Responses	Date
1	9	5/27/2014 12:43 PM
2	9	5/19/2014 6:04 PM
3	12	5/19/2014 12:05 PM
4	32	4/30/2014 5:20 PM
5	15	4/30/2014 12:31 PM
6	22	4/30/2014 10:56 AM
7	25	4/29/2014 1:59 PM
8	0	4/28/2014 3:25 PM
9	10	4/25/2014 3:07 PM
10	10	4/25/2014 3:07 PM
11	10	4/25/2014 2:19 PM
12	10	4/25/2014 2:14 PM
13	30	4/25/2014 8:55 AM
14	12	4/24/2014 3:18 PM
15	9	4/24/2014 11:54 AM
16	5	4/23/2014 2:49 PM
17	170	4/22/2014 11:00 AM
18	3	4/20/2014 7:47 PM
19	1	4/18/2014 10:43 AM
20	32	4/17/2014 4:25 PM

**Q4 How many beginning teachers in their second year of the profession are working with a Mentor in your District?**

Answered: 20 Skipped: 298

#	Responses	Date
1	6	5/27/2014 12:43 PM
2	6	5/19/2014 6:04 PM
3	10	5/19/2014 12:05 PM
4	28	4/30/2014 5:20 PM
5	7	4/30/2014 12:31 PM
6	4	4/30/2014 10:56 AM
7	12	4/29/2014 1:59 PM
8	0	4/28/2014 3:25 PM
9	5	4/25/2014 3:07 PM
10	5	4/25/2014 3:07 PM
11	5	4/25/2014 2:19 PM
12	5	4/25/2014 2:14 PM
13	?	4/25/2014 8:55 AM
14	6	4/24/2014 3:18 PM
15	3	4/24/2014 11:54 AM
16	1	4/23/2014 2:49 PM
17	25	4/22/2014 11:00 AM
18	6	4/20/2014 7:47 PM
19	0	4/18/2014 10:43 AM
20	28	4/17/2014 4:25 PM

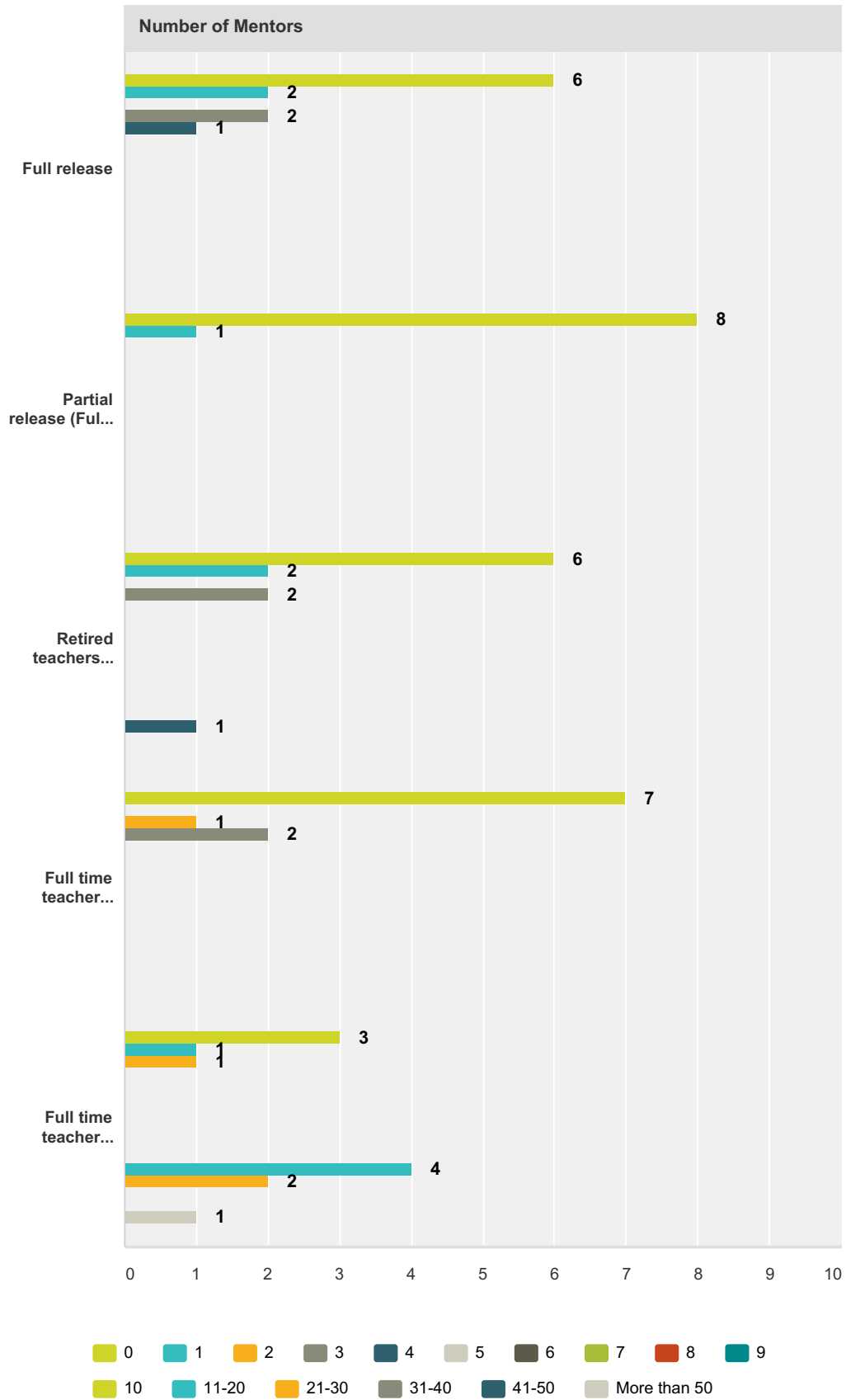
**Q5 How many beginning teachers in their third year of the profession are working with a Mentor in your District?**

Answered: 20 Skipped: 298

#	Responses	Date
1	4	5/27/2014 12:43 PM
2	0	5/19/2014 6:04 PM
3	0	5/19/2014 12:05 PM
4	31	4/30/2014 5:20 PM
5	0	4/30/2014 12:31 PM
6	0	4/30/2014 10:56 AM
7	4	4/29/2014 1:59 PM
8	0	4/28/2014 3:25 PM
9	0	4/25/2014 3:07 PM
10	0	4/25/2014 3:07 PM
11	0	4/25/2014 2:19 PM
12	0	4/25/2014 2:14 PM
13	a few	4/25/2014 8:55 AM
14	2	4/24/2014 3:18 PM
15	0	4/24/2014 11:54 AM
16	3	4/23/2014 2:49 PM
17	0	4/22/2014 11:00 AM
18	0	4/20/2014 7:47 PM
19	0	4/18/2014 10:43 AM
20	31	4/17/2014 4:25 PM

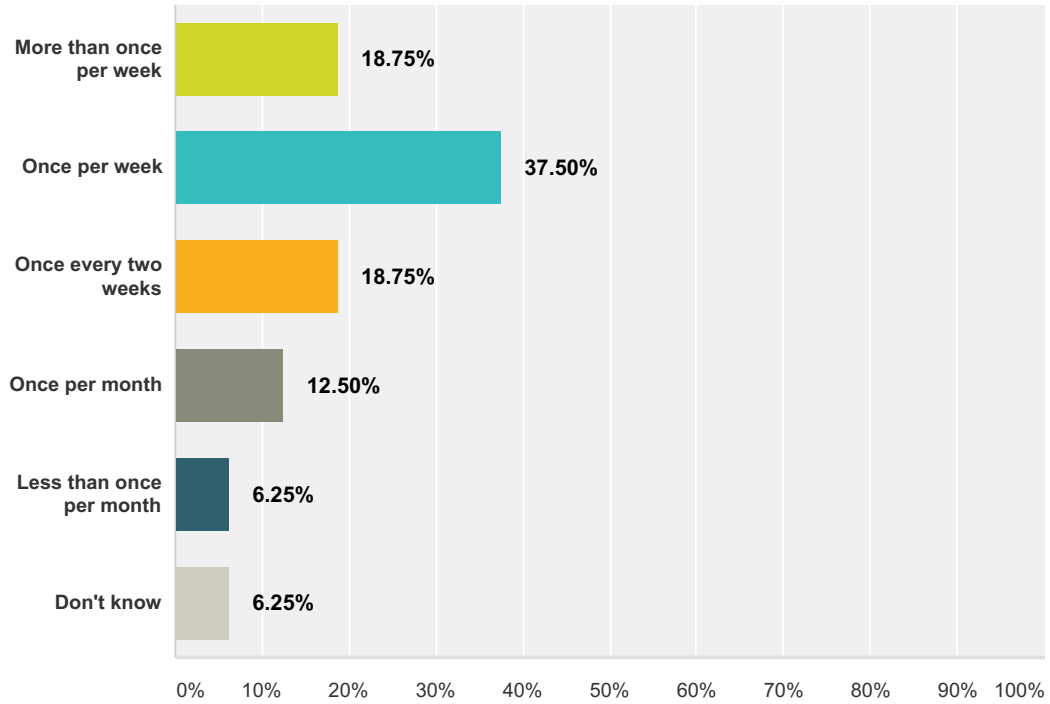
**Q6 How many mentors of each model are working with at least one beginning teacher in your district? Choose the model(s) that most closely resemble your program.**

Answered: 18 Skipped: 300



### Q7 On average, how often does the mentor use a formative assessment tool with a beginning teacher?

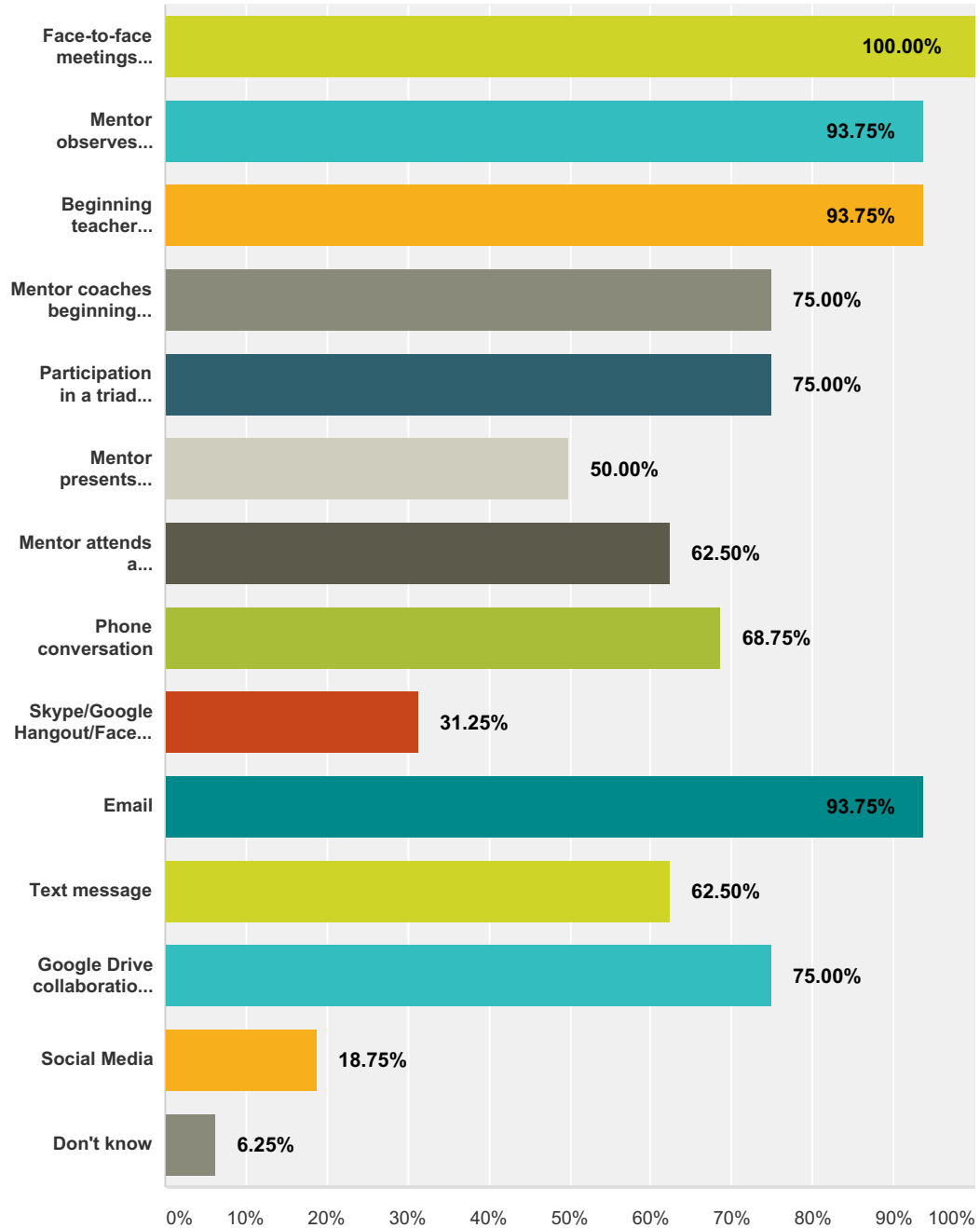
Answered: 16 Skipped: 302





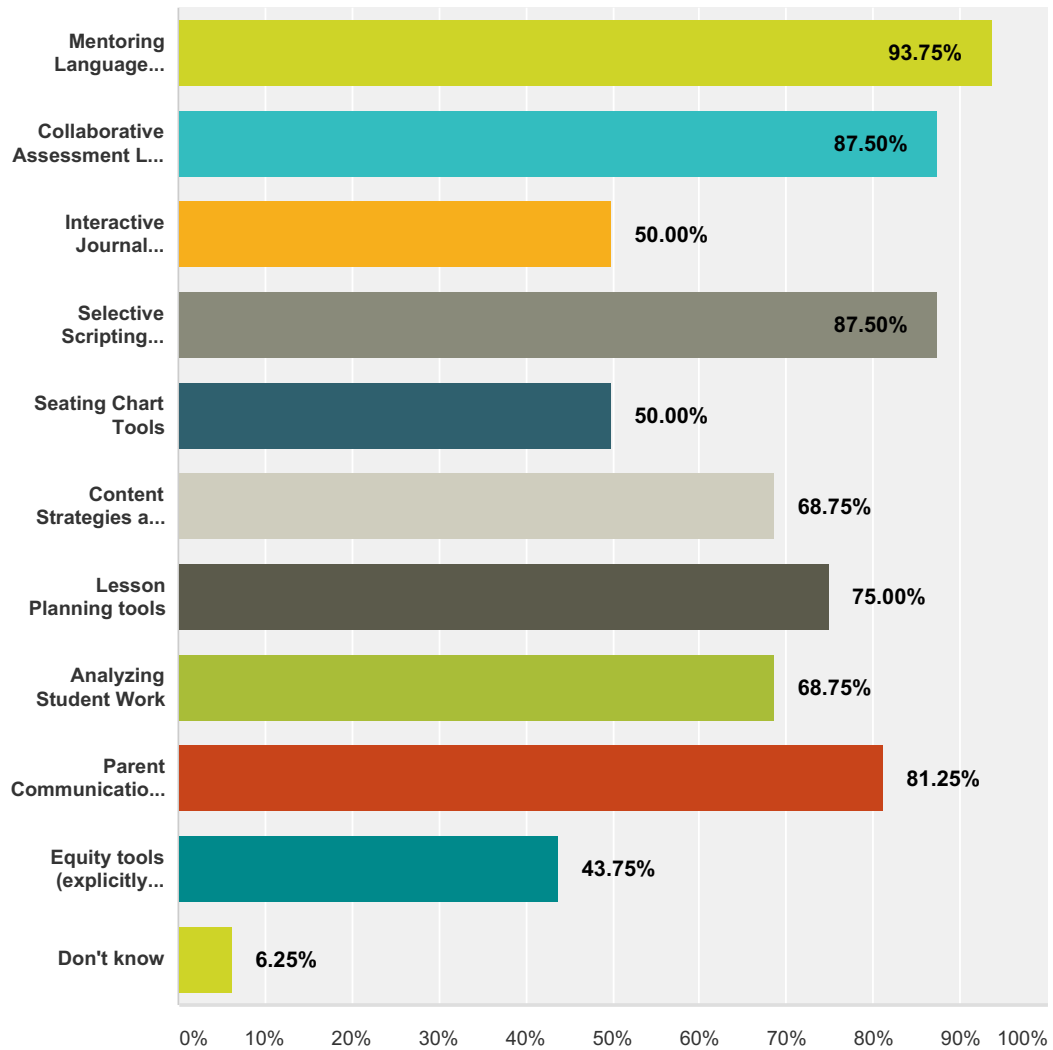
### Q8 What kinds of interactions are beginning teachers experiencing with mentors? (Choose all that apply)

Answered: 16 Skipped: 302



### Q9 Which tools do the mentor and beginning teacher regularly use in your district? (Choose all that apply)

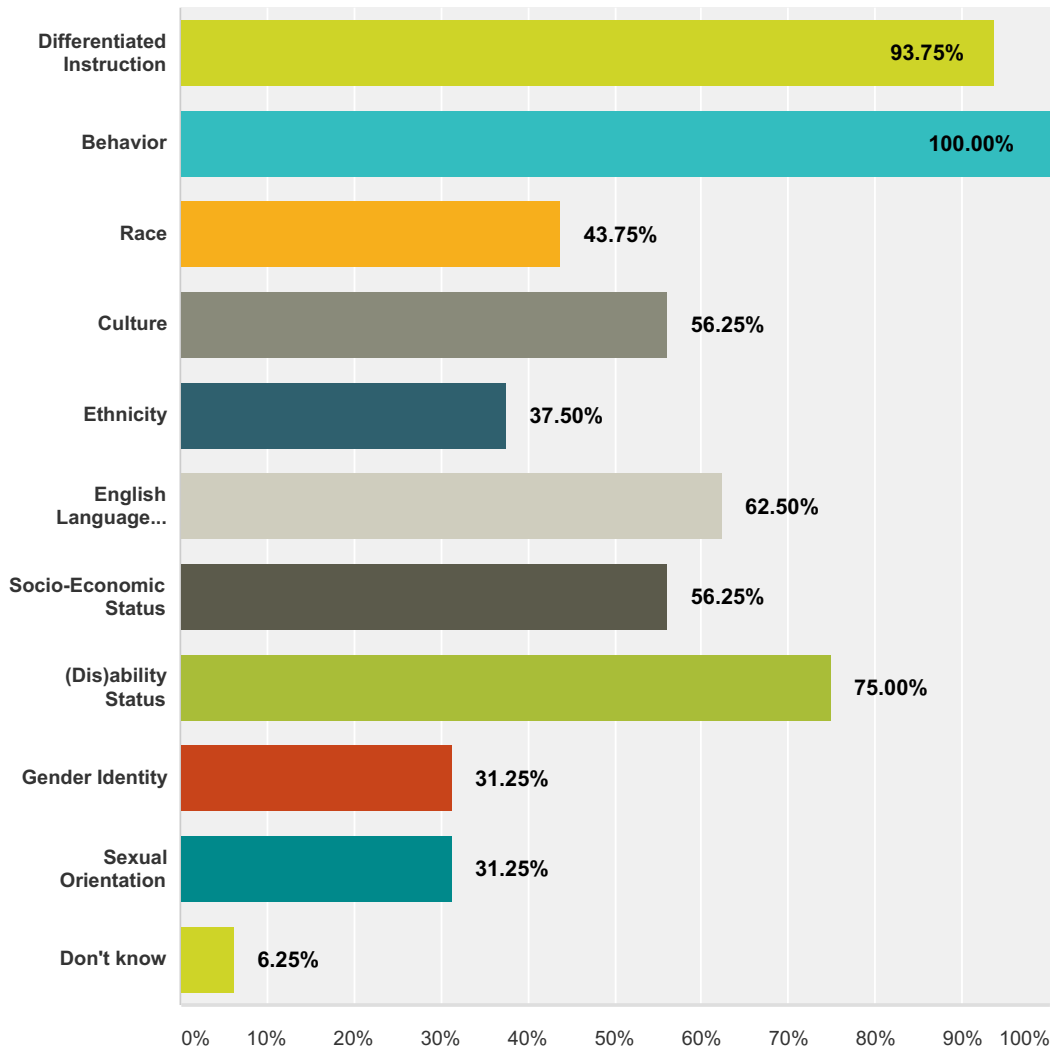
Answered: 16 Skipped: 302



#	Other (please specify)	Date
1	The terms "regularly use" and "all that apply" may mask the actual implementation of these tools. I can think of at least teacher-mentor example for each of these, many more than that for some. But I'm not sure what "regular" would be from my perspective. Hope we get a good response from others who may have a better grasp of the depth of implementation.	4/30/2014 11:06 AM
2	videotape lessons	4/18/2014 10:48 AM

### Q10 Mentor and beginning teacher interactions explicitly address... (Choose all that apply)

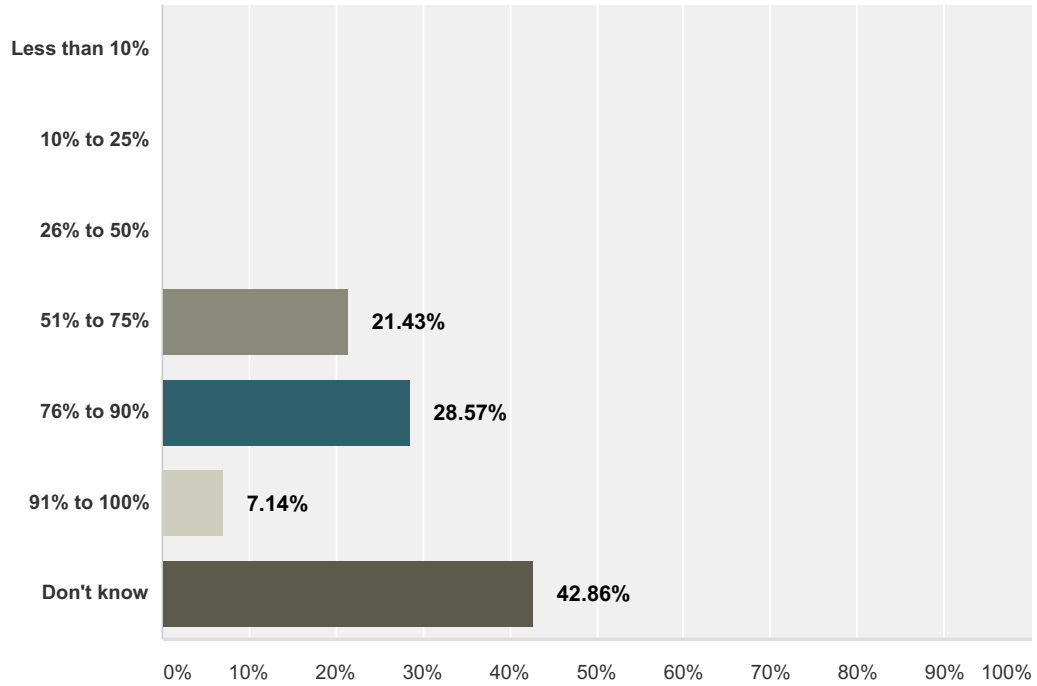
Answered: 16 Skipped: 302



#	Other (please specify)	Date
1	maybe all of these, I just haven't heard it referenced explicitly.	5/19/2014 12:08 PM
2	I know that there are some of these conversations taking place; I cannot speak confidently to frequency, intensity, or the impact of these interactions. I do believe that these topics are increasingly important in McFarland, are receiving increasing attention District-wide, and I remain hopeful.	4/30/2014 11:06 AM
3	Curriculum and Assessment	4/20/2014 7:50 PM

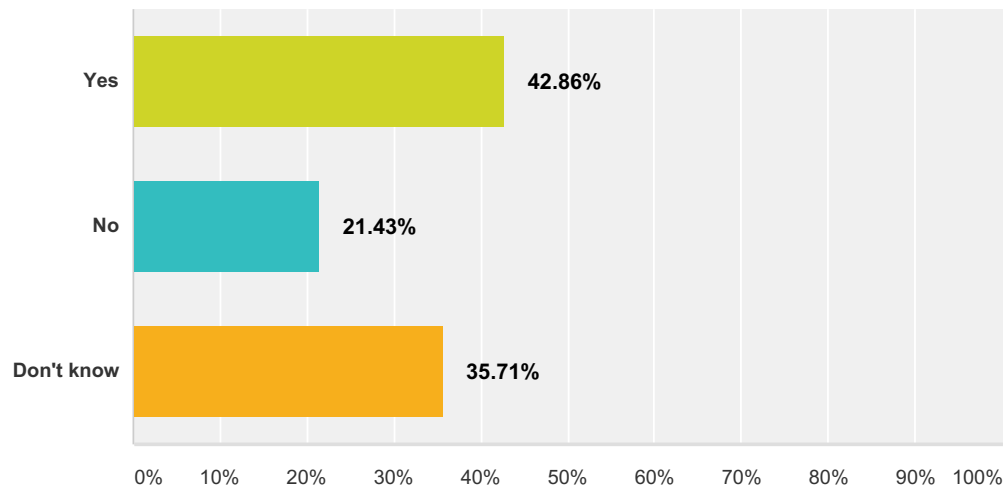
### Q11 In your district, what percentage of beginning teachers who had a mentor are still with the district after five years?

Answered: 14 Skipped: 304



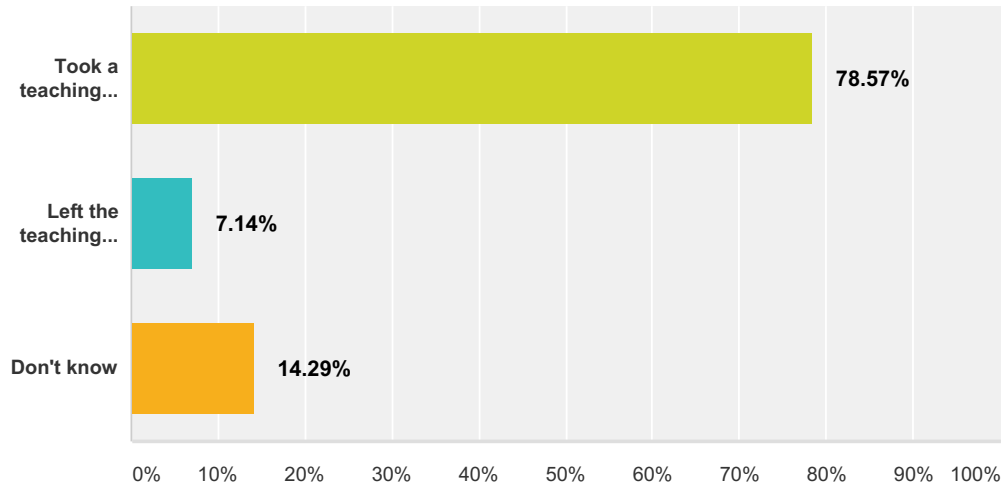
### Q12 My district conducts exit interviews with teachers who leave the district.

Answered: 14 Skipped: 304



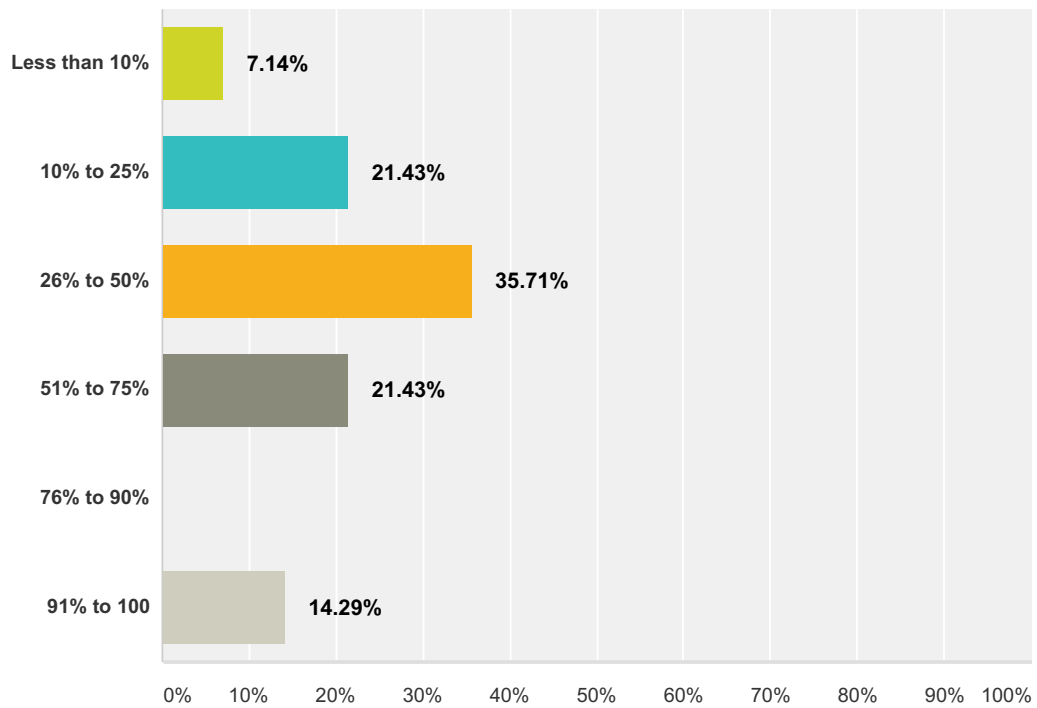
**Q13 To the best of your knowledge, among the beginning teachers who have left your district within their first five years and had a mentor, why did most of them leave?**

Answered: 14 Skipped: 304



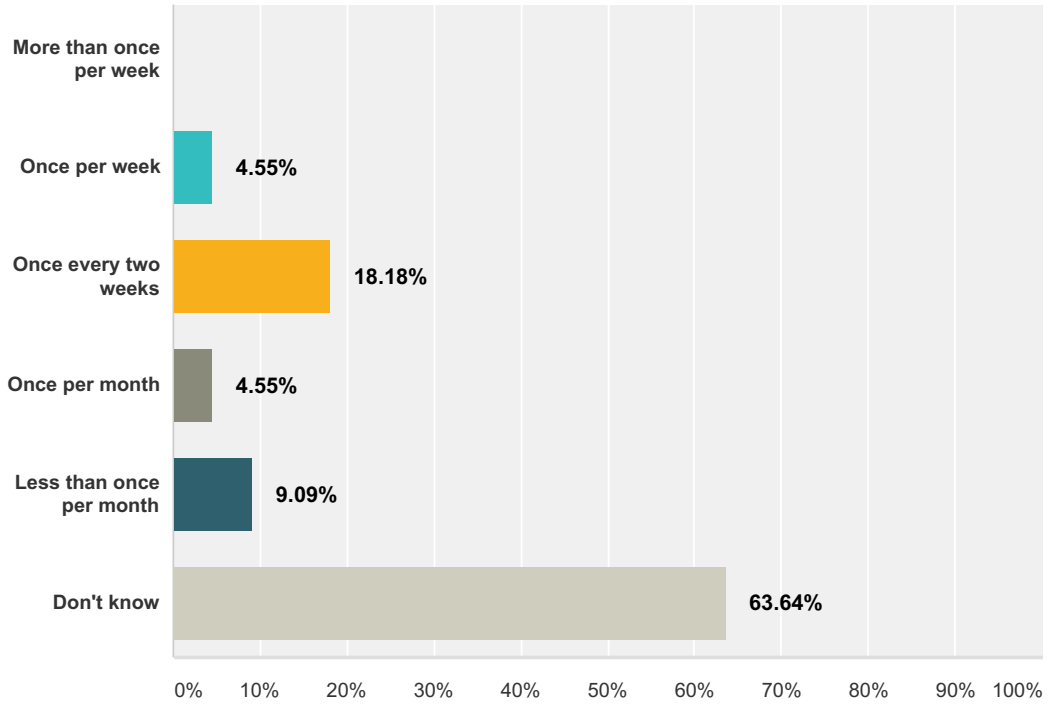
**Q14 To the best of your knowledge, in your district what percentage of beginning teachers who had a mentor within the last ten years are now in a formal leadership role (e.g., grade-level/department chair, curriculum committee, etc.)?**

Answered: 14 Skipped: 304



### Q15 On average, how often does the mentor use a formative assessment tool with a beginning teacher?

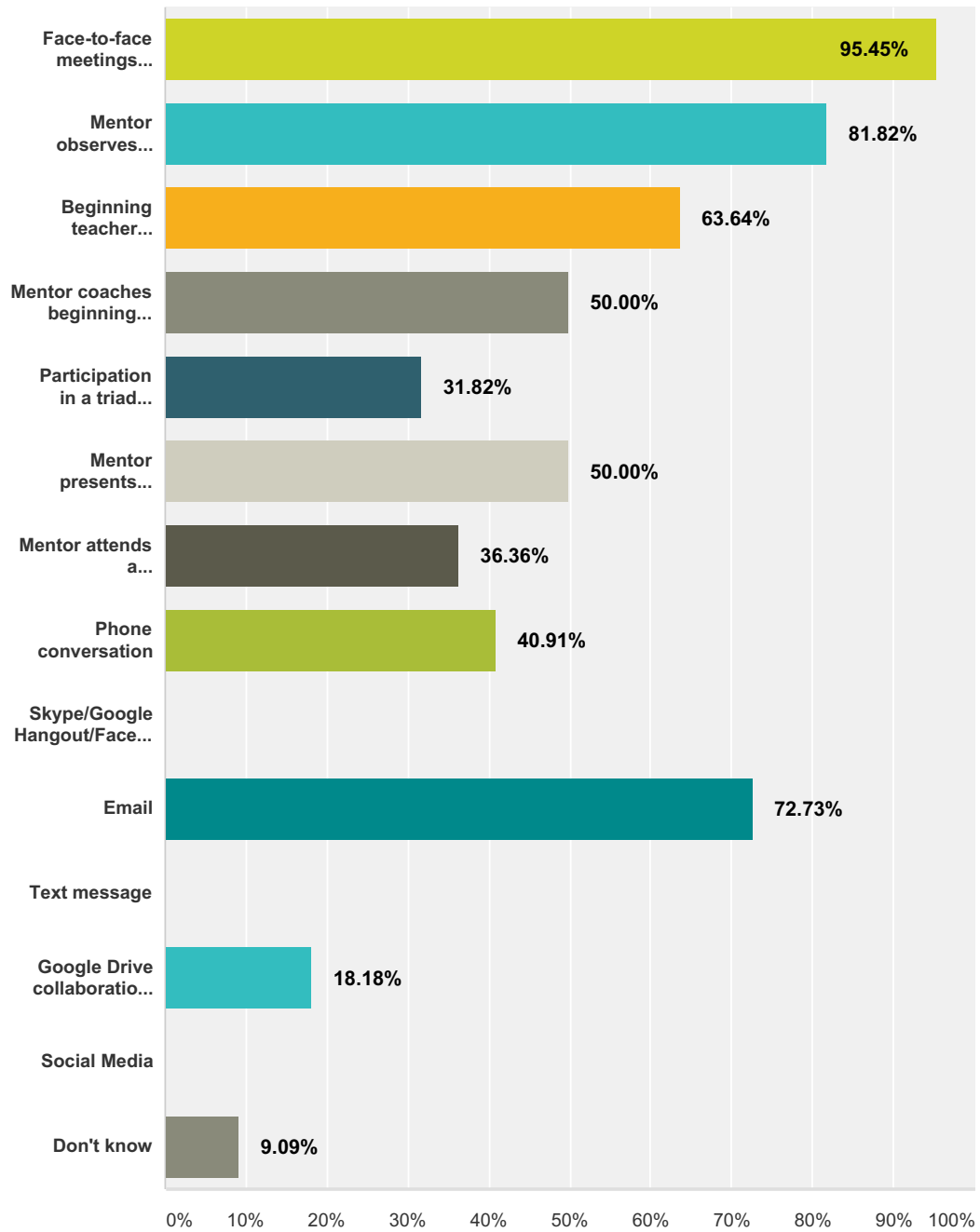
Answered: 22 Skipped: 296





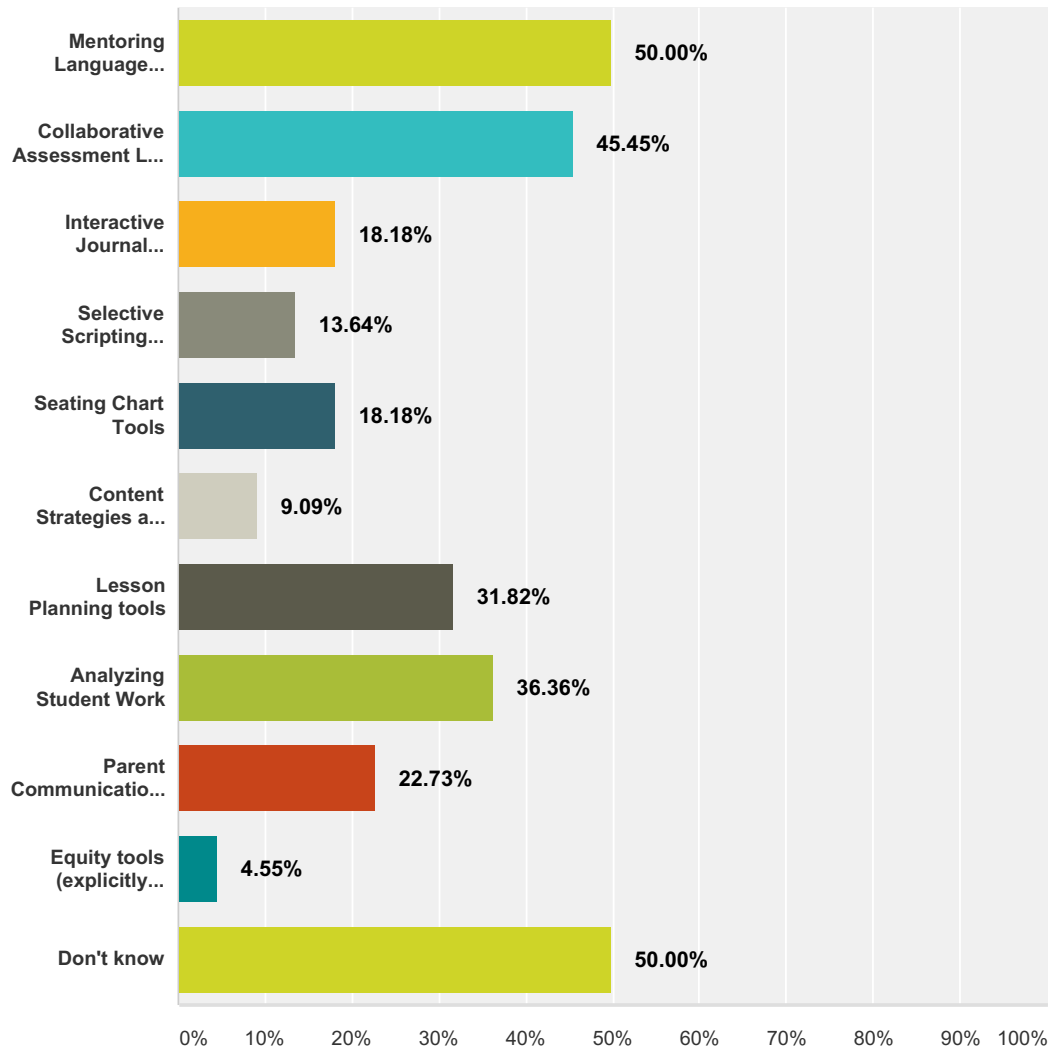
### Q16 What kinds of interactions are beginning teachers experiencing with mentors?(Choose all that apply)

Answered: 22 Skipped: 296



### Q17 Which tools do the mentor and beginning teacher regularly use in your district? (Choose all that apply)

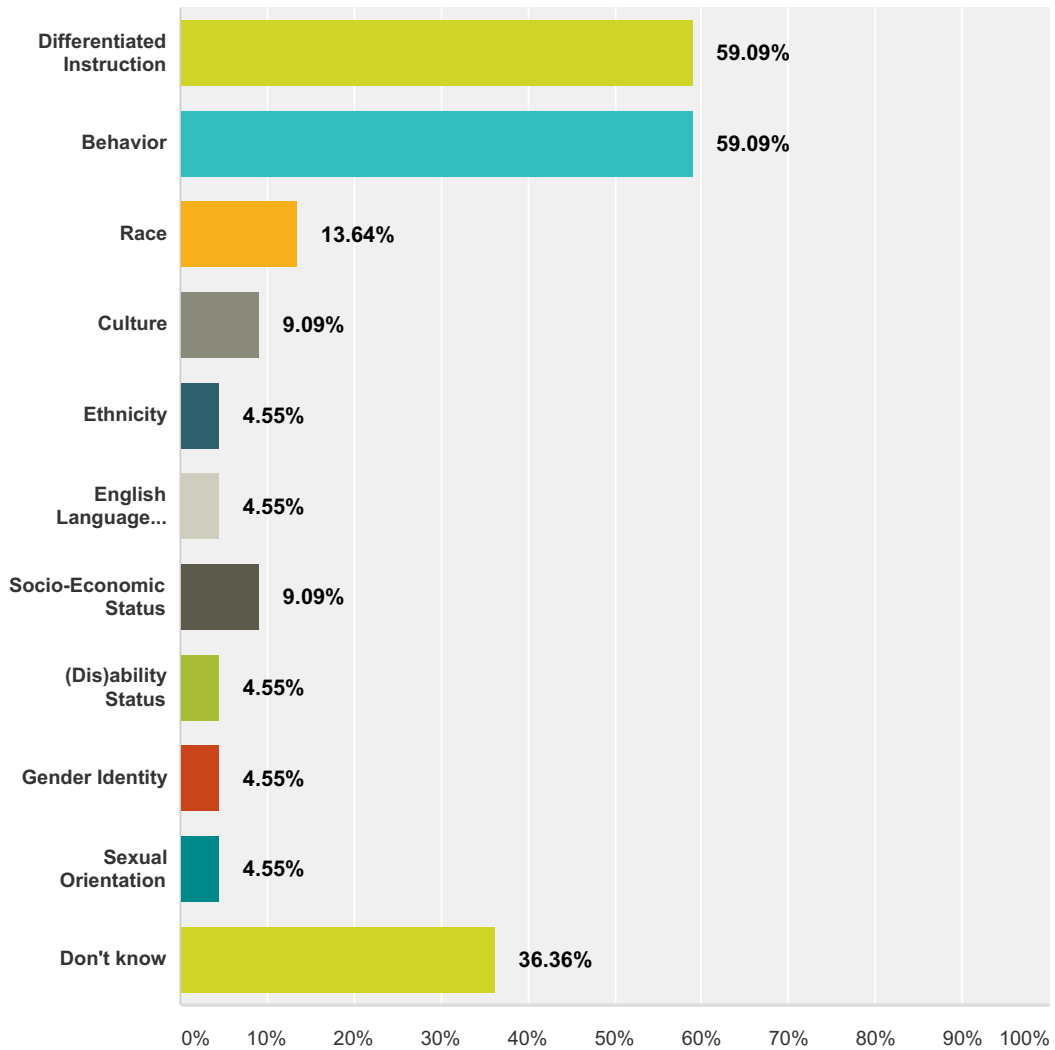
Answered: 22 Skipped: 296



#	Other (please specify)	Date
1	Don't get to see or discuss these with the teacher and mentor. Only answering based on brief discussions.	5/19/2014 6:06 PM
2	Curriculum support	4/25/2014 11:41 AM

### Q18 Mentor and beginning teacher interactions explicitly address... (Choose all that apply)

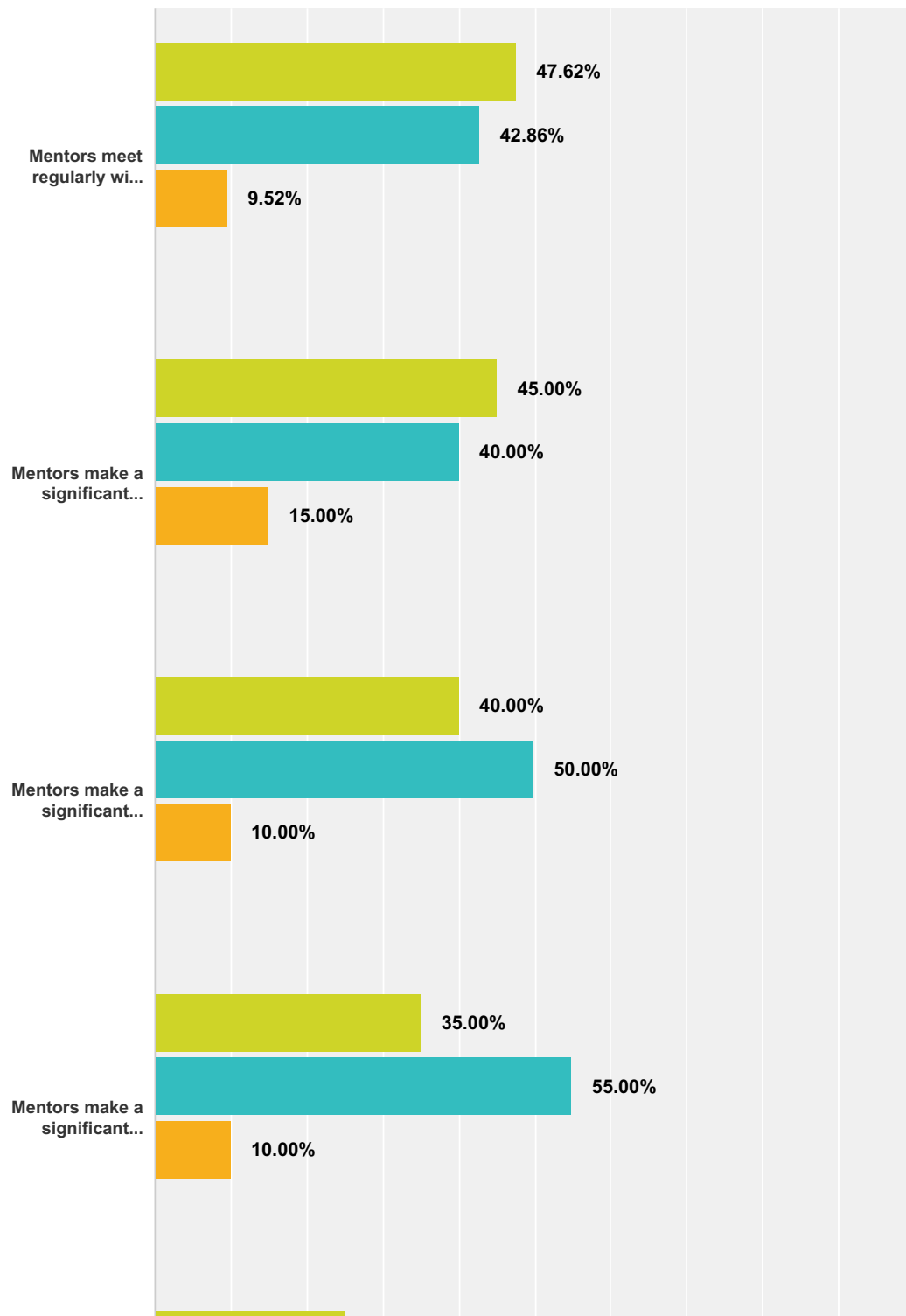
Answered: 22 Skipped: 296

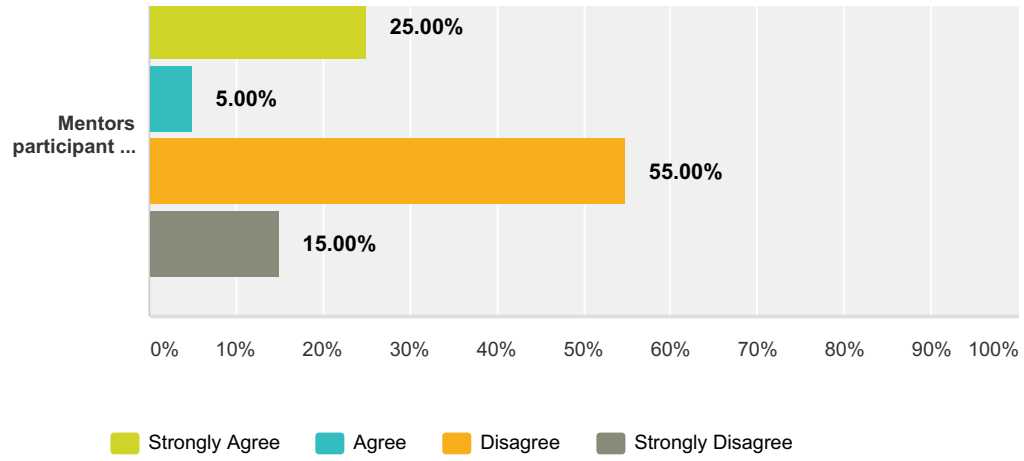


#	Other (please specify)	Date
1	end of year party for beginning teachers	5/21/2014 9:57 AM
2	Again, not explicitly known, just base on informal conversations with mentor.	5/19/2014 6:06 PM

**Q19 Please indicate your level of agreement with the following statements. For these items, "significant" means that beginning teachers have implemented practices and engaged in skills that have improved teaching and learning. In my building...**

Answered: 21 Skipped: 297





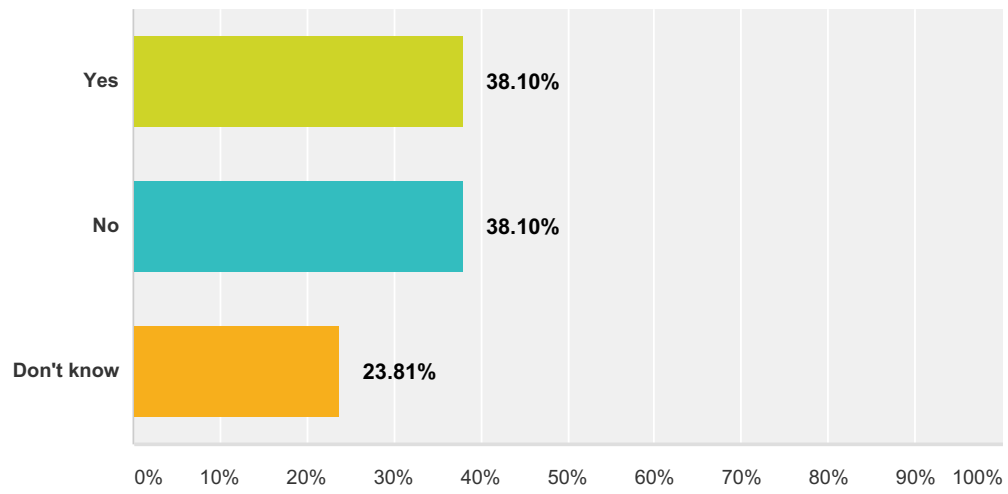
## Q20 The most important contribution mentors make in my building is...

Answered: 21 Skipped: 297

#	Responses	Date
1	Face-to-face contact. I'm out of the loop.	6/10/2014 4:51 AM
2	Mentors are the first layer of support for our new educators as they adapt to teaching in the "real world."	5/26/2014 9:17 AM
3	Relationship between mentor and new teacher	5/22/2014 5:58 PM
4	The new teacher feels comfortable with the mentor teacher and is not afraid to ask questions.	5/21/2014 9:59 AM
5	They definitely help-- and have been helpful to me as an administrator in the PDP process. I just don't have a clear picture of their role since I am a new administrator to the district.	5/20/2014 8:50 AM
6	Fostering growth and being a resource for beginning teachers to excel and feel comfortable. The focus is not on perfection, but rather improvement.	5/19/2014 6:07 PM
7	improving student learning through teacher reflection and feedback.	5/19/2014 3:17 PM
8	Keeping hope alive for new teachers, helping them to develop instructional tools and to grow in confidence as a young teacher.	5/19/2014 10:17 AM
9	Providing support to the beginning teacher is an important contribution the mentors make in my building. I think the mentors are great a modeling reflective practices and the importance of taking time think through various aspects of teaching.	5/6/2014 3:50 PM
10	Regular, interactive meetings with new teachers to guide them toward strengthening practice.	5/5/2014 6:54 PM
11	High level of support for our new teachers reflecting on their classroom practices and improving instruction.	4/30/2014 11:39 AM
12	Helping teachers effectively teach the curriculum and manage all the layers of teaching so that the new teacher is effective and satisfied with their own growth as a beginning teacher.	4/28/2014 10:10 AM
13	They continue to provide support and wisdom in working with the different facets of the building culture. I think that our mentors also coach the new teachers on effective ways to shed their light on the building and make the school an even better place.	4/27/2014 3:41 PM
14	Being a "go to" person for the new teacher to discuss anything they might need. Each new teacher will be different with what support they require.	4/25/2014 11:42 AM
15	Support, guidance and "companionship"	4/25/2014 9:32 AM
16	She is available to the teachers to provide feedback and support.	4/24/2014 9:26 PM
17	Providing support and encouragement to beginning teachers.	4/24/2014 8:11 PM
18	Serving as another resource for beginning teachers to tap. Other teachers serve as informal mentors, but it is valuable to have one specifically identified.	4/23/2014 5:23 AM
19	helping new teachers navigate the political complexities of our district.	4/22/2014 1:06 PM
20	I am not aware of how our mentor is interacting with our new teacher.	4/21/2014 9:37 AM
21	helping the new teacher with classroom management techniques, and the basic nuts and bolts of day to day teaching activities.	4/18/2014 3:03 PM

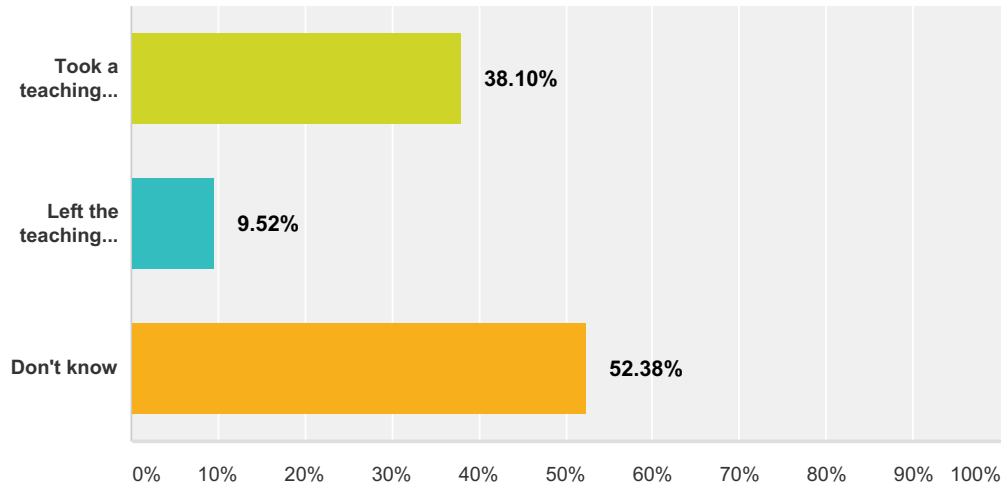
### Q21 My district conducts exit interviews with teachers who leave the district.

Answered: 21 Skipped: 297



**Q22 To the best of your knowledge, among the beginning teachers who have left your district within their first five years and had a mentor, why did most of them leave?**

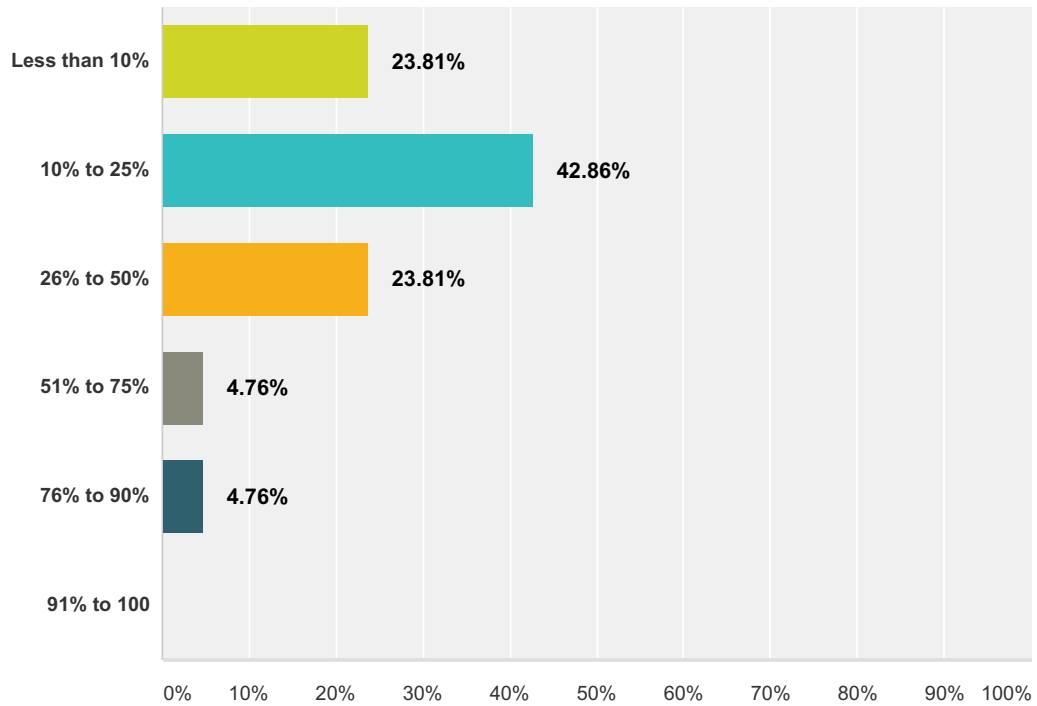
Answered: 21 Skipped: 297





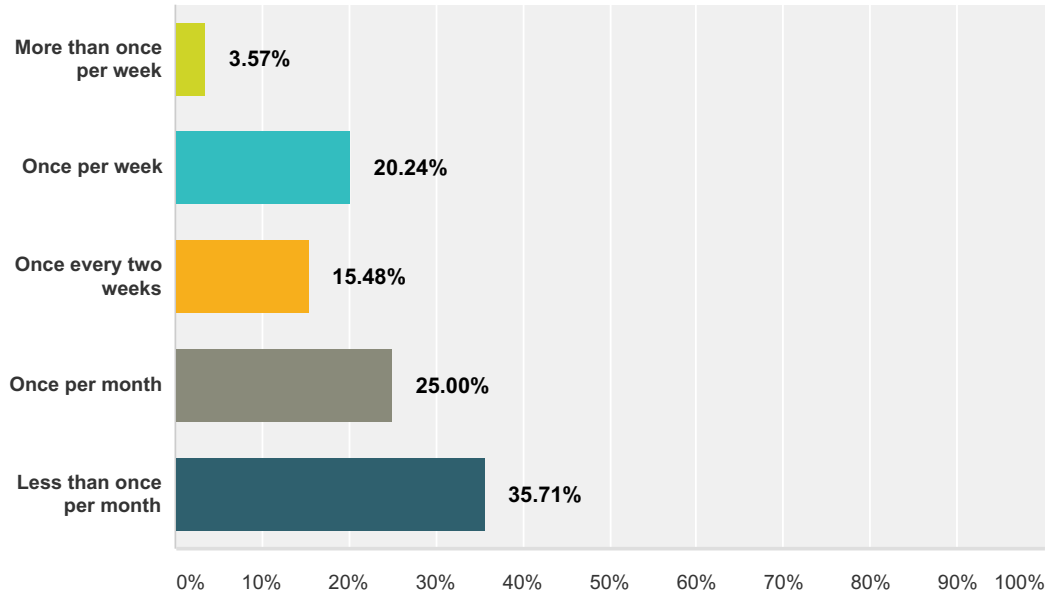
**Q23 To the best of your knowledge, in your district what percentage of beginning teachers who had a mentor within the last ten years are now in a formal leadership role (e.g., grade-level/department chair, curriculum committee, etc.)?**

Answered: 21 Skipped: 297



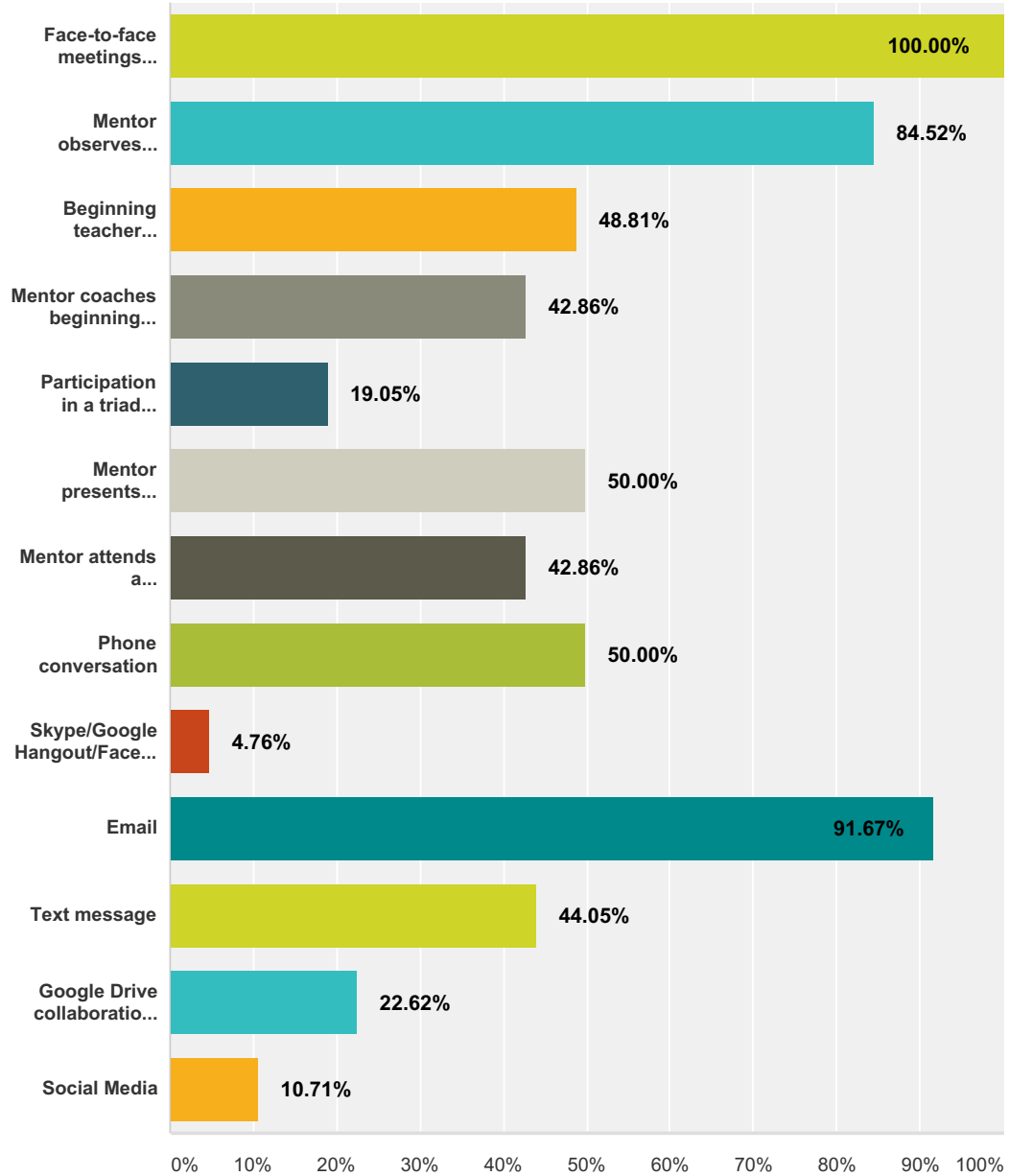
### Q24 On average, how often do you (the mentor) use a formative assessment tool with a beginning teacher?

Answered: 84 Skipped: 234



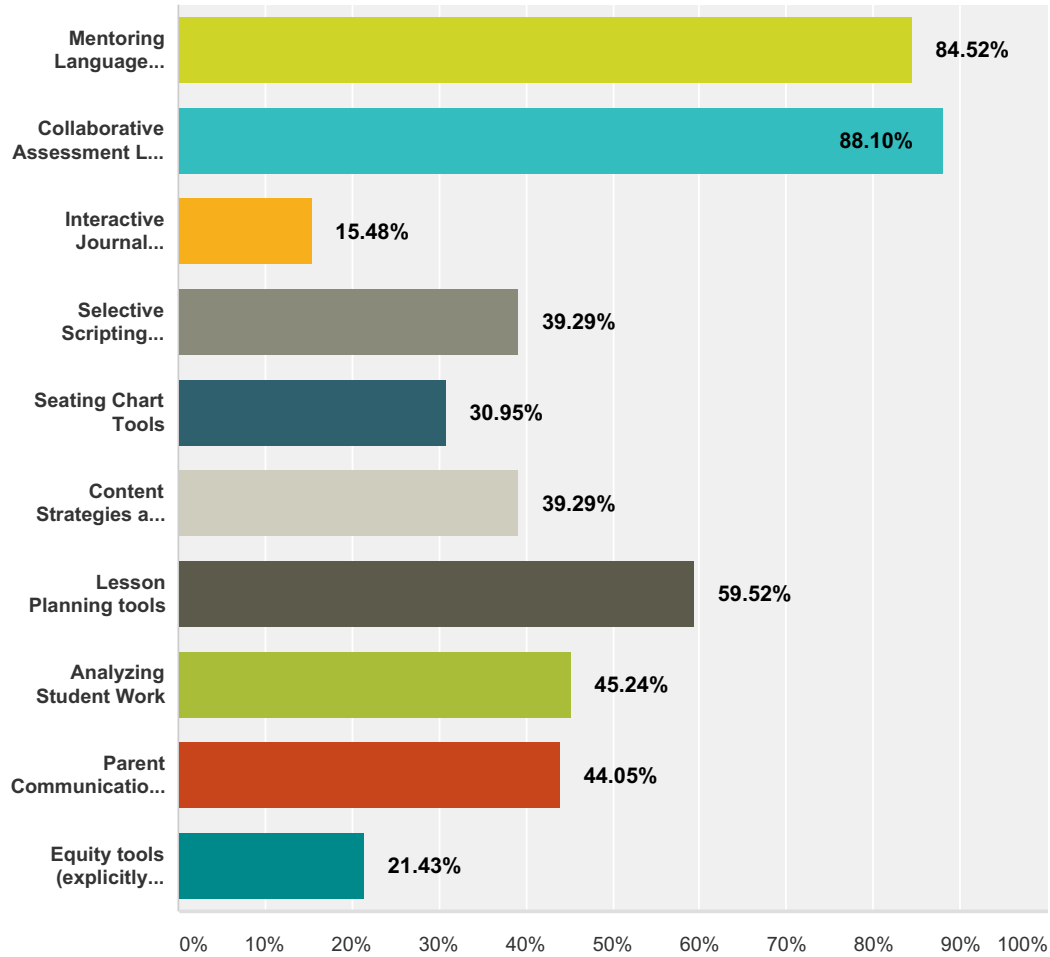
### Q25 What kinds of interactions do you (the mentor) experience with beginning teachers?(Choose all that apply)

Answered: 84 Skipped: 234



### Q26 Which tools do mentors and beginning teachers regularly use in your district? (Choose all that apply)

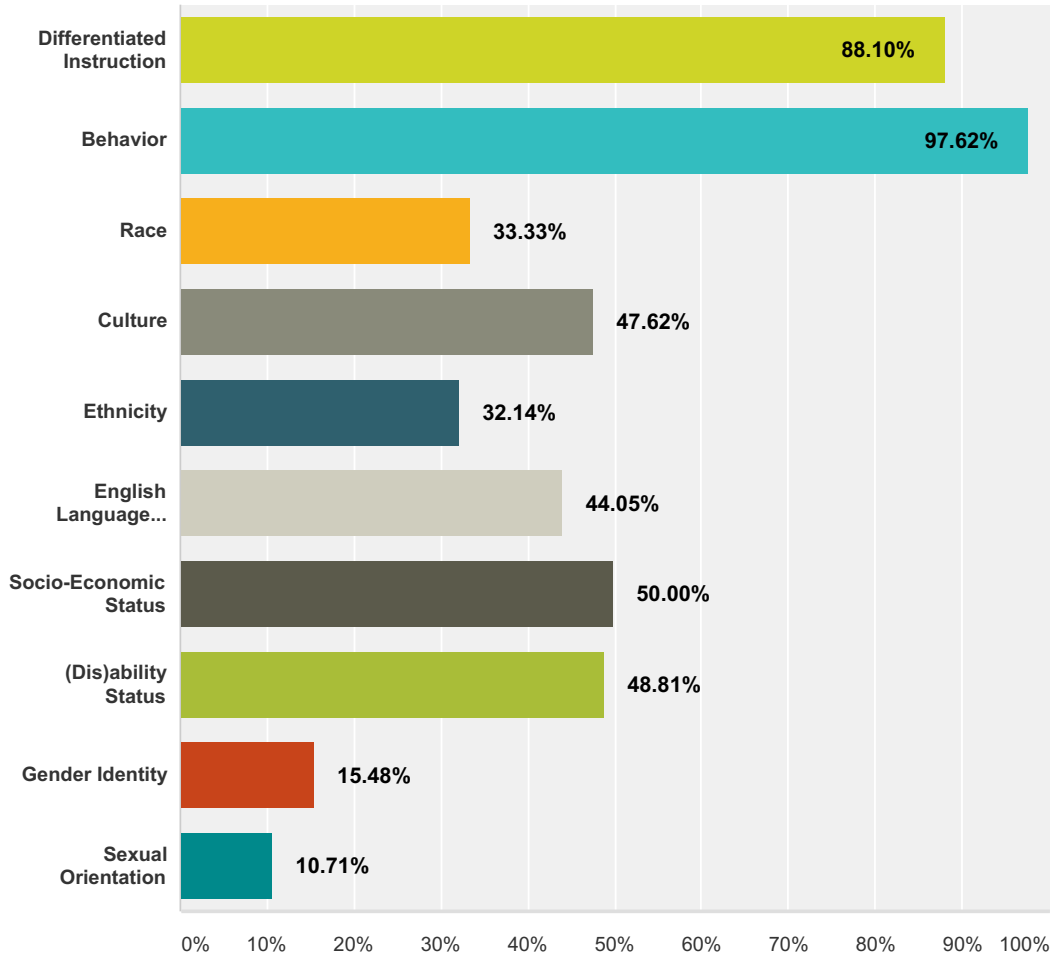
Answered: 84 Skipped: 234



#	Other (please specify)	Date
1	I'm not really equipped to say what other mentors are using.	5/6/2014 5:24 PM
2	Self Assessment Tools	5/3/2014 9:04 AM
3	Self Assessment on Teacher STandards and Danielson;	4/29/2014 3:44 PM
4	We have covered it all in our mentor meetings but I cannot state if any of it is being widely used in our district. My checks include what I did regularly in mentoring.	4/28/2014 2:09 PM
5	Charlotte Danielson's Framework For Teaching Reflective Tools	4/24/2014 2:11 PM
6	We have stepped away form the DC New Teacher Project process for the last few years and now have made the decision to return.	4/17/2014 3:25 PM

### Q27 Mentor and beginning teacher interactions explicitly address... (Choose all that apply)

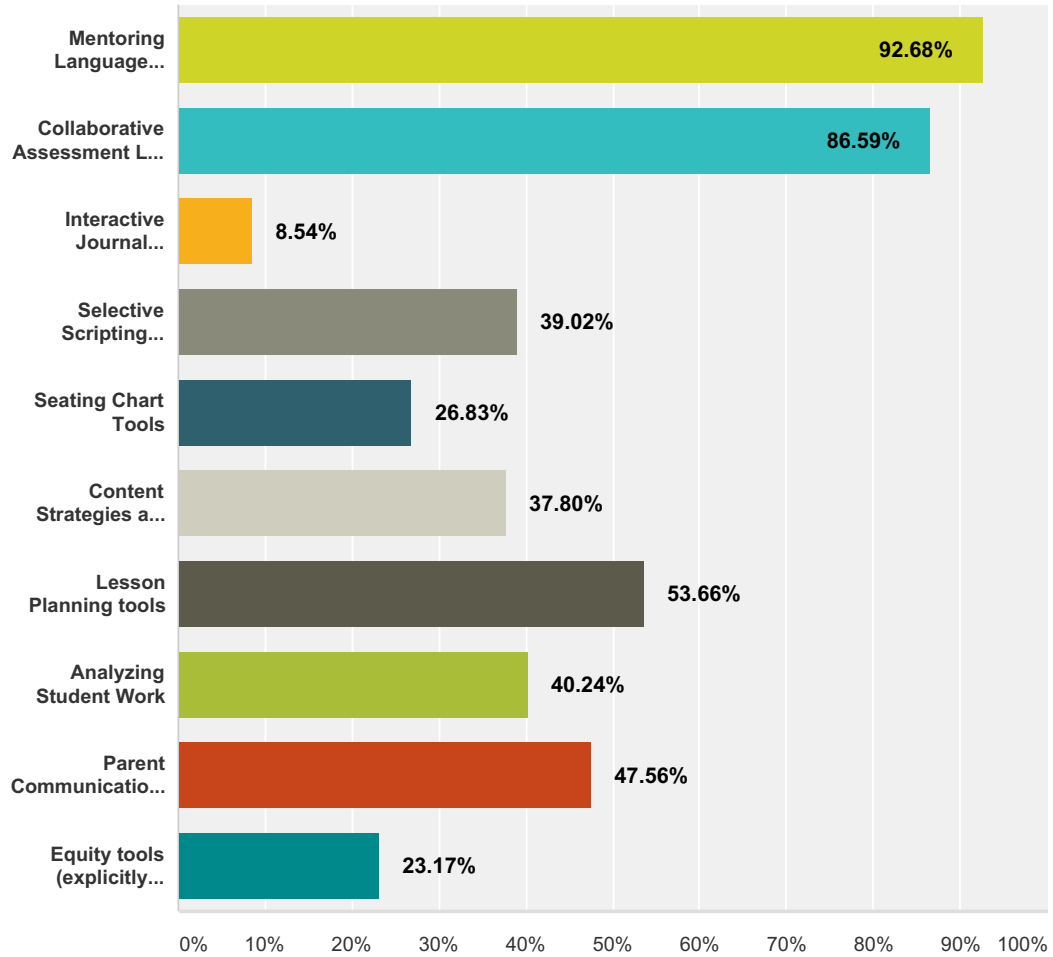
Answered: 84 Skipped: 234



#	Other (please specify)	Date
1	at-risk status, building culture	4/25/2014 1:05 PM
2	A variety of things	4/22/2014 12:47 PM

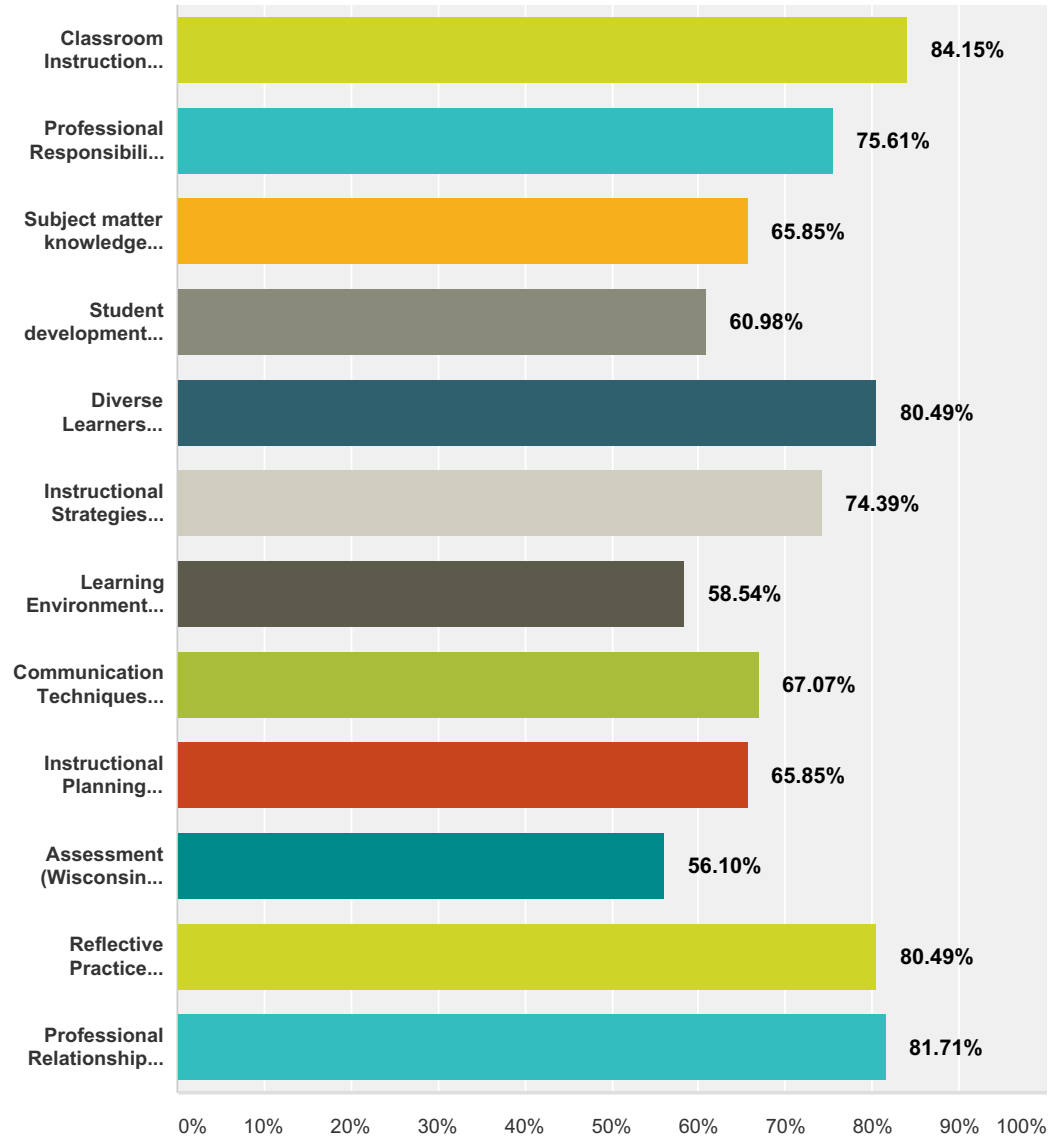
**Q28 I (the mentor) used the following tools with my beginning teacher(s) during their mentorship(s):(Choose all that apply)**

Answered: 82 Skipped: 236



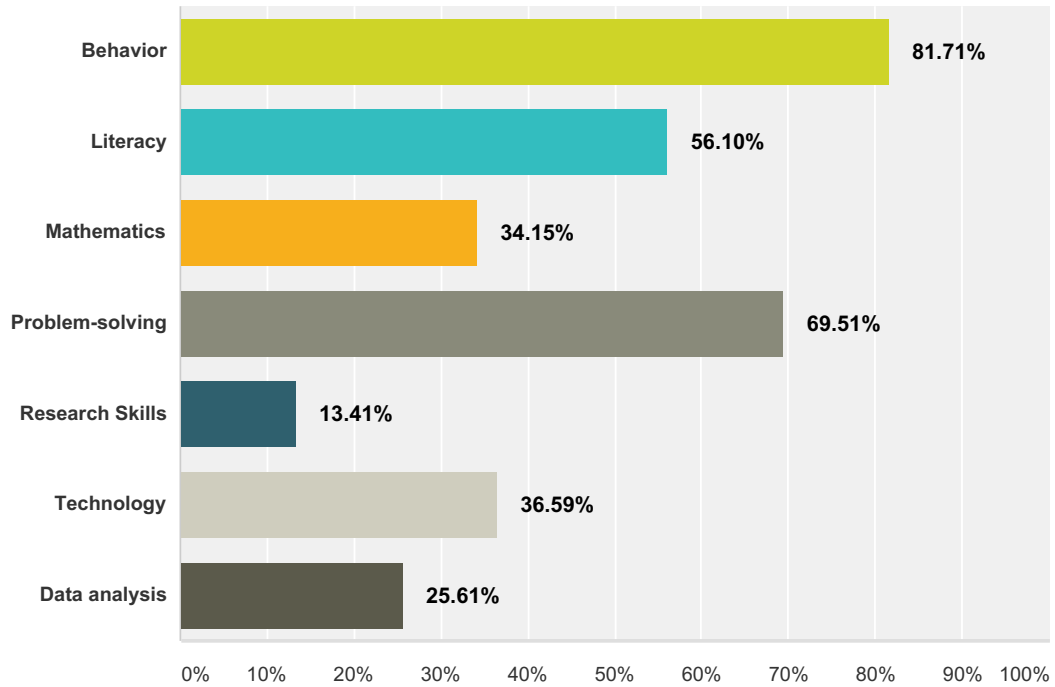
**Q29 I helped my beginning teacher(s) improve his/her/their practice in the following areas (Choose all that apply):**

Answered: 82 Skipped: 236



**Q30 I helped my beginning teacher(s) improve his/her/their students' performance in the following areas: (Choose all that apply)**

Answered: 82 Skipped: 236

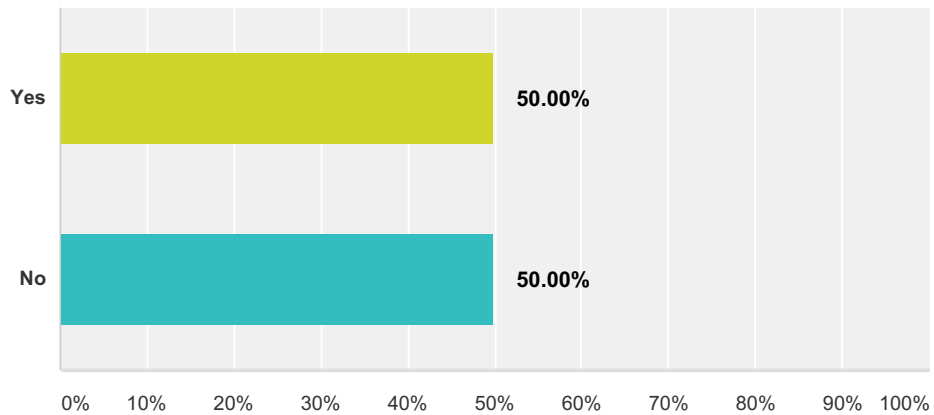


#	Other (please specify)	Date
1	My mentee had it pretty together.	5/6/2014 5:27 PM
2	can't quantify this	4/29/2014 9:48 AM
3	cooperative learning	4/28/2014 8:35 PM
4	social and academic communication - verbal and non-verbal	4/25/2014 2:00 PM
5	Science	4/25/2014 1:37 PM



### Q31 I helped my beginning teacher(s) shape his/her/their Professional Development Plan (PDP)

Answered: 82 Skipped: 236

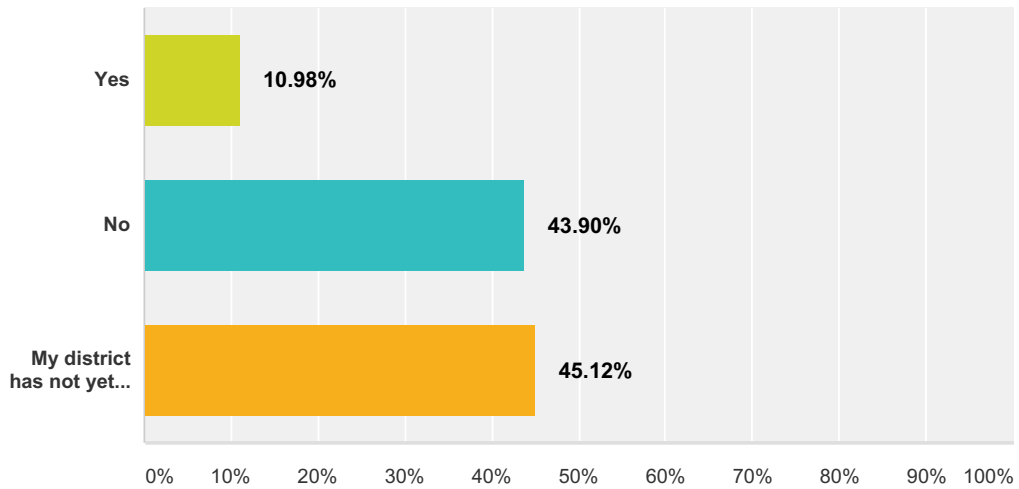


#	If yes, please describe	Date
1	I encouraged her to attend MMSD classes and we discussed goals and objectives.	6/14/2014 3:57 PM
2	We discussed goals, priorities, and how to get started on the PDP via district PD.	6/9/2014 6:04 PM
3	Worked together--discussion and reflection--ideas shared--almost ready to submit.	6/9/2014 5:44 PM
4	we talked about 1st year expectations and the next steps ...	6/9/2014 11:35 AM
5	we looked at the booklet and looked at the different areas of teaching and what would most benefit teaching to come	6/9/2014 11:17 AM
6	When something came up in our conversations that might lead to a PDP goal, I would mention that as a consideration for them. I tried to mention the PDP in most of our conversations and reminded them of registration for PDP workshops. I worked with three of my mentees this year on goal-writing. The others felt confident about doing this, but I invited all of them to contact me if they felt the need for support.	6/9/2014 9:21 AM
7	Encourage them to attend district PDP workshop, then helping along the way.	5/20/2014 12:14 PM
8	Have helped them with goal setting , writing PDP , and locating team members.	5/19/2014 9:32 PM
9	We based our work on the teacher's reflections surrounding their practice and I suggested ways in which they might choose a goal that was "portable", would hold their interest, and would have a direct link to student achievement. We used the PDP booklet developed by Heather Lott as our reference.	5/6/2014 10:02 PM
10	Helped with an understanding of the process. Helped with crafting the content. Helped gain answers to questions through our mentor-coordinator.	5/4/2014 9:54 AM
11	use of literacy circles in her reading instruction	4/30/2014 10:18 AM
12	Discussion, suggestion, accompanying at PDP workshops	4/29/2014 10:16 PM
13	Offered a small group session with individual follow up and coaching including: writing the plan, collecting evidence, convening a team, applying for renewal license.	4/29/2014 3:47 PM
14	Worked side-by-side over several sessions developing the goal and tying objectives to the SLO. Also helped secure Higher Ed representative for review team.	4/29/2014 3:41 PM
15	she had it done	4/29/2014 9:48 AM
16	Attended all workshops offered by MMSD with most of my mentees and helped them formulate their goals	4/28/2014 2:13 PM

17	Reflected together, generated goal, helped with creating obj & activities... And helped some with revisions when it wasn't approved	4/28/2014 2:11 PM
18	guided them thru the process	4/28/2014 1:43 PM
19	More as encouragement, listening, feedback and reflecting. He has developed his plan independently	4/25/2014 2:00 PM
20	We discuss what the PDP goal is, what they have learned and how they have changed their practice regarding the goal, what type of evidence could be collected over time relating to the goal, how might this show evidence for effect on student learning.	4/25/2014 8:25 AM
21	Gave examples of PDPs, helped review PDP before it was submitted to team for formal review, helped get set up in QEI.	4/25/2014 7:59 AM
22	Our mentor team supports BTs with writing their PDP goals and approving them. We also use objectives and activities in BT's PDPs to steer our work, especially in year 2. We support teachers in writing their annual reviews in years 2 and 3 and also work through the verification process and license renewal in years 3-5.	4/24/2014 2:14 PM
23	I helped with choice of topic, assessment tools for measuring growth	4/24/2014 1:12 PM
24	She doesn't have to complete one.	4/24/2014 1:01 PM
25	My involvement was minimal since I haven't gone through the process. I am National Board certified. But I did suggest and support as I could.	4/23/2014 7:09 AM
26	I have provided editing and consultation but our district does a good job of helping mentee through classes with the Mentor Coordinator.	4/22/2014 6:17 PM
27	The PDP's are addressed within the large group mentee setting usually and if there are any questions I can help with that.	4/22/2014 1:28 PM
28	New teacher has not begun the process as of this survey.	4/17/2014 3:27 PM

### Q32 I helped my beginning teacher(s) shape his/her/their Educator Effectiveness Processional Practice Goal (PPG)

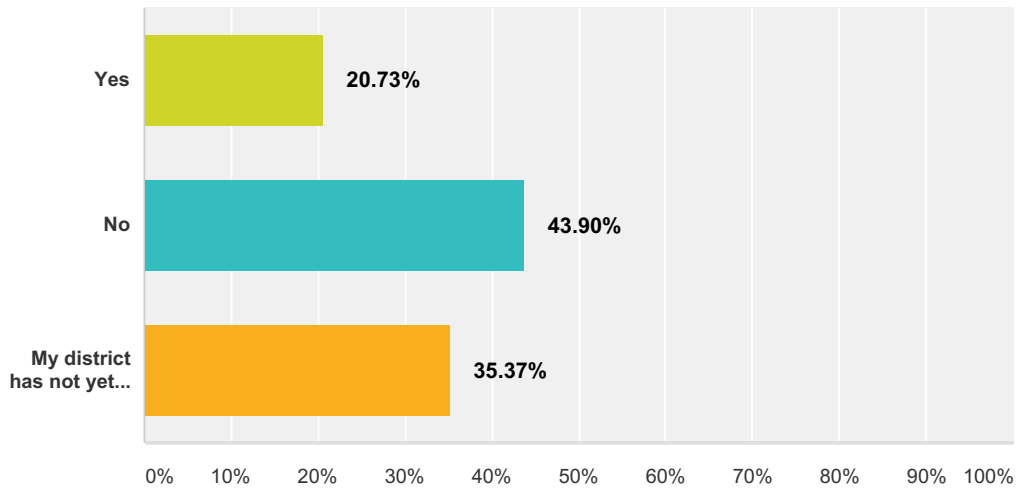
Answered: 82 Skipped: 236



#	If yes, please describe	Date
1	Just beginning. I have given my teachers the info I have ion Educator Effectiveness and will continue to help them in this area as I receive my training.	5/20/2014 12:14 PM
2	We have discussed how this May parallel their PDP .	5/19/2014 9:32 PM
3	Helped with an understanding of this and with completing it.	5/4/2014 9:54 AM
4	reviewed the information and talked thru various possibilities	4/28/2014 1:43 PM
5	I was learning the new Educator Effectiveness system alongside my mentee, who was piloting the new system this year with our administrator. So, I was mainly an observer.	4/26/2014 8:24 PM
6	In the process in the district, not yet made part of our Mentorship interactions	4/25/2014 2:00 PM
7	I had no idea what I was doing because I was not trained yet. It made no sense to either of us.	4/23/2014 11:20 AM
8	He and I are the testers for EE this year. We've had meetings with our admin and other EE testers in our building.	4/23/2014 10:49 AM

### Q33 I helped my beginning teacher(s) shape his/her/their Educator Effectiveness Student Learning Objective (SLO)

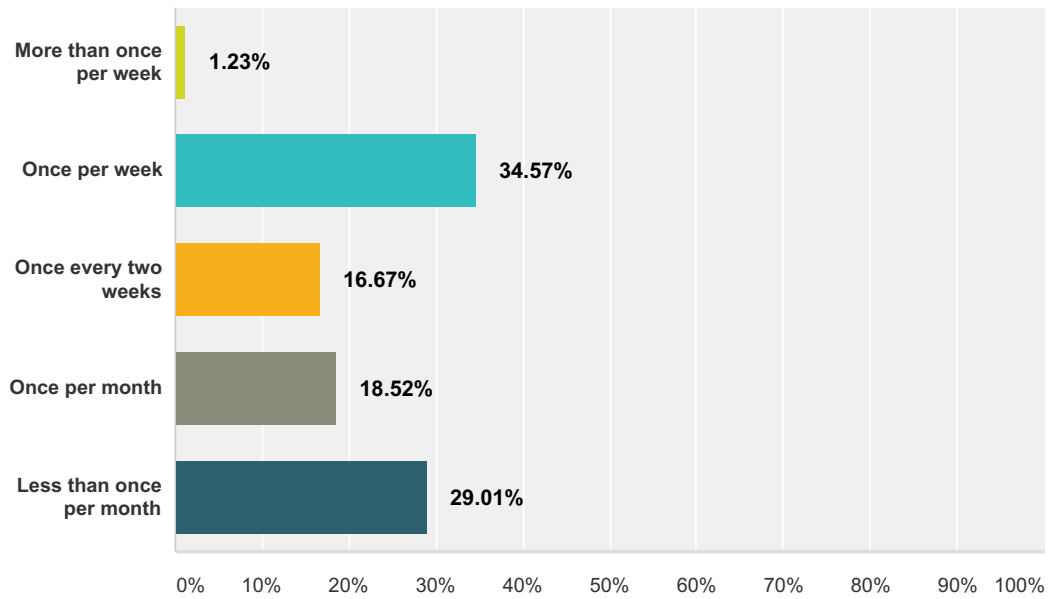
Answered: 82 Skipped: 236



#	If ys, please describe	Date
1	Will do this fall	5/20/2014 12:14 PM
2	same as above	4/28/2014 1:43 PM
3	I was learning the new Educator Effectiveness system alongside my mentee, who was piloting the new system this year with our administrator. So, I was mainly an observer.	4/26/2014 8:24 PM
4	see above	4/25/2014 2:00 PM
5	We worked on a math goal together.	4/25/2014 1:37 PM
6	doesn't fit into student services	4/25/2014 10:34 AM
7	I guided his decision process and helped him get together with other algebra teachers to he could align his goal to their goal.	4/25/2014 8:36 AM
8	We discussed it after it was already developed with her team. We discussed ways it could be improved and I reminded her regularly to keep track of data so that she would have it in the end.	4/25/2014 7:59 AM
9	We have looked at the major topics covered in order to succeed in next level and have discussed what these would look like if we were in a standards based grading system.	4/24/2014 8:42 PM
10	I had no idea what I was doing because I was not trained yet. It made no sense to either of us.	4/23/2014 11:20 AM
11	We had a meeting with Jen and our admin at the beginning of the year to help each other.	4/23/2014 10:49 AM
12	We consult on this with IEP.	4/22/2014 1:28 PM

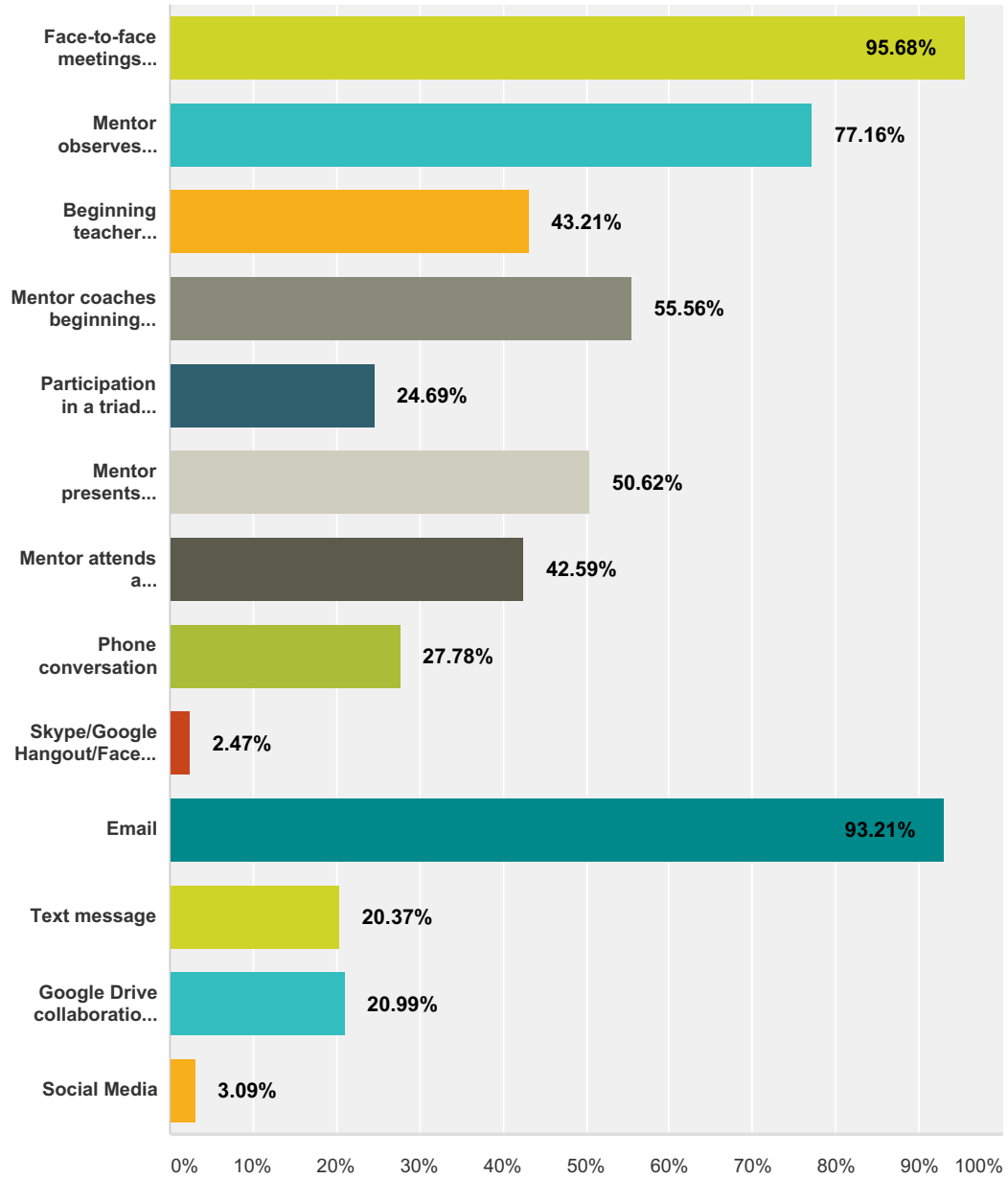
### Q34 On average, how often do you (the beginning teacher) use a formative assessment tool with your mentor?

Answered: 162 Skipped: 156



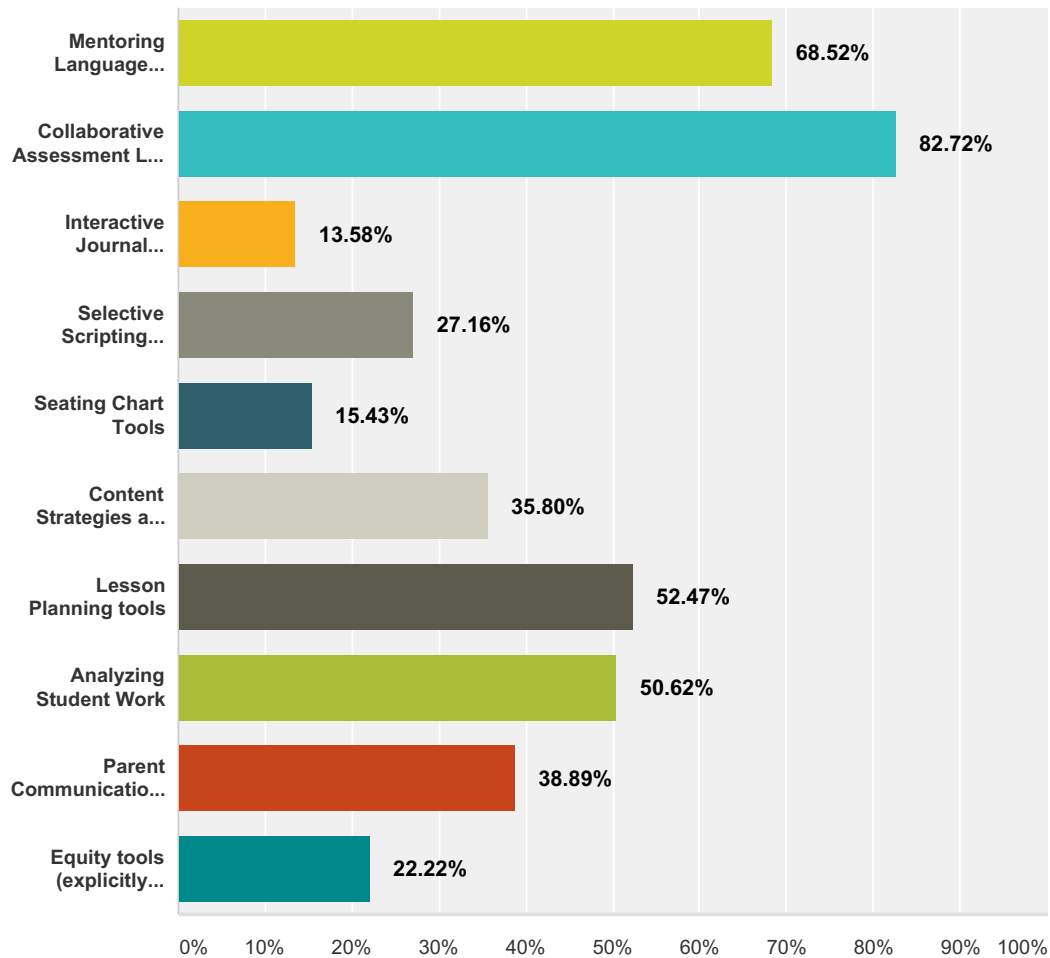
### Q35 What kinds of interactions do you (the beginning teacher) experience with your mentor?(Choose all that apply)

Answered: 162 Skipped: 156



### Q36 Which tools do you (the beginning teacher) and your mentor regularly use in your district? (Choose all that apply)

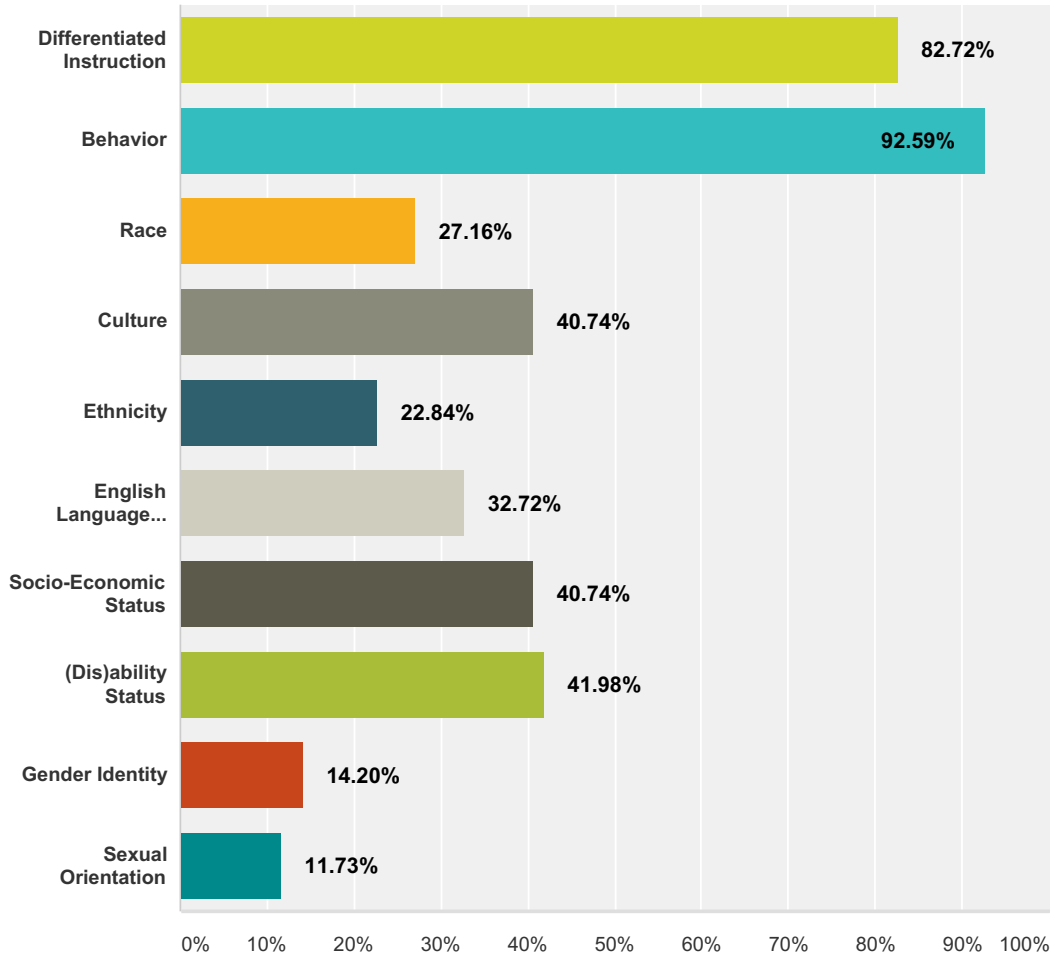
Answered: 162 Skipped: 156



#	Other (please specify)	Date
1	Conversation	5/23/2014 7:52 AM
2	This is my third year. I mentor does not observe nor meet with me regularly.	4/30/2014 2:17 PM
3	Video of me teaching - analysis after look for specific components	4/25/2014 8:14 AM
4	None of the above	4/24/2014 12:24 PM
5	Dropbox - summary of all meetings, what's working, challenges, and next steps.	4/24/2014 11:12 AM

### Q37 Beginning teacher and Mentor interactions explicitly address... (Choose all that apply)

Answered: 162 Skipped: 156

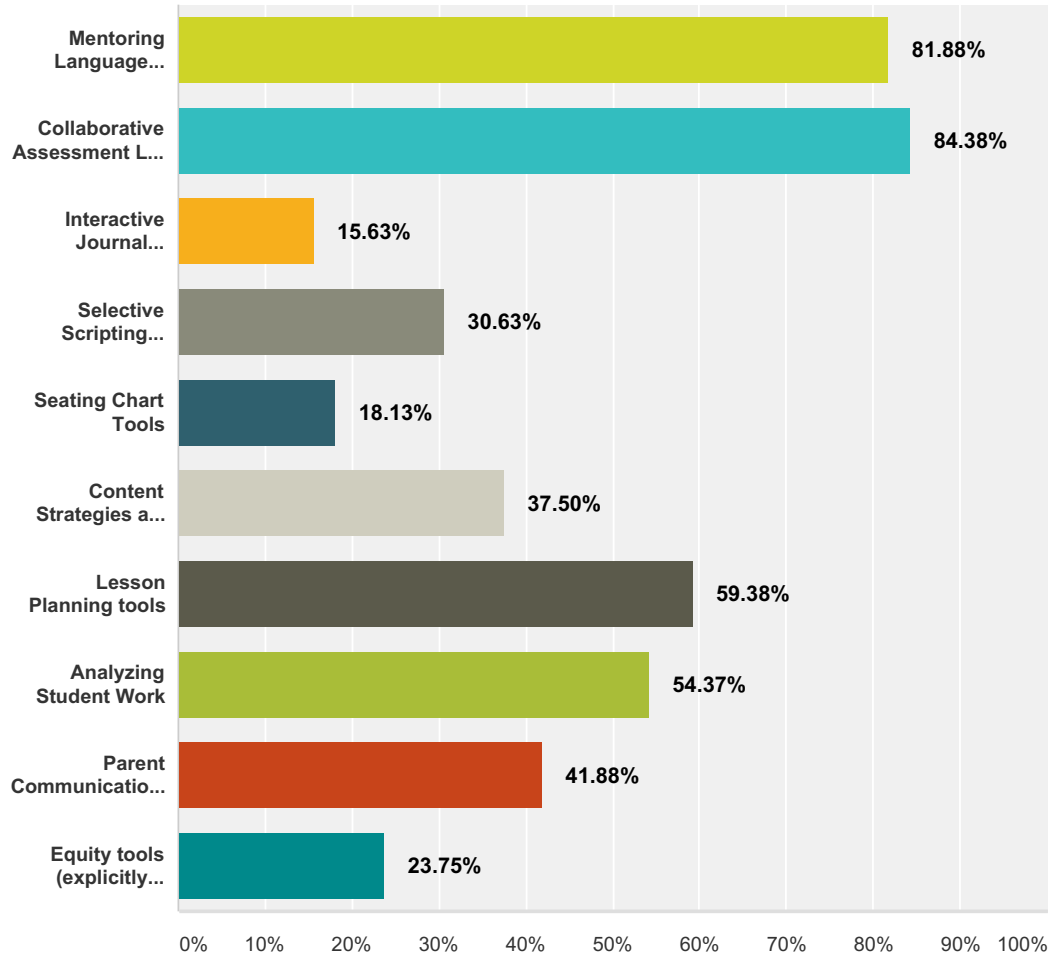


#	Other (please specify)	Date
1	Curriculum and Academics	4/28/2014 2:29 PM
2	Instruction in the classroom. Professional expectations.	4/25/2014 2:16 PM
3	*I have actually taught before, so a lot of these issues I feel very comfortable dealing with on my own.	4/24/2014 4:07 PM
4	classroom management, lesson preparation/delivery	4/20/2014 8:56 PM



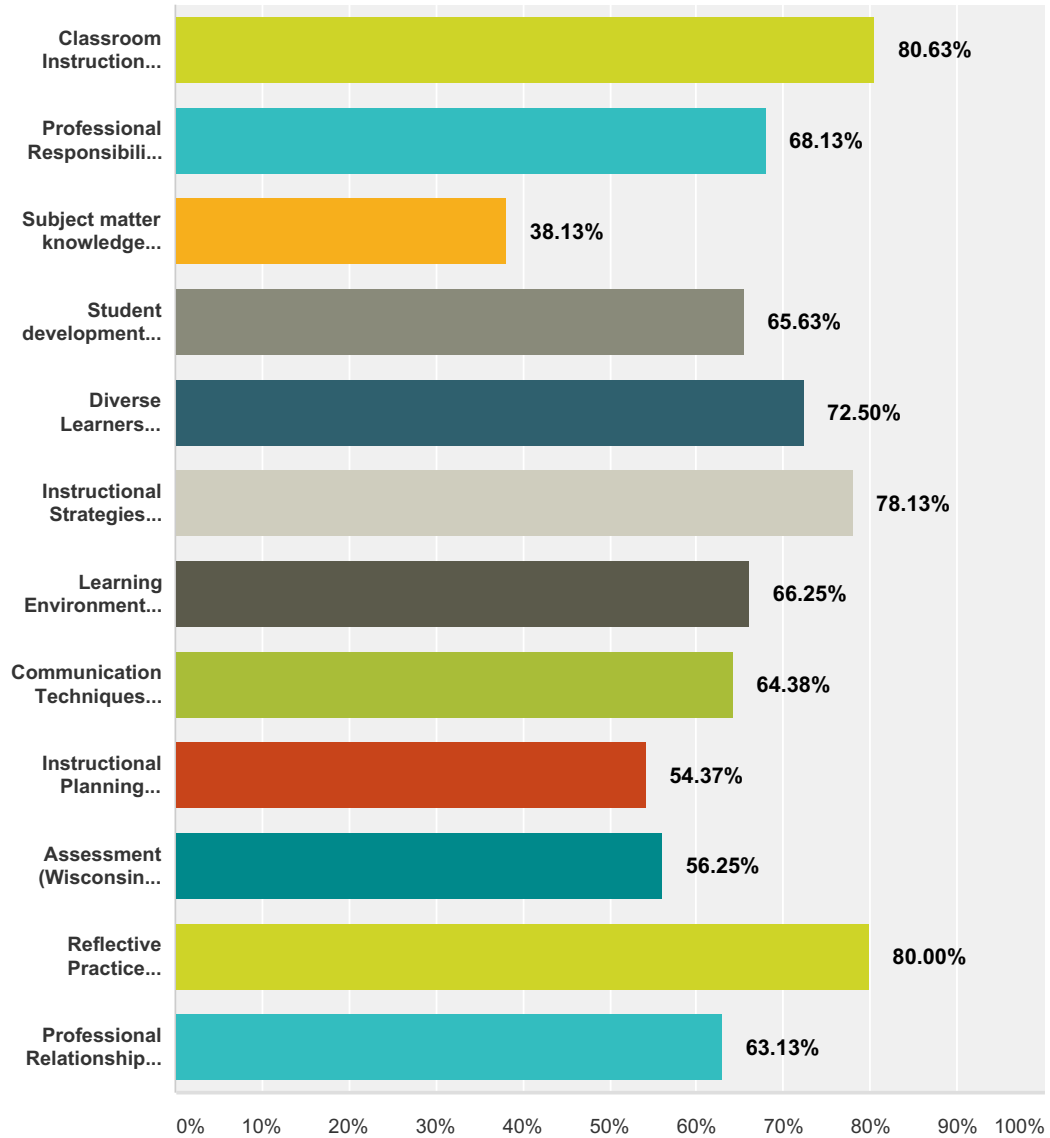
### Q38 My mentor used the following tools with me during my mentorship:(Choose all that apply)

Answered: 160 Skipped: 158



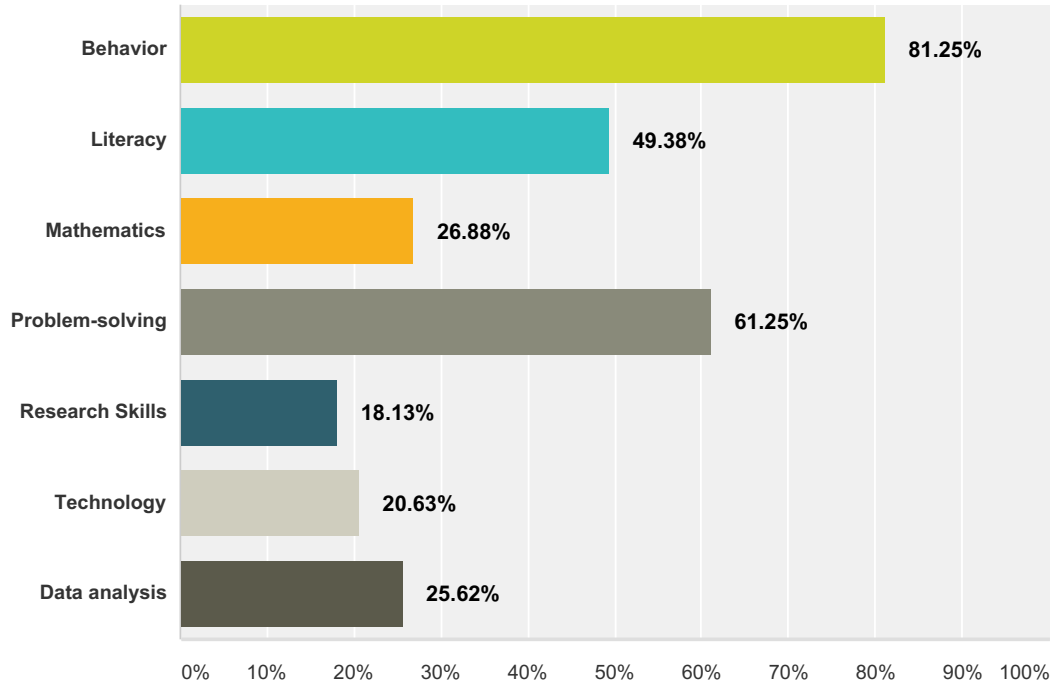
**Q39 My mentor helped me improve my practice in the following areas (Choose all that apply):**

Answered: 160 Skipped: 158



### Q40 My mentor helped me improve my students' performance in the following areas: (Choose all that apply)

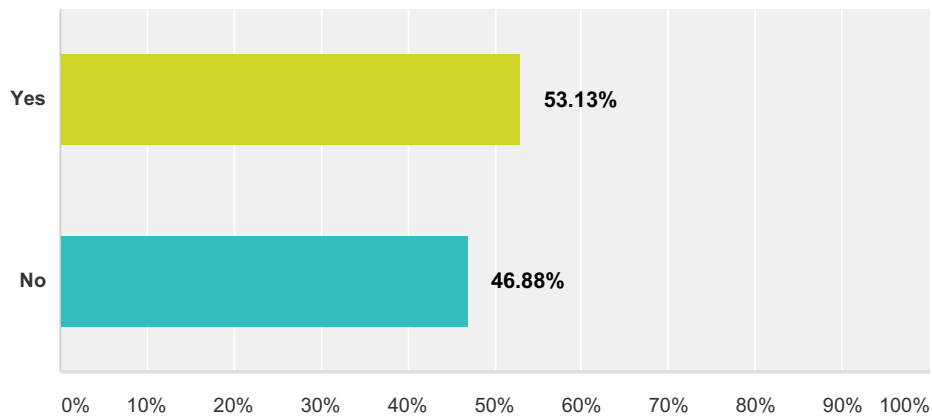
Answered: 160 Skipped: 158



#	Other (please specify)	Date
1	differentiation for special education needs	6/16/2014 8:33 AM
2	Content Area Literacy	4/27/2014 9:02 PM
3	Collaboration/Group work; Assessment	4/25/2014 8:16 AM
4	Career, Social, Emotional, Academic Performance	4/24/2014 11:36 AM
5	Planning for SAIG (small groups), planning for student I meet with individually for Check and Connect, behavior management strategies, crisis response strategies, FBA-BIP planning	4/24/2014 11:13 AM

### Q41 My mentor helped me shape my Professional Development Plan (PDP)

Answered: 160 Skipped: 158

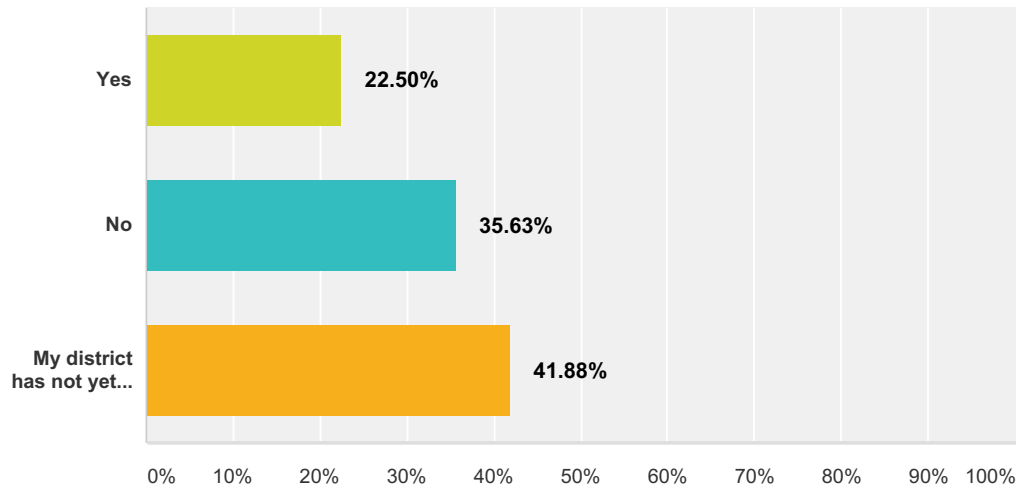


#	If yes, please describe	Date
1	She walked me through step-by-step.	6/12/2014 3:49 PM
2	My mentor accompanied me to the first PDP workshop that I had attended, where he worked alongside me as I developed my focal statement(s) for my PDP.	6/12/2014 12:07 PM
3	Shirley has been an immense help to me in the formation of my PDP proposal. I would have been much less prepared without her assistance.	6/12/2014 10:33 AM
4	She held an after school session in the library, and came around and helped us form our goals. She also checked up on our progress throughout the school year, and offered more help sessions if needed.	6/12/2014 9:17 AM
5	By helping me understand the SLO process and how to reflect on the work that I have done and would like to do my mentor has helped me think through what my PDP goal might be.	5/20/2014 3:25 PM
6	In the collaborative new teacher meetings, yes. The DCNTP meeting was redundant and not as helpful as the district one.	5/20/2014 9:54 AM
7	She helped me plan my next steps.	5/12/2014 11:12 AM
8	They help me stay on track and know what my next steps are in order to complete my PDP.	5/2/2014 11:45 AM
9	Attended workshops with me, gave me reminders, helped me through the process of year 2	5/2/2014 11:38 AM
10	Helped me through the process. What to expect, take time to reflect and gather evidence.	5/2/2014 11:24 AM
11	Previewed PDP and gave feedback before I turned in proposal.	4/30/2014 3:36 PM
12	Used questions and prompts to get me to think of what areas I needed the more work.	4/30/2014 2:13 PM
13	I was supported through every step of the process and given graphic organizers and tools to help me write my Goal and begin the PDP process.	4/30/2014 2:10 PM
14	Talked about pieces of evidence that can be submitted.	4/30/2014 10:14 AM
15	Directions and suggestions for topics, who to contact, workshops available, and general reaching out to support me through the development of my first PDP.	4/29/2014 12:54 PM
16	We've discussed possible PDP goals.	4/29/2014 7:40 AM
17	My mentor has been absolutely crucial in helping me shape and develop my PDP through district workshops, verification, and ongoing support. My PDP would not be in such good shape were it not for the efforts of my mentor. Thank you, thank you, thank you!	4/28/2014 5:12 PM

18	Helped me figure out a goal based on observations she had and discussions we had at the beginning of the school year about what I want to improve, etc.	4/28/2014 2:14 PM
19	My mentor helped me narrow down my topic.	4/28/2014 1:49 PM
20	I haven't started writing my PDP yet.	4/27/2014 12:47 PM
21	I do not have a PDP.	4/25/2014 2:19 PM
22	I have not started this process yet.	4/25/2014 1:39 PM
23	Absolutely! So helpful! Helped me understand the process and make good, meaningful decisions about my goal and helped me make improvements to my practice which ultimately was what I needed to show in my PDP.	4/25/2014 12:11 PM
24	Workshops have been offered, and I have been guided through the process on a regular basis.	4/25/2014 8:16 AM
25	I attended meetings and met one-on-one with mentor as I was writing my PDP. She helped me while planning and gathering evidence.	4/24/2014 4:27 PM
26	First year teacher = haven't had to think about my PDP quite yet.	4/24/2014 4:07 PM
27	My mentor helped to guide me through the process of writing a measurable and meaningful goal. She also helped me to monitor my goal and be sure that I was collecting evidence along the way. This was extremely helpful in my first two years because sometimes I would get too busy to remember to stop and make sure I had the right evidence to show my growth.	4/24/2014 2:22 PM
28	I am not in the process of working on my PDP this year.	4/24/2014 1:07 PM
29	Yes, we have a workshop based program where we attend workshops throughout the year to learn about and develop our PDP. In addition, mentors are willing to set up appointments during and outside of the school day to review your PDP with you.	4/24/2014 12:21 PM
30	I'm not that far yet, but the district has programs with the mentors specifically for that.	4/24/2014 12:02 PM
31	I am in a reflection year, but we have discussed how I can begin preparing.	4/24/2014 11:56 AM
32	Together we brainstormed ideas for the PDP and he also checked my PDP and found me people to approve my draft.	4/24/2014 11:51 AM
33	My mentor helped me better understand state and district policies as well as new common core and teacher evaluation framework. Helped me gather the correct instructional evidence relating to my PDP	4/24/2014 11:36 AM
34	Gave me constructive feedback and guidance on PDP	4/24/2014 11:36 AM
35	After reflection, we talked through what would be a good goal to set for myself. We determined what that goal was, and then my mentor helped to identify pieces of evidence that I could use directly in the PDP.	4/24/2014 11:22 AM
36	In addition to attending the optional district PDP workshop led by the district mentors, my mentor and I worked on my PDP during one of our meetings and also discussed the suggestions from another mentor before I submitted my PDP for approval.	4/24/2014 11:19 AM
37	I won't need to start writing my PDP until next school year, but we have discussed the PDP process.	4/24/2014 11:13 AM
38	Constantly helping me reflect through my lessons that is observed, have someone to talk through my lessons is helpful because it helps generate new ideas that could work in future lesson planning with my group of students.	4/24/2014 11:11 AM
39	She helped me start it and get me some good ideas.	4/24/2014 11:07 AM
40	Helped me develop and phrase an appropriate and SMART goal	4/22/2014 1:15 PM
41	planning on a PDP session for June	4/20/2014 8:59 PM

### Q42 My mentor helped me shape my Educator Effectiveness Processional Practice Goal (PPG)

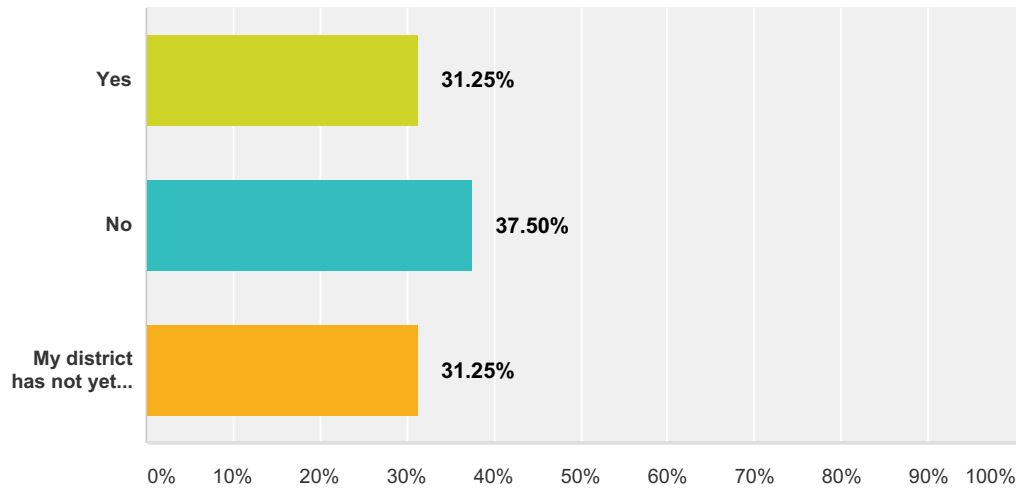
Answered: 160 Skipped: 158



#	If yes, please describe	Date
1	Yes, my mentor met with me to help me create this.	4/24/2014 12:21 PM
2	We worked through the process together.	4/24/2014 12:02 PM
3	made sure I was using strategies that related to my goal.	4/24/2014 11:36 AM
4	We looked at my annual building goal which is transitioning to the educator effectiveness goal style during one of our meetings.	4/24/2014 11:19 AM
5	During meetings	4/24/2014 11:16 AM
6	Also, I am a school social worker and there is not an EE model for SW yet.	4/24/2014 11:13 AM
7	In the process of finalizing my PPG with my mentor. This will be focus of conversation for the next couple of months.	4/24/2014 11:11 AM
8	We worked a lot with the 4 Domains and talk about it every time we meet.	4/24/2014 11:07 AM
9	Worked with me on wording and understanding	4/22/2014 3:27 PM
10	Helped me develop and phrase an appropriate and SMART goal	4/22/2014 1:15 PM

### Q43 My mentor helped me shape my Educator Effectiveness Student Learning Objective (SLO)

Answered: 160 Skipped: 158



#	If ys, please describe	Date
1	My mentor helped me think about and evaluate the needs of my program and create an SLO and has also helped me in reexamining my goal.	5/20/2014 3:25 PM
2	My mentor helped me shape my annual professional goal required in our district. He related that goal to my PDP for a rich learning experience and to see the value in my practice.	4/30/2014 2:10 PM
3	My mentor specifically met with me to help me write a district goal that aligned to the new SLO goals that we will be writing next year.	4/28/2014 5:12 PM
4	Our team, wrote our goals together.	4/28/2014 10:31 AM
5	We coordinated so that Spanish 1 would also be assessing the students' abilities to respond to questions while conjugating verbs for the first time.	4/27/2014 9:02 PM
6	Helped focus me to what it should include and things to look at.	4/25/2014 2:19 PM
7	Yes, my mentor met with me to help me create this!	4/24/2014 12:21 PM
8	We discussed and reviewed my slo	4/24/2014 11:56 AM
9	We aligned my SLO with my PDP goal and he was well aware and checked in on this goal with me throughout the year	4/24/2014 11:51 AM
10	We looked at my annual building goal which is transitioning to the educator effectiveness goal style during one of our meetings.	4/24/2014 11:19 AM
11	during meetings	4/24/2014 11:16 AM
12	In the process of finalizing my SLO with my mentor. This will be focus of conversation for the next couple of months.	4/24/2014 11:11 AM
13	We walked through the process, brain stormed and she was very important in this process to help me reflect.	4/24/2014 11:07 AM
14	same	4/22/2014 3:27 PM
15	Helped me develop and phrase an appropriate and SMART goal	4/22/2014 1:15 PM

16	planning on aligning PDP and SLO during PDP process in June	4/20/2014 8:59 PM
17	We created grade level team practice "SLO's"	4/17/2014 2:58 PM