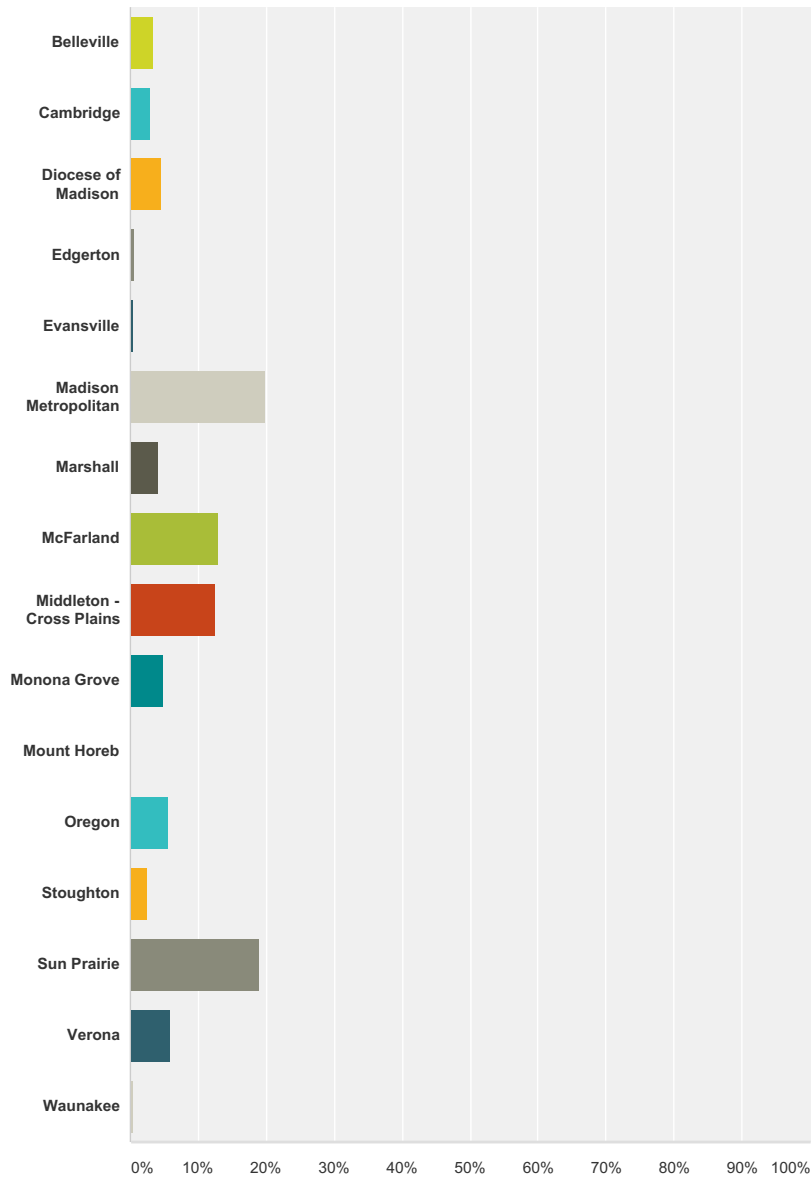


Q1 I work in _____ School District.

Answered: 474 Skipped: 0

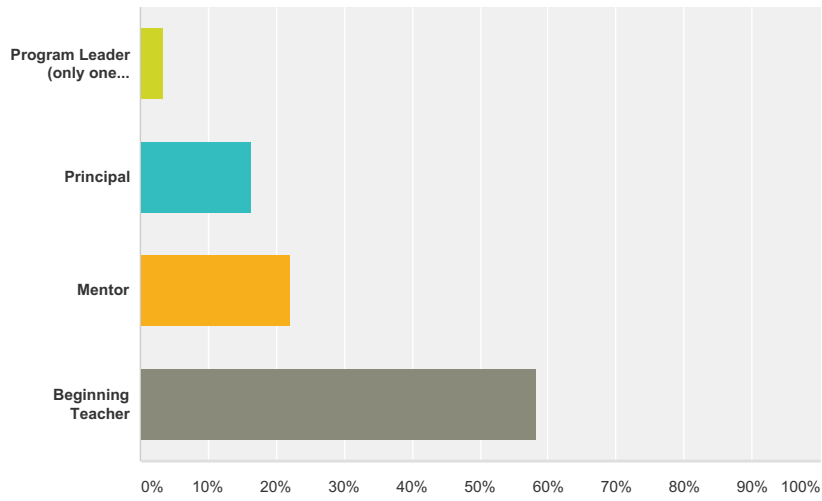


| Answer Choices | Responses |
|--------------------------|-----------|
| Belleville | 3.38% 16 |
| Cambridge | 2.95% 14 |
| Diocese of Madison | 4.64% 22 |
| Edgerton | 0.63% 3 |
| Evansville | 0.42% 2 |
| Madison Metropolitan | 19.83% 94 |
| Marshall | 4.22% 20 |
| McFarland | 12.87% 61 |
| Middleton - Cross Plains | 12.45% 59 |
| Monona Grove | 4.85% 23 |

| | | |
|--------------|--------|------------|
| Mount Horeb | 0.21% | 1 |
| Oregon | 5.70% | 27 |
| Stoughton | 2.53% | 12 |
| Sun Prairie | 18.99% | 90 |
| Verona | 5.91% | 28 |
| Waunakee | 0.42% | 2 |
| Total | | 474 |

Q2 My role in our mentor program is:

Answered: 474 Skipped: 0



| Answer Choices | Responses |
|--------------------------------------------------------------------------------------|------------|
| Program Leader (only one person in the district should answer as the Program Leader) | 3.38% 16 |
| Principal | 16.24% 77 |
| Mentor | 22.15% 105 |
| Beginning Teacher | 58.23% 276 |
| Total | 474 |

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

Answered: 14 Skipped: 460

| # | Responses | Date |
|----|-----------|--------------------|
| 1 | 14 | 4/28/2015 11:59 AM |
| 2 | 4 | 4/28/2015 11:56 AM |
| 3 | 20 | 4/23/2015 3:57 PM |
| 4 | 7 (100%) | 4/22/2015 1:32 PM |
| 5 | 7 | 4/20/2015 2:03 PM |
| 6 | 20 | 4/15/2015 12:59 PM |
| 7 | 9 | 4/13/2015 1:55 PM |
| 8 | 23 | 4/10/2015 9:03 AM |
| 9 | 5 | 4/9/2015 3:06 PM |
| 10 | 8 | 4/9/2015 12:55 PM |
| 11 | 11 | 4/8/2015 6:47 PM |
| 12 | 1 | 4/7/2015 1:40 PM |
| 13 | 28 | 4/6/2015 5:16 PM |
| 14 | 127 | 4/6/2015 2:54 PM |

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

Answered: 14 Skipped: 460

| # | Responses | Date |
|----|-----------|--------------------|
| 1 | 7 | 4/28/2015 11:59 AM |
| 2 | 2 | 4/28/2015 11:56 AM |
| 3 | 1 | 4/23/2015 3:57 PM |
| 4 | 12 (100%) | 4/22/2015 1:32 PM |
| 5 | 1 | 4/20/2015 2:03 PM |
| 6 | 8 | 4/15/2015 12:59 PM |
| 7 | 8 | 4/13/2015 1:55 PM |
| 8 | 8 | 4/10/2015 9:03 AM |
| 9 | 2 | 4/9/2015 3:06 PM |
| 10 | 0 | 4/9/2015 12:55 PM |
| 11 | 21 | 4/8/2015 6:47 PM |
| 12 | 2 | 4/7/2015 1:40 PM |
| 13 | 41 | 4/6/2015 5:16 PM |
| 14 | 15 | 4/6/2015 2:54 PM |

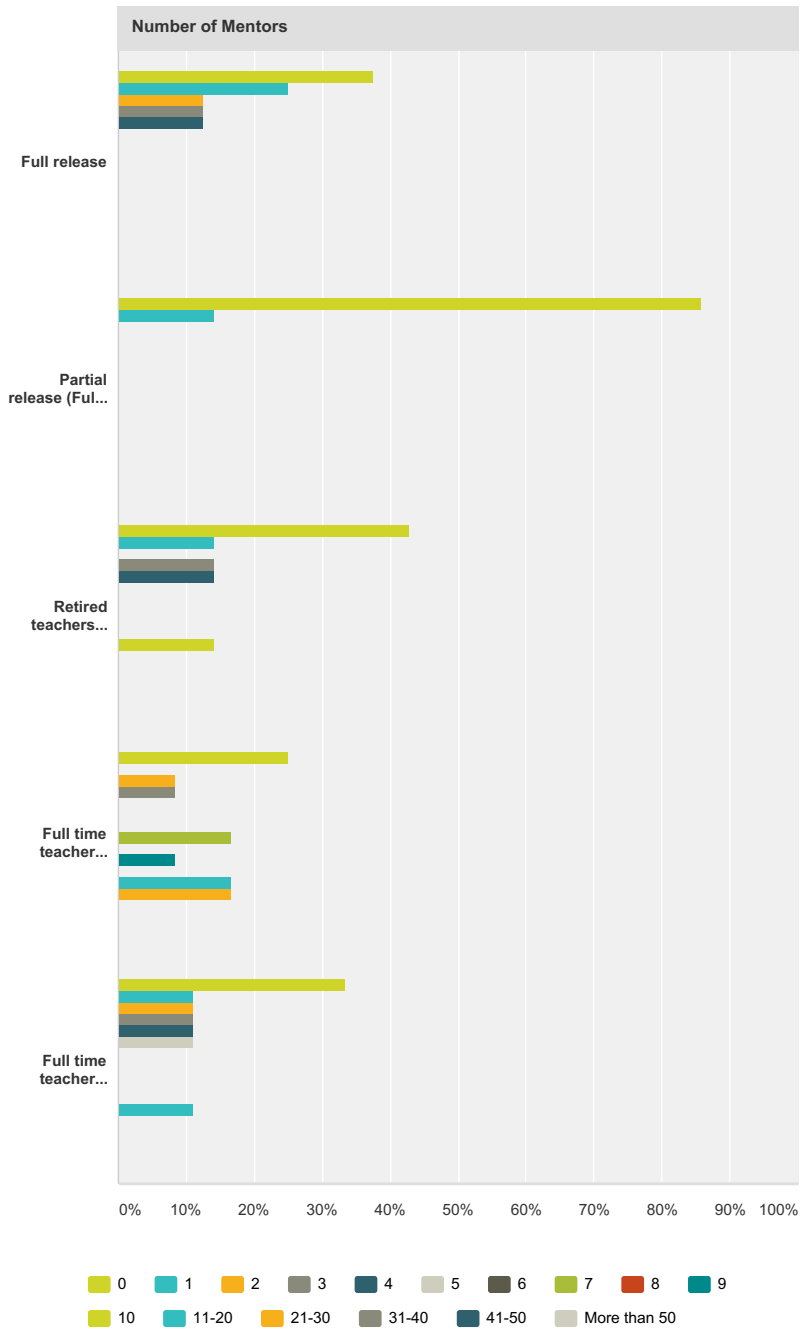
Q5 How many beginning teachers in their third year of the profession are working with a mentor in your District?

Answered: 14 Skipped: 460

| # | Responses | Date |
|----|---------------------------|--------------------|
| 1 | 0 | 4/28/2015 11:59 AM |
| 2 | 0 | 4/28/2015 11:56 AM |
| 3 | 0 | 4/23/2015 3:57 PM |
| 4 | 0 | 4/22/2015 1:32 PM |
| 5 | 2 | 4/20/2015 2:03 PM |
| 6 | 4 | 4/15/2015 12:59 PM |
| 7 | 2 | 4/13/2015 1:55 PM |
| 8 | 0 | 4/10/2015 9:03 AM |
| 9 | 0 | 4/9/2015 3:06 PM |
| 10 | 0 | 4/9/2015 12:55 PM |
| 11 | only those who request it | 4/8/2015 6:47 PM |
| 12 | 0 | 4/7/2015 1:40 PM |
| 13 | 28 | 4/6/2015 5:16 PM |
| 14 | 2 | 4/6/2015 2:54 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: 14 Skipped: 460

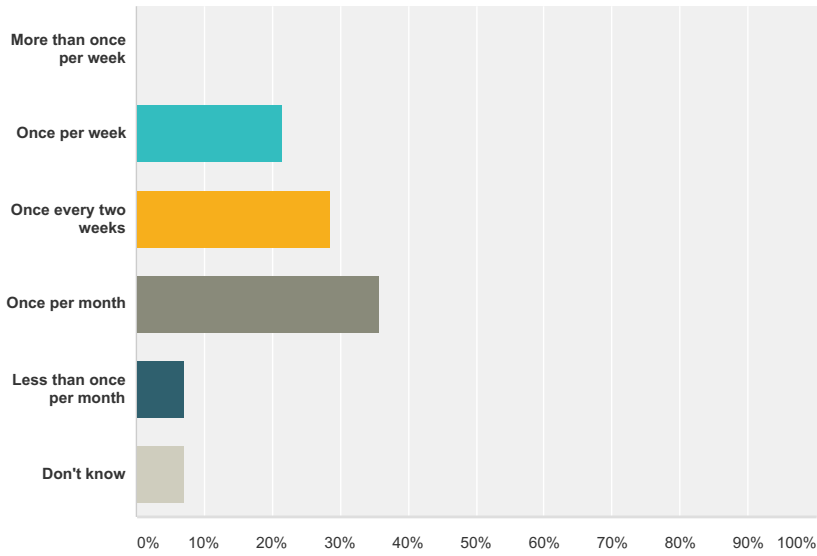


| Number of Mentors | | | | | | | | | | | | | | | | | |
|-------------------|--------|--------|--------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------------|-------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11-20 | 21-30 | 31-40 | 41-50 | More than 50 | Total |
| Full release | 37.50% | 25.00% | 12.50% | 12.50% | 12.50% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 8 |
| | 3 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

| | | | | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|------------|------------|-------------|-------------|-------------|------------|------------|------------|----|
| Partial release (Full time teacher with instructional release time for mentoring) | 85.71% 6 | 14.29% 1 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 7 |
| Retired teachers serving as mentors | 42.86% 3 | 14.29% 1 | 0.00% 0 | 14.29% 1 | 14.29% 1 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 14.29% 1 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 7 |
| Full time teacher mentoring one beginning teacher | 25.00% 3 | 0.00% 0 | 8.33% 1 | 8.33% 1 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 16.67% 2 | 0.00% 0 | 8.33% 1 | 0.00% 0 | 16.67% 2 | 16.67% 2 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 12 |
| Full time teacher mentoring two or more beginning teachers | 33.33% 3 | 11.11% 1 | 11.11% 1 | 11.11% 1 | 11.11% 1 | 11.11% 1 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 11.11% 1 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 9 |

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

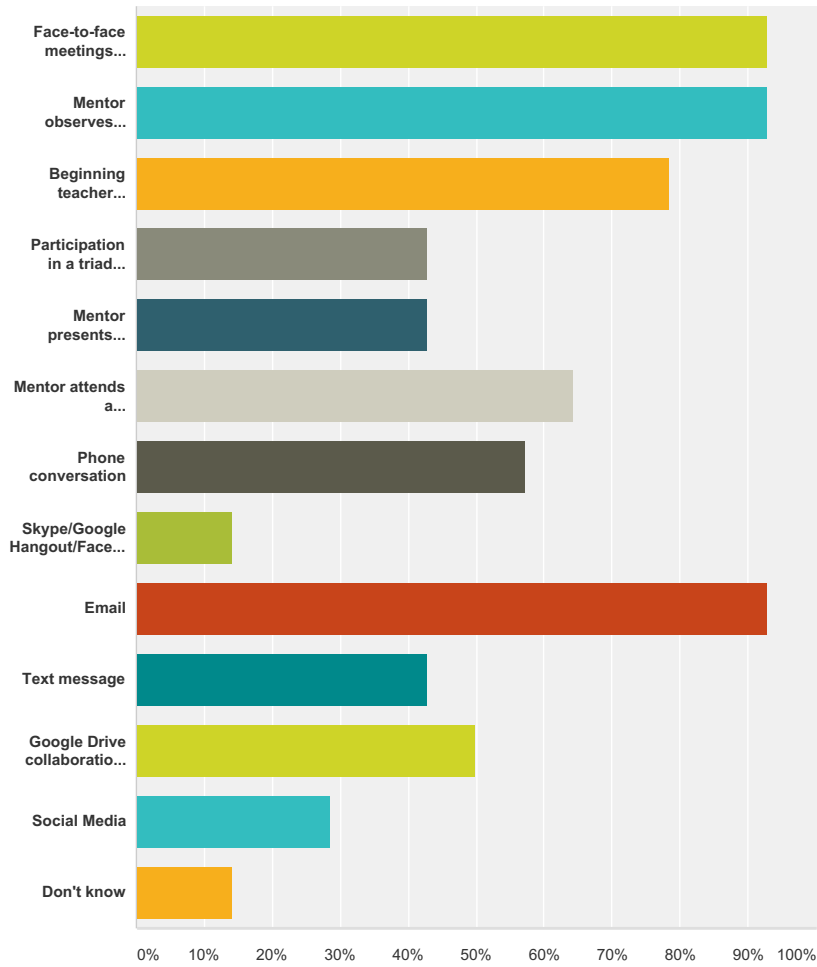
Answered: 14 Skipped: 460



| Answer Choices | Responses |
|--------------------------|-----------|
| More than once per week | 0.00% 0 |
| Once per week | 21.43% 3 |
| Once every two weeks | 28.57% 4 |
| Once per month | 35.71% 5 |
| Less than once per month | 7.14% 1 |
| Don't know | 7.14% 1 |
| Total | 14 |

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

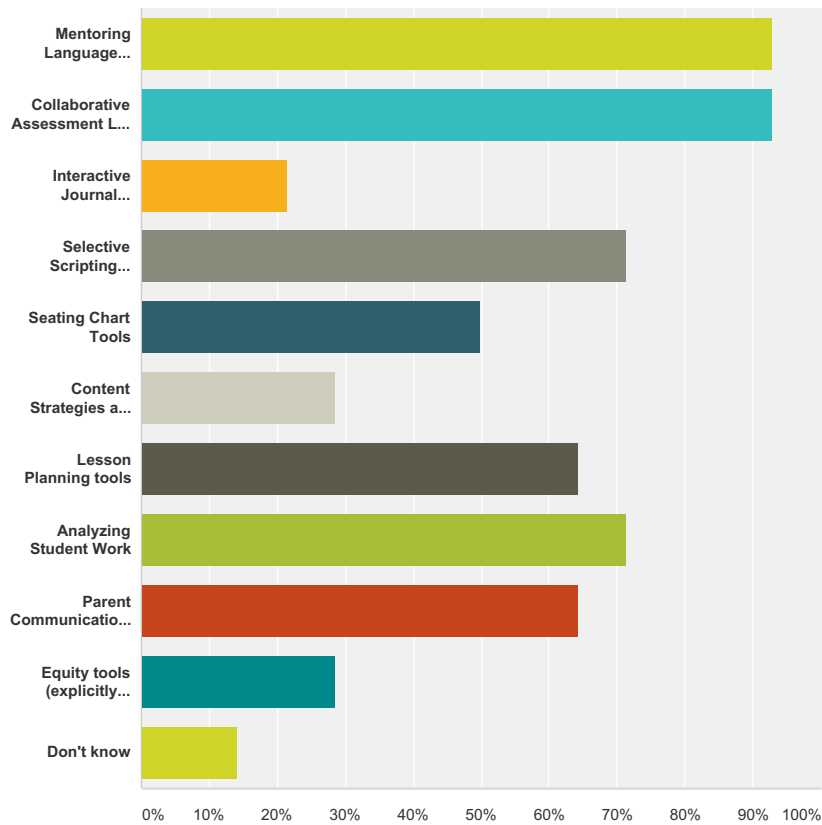
Answered: 14 Skipped: 460



| Answer Choices | Responses |
|------------------------------------------------------------------------------------------------------------|-----------|
| Face-to-face meetings between beginning teacher and mentor | 92.86% 13 |
| Mentor observes beginning teacher | 92.86% 13 |
| Beginning teacher observes a veteran teacher and debriefs with mentor | 78.57% 11 |
| Participation in a triad conversation (mentor, beginning teacher, and administrator) | 42.86% 6 |
| Mentor presents professional development for beginning teacher | 42.86% 6 |
| Mentor attends a district-sponsored professional development session and follows up with beginning teacher | 64.29% 9 |
| Phone conversation | 57.14% 8 |
| Skype/Google Hangout/Facetime | 14.29% 2 |
| Email | 92.86% 13 |
| Text message | 42.86% 6 |
| Google Drive collaboration (e.g., collaborative lesson design, interactive journal) | 50.00% 7 |
| Social Media | 28.57% 4 |
| Don't know | 14.29% 2 |
| Total Respondents: 14 | |

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

Answered: 14 Skipped: 460

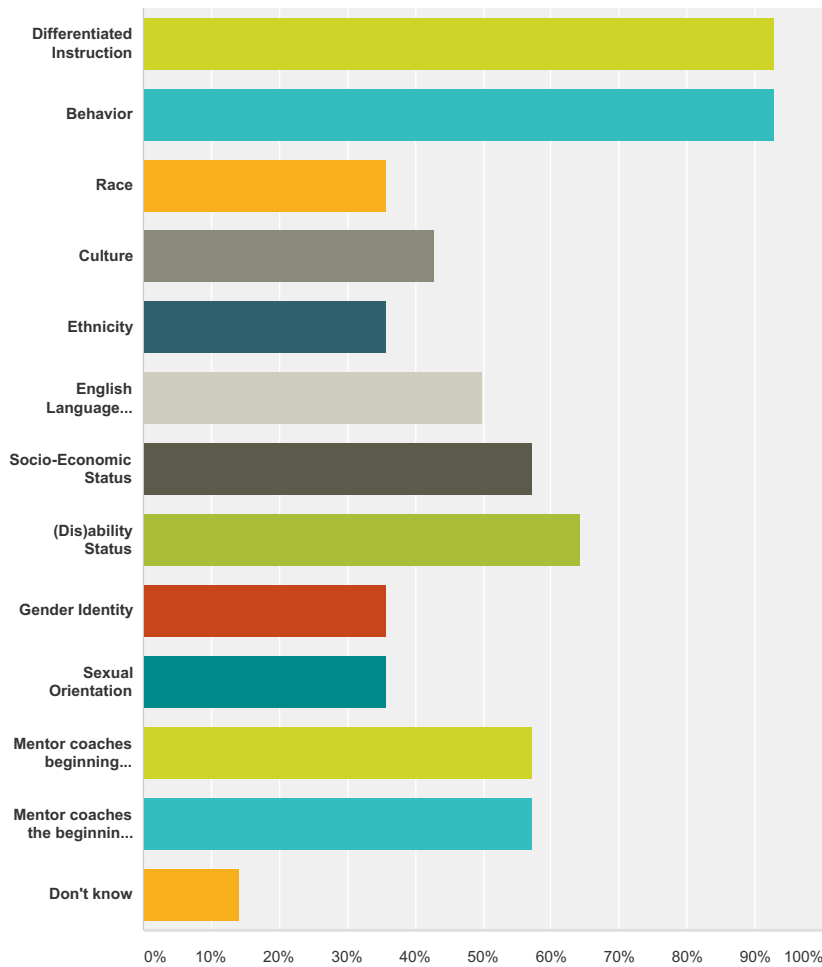


| Answer Choices | Responses |
|-----------------------------------------------------------------------------------------|-----------|
| Mentoring Language (paraphrasing, clarifying, „meditational questions, suggestions) | 92.86% 13 |
| Collaborative Assessment Log (what's working, challenges, next steps) | 92.86% 13 |
| Interactive Journal (two-way reflective written communication) | 21.43% 3 |
| Selective Scripting (capturing teacher and student language and behavior) | 71.43% 10 |
| Seating Chart Tools | 50.00% 7 |
| Content Strategies and Alignment (CSA) (What is being taught, how is it being taught) | 28.57% 4 |
| Lesson Planning tools | 64.29% 9 |
| Analyzing Student Work | 71.43% 10 |
| Parent Communication tools | 64.29% 9 |
| Equity tools (explicitly examining race, language, culture, and other issues of equity) | 28.57% 4 |
| Don't know | 14.29% 2 |
| Total Respondents: 14 | |

| # | Other (please specify) | Date |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | I checked only the ones I'm confident she is using... there may be more | 4/28/2015 12:01 PM |
| 2 | I included "don't know" in my response to #8 and #9 - I know the items checked are being used, but the mentors may be using additional tools that I am not aware of. | 4/9/2015 3:14 PM |

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

Answered: 14 Skipped: 460

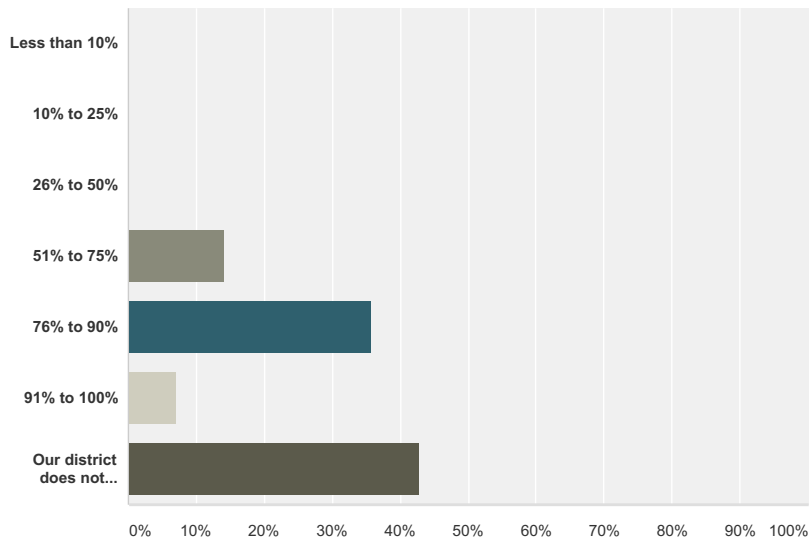


| Answer Choices | Responses |
|---------------------------------------------------------------------------------|-----------|
| Differentiated Instruction | 92.86% 13 |
| Behavior | 92.86% 13 |
| Race | 35.71% 5 |
| Culture | 42.86% 6 |
| Ethnicity | 35.71% 5 |
| English Language Proficiency | 50.00% 7 |
| Socio-Economic Status | 57.14% 8 |
| (Dis)ability Status | 64.29% 9 |
| Gender Identity | 35.71% 5 |
| Sexual Orientation | 35.71% 5 |
| Mentor coaches beginning teacher through PDP process | 57.14% 8 |
| Mentor coaches the beginning teacher through the Educator Effectiveness process | 57.14% 8 |
| Don't know | 14.29% 2 |
| Total Respondents: 14 | |

| # | Other (please specify) | Date |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1 | Mentors provide support in the PDP and EE processes, but I do not think I would refer to it as coaching them. Also, I selected "Don't know" once again as I am sure there are interactions that I am not aware of. | 4/9/2015 3:14 PM |

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

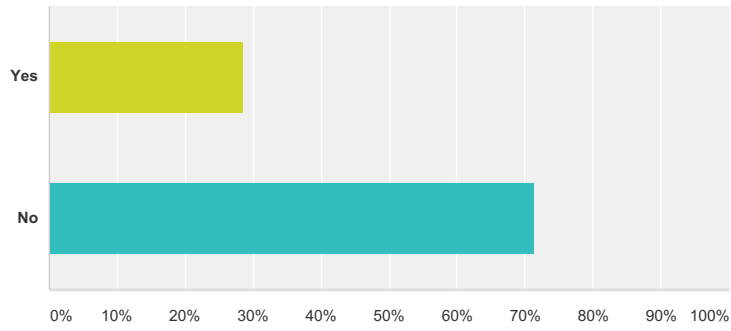
Answered: 14 Skipped: 460



| Answer Choices | Responses |
|------------------------------------------|-----------|
| Less than 10% | 0.00% 0 |
| 10% to 25% | 0.00% 0 |
| 26% to 50% | 0.00% 0 |
| 51% to 75% | 14.29% 2 |
| 76% to 90% | 35.71% 5 |
| 91% to 100% | 7.14% 1 |
| Our district does not collect this data. | 42.86% 6 |
| Total | 14 |

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

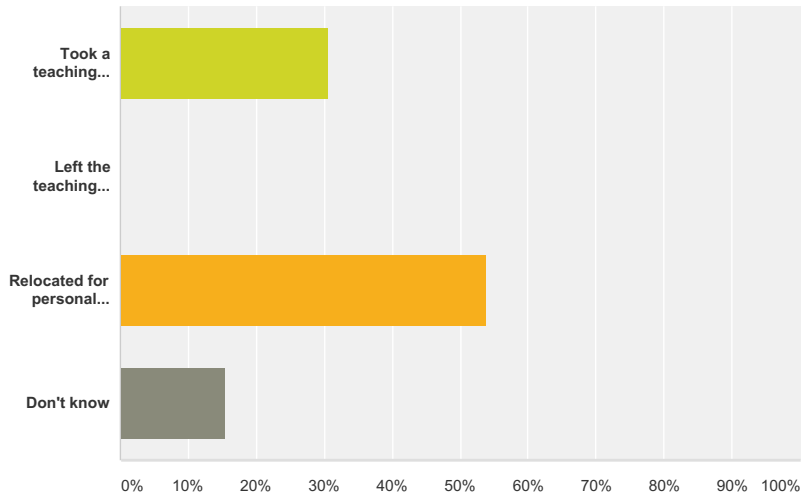
Answered: 14 Skipped: 460



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Yes | 28.57% | 4 |
| No | 71.43% | 10 |
| Total | | 14 |

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: 13 Skipped: 461

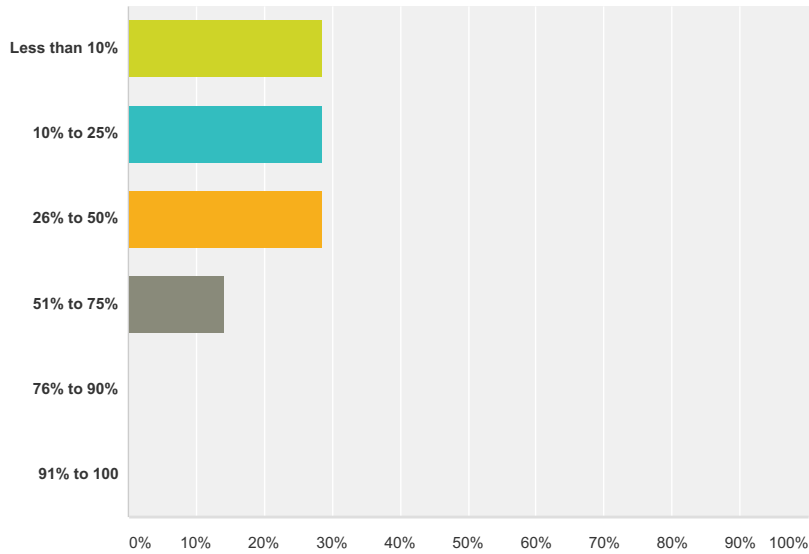


| Answer Choices | Responses |
|----------------------------------------------|-----------|
| Took a teaching position in another district | 30.77% 4 |
| Left the teaching profession | 0.00% 0 |
| Relocated for personal reasons | 53.85% 7 |
| Don't know | 15.38% 2 |
| Total | 13 |

| # | Other (please specify) | Date |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1 | Hard to answer most as we have had one leave profession, one relocated due to husbands employment, and another accepted a teaching position in another district closer to family. So we do not have a most, rather one of each. | 4/9/2015 3:21 PM |
| 2 | if I could respond to more than one, it was pretty equal with relocated for personal reasons | 4/6/2015 5:24 PM |

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.)?

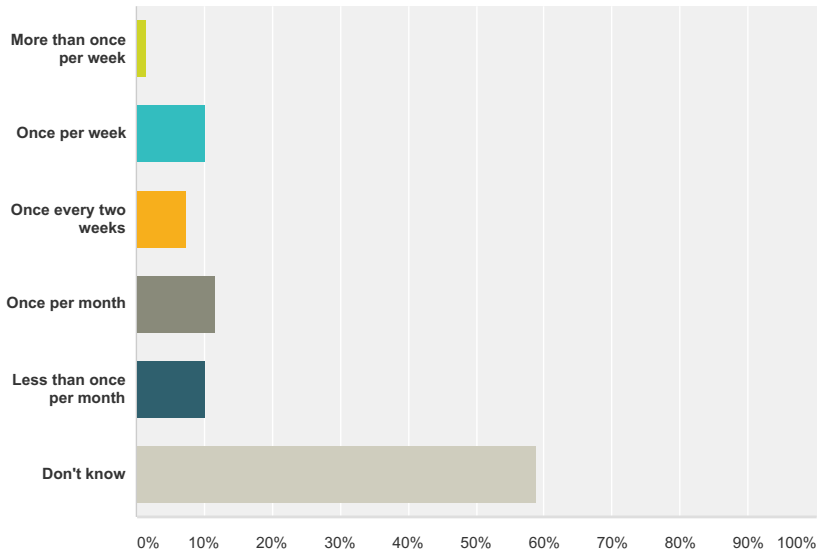
Answered: 14 Skipped: 460



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Less than 10% | 28.57% | 4 |
| 10% to 25% | 28.57% | 4 |
| 26% to 50% | 28.57% | 4 |
| 51% to 75% | 14.29% | 2 |
| 76% to 90% | 0.00% | 0 |
| 91% to 100% | 0.00% | 0 |
| Total | | 14 |

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

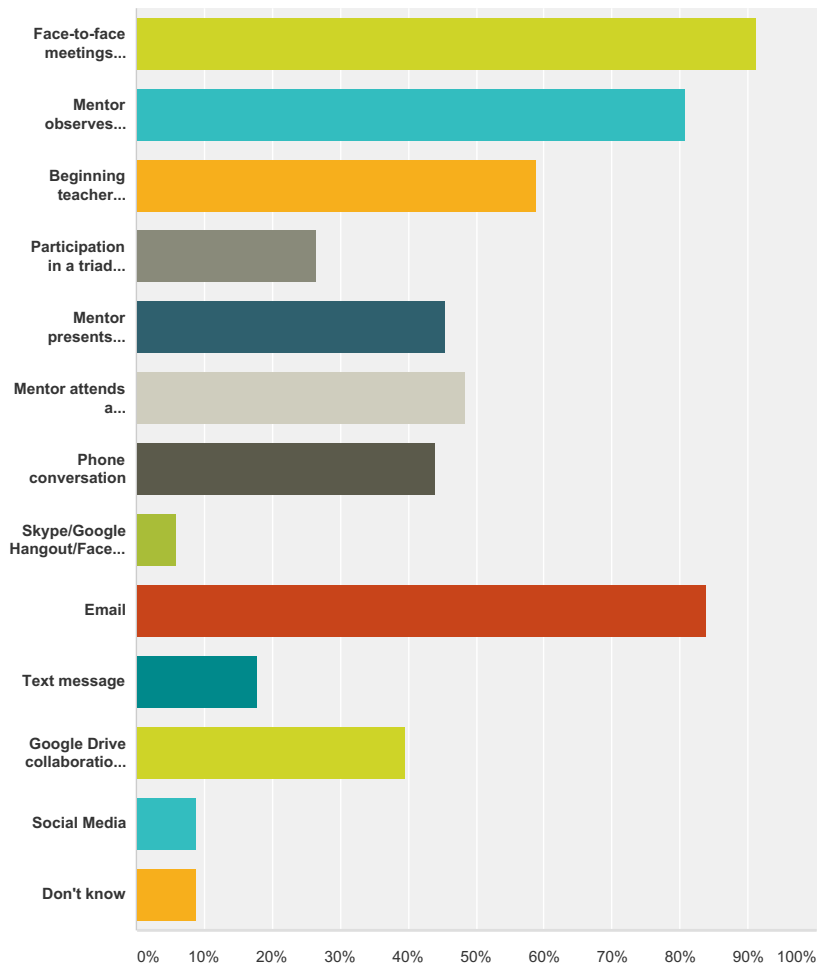
Answered: 68 Skipped: 406



| Answer Choices | Responses |
|--------------------------|-----------|
| More than once per week | 1.47% 1 |
| Once per week | 10.29% 7 |
| Once every two weeks | 7.35% 5 |
| Once per month | 11.76% 8 |
| Less than once per month | 10.29% 7 |
| Don't know | 58.82% 40 |
| Total | 68 |

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

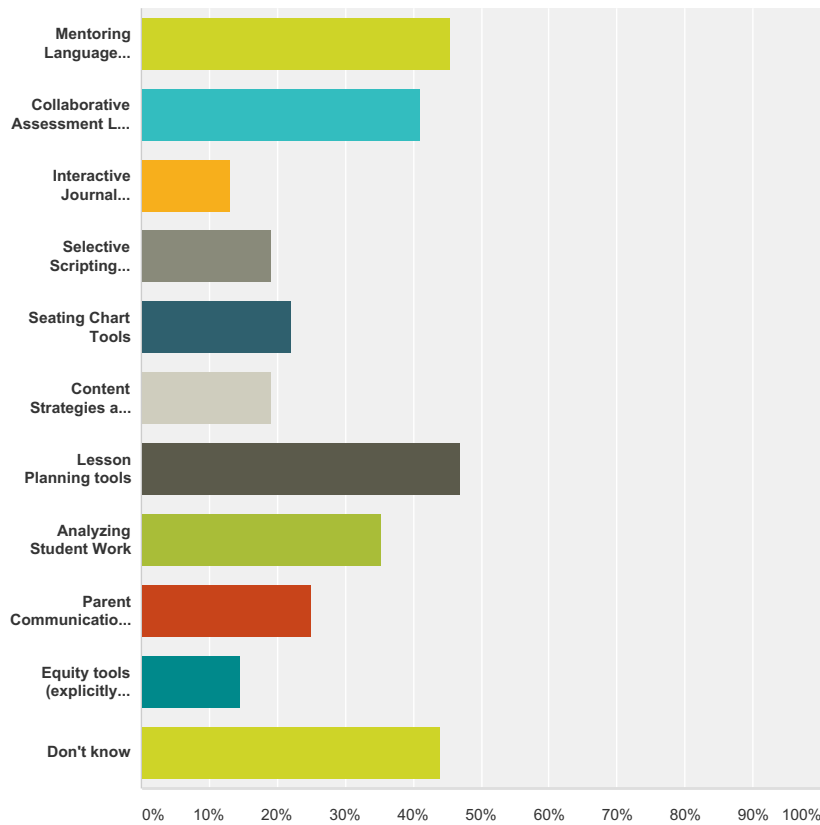
Answered: 68 Skipped: 406



| Answer Choices | Responses |
|------------------------------------------------------------------------------------------------------------|-----------|
| Face-to-face meetings between beginning teacher and mentor | 91.18% 62 |
| Mentor observes beginning teacher | 80.88% 55 |
| Beginning teacher observes a veteran teacher and debriefs with mentor | 58.82% 40 |
| Participation in a triad conversation (mentor, beginning teacher, and administrator) | 26.47% 18 |
| Mentor presents professional development for beginning teacher | 45.59% 31 |
| Mentor attends a district-sponsored professional development session and follows up with beginning teacher | 48.53% 33 |
| Phone conversation | 44.12% 30 |
| Skype/Google Hangout/Facetime | 5.88% 4 |
| Email | 83.82% 57 |
| Text message | 17.65% 12 |
| Google Drive collaboration (e.g., collaborative lesson design, interactive journal) | 39.71% 27 |
| Social Media | 8.82% 6 |
| Don't know | 8.82% 6 |
| Total Respondents: 68 | |

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

Answered: 68 Skipped: 406

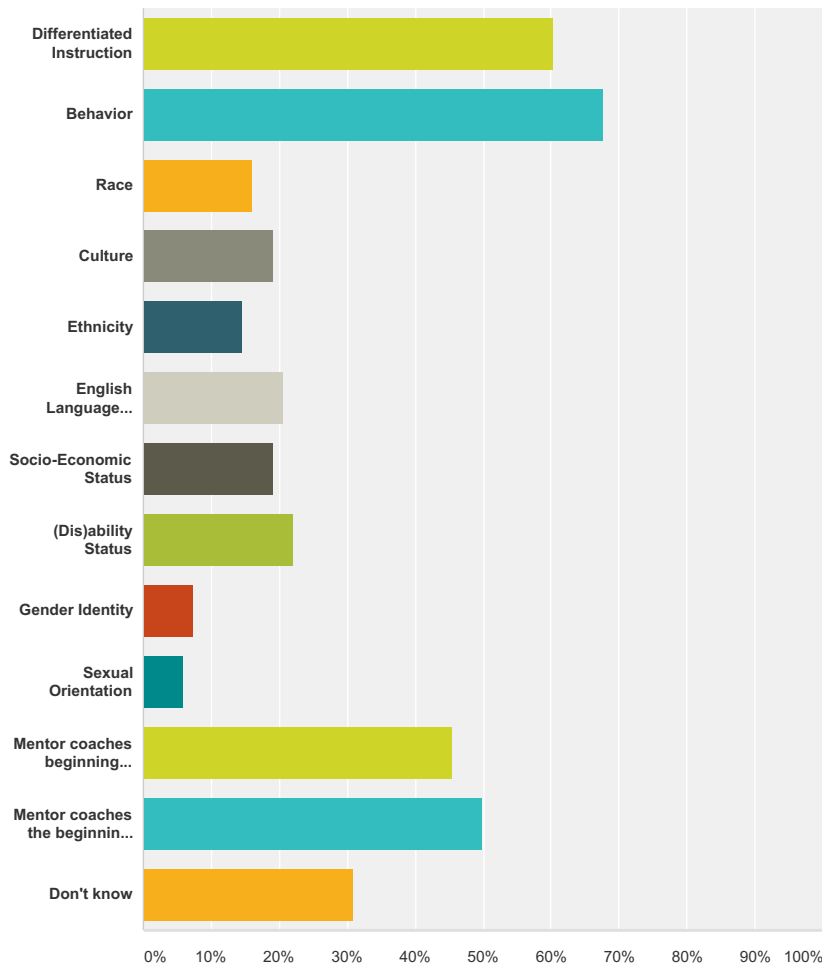


| Answer Choices | Responses |
|-----------------------------------------------------------------------------------------|-----------|
| Mentoring Language (paraphrasing, clarifying, „meditational questions, suggestions) | 45.59% 31 |
| Collaborative Assessment Log (what's working, challenges, next steps) | 41.18% 28 |
| Interactive Journal (two-way reflective written communication) | 13.24% 9 |
| Selective Scripting (capturing teacher and student language and behavior) | 19.12% 13 |
| Seating Chart Tools | 22.06% 15 |
| Content Strategies and Alignment (CSA) (What is being taught, how is it being taught) | 19.12% 13 |
| Lesson Planning tools | 47.06% 32 |
| Analyzing Student Work | 35.29% 24 |
| Parent Communication tools | 25.00% 17 |
| Equity tools (explicitly examining race, language, culture, and other issues of equity) | 14.71% 10 |
| Don't know | 44.12% 30 |
| Total Respondents: 68 | |

| # | Other (please specify) | Date |
|---|-----------------------------------------------------------|-------------------|
| 1 | I am sure there are more that I don't know about | 4/21/2015 9:44 AM |
| 2 | Not really sure, but the first two I personally see used. | 4/15/2015 4:30 PM |
| 3 | Danielson Framework | 4/8/2015 10:10 PM |
| 4 | Danielson Framework | 4/6/2015 5:15 PM |

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

Answered: 68 Skipped: 406

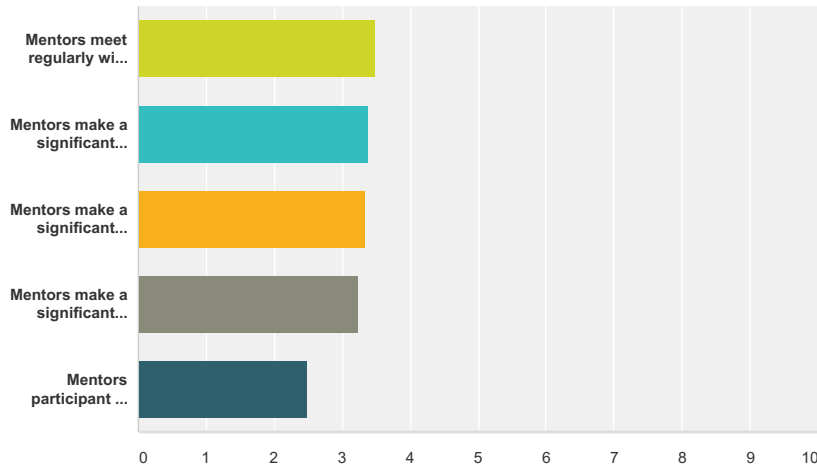


| Answer Choices | Responses |
|---------------------------------------------------------------------------------|-----------|
| Differentiated Instruction | 60.29% 41 |
| Behavior | 67.65% 46 |
| Race | 16.18% 11 |
| Culture | 19.12% 13 |
| Ethnicity | 14.71% 10 |
| English Language Proficiency | 20.59% 14 |
| Socio-Economic Status | 19.12% 13 |
| (Dis)ability Status | 22.06% 15 |
| Gender Identity | 7.35% 5 |
| Sexual Orientation | 5.88% 4 |
| Mentor coaches beginning teacher through PDP process | 45.59% 31 |
| Mentor coaches the beginning teacher through the Educator Effectiveness process | 50.00% 34 |
| Don't know | 30.88% 21 |
| Total Respondents: 68 | |

| # | Other (please specify) | Date |
|---|------------------------------------------------------------------------------------------------------------------|-------------------|
| 1 | I am sure there are more that I am not aware of. | 4/21/2015 9:44 AM |
| 2 | I don't know specifically about gender identity or sexual orientation | 4/20/2015 1:55 PM |
| 3 | Curriculum navigation, culture of building and personnel in building, building specific procedures and processes | 4/20/2015 1:53 PM |
| 4 | I do not have a record of the interactions between mentors and beginning teachers. | 4/20/2015 9:36 AM |
| 5 | I noted ones I've observed. | 4/15/2015 4:30 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: 67 Skipped: 407



| | Strongly Agree | Agree | Disagree | Strongly Disagree | Total | Weighted Average |
|------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|--------------|-------------------|-------|------------------|
| Mentors meet regularly with beginning teachers | 53.73% 36 | 40.30% 27 | 5.97% 4 | 0.00% 0 | 67 | 3.48 |
| Mentors make a significant contribution to beginning teachers' growth in pedagogical skill | 43.94% 29 | 50.00% 33 | 6.06% 4 | 0.00% 0 | 66 | 3.38 |
| Mentors make a significant contribution to beginning teachers' growth in classroom management | 40.91% 27 | 53.03% 35 | 6.06% 4 | 0.00% 0 | 66 | 3.35 |
| Mentors make a significant contribution to beginning teachers' growth in communications | 29.85% 20 | 64.18% 43 | 5.97% 4 | 0.00% 0 | 67 | 3.24 |
| Mentors participate in triad conversations with the principal and beginning teacher (e.g., attending post-observation conferences) | 16.92% 11 | 29.23% 19 | 38.46% 25 | 15.38% 10 | 65 | 2.48 |

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

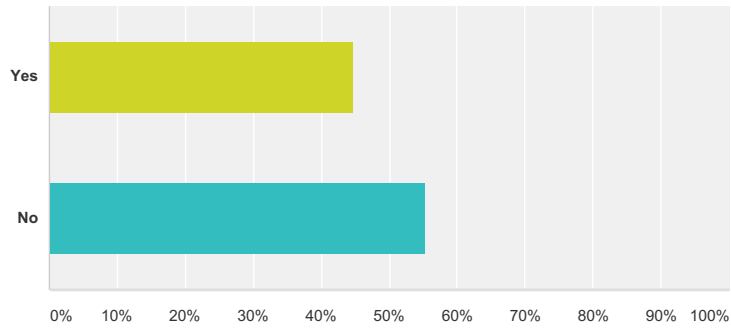
Answered: 67 Skipped: 407

| # | Responses | Date |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | Guiding the beginning teachers through becoming acclimated to our school and our processes. | 5/4/2015 10:28 AM |
| 2 | Their meetings allow for the beginning teacher to ask someone questions and get answer they can rely on, easing the burden of navigating building politics. | 4/28/2015 10:31 PM |
| 3 | That the mentor is very flexible and willing to support/coach in the areas needed. | 4/26/2015 9:11 PM |
| 4 | Extra time and connection with another teacher who is compassionate and supportive. | 4/24/2015 3:37 PM |
| 5 | Building a trusting, supportive relationship with our new teachers. | 4/24/2015 2:01 PM |
| 6 | The mentor and beginning teachers have compared ideas, strategies, and questions. | 4/23/2015 4:41 PM |
| 7 | Being a resource to beginning teachers | 4/23/2015 4:41 PM |
| 8 | Our building mentor communicates well with the principal to keep them informed about the work the mentor is doing with new staff. This is helpful so that we can coordinator our efforts and provide the best support for new staff. | 4/23/2015 1:28 PM |
| 9 | Regular and embedded support of new teachers. | 4/23/2015 10:56 AM |
| 10 | A direct resource to new teachers. | 4/23/2015 7:36 AM |
| 11 | Emotional support for new staff as they deal with the things that new teachers are not planning on dealing with when coming out of college (i.e. parent issues, student mental health, etc.) | 4/22/2015 10:42 AM |
| 12 | An extra, authentic professional development and support system. | 4/22/2015 6:58 AM |
| 13 | the ability of these beginning professionals to receive timely peer coaching and guidance from a professional educator. | 4/22/2015 6:20 AM |
| 14 | being available as a resource for new teachers regarding both small and larger challenges. It is important for mentors and beginning teachers to meet regularly to build a relationship so that new teachers are comfortable seeking assistance. | 4/22/2015 6:07 AM |
| 15 | making herself available to the beginning teacher with a non-biased, coaching approach. This can happen because the mentor teacher does not have ties to the building, politics within the building or competing personal job responsibilities outside of the mentoring position. Reports from the new educators is nothing but appreciative of the support a mentor provides for year one. | 4/21/2015 7:47 PM |
| 16 | regular contacts with beginning teacher to observe and discuss the above skills. | 4/21/2015 12:36 PM |
| 17 | Working with the PDP and Educator Effectiveness models | 4/21/2015 10:19 AM |
| 18 | Direct feedback on teaching. Morale support throughout the year. PD opportunities - choose from a menu | 4/21/2015 9:47 AM |
| 19 | a safe person that is not an evaluator for teachers to go to | 4/21/2015 9:16 AM |
| 20 | Helping beginning teachers to be reflective about their practices. | 4/21/2015 8:04 AM |
| 21 | Supporting new teachers in whatever area they need through meetings and emails. | 4/20/2015 9:16 PM |
| 22 | Model and guidance for clarification on anything and everything. | 4/20/2015 8:24 PM |
| 23 | Creating support emotionally for new teachers. | 4/20/2015 6:15 PM |
| 24 | Aiding in the transition process whether it be becoming a new teacher, taking on a different role, or other job duties. | 4/20/2015 3:55 PM |
| 25 | Mentor has helped facilitate discussions with new teacher when there have been a few concerns. | 4/20/2015 2:05 PM |
| 26 | giving the new teacher an opportunity to express openly in a confidential venue where anything can be discussed. Linda Foley is extremely supportive and gives many opportunities to mentor/new teachers to meet and feel listened to and make significant changes in the classroom. | 4/20/2015 1:58 PM |
| 27 | assisting new teachers with building procedures, parent communication and work ethic | 4/20/2015 1:53 PM |
| 28 | The building mentor has been great at helping our 2nd year teacher through the building/district/ and state initiatives as well as providing an ear for ideas/concerns shared by the 2nd year teacher. The instructional mentor has not been in to observe and debrief with the 2nd year teacher on an occasional basis. | 4/20/2015 1:50 PM |
| 29 | - orienting teachers to school and district processes. - instruction/pedagogy advice. - listening ear/help as needed. | 4/20/2015 1:33 PM |
| 30 | Building relationships with beginning teachers. Listening to beginning teachers talk through problems of practice. Providing encouragement. | 4/20/2015 9:38 AM |
| 31 | New teachers need a great deal of support and mentors provide an additional support which is critical to their development. | 4/20/2015 9:29 AM |
| 32 | Offering regular support to beginning teachers. | 4/20/2015 8:12 AM |

| | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 33 | sounding board for new teachers, should be here more. | 4/19/2015 9:22 PM |
| 34 | Providing a level of trust, confidentiality and support that feels completely centered on the new teacher, which is something that is hard for my instructional coaches and myself to do. | 4/19/2015 9:17 PM |
| 35 | Regular feedback provided to new teacher. | 4/19/2015 6:09 PM |
| 36 | Individual support | 4/19/2015 3:54 PM |
| 37 | I really don't know--this year is no different than the past, in that the mentor does not introduce herself to me, meet with me (with or without the new teacher), inform me when she will be in the building, inform me as to what she does with the teacher, or ask for my input as to what is needed or how successful her work has or has not been. | 4/19/2015 1:25 PM |
| 38 | A neutral "go to" person . | 4/19/2015 10:57 AM |
| 39 | This is so very situational. There is a mentor in our school who is invaluable and one who is not valuable at all. | 4/19/2015 10:20 AM |
| 40 | being a thought partner with our new teachers (lesson panning, classroom management, communication) as well as preparing them to analyze student work and to better understand the evaluation process. | 4/18/2015 7:10 AM |
| 41 | A consistent resource for our newest staff members | 4/17/2015 6:46 PM |
| 42 | Being a confidential source of information while the teacher develops confidence in their practice. | 4/17/2015 4:46 PM |
| 43 | A third point to help guide new teacher development...not a colleague, not a department chair and not an administrator | 4/17/2015 1:41 PM |
| 44 | The regular meeting times | 4/17/2015 12:40 PM |
| 45 | being another person the new teacher can go to and know they will be supported without judgement. | 4/17/2015 12:33 PM |
| 46 | be there for the beginning teacher, be the person she can talk to and you will keep her confidence. | 4/17/2015 12:13 PM |
| 47 | Meeting with the new teacher and principal to share information in the educator effectiveness process. | 4/16/2015 12:28 PM |
| 48 | They provide regular and ongoing professional and emotional support that would otherwise not be provided. This frequent support could not be provided by an administrator due to time limitations and the peer relationship is an important factor in establishing a comfort level for the new teacher to share openly. | 4/15/2015 4:38 PM |
| 49 | guiding reflective practice. | 4/15/2015 4:30 PM |
| 50 | Providing support to teachers during the beginning years of their career. | 4/15/2015 1:37 PM |
| 51 | Guiding new teachers in instructional strategies that mesh with building philosophy and goals. | 4/14/2015 10:41 PM |
| 52 | Don't have enough background or communication to answer. | 4/13/2015 12:15 PM |
| 53 | Showing new teachers the ropes of the profession. Our strongest mentors make a huge impact on the overall success of new teachers. | 4/13/2015 11:09 AM |
| 54 | They are a resource for our new teachers, and help them become active members in our collaborative teams. They also provide feedback through observations and follow up conversations, ensuring the teachers are on the right track with the rest of their team and provide confidence and comfort as teachers adjust to being a part of a large, demanding building. | 4/13/2015 9:46 AM |
| 55 | They're a go-to person for new teachers/staff. | 4/13/2015 8:23 AM |
| 56 | Helping to coach the new teacher through classroom teaching and learning situations with students as well as navigating the systems and policies associated with the school. | 4/12/2015 12:22 PM |
| 57 | Being another trained support to focus on instruction, not just moral support. | 4/10/2015 5:00 PM |
| 58 | Taking the time and caring about the success of all new teachers, and communicating with admin. | 4/10/2015 4:40 PM |
| 59 | A support system for the beginning teacher. Someone to go to. Someone to be a support other than their team and administrator. | 4/10/2015 3:09 PM |
| 60 | Providing safe, personalized support to new educators. | 4/8/2015 10:12 PM |
| 61 | excellent collaboration and guidance | 4/8/2015 7:13 PM |
| 62 | Being available to answer any and all questions. A 'go to" person. | 4/7/2015 4:57 PM |
| 63 | Providing direction and suggestions for common challenges, reassurance, care/concern, | 4/7/2015 12:15 PM |
| 64 | Helping new teachers settle in and develop the skills that are needed to be successful while working with kids, families, and staff. | 4/7/2015 7:08 AM |
| 65 | Giving beginning teachers regular and targeted feedback. | 4/6/2015 8:07 PM |
| 66 | Making our new teachers feel like they have a confidential person to talk things through | 4/6/2015 6:24 PM |
| 67 | Reliable consistent dialog with new teachers throughout the year, supporting school improvement goals and integrating feedback from the supervisor into the work while maintaining safe, non-evaluative coaching relationship. | 4/6/2015 5:17 PM |

Q21 I conduct exit interviews with teachers who leave my building.

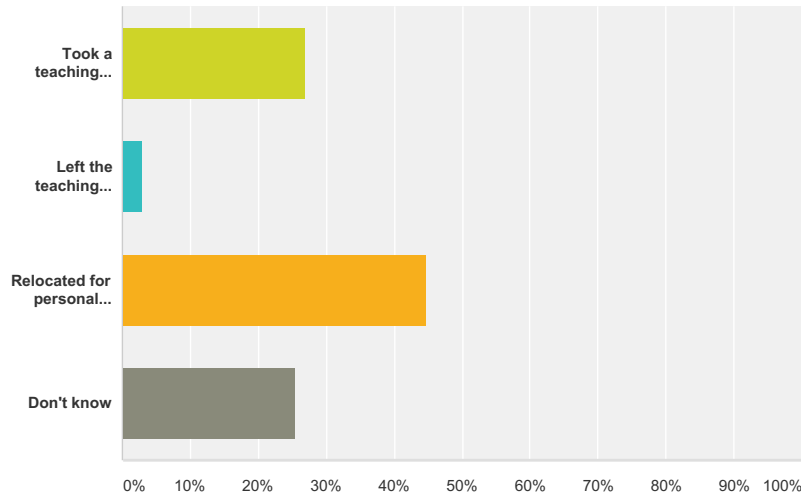
Answered: 67 Skipped: 407



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Yes | 44.78% | 30 |
| No | 55.22% | 37 |
| Total | | 67 |

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: 67 Skipped: 407

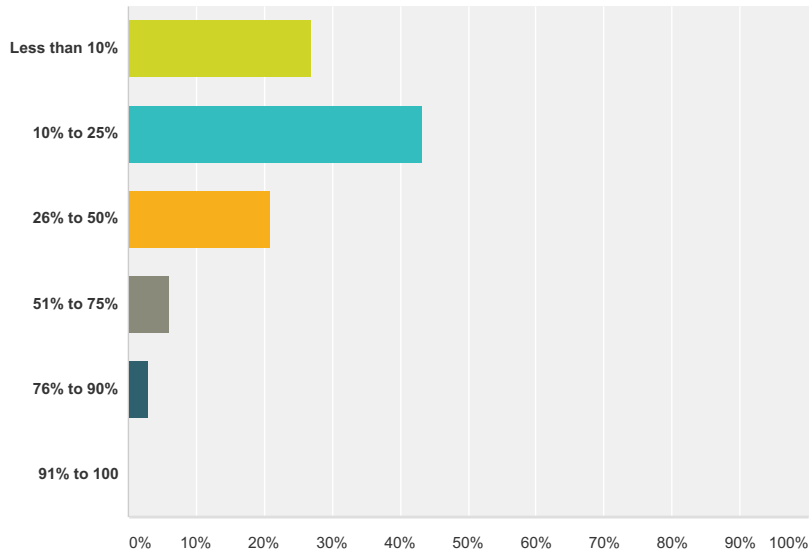


| Answer Choices | Responses |
|----------------------------------------------|-----------|
| Took a teaching position in another district | 26.87% 18 |
| Left the teaching profession | 2.99% 2 |
| Relocated for personal reasons | 44.78% 30 |
| Don't know | 25.37% 17 |
| Total | 67 |

| # | Other (please specify) | Date |
|---|--------------------------------------------------------------------------------------------------|--------------------|
| 1 | Move closer to home or to go to a district which paid more. | 4/22/2015 6:59 AM |
| 2 | Movement due to relocations with significant others. | 4/22/2015 6:21 AM |
| 3 | this is my first year here | 4/20/2015 8:25 PM |
| 4 | Most teachers move up to another position, or out of district for personal reasons. | 4/20/2015 9:39 AM |
| 5 | I will be, but I'm so new I don't have a regular practice | 4/19/2015 9:19 PM |
| 6 | promoted to leadership role | 4/17/2015 1:52 PM |
| 7 | either position in other district or for personal reasons | 4/14/2015 10:43 PM |
| 8 | Retirements | 4/13/2015 8:24 AM |
| 9 | I have only been in my position for two years. I have not lost a beginning teacher in that time. | 4/6/2015 8:08 PM |

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.)?

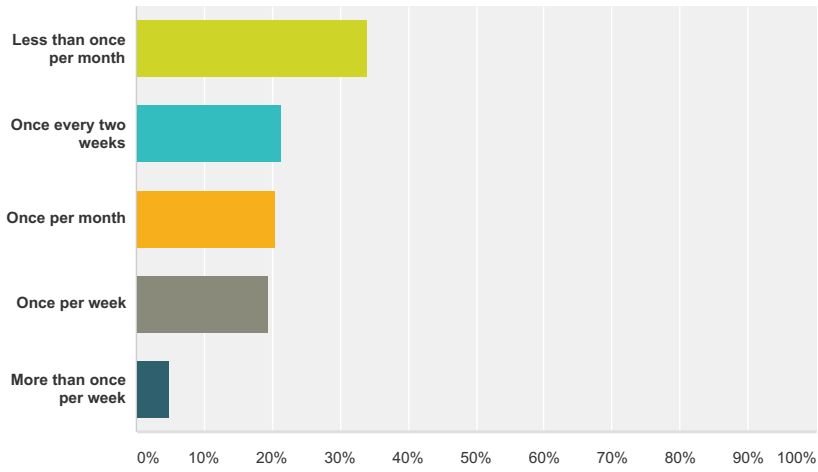
Answered: 67 Skipped: 407



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Less than 10% | 26.87% | 18 |
| 10% to 25% | 43.28% | 29 |
| 26% to 50% | 20.90% | 14 |
| 51% to 75% | 5.97% | 4 |
| 76% to 90% | 2.99% | 2 |
| 91% to 100% | 0.00% | 0 |
| Total | | 67 |

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

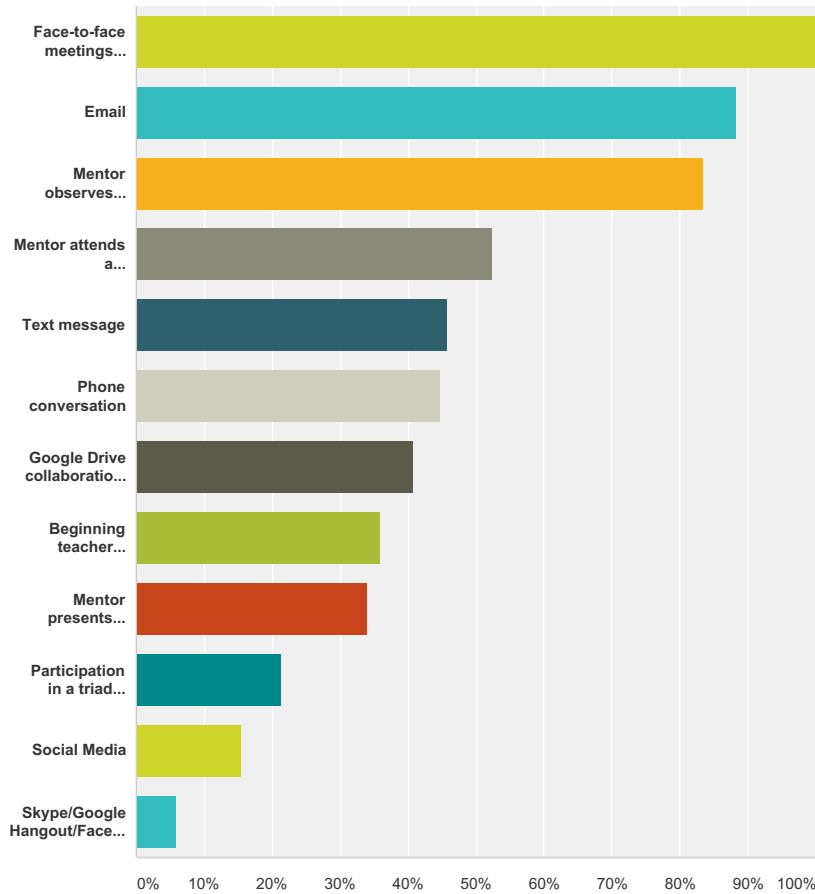
Answered: 103 Skipped: 371



| Answer Choices | Responses | Count |
|--------------------------|-----------|------------|
| Less than once per month | 33.98% | 35 |
| Once every two weeks | 21.36% | 22 |
| Once per month | 20.39% | 21 |
| Once per week | 19.42% | 20 |
| More than once per week | 4.85% | 5 |
| Total | | 103 |

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

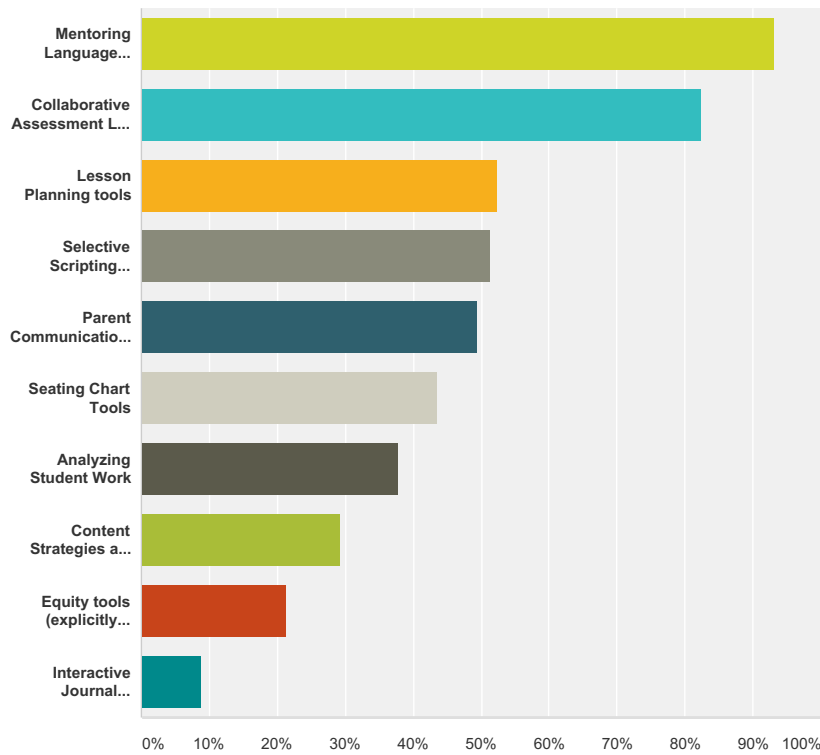
Answered: 103 Skipped: 371



| Answer Choices | Responses |
|------------------------------------------------------------------------------------------------------------|-------------|
| Face-to-face meetings between beginning teacher and mentor | 100.00% 103 |
| Email | 88.35% 91 |
| Mentor observes beginning teacher | 83.50% 86 |
| Mentor attends a district-sponsored professional development session and follows up with beginning teacher | 52.43% 54 |
| Text message | 45.63% 47 |
| Phone conversation | 44.66% 46 |
| Google Drive collaboration (e.g., collaborative lesson design, interactive journal) | 40.78% 42 |
| Beginning teacher observes a veteran teacher and debriefs with mentor | 35.92% 37 |
| Mentor presents professional development for beginning teacher | 33.98% 35 |
| Participation in a triad conversation (mentor, beginning teacher, and administrator) | 21.36% 22 |
| Social Media | 15.53% 16 |
| Skype/Google Hangout/Facetime | 5.83% 6 |
| Total Respondents: 103 | |

Q26 I (the mentor) used the following tools with my beginning teacher(s) during their mentorship(s):(Choose all that apply)

Answered: 103 Skipped: 371



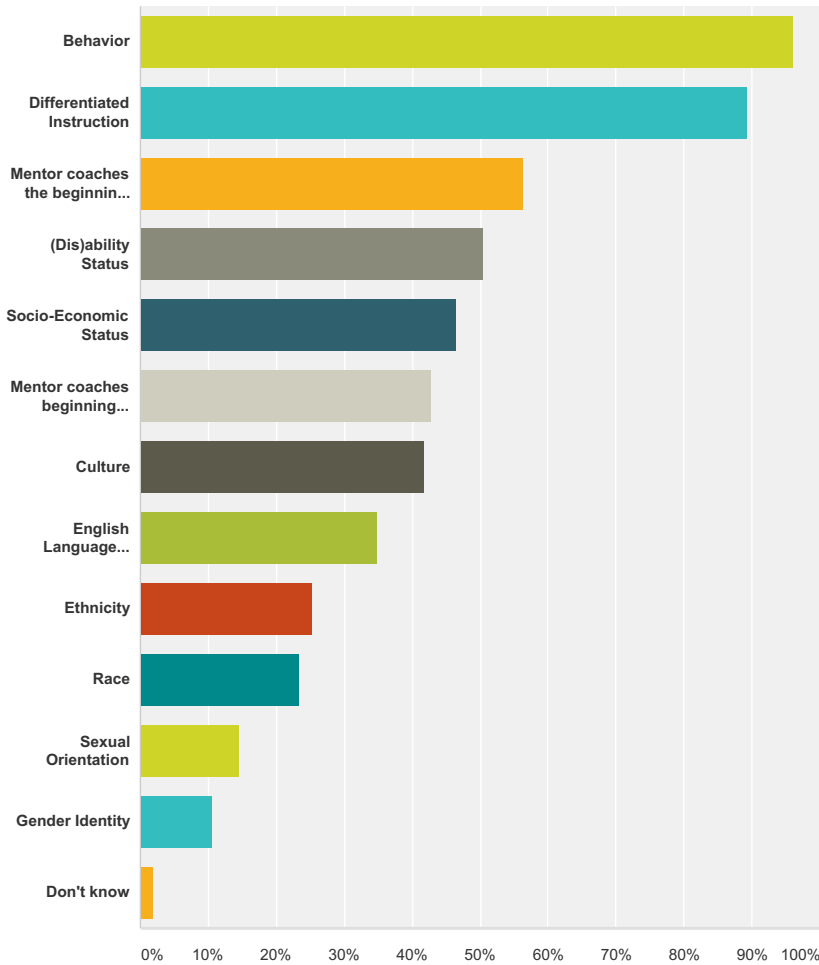
| Answer Choices | Responses |
|-----------------------------------------------------------------------------------------|-----------|
| Mentoring Language (paraphrasing, clarifying, ,meditational questions, suggestions) | 93.20% 96 |
| Collaborative Assessment Log (what's working, challenges, next steps) | 82.52% 85 |
| Lesson Planning tools | 52.43% 54 |
| Selective Scripting (capturing teacher and student language and behavior) | 51.46% 53 |
| Parent Communication tools | 49.51% 51 |
| Seating Chart Tools | 43.69% 45 |
| Analyzing Student Work | 37.86% 39 |
| Content Strategies and Alignment (CSA) (What is being taught, how is it being taught) | 29.13% 30 |
| Equity tools (explicitly examining race, language, culture, and other issues of equity) | 21.36% 22 |
| Interactive Journal (two-way reflective written communication) | 8.74% 9 |
| Total Respondents: 103 | |

| # | Other (please specify) | Date |
|---|------------------------------------------------------------------------------------------------|-------------------|
| 1 | None of the above | 4/23/2015 6:36 PM |
| 2 | observation w/ mentor writing up a script | 4/21/2015 7:14 AM |
| 3 | video tape classroom, view and discuss together. | 4/20/2015 2:51 PM |
| 4 | We talk | 4/11/2015 6:22 AM |
| 5 | Tools that MMSD has given us. | 4/9/2015 1:19 PM |
| 6 | Charlotte Danielson's leveled scoring rubrics for the observable components in Domains 2 and 3 | 4/9/2015 9:43 AM |
| 7 | Tools aligned to the Danielson Framework for Teaching | 4/6/2015 8:43 PM |

| | | |
|---|----------------------------------------------|-------------------|
| 8 | Time management tools, balance of life tools | 4/6/2015 12:12 PM |
|---|----------------------------------------------|-------------------|

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

Answered: 103 Skipped: 371

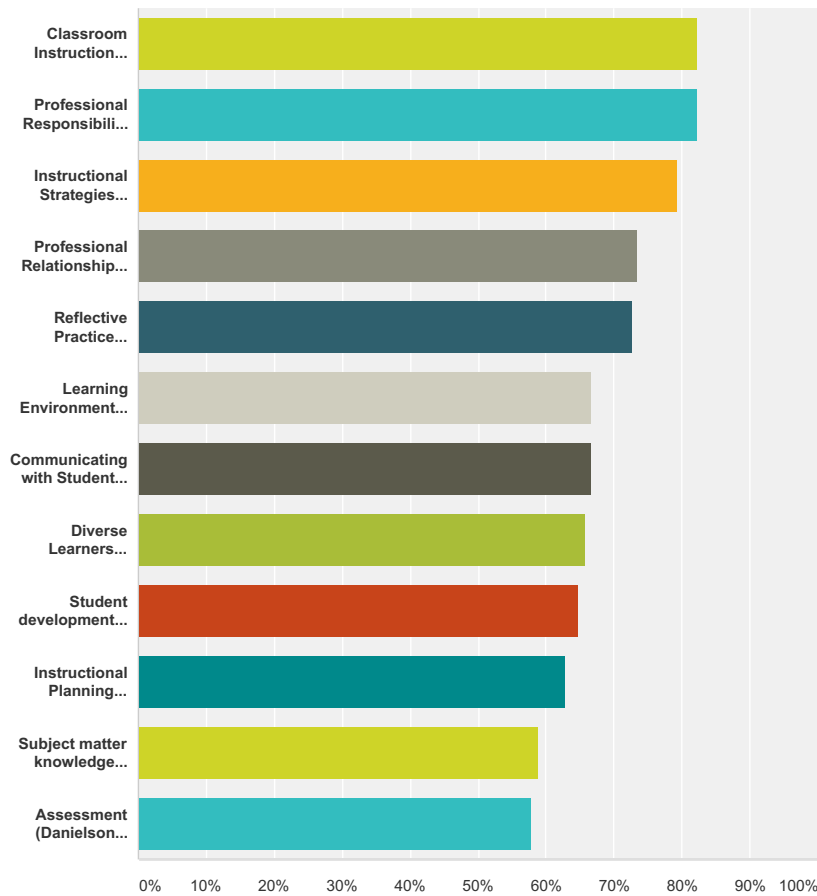


| Answer Choices | Responses |
|---------------------------------------------------------------------------------|-----------|
| Behavior | 96.12% 99 |
| Differentiated Instruction | 89.32% 92 |
| Mentor coaches the beginning teacher through the Educator Effectiveness process | 56.31% 58 |
| (Dis)ability Status | 50.49% 52 |
| Socio-Economic Status | 46.60% 48 |
| Mentor coaches beginning teacher through PDP process | 42.72% 44 |
| Culture | 41.75% 43 |
| English Language Proficiency | 34.95% 36 |
| Ethnicity | 25.24% 26 |
| Race | 23.30% 24 |
| Sexual Orientation | 14.56% 15 |
| Gender Identity | 10.68% 11 |
| Don't know | 1.94% 2 |
| Total Respondents: 103 | |

| # | Other (please specify) | Date |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | All my mentees were supported by someone at their school. | 4/24/2015 11:55 AM |
| 2 | Mentor coaches through SLO process | 4/22/2015 10:05 AM |
| 3 | room arrangement, clear statement of objectives, communicating w/ students and parents | 4/21/2015 7:14 AM |
| 4 | Assists with PDP and EE questions/concerns, but I would not say "coaches" | 4/20/2015 2:51 PM |
| 5 | Curriculum. The "nuts and bolts" of our school and how it works or does not work so well. Who to talk to to address a problem or help out a teacher | 4/11/2015 6:22 AM |
| 6 | IEP | 4/9/2015 6:06 PM |
| 7 | curriculum | 4/9/2015 1:41 PM |
| 8 | Charlotte Danielson's scoring rubrics for the observable components in Domains 2 and 3 | 4/9/2015 9:43 AM |
| 9 | Not all interactions apply to all new teachers | 4/7/2015 12:42 PM |
| 10 | Collegial interactions | 4/6/2015 12:12 PM |

Q28 I helped my beginning teacher(s) improve his/her/their practice in the following areas (Choose all that apply):

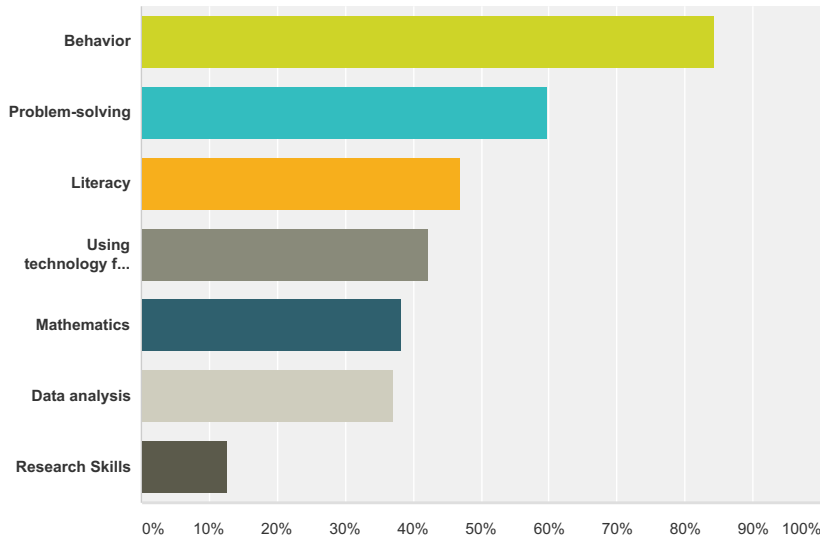
Answered: 102 Skipped: 372



| Answer Choices | Responses |
|----------------------------------------------------------------------------------------------------------|-----------|
| Classroom Instruction (Danielson Domain 3; Wisconsin Teacher Standard 4) | 82.35% 84 |
| Professional Responsibilities (Danielson Domain 4; Wisconsin Teacher Standards 8, 9, 10) | 82.35% 84 |
| Instructional Strategies (Danielson Domain 3; Wisconsin Teacher Standard 4) | 79.41% 81 |
| Professional Relationships with Colleagues and Community (Danielson Domain 4; Wisconsin Teacher Std. 10) | 73.53% 75 |
| Reflective Practice (Danielson Domain 4; Wisconsin Teacher Standard 9) | 72.55% 74 |
| Learning Environment (Danielson Domain 2; Wisconsin Teacher Standard 5) | 66.67% 68 |
| Communicating with Students (Danielson Domain 3; Wisconsin Teacher Standard 6) | 66.67% 68 |
| Diverse Learners (Danielson Domains 1 and 3; Wisconsin Teacher Standard 3) | 65.69% 67 |
| Student development (Danielson Domain 1; Wisconsin Teacher Standard 2) | 64.71% 66 |
| Instructional Planning (Danielson Domain 1; Wisconsin Teacher Standard 7) | 62.75% 64 |
| Subject matter knowledge (Danielson Domain 1; Wisconsin Teacher Standard 1) | 58.82% 60 |
| Assessment (Danielson Domain 3; Wisconsin Teacher Standard 8) | 57.84% 59 |
| Total Respondents: 102 | |

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

Answered: 102 Skipped: 372

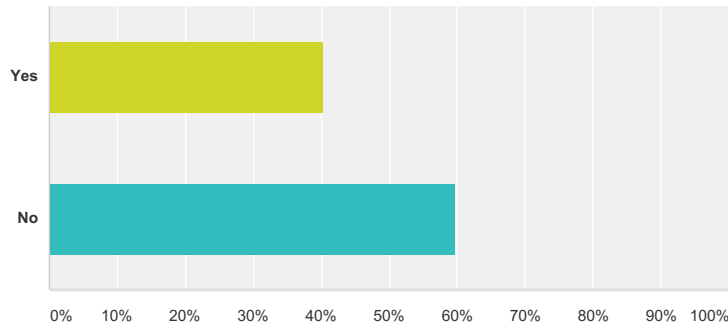


| Answer Choices | Responses |
|-------------------------------|-----------|
| Behavior | 84.31% 86 |
| Problem-solving | 59.80% 61 |
| Literacy | 47.06% 48 |
| Using technology for learning | 42.16% 43 |
| Mathematics | 38.24% 39 |
| Data analysis | 37.25% 38 |
| Research Skills | 12.75% 13 |
| Total Respondents: 102 | |

| # | Other (please specify) | Date |
|---|-------------------------------------------------------------------------------|--------------------|
| 1 | Classroom environment (organization, set-up) | 4/21/2015 2:20 PM |
| 2 | Teaching Science for Conceptual Change | 4/21/2015 9:57 AM |
| 3 | classroom engagement | 4/21/2015 7:15 AM |
| 4 | Music Literacy | 4/20/2015 3:25 PM |
| 5 | Social-emotional management strategies | 4/13/2015 12:32 PM |
| 6 | advocating skills | 4/9/2015 9:56 AM |
| 7 | Writing IEP's and completing Re-Evaluations for Special Education eligibility | 4/7/2015 10:09 AM |

Q30 I helped my beginning teacher(s) shape his/her/their Professional Development Plan (PDP)

Answered: 102 Skipped: 372



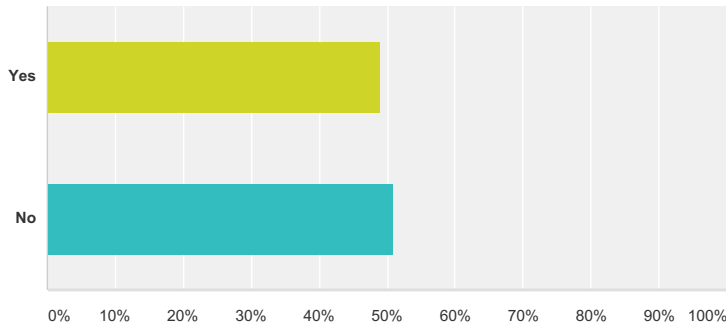
| Answer Choices | Responses |
|----------------|------------|
| Yes | 40.20% 41 |
| No | 59.80% 61 |
| Total | 102 |

| # | If yes, please describe | Date |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | completed PDP | 4/25/2015 7:59 AM |
| 2 | I supported all my teachers in completing a PDP who needed to. | 4/24/2015 12:00 PM |
| 3 | We worked on the PDP goal and will continue to work on it. | 4/24/2015 11:56 AM |
| 4 | Used my own PDP as a model to show beginning teacher what a completed PDP looked like and supported beginning teacher in creating her own tailored to fit her interest area and student needs. | 4/24/2015 11:55 AM |
| 5 | 1st year self reflection and working towards a goal. | 4/24/2015 11:55 AM |
| 6 | We worked on developing the goal, objectives, and activities and submitted them via WECAN | 4/24/2015 11:52 AM |
| 7 | Was a LTE and not sure about working on PDP | 4/22/2015 7:16 PM |
| 8 | We discussed her PDP before it was written and evaluated possible choices. | 4/21/2015 7:02 PM |
| 9 | In year 2, we focus observation cycles and data collected around PDP goal and evidence collection. | 4/21/2015 6:27 PM |
| 10 | We attended a district-sponsored workshop on the PDP process | 4/21/2015 2:20 PM |
| 11 | Described what it is, how to do it, what they could choose for it. | 4/21/2015 12:52 PM |
| 12 | She was working with the Whitewater UW group but I was able to assist her with questions that she did not feel she could ask her professors at UW Whitewater. | 4/21/2015 8:54 AM |
| 13 | I helped my teacher come up w/ and write her PDP. | 4/21/2015 7:38 AM |
| 14 | reviewed their ideas and helped them to phrase their plan | 4/20/2015 3:31 PM |
| 15 | Only asked questions and had her show me her progress. | 4/20/2015 3:25 PM |
| 16 | We worked on this together as a department (team) | 4/20/2015 2:30 PM |
| 17 | Through our conversations my beginning teacher had a clear direction of where they wanted to go with their PDP. | 4/16/2015 9:24 PM |
| 18 | goal development and ways to asses PDP growth for new PDP developers; ongoing evidence collection and reflection; developing tools to assess growth; lesson planning; final PDP reviewing. These were done through 1:1 and workshop collaboration. | 4/14/2015 1:48 PM |
| 19 | PDP's are a time sink, so I told her to make it simple and be done with it. | 4/11/2015 6:26 AM |
| 20 | Discussions throughout the year, sharing and discussing together th process and outlined in "the blue book" | 4/9/2015 9:19 PM |
| 21 | She hasn't yet written her PDP, so I don't know. | 4/9/2015 3:06 PM |
| 22 | Using materials that Heather Lott has developed to guide them thru this process. | 4/9/2015 1:22 PM |
| 23 | I offered a PDP seminar for first year teachers on April 7, 2015. I will now be meeting one on one with all fourteen first year teachers to write a goal and complete through Step II E so our teachers will be ready to submit their PDP for approval before the 2015-16 school year begins. I will be hosting a 2 hour PDP work session for Oregon teachers on May 12, 2015. | 4/9/2015 9:56 AM |

| | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 24 | New to district. not to the profession -no PDP. | 4/8/2015 2:11 PM |
| 25 | I shared my PDP with her. We worked on her PDP together. I have worked with her on uploading artifacts to Teachscape. | 4/7/2015 1:53 PM |
| 26 | PD to help teachers that were in the process of writing their goal as well as multiple PD days for teachers to attend and receive support in gathering evidence and writing their reflection for the year. | 4/7/2015 1:42 PM |
| 27 | Discussed goal writing and development- touched lightly with 1st year teachers, more in depth with 2 year teachers. Also helped others in 3-5th year of the process. | 4/7/2015 12:47 PM |
| 28 | Assisting in collecting data for PDP, review of summary statements. | 4/7/2015 10:09 AM |
| 29 | The mentors in our district hold PDP goal writing workshops, reflection workshops, and a PDP Verification series of workshops. | 4/6/2015 8:59 PM |
| 30 | Identifying standards routinely during year for the purpose of being prepared to reflect at the end of the year to consider a goal. | 4/6/2015 12:14 PM |

Q31 I helped my beginning teacher(s) shape his/her/their Educator Effectiveness Professional Practice Goal (PPG)

Answered: 102 Skipped: 372



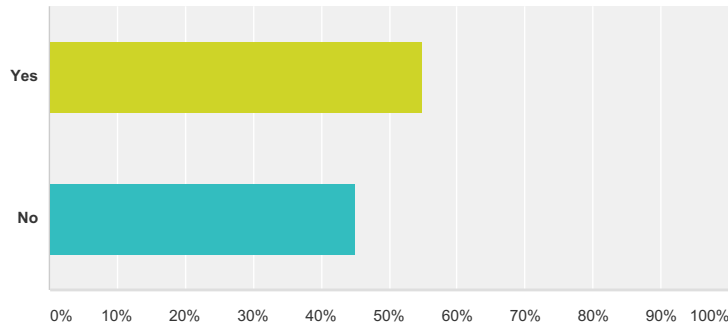
| Answer Choices | Responses |
|----------------|------------|
| Yes | 49.02% 50 |
| No | 50.98% 52 |
| Total | 102 |

| # | If yes, please describe | Date |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | We created a PPG as a science department. | 5/15/2015 10:07 AM |
| 2 | We worked collaboratively as a grade level. | 4/27/2015 8:44 AM |
| 3 | We worked on our goal collaboratively as a grade level. | 4/27/2015 8:17 AM |
| 4 | assisted with uploading SLO and PPG and final for Domains 1 and 4 | 4/25/2015 7:59 AM |
| 5 | I intend to help them with artifact to finish with their EEPPG | 4/24/2015 12:00 PM |
| 6 | Much time spent on PPG - good time to analyze, reflect | 4/24/2015 11:56 AM |
| 7 | We spent several hours individually and in teams shaping the EE PPG's. | 4/24/2015 11:55 AM |
| 8 | Discussed what plans they wanted to work towards based on their initial survey of teacher practices. | 4/24/2015 11:52 AM |
| 9 | We discussed possibilities and I helped her to decide on a plan. | 4/21/2015 7:02 PM |
| 10 | What is it, how to do it, what they might like to work on. | 4/21/2015 12:52 PM |
| 11 | Working on goals together as well as finding evidence/artifacts | 4/21/2015 11:14 AM |
| 12 | Any questions that she had I could help her with or I knew where to ask to get help. | 4/21/2015 8:54 AM |
| 13 | She ran this by me and I helped her clarify it. | 4/21/2015 7:38 AM |
| 14 | helped brainstorm possible goals | 4/20/2015 3:31 PM |
| 15 | We had been working on how to implement Standards based grading and with the current grading system we can not implement that even on a trial basis. However, we can take steps to help create a skills based assessment grading system which will lead into the PPG with the help of technology. My mentee focused more on the technology part and using Google apps and is almost using a hybrid of that with writing assessments for her middle school classes. | 4/20/2015 3:26 PM |
| 16 | Inquired about observations, artifacts, etc. | 4/20/2015 3:25 PM |
| 17 | We worked on this together as a team. | 4/20/2015 2:30 PM |
| 18 | Preparation/review for Teachscape work and Danielson Educator Effectiveness discussions | 4/20/2015 12:30 PM |
| 19 | We discussed this through our mentoring conversations, together we did a common read for professional development on the subject chosen for the PPG. We discussed how to collect evidence for this and how to use the mentoring process to gather some of this evidence (my classroom observation notes can serve this purpose). | 4/16/2015 9:24 PM |
| 20 | We worked together in writing our EE/PPG and how to navigate the Teachscape program | 4/9/2015 6:09 PM |
| 21 | Discussed what she was thinking for her goal, talked about revisions, ways to collect data, etc. | 4/9/2015 3:04 PM |
| 22 | Using Teach Scape to assist Mentees in developing their Goals. | 4/9/2015 1:22 PM |

| | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 23 | I along with each building EE coach helped beginning teachers shape their PPG. I met one on one with beginning teachers to review data and I gave suggestions for possible a possible PPG if educators were stumped. I documented all beginning teacher PPGs and through our monthly meetings and reflective prompts I helped monitor growth over time. | 4/9/2015 9:56 AM |
| 24 | We used her PDP to write her PPG together. | 4/7/2015 1:53 PM |
| 25 | Together we talked about their self reflection and how they could pick an area of growth for their PPG. | 4/7/2015 1:42 PM |
| 26 | Discussed PPG with those who asked for help. Most teachers do this as a team. | 4/7/2015 12:47 PM |
| 27 | The mentors in our district have adapted our observation and conversation tools to be aligned with Danielson Framework for Teaching. We have adjusted our workshops to include aspects of Educator Effectiveness. We support our teachers in writing SLOs, preparing for formal observations, choosing and uploading evidence, and all other areas related to Teachscape and summary year expectations. | 4/6/2015 8:59 PM |

Q32 I helped my beginning teacher(s) shape his/her/their Educator Effectiveness Student Learning Objective (SLO)

Answered: 102 Skipped: 372



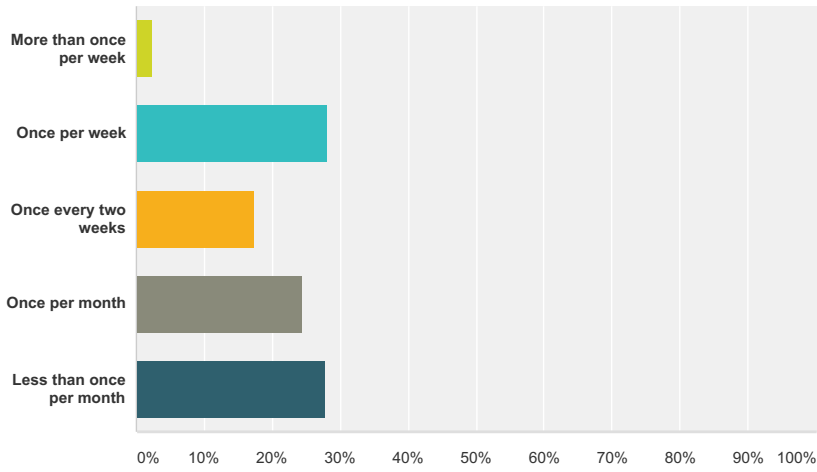
| Answer Choices | Responses | |
|----------------|-----------|------------|
| Yes | 54.90% | 56 |
| No | 45.10% | 46 |
| Total | | 102 |

| # | If yes, please describe | Date |
|----|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | We created an SLO as a science department | 5/15/2015 10:07 AM |
| 2 | We worked collaboratively as a whole school. | 4/27/2015 8:44 AM |
| 3 | We worked on our goal collaboratively as a whole school. | 4/27/2015 8:17 AM |
| 4 | Reviewed document | 4/25/2015 7:59 AM |
| 5 | Great time to talk about students and their growth - much, much time | 4/24/2015 11:56 AM |
| 6 | We spent several hours individually and in teams shaping the EE PPG's. | 4/24/2015 11:55 AM |
| 7 | Talked through which groups of students they wanted to focus on and what their SIP was...looking for clues on what to work towards | 4/24/2015 11:52 AM |
| 8 | Department SLO | 4/24/2015 7:14 AM |
| 9 | We planned together what SLO would be a good choice. | 4/21/2015 7:02 PM |
| 10 | Done as a whole team and helped through it. | 4/21/2015 12:52 PM |
| 11 | We worked together to write, plan and instruct based on SLO | 4/21/2015 11:14 AM |
| 12 | We discussed the SLO together and decided what it should be. | 4/21/2015 9:57 AM |
| 13 | UW Whitewater really helped her but I was another voice in the process. | 4/21/2015 8:54 AM |
| 14 | We worked together on SLO goals, and assessments for the SLO goals. | 4/21/2015 7:38 AM |
| 15 | Worked side by side developing and integrating into daily instruction. | 4/20/2015 5:02 PM |
| 16 | We found that we needed to work on reading comprehension so we both focused our SLOs on that skill for our classes. | 4/20/2015 3:26 PM |
| 17 | I gave examples of what I have done in the past. We had multiple discussions on what skills and knowledge would be most relevant to track. | 4/20/2015 3:25 PM |
| 18 | We worked on this together as a team. | 4/20/2015 2:30 PM |
| 19 | Preparation/review for Teachscape work and Danielson Educator Effectiveness discussions | 4/20/2015 12:30 PM |
| 20 | Same as EE/PPG | 4/9/2015 6:09 PM |
| 21 | I helped her edit her goal. | 4/9/2015 3:06 PM |
| 22 | Discussed what she was thinking for her goal, talked about revisions, ways to collect data, etc. | 4/9/2015 3:04 PM |
| 23 | Using Teach Scope to assist Mentees in developing their Goals for their students | 4/9/2015 1:22 PM |
| 24 | The same support was offered with SLOs as the PPG (see note above). Oregon's educators are required to write two SLOs. | 4/9/2015 9:56 AM |
| 25 | I shared my SLO with her and helped her modify it to fit her classroom. We also worked together at gathering and analyzing data for her SLO. | 4/7/2015 1:53 PM |

| | | |
|----|--------------------------------------------------------------------------------------------------------------------------|-------------------|
| 26 | Together we reviewed their STAR data and chose an SLO goal that was attainable | 4/7/2015 1:42 PM |
| 27 | Worked on creating an assessment to use to measure goal and on brainstorming which students should be included. | 4/7/2015 1:12 PM |
| 28 | Discussed SLO with those who asked for help. Most teachers do the analyzing of student work as a team. | 4/7/2015 12:47 PM |
| 29 | I supported my teachers in writing their SLOs or adjusting the District SLO to make sense for their specific situations. | 4/6/2015 8:59 PM |

Q33 On average, how often do you (the beginning teacher) use a formative assessment tool with your mentor?

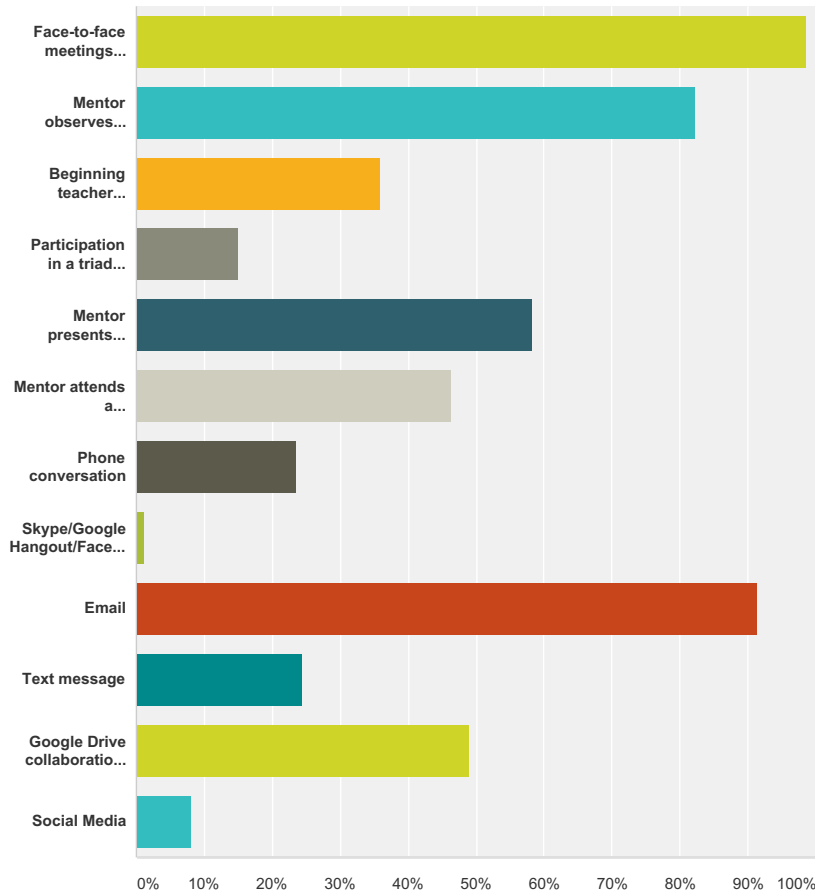
Answered: 259 Skipped: 215



| Answer Choices | Responses |
|--------------------------|------------|
| More than once per week | 2.32% 6 |
| Once per week | 28.19% 73 |
| Once every two weeks | 17.37% 45 |
| Once per month | 24.32% 63 |
| Less than once per month | 27.80% 72 |
| Total | 259 |

Q34 What kinds of interactions do you (the beginning teacher) experience with your mentor?(Choose all that apply)

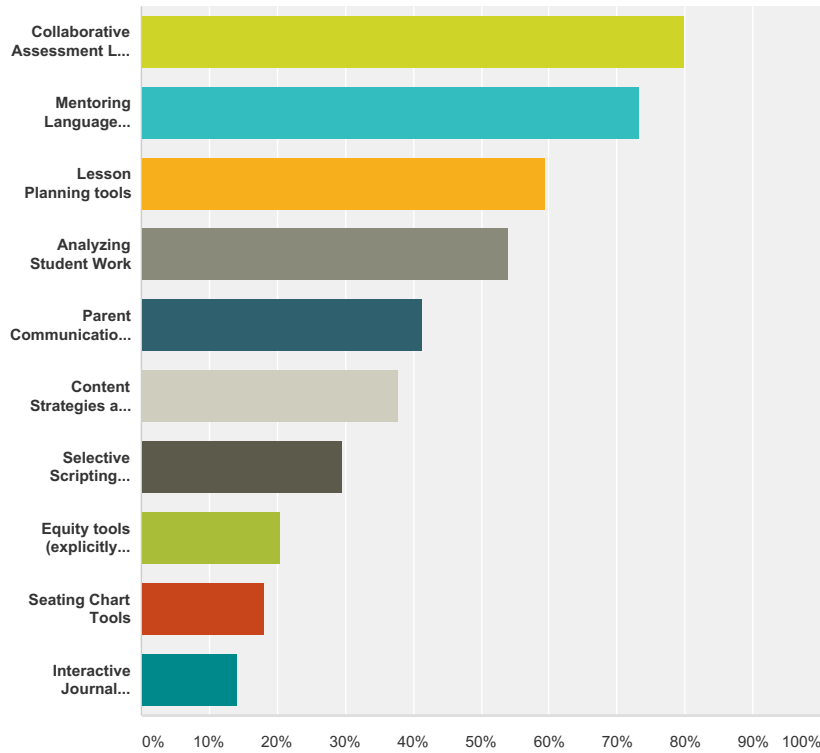
Answered: 259 Skipped: 215



| Answer Choices | Responses |
|------------------------------------------------------------------------------------------------------------|------------|
| Face-to-face meetings between beginning teacher and mentor | 98.46% 255 |
| Mentor observes beginning teacher | 82.24% 213 |
| Beginning teacher observes a veteran teacher and debriefs with mentor | 35.91% 93 |
| Participation in a triad conversation (mentor, beginning teacher, and administrator) | 15.06% 39 |
| Mentor presents professional development for beginning teacher | 58.30% 151 |
| Mentor attends a district-sponsored professional development session and follows up with beginning teacher | 46.33% 120 |
| Phone conversation | 23.55% 61 |
| Skype/Google Hangout/Facetime | 1.16% 3 |
| Email | 91.51% 237 |
| Text message | 24.32% 63 |
| Google Drive collaboration (e.g., collaborative lesson design, interactive journal) | 49.03% 127 |
| Social Media | 8.11% 21 |
| Total Respondents: 259 | |

Q35 Which tools do you (the beginning teacher) and your mentor regularly use in your district? (Choose all that apply)

Answered: 259 Skipped: 215



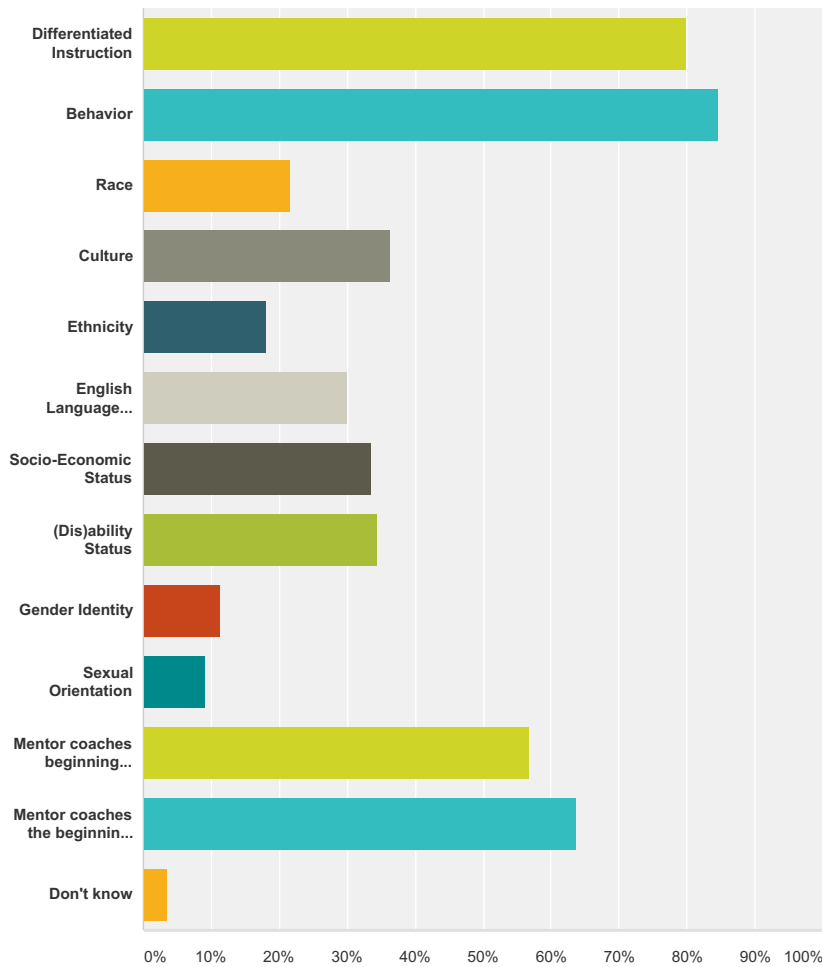
| Answer Choices | Responses |
|-----------------------------------------------------------------------------------------|------------|
| Collaborative Assessment Log (what's working, challenges, next steps) | 79.92% 207 |
| Mentoring Language (paraphrasing, clarifying, „meditational questions, suggestions) | 73.36% 190 |
| Lesson Planning tools | 59.46% 154 |
| Analyzing Student Work | 54.05% 140 |
| Parent Communication tools | 41.31% 107 |
| Content Strategies and Alignment (CSA) (What is being taught, how is it being taught) | 37.84% 98 |
| Selective Scripting (capturing teacher and student language and behavior) | 29.73% 77 |
| Equity tools (explicitly examining race, language, culture, and other issues of equity) | 20.46% 53 |
| Seating Chart Tools | 18.15% 47 |
| Interactive Journal (two-way reflective written communication) | 14.29% 37 |
| Total Respondents: 259 | |

| # | Other (please specify) | Date |
|---|-------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | We talk face to face about French grammar. We share stories about what is working in class, and what is not working in class. | 4/25/2015 11:08 AM |
| 2 | I do not meet with my mentor. | 4/24/2015 7:50 AM |
| 3 | Religious instruction discussion | 4/23/2015 5:49 PM |
| 4 | I am not sure what my mentor uses. | 4/21/2015 1:17 PM |
| 5 | None that I can think of | 4/21/2015 10:23 AM |
| 6 | Face to face talks | 4/20/2015 1:37 PM |

| | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 7 | No tools were given | 4/20/2015 12:25 PM |
| 8 | except for initial contact I don't hear or see her. I am suppose to contact her if I need something | 4/15/2015 10:33 AM |
| 9 | none. There's been no contact. | 4/13/2015 11:24 AM |
| 10 | None | 4/13/2015 11:17 AM |
| 11 | Curriculum Materials, Feedback on Lesson Planning | 4/13/2015 8:52 AM |
| 12 | 2c (Managing Classroom Procedures) rubric | 4/10/2015 8:32 AM |
| 13 | Danielson component rubrics | 4/9/2015 4:14 PM |
| 14 | I am a REACH Technology teacher so my mentor is amazing at helping me work through issues as well as develop tools and advocate for professional development. | 4/9/2015 1:21 PM |
| 15 | Collaboration with other staff | 4/8/2015 8:10 AM |

Q36 Beginning teacher and Mentor interactions explicitly address... (Choose all that apply)

Answered: 259 Skipped: 215

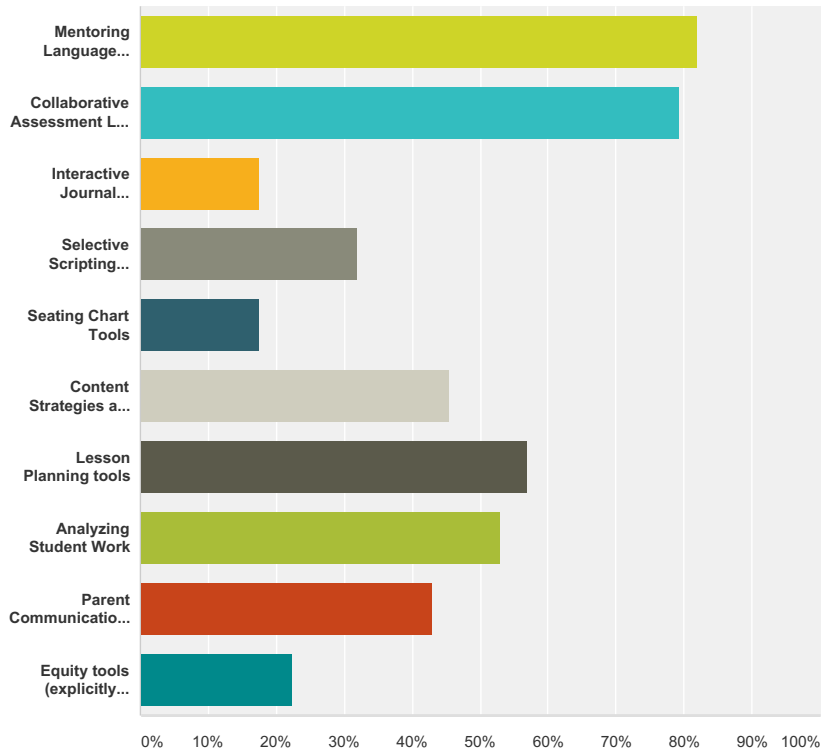


| Answer Choices | Responses |
|---------------------------------------------------------------------------------|------------|
| Differentiated Instruction | 79.92% 207 |
| Behavior | 84.56% 219 |
| Race | 21.62% 56 |
| Culture | 36.29% 94 |
| Ethnicity | 18.15% 47 |
| English Language Proficiency | 30.12% 78 |
| Socio-Economic Status | 33.59% 87 |
| (Dis)ability Status | 34.36% 89 |
| Gender Identity | 11.20% 29 |
| Sexual Orientation | 9.27% 24 |
| Mentor coaches beginning teacher through PDP process | 56.76% 147 |
| Mentor coaches the beginning teacher through the Educator Effectiveness process | 63.71% 165 |
| Don't know | 3.47% 9 |
| Total Respondents: 259 | |

| # | Other (please specify) | Date |
|----|----------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | I do not meet with my mentor | 4/24/2015 7:50 AM |
| 2 | Review and reflect on lessons | 4/23/2015 7:13 PM |
| 3 | Answers that I have needed, have come from colleagues in the school I teach at. | 4/21/2015 1:17 PM |
| 4 | again other than first 3 times or so never see or hear from her | 4/15/2015 10:33 AM |
| 5 | School Social Work Practices | 4/15/2015 10:17 AM |
| 6 | time-management | 4/13/2015 7:44 PM |
| 7 | none. There's been no contact | 4/13/2015 11:24 AM |
| 8 | Danielson components | 4/9/2015 4:14 PM |
| 9 | Bilingualism | 4/9/2015 2:55 PM |
| 10 | Mentor has counseled new teacher through an uncomfortable experience with staff from district administration offices | 4/9/2015 1:35 PM |
| 11 | Paper work | 4/7/2015 3:14 PM |

Q37 My mentor used the following tools with me during my mentorship:(Choose all that apply)

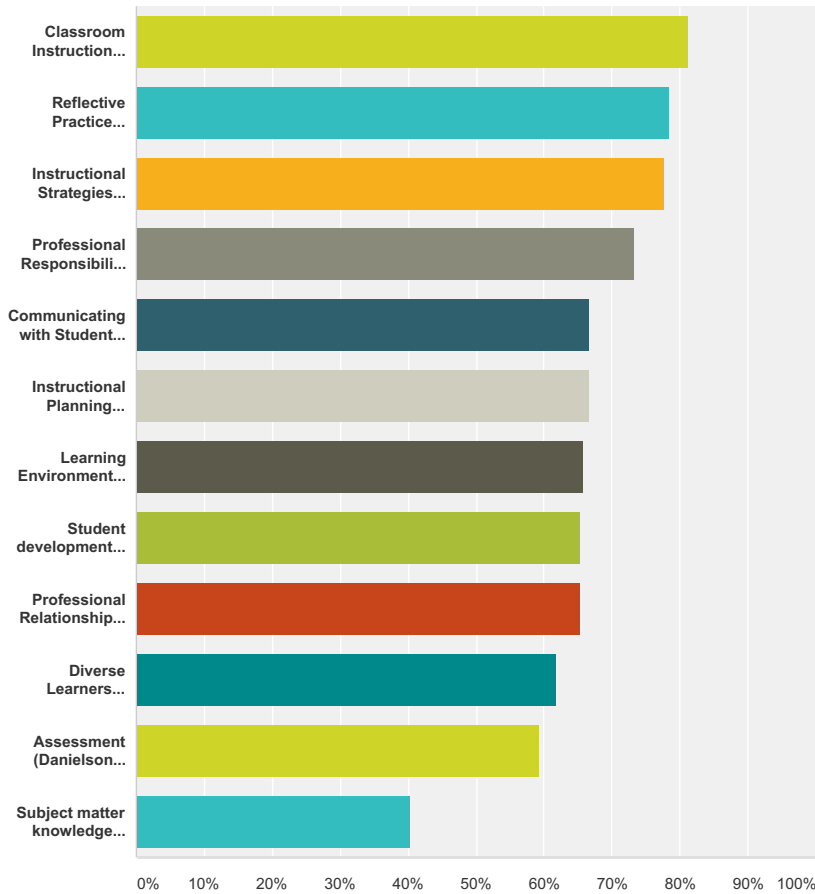
Answered: 251 Skipped: 223



| Answer Choices | Responses |
|-----------------------------------------------------------------------------------------|------------|
| Mentoring Language (paraphrasing, clarifying, ,meditational questions, suggestions) | 82.07% 206 |
| Collaborative Assessment Log (what's working, challenges, next steps) | 79.28% 199 |
| Interactive Journal (two-way reflective written communication) | 17.53% 44 |
| Selective Scripting (capturing teacher and student language and behavior) | 31.87% 80 |
| Seating Chart Tools | 17.53% 44 |
| Content Strategies and Alignment (CSA) (What is being taught, how is it being taught) | 45.42% 114 |
| Lesson Planning tools | 56.97% 143 |
| Analyzing Student Work | 52.99% 133 |
| Parent Communication tools | 43.03% 108 |
| Equity tools (explicitly examining race, language, culture, and other issues of equity) | 22.31% 56 |
| Total Respondents: 251 | |

Q38 My mentor helped me improve my practice in the following areas (Choose all that apply):

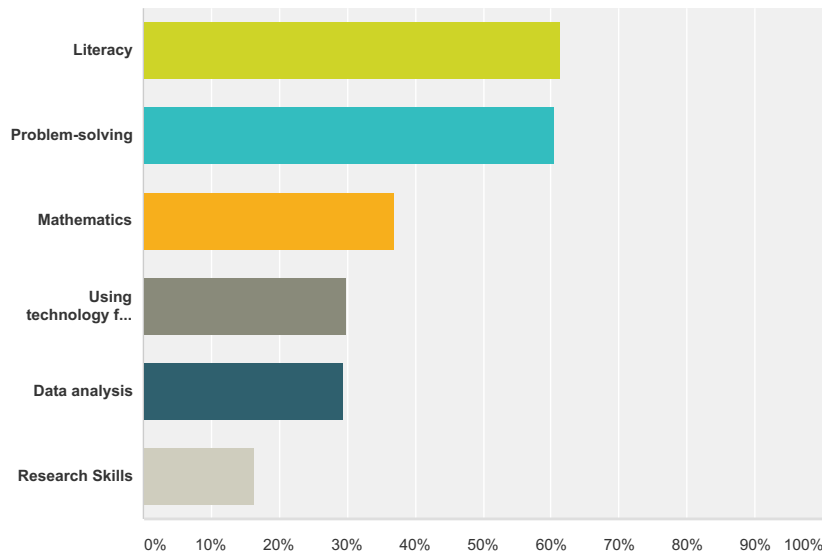
Answered: 251 Skipped: 223



| Answer Choices | Responses |
|----------------------------------------------------------------------------------------------------------|------------|
| Classroom Instruction (Danielson Domain 3; Wisconsin Teacher Standard 4) | 81.27% 204 |
| Reflective Practice (Danielson Domain 4; Wisconsin Teacher Standard 9) | 78.49% 197 |
| Instructional Strategies (Danielson Domain 3; Wisconsin Teacher Standard 4) | 77.69% 195 |
| Professional Responsibilities (Danielson Domain 4; Wisconsin Teacher Standards 8, 9, 10) | 73.31% 184 |
| Communicating with Students (Danielson Domain 3; Wisconsin Teacher Standard 6) | 66.53% 167 |
| Instructional Planning (Danielson Domain 1; Wisconsin Teacher Standard 7) | 66.53% 167 |
| Learning Environment (Danielson Domain 2; Wisconsin Teacher Standard 5) | 65.74% 165 |
| Student development (Danielson Domain 1; Wisconsin Teacher Standard 2) | 65.34% 164 |
| Professional Relationships with Colleagues and Community (Danielson Domain 4; Wisconsin Teacher Std. 10) | 65.34% 164 |
| Diverse Learners (Danielson Domains 1 and 3; Wisconsin Teacher Standard 3) | 61.75% 155 |
| Assessment (Danielson Domain 3; Wisconsin Teacher Standard 8) | 59.36% 149 |
| Subject matter knowledge (Danielson Domain 1; Wisconsin Teacher Standard 1) | 40.24% 101 |
| Total Respondents: 251 | |

Q39 My mentor helped me improve my students' performance in the following areas: (Choose all that apply)

Answered: 251 Skipped: 223



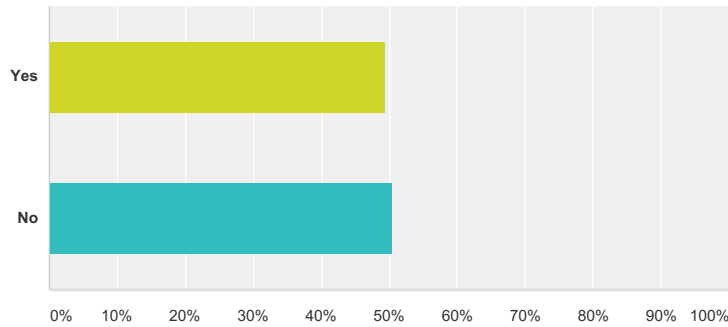
| Answer Choices | Responses |
|-------------------------------|------------|
| Literacy | 61.35% 154 |
| Problem-solving | 60.56% 152 |
| Mathematics | 37.05% 93 |
| Using technology for learning | 29.88% 75 |
| Data analysis | 29.48% 74 |
| Research Skills | 16.33% 41 |
| Total Respondents: 251 | |

| # | Other (please specify) | Date |
|----|---------------------------------------------------------|--------------------|
| 1 | visual art | 4/26/2015 9:00 PM |
| 2 | NONE | 4/24/2015 7:51 AM |
| 3 | Behavior | 4/21/2015 3:24 PM |
| 4 | does not apply | 4/20/2015 1:49 PM |
| 5 | Special education | 4/20/2015 12:24 PM |
| 6 | social-emotional development | 4/16/2015 3:21 PM |
| 7 | Behavior, engagement, family-school connection | 4/15/2015 10:47 AM |
| 8 | made a couple suggestions on a google document | 4/15/2015 10:35 AM |
| 9 | School Social Work Practice | 4/15/2015 10:20 AM |
| 10 | Collaboratively working in groups | 4/14/2015 12:24 PM |
| 11 | Maturity level and behavior | 4/13/2015 8:00 PM |
| 12 | Independence | 4/13/2015 12:14 PM |
| 13 | None. My Mentor has not contacted me at all. | 4/13/2015 11:25 AM |
| 14 | I am not a teacher, so most of these areas do not apply | 4/13/2015 11:20 AM |
| 15 | Collaborative Work | 4/13/2015 8:53 AM |
| 16 | Speech and Language Skills | 4/10/2015 8:38 AM |

| | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 17 | For 8 and 9, there should have been an answer for "n/a," I selected those answers because I couldn't submit the survey without an answer checked off. Having a mentor was only an additional source of stress. There were multiple scheduled observations she forgot about and didn't show up for. When we did meet, it was not helpful. I wished the program were optional; former coworkers and my cooperating teacher were my real mentors, I do not consider my assigned "mentor" a true mentor. | 4/9/2015 10:34 PM |
| 18 | science | 4/9/2015 9:02 PM |
| 19 | history curriculum | 4/9/2015 4:23 PM |
| 20 | self-assessment | 4/9/2015 1:48 PM |
| 21 | We also focused on classroom management and positive ways to improve classroom behavior | 4/9/2015 1:29 PM |

Q40 My mentor helped me shape my Professional Development Plan (PDP)

Answered: 251 Skipped: 223



| Answer Choices | Responses | |
|----------------|-----------|------------|
| Yes | 49.40% | 124 |
| No | 50.60% | 127 |
| Total | | 251 |

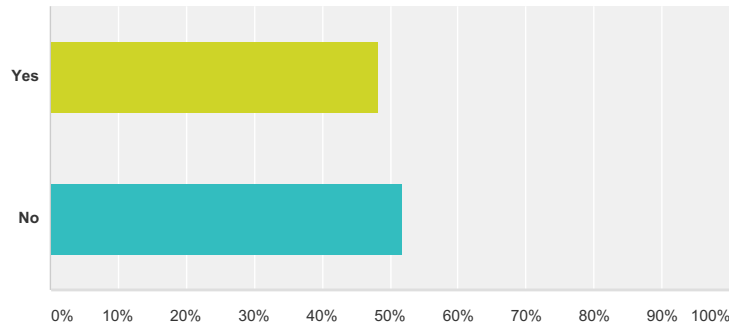
| # | If yes, please describe | Date |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | reviewed and edited | 5/4/2015 5:53 AM |
| 2 | I am just beginning the process and my mentor is very helpful. | 4/26/2015 9:00 PM |
| 3 | not applicable at this time | 4/24/2015 1:49 PM |
| 4 | She helped me edit it. | 4/24/2015 11:26 AM |
| 5 | Not needed. | 4/24/2015 9:03 AM |
| 6 | Helped me with the application process. | 4/24/2015 8:47 AM |
| 7 | Done within department | 4/24/2015 8:36 AM |
| 8 | Using Google Drive to create evidence and artifacts updating them finally to QEI | 4/24/2015 8:05 AM |
| 9 | She worked with me throughout the process of starting and submitting | 4/23/2015 4:31 PM |
| 10 | My mentor helped me to flesh out what would be an appropriate and attainable professional development plan. She read over my plan and gave feedback for me to make adjustment. She also helped me to stay on top of the plan approval deadlines and create a plan of action to get all portions completed over the 5 period time. | 4/23/2015 4:05 PM |
| 11 | She helped me plan, write, and review my PDP in great detail. | 4/23/2015 2:50 PM |
| 12 | She helped me decide between two alternatives... | 4/23/2015 2:47 PM |
| 13 | Vicki Kieler guided me through the entire process. She was an enormous help | 4/23/2015 8:44 AM |
| 14 | My mentor was particularly helpful in observing me in the classroom and helping me to become reflective of what is working and how to analyze the data collected. | 4/22/2015 2:16 PM |
| 15 | We crafted the PDP goals together and she helped me with the online process as well. | 4/22/2015 10:04 AM |
| 16 | Gave me a mentor text. | 4/22/2015 7:28 AM |
| 17 | My mentor read my plan and helped me to revise it as needed. | 4/21/2015 10:47 PM |
| 18 | Assisted me in choosing a plan, provided help and examples when needed | 4/21/2015 3:24 PM |
| 19 | provided tools to help guide my goal and structure approach, allowed opportunities for reflection, helped write and word goal, overview of process | 4/20/2015 6:06 PM |
| 20 | I am on my final year, he helped me with the the submission part. | 4/20/2015 3:29 PM |
| 21 | gave resources | 4/20/2015 3:13 PM |
| 22 | My mentor, through a series of workshops and one on one conversations, helped me write my goal, collected evidence, and walked me through the process of submitting my PDP. | 4/20/2015 1:31 PM |
| 23 | Although considered a beginning teacher in my district, I have taught for 13 years, so I do not have to complete a PDP. | 4/20/2015 12:24 PM |
| 24 | Through workshops, other work examples, and brainstorming, my mentor helped my find my focus area for my PDP. | 4/20/2015 11:17 AM |

| | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 25 | She helped me to create the plan and helped me to figure out what artifacts that I can use | 4/20/2015 9:15 AM |
| 26 | She helped me develop all of my PDP. We sat together and worked collaboratively | 4/19/2015 5:50 PM |
| 27 | We've tossed around ideas, and my mentor has explained the process and purpose. | 4/16/2015 11:45 AM |
| 28 | I am not working on a PDP. | 4/16/2015 7:54 AM |
| 29 | He helped me to know what information is important to have on my PDP | 4/15/2015 1:24 PM |
| 30 | I do not have a PDP yet as I am a first year teacher. | 4/15/2015 1:00 PM |
| 31 | Helping me determine my PDP goal and ways to collect artifacts and demonstrate progress. Also helping me understand the PDP process. | 4/15/2015 10:47 AM |
| 32 | My mentor has helped with creating my initial PDP goal and plan. My mentor has helped with identifying what artifacts I should be collecting. | 4/15/2015 10:20 AM |
| 33 | Gave me tool ideas for how to write my PDP. Also helped me through the initial submission process. | 4/15/2015 8:54 AM |
| 34 | She helped collect data I could use for it. | 4/14/2015 9:27 AM |
| 35 | My mentor gave me suggestions for a PDP goal and guided me through writing an action plan. | 4/14/2015 9:02 AM |
| 36 | -development of goals and objectives -precision of language | 4/13/2015 10:49 PM |
| 37 | My mentor helped me to get everything entered (technologically) and to reflect on my successes aND ways to improve. | 4/13/2015 8:46 PM |
| 38 | helped me develop my PDP as far as choosing the most suitable one, finding research material and resources to better understand it, and navigating the website | 4/13/2015 8:00 PM |
| 39 | Helped form a timeline to finish my PDP Helped me understand the PDP process Gave me ideas | 4/13/2015 2:18 PM |
| 40 | She gave me the handbook and provided me the contact information for the workshops. | 4/13/2015 1:52 PM |
| 41 | My mentor walked me through the process of writing and submitting my PDP. | 4/13/2015 12:05 PM |
| 42 | We haven't had this conversation yet, but will soon. | 4/13/2015 11:20 AM |
| 43 | My mentor showed me an example of a completed PDP, read my PDP and commented on it, and talked me through what language to use. | 4/13/2015 8:53 AM |
| 44 | Not applicable to me | 4/12/2015 5:16 PM |
| 45 | I have not yet started my PDP, but we are planning to begin it together this spring. | 4/10/2015 3:40 PM |
| 46 | Showed me examples | 4/10/2015 3:34 PM |
| 47 | I was given helpful instructions about how to write the PDP. | 4/10/2015 9:08 AM |
| 48 | Very helpful! Shared samples and went through the steps of the PDP process one on one with me. She explained we could use either QEI or WECAN and helped me set up an account. I started in Oregon with 3 years of prior teaching experience. I didn't know about the PDP process so my mentor worked with me early in the school year to get my PDP approved since I was behind DPI timelines. | 4/10/2015 8:38 AM |
| 49 | We attended a workshop together and have discussed my PDP plan. | 4/10/2015 7:44 AM |
| 50 | Seminar and work time | 4/9/2015 6:45 PM |
| 51 | A seminar on the PDP process was offered and one on one meetings with the mentor are available upon request. A follow-up PDP work session is being offered in May. | 4/9/2015 4:23 PM |
| 52 | My mentor helped me set up my PDP file in the WECAN website and to align my PDP and my SLO goals. | 4/9/2015 3:58 PM |
| 53 | Provided information, guidance, and information on Professional Development | 4/9/2015 3:39 PM |
| 54 | She has given me details to think about and we have a scheduled time to meet and work on it together. | 4/9/2015 3:36 PM |
| 55 | Colleen helped me every step of the way. I could have applied to extend my initial educators license but I decided to do a three year PDP instead just so I could work with Colleen. She is an exceptional mentor! | 4/9/2015 3:02 PM |
| 56 | Walked through process, edited my work | 4/9/2015 2:32 PM |
| 57 | A paid district seminar on the PDP process was facilitated by Colleen Christenson. A follow-up 2 hour PDP work session is scheduled for May 12. | 4/9/2015 2:31 PM |
| 58 | My mentor assisted me in finding something I am passionate about to make my PDP and how to fill out the online protion | 4/9/2015 1:42 PM |
| 59 | My mentor held a two hour meeting to discuss what a PDP is and show us where and how to enter information, provided us with step-by-step instructions, and showed us an example PDP. Next month, she will hold another two hour meeting for us to work on our PDP and receive any help that is needed, read it over, and help us submit it to reviewers. | 4/9/2015 12:30 PM |
| 60 | Helped walk us through the first steps through writing the goal and getting it approved. | 4/9/2015 11:48 AM |
| 61 | She was able to share examples and edit my PDP. | 4/9/2015 11:05 AM |
| 62 | Coaching me through developing goals/what I want to work on over the next year. Helping to refine or combine these goals into a clear PDP | 4/9/2015 10:24 AM |
| 63 | Assisted me in filling out the correct information on WECAN in order to submit it. | 4/9/2015 6:11 AM |

| | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 64 | My mentor helped me to create a goal statement and helped me to identify what aspects of my current teaching I could use to support my PDP goal as well as evidence to show my growth and progress for my goal. | 4/8/2015 4:18 PM |
| 65 | She went through the entire process with me of making sure my goal was appropriate and attainable and helped me understand and complete all of the online work associated with the PDP. | 4/8/2015 12:02 PM |
| 66 | Gave feedback for changes. | 4/8/2015 9:26 AM |
| 67 | We had a conversation about how the new math curriculum could help focus my PDP. | 4/8/2015 8:48 AM |
| 68 | Provided a workshop in which we were guided through the process of writing a goal. | 4/8/2015 8:01 AM |
| 69 | Met and discussed logistics of filling out PDP and reflecting on teaching. | 4/8/2015 7:05 AM |
| 70 | Gave recommendations and samples. | 4/7/2015 4:18 PM |
| 71 | New to the district. Not a new teacher. | 4/7/2015 3:16 PM |
| 72 | As a first year teacher, I have not yet confirmed my PDP. I expect to receive assistance from my mentor in the form of a workshop and then reflection on the first year. | 4/7/2015 12:29 PM |

Q41 My mentor helped me shape my Educator Effectiveness Professional Practice Goal (PPG)

Answered: 251 Skipped: 223



| Answer Choices | Responses | |
|----------------|-----------|------------|
| Yes | 48.21% | 121 |
| No | 51.79% | 130 |
| Total | | 251 |

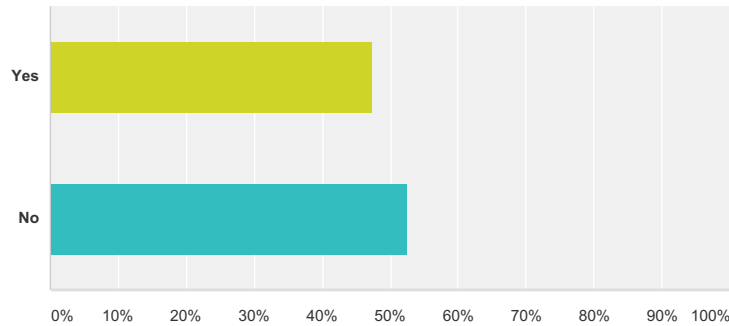
| # | If yes, please describe | Date |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | reviewed and edited | 5/4/2015 5:53 AM |
| 2 | She shared hers as an example with me. I shared my ideas with my mentor. She then shared what she saw as pros/cons of my ideas and we talked about the best option for me. | 4/27/2015 7:18 PM |
| 3 | We worked in collaboration on this. | 4/27/2015 8:16 AM |
| 4 | When I describe what I wanted to accomplish, my mentor helped me articulate my goal and attach the framework. She makes it effortless! | 4/26/2015 9:00 PM |
| 5 | Came to meeting | 4/24/2015 1:49 PM |
| 6 | We worked together as a pupil service team to write our goal. | 4/24/2015 10:57 AM |
| 7 | Provided examples to use to formulate my own. | 4/24/2015 8:47 AM |
| 8 | Done within department | 4/24/2015 8:36 AM |
| 9 | She helped me to be sure that my goal was attainable and measurable. She also helped to guide me as far as what evidence would be important to include. | 4/23/2015 4:05 PM |
| 10 | Does not apply. | 4/23/2015 2:50 PM |
| 11 | Luanne helped me take a look at where I was lacking some performance in the Danielson Framework and helped me set a goal for improvement. | 4/23/2015 2:47 PM |
| 12 | Once our team developed our goal, my mentor helped me prepare for reflect on the goal | 4/23/2015 8:44 AM |
| 13 | Helped me come up with a measureable goal. | 4/22/2015 12:52 PM |
| 14 | We developed the PPG together in conjunction with the PDP so that efforts could be utilized by both. | 4/22/2015 10:04 AM |
| 15 | Helps me navigate Teachscape | 4/22/2015 7:28 AM |
| 16 | My mentor helped me plan, develop, and write my goal. | 4/21/2015 10:47 PM |
| 17 | helping me to think through ideas and with the use of teachscape | 4/20/2015 6:06 PM |
| 18 | Mentor and I shared ideas about what we could do in our different subject areas and this helped me come up with what I chose to do. | 4/20/2015 3:57 PM |
| 19 | Linda was great at letting me do my own PPG and then bouncing it off of her for revision. | 4/20/2015 1:32 PM |
| 20 | We are working collaboratively on our SLO and PPG. | 4/20/2015 12:24 PM |
| 21 | Same as above. We worked through this together and she attended to PD for this as well. | 4/19/2015 5:50 PM |
| 22 | She helped me plan out how I could pick a PPG that would align with my PDP and SLO. | 4/16/2015 3:21 PM |
| 23 | We discussed where I wanted to improve my practice, and my mentor helped me find resources. | 4/16/2015 11:45 AM |
| 24 | I am not working on a PPG. | 4/16/2015 7:54 AM |

| | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 25 | She has helped me through the entire EE practice and helped me figure out the best possible goal for my students | 4/15/2015 1:04 PM |
| 26 | She helped me by providing resources (research) on my specific PPG and we frequently talked about my progress. | 4/15/2015 1:00 PM |
| 27 | As a Student Services Staff member I am not required to write a PPG at this time | 4/15/2015 11:54 AM |
| 28 | Helping me set a realistic goal, how to measure progress and develop action steps and how to collect artifacts. | 4/15/2015 10:47 AM |
| 29 | Shawdi sat down with my math team and helped us work through our initial goals and ideas. Our PPG is now the template for the district to help other teachers. | 4/15/2015 8:54 AM |
| 30 | We entered all information in together. | 4/14/2015 9:27 AM |
| 31 | My mentor helped me to align my Educator Effectiveness PPG with my PDP. | 4/14/2015 9:02 AM |
| 32 | My mentor serves as a guide and a resource to me as I write my PPG. | 4/13/2015 10:49 PM |
| 33 | Helped me collect data when observing me to show my current questioning patterns. | 4/13/2015 2:40 PM |
| 34 | Helped me understand the process | 4/13/2015 2:18 PM |
| 35 | Informally checked status. | 4/13/2015 2:05 PM |
| 36 | I am not evaluated through the Educator Effectiveness model. | 4/13/2015 11:20 AM |
| 37 | She helped me through the process of selecting a detailed area of study in order to focus my goal. | 4/13/2015 9:44 AM |
| 38 | Provided strong guidance with language usage to make PPG more clear and understandable. Clarified what a PPG statement should include. | 4/12/2015 8:52 PM |
| 39 | Language and goal-setting that was appropriate and realistic. | 4/12/2015 3:29 PM |
| 40 | I set this goal with my instructional team. | 4/10/2015 3:40 PM |
| 41 | Talked about strengths and weaknesses and base goal off of that to encourage growth | 4/10/2015 3:34 PM |
| 42 | She helped me adjust the plan throughout the year when my goals changed. | 4/10/2015 1:55 PM |
| 43 | I was given helpful instructions about how to write the PPG. | 4/10/2015 9:08 AM |
| 44 | She has attended our school wide Educator Effectiveness meetings and helped me with a variety of different aspects of my PPG. She has helped my select and upload my artifacts. | 4/10/2015 7:44 AM |
| 45 | Timeline, sat with me to write | 4/9/2015 6:45 PM |
| 46 | My mentor gave numerous suggestions for possible PPG goals after we discussed my students and reviewed data. | 4/9/2015 4:23 PM |
| 47 | This is my fifth year teaching (second in the district) so I was confident in creating my own PPG without assistance. | 4/9/2015 3:02 PM |
| 48 | Walked through process, edited my work | 4/9/2015 2:32 PM |
| 49 | We reviewed data and collaboratively established a goal. | 4/9/2015 2:31 PM |
| 50 | She helped me develop my PPG. | 4/9/2015 1:45 PM |
| 51 | My mentor helped me think through what I would like to focus and improve on as a professional. | 4/9/2015 1:42 PM |
| 52 | Mentor was extremely helpful -- she sent me some examples of similar SLOs and PPGs and assisted throughout the reflection process over the course of the entire year. | 4/9/2015 1:37 PM |
| 53 | She helped me focus on the correct areas and helped me sift through my artifacts and brainstorm which activities I have done throughout the year that fit in to the various domains. | 4/9/2015 1:29 PM |
| 54 | She checked in to see which direction I was going in with my PPG and asked questions to support the creation of my SLO and PPG | 4/9/2015 1:27 PM |
| 55 | REACH Technology is not included in EE. | 4/9/2015 1:22 PM |
| 56 | As an interventionist, I wasn't positive what PPG I wanted to do this year. Since assessments are so important as an interventionist and keeping updated information, she guided me to choose that for my PPG. | 4/9/2015 12:30 PM |
| 57 | PPG was not around my first year | 4/9/2015 11:48 AM |
| 58 | Explaining not only what EE is looking for but also helping to guide me towards an obtainable and applicable goal. | 4/9/2015 10:24 AM |
| 59 | Helped me load artifacts and guided my reflection on teaching a lesson that was used as an artifact. | 4/9/2015 6:11 AM |
| 60 | My mentor helped me to link my PDP and PPG goals, so that I can have consistent objectives and gather evidence to support my goals in my teaching practice. | 4/8/2015 4:18 PM |
| 61 | We talked through what my PPG would be and how it could help support my SLO and my PDP. | 4/8/2015 12:02 PM |
| 62 | We had a conversation about how the new math curriculum could help focus my PPG. | 4/8/2015 8:48 AM |
| 63 | We went over the goal together and made appropriate changes | 4/8/2015 8:33 AM |
| 64 | She reviewed it to assure me it was appropriate. | 4/8/2015 8:13 AM |
| 65 | Helped align my PPG goal with my PDP goal. | 4/8/2015 8:01 AM |

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| 66 | Met and discussed logistics of filling out PPG and reflecting on teaching. | 4/8/2015 7:05 AM |
| 67 | my mentor was part of my team's data summit meeting in November and therefore when I talked to her about my PPG (which I created with my team) she was able to analyze and engage in a conversation about it. | 4/7/2015 8:43 PM |
| 68 | My mentor helped me shape my PPG by explaining how the PPG should be connected to the SLO. | 4/7/2015 12:29 PM |

Q42 My mentor helped me shape my Educator Effectiveness Student Learning Objective (SLO)

Answered: 251 Skipped: 223



| Answer Choices | Responses | |
|----------------|-----------|------------|
| Yes | 47.41% | 119 |
| No | 52.59% | 132 |
| Total | | 251 |

| # | If yes, please describe | Date |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | reviewed and edited | 5/4/2015 5:53 AM |
| 2 | I shared my ideas and assessment data with my mentor. She shared what she thought would make sense and other people she recommended to conference with. | 4/27/2015 7:18 PM |
| 3 | Worked as a whole school in collaboration. | 4/27/2015 8:16 AM |
| 4 | My mentor is supremely intelligent and knows how to help me write my goals and describe how to achieve them. She helped me break down the strategies and framework. Measurable goals. | 4/26/2015 9:00 PM |
| 5 | We worked together as a pupil service team to write our goal. | 4/24/2015 10:57 AM |
| 6 | Provided examples to use to formulate my own. | 4/24/2015 8:47 AM |
| 7 | Done within department | 4/24/2015 8:36 AM |
| 8 | Using Renaissance Learning to look at data for Star Testing | 4/24/2015 8:05 AM |
| 9 | She helped me to be sure that my objective was measurable, attainable and directly lead to student learning. | 4/23/2015 4:05 PM |
| 10 | See #11 | 4/23/2015 2:47 PM |
| 11 | Once our team developed our goal, my mentor helped me prepare for reflect on the goal | 4/23/2015 8:44 AM |
| 12 | The SLO was adopted from a District goal and my mentor helped collect supporting evidence. | 4/22/2015 10:04 AM |
| 13 | Gave me a mentor text | 4/22/2015 7:28 AM |
| 14 | My mentor helped me change my SLO when I accepted a new position. | 4/21/2015 10:47 PM |
| 15 | We discussed by looking at my data would be a reasonable goal. | 4/21/2015 10:28 AM |
| 16 | helping me to choose an appropriately specific goal and think through how to gather data, encouraged collaboration with fellow teachers, helped to navigate teach scape | 4/20/2015 6:06 PM |
| 17 | We sat together and talked about the Team Goal we have. | 4/20/2015 4:18 PM |
| 18 | Again, Mentor and I shared ideas about what we could do in our different subject areas and this helped me come up with what I chose to do. | 4/20/2015 3:57 PM |
| 19 | I worked closely with my mentor during PLC to develop our SMART goals and SLO. | 4/20/2015 3:16 PM |
| 20 | We are in the same PLC and therefore have the same SLO. We are both on our summary year and have gone through and learned the process together. | 4/20/2015 1:38 PM |
| 21 | She helped me see that my goal was too big and broad, and helped me to revise my SLO to be more appropriate. | 4/20/2015 1:32 PM |
| 22 | See above | 4/20/2015 12:24 PM |
| 23 | Same as above. We worked together through the majority of my SLO and we had a PD on this as well. | 4/19/2015 5:50 PM |
| 24 | I am not working on an SLO. | 4/16/2015 7:54 AM |

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| 25 | She helped me by providing resources (research) on my specific SLO and we frequently talked about my progress. She also helped me write and revise my SLO so that it was meeting the criteria. | 4/15/2015 1:00 PM |
| 26 | As a Student Services Staff member I am not required to write a SLO at this time | 4/15/2015 11:54 AM |
| 27 | Helping me set a realistic goal, how to measure progress and develop action steps and how to collect artifacts. | 4/15/2015 10:47 AM |
| 28 | Shawdi sat down with my math team and helped us work through our initial goals and ideas. Our SLO is now the template for the district to help other teachers. | 4/15/2015 8:54 AM |
| 29 | We changed my original goal together. | 4/14/2015 9:27 AM |
| 30 | My mentor helped me align my SLO with my PDP. | 4/14/2015 9:02 AM |
| 31 | My mentor serves as a guide and a resource to me as I implement our school-wide SLO. | 4/13/2015 10:49 PM |
| 32 | helped me develop my SLO as far as choosing the most suitable one, reaching it, navigating Teachscape, and keeping up with SLO deadlines | 4/13/2015 8:00 PM |
| 33 | Helped me understand the process | 4/13/2015 2:18 PM |
| 34 | I am not evaluated through the Educator effectiveness model. | 4/13/2015 11:20 AM |
| 35 | Helped me brainstorm ideas and helped me focus different sections of my SLO. | 4/13/2015 9:44 AM |
| 36 | My mentor helped me shape my SLO by ensuring that I include succinct methods of how I will help students and meet my goal. She also talked through the process of setting up a goal with me and helped me connect it with components of the Danielson Framework that I wanted to improve on. | 4/12/2015 8:52 PM |
| 37 | Language and goal-setting that was appropriate and realistic. | 4/12/2015 3:29 PM |
| 38 | I set this goal with my instructional team. | 4/10/2015 3:40 PM |
| 39 | Discussed data and used that data to write a goal for students and develop a plan of things to work on to get student achievement. | 4/10/2015 3:34 PM |
| 40 | She helped me be more specific with the goal I was trying to accomplish and narrow it down to one specific group of students. | 4/10/2015 1:55 PM |
| 41 | We talked through what I would be focusing on. | 4/10/2015 11:10 AM |
| 42 | I was given helpful instructions about how to write the SLO. | 4/10/2015 9:08 AM |
| 43 | She has attended our school wide Educator Effectiveness meetings and helped me with a variety of different aspects of my SLO. | 4/10/2015 7:44 AM |
| 44 | Timeline, sat with me to write | 4/9/2015 6:45 PM |
| 45 | My mentor shared her SLOs with me and this sparked ideas for me to incorporate in my practice. We need to write 2 SLOs in Oregon. | 4/9/2015 4:23 PM |
| 46 | She helped me identify specific instructional strategies to improve my implementation of the SLO. | 4/9/2015 3:58 PM |
| 47 | I did these things with my team. | 4/9/2015 3:36 PM |
| 48 | Again, this is my fifth year teaching (second in the district) so I was confident in creating my own SLOs. | 4/9/2015 3:02 PM |
| 49 | We reviewed data and collaboratively established 2 SLOs | 4/9/2015 2:31 PM |
| 50 | She helped me develop my SLO. | 4/9/2015 1:45 PM |
| 51 | Mentor was extremely helpful -- she sent me some examples of similar SLOs and PPGs and assisted throughout the reflection process over the course of the entire year. | 4/9/2015 1:37 PM |
| 52 | She helped me figure out proper wording and really helped focus my thoughts and ideas into a SLO that made sense and was quantifiable. | 4/9/2015 1:29 PM |
| 53 | Same as above | 4/9/2015 1:27 PM |
| 54 | I created my SLO, but my mentor helped me re-word it so it would be written correctly and worked with my to make sure the goal was SMART. | 4/9/2015 12:30 PM |
| 55 | same as above | 4/9/2015 11:48 AM |
| 56 | SLO is set by our school administrators | 4/9/2015 10:24 AM |
| 57 | Helped me load artifacts and guided my reflection on teaching a lesson that was used as an artifact. | 4/9/2015 6:11 AM |
| 58 | We talked through what the district wanted the SLO to be and how I could come up with a PPG related. | 4/8/2015 12:02 PM |
| 59 | We wrote the schools math SLO together with other staff members. | 4/8/2015 8:48 AM |
| 60 | We went over the goal together and made appropriate changes | 4/8/2015 8:33 AM |
| 61 | She reviewed it to assure me it was appropriate. | 4/8/2015 8:13 AM |
| 62 | my mentor was part of my team's data summit meeting in November and therefore when I talked to her about my SLO (which I created with my team) she was able to analyze and engage in a conversation about it. | 4/7/2015 8:43 PM |
| 63 | Shared previous SLO with me. | 4/7/2015 1:18 PM |
| 64 | Together we were able to set up the specifics of the SLO and ensure that my SLO was worthwhile, as well as develop a rubric by which to score students properly. | 4/7/2015 12:19 PM |